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THE EFFECTS OF WRITTEN RETELLING STRATEGY ON READING COMPREHENSION FOR PRIMARY ESL LEARNERS

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NUR DZALIFFA RIZA BINTI RIDZWAN

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ABSTRACT

This study aimed to investigate the effects of written retelling strategy on reading comprehension skills. This study also analyses the effects of written retelling strategy on pupils' understanding of the story structure. This study was conducted in a primary school in Ipoh. This study was conducted for eight weeks. A quasi-experimental research design with pre-test and post-test was adopted to carry out the study. Pre-test and post-test questions consisting of structural comprehension questions and written retelling were used to measure the effects of written retelling strategy on the pupils' achievement in reading comprehension and their understanding of the story structure. The participants consist of forty eight Year Three pupils (N=48) who were equally distributed into experimental group and control group. An independent t-test was used to obtain the mean values and standard deviations. Mean scores of the post-test for both groups had resulted in significant gains made by the experimental group in answering structural questions for reading comprehension (M=7.96, SD=2.798). The mean difference was 2.28 compared to the control group (M=5.88, SD=3.51). The results also showed that post-test achievement was significantly higher in the overall understanding of the story structure of the experimental group (M=4.29.SD=2.16) than the control group (M=1.75, SD= 2.77) with a mean difference of 3.55. In conclusion, the written retelling strategy had notably increased the pupils' ability to relate the stories read with their previous knowledge and experiences. They were also able to retain information from the story and make better predictions, hence increased their abilities in answering the comprehension questions. An implication can be made that the written retelling strategy has improved pupils' reading comprehension and enable them to understand elements of the story structure better. The results also indicate that written retelling could be a prospective reading strategy for ESL learners.

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KESAN STRATEGI *WRITTEN RETELLING*- PENGULANGAN CERITA SECARA BERTULIS KE ATAS KEFAHAMAN MEMBACA KEPADA MURID-MURID SEKOLAH RENDAH YANG MEMPELAJARI BAHASA INGGERIS SEBAGAI BAHASA KEDUA

ABSTRAK

Kajian ini bertujuan untuk mengesan strategi penceritaan semula (*Retelling strategy*) dengan memberi tumpuan kepada strategi pengulangan secara bertulis (*written retelling strategy*) dalam meningkatkan kemahiran pemahaman membaca. Kajian ini juga menganalisis kesan strategi terhadap pemahaman murid mengenai struktur cerita. Kajian ini dilakukan di sebuah sekolah rendah di Ipoh. Reka bentuk kajian menggunakan kuasi-eksperimental dengan ujian pra dan ujian pasca . Soalan ujian pra dan ujian pasca yang terdiri daripada soalan pemahaman berbentuk struktur dan *retelling* secara bertulis digunakan sebagai instrumen untuk mengukur kesan strategi *retelling* bertulis terhadap pencapaian murid dalam pemahaman membaca dan pemahaman mereka ke atas elemen struktur cerita. Sampel kajian ini terdiri daripada dua kumpulan murid Tahun Tiga(N=48). Sampel diagihkan kepada dua kumpulan iaitu 24 orang responden kumpulan eksperimen dan 24 orang responden kumpulan kawalan. Ujian pra dilaksanakan sebelum pembelajaran dan pemudahcaraan kedua-dua kumpulan berlangsung. Kajian ini dilakukan selama lapan minggu yang kemudian diikuti dengan ujian pos. Ujian-t digunakan untuk memperoleh nilai min, sisihan piawai dan kepentingan kajian. Dapatan kajian menunjukkan pencapaian ujian pasca adalah lebih tinggi secara signifikan ke atas kumpulan eksperimen dalam menjawab soalan struktur untuk pemahaman membaca (M =7.96, SD = 2.798) dengan perbezaan min 2.28 berbanding kumpulan kawalan (M = 5.88, SD = 3.51). Dapatan kajian juga menunjukkan bahawa pencapaian ujian pasca lebih tinggi secara keseluruhan dalam pemahaman elemen struktur cerita kumpulan eksperimen (M=4.29, SD=2.16) daripada kumpulan kawalan (M=1.75, SD = 2.77) dengan perbezaan min 3.55. Secara kesimpulannya strategi *written retelling* telah meningkatkan kemampuan murid untuk mengaitkan cerita yang dibaca dengan pengetahuan dan pengalaman mereka sebelumnya. Kajian ini memberi implikasi bahawa strategi *written retelling* telah meningkatkan kefahaman membaca murid dan membolehkan mereka memahami elemen struktur cerita dengan lebih baik.

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LIST OF ABBREVIATIONS

CEFR	Common European Framework of Reference
CVI	Content Validity Index
EFL	English as Foreign Language
ESL	English as Second Language
IES	(United States) Institute of Education Sciences
KSSR	New Curriculum Standard for Primary Schools
L1	English as First Language
L2	Learning English As Second Language
LINUS	Literacy and Numeracy Screening
NSE	Native Speaker English
OECD	Overview of the Economic Assessment of Malaysia
ORS	Oral Retelling Srategy
UPSR	Ujian Pentaksiran Sekolah Rendah
WRS	Written Retelling Strategy

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CHAPTER 1

INTRODUCTION

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1.1 Introduction

Reading is an essential life skill. It not only increases our knowledge, but also builds maturity and character, sharpens our thinking, and widens our awareness of social, economic, political, and environmental issues. Reading is a fundamental skill for learners, not just for learning but for life (Traves, 1994) with reading being defined as "…the ability to draw meaning from the printed page and interpret this information appropriately" (Grabe & Stoller, 2002, p. 9).

According to Clark and Rumbold (2006), studies show that reading gives a big impact on learners' educational performance. Learners who read for enjoyment daily not only perform better in reading tests than those who do not but also develop a broader vocabulary, increased general knowledge and a better understanding of other

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cultures. Furthermore, reading is more likely to determine whether a learner does well at school compared to their social or economic background status (OECD Report, 2016).

Reading skills are foundational building blocks at the elementary level and the earlier pupils with low reading skills receive interventions, the greater the interventions will impact their reading careers (Hausheer, Hansen, & Doumas, 2011). According to The National Reading Panel Report of USA (2000), phonemic awareness, phonics, fluency, vocabulary and comprehension strategies are five essential reading components in teaching children to read effectively.

The ultimate goal of reading is comprehension. According to Grabe (2009), reading comprehension is the ability to process text, understand its meaning, and to integrate it with what the reader already knows. There are a few fundamental skills required in efficient reading comprehension highlighted by Davis (1994) in his article on fundamental factors of reading comprehension. According to him, learners need to know the meaning of words and have the ability to understand meaning of a word from discourse context. They should also be able to follow organization of a passage. The ability to draw inferences from a passage about its contents and identify the main thought of a passage is also required for efficient reading. Learners should be able to answer questions related to the passage, and recognize the literary devices or propositional structures used. They should be able to determine its tone, understand the situational mood (agents, objects, temporal and spatial reference points, casual and intentional inflections, etc.). Finally, they should also have the skill to determine the

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writer's purpose, intent and point of view, and draw inferences about the writer (discourse-semantics).

To master the skill, one needs to be able to comprehend the materials read, which the majority of Malaysian students are facing this problem. Ahmad Mazli (2007), Isarji and Ainol Madziah (2008), Jamaliah and Faridah Noor (2001) reported that Malaysian students have problems in approaching their academic reading texts. They face difficulties coping with such texts because they do not really understand what they are reading and, as a result, they are unable to link appropriate ideas from their readings to the assigned tasks given. Therefore, this study seeks to determine if the written retelling strategy helps to improve reading comprehension achievement of primary three pupils.

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According to Brown and Cambourne (1987), the written retelling is a strategy that reflects a holistic concept in which learners are actively involved as they reconstruct a written retelling of the story read. Retelling has been found to significantly improve the story comprehension, sense of story structure, and oral language complexity of Native English Speakers (NSE) (Morrow, 1984, 1985, 1986; Stoicovy, 1997).

Retelling is a flexible strategy which can be applied according to teachers' and learners' needs. It involves having students orally reconstruct a story that they have read. It also requires students to activate their knowledge of how stories work and apply it to the new reading. According to the model adopted in Manyrawi (2013), there are six types of retelling:

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1. Oral-Oral: Students listen and retell orally.
2. Oral-Drawing: Students listen and retell by drawing.
3. Oral-Writing: Students listen and retell in writing.
4. Written-Oral: Students read and retell orally.
5. Written-Drawing: Students read and retell by drawing.
6. Written-Written: Students read and retell in writing.

From the above variations of retelling, it can be concluded that retelling can be categorized into two main types which are oral and written. Written retellings are similar to oral retellings except that instead of reading a story and describing it aloud, students are asked to write everything that they can recall after reading a text (Schisler, 2008). The theory behind the use of written retellings stems from the knowledge that reading and writing share many of the same developmental components and are mutually reinforcing (Fitzgerald & Shanahan, 2000).

This study will focus on written retelling because, through this strategy, pupils will be encouraged to be more critical and explore the relation between ideas, read between the lines to find clues, explore cause and effect, add previous knowledge from their own schemata, and then reconstruct the ideas and events in a new form stamped with their personality (Gibson, Gold, & Sgouros, 2003).

Moss, Leone, & Dipillo (1997) in their article on linking reading and writing through information trade books wrote that written retellings allow pupils to play an active role in reconstructing expository texts. The strategy enables pupils to reconstruct the materials they have read in their own form, which requires a clear

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understanding of what has been read. It serves as an assessment tool as teachers can see how much information was retained after reading or listening to a text. Additionally, the strategy gives teachers insights about pupils' knowledge of the genre and their ability to organize information. Moreover, they allow pupils to record their thoughts about the connections between their own lives and the books they are reading.

Based on the positive findings from the previous studies on the significant effects of written retelling, this will also give opportunities to Malaysian teachers to vary their teaching strategies and hence benefit the pupils.

1.2 Background of the Study

One major issue in most schools in Malaysia especially in the rural areas is the inability of the pupils to understand the English language (Semtin & Maniam, 2015). Pupils who are able to read and understand well in English will find learning the subject enjoyable. However, for those who are not, they find it meaningless and will lose interest in their lessons, especially in the early stages as they will face difficulties when using the language (Greathouse, 1991).

Based on the Overview of the Economic Assessment of Malaysia (OECD, 2019) school-age students have achieved below-average scores on PISA, with scores for Mathematics, Science and Reading among the lowest of the 65 countries surveyed in 2012 , 2015 and 2018 which affects one of Malaysia's competitive advantages within

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the region. In 2018, Malaysia scored 415 in Reading, a slight declined from 2015 result of 431 and 398 in 2012. However, the global average score in 2018 was 489 for Reading, indicating Malaysian scores are still far below the international standard. Thus, retelling strategy may be considered to aid students' understanding starting from the lower primary learners.

In October 2011, the Ministry of Education launched a review of the education system in order to develop a new National Education Blueprint – the *Malaysia Education Blueprint 2013–2025* (referred to as the Education Blueprint). This document recognizes the increasing importance of English as a global language and the fact that the English proficiency of a population is linked to the country's economic development. Therefore, in 2013 the Ministry commissioned Cambridge English Language Assessment to undertake a comprehensive evaluation of the learning, teaching, and assessment of the English language in Malaysian schools from pre-school to pre-university (Cambridge Baseline Report, 2013).

To ensure Malaysian youngsters are able to develop the necessary proficiency skills in English, The Common European Framework of Reference for Languages (henceforth "CEFR") is being adopted by Malaysia and other countries across the globe, to the extent that it has become the *de facto* of the international standard. The CEFR distinguishes five communicative skills, namely listening, reading, spoken interaction, spoken production, and writing. Language proficiency is measured in relation to the five skills on a scale beginning with A1, and progressing through A2, B1, B2, and C1 to C2. This scale enables us to set targets for each stage of our English language program. The targets set to be achieved by 2025 for our pupils to

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reach as they progress through the English language program are as shown in Figure 1. (English Language Education in Malaysia: An Agenda for Reform, 2015-2025).

CEFR Targets for each stage of Education	
Preschool	A1
Primary School	A2
Secondary School	B1/B2
Post-Secondary	B2
University	B2/C1
Teacher Education	C1

Figure 1.1 CEFR Targets

According to the Cambridge Baseline 2013 report on English Language in Malaysian Schools, their key findings were that on average the Year 6 pupils were at CEFR level A1 on overall skills (Listening, Reading, Writing and Speaking) with 57% of the pupils were below A1, 29% at level A1, 14% at A2 and none at level B1 and B2 of reading skills.

In the UPSR examination, reading comprehension is the most important component tested. There are at least five questions on linear and non- linear text which carry 30 out of 50 marks in the English -Comprehension paper. The ability of the pupils to answer the comprehension questions will determine whether they will pass or fail the exam.

Under the Standard Based Curriculum - KSSR, the lower primary students are required to pass the Literacy and Numeracy Screening 2.0 (LINUS 2.0) programme

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by Year Three. Reading is a vital part of the skills tested and the students' ability to read and understand the text will help them pass the test.

Due to the highlighted issues, an effective reading strategy is required to help improve pupils' reading comprehension. Thus, this study aims at exploring one of the strategies commonly used to aid reading comprehension of lower proficiency level pupils. This study seeks to specifically investigate the effects of written retelling strategy on reading comprehension of Year 3 pupils in a school located in Ipoh. Written retelling will be examined as a comprehension strategy that could help the primary three pupils to improve in their learning and develop their comprehension.

This study focuses on the written retelling strategy as past studies have recognized this strategy as an active procedure and flexible strategy. It helps to improve comprehension, strengthen listening and speaking skills, build and deepen pupil's vocabulary. The strategy also helps pupils to understand literary elements and nonfiction structures, and facilitates teachers in reading assessment (Shaw, 2005).

1.3 Problem Statement

The ability to read and understand in English is deemed an important skill to be acquired for academic, business and other purposes. Poor reading comprehension among the pupils may affect their abilities to succeed in school. All subjects, including Science and Mathematics require reading comprehension skills. Hence, pupils with low reading skills may result in obtaining low grades and poor test scores.

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Compared to the common practice where pupils read and lift for specific information from the story read to answer the reading comprehension questions, the retelling is a more holistic and developmentally appropriate way to evaluate pupils' understanding of story text (Morrow, 1989). Gordon and Braun (1982) found that retelling (written or oral) enhances a story structure leading to both improved retelling accuracy and greater comprehension. This is supported by Greathouse (1991) who stated that providing pupils with plenty of opportunities to experience stories and allowing them to retell simple stories may encourage their sense of story and lead to better comprehension.

Numerous past studies on written retellings as conducted by Rana Wijaya and Dacholfany (2018), Louis and Kulwinder (2018), Sylvia and Widiati (2017), Manyrawi (2013) , Schisler, Konrad & Morgan (2010) and Han (2005), have reported the effectiveness of a written retelling strategy in aiding learners' comprehension; those studies, however, only focused on adult learners and native speakers of English. In the case of countries such as Malaysia, there is only one study reported on the use of retelling strategy for comprehending and interpreting short stories for secondary students by Louis and Kulwinder (2018) and none on written retelling as a strategy for improving the reading comprehension of primary level students. This study, therefore, seeks to examine the effects of written retelling strategy on reading comprehension of primary three pupils of a school in Malaysia.

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1.4 Purpose of the Study

The purpose of this study is to investigate the effects of the written retelling strategy on the reading comprehension of Year Three pupils of a school located in Ipoh, Malaysia.

Written retelling is chosen as the reading strategy based on the research conducted by Sylvia and Widiati (2017) who found that in the EFL context, the written retelling technique minimized the students' anxiety to demonstrate their comprehension compared to the oral retelling technique. This is also supported by Manyrawi (2013), which mentioned that the EFL students taught using this technique felt more comfortable and showed increased self-confidence, which had positive effect on their reading comprehension. Findings from both studies showed written retelling strategy is more effective on EFL students compared to oral retelling technique. Therefore, this study will examine whether written retelling strategy does help primary three pupils improve their reading comprehension by focusing on two aspects; the pupils' ability in answering the structural reading comprehension questions and their understanding of story structure.

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1.5 Research Objectives

The research aims at achieving the following objectives:

1) To determine the effect of written retelling strategy on pupils' reading comprehension.
2) To determine the effect of written retelling strategy on pupils' understanding of story structure.

1.6 Research Questions

To investigate the effects of written retelling strategy in improving primary three pupils' reading comprehension ability, this study addresses the following research questions:

1. What is the effect of a written retelling strategy on the pupils' ability in answering the structural comprehension questions?

2. Is there any significant difference between the control and experimental groups of students' story structure scores?
   (a) for overall story structure scores in the post-test?
   (b) for story structure scores in the post-test in terms of setting, beginning, middle, resolution, and sequence?

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1.7 Significance of the Study

This study hopes to examine the effects of written retelling strategy on reading comprehension of primary three pupils. The retelling method is not a new strategy but it remains under- utilised as ESL teachers are unaware of the technique (Han, 2005).

Retelling requires pupils to activate their knowledge of how stories work and apply it to the new reading. As part of retelling, students engage in ordering and summarizing information and in making inferences. The teacher can use written retelling as a way to assess how well pupils comprehend a story, and then use this information to help them develop a deeper understanding of what they have read.

Fitzgerald and Shanahan (2000) as cited in Manyrawi (2013) mentioned that the integration of teaching reading and writing will be beneficial in facilitating learning. This is because both of the skills shared many of the same developmental components. The written retelling task can motivate pupils to take a closer look at the text features, and offer new insights into the original material.

Both the teacher and students benefit from the activity as they explore innovative ideas, connect reading and writing in the context of the story, and create versions of their own (Larcy, 2008). Through this study, the teachers will also have a better picture of the pupils' weaknesses and their problems in reading.

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1.8 Limitations of the Study

Several limitations emerged in conducting this research. First, this research is a quasi-experimental study and will be conducted in one urban school only; therefore, the results will not be representative of pupils in other urban schools.

Second, this study only focuses on lower proficiency of pupils in an urban school. The pupils with moderate and higher proficiency in English are not tested in this study. The lower proficiency pupils are the critical group requiring attention and intervention in reading. Therefore, the results will not reflect the pupils at other proficiency levels.

Thirdly, this study was conducted in only eight weeks. The pupils were given only seven short stories during the intervention period. Hence, the result may not give big impact to pupils' overall reading proficiencies.

Finally, this research will be conducted only in one classroom that comprises a small group of pupils. Therefore to generalize the results to a larger group, the study should involve more participants at different levels.

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1.9 Definition of Terms

For the purpose of this study, the following terms are conceptualized as follows:

1.9.1 Reading Comprehension

In this study, reading comprehension is defined as the ability of the pupils to understand the content of the stories they read. To show understanding, pupils should be able to answer questions pertaining to the story read, make connections to their own basic knowledge and experience and ultimately able to share their reading experience with others. Manyrawi (2013) defines reading comprehension as the process of extracting and constructing meaning through interaction with written language, or a process of combining prior knowledge with new information in the text to generate new material through which readers can relate the author's experience to their own. As a result, the readers may be able to judge and express their own opinion on specific issues.

1.9.2 Retelling Strategies

According to Morrow (1989), retellings are post-reading and post-listening recalls whereby listeners or readers tell what they remember either orally or in writing. In this study, retelling strategies is used as a strategy to help pupils' to comprehend the story read. Retelling strategies is a system for evaluating the depth and breadth of student text understandings based on their attempts to retell or recall what they have

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read. It also helps pupils to develop a sense of story structure, and become more accurate in monitoring their understanding.

Retelling stories (free recall) has been previously researched as an assessment of comprehension (Brown & Cambourne, 1987; Gambrell, Pfeiffer, & Wilson, 1985; Irwin & Mitchell, 1983). The basic assumption among researchers is that retelling indicates something about the reader's assimilation and reconstruction of text information, and therefore reflects comprehension.

1.9.3 Written retelling strategy

Written Retelling is one of the strategies in retelling. In this study, written retelling is a process where pupils read the story and later recall the story by writing the important ideas in complete sentences. Pupils recall the story by writing the story based on the elements of story structure in terms of characters, setting, problems, and solution or the main ideas of the story. Kutz and Roskelly (1991) stated when reading is taught, written letters, words and sentences represent the content of the material to be developed. Writing without understanding the text that has been written is almost impossible.

1.9.4 Story Structure

Story structures have been described in several different grammars. In this study, they are referred to a set of stories' component parts such as a setting, characters, theme, plot episodes, and resolution. Although the terminology may differ, generally

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similar categories are designated. Story structures are also called story elements (Greathouse, 1991).

1.10 Summary

This chapter introduced the importance of reading skills using written retelling strategy as an intervention to enhance reading comprehension. The study seeks to determine the effect of written retelling strategy on improving reading comprehension and understanding of a story structure for primary three pupils. This chapter also discussed on the significance and limitations of this study. The next chapter addresses the significance of reading comprehension and writing retelling approach. It also includes a review of previous studies on retelling strategies as an effective strategy in improving reading comprehension.

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CHAPTER TWO

LITERATURE REVIEW

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2.1. Introduction

This chapter describes the definition and importance of reading comprehension and retelling strategies by focusing on written retelling in improving young ESL learners' reading comprehension. This chapter also presents a review of past studies in the area of written retelling strategy; it focuses on the effectiveness of using this strategy in fostering reading comprehension of primary three ESL pupils. The underlying theories of reading comprehension and its connection to written retelling are also analyzed and explained in this chapter.

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2.2 Reading Comprehension

According to Alexander and Murphy (1998), the ultimate goal of reading is comprehension. It allows the reader to make sense of what the text is about. Comprehension is the understanding and interpretation of what is read. To be able to accurately understand written material, children need to be able to (a) decode what they read; (b) make connections between what they read and what they already know; and (c) think deeply about what they have read. To be able to comprehend a story, one must have sufficient vocabulary or know the meanings of enough words. Readers who have a strong comprehension can conclude about what they read and are able to identify what is important, what is a fact, what caused an event to happen or which characters are funny. Thus, comprehension involves combining reading with thinking and reasoning.

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The main objective of reading comprehension instruction is to help students develop the knowledge, skills, and experiences they must have in order to become competent and enthusiastic readers (Texas Educational Agency, 2002). According to Manyrawi (2013), reading comprehension occurred when pupils accumulate ideas or opinions during the reading. Comprehension happens when readers merge their thinking with the text, ask questions, draw inferences, are able to identify what is important, summarize and synthesize. This enables them to use their new understanding to ask further questions and guide new learning. Harvey and Goudvis (2008), Abu Shamla (2010) define reading comprehension as the process of interpreting and forming meaning through interaction and involvement with a written

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text. Individuals construct meaning from a text as they read, absorbing new information, and comparing it to their pre-existing knowledge.

It can be concluded that reading comprehension is the interaction between the reader and the text. It is an active process that requires readers to use their critical thinking to merge their existing knowledge with the information retrieved from the text, analyze and assimilate it to achieve understanding and draw a mental image of the message that an author wants to convey. A good reading strategy is important in helping the students to improve their reading comprehension.

2.2.1 Reading Strategies

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According to Neese (2017), reading strategies involve deliberate cognitive actions during the reading that improves comprehension. His finding is based on research carried out by the United States Institute of Education Sciences (IES), which defined reading strategies as intentional efforts by readers to comprehend or remember what they are reading. IES had identified 10 studies showing that teaching reading comprehension strategies for primary pupils had positive effects on comprehension when measured by standardized tests and research-created measures. They conclude that the following six strategies are the most important strategies for primary pupils in improving their reading comprehension.

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2.2.1.1 Activating Prior Knowledge/Predicting

Better comprehension occurs when pupils are engaged in activities that bridge their old knowledge with the new. They will think about what they already know and use that knowledge, along with other clues, to better understand what they read or to predict what will happen next. It is assumed that pupils' reading motivation will increase if they are able to predict correctly.

2.2.1.2 Questioning

Pupils can be encouraged to frame questions before and after reading to increase their comprehension. Words such as "where" or "why" are important in developing questions while reading. Neese (2017) suggested that questions are effective for improving reading ability as they provide pupils with a purpose for reading and focus pupils' attention on what they should be learning, help them think actively as they read, encourage them to monitor their comprehension and assist them in reviewing content and connecting what they have learned with what they already know.

2.2.1.3 Visualization

Pupils develop a mental image of what is described in the text. They should be encouraged to form visual images in their head as they read the text, which will help develop better comprehension. A sample activity to promote this strategy involves students examining objects placed in front of them. Later, they look carefully at a

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picture that depicts a scene. Finally, the teacher removes the objects and pictures and then asks students to visualize and describe what they saw.

2.2.1.4 Monitoring, Clarifying and Fix-Up

Pupils are instructed to focus and identify whether they are able to understand what they are reading, and if they do not, they should re-read or utilize different strategies that will help.

2.2.1.5 Drawing Inferences

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Pupils use the clues in the text along with their own experiences or opinion to help them figure out or draw conclusions on what is not directly said, making the text personal and memorable. Teachers may assist pupils to look for keywords that will help in understanding the text, demonstrating how they can draw inferences from these words. Teachers can also identify keywords in a sample passage and give an explanation of what pupils can learn about the passage from these terms.

2.2.1.6 Summarizing/Retelling

In the retelling, pupils should be able to summarize or describe the main ideas on what they have read and show their understanding either through oral or written ways.

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Teachers may guide pupils by prompting using the ‘Wh" questions to check on their understanding of what they have read.

2.3 Retelling Strategies

Retelling, which is considered a post-reading or post-listening recall in which readers or listeners tell what they remember either orally or in writing or illustrations (Kalmbach, 1986), is perhaps one of the simplest and most powerful ways to enhance children’s comprehension and their desire to read (Searfoss & Readence, 1994).

Retelling is a strategy used to determine how well a pupil is able to comprehend a specific story. It is an activity to help pupils focus on their understanding of what they read and challenge them to communicate what they have learned to others. Retelling can come in an oral presentation or a written assignment and involves attention to the main narrative components, including character, setting, problem, events, solution, and theme (Han, 2005).

As a comprehension strategy, “retelling encourages pupils to attend to the meaning of the text; reinforces the elements of story structure, such as character, setting, plot; requires readers to distinguish between key ideas and supporting details; encourages communication and oral language development” (Rog, 2003).

Researchers have found that retelling is an instructional strategy that helps students better process information, and therefore leads to enriching comprehension (Morrow, Gambrell, Kapinus, Koskinen, Marshall & Mitchell,1986). Retelling can be

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used as an effective tool in improving comprehension as well as assessing it (Jennings, Caldwell, & Lerner, 2014).

Morrow (1985) conducted a study on Retelling stories: A strategy for improving young children's comprehension, the concept of story structure, and oral language complexity stated that the process of retelling emphasized structural elements of a story and sequential ordering. The results indicated improvement in both structural questions and traditional (literal, interpretive, and critical) questions on the comprehension test, although the treatments stressed only on structural elements of the story.

Schisler (2008), in her study, compared the instructional effectiveness and efficiency of oral retelling, written retelling, and passage review comprehension strategies for third-grade students' accuracy and rate of answering reading comprehension questions. The study involved five third grade students from rural elementary schools of Central Ohio. Alternating treatment designs were used to compare the effects of a passage review condition, an oral retelling condition, and a written retelling condition when paired with repeated readings and phrase drill error correction on reading comprehension performance. Schisler's research results indicated that comprehension gains were made for all five of the students who participated in the study. The oral and written retelling procedures gave greater gains in overall comprehension when compared to the passage review procedure. Oral retelling was found to be the most efficient for enhancing comprehension.

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According to Millis and King (2001), Zabrucky & Commander (1993), passage reviewing is typically an unstructured, self - regulated re-reading of text in order to gain further understanding of what was initially read which is routinely used by proficient readers. Most researchers found that this strategy works effectively for good readers as compared to the poor reader as they fail to discriminate well during their review.

2.3.1 Types of Retelling Strategies

2.3.1.1 Oral retelling

Oral retelling strategy (ORS) has been most commonly used as a measurement for reading comprehension assessment. This procedure typically involves students doing an oral retelling on what they understood from a passage given to them earlier (Schisler, 2008). "Through a story retelling, a student can demonstrate an understanding of the story by relaying major events and details in a cohesive and sequential manner and making logical connections between events" (Hagtvet, 2003, cited in Schisler, 2008).

A number of studies on ORS that have been conducted on the first language (L1) learners or the native speakers had shown a very positive effect on their reading comprehension skills. Morrow (1984, 1985) and Gambrell et al. (1985) revealed that the oral retelling group outperformed the illustrating group when answering the literal and inferential comprehension questions given.

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According to Hoyt (1999), the oral retelling strategy is most suitable for learners who have verbal strengths and able to memorise the story long enough to incorporate it and retell it. These strengths are used in retelling to elaborate textual information.

Manyrawi (2013) and Sylvia and Widiati (2017) on the other hand conducted a comparison study between ORS and WRS on English as a Foreign Language (EFL) students; they stated that written retelling strategy (WRS) is most applicable to the EFL students instead of ORS as it minimized the students' anxiety in demonstrating their comprehension skills. They felt more comfortable doing the written retelling activity, thus increased their confidence and comprehension skills.

2.3.1.2 Written Retelling

Written retelling is quite similar to the oral retelling. In the oral retelling, the readers have to retell what they get from the text in spoken form, while written retelling requires the readers to write. According to Brown and Cambourne (1987), the written retelling is a strategy that reflects a holistic concept in which children are actively involved as they reconstruct a written retelling of the story read.

Manyrawi (2013) mentioned that a written retelling strategy (WRS) is an active mental thinking process that enables the learner to reproduce the material read in a new written form. Readers need to connect the relation between ideas, read between the lines to find clues and explore the text structure. In written retelling, the readers also bring their previous knowledge from their schemata related to the text. Later on,

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they will reconstruct the ideas and events in a new form which may also reflect and relate to their personality. The new form will be personal as each of the readers will create different forms representing the same message from the original text.

Wijaya and Dachofany (2018) stated that to determine students' reading comprehension is not easy; hence using a written retelling strategy will help teachers to check their students' understanding after reading a text. They also cited Anderson (2017) to support their view in which she mentioned that a written retelling is a strategy used to help the teachers assess students' reading comprehension level.

Geist and Boydston (2002) conducted a study on the effect of using written retelling as a teaching strategy on students' performance on the Test of Written English -2 (TOWL-2). They indicated that there was a significant interaction effect was observed between teaching style and the written retelling approach to the teaching of reading and writing. Based on their study, Geist and Boydston concluded that the written retelling strategy tends to work best in a literature / whole language-based classroom.

2.4 The Steps of Written Retelling Strategy

A teacher can use retelling to encourage students in learning by using their imagination and explaining their ideas. According to Marshall and Norman (1996) and Taylor (2000), retelling makes pupils aware of their problem areas in reading and

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teachers should follow proper “fix it strategies” that allow pupils to solve their reading problem themselves.

According to Gibson et al. (2003), the written retelling strategy can be carried out first by selecting a narrative story. The story should have a well-developed structure that includes a clear setting, characters, themes, and plot. Folk and fairy tales work well for younger students. The teacher reads the story aloud to the students and has them reread the story to identify its characters, setting, problem, main events, and solution. Then the teacher has the students create a story map showing these elements. Students use the story map to write their own short version of the story. Teachers should ensure that students include five major elements of the story in their written retelling which are:

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- What was the story about? (the characters)
- Where did it take place? (setting)
- What happened in the beginning? (plot - main events)
- What happened in the middle? (plot - problem/conflict)
- What happened at the end of the story? (plot-solution)

Based on the action research conducted by Kisbulloh (2012) , these elements can help the pupils to remember the information and the details of the text, thus enabling them to rewrite the gist of the passage. Furthermore, the pupils could enrich their vocabulary and be confident to recall and rewrite what they have read. They also will be able to show their understanding by connecting the information to other details.

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2.5 The Relationship between Written Retelling and Reading Comprehension

Wijaya and Dachofany (2018) reported that written retelling has a positive relationship with reading comprehension. The re-writing of stories in writing is very helpful for teachers to assess the level of students' understanding of reading by examining inferential comprehension.

According to Shaw (2005), the link between retelling and comprehension is through the thinking process where retelling requires knowing the who, what, when, why and how and putting them together within the whole context. It also promotes problem-solving and analytical thinking skills as readers need to determine what is important, then organize that information for presentation (oral or written) in the retelling. Retelling also helps the students become independent learners as it requires students to define the boundaries and be self-initiated.

Larcy (2008) who conducted a study on students and the reading-writing connection found that the written retelling task can motivate students to take a closer look at the text features, and offer new insights into the original material. This made language learning fruitful, fulfilling, meaningful and enjoyable. Both the teacher and students benefit from the activity as they explore innovative ideas, connect reading and writing in the context of the story, and create versions of their own.

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2.6 The Development of a Story Structure and Comprehension

Knowledge of story structure helps children recognize and remember the major events in a story and therefore facilitates text recall. This will help the children in interpreting and constructing stories (Greathouse, 1991). According to Morrow (1988), retelling can both develop and reveal the children's sense of story structure. The sense of story structure can be measured by identifying the structural elements that children included in their retellings such as setting, theme, plot, episodes, and a resolution. Morrow (1985) also stated that frequent practice in story retelling, while emphasizing on structural elements in a story will improve children's retelling of the story and reading comprehension in general.

Children trained in story schema awareness through the identification and labelling of structural elements within a story will significantly improve in comprehension (Gordon & Braun, 1983). This is also supported by Cooper (1986) who stated that knowledge of story structure helps children distinguish information relevant to their understanding from the irrelevant.

Listeners and readers also appear to use their knowledge of story structure to guide them in anticipating story events. They make predictions based on what they expect will happen next. This process is believed to be essential to reading comprehension (Mandler & Johnson, 1977; Stein, 1979, all cited in Greathouse 1991). According to Bower (1976, cited in Greathouse, 1991), young children who lack an awareness of story structure tell (write) stories with missing elements, out of sequential order and lacking in cohesiveness.

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2.7 The underlying theories related to reading comprehension and written retelling.

2.7.1 The cognitive theory

Cognitive strategies are useful tools for assisting students with learning problems. The term "cognitive strategies" in its simplest form is the use of the mind (cognition) to solve a problem or complete a task. Cognitive strategies are also referred to as procedural facilitators (Bereiter & Scardamalia, 1987), procedural prompts (Rosenshine, Meister & Chapman, 1997) and scaffolds (Palincsar & Brown, 1984). A related term is metacognition, self-reflection or "thinking about thinking" necessary for students to learn effectively (Baker, Gersten, & Scanlon, 2002).

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Piaget (1970) proposed that cognitive growth occurs when the learner establishes mental categories (schemata) comprised of concepts about subjects and events sharing some general or specific features. He viewed schemata as cognitive structures by which individuals intellectually adapt to and organize the environment.

A cognitive strategy will support learners as they develop internal procedures enabling them to perform complex tasks (Rosenshine et al., 1997). Reading comprehension is an area where cognitive strategies are important. A self-questioning strategy can help students understand what they read. Rosenshine et al. state that the act of creating questions does not lead directly to comprehension. Instead, students search the text and combine information as they generate questions; then they comprehend what they have read. This cognitive strategy plays an important role in

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retelling strategy as retelling requires students to make predictions and form the focus questions as part of the process in building comprehension skills (Shaw, 2005).

According to Jordan (2005), cognitive strategy use can increase learner efficiency in approaching learning tasks. These academic tasks can include, but are not limited to, remembering and applying information about course content, constructing sentences and paragraphs, editing written work, paraphrasing, and classifying information to be learned.

In written retellings, teacher fulfills a pivotal role, bridging the gap between pupils and content/skill to be learned. This role requires an understanding of the task to be completed, as well as retelling knowledge used to be communicated to the pupils.

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2.7.2 The Schema Theory

Schema theory is an explanation of how readers use prior knowledge to comprehend and learn from the text (Rumelhart, 1980). The term "schema" was first used in psychology by Barlett (1932) as "an active organization of past reactions or experiences"; later schema was introduced in reading by Rumelhalt (1980), and Carrell (1981) when discussing the important role of background knowledge in reading comprehension (all cited in An, 2013). The fundamental principle of schema theory assumes that written text does not carry meaning by itself. Rather, a text only

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provides directions for readers on how they should retrieve or construct meaning from their own previously acquired knowledge (An, 2013).

According to schema theory, comprehending a text is an interactive process between the reader's background knowledge and the text. Efficient comprehension requires the ability to relate the textual material to one's own knowledge. Gunning (2005) defines a schema as the organized knowledge that one already has about people, places, things, and events. Kitao (1989) regarded schema theory as involving interaction between the reader's own knowledge and the text, hence facilitating comprehension.

Reading comprehension operates in two directions, from the bottom up to the top and from the top down to the bottom of the hierarchy. Bottom-up processing is activated by specific data from the text, while top-down processing starts with a general understanding to confirm predictions. These two kinds of processing are occurring simultaneously and interactively, which adds to the concept of interaction or comprehension between bottom-up and top-down processes (Carrell & Eisterhold, 1983, cited in An, 2013).

Han (2005) stated that schema theory has significant implications for ESL learners who often lacked the background knowledge to comprehend text in their Second Language (L2). Familiarity with the content and the structure of a text can offset reading comprehension difficulties resulting from the limited second language proficiency (Peregoy & Boyle, 1997).

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Anderson (1994, pp. 473-474) has proposed six functions of schemata as follows:

a. A schema provides ideational scaffolding for assimilating text information.

Craik and Watkins (1972) as cited in Shaw (2005) mentioned retelling can serve as a scaffold as it helps to bring a structure to either the fiction or non- fiction reading. The idea is that a schema provides a niche, or slot, for certain text information. Information that fits slots in the reader's schema is readily learned, perhaps with little mental effort.

b. A schema facilitates selective allocation of attention.

In the retelling, learners are required to analyze the materials read, to determine what is important, then organize that information for presentation in the retelling (Shaw, 2005). A schema provides part of the basis for determining the important aspects of a text. It is hypothesized that skilled readers use importance as one basis for allocating cognitive resources-- that is, for deciding where to pay close attention.

c. A schema allows orderly searches of memory.

Story maps, finger retelling, and other retelling props can provide the reader with a guide to the types of information that need to be recalled (Shaw, 2005). By tracing through the schema used to structure the text, the reader is helped to gain access to the particular information learned when the text was read.

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d. A schema enables inferential elaboration.

According to Gambrell, Koskinen and Kapinus (1988), the retelling is a generative task that requires the reader to construct a personal rendition of the text by making inferences based on the original text and their prior knowledge.

Retelling requires knowing the 'WH (What, who, where, when, why, and how) and putting them together within the whole context which relates to schemata functions of orderly searches of memory and enables inferential elaboration.

e. A schema facilitates editing and summarizing.

Since a schema contains within itself criteria of importance, it enables the reader to produce summaries that include significant propositions and omits trivial ones;

f. A schema permits inferential reconstruction.

When there are gaps in memories, a rememberer's schema, along with the specific text information that can be recalled, helps generate hypotheses about the missing information. These functions are significant to the retelling procedure for ESL learners, who are sometimes considered as disadvantaged in reading comprehension because their schemata do not meet those demanded by the text.

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Schema theory supports the retelling strategies as it requires learners to make connections between their prior knowledge and the new information. An (2013) mentioned that schema theory is important in guiding students to comprehend a text from the global perspective.

2.7.3 The conceptual framework of schema and cognitive theory with a retelling strategy in improving reading comprehension.

Figure 2 illustrates the conceptual framework for this study. It can be seen that cognitive theory and schema theory will influence written retelling strategy among students. By making connections between the text and their prior knowledge, interpreting and summarizing the students improve their reading comprehension and ability to answer structural questions related to the text.

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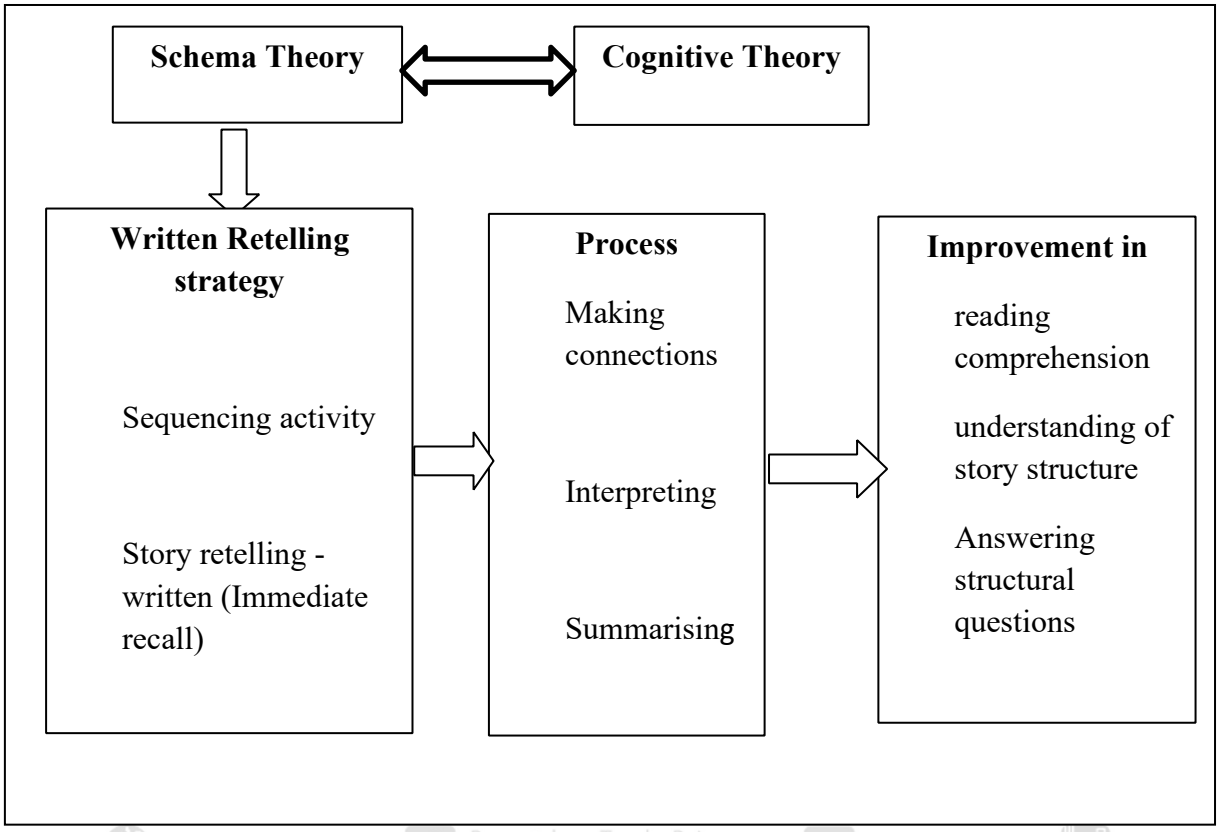


Figure 2.1 Conceptual framework of reading comprehension theories and written retelling.

Critical thinking can be considered as a means to activate or construct schema (Aloqaili, 2011). Norris and Phillips (1987) indicate that critical thinking provides an explanation for activating existing schemata and for constructing new ones by contrasting ideas and engaging in reflective thinking. Piaget (1970) proposed that cognitive growth occurs when the learner establishes mental categories (schemata) comprised of concepts about subjects and events sharing some general or specific features. He viewed schemata as cognitive structures individuals use to intellectually adapt to and organize their environment.

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Aloqaili's (2011) study on the relationship between reading comprehension and critical thinking concluded that consensus between theorists and researchers exists that reading comprehension, critical thinking, and prior knowledge have a strong relationship. This relationship is interdependent, which means that prior knowledge is the basis for critical thinking and inference making. Critical thinking and inference making are effective means of activating prior knowledge. Schema theory provides powerful rational and theoretical premises for constructing an interactive model for interpreting how reading comprehension develops through the use of the links between reading comprehension and critical thinking.

In this study, the written retelling is used as a strategy in improving the pupil's reading comprehension skills by answering structural reading comprehension questions and increases their understanding of story structure. Written retelling activities such as sequencing will activate their thinking and schemata of the pupils as they try to remember and make connections in the story they read. Brown (1975) stated that pupils can reconstruct stories by arranging pictures of the story in sequential order. When participating in this activity, pupils are building an internal representation of the story.

Retelling stories in writing will require the pupils to use their schemata in making connections between their previous knowledge and the story read. In this activity, pupils are also required to interpret and summarize the story based on their understanding. The students' existing schemata help to allocate attention by focusing on what is pertinent and important in newly presented materials (Anderson,1994).

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2.8 Previous studies on the effects of written retelling strategies in improving reading comprehension.

Many past studies have been conducted to study the effects of oral and written retelling strategies in improving learners' reading comprehension skills and develop their awareness of story structure especially for L1 and EFL learners. However, most studies conducted investigated both of the strategies simultaneously and a very limited number of studies have focused on only one of the strategies. Literature review shows that studies that focused on written retellings strategy are much fewer than those on oral retellings. Although studies have been conducted on the effect of written retelling strategy, these have only focused on secondary and tertiary level EFL students. In countries such as Malaysia, studies investigating the effects of written retelling strategy remain scarce particularly involving primary level ESL learners. Thus far, there is no empirical evidence reported on the effect of retelling strategy in improving primary level ESL students' reading comprehension in the Malaysian ESL classroom context.

Based on the research conducted by Geist and Boydston (2002), 118 second-grade students were randomly assigned to treatment and control groups in both traditional and writing process classrooms. The measure was pre- and post-scores on a test of writing ability. In the writing process classrooms, the written-retelling-treatment group performed significantly better than the control on subtests of vocabulary, syntax, spelling, and style. In the traditional classrooms, there were no significant differences between the treatment and control groups' performance. The findings suggest that written retelling cannot be used as a piecemeal, ready-made

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activity that teachers can use in their classrooms. Instead, the teacher must use this method as part of an overall paradigm shift toward a more writing-centered classroom. They also concluded that the written retelling strategy tends to work best in a literature / whole language-based classroom.

Gudwin (2002) in a case study that investigate on how six pre-service teachers perceived their experiences in using an oral and written retelling strategy in teaching reading to students with learning disabilities. A qualitative research design was used in the form of a descriptive case study approach. The 6 subjects were undergraduate female students (ages 21-28), who were completing their student teaching semester in four elementary schools, one middle school, and one senior high school. Five of the subjects were located in different exceptionality setting and one in an inclusion setting. Data included written surveys, weekly audiotaped and transcribed focus group sessions, written samples of retells, analysis of scores, checklists, surveys, and rubrics, as well as observation/debriefing. Findings from the study indicate oral and written retellings are positive and productive strategies to increase reading skills, writing proficiency, vocabulary experiences, and oral language; encourage risk-taking and positive social interactions; and increase self-esteem.

The findings of the above studies were consistent with Manyrawi (2013), who sought to determine the effectiveness of using a written retelling strategy (WRS) in improving reading comprehension achievement and retention. Treatments were administered to ninth grade students for ten weeks. The researcher adopted the quasi-experimental approach and purposively selected a representative sample of 72 ninth graders from Amena Bent Wahab Secondary School for girls in Rafah. The

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participants were distributed into two equivalent groups of 36 students each. In the study, the researcher used WRS in teaching the experimental group, while the traditional method was used in the control group. An achievement test was designed and validated to be used as a pre-post test.

In addition, the researcher prepared an interview to investigate students' opinions toward the written retelling strategy as a new strategy in learning reading texts. The data of the study were analyzed by using the independent sample *t*-test. The findings showed that the written retelling strategy was effective in improving reading comprehension achievement and retention. However, this study was only confined to grade nine female students of one school for a period of ten weeks. The researcher also generalized that the WRS is a very potent strategy in teaching reading comprehension skills in EFL in Palestine and further studies can be done in this field.

Sylvia and Widiati (2017) carried out a quasi-experimental study aimed at investigating how a written retelling technique affects the reading comprehension of university students in Malang, Indonesia having different personality learning styles (introverted vs. extroverted). A reading comprehension test and a questionnaire were utilized to collect the data. Two groups of students consisting of 32 students in each group were involved in the study. The experimental group received the treatment of being taught using a written retelling technique and the control group was taught using the oral retelling technique. The results of the study revealed that the experimental group of students showed better performance in reading comprehension tests than the control group.

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Although the results show a significant difference existed between the extroverted and the introverted students in reading comprehension achievement, the findings suggest that written retelling technique was more effective regardless of the personality learning style compared to oral retelling which was contradicted with the findings made by Schisler (2008) in her study. This perhaps may be due to different groups of the sample involved, as Sylvia and Widiati studied EFL students while Schisler examined the native speaker students. Moreover, it can be seen that the implementation of the oral retelling strategy by Sylvia and Widiati was not in the most appropriate way. The researchers claimed that the teacher in the control group did not follow several steps in implementing the strategy. The lack of ability to implement the oral strategy may also affect the result of the strategy. Nevertheless, Schisler, Joseph, Konrad, and Morgan (2010) mentioned that written retell strategies may be the most efficient strategies during large or small group lessons in the classroom.

The results of these studies were consistent with the findings revealed by Louis and Kaur (2017) in their study on written retelling strategy for comprehending and interpreting short stories conducted on Form Four students of SM Taman Maluri, Cheras. They reported that retelling strategy use increases the students' awareness in understanding the literary text, improves their language proficiencies and stimulates their interest in achieving successful comprehension and interpretation of a literary text. The strategy also gives alternatives to teachers in teaching literature in new ways and adapting it to suit different student abilities.

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2.8.1 Previous Studies on the Effects of Retelling Strategies on Pupils' Understanding of the Story Structure.

Very limited studies have explored student understanding of the story structure using the written retelling method. A prominent researcher on retelling, Morrow (1985) conducted a study on retelling stories as a strategy in improving young children's comprehension and concept of story structure. In this study, she found improvements in four areas of story retelling structure; theme, resolution, sequencing, and total story retelling of 38 students in the experimental group. However, there were no significant differences in setting and plot episodes which may be due to unreliable retelling subtests in discriminating treatment effects on separate aspects of retelling. According to McConaughy (1980), cited in Morrow (1985), the insignificant results in the areas of setting and plot episodes were expected because young children tend to remember certain elements more easily than others. These findings also suggested that retelling experiences enhance students' understanding of story structure leading to both improved retelling accuracy and greater comprehension.

Morrow (1986) conducted another study to determine if frequent story retellings with structural guidance could improve kindergarten children's use of structural elements in dictations of original stories and increase the oral language complexity of the stories. Story dictation pre and post-tests were administered on 38 children in the experimental and 44 children in the control group. Based on covariance analysis, there were significant gains for the experimental group in dictation and oral language complexity. Focusing on categories of story structure, the experimental group performed better than the control group for setting and plot

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episodes compared to theme, resolution, and sequence which gave a major contribution to the general improvement of the treated group. Overall findings indicated that retelling instructional strategy proved capable of improving children's dictations of original stories and oral language complexity within those stories.

The contradictory findings on the story structure of the two studies by Morrow in terms of setting and plot may be due to the different focus of the studies. The study she conducted in 1985 focused more on retelling stories as an instructional strategy in improving the children's comprehension and concept of story structure while in 1986, her study concentrated on the effects of structural guidance in story retelling on children's dictation of original stories. Nevertheless, the results of both studies confirmed that retelling strategies have strong significant effects in improving children's understanding of story structure leading to effective reading comprehension.

Greathouse (1991) conducted a study on the effects of retelling stories and interactive experiences as an instructional strategy to facilitate comprehension and oral language development. Analysis of variances from this study revealed that the inclusion of story structure elements of setting, theme, plot episodes, resolution and sequence gave significant impact in increasing the understanding of the story structure to the experimental group compared to the control group. According to Greathouse, students who were given retellings intervention were able to comprehend story text better than those denied the treatment. Her study was consistent with the results in Morrow's (1986) studies.

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Stoicovy (2004), in her study on using retelling to scaffold English language for Pacific Island students reported that the retelling strategy is culturally consistent with the Pacific Island tradition of storytelling, The study was conducted on six students from 5th grade students in Guam, Western Pacific Ocean. Findings from the study point out that repeated reading and retelling in small groups provide additional scaffolding for language and literacy acquisition as students assimilate the story structure, syntax, vocabulary, and language conventions from their local story into their own speaking and writing. These findings also indicate that oral and written retellings did help native speakers pupils in developing their understanding on story structure which yet to be explored on ESL pupils in Malaysia.

2.9 Summary

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In conclusion, the review of previous studies affirmed that the written retelling strategy has strong effects in improving reading comprehension, with the inclusion of understanding the story structure. Nevertheless, there was a slight contradictory result between written and oral retelling effectiveness and efficiency of the Native Speakers and ESL students which have yet to be explored.

Gudwin (2002) proved that oral and written retelling strategies are positive and productive strategies to increase reading comprehension skills, writing proficiency, vocabulary experiences and oral language. Stoicovy (2004) also pointed out that retelling either written or oral is a successful strategy that helps develop not only comprehension skills but other language skills as well.

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The findings revealed by researchers on ESL and EFL learners such as Han (2005), Manyrawi (2013), Sylvia and Widiati (2017), Louis and Kaur (2017) Wijaya and Dacholfany (2018) consistently showed a positive effect of written retelling on pupils' reading comprehension. Therefore, further study is required to confirm the effects of written retelling strategy on young ESL learners in Malaysia. The next chapter discusses the research questions, research design, samples and procedure in carrying out the study.

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CHAPTER THREE

RESEARCH METHODOLOGY

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3.1. Introduction

This chapter discusses the methodology that has been carried out in collecting and analyzing the data in order to answer the research questions and to see if the objectives are achieved. It includes the research design, samples, research instruments, validity and reliability of the research instruments, data collection process and the analysis procedure. This study sought to investigate the effects of a written retelling strategy in improving learners' reading comprehension and understanding of story structure.

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3.2. Research Design

This study employed quasi-experimental design which involves selecting groups, upon which a variable is tested, without any random pre-selection processes. Quasi-experimental research is not true experimental research but is research that resembles experimental research. Although the independent variable is manipulated, participants are not randomly assigned to conditions or orders of conditions (Cook & Campbell, 1979) .

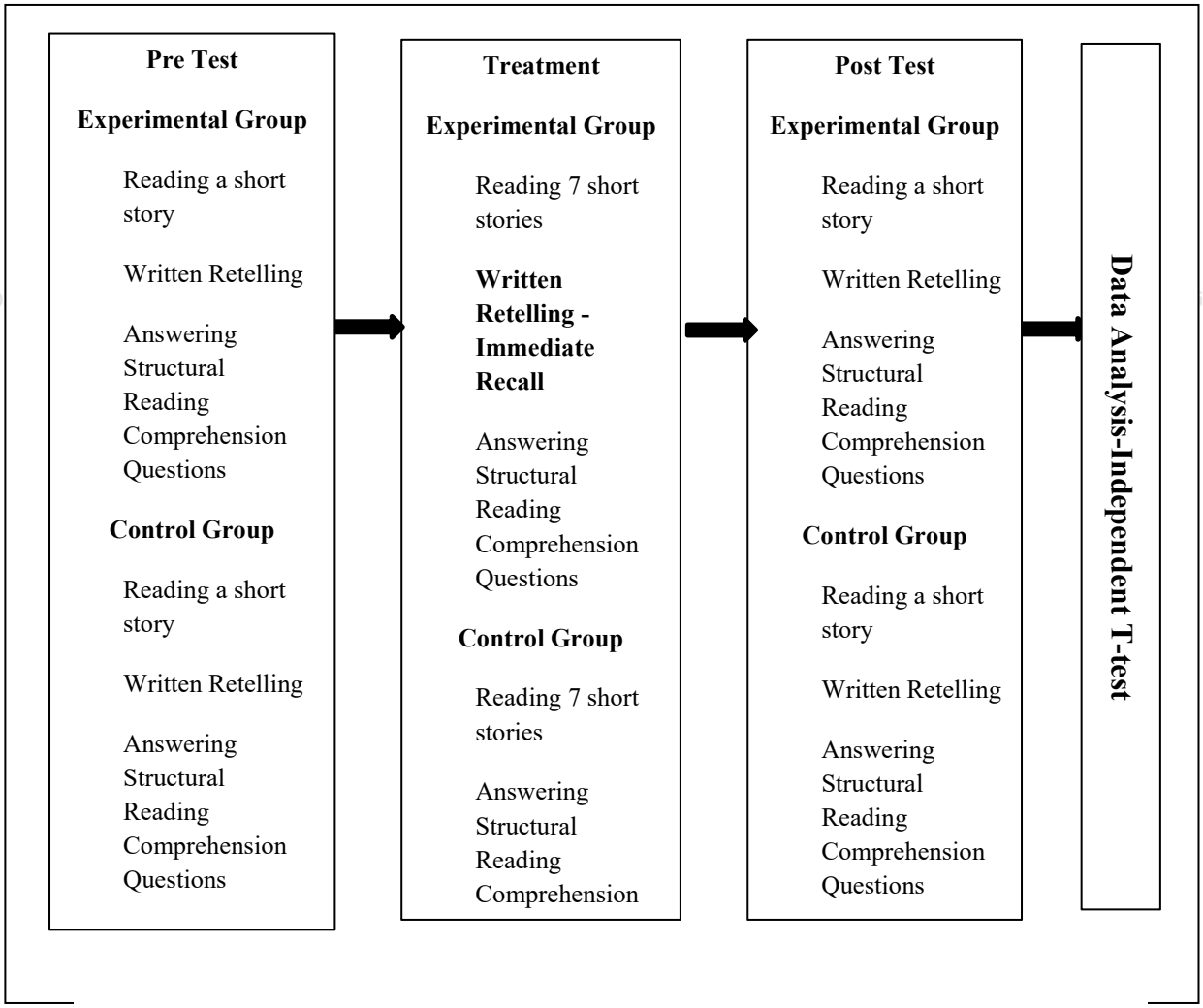


Diagram 3.1 Research Design

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The researcher used the quasi-experimental design in order to investigate the effects of a written retelling strategy on improving pupils' reading comprehension and to examine whether the procedure is able to improve pupils' understanding of story structure. Two predetermined groups had been chosen as the participants in the study which were an experimental group and a control group. Both groups were selected from the weaker classes based on their 2018 year-end assessment results. This study was made on pupils who scored Al and below of their reading assessment. This research concentrated on these pupils as they were the group of pupils who always had problems in understanding passages and answering structural reading comprehension questions. The selection of the students was made based on the observation and opinion given by their English teachers who taught them for two years. The experimental group was given the treatment and taught reading comprehension using the written retelling strategy, while no reading intervention was given to the control group.

The quasi-experimental design adopted was as follows:

Non-randomized control group pretest-posttest design			
Experimental Group	**O1**	**X**	**O2**
Control Group	**O1**		**O2**

Figure 3.2 Non randomized control group pretest-post test design

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O1 represents the pre-test score (before given treatment); pre-test was held by the researcher in order to measure students' reading comprehension ability in answering structural comprehension questions and developing their awareness of story structure before giving written retelling intervention.

X represents the written retelling treatment; the researcher had given treatment to the research's subject using a written retelling strategy.

O2 represents the post-test (after given treatment), the researcher had given a post-test to the students in order to know the effects of giving treatment and measure score after giving written retelling strategy as a treatment.

The pre-test and post-test results of the students for both experimental and control groups were compared using the Independent *t*-test. The *t*-test is conducted to find a significant difference in the mean of two sets of data. It makes sure that the result of the experiment is repeatable for an entire population and does not occur by chance. In adopting the independent *t*-test statistics, the following assumptions have been met: (Connoly, 2007)

1. **Independent observations**. The experimental and control groups were from two different samples.

2. **Normality**: the dependent variable (reading comprehension) followed a normal distribution in the population.

3. **Homogeneity**: the variables selected both for the experimental and control groups are selected from the weaker class based on their year-end examination results.

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The data gathered from the pre-test and post-test results of the experimental and control groups were interpreted using the SPSS.

3.3 Sample of the study

The sample of the study consisted of 48 pupils distributed equally into the experimental group and control group. The two groups were chosen from the weaker classes of Year 3 pupils of a primary girls' school in Ipoh, Malaysia. The pupils were selected from the same proficiency level of English based on their 2018 year-end Reading Assessment and LINUS results. According to their English teacher, the majority of the pupils need guidance in doing their reading comprehension activities. Their English teacher taught them in dual languages (Malay and English) to make them understand the subject. All the pupils were from average income families. The school was chosen as the researcher was able to gain convenient access to the samples.

3.3.1 Distribution of the study sample

Table 3.1 details the distribution of sample subjects between the experimental and control group. 48 students were selected from the same reading proficiency level and distributed equally into two groups. The first group is the experimental group consists of 24 pupils and the second group which was the control group consists of 24 pupils too.

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Table 3.1

Distribution of the study samples

Group	Experimental	Control
Number of pupils in each group	24	24

3.4 Variables

A variable is a measurable characteristic that varies. It is a value that can change, depending on conditions, (Best & Kahn, 2007). There are two types of variables that will be focused in this study which are the independent variables and dependent variables.

3.4.1 Independent variables

The independent variable is any variable that can be manipulated, or altered, independently of any other variable, (Best & Kahn, 2007). The independent variable of this study is the written retelling strategy. The written retelling strategy will be used as an intervention in investigating whether it affects or improves the reading comprehension skill and understanding of story structure in pupils.

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3.4.2 Dependent variables

The dependent variable is a variable that is expected to be dependent on the manipulation of the independent variable. It is a criterion by which the results of the experiment are judged (Best & Kahn, 2007). The dependent variables in this study are the reading comprehension achievement in answering structural comprehension questions and the students' awareness of story structure of 24 Year 3 students of a school in Ipoh. The two variables will be evaluated based on the comparison of the pre and post-test results of the experimental group and the control group, to find out whether there is a significant difference between the mean of the two sets of data.

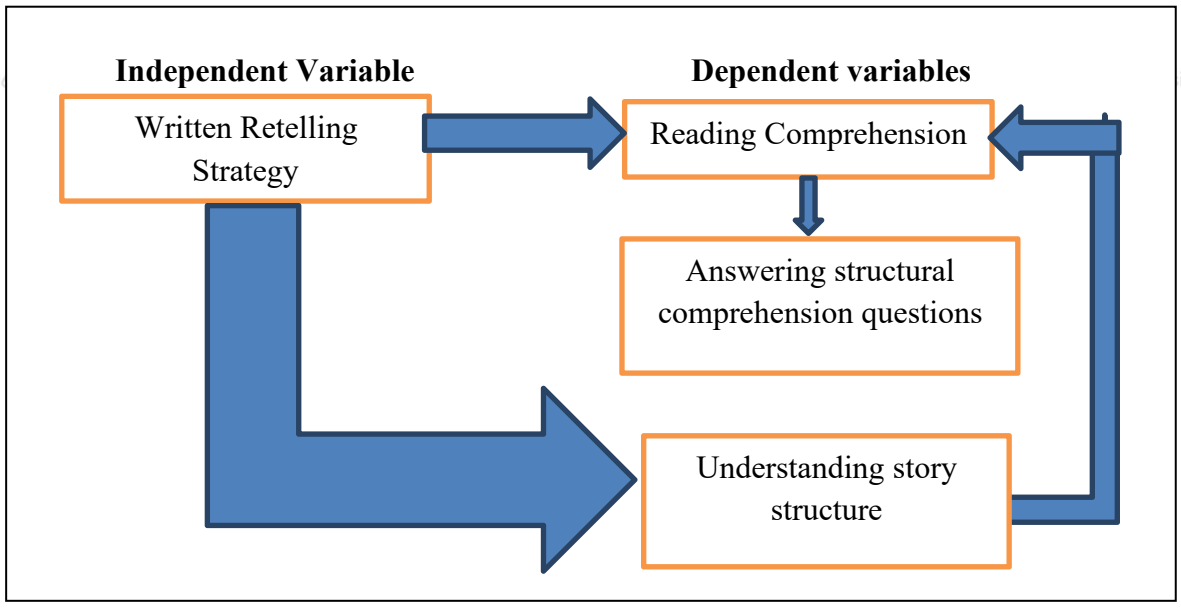


Diagram 3.3 Relationship between the Independent variable and dependent variables

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3.4.3 Hypothesis

"A hypothesis can be defined as a tentative explanation of the research problem, a possible outcome of the research, or an educated guess about the research outcome." (Sarantakos, 1993). According to Macleod and Hockey (1981), a hypothesis is a statement or explanation that is suggested by knowledge or observation but has not, yet, been proved or disproved. The hypothesis developed based on the research questions in this study are:

Research question 1:

What is the effect of a written retelling strategy on the learners' ability in answering the structural comprehension questions?

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The Hypothesis :

Null Hypothesis - Ho = There is no significant difference in the learners' ability in answering the structural comprehension questions between students taught using written retelling strategy and those who are not taught using written retelling strategy.

Alternative Hypothesis - H**1** = There is a significant difference in the learners' ability in answering the structural comprehension questions between students taught using written retelling strategy and those who are not taught using written retelling strategy.

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Research question 2:

2. Is there any significant difference between the control and experimental groups of pupils' story structure scores?

(a) for overall story structure scores in the post-test?

(b) for story structure scores in the post-test in terms of setting, beginning, middle, resolution, and sequence?

The Hypothesis:

Question 2 (a)

Null Hypothesis - Ho = There is no significant difference in the students' understanding of story structure taught using written retelling strategy and those who are not taught using the written retelling strategy in terms of overall structure scores of the post-test.

Alternative Hypothesis - H**1** = There is a significant difference in the students' understanding of story structure taught using written retelling strategy and those who are not taught using the written retelling strategy in terms of overall structure scores of the post-test.

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Question 2 (b)

Null Hypothesis - Ho = There is no significant difference in the students' understanding of story structure in terms of setting, beginning, resolution, and sequence taught using written retelling strategy and those who are not taught using the written retelling strategy.

Alternative Hypothesis - H**1** = There is a significant difference in the students' understanding of story structure in terms of setting, beginning, resolution, and sequence taught using written retelling strategy and those who are not taught using the written retelling strategy.

Where the criterion are ; Ho is rejected if p-value < 0.05 and Ho is failed to reject if p-value > 0.05

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Table 3.2
Method to answer the research questions

Research Questions	Method	Type of Measurement
Q1: What are the effects of written retelling strategy on the learners' ability in answering the structural comprehension questions?	The result of the pre-test and post will be compared using the *t*-test.	The students were given 7 structural reading comprehension questions (in accordance with the latest KSSR and UPSR format)
Q2: Is there any significant difference between the control and experimental groups of students' story structure scores?	A written summary will be evaluated in the post test after the written retelling strategy is implemented.	Students were asked to write a written summary (adapted from Morrow, 1986 sense of story structure analysis) - refer to **Table 3.6** (page 65)
(a) Overall story structures scores in the post-test (b) Story structure in the post-test in terms of setting, beginning, middle, resolution, and sequence?	A set of rubrics adopted from Morrow (1986) and Stouz (2011) were used to evaluate the summary . (Appendix J) The result of pre - test and post -test were compared using *t*-test.	

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To answer the first research questions on the effects of written retelling strategy on the learner's ability in answering the structural reading comprehension questions, the results of pre test and post test of both experimental and control group were evaluated using the t- test. T-test analysis was used to find out whether there is a significant difference between pupils' taught using written retelling strategy and those who were not taught using the strategy. To evaluate the pupils' ability in answering the structural comprehension questions, they were given a similar type of story followed by 7 structural comprehension questions for both pre test and post test. The structural reading comprehension questions consist of 3 literal comprehension questions and 4 inferential comprehension questions, (Appendix D1,D2, E4,E5).

A written summary based on a story read (Appendix D3,D6,E3, E6) was given to the experimental and control groups during the pre-test and post-test . These tests were carried out to evaluate the significant differences between both groups on pupils' understanding of story structure scores in terms of overall scores of story structure elements (setting, beginning, middle, resolution and sequence) and individual scores of the elements. The second research question was divided into two sub questions in order to find out the strength of the pupils on each elements of the story structure and the effects on overall scores of the story structure. T-test analysis was also used to analyse the significant difference between the experimental and control group of pupils' story structure scores.

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3.5. Research Instruments

To carry out the research, the researcher had selected seven children's picture stories. The selection criteria of the stories are adopted from Han (2005) who cited Bellon and Ogletree (2000). They suggested the following criteria in selecting children's stories:

(1) Is the story relevant to the pupil?

Relevant stories activate background information and use language to describe past personal experiences. A personal frame of reference allows the pupil to understand a story at complex levels and use language to relate thoughts and ideas about the story. For example, the stories selected for this research consist of moral values and advice that can be adopted by the pupils.

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(2) Is the story predictable?

Stories need to be predictable so the pupil can anticipate events. Characters, objects, and actions change on each page, but the text structure is predictable. The teacher can ask questions and let the pupils infer while reading the stories.

(3) Is the language level appropriate?

The language of stories needs to be sufficiently complex for exposure to appropriate concepts, yet simple enough to encourage the pupil's expression of thoughts and ideas. The language level should also allow for a narrative structure that includes cause/effect relationships or goal behavior. These relationships allow for adult modeling and responses from the pupil.

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(4) Are the illustrations attractive and supportive of the text?

Appropriate illustrations allow the pupil to understand the text and ideas presented. For children with language and learning difficulties, stories should contain pictures that are concrete.

Han (2005) had conferred with Professor Dr. Carol Fuhler, (who specializes in children's literature) at Iowa State University, for children's book recommendation. Some of the stories that will be used in this study were from her suggested list. **Table 3.3** depicts the list of stories used during the retelling procedure in this study.

Table 3.3

Title of the Story

No	Title of the story
1.	Goldilocks and the three bears
2.	Little Red Riding Hood
3.	The Emperor's new clothes
4.	Jack and the Beanstalk
5.	The Goose That Laid the Golden Eggs
6.	A Colorful Man
7.	The Enormous Turnip

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3.5.1 The written retelling procedure

The written retelling procedure in this study was adopted from Hansen (2004) and Han (2005) and was adapted from Morrow (1986, 1989) and Fitzgerald (1989). They mentioned that teachers should include five major elements of the story in their written retelling activities:

1. What is the title of the story?

Pupils should be able to identify the title of the story before reading it. This will help them to comprehend and predict the general idea of the story.

2. Who are the characters?

Knowing the characters will help the pupils to better understand the plot of the story and be able to make connections between each character in the story.

3. What happened at the beginning?

This question will help the pupils to be aware of the root of the story and to check whether they are able to understand the story from the beginning. Pupils will be guided to write on the introduction of the story and how the characters related to each other.

4. What happened in the middle?

This element of question will guide pupils to stay focused on the plot of the story and identify the conflict or message that the author was trying to deliver.

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5. What happened in the end?

Pupils should be able to state the resolution of the conflict in the story or mention the ending of the story to show their understanding.

According to Shaw (2005), the pupils need to master the above elements so that they will be able to comprehend fully the stories they read. These will also help them to become independent readers and improve their writing skills. In this study, the researcher adopted these elements and give detailed instructions in the written retelling exercises. The plot will be used to indicate the sequence of the stories by asking the questions that happened at the beginning, what happened in the middle and finally arrived at the resolution (what happened in the end). Plot refers to the sequence of events inside a story that affect other events through the principle of cause and effect. The term highlights important points which have consequences within the story (Dibell, 1999).

The study was conducted for eight weeks and the researcher met the students 3 hours per week to conduct the lesson. Each week, the pupils were introduced to one story. The written retelling treatment was carried out based on the given story. Pre - test was conducted on the first week and post -test was given on the last week.

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Table 3.4

Written retelling procedure

Week	Story	Duration	Focus
1	Pre Test (Refer to Appendix D1-D3/E1-E3)	1 hour	Evaluation ● 7 structural comprehension questions ● Written retelling
	Goldilocks and the three bears (Refer to Appendix I-I6)	1 hour 1 hour 1 hour	Understanding story structure: ● a short story ● Written retelling ● sequencing activity ● Written retelling (Recall) ● comprehension questions
2	Little Red Riding Hood	1 hour 1 hour 1 hour	Understanding story structure : ● a short story ● Written retelling ● sequencing activity ● Written retelling ● comprehension questions

(*continue*)

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Table 3.4 (*continue*)

Week	Story	Duration	Focus
3	The Emperor's new clothes	1 hour	Understanding story structure : ● a short story ● Written retelling
		1 hour	● sequencing activity ● Written retelling
		1 hour	● comprehension questions
4	Jack and the Beanstalk	1 hour	Understanding story structure : ● a short story ● Written retelling
		1 hour	● sequencing activity ● Written retelling
		1 hour	● comprehension questions
5	The Goose That Laid the Golden Eggs	1 hour	Understanding story structure : ● a short story ● Written retelling
		1 hour	● sequencing activity ● Written retelling ● comprehension questions

(*continue*)

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Table 3.4 (*continue*)

Week	Story	Duration	Focus
6	A Colorful Man	1 hour 1 hour 1 hour	Understanding story structure : ● a short story ● Written retelling ● sequencing activity ● Written retelling ● comprehension questions
7	The Enormous Turnip	1 hour 1 hour 1 hour	Understanding story structure : ● a short story ● Written retelling ● sequencing activity ● Written retelling ● comprehension questions
8	Post Test (Refer to Appendix D4-D6/E4-E6)	1 hour	Evaluation ● 7 structural comprehension questions ● Written retelling

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3.5.2 Steps of Reading Comprehension and Written Retelling Strategy

For each retelling session, the teacher carried out a Reading Comprehension that focused on developing pupils' understanding of story structure and improve their ability in answering the structural comprehension question. The strategies for the activities in improving pupils' understanding of story structure were adapted from Gambrell et al. (1985), Morrow (1986), and Greathouse (1991).

The reading comprehension and written retelling strategy were carried out according to the following phases:

3.5.2.1 Pre Reading Phase:

The researcher conducted the pre-reading activity for the first-hour session each week by asking the pupils to read the title of the story. The pupils then observed the book cover illustration and shared their views on it. In this session, the researcher tried to generate pupils' interest in the story that they are going to read. Pupils were also encouraged to do prediction and stimulate their relevant schemata.

3.5.2.2 While Reading Phase:

During the reading session, the researcher read the story aloud and let the pupils read together once. The researcher encouraged pupils to ask questions pertaining to the story. Then, the researcher guided the pupils to do the written retelling activity (immediate recall). pupils were asked to write the event of the story immediately after the story reviewing between the researcher and the pupils. The researcher used a story

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map as a guide for pupils to write their recall by focusing on the five elements of story structure (title, characters, and the plot – beginning, middle and ending of the story - Appendix I3). The researcher and pupils discussed the elements.

3.5.2.3 Post Reading Phase:

In the post-reading activity, the researcher guided the pupils to do the sequencing activities. This session was carried out on the second hour of the meetings. In sequencing activity, pupils were asked to rearrange the sentences according to the order of the story and later match them to the suitable pictures given (Appendix I4 - I5). The sequencing activities were to help the pupils to increase their understanding of reading comprehension and help them to organize the story that has been read.

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In the third session, the researcher let the pupils to read the story again silently. The researcher guided the students by recalling the story. This time, pupils did the written retelling activity independently without the story map sheet. Next, the researcher guided the pupils to answer the structural reading comprehension questions worksheet, (Appendix I6). In this activity, the researcher guide the pupils to understand the questions, guide them to recall the story and identify the answers from the story, and encourage them to infer smartly when answering the inferential questions.

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3.5.3 Understanding of Story Structure and Reading Comprehension Questions Scoring Procedure

The story retelling of each pupil in this study was evaluated on two separate criteria: inclusion of the story structure elements and the ability to answer the structural reading comprehension questions. The written retellings of each student were analyzed based on the inclusion of structural elements according to set scoring procedures discussed by Wilson, Martens, Arya, and Jin (2015), Greathouse (1991) and Morrow (1986). The rubric used in order to evaluate the pupils' understanding of the story structure is displays in **Table 3.6** and Appendix J.

To evaluate the pupil's understanding of the story structure, the story was parsed into four scoring units: setting (title, place), theme (characters), plot (beginning and the middle of the story), and resolutions (end of the story). According to the procedures, up to four points are awarded for setting (introduction, characters, and time/place); one point for the theme; one for plot episodes; two for resolution and two for the sequence for a possible total score of ten points (Wilson et al., 2015).

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Table 3.6

Rubrics for Understanding of Story Structure

Story Structure Element	Descriptions	Score
Setting (4 marks)	Beginning	1mark
	Characters in the story	1 mark
	Time of the story	1 mark
	Location of the story	1 mark
Beginning (2 marks)	Introduction event	1 mark
	Event or series that occur	1 mark
Middle (2marks)	An event or series of events are mentioned that relate to the main character.	1 mark
	An event or series of events occur that lead the main character toward solving the problem.	1 mark
Resolution (3 marks)	The main character solves the problem or attains the goal	1 mark
	The story is ended with an ending statement.	1 mark
	The ending carries long-range consequences	1 mark
Sequence (4 marks)	The four categories of story structure are presented in sequential order (setting, theme, plot episodes, resolution)	1 mark is given for each correct sequence.

Adapted from Morrow (1986), "*Written Retelling Analysis on Sense of Story Structure"*.

The structural reading comprehension questions were adopted based on the standard of the National Curriculum (KSSR) syllabus and in accordance with the latest UPSR format. Thus, the scoring for the reading comprehension questions was

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based on the UPSR format in which 1 mark will be awarded for literal (direct) questions and two marks on inferential questions as shown in **Table 3.7**.

Table 3.7

Rubric for Structural Reading Comprehension

Question 1	
MARKS	**DESCRIPTION**
0	Pupil Unable To Name All The Characters.
1	Pupil Able To Name Only One Character.
2	Pupil Able To Name 2 Or 3 Characters.
3	Pupil Able To Name All The Characters Correctly.
Questions 2 - 7	
MARKS	**DESCRIPTION**
0	Pupil Unable To Write The Correct Answer Or Unrelated To The Question.
1	Pupil Able To Answer Part Of The Question With Some Grammar And Spelling Errors
2	Pupil Able To Answer The Question Correctly With Some Grammar And Spelling Errors

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3.6 Instrument Validity and Reliability

The instruments were adapted from the children's storybook as suggested by Han (2005) and supported by Farris, Fuhler, and Walther (2004). This study used the simplified version of the original stories. The simplified version was retrieved online from the short stories website. The comprehension questions were also adopted from various teaching websites that are in accordance with the latest KSSR syllabus. The

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researcher used content validity and face validity to ensure the validity of the instruments used in this study.

3.6.1 Content Validity

Content validity refers to how accurately an assessment or measurement tool taps into the various aspects of the specific construct in question. It addresses the adequacy and representativeness of the items to the domain of testing purposes (Manyrawi, 2013). One of the criteria to fulfill the content validity is through literature review (Abdul Aziz, Azrilah, Jusoh, M.S. , Omar , Amlus, Harith & Salleh, 2014). The stories used in this research are adapted from Han (2005) and Shaw (2005) and had undergone the reliability and validity test. Thus the instruments can be used and fulfilled the reliability and validity test aspects (Sanchez-Franco & Roldán, 2010).

The Content Validity Index (CVI) was used to measure the validity of the reading comprehension questions used in this study. A minimum of three but not more than ten experts were required to validate the items (Lyn, 1986). The researcher referred to three experts who have more than 10 years of experience in teaching English and constructing exam papers to validate the items in the worksheets given for the written retelling activities. According to Polit and Beck (2006) and Stewart and Haswell (2013) the acceptable value of Content Validity of Individual Items (I-CVI) must be more than .8 while .9 and above will be considered as excellent. Items that scored below .8 should be rejected (Appendix G1-G7).

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3.6.2 Face validity

Face validity has been defined as reflecting the extent to which a measure reflects what it is intended to measure (Nunnally & Bernstein, 1994). Similarly, Allen and Yen (1979), Anastasi (1988), and Nevo (1985) defined face validity as the degree that respondents or users judge that the items of an assessment instrument are appropriate to the targeted construct and assessment objectives. The questions used in reading comprehension were also referred to three experts to determine their face validity. The experts observed the item sentence structure, grammar and the suitability of vocabulary used (Appendix F1-F6).

The instruments in this study consisted of seven short stories and each story consisted of a minimum of six to ten comprehension questions for Section A and one sequencing and matching activity in Section B. The instrument content and face validity were measured based on the following criteria:

(a) match the instructional objectives,

(b) appropriate in terms of the language used, style and reading level of Year 3 pupils,

(c) according to the sequential order (passage and level of difficulty),

(d) not bias and containing sensitive questions and

(e) in accordance with the KSSR standard.

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Table 3.8 summarizes the content validity indices for the instruments.

Table 3.8

Summary of I-CVI and S-CVI of the instruments

Story	**Construct - Reading Comprehension**	**I-CVI**	**S-CVI**
1	1-9 (Item a-e)	1.0	1.0
	10 (Item a,c,d,e)	1.0	1.0
	10 (Item b)	0.67	0.97
2	1-6 (Item a-e)	1.0	1.0
	7 (Item a,c,d,e)	1.0	1.0
	7 (Item b)	0.67	0.95
3	1-7 (Item a-e)	1.0	1.0
4	1-8 (Item a-e)	1.0	1.0
5	1-7 (Item a-e)	1.0	1.0
6	1-7 (Item a-e)	1.0	1.0
7	1-8 (Item a-e)	1.0	1.0
Story	**Construct - Sequencing and Matching**	**I-CVI**	**S-CVI**
1	1tem a,c,d,e	1.0	1.0
	Item b	0.67	0.67
2	Item a-e	1.0	1.0
3	Item a-e	1.0	1.0
4	1tem a,c,d,e	1.0	1.0
	Item b	0.67	0.67
5	Item a-e	1.0	1.0
6	1tem a,c,d,e	1	1
	Item b	0.67	0.67
7	Item a-e	1.0	1.0
Notes :	S-CVI = Average I-CVI / Average I (item)		
Cut Off Point iCVI = 0.78 (Lynn, 1986)			
Cut Off Point sCVI = 0.86 (Smith, Fischer & Fister, 2003)			

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All constructs with I-CVI and S-CVI of 1.0 were accepted and some constructs with I-CVI of 0.67 were amended accordingly based on the experts' recommendations. The major issues of these constructs were related to the language used, style and reading level of Year 3 pupils.

3.6.3 Inter-Rater Reliability

The researcher conducted the written retelling strategy by herself, thus to avoid the 'halo-effect', inter-rater reliability was carried out to ensure the reliability of the scoring of pre-test and post-test of the story structure and the reading comprehension questions. Two English teachers with more than ten years of experience teaching Level 1 pupils were selected to help to mark the written retelling summary (according to set scoring procedures discussed by Wilson et al., 2015; Greathouse, 1991; and Morrow, 1986). The structural reading comprehension questions were marked based on the latest UPSR format, (Appendix J).

Cohen's Kappa was used to measure inter-rater reliability. According to Grant, Button, and Snook (2016), "Kappa is a superior measure of inter-rater reliability as they are correlated highly with *d*-prime and are less influenced by variations in Expertise, Bias, and Prevalence than are other measures".

Cohen suggested the Kappa result be interpreted as follows: values ≤ 0 as indicating no agreement and 0.01–0.20 as none to slight, 0.21–0.40 as fair, 0.41– 0.60

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as moderate, 0.61–0.80 as substantial, and 0.81–1.00 as an almost perfect agreement" (McHugh, 2012).

Inter-Rater Reliability - Cohen's Kappa Analysis

Table 3.9 summarizes the Cohen Kappa analysis between two raters for the study.

Table 3.9

Summary of Cohen's Kappa Analysis Between Two Raters

Group	Type of Test	Number of students (N)	Kappa Value	Approximate Significance
	Reading Comprehension			
	Pre Test	24	.896	0.000
Experimental	Post Test	24	1.000	0.000
	Story Structure			
	Pre Test	24	1.000	0.000
	Post Test	24	1.000	0.000
	Reading Comprehension			
	Pre Test	24	.658	0.000
Control	Post Test	24	1.000	0.000
	Story Structure			
	Pre Test	24	0.724	0.000
	Post Test	24	1.000	0.000

Based on **Table 3.9**, Cohen's *k* was run to determine whether there was an agreement between two raters on pre-test and post-test of Reading Comprehension and Story Structure between Experimental and Control Group. There were almost perfect agreement between the raters on Pre Test of Reading Comprehension (Experimental Group), where *k* =.896, Post Test Reading Comprehension (Experimental Group), where *k* =1.000, Pre and Post Test of Story Structure of Experimental Group, where *k* =1.000, and Post Test Reading Comprehension and Story Structure of Control

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Group, where k =1.000 (95% CI, .300 - .886), p <.005. Nevertheless, there was a substantial agreement between the two raters on Pre Test Reading Comprehension where k =0.658 and Pre Test of Story Structure for control group where k =.724 (95% CI, .300 - .886), p <.005.

3.6.4 Pre Testing

Before conducting the experiment, the researcher conducted the pre-testing to check the level of reading comprehension competencies and students' understanding of story structure of the experimental and control group (Appendix D1-D3/E1-E3).

The result of this test was also used to measure the significance of the study when compared with the result of the post-test.

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3.6.5 Post Test

Post-test (Appendix D4-D6/E4-E6) was conducted on the last week of the study. The post-test was conducted both on the experimental and control group. The results of the pre-test and post-test were compared using the *t*-test to determine whether there is any significant difference in the experimental group that has been taught using the written retelling strategy over the control group.

3.6.6 Pilot study

This pilot study was conducted to identify any problems of understanding and interpreting the question items given in the pre-test and post-test, the research instruments and, looking at the time allocated to answer items in the pre and post-test,

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and in carrying out the activities during the experimental period. Data from the pre and post-test were evaluated based on descriptive statistics and processed using the IBM SPSS version 24.0 software to determine the feasibility of the study.

This study has been conducted on 13 Year 2 pupils from a weaker class of a neighboring school in Ipoh for 3 weeks. The Year 2 pupils were chosen because the pilot study was conducted at the end of the semester year 2018. The actual study was carried out on Year 3 pupils at the beginning of the semester year 2019. The pupils selected were similar in terms of gender and level of reading competencies with the experimental group. The similarity of their proficiency level will be based on their 2018 LINUS results and year-end English test.

Table 3.10

Descriptive Analysis of Pre and Post Test of the Pilot Study

Descriptive Statistics						
	N	Range	Minimum	Maximum	Mean	Std. Deviation
Reading Comprehension Pre Test	13	9.00	2.00	11.00	5.8462	3.07804
Reading Comprehension Post Test	13	13.00	1.00	14.00	6.2308	3.83305
Vocabulary Pre Test	13	6.00	2.00	8.00	5.2308	2.16617
Vocabulary Post Test	13	6.00	4.00	10.00	8.1538	1.57301
Valid N (listwise)	13					

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Referring to the data analysis depicted in **Table 3.10**, the mean of Post Test of the Reading Comprehension score (M = 6.23, SD = 3.83) and Vocabulary Post Test score (M = 8.15, SD = 1.573) showed that there was an improvement from the pre-test which indicated that the study was feasible.

Based on the pilot study, the following were identified:

- The pupil needed teacher's guide in doing the written retelling activity. The majority of the pupils were unable to do the retelling independently even though the story map was given as a guide. They did not have enough vocabulary to form good sentences.

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- The pupils were also unable to answer the structural reading comprehension questions for the same reason.

- Two stories given to the pupils during the pilot study were quite long; some of the pupils were unable to understand the plot of the story.

In order to overcome these shortcomings, some changes were made in the written retelling activities and the stories used. Changes also have been made to focus more on the story structure instead of vocabulary in order to enhance pupils ' understanding of reading comprehension.

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3.7 Data Collection Procedure

All samples took the pre-test (sense of story structure and reading comprehension) during their regular classroom periods. All participants were given uniform instructions on how to answer the test, which was taken on the first day by both groups. The experimental group had received the written retelling strategy which lasted for 8 weeks.

For the control group, there was no written retelling strategy given. Their lessons were presented in the normal reading procedure (students read the story, discuss the story and teacher-guided students do the reading comprehension exercises). This procedure was carried out by their English teacher. However, the materials and worksheets given to the treatment group were also given to them during the research period.

Post-test was carried out for both the experimental and control group on the eighth week.

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3.7.1 Data Collection Table

Table 3.11 displays the data collection procedure or both the experimental and control group.

Table 3.11

Data Collection Table

Samples	Experimental Group	Control Group
Treatment	Written retelling strategy	No treatment
Research Period	8 weeks (3 hours per week)	8 weeks (3 hours per week)
Materials	● 7 short stories ● Written retelling activity (guided instructions sheet) ● Sequencing pictures and text ● Reading comprehension questions	● 7 short stories ● Sequencing pictures and text ● Reading comprehension questions (All exercises were carried out during lessons to maintain internal validity).
Pre Test	● a short story ● Written summary (with guided instructions) ● 7 reading comprehension questions	● a short story ● Written summary (with guided instructions) ● 7 reading comprehension questions
Post Test	● a short story ● Written summary (with guided instructions) ● 7 reading comprehension questions	● a short story ● Written summary (with guided instructions) ● 7 reading comprehension questions

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3.8 Data Analysis

3.8.1 Independent *t*-test

T-test was used to measure any significant differences among the scores and variables. It determines whether there are any significant effects of a written retelling strategy on reading comprehension and understanding of the story structure of the experimental group compared to the control group. The specific hypotheses to be tested are shown below in the null form:

1) There is no significant difference in reading comprehension between pupils taught using written retelling strategy and those who are not taught using the written retelling.

2) (a) There is no significant difference in the learners' understanding of the overall post-test of story structure between pupils taught using written retelling strategy and those who are not taught using the written retelling.

(b) There is no significant difference in the pupils' understanding of story structure in terms of setting, beginning, resolution, and sequence taught using written retelling strategy and those who are not taught using the written retelling strategy.

Each will be tested by *t*-test. All hypotheses will be tested at a minimum of the 0.05 level of significance.

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3.9 Summary

This research was carried out using the quasi experiment of quantitative method in order to answer the research questions on investigating the effects of written retelling strategy in improving learners' reading comprehension. This research is also conducted to examine whether the procedure is able to improve learners' understanding of story structure in terms of the elements and overall story structure. The research experiment was conducted for eight weeks with 48 Year 3 pupils that were distributed equally between the experimental and control groups. The analyses and findings of the experimental and control group are discussed in the next chapter.

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CHAPTER 4

RESEARCH FINDINGS

4.1 Introduction

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The objective of this study was to determine the effects of written retelling strategy on year 3 pupils' reading comprehension and their understanding of story structure. The data were analyzed using the independent *t*-Test. The data consists of the pre- test and post test results of the experimental and control group of the structural reading comprehension questions and rewriting the story. The following hypotheses were analyzed and evaluated.

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4.2 HYPOTHESIS TESTING

4.2.1 Research question 1:

What are the effects of written retelling strategy on the learners' ability in answering the structural reading comprehension questions?

The Hypothesis:

Null Hypothesis - Ho = There is no significant difference in the learners' ability in answering the structural reading comprehension questions between pupils taught using written retelling strategy and those who are not taught using written retelling strategy.

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Alternative Hypothesis - H**1** = There is a significant difference in the learners' ability in answering the structural reading comprehension questions between pupils taught using written retelling strategy and those who are not taught using written retelling strategy.

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Table 4.1
Pre Test and Post Test Results of Experimental and Control Group for Reading Comprehension

Experimental Group	Pre Test	Post Test	**Control Group**	Pre Test	Post Test
S1	7	10	S1	3	10
S2	4	7	S2	3	4
S3	4	8	S3	1	3
S4	4	6	S4	4	8
S5	5	10	S5	4	4
S6	2	1	S6	2	4
S7	2	7	S7	2	2
S8	0	9	S8	3	3
S9	3	10	S9	1	3
S10	3	5	S10	2	8
S11	6	10	S11	6	3
S12	1	4	S12	7	4
S13	4	8	S13	1	5
S14	3	5	S14	3	11
S15	5	10	S15	1	3
S16	5	6	S16	3	4
S17	3	6	S17	7	10
S18	5	12	S18	11	13
S19	6	10	S19	2	4
S20	6	10	S20	9	13
S21	3	12	S21	4	6
S22	9	7	S22	3	1
S23	2	12	S23	10	9
S24	3	6	S24	3	6
Mean	**3.96**	**7.96**	**Mean**	**3.96**	**5.88**

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Result of *t*-Test Mean Score Differences towards Learners' Ability In Answering The Structural Reading Comprehension Questions Between Experimental Group and Control Group is shown on **Table 4.1.1** below:

Table 4..1.1
Mean Structural Reading Comprehension T- Test Scores

Group Test	N	**Experimental**		**Control**		***t***	**df**	***p*(Sig)**
		Mean	***SD***	**Mean**	***SD***			
Pre Test	24	3.96	2.010	3.96	2.881	0.000	46	1.000
Post Test	24	7.96	2.789	5.88	3.505	2.278	46	0.027**

** *significant at the significance level, p<0.05;* Ho is rejected if *p*-value < 0.05

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4.2.1.1 Pre-test Scores Between Experimental and Control Group of Reading Comprehension.

Table 4.1 shows the result of pre test and post test scores of the experimental and control group for reading comprehension. The pretest results of both experimental and control group show an equal mean of 3.96. It shows that the pupils' ability in answering the reading comprehension before given the treatment is equal.

From the above *t*-test output of **Table 4.1**, shows that the pupil's mean score difference of both groups is 0.00. It was found that t (46) = 1.00, $p > 0.05$. The obtained Sig value (p) is bigger than 0.05 ($p = 0.95$). Therefore, there is no significant difference in pupils' achievement scores between experimental group and control group. In conclusion, pupils' reading comprehension ability in answering structural comprehension questions before giving written retelling intervention is equal. Null hypothesis is accepted at the 95% confidence level.

4.2.1.2 Post-test Scores Between Experimental and Control Group in Reading Comprehension.

Based on the results of post test score between the experimental and control group of **Table 4.1** shows that the mean score of the experimental group is 7.96 which is higher compared to the control group (mean = 5.88). The pupils' mean score difference is 2.28. It indicates that pupils in the treatment group had shown better improvement compared to the control group.

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From the *t*-test output of **Table 4.1.1**, it was found that t (46) =0.027, $p < 0.05$. The obtained Sig value (p) is smaller than 0.05 (p = 0.00). Therefore, there is a significant difference in student's achievement scores between the experimental group and control group. In conclusion, students' reading comprehension ability in answering structural comprehension questions after giving written retelling intervention is higher. The null hypothesis is rejected at the 95% confidence level.

4.2.2 Research question 2 (a):

Is there any significant difference between the control group and experimental group of pupil's understanding of story structure score?

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(a) Overall story structures scores in the post test?

The Hypothesis:

Null Hypothesis - Ho = There is no significant difference on the pupils' understanding of story structure taught using written retelling strategy and those who are not taught using the written retelling strategy in terms of overall structure scores of the post test.

Alternative Hypothesis - H**1** = There is a significant difference in the pupils' understanding of story structure taught using written retelling strategy and those who are not taught using the written retelling strategy in terms of overall structure scores of the post test.

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Table 4.2

Pre Test and Post Test Results of Experimental and Control Group for Overall Understanding of Story Structure

Experimental Group	Pre Test	Post Test	**Control Group**	Pre Test	Post Test
S1	0	3	S1	0	0
S2	0	7	S2	0	1
S3	0	6	S3	0	0
S4	1	4	S4	0	0
S5	0	6	S5	0	0
S6	0	3	S6	0	0
S7	0	2	S7	0	6
S8	0	1	S8	4	0
S9	1	6	S9	0	0
S10	0	7	S10	0	0
S11	0	1	S11	0	5
S12	0	2	S12	0	0
S13	3	6	S13	0	0
S14	0	6	S14	0	0
S15	1	2	S15	0	0
S16	0	3	S16	0	0
S17	0	5	S17	5	7
S18	1	5	S18	0	7
S19	2	5	S19	0	0
S20	2	4	S20	9	4
S21	1	5	S21	0	5
S22	0	7	S22	0	0
S23	4	7	S23	1	7
S24	0	0	S24	0	0
Mean	**0.67**	**4.292**	**Mean**	**0.792**	**1.750**

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Table 4.2.1 displays the result of *t*-Test Mean Score Differences between Experimental Group Student and Control Group in Terms of Overall Understanding of Story Structure.

Table 4.2.1

Mean Understanding of Story Structure of Overall T-Test Scores

Group	N	**Experimental**		**Control**		***t***	**df**	***p*(Sig)**
Test		**Mean**	***SD***	**Mean**	***SD***			
Pre Test	24	0.670	1.09	0.792	2.16	-.0252	46	0.802
Post Test	24	4.292	2.16	1.750	2.77	3.547	46	0.001**

** *significant at the significance level, p<0.05;* Ho is rejected if *p*-value < 0.05

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4.2.2.1 Pre-test Between Experimental and Control Group (Overall Understanding of Story Structure)

Table 4.2 displays the pretest and posttest results of the overall scores for understanding of the story structure. The mean score of the pretest of experimental group is 0.67, while the mean score of the control group is 0.792. This indicates that the mean scores of both groups are slightly equal before the experimental group received the written retelling treatment.

From the above *t*-test output in **Table 4.2.1**, it was found that pupil's mean score difference of both groups is -0.125. Given t (46) = -.0252, *p (*0.802) > 0.05. The obtained Sig value (*p*) is bigger than 0.05 (*p* = 0.802). Therefore, there is no significant difference in pupil's achievement scores between the experimental group

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and control group. In conclusion, pupils' overall understanding of story structure before being given written retelling intervention is equal. The null hypothesis was accepted at the 95% confidence level.

4.2.2.2 Post-test Between Experimental and Control Group (Overall Understanding of Story Structure)

The post test results depicted from **Table 4.2** show that the mean score of experimental group has shown a great improvement from 0.67 to 4.29 compared to only 0.79 to 1.75 of the control group. The total means scores difference of the experimental group has increased by 3.62. This indicated that the written retelling strategy has helped the experimental group of pupils to improve in their overall understanding of the story structure.

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The *t*-test output in **Table 4.2.1** shows pupil's mean score difference of both groups is 2.54. It was found that t (46) = 3.547, *p (0.001)* <0.05. The obtained Sig value (*p*) is smaller than 0.05 (*p* = 0.01). Therefore, there is a significant difference in student achievement scores between the experimental group and control group. In conclusion, pupils' overall understanding of story structure taught using written retelling strategy and those who are not taught using the written retelling strategy is higher and improved. The null hypothesis is rejected at the 95% confidence level.

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4.2.3 Research question 2(b):

Is there any significant difference between the control group and experimental groups for student's story structure score ?

(b) for story structures scores in the post test in terms of setting, beginning, resolution and sequence ?

The Hypothesis:

Null Hypothesis - Ho = There is no significance difference in the pupils' understanding of story structure in terms of setting, beginning, resolution and sequence taught using written retelling strategy and those who are not taught using the written retelling strategy.

Alternative Hypothesis - H**1** = There is a significant difference in the pupils' understanding of story structure in terms of setting, beginning, resolution and sequence taught using written retelling strategy and those who are not taught using the written retelling strategy.

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Table 4.3

Result of Pre Test and Post Test of Experimental Group for Elements of Story Structure

Num.	EXPERIMENTAL GROUP	Setting (4M)		Beginning (2 M)		Middle (2M)		Resolution (3M)		Sequence (4M)		Total (15 marks)		Total (10 marks)	
		Pre Test	Post Test	Pre Test	Post Test	Pre Test	Post Test	Pre Test	Post Test	Pre Test	Post Test	Pre Test	Post Test	Pre Test	Post Test
1	S1	0	1	0	1	0	1	0	1	0	1	0	5	0	3
2	S2	0	4	0	2	0	1	0	2	0	2	0	7	0	7
3	S3	0	4	0	2	0	1	0	0	0	2	0	9	0	6
4	S4	1	2	0	1	0	1	0	1	0	1	1	6	1	4
5	S5	0	3	0	1	0	1	0	2	0	2	0	9	0	6
6	S6	0	2	0	1	0	0	0	0	0	1	0	4	0	3
7	S7	0	1	0	1	0	0	0	0	0	1	0	3	0	2
8	S8	0	1	0	0	0	0	0	0	0	1	0	2	0	1
9	S9	1	3	0	2	0	1	0	2	0	1	1	9	1	6
10	S10	0	4	0	2	0	1	0	2	0	2	0	11	0	7
11	S11	0	1	0	0	0	0	0	0	0	0	0	1	0	1
12	S12	0	1	0	1	0	0	0	0	0	1	0	3	0	2
13	S13	1	3	1	2	1	1	0	1	1	2	4	9	3	6
14	S14	0	2	0	2	0	1	0	2	0	2	0	9	0	6
15	S15	1	1	0	1	0	0	0	0	1	1	2	3	1	2
16	S16	0	2	0	1	0	1	0	0	0	1	0	5	0	3
17	S17	0	3	0	2	0	0	0	1	0	2	0	8	0	5
18	S18	1	3	0	2	0	0	0	1	1	1	2	7	1	5
19	S19	1	3	1	2	1	1	0	0	1	2	4	8	2	5
20	S20	1	2	1	1	0	1	0	1	1	1	3	6	2	4
21	S21	1	3	1	1	0	1	0	1	0	2	2	8	1	5
22	S22	0	3	0	2	0	2	0	1	0	2	0	10	0	7
23	S23	1	4	2	2	1	1	0	1	2	2	6	10	4	7
24	S24	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Mean	**0.38**	**2.33**	**0.25**	**1.33**	**0.13**	**0.67**	**0.00**	**0.79**	**0.29**	**1.38**	**1.04**	**6.33**	**0.67**	**4.29**

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Table 4.3.1
Result of Pre Test and Post Test of Control Group for Elements of Story Structure

Num.	CONTROL GROUP	Setting (4M)		Beginning (2 M)		Middle (2M)		Resolution (3M)		Sequence (4M)		Total (15 marks)		Total (10 marks)	
		Pre Test	Post Test	Pre Test	Post Test	Pre Test	Post Test	Pre Test	Post Test	Pre Test	Post Test	Pre Test	Post Test	Pre Test	Post Test
1	S1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2	S2	0	0	0	1	0	0	0	0	0	0	0	1	0	1
3	S3	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4	S4	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5	S5	0	0	0	0	0	0	0	0	0	0	0	0	0	0
6	S6	0	0	0	0	0	0	0	0	0	0	0	0	0	0
7	S7	0	3	0	2	0	1	0	1	0	2	0	9	0	6
8	S8	2	0	2	0	1	0	0	0	1	0	6	0	4	0
9	S9	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10	S10	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11	S11	0	4	0	2	0	1	0	0	0	1	0	8	0	5
12	S12	0	0	0	0	0	0	0	0	0	0	0	0	0	0
13	S13	0	0	0	0	0	0	0	0	0	0	0	0	0	0
14	S14	0	0	0	0	0	0	0	0	0	0	0	0	0	0
15	S15	0	0	0	0	0	0	0	0	0	0	0	0	0	0
16	S16	0	0	0	0	0	0	0	0	0	0	0	0	0	0
17	S17	3	3	1	2	0	1	1	2	2	2	7	10	5	7
18	S18	0	4	0	2	0	1	0	2	0	2	0	11	0	7
19	S19	0	0	0	0	0	0	0	0	0	0	0	0	0	0
20	S20	4	3	3	1	1	1	2	0	3	1	13	6	9	4
21	S21	0	0	0	0	0	0	0	0	0	0	0	0	0	5
22	S22	0	0	0	0	0	0	0	0	0	0	0	0	0	0
23	S23	0	4	0	2	0	1	0	2	0	2	0	11	1	7
24	S24	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Mean	**0.38**	**0.88**	**0.25**	**0.50**	**0.08**	**0.25**	**0.13**	**0.29**	**0.25**	**0.42**	**1.08**	**2.33**	**0.79**	**1.75**

Table 4.3 and 4.3.1 above were the result of pre test and post scores of the experimental and control groups for the elements of the story structure. The tables also showed the mean scores for each of the elements of both groups.

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Table 4.3.2 below depicts the result of *t*-Test mean score differences towards learners' ability In understanding of story structure in terms of setting, beginning, middle, resolution and sequence between experimental group and control group pupils.

Table 4.3.2

Mean Understanding of Story Structure (Written Retelling) t-Test Scores

Group	N	**Experimental**		**Control**		***t***	**df**	***p*(Sig)**
Test		**Mean**	**Std. Dev**	**Mean**	**Std. Dev**			
Pre Test	24							
Setting		*0.38*	*0.49*	*0.38*	*1.06*	*0.000*	*46*	*1.00*
Beginning		*0.25*	*0.53*	*0.25*	*0.74*	*0.000*	*46*	*1.00*
Middle		*0.13*	*0.34*	*0.08*	*0.28*	*0.464*	*46*	*0.65*
Resolution		0.00	0.00	0.13	0.45	-1.366	*46*	0.18
Sequence		*0.29*	*0.55*	*0.25*	*0.74*	*0.222*	*46*	*0.825*
Post Test	24							
Setting		2.33	1.17	0.88	1.57	3.653	46	0.001**
Beginning		1.33	0.71	0.50	0.83	3.745	46	0.001**
Middle		0.67	0.56	0.25	0.44	2.846	46	0.01**
Resolution		0.79	0.78	0.29	0.69	2.353	46	0.02**
Sequence		1.38	0.65	0.42	0.78	4.649	46	0.00**

** *significant at the significance level, $p < 0.05$;* Ho is rejected if *p*-value < 0.05

4.2.3.1 Pre-test Between Experimental and Control Group (Understanding of Story Structure in terms of Setting)

Table 4.3 and **4.3.1** shows that the pre-test mean score of the experimental group in understanding of story structure in terms of setting is 0.38 which is equal to the mean score of the control group. The results indicated that the students from both groups were at the same proficiency level before given the treatment The *t*-test output in **Table 4.3.2** also indicated that pupil's pretest mean scores of the experimental group

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for setting is = 0.38 (*SD* = 0.49) and the pupil's mean score of the control group is 0.38 (*SD* = 1.06). The student's mean score difference of both groups is 0.00. It was found that t (46) = 0.000, $p > 0.05$. The obtained Sig value (p) is bigger than 0.05 (p = 1.00). Therefore, there is no significant difference in pupils' achievement scores between the experimental group and control group in terms of setting. In conclusion, pupils' understanding of story structure in terms of story setting before giving written retelling intervention is equal. The null hypothesis was accepted at the 95% confidence level.

4.2.3.2 Post-test Between Experimental and Control Group (Understanding of Story Structure in terms of Setting)

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From the above *t*-test output **Table 4.3** and **4.3.1**, found that pupils' post test mean score of the experimental group has increased to = 2.33 (*SD* = 1.17) while the pupil's mean score of the control group is only at 0.88 (*SD* = 1.57). Based on the result from **Table 4.3.2** , the pupils' mean score difference of both groups is 1.45. Found that *t* (46) = 3.653, $p < 0.05$. The obtained Sig value (p) is smaller than 0.05 (p = 0.001). Therefore, there is a significant difference in student achievement scores between the experimental group and control group. In conclusion, pupils' understanding of story structure taught using written retelling strategy in terms story setting and those who are not taught using the written retelling strategy is higher and improved. The null hypothesis is rejected at the 95% confidence level.

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4.2.3.3 Pre-test Between Experimental and Control Group (Understanding of Story Structure in terms of Beginning)

The mean score of pre-test for the experimental group and control group was 0.25 which was equal as shown in **Table 4.3** and **4.3.1.** From the above *t*-test output **Table 4.3.2**, it was found the pupils mean score difference of both groups is 0.00. It was found that t (46) = 0.000, $p > 0.05$. The obtained Sig value (p) is bigger than 0.05 (p = 1.00). Therefore, there is no significant difference in pupil's achievement scores between the experimental group and control group. In conclusion, pupils' understanding of story structure in terms the beginning of story before giving written retelling intervention is equal. Null hypothesis are accepted at the 95% confidence level.

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4.2.3.4 Post-test Between Experimental and Control Group (Understanding of Story Structure in terms of Beginning)

The outcome from the mean score of the post test in **Table 4.3** and **Table 4.3.1** indicate that the experimental group has shown better results as compared to the control group. From the above *t*-test output **Table 4.3.2** shows that pupils'post test mean scores of the experimental group is = 1.33 (SD = 0.71) and the pupils' mean score of the control group is only 0.50 (SD = 0.83). The pupils' mean score difference of both groups is 0.83. It was found that t (46) = 3.745, $p < 0.05$. The obtained Sig value (p) is smaller than 0.05 (p = 0.001). Therefore, there is a significant difference in pupil's achievement scores between the experimental group and control group. In

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conclusion, pupils' understanding of story structure in terms of the beginning of the story after being given the written retelling intervention is higher and better as compared to the pupils who were not given the invention. The null hypothesis is rejected at the 95% confidence level.

4.2.3.5 Pre-test Between Experimental and Control Group (Understanding of Story Structure in terms of Middle)

From the above mean score of pre test between the experimental and control group in **Table 4.3.and 4.3.1** showed that pupils ability in understanding the story structure in terms of middle were low as the pupils mean scores were 0.13 and 0.08 respectively. The *t*-test output in **Table 4.3.2** showed that the pupil's mean score difference of both groups is 0.042. It was found that $t\ (46) = 0.464$, $p > 0.05$. The obtained Sig value (p) is bigger than 0.05 ($p = 0.65$). Therefore, there is no significant difference in pupils' achievement scores between the experimental group and control group. In conclusion, pupils' understanding of story structure in terms of ' middle' before giving written retelling intervention is equal. The null hypothesis is accepted at the 95% confidence level.

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4.2.3.6 Post-test Between Experimental and Control Group (Understanding of Story Structure in terms of Middle)

The results of mean score in **Table 4.3 and Table 4.3.1** also indicated that the experimental group means score is higher than the control group in terms of pupils' understanding in terms of middle of the story. From the *t*-test output in **Table 4.3.2**, it was shown that pupil's post test mean score of the experimental group is = 0.67 (*SD* = 0.56) while the pupil's mean score of the control group is 0.25 (*SD* = 0.44). The pupils' mean score difference of both groups is 0.42. It was found that t (46) = 2.846, $p < 0.05$. The obtained Sig value (p) is smaller than 0.05 ($p = 0.01$). Therefore, there is a significant difference in pupils' achievement scores between the experimental group and control group. In conclusion, pupils' understanding of story structure in terms of 'middle' after being given written retelling intervention intervention is higher. The null hypothesis is rejected at the 95% confidence level.

4.2.3.7 Pre-test Between Experimental and Control Group (Understanding of Story Structure in terms of Resolution)

The mean scores of the pre test for experimental and control group for understanding the resolution of the story structure as indicated in **Table 4.3 and Table 4.3.1** shown that the experimental groups pupils unable to understand the resolution of the story while a few of pupils in control group were able to understand the resolution of the story . From the *t*-test output **Table 4.3**, it was found that pupils' pretest mean scores of the experimental group is = 0.00 (*SD* = 0.00) and the pupils' mean score of the

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control group is 0.13 (*SD* = 0.45). The pupils' mean score difference of both groups is 0.13. It was found that t (46) = -1.37, $p > 0.05$. The obtained Sig value (p) is bigger than 0.05 (p = 0.19). Therefore, there is no significant difference in pre-test student achievement scores for "resolution" between the experimental group and control group. In conclusion, pupils' understanding of story structure in terms of the story resolution before giving written retelling intervention is almost equal. The null hypothesis is accepted at the 95% confidence level.

4.2.3.8 Post-test Between Experimental and Control Group (Understanding of Story Structure in terms of Resolution)

The results of the mean scores from **Table 4.3 and Table 4.3.1** showed that the experimental group scored better than the control group. From the *t*-test output in **Table 4.3**, it was found that pupils' post test mean scores of the experimental group is 0.79 (*SD* = 0.78) and the pupils' mean score of the control group is 0.29 (*SD* = 0.69). The pupils' mean score difference of both groups is 0.50. It was found that t (46) = 2.353, $p < 0.05$. The obtained Sig value (p) is smaller than 0.05 (p = 0.02). Therefore, there is a significant difference in pupils' achievement post test scores for resolution between the experimental group and control group. In conclusion, pupils' understanding of story structure in terms of story resolution after being given written retelling intervention is higher. The null hypothesis is rejected at the 95% confidence level.

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4.2.3.9 Pre-test Between Experimental and Control Group (Understanding of Story Structure in terms of Sequence)

Table 4.3 and Table 4.3.1 showed that the mean scores of the pre test for experimental and control group were 0.29 and 0.25 respectively which indicated that the proficient level of the two groups were at par before given the written retelling intervention. From the *t*-test output in **Table 4.3.2**, pupils' pretest mean scores of the experimental group is = 0.29 (*SD* = 0.55) and the pupils' mean score of the control group is 0.25 (*SD* = 0.74). The pupils' mean score difference of both groups is 0.042. It was found that t (46) = 0.222, $p > 0.05$. The obtained Sig value (p) is bigger than 0.05 (p = 0.83). Therefore, there is no significant difference in pupils' achievement scores for understanding of story structure in terms of sequence between the experimental group and control group. In conclusion, pupils' ability in sequencing the story before being given written retelling intervention is equal. The null hypothesis is accepted at the 95% confidence level.

4.2.3.10 Post-test Between Experimental and Control Group (Understanding of Story Structure in terms of Sequence)

The mean scores of the post test resulted in higher achievement made by the experimental group over the control group. From the *t*-test output in **Table 4.3.2**, it was found that pupils' post -test mean scores of the experimental group is = 1.38 (*SD* = 0.65) and the pupils' mean score of the control group is 0.42 (*SD* =0.78). The pupils' mean score difference of both groups is 0.96. It was found that t (46) = 4.649,

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$p < 0.05$. The obtained Sig value (p) is smaller than 0.05 ($p = 0.00$). Therefore, there is a significant difference in pupils' achievement scores for understanding of story structure in terms of sequence between the experimental group and control group. In conclusion, pupils' in the experimental group were able to sequence the story better after undergoing written retelling intervention as compared to the control group. The null hypothesis is rejected at the 95% confidence level.

4.3 Summary

In conclusion, the major findings indicated that the pupils given written retelling treatment had shown significant improvement in answering reading comprehension questions and overall understanding of the story structure in terms of setting, beginning, middle, resolution and sequence. The detailed findings of the study, implications, suggestions and recommendations are discussed in the next chapter.

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Chapter 5

Reviews of the Study, Implications, and Recommendations

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5.1 Introduction

This chapter concludes the research that was conducted for eight weeks involving 48 pupils of a primary school in Ipoh. A summary of the research is presented, and findings of the study are discussed and interpreted. Recommendations for further research are discussed at the end of the chapter.

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5.2 Review of the Study

This quasi-experimental study was conducted to determine the effects of written retelling strategy on reading comprehension and understanding of story structure of lower level proficiency pupils. The quantitative method was used to analyze the data. Pre test and post test served as the instruments for collecting the data. 48 pupils of Year 3 who was at band A1 and below in their 2018 reading assessment test was selected as the sample of the study. The pupils were grouped equally into the experimental and control groups. The experimental group was given written retelling treatment while the control group was not given written retelling treatment; however they were given the same worksheets used by the experimental group as exercises. The study was conducted for eight weeks from February to April 2019. Seven short stories were used to conduct the written retelling strategy during the intervention period. Independent *t*-test was conducted and SPSS version 24.0 was used to analyze the pre-test and post-test results. Based on the data analyzed, there were significant gains in reading comprehension and understanding of the story structure of the experimental group over the control group.

The purpose of the present study is to achieve the following objectives:

1. What is the effect of a written retelling strategy on the pupils' ability in answering the structural comprehension questions?
2. Is there any significant difference between the control and experimental groups of students' story structure scores?
   (a) for overall story structure scores in the post-test?
   (b) for story structure scores in the post-test in terms of setting, beginning, middle, resolution, and sequence?

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Both the experimental and control groups were given seven short stories followed by structural reading comprehension exercises. The experimental group, however, was given written retelling intervention before proceeding with the reading comprehension questions. In written retelling activities, pupils were required to rewrite a summary of the story read, sequence the sentences and pictures and answer a set of comprehension questions. In rewriting, pupils had to write a summary based on their understanding of the story read. A story map with guided questions was given to guide them to rewrite the story (refer to Appendix I3). Next is the sequencing phase. In this phase, the pupils sequence the sentences based on the story read and match the pictures given in the worksheets (refer to Appendix I4-I5). Finally, the pupils had to answer a set of comprehension questions. These comprehension questions consist of structural literal and inferential questions. The control group, on the other hand, read the story, did the comprehension questions, followed by the sequence and matching activities.

To achieve the first objective, a hypothesis was developed to determine whether there is a significant difference in the learner's ability in answering the structural comprehension questions. It is to compare the difference between pupils taught using a written retelling strategy and those who are not taught using the strategy.

Findings revealed that both experimental and control groups improved in their post test scores of answering the reading comprehension questions. However, the experimental group showed a better improvement as their post test mean scores was increased to 7.96 from 3.96, while the control group post test mean scores was only increased to 5.88 from 3.96. Thus, there are significant differences in post-test mean

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scores for learner's reading comprehension between the experimental groups and the control groups. The difference of the mean scores between the experimental groups and the control groups is 2.08. The post-test scores of the experimental group also showed substantial improvement as compared to the control group. The pupils in the treatment group had improved by four marks on average.

The pupils who underwent the written retelling procedure showed slight improvement compared to the students who were not given the treatment as shown in **Table 4.1**. Although there were few pupils in the control groups scored better compared to experimental group pupils, nevertheless the overall mean scores result indicated better performance by majority of the pupils in experimental group. Results of the current study which indicate the effectiveness of using written retelling for improving reading comprehension are consistent with the findings of Schisler et al. (2010). They are also consistent with the previous findings that supported retellings as the reading comprehension strategy (Manyrawi, 2013; Gambrel et al., 1986, 1988, 1991; Louis & Kaur, 2017; Morrow, 1985, 1986, 1989; Sylvia & Widiati, 2017). According to Morrow (1985), retelling allowed the students to increase their ability to comprehend the story and enabled them to answer the structural questions.

The majority of the pupils in the treatment group outperformed the pupils in the control group in answering the overall structural reading comprehension questions. 39 percent of pupils in the experimental group were also able to respond better to inferential questions compared to just 9 percent of students in the control group. Although there was not much variance in the ability of the experimental and control groups to answer the literal questions, the students in the treatment group showed a significant 78 percent improvement compared to only 65 percent among the control

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group students. The findings of this study also contribute to the sparse evidence in examining the written retelling procedure as an instructional strategy in improving reading comprehension.

Two hypotheses were developed in answering the research question two. The first hypothesis is to determine the significant difference of overall story structure scores in the post-test between the experimental and control group pupils. The second hypothesis looked into the significant differences of the story structure scores in the post-test in terms of setting, beginning, middle, resolution, and sequence between the students in the experimental and control group. The story structure scores were adapted from Morrow (1986). **Table 3.6** summarizes the rubrics for the story structure.

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Findings from this present study indicated that there was a significant gain in pupils' overall achievement scores between the experimental groups and the control groups in understanding the story structure. Referring to the individual scores of the overall post-test in **Table 4.3** and **Table 4.3.1** , 88 percent (21 out of 24) pupils from the experimental group showed substantial improvement compared to only 29 percent (7 out of 24) of the control group pupils. These findings are also consistent with the results taken from previous studies on the retelling and inclusion of the story structure (Gambrell et al., 1985; Greathouse, 1991; Morrow, 1985, 1986). These studies demonstrate that retelling strategy results in the positive development of comprehension and understanding of the story structure.

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Results for question 2(b) on the effects of written retelling strategy on learner's understanding of the elements of the story structure also indicated strong significant gains made by the experimental group. Both groups had shown some improvements in understanding the elements of the story structure in terms of story setting, beginning, middle, resolution, and sequence. Morrow's (1985) study indicated that the setting category was the strongest area, followed by the beginning, middle, resolution, and sequence. She also stated that young learners were able to memorize certain elements more easily than others. The outcome of this present study appears to support the statement. 96 percent (23 out of 24) of pupils in the experimental group scored better in the post-test (setting category) compared to their pre-test, while only 25 percent (6 out of 24) pupils in the control group scored better in the post-test. Some 46 percent (11 out of 24) of pupils in the experimental group scored between 1 to 2 marks and another 46 percent scored between 3 to 4 marks for the story setting category. These indicate that the majority of the pupils were able to at least name the characters and mentioned the beginning part of the story. The pupils who scored between 3 to 4 marks were able to identify the location and time of the story read.

Pupils in the written retelling treatment group also showed significant improvement in recalling the beginning part of the story. The post-test scores indicate that 88 percent (21 out of 24) pupils in the treatment group were able to recall the introduction and mentioned the beginning event of the series compared to only 29 percent (7 out of 24) pupils in the control group. Some 42 percent of the pupils who underwent the written retelling procedure were able to score a maximum of 2 marks which demonstrated their understanding of the beginning event of the story.

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The treatment group pupils also gained significantly over the control group in connecting the series of events with the main characters towards solving the problem of the story. However, the number of pupils in the treatment group who were able to recall the middle of the story was only 63 percent (15 out of 24 pupils) where only 1 pupil managed to score a maximum of 2 marks. Nevertheless, the outcome is still significant as only 25 percent (6 out of 24) pupils in the control group managed to score a maximum of 1 mark in this category.

The post-test score of story resolution of the treatment group also denotes significant improvement over the control group. The scores showed the same trend as the middle of the story where only 58 percent (14 out 24) of the treatment group pupils scored a maximum of 2 marks out of 3 marks. On the hand, the control group pupils scored only 13 percent (3 out of 24 pupils) with a maximum of 2 marks out of 3 marks in the story resolution category. This outcome indicates that the pupils became less cognizant with the ending of the story. Most of them were also having difficulties to write the series of the story starting from the middle toward the end due to their poor sentence construction and lack of vocabulary (refer to Appendix E6-E8).

The ability of the treatment group pupils to sequence highly correlated with their capability to recall the story from the beginning until the end. The post-test scores of the experimental group pupils show that 92 percent (22 out 24) of the pupils scored between 1 to 2 marks and none scored 3 or 4 marks. 21 percent (5 out of 24) of pupils in the control group also showed the same result as their maximum scores in sequence category were only between 1 and 2 marks. The result of these scores demonstrate that the treatment group pupils only manage to sequence around two structural

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categories mainly, the setting and the beginning of the story. These findings are consistent with the previous study conducted by Morrow (1985) where the pupils in the treatment group were able to sequence an average of just two structural categories correctly.

The results showed that the experimental groups of pupils were capable of recalling the setting and the beginning part of the story better compared to their ability to develop the story structure from the middle part towards the end of the story. Nevertheless, the written retelling treatment in this investigation improved their performance in this area.

The findings from the present study confirmed that Written Retelling Strategy does give significant gains in improving young ESL learners' reading comprehension and understanding of the story structure. This strategy is also feasible in teaching language and reading comprehension skills to ESL learners in Malaysia. The outcomes also suggest that the written retelling experiences enhance pupils understanding of the story structure leading to improved comprehension skills.

The results from this current study support the findings from the previous studies conducted on ESL and EFL learners by Manyrawi,2013; Vindy Cahya, 2017; Sylvia & Widiati, 2017; and Louis & Kaur,2017 . This study also fills the gap found in those studies which were more focused on secondary and pre-university ESL students. The outcomes of this study showed that the written retelling strategy benefited the primary level ESL learners in improving their reading comprehension

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skills. The activities carried out during the written retelling procedure had notably increased the pupils' ability to relate the stories read with their previous knowledge and experiences, retain the information from the story, and make better predictions.

The pupils were also actively involved during the activities conducted. As discussed in the literature review, Piaget (1970) viewed "schemata as cognitive structures by which individuals intellectually adapt to and organize the environment". Written retelling activities activated the learners' thinking and schemata as they attempt to remember and make connections with the stories read. The pupils' existing schemata help them to do the written retelling exercises by enabling them to concentrate on what is significant and relevant to include in their writing. This was shown as pupils were able to make connections by being able to rewrite their understanding of the story in the post test as compared to their pre test. These outcomes supported the studies conducted by Brown (1975) and Anderson (1994) who mentioned that the children were building an internal representation of a story when they were engaged in written retelling activities.

5.3 Implications And Recommendations

The findings of the current study were obtained through pre-test and post-test, and comparison of results between the treatment and the control group. The results of the present study showed that the use of written retelling strategy benefited ESL learners in enabling them to understand the story structure and answer the structural reading comprehension questions effectively.

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Post test results of the control group also showed an improvement as compared to their pre test result. This indicated that, different reading strategy and consistent reading exercises do give positive impact on pupils' reading comprehension. The positive result was also due to the same worksheets given to the control group and experimental group during the eight week intervention period. There were also instances where three pupils (refer to **Table 4.2** and **Table 4.3.1**) of the control group achieved better scores compared to the experimental group pupils. Nevertheless, the outliers in control group were considered minimal and did not give significant effects to the mean scores and t-test scores of the post test. The control group pupils did not show any improvement in their understanding of the story structure as their pre test and post test mean scores showed an increase of less than 1 mark. The overall results of the post tests scores proved that the written retelling strategy give more significant effects to the experimental group as compared to the control group.

The pupils from the experimental group were also able to comprehend the story read better by recognizing the elements in the story structure such as setting, beginning, middle, resolution and sequence. After the treatment, almost all pupils in the experimental group were able to rewrite the story read and scored at least 1 mark. Prior given the treatment, almost all the pupils unable to rewrite the story and make connections to the story read. As discussed earlier, the experimental group showed a significant improvement in the post-test of understanding the story structure as compared to their pre-test and the control group scores. Thus, it can be concluded that the written retelling strategy had helped pupils to improve their reading

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comprehension skills. Nevertheless, proper planning is required to conduct this strategy as it can be very time-consuming. Teachers need to understand the retelling concept and be consistent with the strategy.

Suggestions for teachers, pupils and policymakers are made based on the outcomes of this study:

5.3.1 Suggestions for teachers and pupils

1. To ensure the pupils are able to carry out the written retelling activities, teachers need to properly guide and explain the retelling procedure to the students. Teachers need to clarify the purpose of the reading and guide them with the retelling.

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2. Teachers are encouraged to use the rubrics to assess pupils ' ability in their reading comprehension with the inclusion of story structure. Morrow's (1986) model of sense of story structure can be adopted as a tool to assess the students' understanding of the story structure.

3. Teaching reading comprehension through written retelling can be time-consuming; thus teachers need to properly plan the activities to cater the pupils' needs within the time frame.

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Pupils in the weaker class need more encouragement to perform the given activities. Most of the pupils are lacking in vocabulary and unable to construct sentences well. Teachers need to do a lot of scaffolding activities at the beginning of the retelling session. However, once the pupils are familiar with the activities, they will be able to perform the task with minimal supervision.

5.3.2 Suggestion for policymakers

1. The policymakers, on the other hand, may support this strategy by conducting courses for teachers so that they will better understand the approach and have the knowledge to conduct the strategy.

2. Manuals and guidebooks may be produced for teachers to explore the strategy and adapt it to their existing method in teaching reading comprehension effectively.

5.4 Suggestions for Future Research

The results of this study provide a basis for other researchers to further explore the effectiveness of using a retelling strategy. Since this study had been conducted only for eight weeks, it is recommended that the duration of future studies should be lengthened for more conclusive results.

The participants involved in this study were only selected from a girl's school and limited to only 48 pupils. For future research, the participants may be selected from

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co-ed schools in order to compare the performance of both genders with more participants in order to enhance balance generalization and establish definitive results.

Future research on the higher proficiency ESL pupils may also be considered. This is to determine whether retelling strategy gives the same significant gains to the higher proficiency students.

A future researcher may also use the written retelling strategy to develop other English language skills such as vocabulary or writing skills.

Many variants of retelling strategies can be used in teaching reading comprehension effectively. Comparing the written retelling and oral retelling strategy or other retellings such as Using Props to Retell can be considered in future research to determine the most effective strategy in teaching reading comprehension skills to ESL learners.

5.5 Summary

The results of this study suggest that written retelling strategy does give significant gains to pupils in improving their reading comprehension skills by answering the reading comprehension questions and understanding the elements of the story structure.

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The results of this study revealed that both experimental and control groups pupils had shown positive improvement after eight weeks of practice. However the overall scores of the experimental group pupils had achieved more significant improvement and showed better understanding in the stories read. The pupils were able to understand the inferential questions better and make connections with their previous experience .

Written retelling strategy had also helped the experimental group pupils to better understand the elements of the story structure. The pupils were able to sequence the story starting from the setting, beginning, and middle until the end of the story that may lead to deeper understanding and connection to the stories read.

Despite the limitations of this study, pupils in the experimental groups had shown greater confidence in reading fluency. They learned about proper organization when they did the story map and improved their ability in retaining information. The written retelling strategy also encourages pupils to read for a purpose and motivate them to transform the stories read into writing. Teachers on the other hand can use this strategy to evaluate the pupils reading comprehension and writing skills. They can encourage pupils to relate the stories read with their background knowledge to ensure the reading is more meaningful.

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APPENDIX A1

UNIVERSITI PENDIDIKAN SULTAN IDRIS
35900 Tanjong Malim
Perak Darul Ridzuan, Malaysia
Tel : 605 450 5482, 450 5480, 450 5485, 450 5490, 450 5473, 450 5494
Fax : 605 459 4649
http://ips.upsi.edu.my Email : ips@upsi.edu.my

Institut Pengajian Siswazah

Rujukan Tuan :
Rujukan Kami : UPSI/IPS-1/623.5
Tarikh : 28 Mac 2019

KEPADA SESIAPA YANG BERKENAAN

Tuan/Puan ,

PENGESAHAN PELAJAR UNTUK MEMBUAT PENYELIDIKAN

Perkara di atas adalah dirujuk dengan segala hormatnya.

2. Adalah dimaklumkan pelajar sebagaimana nama dan nombor matrik seperti di bawah adalah pelajar Program Pengajian Siswazah , Universiti Pendidikan Sultan Idris (UPSI);

Nama Pelajar	: Nur Dzaliffa Riza Ridzwan
No. Kad Pengenalan	: 750827086088
No. Matrik	: M20171000926
Program Pengajian	: Ijazah Sarjana Pendidikan (Pengajaran Bahasa Inggeris sebagai Bahasa Kedua)
Bidang Pengajian	: MT03 - Pengajaran Bahasa Inggeris sebagai Bahasa Kedua
Fakulti	: Fakulti Bahasa dan Komunikasi
Sesi Kemasukan	: Semester 1 Sesi 2017/2018

3. Sehubungan itu, pihak kami memohon jasa baik pihak tuan supaya dapat membenarkan pelajar tersebut membuat kajian serta penyelidikan di tempat tuan/puan bagi memenuhi pengajian beliau di UPSI.

Sekian, untuk makluman.

'UNIVERSITI NO.1 PENDIDIKAN'

Saya yang menjalankan amanah,

(PROFESOR MADYA DR. RAMLEE BIN ISMAIL)
Dekan, Institut Pengajian Siswazah
05-4505487

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APPENDIX A2

KEMENTERIAN PENDIDIKAN MALAYSIA
SK TARCISIAN CONVENT
SEKOLAH KLUSTER KECEMERLANGAN
JALAN ABDUL MANAP, 30100 IPOH, PERAK.
Telefon : 05 – 5274100 *Faks : 05 - 5268600*
Email : ABB2088@moe.edu.my *Kod Sekolah : ABB2088*

Rujukan kami : SKTC2088/500-4/7/( )
Tarikh : 10 Mei 2019

KEPADA SESIAPA YANG BERKENAAN

Tuan/Puan,

PENGESAHAN PELAJAR TELAH MELAKSANAKAN PENYELIDIKAN

Perkara di atas adalah dirujuk dengan segala hormatnya.

Adalah dimaklumkan pelajar sebagaimana nama dan nombor matrik seperti di bawah disahkan telah menjalankan penyelidikan di sekolah ini selama **lapan (8) minggu** bermula dari tarikh **25 Februari 2019 hingga 19 April 2019**.

Nama Pelajar	: Nur Dzaliffa Riza Binti Ridzwan
No. Kad Pengenalan	: 750827-08-6088
No. Matrik	: M20171000926
Program Pengajian	: Ijazah Sarjana Pendidikan (Pengajaran Bahasa Inggeris sebagai Bahasa Kedua)
Fakulti	: Fakulti Bahasa dan Komunikasi
Institusi	: Universiti Pendidikan Sultan Idris, Tanjung Malim Perak.
Tajuk Kajian	:"The Effects of Written Retelling Strategy On Reading Comprehension For Primary Level ESL Learners."
Sample Pelajar	: Murid Tahun 3 Kekwa dan 3 Mawar

Sekian,untuk makluman.

"BERKHIDMAT UNTUK NEGARA"

Saya yang menjalankan amanah,

.....

(ROSIDA BT MOHD SAINEE)
Guru Besar
Sekolah Kebangsaan Tarcisian Convent
Jalan Abdul Manap
30100 Ipoh

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APPENDIX B1

Expert Reviewer Profile

Name : NOOR ADILA BINTI IDRIS

Gender : FEMALE

Current Post : TEACHER

Department : SJC MARIAN CONVENT

Qualification : BACHELOR OF BUSINESS ADMINISTRATION
DIPLOMA OF ENGLISH (PRIMARY)

Area of Expertise : SCHOOL CURRICULUM, ITEM BUILDING
ENGLISH MASTER TRAINER
FOR EXAMINATION AND TEACHING STRATEGIES

Years of Experience in English Education Field : 14 YEARS

Contact No : 013-4903538

E-mail add : azdylabelle@gmail.com

I hereby declare that the information provided is true and correct.

.....

Name : NOOR ADILA BT. IDRIS

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APPENDIX B2

Expert Reviewer Profile

Name : Mohd Jusmiaisal bin Jusoh

Gender : Male

Current Post : Pegawai FasiLINUS Literasi Bahasa Inggeris

Department : Pejabat Pendidikan Daerah Kinta Utara

Qualification : Diploma Perguruan

Area of Expertise : Literasi Bahasa Inggeris

Years of Experience in English Education Field : 14 tahun

Contact No : 013-5983485

E-mail add : jusjusoh@gmail.com

I hereby declare that the information provided is true and correct.

.....

Name : Mohd Jusmiaisal bin Jusoh

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APPENDIX B3

Expert Reviewer Profile

Name : ANISYA RUSMAYA BT AHMAD BASHAH

Gender : FEMALE

Current Post : PEGAWAI FASILITAS BAHASA INGGERIS

Department : PEJABAT PENDIDIKAN DAERAH KINTA UTARA

Qualification : BBA

Area of Expertise : LITERASI BAHASA INGGERIS

Years of Experience in English Education Field : 15 YEARS

Contact No : 018-7665750

E-mail add : mayairas1976@gmail.com

I hereby declare that the information provided is true and correct.

.....

Name : ANISYA RUSMAYA BT AHMAD BASHAH

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

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APPENDIX C1

Rater (Examiner) Profile

Name : MASITAH BT OTHMAN

Gender : FEMALE

Current Post : TEACHER

Department : SK TARCISIAN CONVENT

Qualification : SPM 1987

Area of Expertise : ENGLISH (LEVEL 1)

Years of Experience in English Education Field : 23 YEARS

Contact No : 017 - 5892977

E-mail add : masitahothman1970@yahoo.com

I hereby declare that the information provided is true and correct.

.....

Name : MASITAH OTHMAN

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

APPENDIX C2

Rater (Examiner) Profile

Name : MIMI AZRINA BT HAMIDUN

Gender : FEMALE

Current Post : TEACHER

Department : SKTARCISIAN CONVENT

Qualification : KPLI

Area of Expertise : ENGLISH (LEVEL 1).

Years of Experience in English Education Field : 11 YEARS

Contact No : 018-5729062

E-mail add : ninahamidun@yahoo.com

I hereby declare that the information provided is true and correct.

.....

Name : MIMI AZRINA BT HAMIDUN

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APPENDIX D1

SAMPLE OF STUDENT'S PRE TEST
(CONTROL GROUP)

Pre Test

Name : Nur AFRINA NASuha

Class : 3Cekcw9

Read the story below and answer the questions that follow.

It was a hot day. A dog and a rooster went for a walk in the forest. Soon, it was dark. They decided to look for a place to sleep.

They came to a big tree. The dog lay down and slept at the foot of the tree. The rooster decided to sleep on a tree branch. Soon, they were sound asleep.

The next morning, the rooster crowed loudly. A fox passed by and heard him. He wanted to eat the rooster, so he thought an idea.

He said, "I'd like to be your friend, Mr Rooster. Can you come down?" The roaster said, "All right, Mr Fox. But first, you must wake my friend up. He is sleeping under the tree."

The fox said, "Sure, I'll do that." The fox called out to the dog softly. The dog woke up and saw the fox. He barked loudly. The fox felt *scared* and ran away.

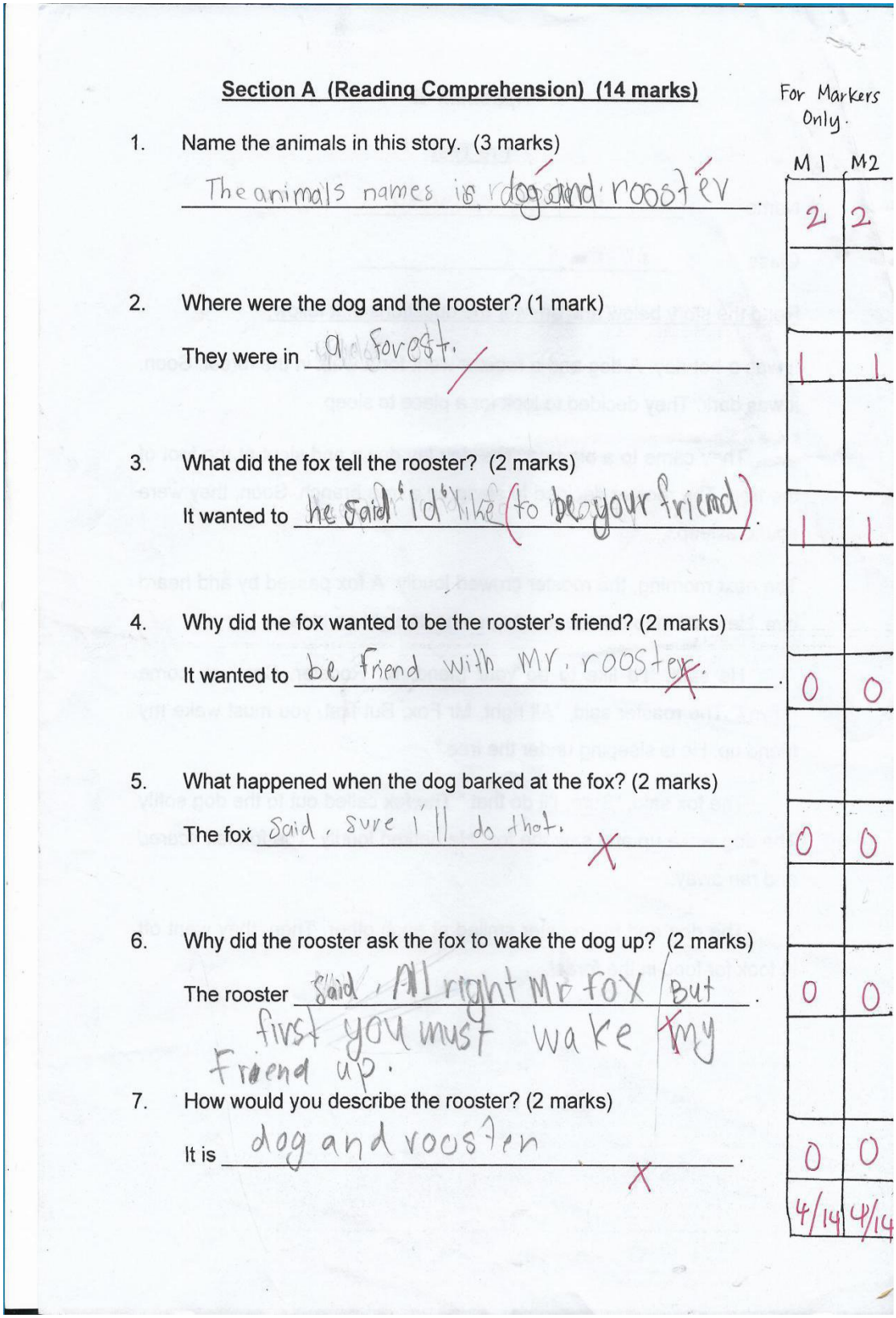
The dog and the rooster smiled at each other. Then, they went off to look for food in the *forest*.

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APPENDIX D2

SAMPLE OF STUDENT'S PRE TEST
(CONTROL GROUP)



Section A (Reading Comprehension) (14 marks)

For Markers Only.

	M1	M2
1. Name the animals in this story. (3 marks)	2	2
2. Where were the dog and the rooster? (1 mark)	1	1
3. What did the fox tell the rooster? (2 marks)	1	1
4. Why did the fox wanted to be the rooster's friend? (2 marks)	0	0
5. What happened when the dog barked at the fox? (2 marks)	0	0
6. Why did the rooster ask the fox to wake the dog up? (2 marks)	0	0
7. How would you describe the rooster? (2 marks)	0	0
	4/14	4/14

1. Name the animals in this story. (3 marks)

The animals names is dog and roostér.

2. Where were the dog and the rooster? (1 mark)

They were in a forest.

3. What did the fox tell the rooster? (2 marks)

It wanted to he said 'Id' like (to be your friend).

4. Why did the fox wanted to be the rooster's friend? (2 marks)

It wanted to be friend with Mr. roostex.

5. What happened when the dog barked at the fox? (2 marks)

The fox said, sure I'll do that.

6. Why did the rooster ask the fox to wake the dog up? (2 marks)

The rooster said, All right Mr fox But first you must wake my Friend up.

7. How would you describe the rooster? (2 marks)

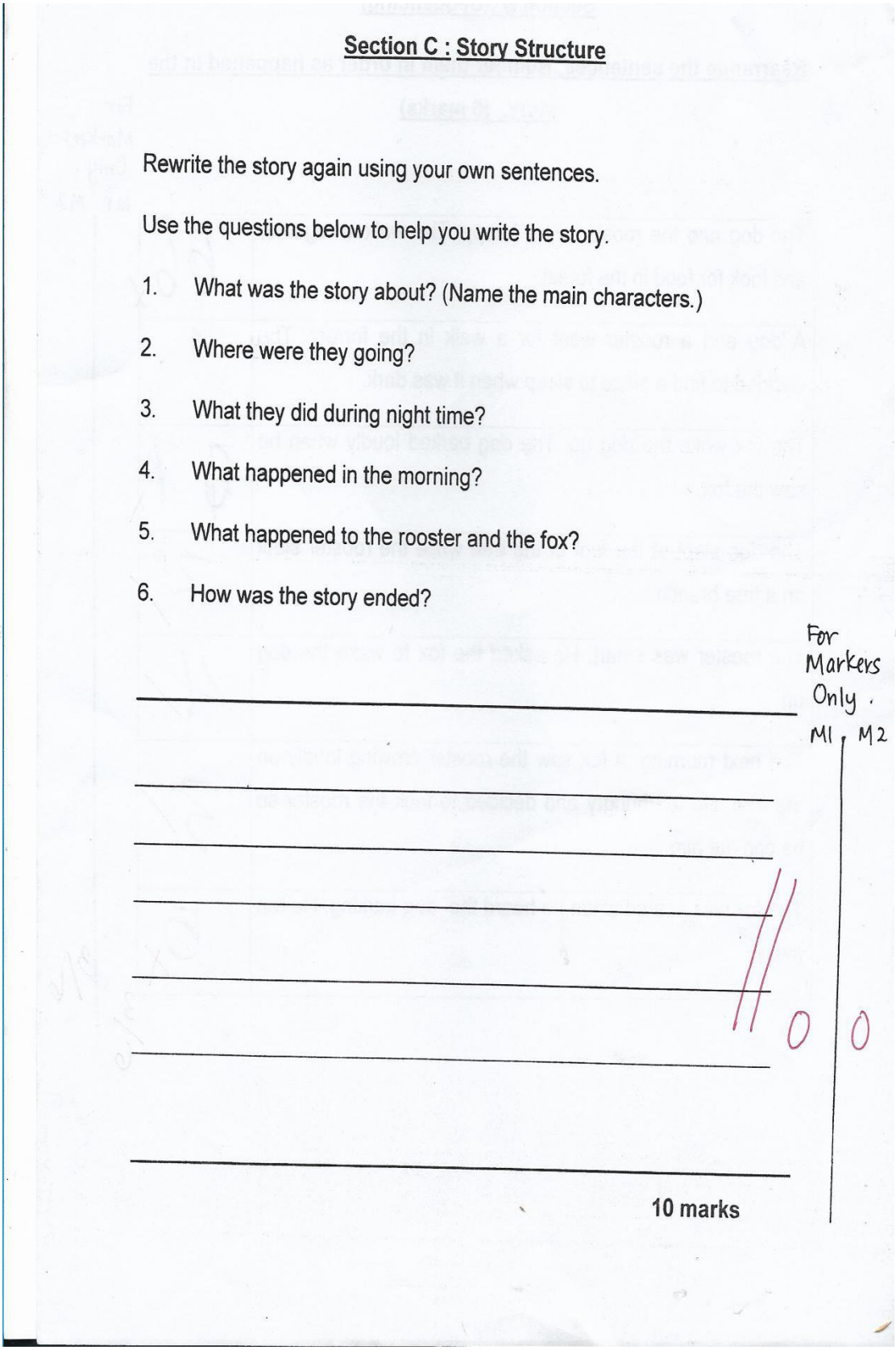
It is dog and roosten

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APPENDIX D3

SAMPLE OF STUDENT'S PRE TEST
(CONTROL GROUP)



Section C : Story Structure

Rewrite the story again using your own sentences.

Use the questions below to help you write the story.

1. What was the story about? (Name the main characters.)
2. Where were they going?
3. What they did during night time?
4. What happened in the morning?
5. What happened to the rooster and the fox?
6. How was the story ended?

For Markers Only.
M1 M2

0 0

10 marks

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APPENDIX D4

SAMPLE OF STUDENT'S POST TEST
(CONTROL GROUP)

Post Test

Name : Nur Afrina Nasulta

Class : 3Kekwa

Read the story below and answer the questions that follow.

Once, there lived four friends in a jungle. They were a crane, a rat, a tortoise and a deer.

One day, four of them were playing in the jungle. Suddenly, they heard a loud noise. "Here comes a hunter! We must run away now!" said the deer. The crane quickly flew into the sky. The rat ran into a hole. The deer ran as fast as possible. The tortoise tried to crawl away fast but he was caught by the hunter.

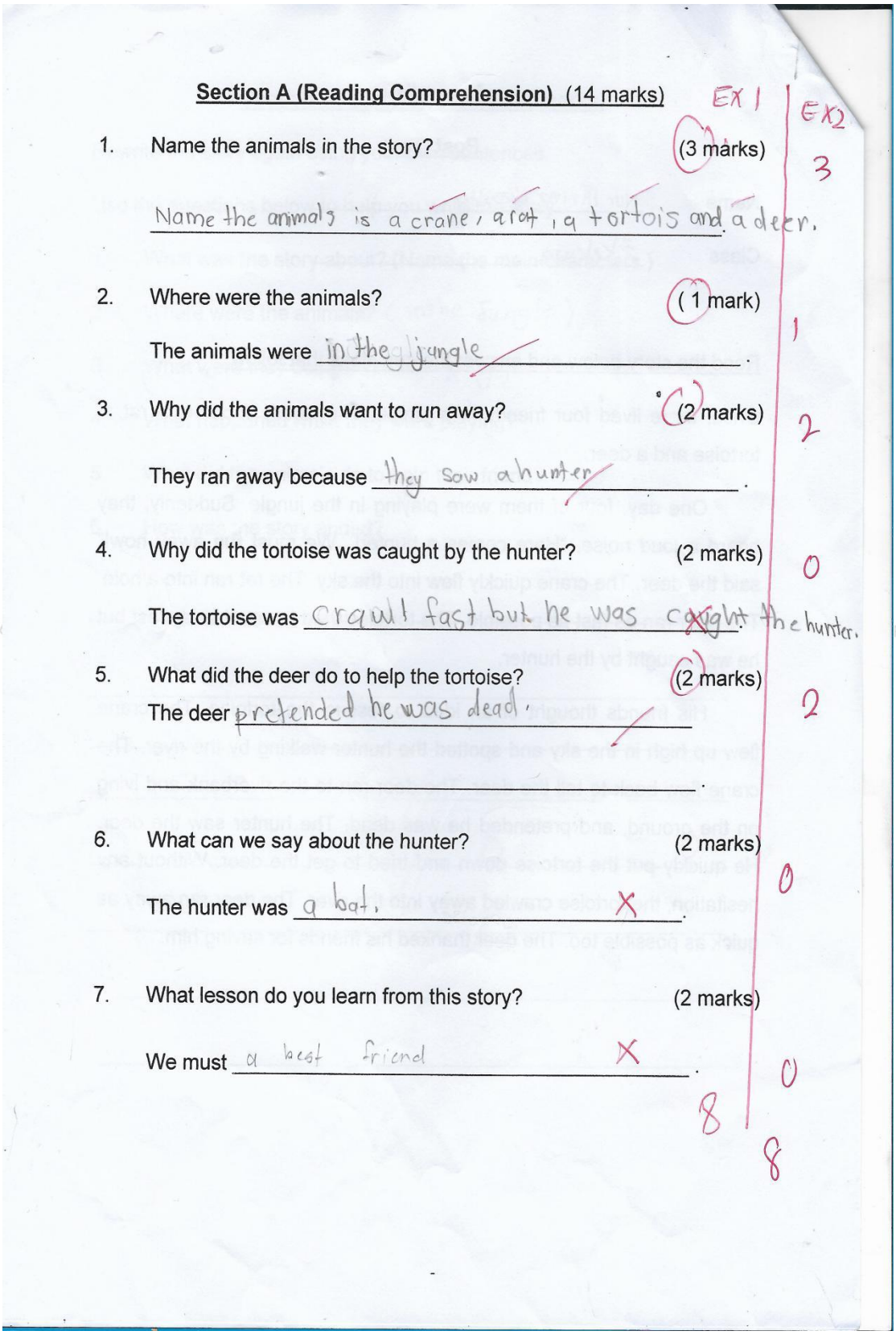
His friends thought of an idea to rescue the tortoise. The crane flew up high in the sky and spotted the hunter walking by the river. The crane flew back to tell the deer. The deer ran to the riverbank and lying on the ground, and pretended he was dead. The hunter saw the deer. He quickly put the tortoise down and tried to get the deer. Without any hesitation, the tortoise crawled away into the river. The deer ran away as quick as possible too. The ~~deer~~ tortoise thanked his friends for saving him.

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APPENDIX D5

SAMPLE OF STUDENT'S POST TEST
(CONTROL GROUP)



Section A (Reading Comprehension) (14 marks)

EX1 EX2

1. Name the animals in the story? (3 marks) 3

Name the animals is a crane, a rat, a tortois and a deer.

2. Where were the animals? (1 mark) 1

The animals were in the jungle.

3. Why did the animals want to run away? (2 marks) 2

They ran away because they saw a hunter.

4. Why did the tortoise was caught by the hunter? (2 marks) 0

The tortoise was crawl fast but he was caught the hunter.

5. What did the deer do to help the tortoise? (2 marks) 2

The deer pretended he was dead.

6. What can we say about the hunter? (2 marks) 0

The hunter was a bat. X

7. What lesson do you learn from this story? (2 marks) 0

We must a best friend X

8

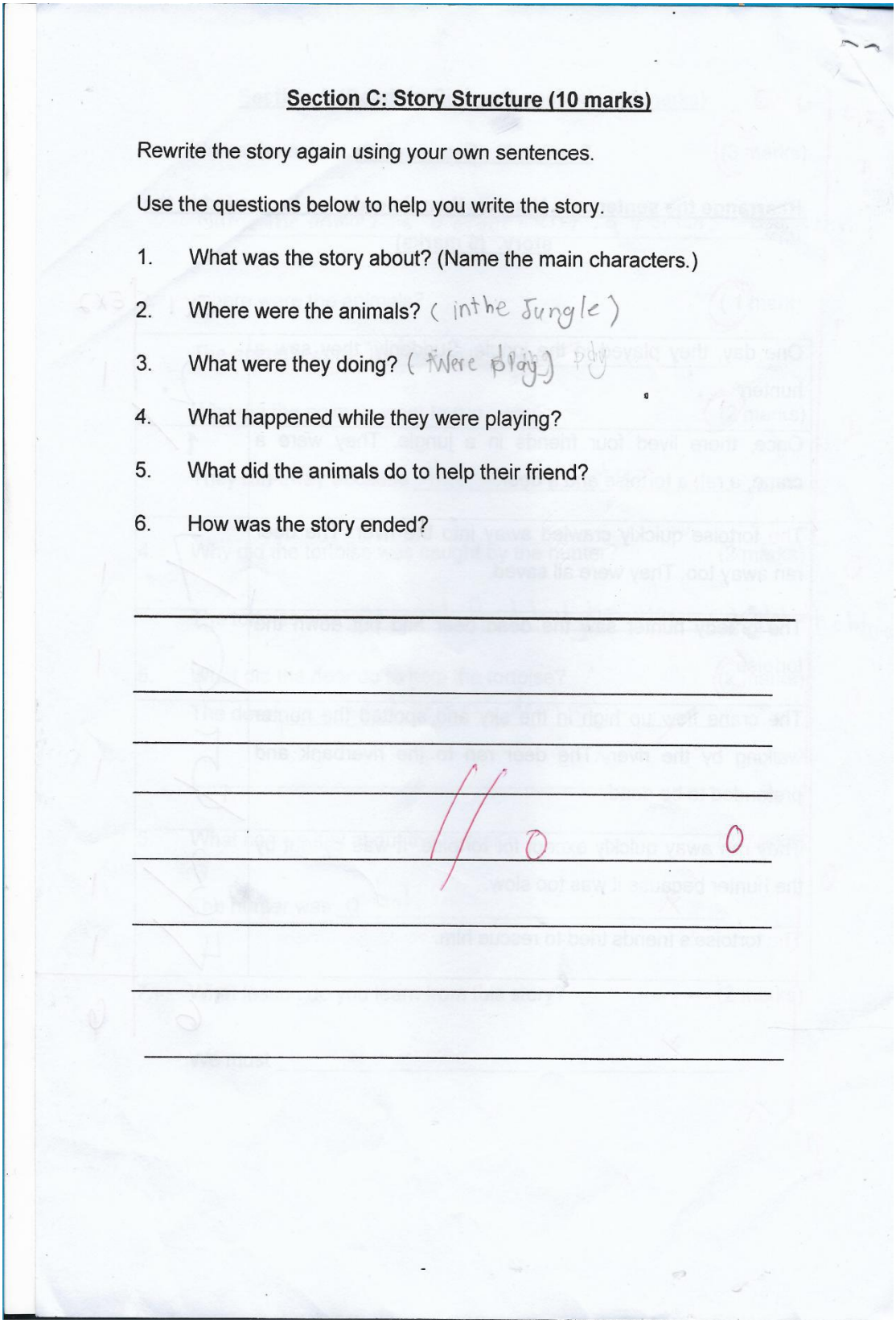
8

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APPENDIX D6

SAMPLE OF STUDENT'S POST TEST
(CONTROL GROUP)



Section C: Story Structure (10 marks)

Rewrite the story again using your own sentences.

Use the questions below to help you write the story.

1. What was the story about? (Name the main characters.)
2. Where were the animals? (inthe Jungle)
3. What were they doing? (were play)
4. What happened while they were playing?
5. What did the animals do to help their friend?
6. How was the story ended?

0 0

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APPENDIX E1

SAMPLE OF STUDENT'S PRE TEST
(EXPERIMENTAL GROUP)

Pre Test

Name : Sharifah Nur Madihah BT Syed Faizal

Class : 3 Mawar

Read the story below and answer the questions that follow.

It was a hot day. A dog and a rooster went for a walk in the forest. Soon, it was dark. They decided to look for a place to sleep.

They came to a big tree. The dog lay down and slept at the foot of the tree. The rooster decided to sleep on a tree branch. Soon, they were sound asleep.

The next morning, the rooster crowed loudly. A fox passed by and heard him. He wanted to eat the rooster, so he thought an idea.

He said, "I'd like to be your friend, Mr Rooster. Can you come down?" The roaster said, "All right, Mr Fox. But first, you must wake my friend up. He is sleeping under the tree."

The fox said, "Sure, I'll do that." The fox called out to the dog softly. The dog woke up and saw the fox. He barked loudly. The fox felt *scared* and ran away.

The dog and the rooster smiled at each other. Then, they went off to look for food in the *forest*.

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APPENDIX E2

SAMPLE OF STUDENT'S PRE TEST
(EXPERIMENTAL GROUP)

Section A (Reading Comprehension) (14 marks)

For Markers Only.

	M1	M2
1. Name the animals in this story. (3 marks)	2	2
2. Where were the dog and the rooster? (1 mark)	1	1
3. What did the fox tell the rooster? (2 marks)	0	0
4. Why did the fox wanted to be the rooster's friend? (2 marks)	0	0
5. What happened when the dog barked at the fox? (2 marks)	0	0
6. Why did the rooster ask the fox to wake the dog up? (2 marks)	0	0
7. How would you describe the rooster? (2 marks)	0	0
	3/14	3/14

1. Name the animals in this story. (3 marks)

rooster and fox (2).

2. Where were the dog and the rooster? (1 mark)

They were in walk in (the forest) soon.

3. What did the fox tell the rooster? (2 marks)

It wanted to I'd like to be your friend's Mr rooster.

4. Why did the fox wanted to be the rooster's friend? (2 marks)

It wanted to fox and rooster x.

5. What happened when the dog barked at the fox? (2 marks)

The fox The fox called out to dog Softy x.

6. Why did the rooster ask the fox to wake the dog up? (2 marks)

The rooster wake up and saw the fox x

7. How would you describe the rooster? (2 marks)

It is To look for food in the forest. x

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APPENDIX E3

SAMPLE OF STUDENT'S PRE TEST
(EXPERIMENTAL GROUP)

Section B : Story Structure

Rewrite the story again using your own sentences.

Use the questions below to help you write the story.

1. What was the story about? (Name the main characters.)
2. Where were they going?
3. What they did during night time?
4. What happened in the morning?
5. What happened to the rooster and the fox?
6. How was the story ended?

	R1	R2
S	1	1
B	1	1
M	0	0
R	0	0
Sq	0	0
	2	2

For Markers Only.
M1, M2

: A story dog and rooster. They going the forest. Rooster and dog sleeping forest said "All right, Mr

1/10 1/10

10 marks

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APPENDIX E4

SAMPLE OF STUDENT'S POST TEST
(EXPERIMENTAL GROUP)

Post Test

Name : Sharifah

Class : 3 Maway

Read the story below and answer the questions that follow.

Once, there lived four friends in a jungle. They were a crane, a rat, a tortoise and a deer.

One day, four of them were playing in the jungle. Suddenly, they heard a loud noise. "Here comes a hunter! We must run away now!" said the deer. The crane quickly flew into the sky. The rat ran into a hole. The deer ran as fast as possible. The tortoise tried to crawl away fast but he was caught by the hunter.

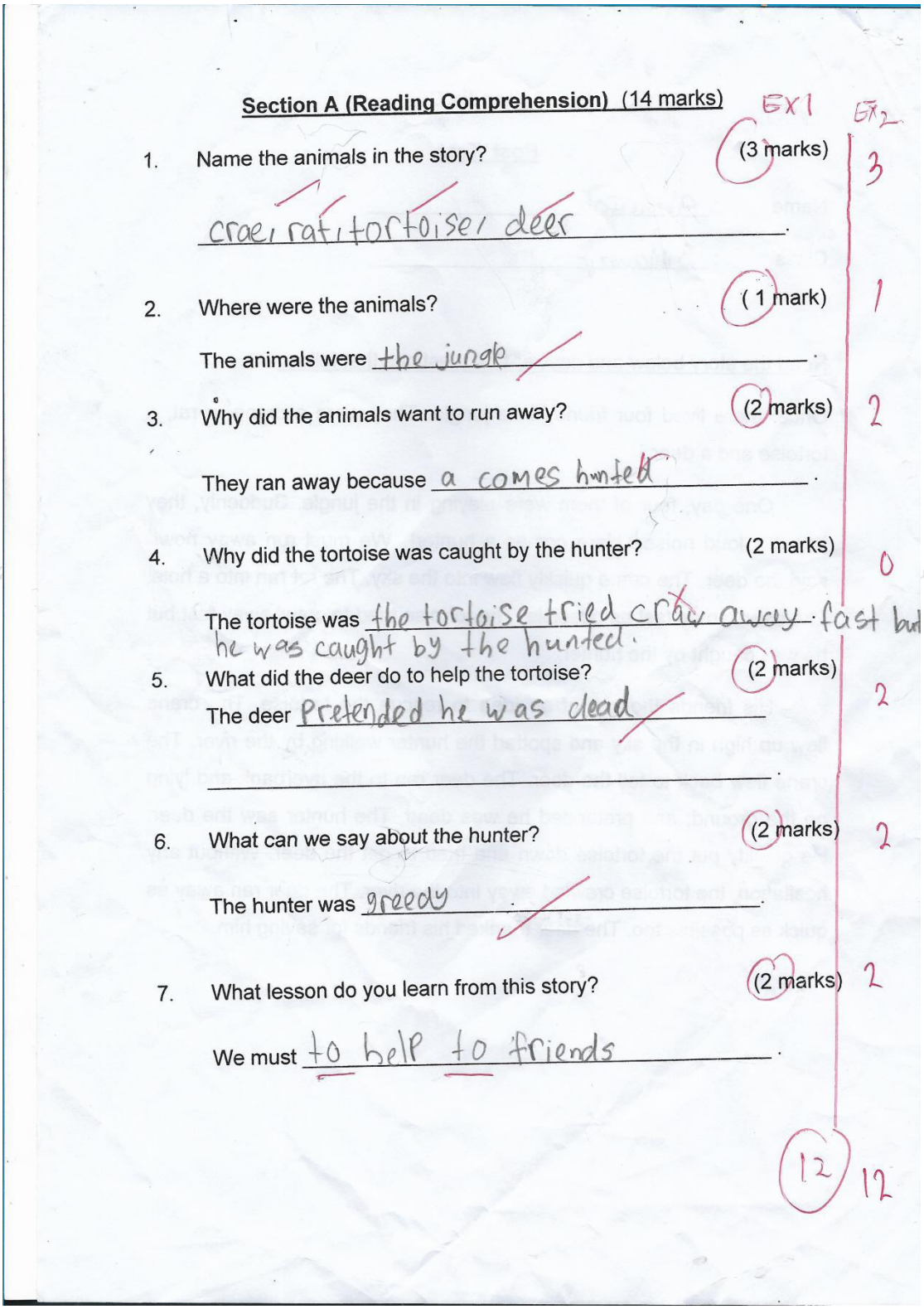
His friends thought of an idea to rescue the tortoise. The crane flew up high in the sky and spotted the hunter walking by the river. The crane flew back to tell the deer. The deer ran to the riverbank and lying on the ground, and pretended he was dead. The hunter saw the deer. He quickly put the tortoise down and tried to get the deer. Without any hesitation, the tortoise crawled away into the river. The deer ran away as quick as possible too. The ~~deer~~ tortoise thanked his friends for saving him.

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APPENDIX E5

SAMPLE OF STUDENT'S POST TEST
(EXPERIMENTAL GROUP)



Section A (Reading Comprehension) (14 marks) EX1 EX2

1. Name the animals in the story? (3 marks) 3

crae, rat, tortoise, deer.

2. Where were the animals? (1 mark) 1

The animals were the jungle.

3. Why did the animals want to run away? (2 marks) 2

They ran away because a comes hunted.

4. Why did the tortoise was caught by the hunter? (2 marks) 0

The tortoise was the tortoise tried crae away fast but he was caught by the hunted.

5. What did the deer do to help the tortoise? (2 marks) 2

The deer Pretended he was dead.

6. What can we say about the hunter? (2 marks) 2

The hunter was greedy.

7. What lesson do you learn from this story? (2 marks) 2

We must to help to friends.

12 12

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APPENDIX E6

SAMPLE OF STUDENT'S POST TEST
(EXPERIMENTAL GROUP)

Section C: Story Structure (10 marks)

Rewrite the story again using your own sentences.

Use the questions below to help you write the story.

1. What was the story about? (Name the main characters.)
2. Where were the animals?
3. What were they doing?
4. What happened while they were playing?
5. What did the animals do to help their friend?
6. How was the story ended?

there lived four friends in a jungle crane rat, tortoise, deer.
(in the jungle) He comes a hunter pretended he was dead the deer thanked his friends for saving him.

	Examiner 1	Examiner 2
Settings (4m)	3	3
Beginning (2m)	1	1
Middle (2M)	1	1
Resolutionm(3m)	1	1
~~Settings~~ Sequence (4m)	2	2
15M	8/15 = 5	8 = 5

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Appendix F

Expert Reviewer Guidelines

Reviewer Directions:

Totally disagree **Strongly Agree**

[---------- 1 ---------- 2 ---------- 3 ---------- 4 ----------]

Research Title : The effects of retelling strategies in reading comprehension for primary level of ESL learners.

Instruments : Story 1 – 7

PART A Reading Comprehension

PART B Matching and Sequencing Activity

** **Note - Items Ranking Guidelines :**

The question should fulfill the following criteria:

(a) match the instructional objectives

(b) appropriate in terms of the language used, style and reading level of Year 3 Students

(c) according to the sequential order (passage and level of difficulty)

(d) not bias or containing sensitive question

(e) in accordance to KSSR standard

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Appendix F1

Story 1 –The Goldilocks and the three bears

Item No	Ranking 1-4														
	A. Reading Comprehension														
	(a)			(b)			(c)			(d)			(e)		
	Expert 1	Expert 2	Expert 3	Expert 1	Expert 2	Expert 3	Expert 1	Expert 2	Expert 3	Expert 1	Expert 2	Expert 3	Expert 1	Expert 2	Expert 3
1.	4	4	4	3	3	3	4	4	4	4	4	4	4	3	4
2.	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4
3.	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
4.	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
5.	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4
6.	4	4	4	4	3	3	4	3	4	4	4	4	4	4	4
7.	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
8.	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
9.	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
10.	4	4	4	2	4	4	4	4	4	4	4	4	4	4	4
**	B. Matching and Sequencing Activities														
	(a)			(b)			(c)			(d)			(e)		
	Expert 1	Expert 2	Expert 3	Expert 1	Expert 2	Expert 3	Expert 1	Expert 2	Expert 3	Expert 1	Expert 2	Expert 3	Expert 1	Expert 2	Expert 3
1.	4	4	**2**	4	4	**4**	4	4	**4**	4	4	**4**	4	4	**4**

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Appendix F2

Story 2 -Little Red Riding Hood

Item No	Ranking 1-4														
**	A. Reading Comprehension														
	(a)			(b)			(c)			(d)			(e)		
	Expert 1	Expert 2	Expert 3	Expert 1	Expert 2	Expert 3	Expert 1	Expert 2	Expert 3	Expert 1	Expert 2	Expert 3	Expert 1	Expert 2	Expert 3
1.	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
2.	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4
3.	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
4.	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
5.	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
6.	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
7.	4	4	4	4	3	2	4	3	4	4	4	4	4	3	4
**	B. Matching and Sequencing Activities														
	(a)			(b)			(c)			(d)			(e)		
	Expert 1	Expert 2	Expert 3	Expert 1	Expert 2	Expert 3	Expert 1	Expert 2	Expert 3	Expert 1	Expert 2	Expert 3	Expert 1	Expert 2	Expert 3
1.	4	4	3	4	4	4	4	4	4	4	4	4	4	3	4

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Appendix F3

Story 3 –The Emperor's New Clothes

Item No	Ranking 1-4														
**	C. Reading Comprehension														
	(a)			(b)			(c)			(d)			(e)		
	Expert 1	Expert 2	Expert 3	Expert 1	Expert 2	Expert 3	Expert 1	Expert 2	Expert 3	Expert 1	Expert 2	Expert 3	Expert 1	Expert 2	Expert 3
1.	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
2.	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4
3.	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
4.	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
5.	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
6.	4	4	4	4	4	4	3	4	4	4	4	4	3	4	4
7.	4	4	4	4	3	3	3	3	4	4	4	4	3	3	4
**	D. Matching and Sequencing Activities														
	(a)			(b)			(c)			(d)			(e)		
	Expert 1	Expert 2	Expert 3	Expert 1	Expert 2	Expert 3	Expert 1	Expert 2	Expert 3	Expert 1	Expert 2	Expert 3	Expert 1	Expert 2	Expert 3
1.	4	4	3	4	4	3	4	4	4	4	4	4	4	3	4

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Appendix F4

Story 4 –Jack and the Beanstalk

Item No	Ranking 1-4														
**	A. Reading Comprehension														
	(a)			(b)			(c)			(d)			(e)		
	Expert 1	Expert 2	Expert 3	Expert 1	Expert 2	Expert 3	Expert 1	Expert 2	Expert 3	Expert 1	Expert 2	Expert 3	Expert 1	Expert 2	Expert 3
1.	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
2.	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
3.	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
4.	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
5.	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
6.	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
7.	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
8.	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4
**	B. Matching and Sequencing Activities														
	(a)			(b)			(c)			(d)			(e)		
	Expert 1	Expert 2	Expert 3	Expert 1	Expert 2	Expert 3	Expert 1	Expert 2	Expert 3	Expert 1	Expert 2	Expert 3	Expert 1	Expert 2	Expert 3
1.	4	4	4	4	4	2	4	4	4	4	4	4	4	4	3

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Appendix F5

Story 5 –The Goose That Laid Golden Eggs

Item No	Ranking 1-4														
**	E. Reading Comprehension														
	(a)			(b)			(c)			(d)			(e)		
	Expert 1	Expert 2	Expert 3	Expert 1	Expert 2	Expert 3	Expert 1	Expert 2	Expert 3	Expert 1	Expert 2	Expert 3	Expert 1	Expert 2	Expert 3
1.	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
2.	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4
3.	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
4.	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
5.	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
6.	4	4	4	4	4	4	3	4	4	3	4	4	3	4	4
7.	4	4	4	4	4	4	3	3	3	3	4	4	3	4	4
**	F. Matching and Sequencing Activities														
	(a)			(b)			(c)			(d)			(e)		
	Expert 1	Expert 2	Expert 3	Expert 1	Expert 2	Expert 3	Expert 1	Expert 2	Expert 3	Expert 1	Expert 2	Expert 3	Expert 1	Expert 2	Expert 3
1.	4	4	4	4	3	3	4	4	4	4	4	4	3	3	4

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Appendix F6

Story 6 –A Colourful Man

Item No	Ranking 1-4														
**	G. Reading Comprehension														
	(a)			(b)			(c)			(d)			(e)		
	Expert 1	Expert 2	Expert 3	Expert 1	Expert 2	Expert 3	Expert 1	Expert 2	Expert 3	Expert 1	Expert 2	Expert 3	Expert 1	Expert 2	Expert 3
1.	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
2.	3	4	4	3	3	4	3	4	4	3	4	4	3	4	4
3.	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4
4.	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
5.	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4
6.	4	4	4	4	4	3	3	4	4	4	4	4	3	4	4
**	H. Matching and Sequencing Activities														
	(a)			(b)			(c)			(d)			(e)		
	Expert 1	Expert 2	Expert 3	Expert 1	Expert 2	Expert 3	Expert 1	Expert 2	Expert 3	Expert 1	Expert 2	Expert 3	Expert 1	Expert 2	Expert 3
1.	4	4	4	2	3	3	3	4	3	3	4	4	3	3	4

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Appendix F7

Story 7 –The Enormous Turnip

Item No	Ranking 1-4														
**	C. Reading Comprehension														
	(a)			(b)			(c)			(d)			(e)		
	Expert 1	Expert 2	Expert 3	Expert 1	Expert 2	Expert 3	Expert 1	Expert 2	Expert 3	Expert 1	Expert 2	Expert 3	Expert 1	Expert 2	Expert 3
1.	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
2.	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
3.	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
4.	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
5.	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
6.	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
7.	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
8.	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
**	D. Matching and Sequencing Activities														
	(a)			(b)			(c)			(d)			(e)		
	Expert 1	Expert 2	Expert 3	Expert 1	Expert 2	Expert 3	Expert 1	Expert 2	Expert 3	Expert 1	Expert 2	Expert 3	Expert 1	Expert 2	Expert 3
1.	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4

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APPENDIX G1

Item No	CONTENT VALIDITY Story 1- The Goldilocks and The Three Bears									
	C. Reading Comprehension									
	(a)		(b)		(c)		(d)		(e)	
	I-CVI	S-CVI/AVERAGE	I-CVI	S-CVI/AVERAGE	I-CVI	S-CVI/ AVERAGE	I-CVI	S-CVI/AVERAGE	I-CVI	S-CVI/ AVERAGE
1.	1	1	1	1	1	1	1	1	1	1
2.	1	1	1	1	1	1	1	1	1	1
3.	1	1	1	1	1	1	1	1	1	1
4.	1	1	1	1	1	1	1	1	1	1
5.	1	1	1	1	1	1	1	1	1	1
6.	1	1	1	1	1	1	1	1	1	1
7.	1	1	1	1	1	1	1	1	1	1
8.	1	1	1	1	1	1	1	1	1	1
9.	1	1	1	1	1	1	1	1	1	1
10.	1	1	0.67	0.97	1	1	1	1	1	1
**	D. Matching and Sequencing Activities									
	(a)		(b)		(c)		(d)		(e)	
	I-CVI	S-CVI/AVERAGE	I-CVI	S-CVI/AVERAGE	I-CVI	S-CVI/ AVERAGE	I-CVI	S-CVI/AVERAGE	I-CVI	S-CVI/ AVERAGE
1.	1	1	**0.67**	0.67	1	1	1	1	1	1

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APPENDIX G2

Item No	CONTENT VALIDITY Story 2- Little Red Riding Hood									
	E. Reading Comprehension									
	(a)		(b)		(c)		(d)		(e)	
	I-CVI	S-CVI/AVERAGE	I-CVI	S-CVI/AVERAGE	I-CVI	S-CVI/AVERAGE	I-CVI	S-CVI/AVERAGE	I-CVI	S-CVI/AVERAGE
1.	1	1	1	1	1	1	1	1	1	1
2.	1	1	1	1	1	1	1	1	1	1
3.	1	1	1	1	1	1	1	1	1	1
4.	1	1	1	1	1	1	1	1	1	1
5.	1	1	1	1	1	1	1	1	1	1
6.	1	1	1	1	1	1	1	1	1	1
7.	1	1	0.67	0.95	1	1	1	1	1	1
**	F. Matching and Sequencing Activities									
	(a)		(b)		(c)		(d)		(e)	
	I-CVI	S-CVI/AVERAGE	I-CVI	S-CVI/AVERAGE	I-CVI	S-CVI/AVERAGE	I-CVI	S-CVI/AVERAGE	I-CVI	S-CVI/AVERAGE
1.	1	1	1	1	1	1	1	1	1	1

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APPENDIX G3

Item No	CONTENT VALIDITY Story 3 - The Emperor's New Clothes									
	G. Reading Comprehension									
	(a)		(b)		(c)		(d)		(e)	
	I-CVI	S-CVI/AVERAGE	I-CVI	S-CVI/AVERAGE	I-CVI	S-CVI/AVERAGE	I-CVI	S-CVI/AVERAGE	I-CVI	S-CVI/AVERAGE
1.	1	1	1	1	1	1	1	1	1	1
2.	1	1	1	1	1	1	1	1	1	1
3.	1	1	1	1	1	1	1	1	1	1
4.	1	1	1	1	1	1	1	1	1	1
5.	1	1	1	1	1	1	1	1	1	1
6.	1	1	1	1	1	1	1	1	1	1
7.	1	1	1	1	1	1	1	1	1	1
**	H. Matching and Sequencing Activities									
	(a)		(b)		(c)		(d)		(e)	
	I-CVI	S-CVI/AVERAGE	I-CVI	S-CVI/AVERAGE	I-CVI	S-CVI/AVERAGE	I-CVI	S-CVI/AVERAGE	I-CVI	S-CVI/AVERAGE
1.	1	1	1	1	1	1	1	1	1	1

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APPENDIX G4

Item No	CONTENT VALIDITY Story 4- Jack and The Beanstalk									
	I. Reading Comprehension									
	(a)		(b)		(c)		(d)		(e)	
	I-CVI	S-CVI/AVERAGE	I-CVI	S-CVI/AVERAGE	I-CVI	S-CVI/ AVERAGE	I-CVI	S-CVI/AVERAGE	I-CVI	S-CVI/ AVERAGE
1.	1	1	1	1	1	1	1	1	1	1
2.	1	1	1	1	1	1	1	1	1	1
3.	1	1	1	1	1	1	1	1	1	1
4.	1	1	1	1	1	1	1	1	1	1
5.	1	1	1	1	1	1	1	1	1	1
6.	1	1	1	1	1	1	1	1	1	1
7.	1	1	1	1	1	1	1	1	1	1
8.	1	1	1	1	1	1	1	1	1	1
**	J. Matching and Sequencing Activities									
	(a)		(b)		(c)		(d)		(e)	
	I-CVI	S-CVI/AVERAGE	I-CVI	S-CVI/AVERAGE	I-CVI	S-CVI/ AVERAGE	I-CVI	S-CVI/AVERAGE	I-CVI	S-CVI/ AVERAGE
1.	1	1	**0.67**	0.67	1	1	1	1	1	1

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APPENDIX G5

Item No	CONTENT VALIDITY Story 5- The Goose That Laid Golden Eggs									
	K. Reading Comprehension									
	(a)		(b)		(c)		(d)		(e)	
	I-CVI	S-CVI/AVERAGE	I-CVI	S-CVI/AVERAGE	I-CVI	S-CVI/AVERAGE	I-CVI	S-CVI/AVERAGE	I-CVI	S-CVI/AVERAGE
1.	1	1	1	1	1	1	1	1	1	1
2.	1	1	1	1	1	1	1	1	1	1
3.	1	1	1	1	1	1	1	1	1	1
4.	1	1	1	1	1	1	1	1	1	1
5.	1	1	1	1	1	1	1	1	1	1
6.	1	1	1	1	1	1	1	1	1	1
7.	1	1	1	1	1	1	1	1	1	1
**	L. Matching and Sequencing Activities									
	(a)		(b)		(c)		(d)		(e)	
	I-CVI	S-CVI/AVERAGE	I-CVI	S-CVI/AVERAGE	I-CVI	S-CVI/AVERAGE	I-CVI	S-CVI/AVERAGE	I-CVI	S-CVI/AVERAGE
1.	1	1	1	1	1	1	1	1	1	1

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APPENDIX G6

Item No	CONTENT VALIDITY Story 6- A Colourful Man									
	M. Reading Comprehension									
	(a)		(b)		(c)		(d)		(e)	
	I-CVI	S-CVI/AVERAGE	I-CVI	S-CVI/AVERAGE	I-CVI	S-CVI/AVERAGE	I-CVI	S-CVI/AVERAGE	I-CVI	S-CVI/AVERAGE
1.	1	1	1	1	1	1	1	1	1	1
2.	1	1	1	1	1	1	1	1	1	1
3.	1	1	1	1	1	1	1	1	1	1
4.	1	1	1	1	1	1	1	1	1	1
5.	1	1	1	1	1	1	1	1	1	1
6.	1	1	1	1	1	1	1	1	1	1
**	N. Matching and Sequencing Activities									
	(a)		(b)		(c)		(d)		(e)	
	I-CVI	S-CVI/AVERAGE	I-CVI	S-CVI/AVERAGE	I-CVI	S-CVI/AVERAGE	I-CVI	S-CVI/AVERAGE	I-CVI	S-CVI/AVERAGE
1.	1	1	**0.67**	0.67	1	1	1	1	1	1

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APPENDIX G7

Item No	CONTENT VALIDITY Story 7- The Enormous Turnip									
	O. Reading Comprehension									
	(a)		(b)		(c)		(d)		(e)	
	I-CVI	S-CVI/AVERAGE	I-CVI	S-CVI/AVERAGE	I-CVI	S-CVI/AVERAGE	I-CVI	S-CVI/AVERAGE	I-CVI	S-CVI/AVERAGE
1.	1	1	1	1	1	1	1	1	1	1
2.	1	1	1	1	1	1	1	1	1	1
3.	1	1	1	1	1	1	1	1	1	1
4.	1	1	1	1	1	1	1	1	1	1
5.	1	1	1	1	1	1	1	1	1	1
6.	1	1	1	1	1	1	1	1	1	1
7.	1	1	1	1	1	1	1	1	1	1
8.	1	1	1	1	1	1	1	1	1	1
**	P. Matching and Sequencing Activities									
	(a)		(b)		(c)		(d)		(e)	
	I-CVI	S-CVI/AVERAGE	I-CVI	S-CVI/AVERAGE	I-CVI	S-CVI/AVERAGE	I-CVI	S-CVI/AVERAGE	I-CVI	S-CVI/AVERAGE
1.	1	1	1	1	1	1	1	1	1	1

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APPENDIX H1

RESULT OF PRE AND POST TEST

READING COMPREHENSION

EXPERIMENTAL GROUP

EXPERIMENTAL GROUP	Pre Test	Post Test	
	Reading Comprehension	Reading Comprehension	DIFFERENCE
	(14m)	(14m)	
S1	7	10	3
S2	4	7	3
S3	4	8	4
S4	4	6	2
S5	5	10	5
S6	2	1	-1
S7	2	7	5
S8	0	9	9
S9	3	10	9
S10	3	5	2
S11	6	10	4
S12	1	4	3
S13	4	8	4
S14	3	5	2
S15	5	10	5
S16	5	6	1
S17	3	6	3
S18	5	12	7
S19	6	10	4
S20	6	10	4
S21	3	12	9
S22	9	7	-2
S23	2	12	10
S24	3	6	3

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APPENDIX H2

RESULT OF PRE AND POST TEST

READING COMPREHENSION

CONTROL GROUP

CONTROL GROUP	Pre Test	Post Test	
	Reading Comprehension (14m)	Reading Comprehension (14m)	DIFFERENCE
S1	3	10	7
S2	3	4	1
S3	1	3	2
S4	4	8	4
S5	4	4	0
S6	2	4	2
S7	2	2	0
S8	3	3	0
S9	1	3	2
S10	2	8	6
S11	6	3	-3
S12	7	4	-3
S13	1	5	4
S14	3	11	8
S15	1	3	2
S16	3	4	1
S17	7	10	3
S18	11	13	2
S19	2	4	2
S20	9	13	4
S21	4	6	2
S22	3	1	-2
S23	10	9	-1
S24	3	6	3

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APPENDIX H3

RESULT OF PRE AND POST TEST

STORY STRUCTURE

EXPERIMENTAL GROUP

Num.	EXPERIMENTAL GROUP	Setting (4M)		Beginning (2 M)		Middle (2M)		Resolution (3M)		Sequence (4M)		Total (10 marks)	
		Pre Test	Post Test	Pre Test	Post Test	Pre Test	Post Test	Pre Test	Post Test	Pre Test	Post Test	Pre Test	Post Test
1	S1	0	1	0	1	0	1	0	1	0	1	**0**	**3**
2	S2	0	4	0	2	0	1	0	2	0	2	**0**	**7**
3	S3	0	4	0	2	0	1	0	0	0	2	**0**	**6**
4	S4	1	2	0	1	0	1	0	1	0	1	**1**	**4**
5	S5	0	3	0	1	0	1	0	2	0	2	**0**	**6**
6	S6	0	2	0	1	0	0	0	0	0	1	**0**	**3**
7	S7	0	1	0	1	0	0	0	0	0	1	**0**	**2**
8	S8	0	1	0	0	0	0	0	0	0	1	**0**	**1**
9	S9	1	3	0	2	0	1	0	2	0	1	**1**	**6**
10	S10	0	4	0	2	0	1	0	2	0	2	**0**	**7**
11	S11	0	1	0	0	0	0	0	0	0	0	**0**	**1**
12	S12	0	1	0	1	0	0	0	0	0	1	**0**	**2**
13	S13	1	3	1	2	1	1	0	1	1	2	**3**	**6**
14	S14	0	2	0	2	0	1	0	2	0	2	**0**	**6**
15	S15	1	1	0	1	0	0	0	0	1	1	**1**	**2**
16	S16	0	2	0	1	0	1	0	0	0	1	**0**	**3**
17	S17	0	3	0	2	0	0	0	1	0	2	**0**	**5**
18	S18	1	3	0	2	0	0	0	1	1	1	**1**	**5**
19	S19	1	3	1	2	1	1	0	0	1	2	**2**	**5**
20	S20	1	2	1	1	0	1	0	1	1	1	**2**	**4**
21	S21	1	3	1	1	0	1	0	1	0	2	**1**	**5**
22	S22	0	3	0	2	0	2	0	1	0	2	**0**	**7**
23	S23	1	4	2	2	1	1	0	1	2	2	**4**	**7**
24	S24	0	0	0	0	0	0	0	0	0	0	**0**	**0**

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APPENDIX H4

RESULT OF PRE AND POST TEST
STORY STRUCTURE
CONTROL GROUP

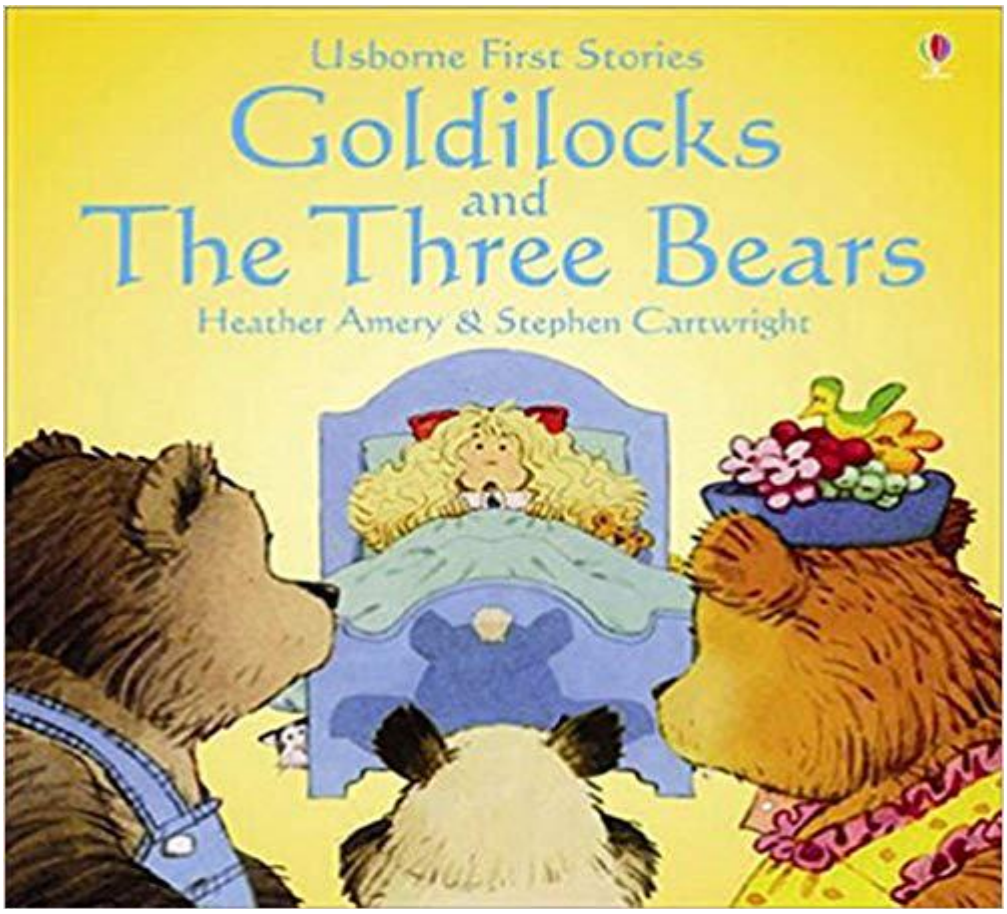
Num.	CONTROL GROUP	Setting (4M)		Beginning (2 M)		Middle (2M)		Resolution (3M)		Sequence (4M)		Total (10 marks)	
		Pre Test	Post Test	Pre Test	Post Test	Pre Test	Post Test	Pre Test	Post Test	Pre Test	Post Test	Pre Test	Post Test
1	S1	0	0	0	0	0	0	0	0	0	0	0	0
2	S2	0	0	0	1	0	0	0	0	0	0	0	1
3	S3	0	0	0	0	0	0	0	0	0	0	0	0
4	S4	0	0	0	0	0	0	0	0	0	0	0	0
5	S5	0	0	0	0	0	0	0	0	0	0	0	0
6	S6	0	0	0	0	0	0	0	0	0	0	0	0
7	S7	0	3	0	2	0	1	0	1	0	2	0	6
8	S8	2	0	2	0	1	0	0	0	1	0	4	0
9	S9	0	0	0	0	0	0	0	0	0	0	0	0
10	S10	0	0	0	0	0	0	0	0	0	0	0	0
11	S11	0	4	0	2	0	1	0	0	0	1	0	5
12	S12	0	0	0	0	0	0	0	0	0	0	0	0
13	S13	0	0	0	0	0	0	0	0	0	0	0	0
14	S14	0	0	0	0	0	0	0	0	0	0	0	0
15	S15	0	0	0	0	0	0	0	0	0	0	0	0
16	S16	0	0	0	0	0	0	0	0	0	0	0	0
17	S17	3	3	1	2	0	1	1	2	2	2	5	7
18	S18	0	4	0	2	0	1	0	2	0	2	0	7
19	S19	0	0	0	0	0	0	0	0	0	0	0	0
20	S20	4	3	3	1	1	1	2	0	3	1	9	4
21	S21	0	0	0	0	0	0	0	0	0	0	0	5
22	S22	0	0	0	0	0	0	0	0	0	0	0	0
23	S23	0	4	0	2	0	1	0	2	0	2	1	7
24	S24	0	0	0	0	0	0	0	0	0	0	0	0

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APPENDIX I

SAMPLE OF RESEARCH INSTRUMENTS



Activity 1 : Oral and written activity

Title of the story :

Author :

Characters in the picture:

People :

Animals :

What do you think the story is about ?

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APPENDIX I2

The Story of Goldilocks and the Three Bears

Once upon a time there was a little girl. Her name was Goldilocks. She had golden hair.

One day Goldilocks was walking in the forest. She saw a house and knocked on the door. She went inside. Nobody was there.

Goldilocks saw three bowls on the table. She was hungry. 'This porridge is too hot! This porridge is too cold! This porridge is just right!' Goldilocks ate all the porridge.

Goldilocks was tired now. 'This chair is too big! This chair is too big, too! This chair is just right!' But the chair broke!

Goldilocks was very sleepy. She went upstairs. 'This bed is too hard! This bed is too soft! This bed is just right!'

Soon, the bears came home. 'Someone's been eating my porridge!' said Daddy Bear.

'Someone's been eating my porridge!' said Mummy Bear.

'Someone's been eating my porridge - and it's all gone!' said Baby Bear.

'Someone's been sitting on my chair!' said Daddy Bear.

'Someone's been sitting on my chair!' said Mummy Bear.

'Someone's been sitting on my chair - and it's broken!' said Baby Bear.

'Someone's been sleeping in my bed!' said Daddy Bear.

'Someone's been sleeping in my bed!' said Mummy Bear.

'Someone's been sleeping in my bed - and she's still there!' said Baby Bear.

Goldilocks woke up and saw the three bears. 'Help!' She ran downstairs and into the forest. She never came back again.

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APPENDIX I3

Write what do you remember and understand from the story read.

Who are the characters?	Main characters : Other characters :
Settings: Time Place	
What happened in the beginning?	
What happened in the middle?	
What happened in the end?	

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APPENDIX I4

Cut the sentences and sequence them into the correct order.

Goldilocks was surprised to see the family bears.	**She was sleepy and slept on Baby Bear's bed.**
Goldilocks was walking in the wood and saw a family bear's house.	**She woke up and ran away.**
She was tired and sat on the Baby Bear's chair. Unfortunately, she broke it.	**Family bear went out for a walk.**
She was hungry and ate the Baby Bear's porridge.	**The house was empty. She went into the house.**
She went into the kitchen and saw three bowls of porridge.	**Soon, the family bears came home. They were shocked to see their house was in a mess.**

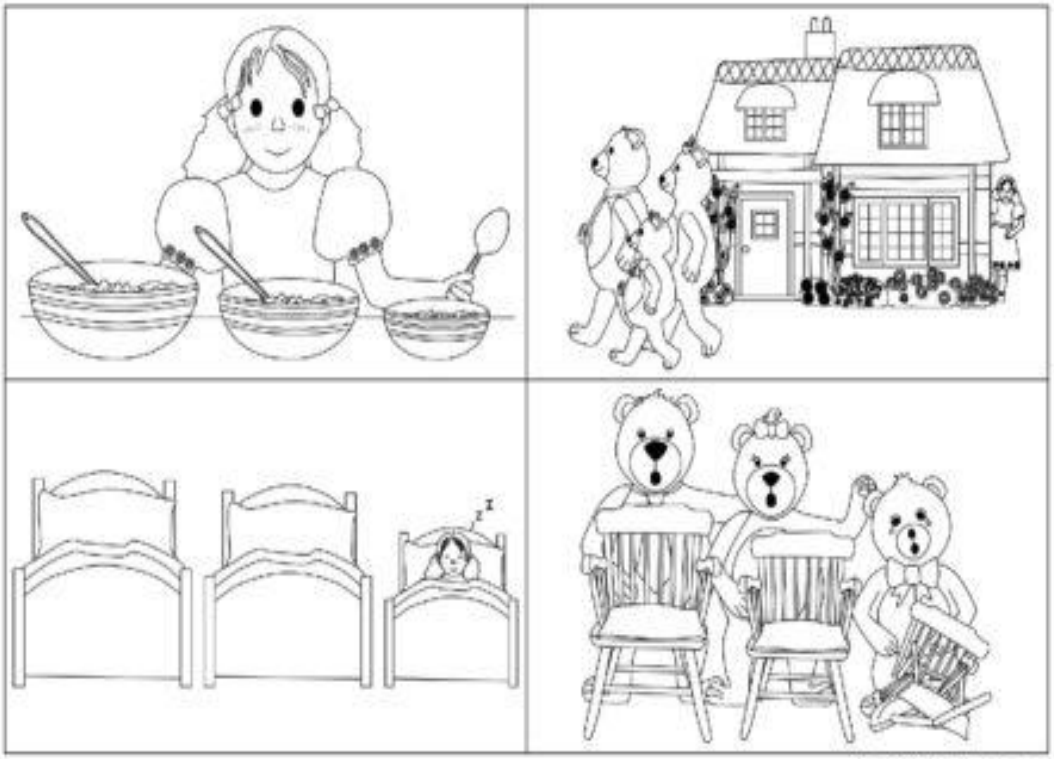
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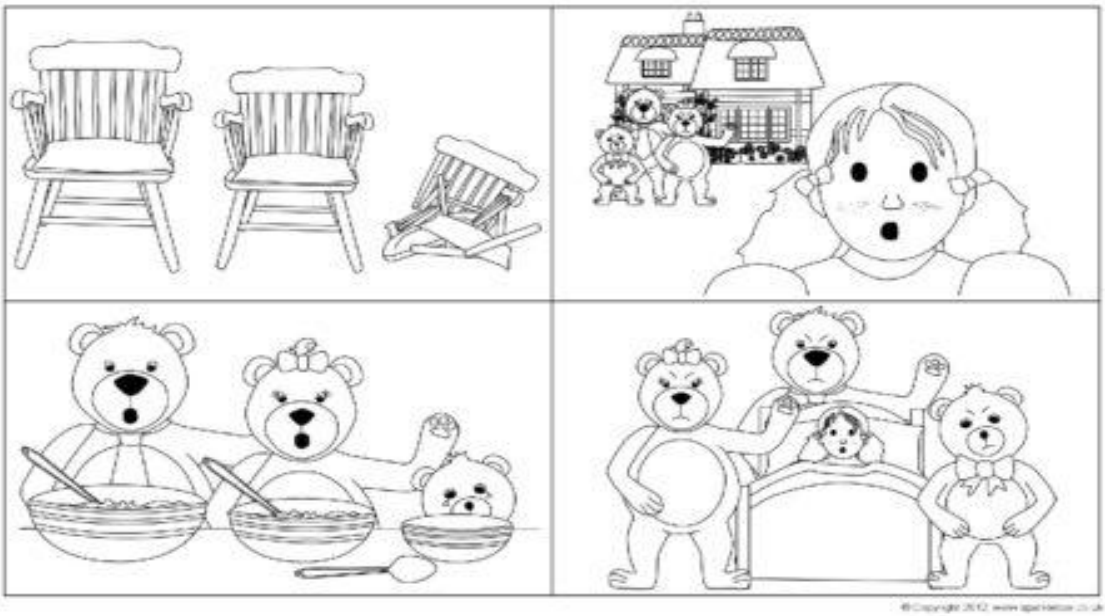
APPENDIX I5

Cut the pictures and match them to the sentences arranged earlier.

Goldilocks and the Three Bears



Goldilocks and the Three Bears



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APPENDIX I6

Activity 4 : Comprehension questions

1. What is the setting of the story?
   The setting of the story is at the _____ .

2. What did Mama Bear make for breakfast?
   Mama Bear made _____ .

3. Who came to the bear family house?
   _____ to the bear family's house.

4. What was wrong with Papa Bear's porridge?
   It _____ .

5. After tasting the porridge, what was the next thing that Goldilocks did?
   She _____ .

6. Goldilocks went up the stairs, what did she see?
   Goldilocks saw _____.

7. What was wrong with Mama Bear's bed?
   It _____ .

8. Goldilocks woke up, saw something and ran out of the house. What scared Goldiocks?
   She _____ .

9. Could real bears live in a house and make porridge?
   _____ .

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APPENDIX J

WRITTEN RETELLING

STORY STRUCTURE RUBRIC

Marks	4	3	2	1
Characters	Includes, names, and describes all major characters	Included and named major characters	Included most characters but did not name them all	Included only a few characters and did not name them
Setting	Describes all settings	Includes all settings	Includes some settings	Includes a few setting
Beginning (problem)	Includes and describes the all parts of the beginning of the story and includes the problem	Includes the beginning of the story and includes the problem	Includes parts of the beginning of the story. Includes either beginning or problem but not both.	Include few beginning or problem included
Middle (rising action)	Includes and describes all middle story events	Includes most middle story events	Includes some middle story events	Few middle or rising action included
End (solution)	Includes and describes all parts of the ending of the story and includes the solution	Includes the ending of the story and includes the solution	Includes parts of the ending of the story. Includes either ending or solution	Mention a little bit of end or solution
Sequence	All story events mentioned are in the correct order	Most story events mentioned are in the correct order	Some story events mentioned are in the correct order	Hardly any story events mentioned are in the correct order

Adapted From: Stoutz, Sarah, "Retelling Using Different Methods" (2011). *Education Masters.* Paper 199.

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APPENDIX K

READING COMPREHENSION RUBRIC

Question 1

MARKS	DESCRIPTION
0	Student Unable To Name All The Characters.
1	Student Able To Name Only One Character.
2	Student Able To Name 2 Or 3 Characters.
3	Student Able To Name All The Characters Correctly.

Questions 2 - 7

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MARKS	DESCRIPTION
0	Student Unable To Write The Correct Answer Or Unrelated To The Question.
1	Student Able To Answer Part Of The Question With Some Grammar And Spelling Errors
2	Student Able To Answer The Question Correctly With Some Grammar And Spelling Errors

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INTER RATER RELIABILITY TEST

APPENDIX L

Num.	EXPERIMENTAL GROUP	Pre Test				DIFF.	Post Test				DIFF.
		RATER 1		RATER 2			RATER 1		RATER 2		
		COMP. (14m)	STORY STUCTURE (10m)	COMP. (14m)	STORY STUCTURE (10m)		COMP. (14m)	STORY STUCTURE (10m)	COMP. (14m)	STORY STUCTURE (10m)	
1.	S1	7	0	6	0	1	10	3	10	3	0
2.	S2	4	0	4	0	0	7	7	7	7	0
3.	S3	4	0	4	0	0	8	6	8	6	0
4.	S4	4	3	4	3	0	6	4	6	4	0
5.	S5	5	0	5	0	0	10	6	10	6	0
6.	S6	2	0	2	0	0	1	3	1	3	0
7.	S7	2	0	2	0	0	7	2	7	2	0
8.	S8	0	0	0	0	0	9	1	9	1	0
9.	S9	3	1	3	1	0	10	6	10	6	0
10.	S10	3	0	3	0	0	5	7	5	7	0
11.	S11	6	0	6	0	0	10	1	10	1	0
12.	S12	1	0	1	0	0	4	2	4	2	0
13.	S13	5	3	4	3	1	8	6	8	6	0
14.	S14	3	0	3	0	0	5	6	5	6	0
15.	S15	5	1	5	1	0	10	2	10	2	0
16.	S16	5	0	4	0	1	6	3	6	3	0
17.	S17	3	0	3	0	0	6	5	6	5	0
18	S18	5	1	5	1	0	12	5	12	5	0
19.	S19	6	2	6	2	0	10	5	10	5	0
20.	S20	6	2	6	2	0	10	4	10	4	0
21	S21	3	1	3	1	0	12	5	12	5	0
22.	S22	9	0	9	0	0	7	7	7	7	0
23.	S23	2	4	2	4	0	12	7	12	7	0
24.	S24	3	0	3	0	0	6	0	6	0	0

INTER RATER RELIABILITY TEST **APPENDIX M**

Num.	CONTROL GROUP	Pre Test				DIFF.	Post Test				DIFF.
		RATER 1		RATER 2			RATER 1		RATER 2		
		COMP. (14m)	STORY STUCTURE (10m)	COMP. (14m)	STORY STUCTURE (10m)		COMP. (14m)	STORY STUCTURE (10m)	COMP. (14m)	STORY STUCTURE (10m)	
1.	S1	3	0	2	0	1	10	0	10	0	0
2.	S2	3	0	3	0	0	4	1	4	1	0
3.	S3	1	0	1	0	0	3	0	3	0	0
4.	S4	4	0	4	0	0	8	0	8	0	0
5.	S5	4	0	3	0	1	4	0	4	0	0
6.	S6	2	0	2	0	0	4	0	4	0	0
7.	S7	2	0	2	0	0	2	6	2	6	0
8.	S8	3	4	3	4	1	3	0	3	0	0
9.	S9	1	0	1	0	0	3	0	3	0	0
10.	S10	2	0	2	0	0	8	0	8	0	0
11.	S11	6	0	6	0	0	3	5	3	5	0
12.	S12	7	0	5	0	2	4	0	4	0	0
13.	S13	1	0	1	0	0	5	0	5	0	0
14.	S14	3	0	3	0	0	11	0	11	0	0
15.	S15	1	0	1	0	0	3	0	3	0	0
16.	S16	3	0	3	0	0	4	0	4	0	0
17.	S17	7	5	7	3	2	10	7	10	7	0
18	S18	11	0	12	0	1	13	7	13	7	0
19.	S19	2	0	2	0	0	4	0	4	0	0
20.	S20	9	9	8	8	1	13	4	13	4	0
21	S21	4	0	4	0	0	6	5	6	5	0
22.	S22	3	0	3	0	0	1	0	1	0	0
23.	S23	10	1	9	1	1	9	7	9	7	0
24.	S24	3	0	3	0	0	6	0	6	0	0

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