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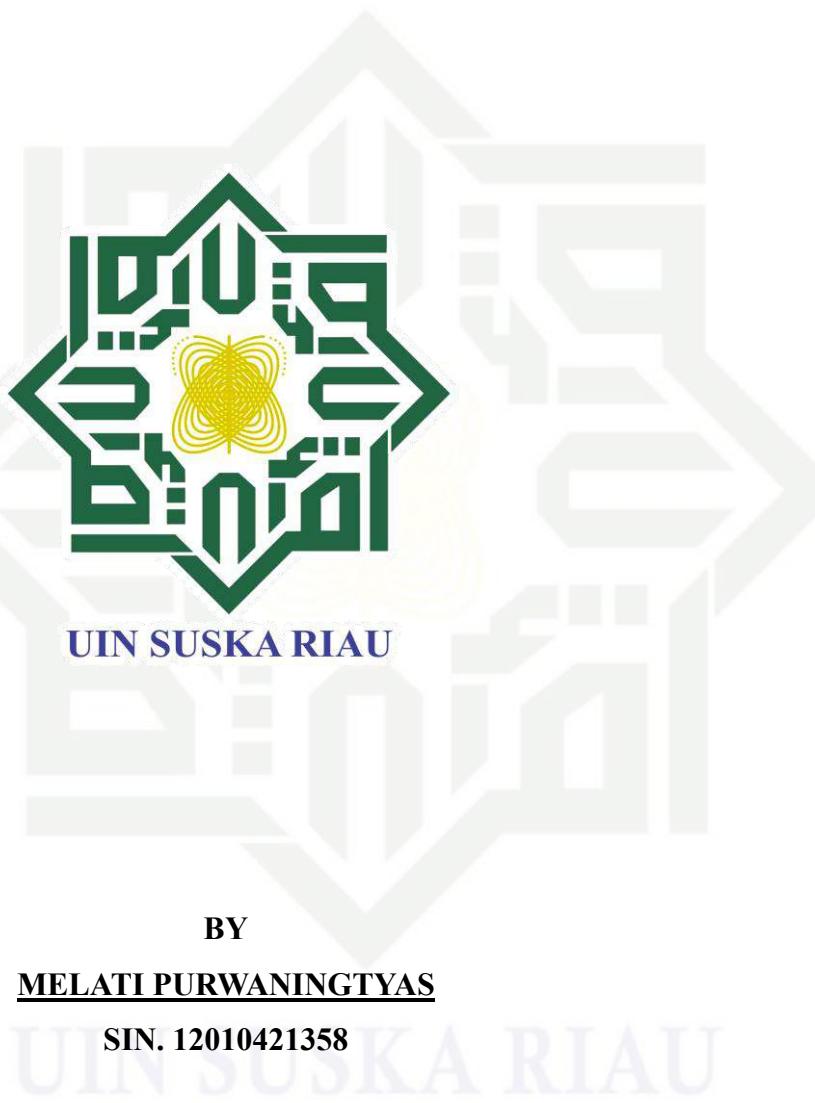
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State Islamic University of Sultan Syarif Kasim Riau



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Thesis

Submitted as partial fulfillment of the Requirements
for Bachelor's Degree of English Education
(S. Pd)

ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
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Certify that this skripsi entitled **“The Effect of Retelling Technique on Students’ Reading Comprehension of Narrative Texts at MAN 1 Rokan Hulu”** is certainly my own work and it does not consist of other people’s work. I am entirely responsible for the content of this *skripsi*. Others’ opinion findings included in this *skripsi* are quoted in accordance with ethical standards.

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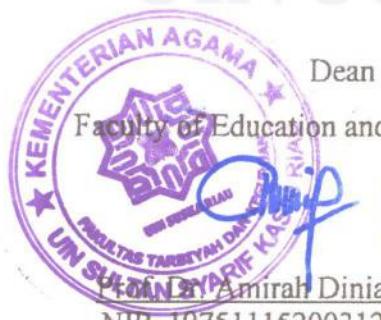
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ABSTRACT

Melati Purwaningtyas (2025): The Effect of Retelling Technique on Student Reading Comprehension of Narrative Text at MAN 1 Rokan Hulu

This research aimed at finding out the effect of Retelling technique on student reading comprehension of Narrative text at State Islamic Senior High School 1 Rokan Hulu. Pre-experimental design was used in this research with one group of eleventh-grade students in Religion Department. The students were given a pre-test to measure their prior knowledge of reading comprehension, then given a treatment with Retelling technique, and given a post-test to measure the increase. The pre-test mean score was 32.25 (low), while the post-test mean score increased to 79.25 (good). The results of Wilcoxon test showed that the score of significance 0.000 was lower than 0.05, so there was a significant difference before and after the treatment. Based on the findings, it could be concluded that there was a positive effect of Retelling technique on student reading comprehension of Narrative text. Therefore, this technique could be used by English subject teachers as a teaching strategy helping increase student reading skills, especially in narrative texts.



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ABSTRAK

Melati Purwaningtyas, (2025): Pengaruh Teknik *Retelling* terhadap Pemahaman Membaca Teks Naratif Siswa di MAN 1 Rokan Hulu.

Penelitian ini bertujuan untuk mengetahui pengaruh teknik *retelling* terhadap pemahaman membaca teks naratif siswa di MAN 1 Rokan Hulu. Penelitian ini menggunakan desain pra-eksperimen dengan satu kelompok siswa kelas XI jurusan Agama. Siswa diberikan *pre-test* untuk mengukur kemampuan awal dalam memahami bacaan, kemudian diberikan perlakuan menggunakan teknik *retelling*, dan dilanjutkan dengan *post-test* untuk mengukur peningkatannya. Rata-rata nilai *pre-test* adalah 32,25 (rendah), sedangkan rata-rata nilai *post-test* meningkat menjadi 79,25 (baik). Hasil uji Wilcoxon menunjukkan nilai signifikansi $0.000 < 0.05$, yang berarti terdapat perbedaan signifikan sebelum dan sesudah perlakuan. Berdasarkan temuan, dapat disimpulkan bahwa teknik *retelling* memiliki dampak positif terhadap pemahaman membaca siswa terhadap teks naratif. Oleh karena itu, teknik ini dapat digunakan oleh guru bahasa Inggris sebagai strategi pengajaran yang membantu meningkatkan keterampilan membaca siswa, khususnya pada teks naratif.



ملخص

ميلاتي فوروانينجتنياس، (٢٠٢٥): تأثير تقنية إعادة السرد على فهم قراءة النصوص السردية لدى تلاميذ المدرسة الثانوية الإسلامية الحكومية الأولى في روكان هولو

الحكومية الأولى في روكان هولو

هذا البحث يهدف إلى معرفة تأثير تقنية إعادة السرد على فهم قراءة النصوص السردية لدى تلاميذ المدرسة الثانوية الإسلامية الحكومية الأولى في روكان هولو. استخدم البحث تصميماً شبه تجربياً بمجموعة واحدة من تلاميذ الصف الحادي عشر في التخصص الديني. وقد أُجري للطلاب اختبار قبلي لقياس مستواهم الأولي في فهم المفروء، ثم طبقت تقنية إعادة السرد، تلتها اختبار بعدي لقياس مدى التحسن. بلغ متوسط درجات الاختبار القبلي 25.32 (منخفض)، بينما ارتفع متوسط درجات الاختبار البعدي إلى 25.79 (جيد). وأظهرت نتائج اختبار (ويلكوكسون) قيمة دلالة $0.000 > 0.05$ ، مما يدل على وجود فروق ذات دلالة إحصائية قبل المعالجة وبعدها. أما حجم التأثير فبلغ 0.85 ، وهو يُعد من الفئه القوية. وبناءً على هذه النتائج، يمكن استنتاج أن تقنية إعادة السرد لها تأثير إيجابي على فهم التلاميذ لقراءة النصوص السردية، ولذلك يمكن للمعلمين استخدام هذه التقنية كاستراتيجية تدريسية تسهم في تحسين مهارات القراءة لدى التلاميذ، ولا سيما في النصوص السردية.



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CHAPTER I

INTRODUCTION

A. Background of the Problem

In the era of globalization, knowledge of English is one of the most important skills, especially in the world of education and work. One of the most important aspects of learning English is reading comprehension. Reading comprehension is a fundamental skill that is very important in education. It is useful not only for understanding texts, but also as a foundation for learning in various fields. According to Snow (2002), good reading comprehension significantly contributes to students' academic success. In reading research has focused on strategy education, which assumes that students who have knowledge of certain reading techniques and how to use them will improve their reading comprehension (Lin, 2004). Therefore, developing effective reading strategies is essential in language learning.

To improve the quality of education in Indonesia, the Merdeka curriculum was introduced as a more flexible approach to meet the needs of students. In this research, the researcher will examine Islamic high schools, where there is still little research on Islamic high schools with this theme. MAN 1 ROKAN HULU is the school that uses the Merdeka curriculum. In the Merdeka curriculum, they have several types of texts that are taught such as explanation, descriptive, procedure, recount, narrative and report. The researcher choose this narrative text as a topic in this research. According to Anderson & Anderson (1997), narrative text is a type of text that aims to

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entertain or provide an experience to the reader or listener through a story that usually involves characters, conflict, and resolution. Narrative texts often have a structure that includes orientation, complication, and resolution.

One of the main focuses in English language learning is improving reading comprehension, especially on narrative texts. However, based on the researcher preliminary research conducted at MAN 1 Rokan Hulu, the researcher interviewed some students and one English teacher at MAN 1 Rokan Hulu. Based on the interview with some students, the researcher found that the majority of students had difficulty in understanding English texts, the students got difficulties in finding mean ideas of a text. While based on interview with English teacher, the researcher found that the teacher expressed same ideas like what the students faced, such as the students got difficulties in understanding English texts, lacked of vocabulary and got difficulties in finding the main idea. These problems happened might be caused by the use of learning methods that tend to be monotonous and not varied, making students only passive listeners and less active in the learning process. This makes it difficult for them to reconstruct ideas and concepts from the texts they read. Furthermore, effective learning techniques such as retelling techniques are not used. so, it makes it difficult to improve students' ability to process and memorize information from narrative texts. This situation indicates the need for learning innovations to improve literacy skills, especially in reading and comprehension of narrative texts. Therefore, it is important to investigate the effectiveness of retelling technique in improving students' reading comprehension.



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Retelling, whether in written or oral form, can improve students' comprehension because it shows them how they organize some of the information they created while listening to and memorizing their own stories. According to Lin (2004), retelling-based reading programs demonstrate that telling is a useful technique for raising students' overall text comprehension as well as their capacity to remember full materials. Retelling has been used as a teaching tool in English-speaking environments for a long time.

Based on the explanation above the retelling technique on reading comprehension is essential in learning foreign or second language. However limited study on exploring the retelling technique on reading comprehension especially in Indonesia context. In this regard, the previous studies have reported about the effect of retelling technique on reading comprehension (e.g Rudiawan & Jupri, 2020; Lin, 2004), retelling and the reading comprehension of proficient and less-proficient readers (e.g Gambrell, Koskinen, & Kapinus, 1991), the effects of retelling upon reading comprehension and recall of text information (Gambrell, Pfeiffer, & Wilson, (1985). It can be assumed that previous studies aimed to find out whether the retelling technique can improve reading comprehension. In addition, most of the research was carried out abroad and most of it was carried out among high school students. However, only a few studies conducted the research for an Islamic religion major. Therefore, the research was conducted at Islamic religion major of MAN 1 Rokan Hulu.

Based on the explanation above, the researcher was interested in conducting the research with the title: **“The Effect of Retelling Technique on**

Students' Reading Comprehension of Narrative Texts at MAN 1 ROKAN HULU"

B. Problem of the Research

1. Identification of the Problem

Reading comprehension is the ability to read text, process it and understand its meaning. However, it turns out that many students have problems understanding the meaning of a text. The researcher found that the majority of students had difficulties in understanding English texts, the students lack of vocabulary and the students have difficulties finding the main idea of the text.

2. Limitation of the Problem

Based on the problem identification above, it is clear that there were many problems that occur in reading comprehension. In addition, it is important for the researcher to limit the problem to pay more attention to the specifics. So, in this study, the researcher focused on examining the effect of the retelling technique on the reading comprehension of second grade students majoring in religion at MAN 1 Rokan Hulu.

3. Formulation of the Problem

Based on the problems above, the researcher formulates the problems in the research as follows:

- a. How is students' reading comprehension of Narrative texts before using retelling technique at MAN 1 Rokan Hulu?

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- b. How is students' reading comprehension of Narrative texts after using retelling technique at MAN 1 Rokan Hulu?
- c. Is there any significant difference between students' reading comprehension of Narrative texts before using retelling technique and after using retelling technique at MAN 1 Rokan Hulu?

C. Objective and Significances of the Research

1. Objectives of the Research

- a. To describe how students' reading comprehension of Narrative texts before using retelling technique at MAN 1 Rokan Hulu is.
- b. To describe how students' reading comprehension of Narrative texts after using retelling technique at MAN 1 Rokan Hulu is.
- c. To examine whether there is a significant difference between students' reading comprehension of Narrative texts before using retelling technique and reading comprehension after using retelling technique at MAN 1 Rokan Hulu is.

2. Significances of the Research

There are several significances in this research. The first is hopefully this research can be beneficial for the researcher as a novice research in learning how to conduct a research. Then the research's findings are anticipated to be helpful and important for the State Senior High School students and teachers. The teachers can use this method in the teaching and learning process of reading. Furthermore, the results of this research are also expected to be used as a reference for those who want to do research in the

field of retelling technique on reading comprehension. The findings of this research are expected to be able to enrich the theory of retelling technique on reading comprehension.

D. Defenition of Term

1. Retelling technique

Retelling is a learning strategy where students recite a text they have read or heard, highlighting main ideas and important details to demonstrate their understanding of the text (Gambrell & Koskinen, 2002). In this research, retelling technique refers to students retell a text what they remember after reading or listening in their own words to improve comprehension and memory.

2. Reading Comprehension

Reading comprehension is exploring and making meaning simultaneously through interaction and engagement with written language (Snow, 2002). In this research, reading comprehension refers to the skill of understanding and using information from text.

3. Narrative Text

Anderson & Anderson (1997) explain that a narrative text is a type of text that aims to entertain or provide an experience to the reader or listener through a story that usually involves characters, conflict, and resolution. In this research, narrative text refers to the act of recounting events or experiences in a detailed and engaging way.

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CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Reading

Reading is an active process of acquiring information and understanding written text. According to Grabe and Stoller (2002), reading involves many complex cognitive processes, including deciphering written symbols, understanding meaning, and integrating information with the reader's existing knowledge. This process requires the ability to identify words, understand sentence structure, and place them in a broader context to build a complete understanding.

Anderson (1999) states that reading is an interactive process that involves interaction between the individual reading, the text, and the context. This interactive approach emphasizes how important it is for readers to use reading techniques such as inference and prediction to understand the information contained in the text. To improve the reader's comprehension, this process involves using both bottom-up (starting with word and sound recognition) and top-down (using the reader's background knowledge to understand meaning) approaches.

Carrell (1988) emphasizes the importance of schema theory in reading, stating that text comprehension depends on the activation of the reader's schema, or background understanding. If readers have schemas that are relevant to the content of the text, they will have an easier time

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understanding and comprehending the text. Conversely, if readers' schemas are insufficient or irrelevant, they will have difficulty understanding the text well. As a result, effective reading instruction should help students create plans that support their understanding of the text.

Reading, according to Snow (2002), is the process of making sense of text through an ever-changing interaction between the reader, the text, and the purpose of reading. According to this perspective, reading is not just learning vocabulary; it also teaches people to think critically, assess, and reflect on what they read. Snow also emphasizes that improving an individual's reading ability is the result of environmental elements such as social support and access to reading materials. Therefore, reading is considered an ability that requires support from cognitive, social, and emotional elements.

From the explanation above, it can be concluded that reading is the complex process of reading requires interaction with the text, cognitive and linguistic skills to understand and gain information.

a. Reading Comprehension

Reading comprehension is the ability to understand, analyze, and interpret the meaning of the text read. According to Grabe and Stoller (2002), reading comprehension is a reading ability that involves processing information simultaneously from the word level to the discourse level. They emphasize that automatic word recognition is

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essential to enable readers to focus their attention on meaning and stress that reading speed, strategies and motivation affect reading ability.

Pressley (1998) emphasizes that reading comprehension is an active process in which readers interact with the text and create meaning through cognitive strategies such as making inferences, summarizing, and observing what they understand while reading. In addition, Pressley states that high quality readers actively use this approach to understand the text and integrate its information with their prior knowledge

According to Snow (2002), reading comprehension is an active and complex process in which readers discover and develop meaning through interaction with the text. This process requires essentials such as background knowledge, vocabulary understanding, and critical thinking skills. In addition, Snow emphasizes that the interaction between the reader, the text, and the purpose of reading affects their understanding of reading.

King & Stanley (1989), as cited in Wahyuni (2022), identified five elements that make up reading comprehension. These are:

1) Identifying the main idea.

It helps readers understand the primary subject of the paragraph and is the most important issue that can be covered in a paragraph. The first, middle, or last sentence in the paragraph contains the major concept.

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2) Finding factual information.

It requires the reader to skim through certain passages of the text. Usually, a guessing word goes with it. Locating factual information can assist you in locating certain details about a person, place, thing, or period of time.

3) Finding meaning of vocabulary

In the paragraph or sentence they have just read, the reader ought to be able to infer the meaning of any unfamiliar words.

4) Identifying references

The identical words or phrases appear multiple times in the paragraph. They usually consist of eighteen pronouns, including they, she, he, it, her, him, and other. To help the reader comprehend the reading text, this feature can identify the words to which they are referring.

5) Identifying inferences.

It is expected of the readers to make accurate forecasts. If the author's indicators are correctly interpreted, a prediction can be made. In this study, the researcher combined descriptive text with reading comprehension indicators.

b. Reading Comprehension of Narrative Text

According to Perdiana and Suryadi (2022), a narrative is a type of discourse that narrates the events leading up to a particular event. The goal is to give the reader a clear understanding of the many phases,



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processes, or steps involved. emphasize that narratives often serve as a tool for communication, education, or even persuasion, depending on the context. In academic and professional contexts, narratives are particularly useful in explaining complex processes or developments in a clear and coherent way, ensuring that the audience can follow and appreciate the significance of each step. This structured approach enhances understanding and facilitates engagement with the material being presented.

According to A. S. Hornby (1995) in the Oxford Advanced Learner's Dictionary, narrative is defined as a description or explanation of events, especially in a novel, story, or other literary work. Narration includes not only the act of telling events, but also the process of structuring and expressing those events in a way that resonates with an audience. Narration is essential in storytelling because it gives the writer the ability to string together events into a cohesive and meaningful whole.

Narrative texts are defined by Anderson and Anderson (1997) as texts that aim to entertain or provide meaningful experiences to readers or listeners through a story. An engaging storyline usually consists of essential elements such as characters, conflicts, and resolutions. Narrative text not only serves as a tool to entertain, but also serves as a tool to convey certain messages, principles, or lessons to its readers. In this study, narrative text refers to the act of telling an event or experience

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in a detailed and compelling way so that the reader can imagine the event vividly and feel emotionally connected to the story.

A narrative text's generic structure involves characters with distinct personalities and identities that enhance the plot and conjure up images in the reader's mind. Additionally, a text's attention is on a sequence of actions. The generic framework of a narrative text establishes the character, setting, and time, according to Siahaan (2008).

The steps for constructing a narrative text are:

Orientation	: sets the scene and introduces the participants
Evaluation	: a stepping back evaluate the plight
Compilation	: a crisis arises
Resolution	: the crises is revolved, for better or for worse
Re-orientation	: optional

Anderson and Anderson (1998) states that the language features of narrative text are nouns, adjective, verb, and time word. First, nouns describe about the specific characters and places. The second is an adjective that provide description of the characters and setting. Third, verb that show the action that occur in the story. The last one is a time word simple past tense and simple continuous tense are used to connect events and indicate when they happen.

Anderson and Anderson (2003) classified narrative texts into several kinds based on the content and purpose of the story. The first type is humour, which aims to entertain readers through funny and

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amusing situations. The second is romance, which focuses on love stories and emotional relationships between characters. The third type is crime, which tells about criminal actions, investigations, and problem-solving processes.

Next, real-life fiction is a narrative that is inspired by real events but presented in fictional form, while historical fiction combines historical facts with imaginative elements or fictional characters. Mystery stories center on puzzles, secrets, or problems that must be solved by the main character.

Fantasy narratives involve magical elements, imaginary creatures, or unreal worlds, while science fiction focuses on futuristic technology, scientific discoveries, or life beyond Earth. Another type, diary novels, presents the story in the form of personal diaries or letters from the main character's point of view.

Adventure narratives tell stories about journeys full of challenges and exciting experiences. Lastly, biographical narrative recounts the life story of a real person, highlighting their experiences and achievements to inform and inspire readers.

From the explanation above, it can be concluded that reading comprehension of narrative text is telling a series of events with the aim of entertaining, providing understanding, or conveying certain messages in narrative text.

c. Assessment of Reading Comprehension of Narrative Text

The process of assessing a student's comprehension, interpretation, and analysis of texts is known as assessment of reading comprehension (Pearson & Johnson, 1978). Kintsch and Rawson (2005). describe reading comprehension assessment as an evaluation of the mental processes involved in understanding a narrative text. In addition, the purpose of assessing reading comprehension in narrative text is to improve students' ability to analyze and synthesize. According to Snow (2002), critical reading skills are needed so that students can understand and analyze every aspect of the text, including character, plot, and theme, and make a thorough interpretation.

2. Retelling Technique

a. The Nature of Retelling Technique

Retelling a tale in the classroom is one technique to develop oral language. Retelling, according to Kalmbach (1986) defined as an attempt to recall or memorize information heard and read. The method of retelling a story is very helpful for students' language acquisition because it helps them reorganize the events or information told in the text. Students are expected not only to recall the events or information told in the text, but also to be able to interpret and reconstruct the events in their own way. This process greatly helps the development of language skills as it involves a deep understanding of story structure,

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vocabulary and syntax. As a result, students can convey their thoughts in a clearer and more organized manner.

Retelling is a learning strategy in which students retell a text they have read or heard by emphasizing the main ideas and important details to demonstrate their understanding of the text (Gambrell & Koskinen, 2002). Emphasizes that this strategy has the potential to improve students' memory, enhance their cognitive abilities, and help them connect the information they have learned with the knowledge they have previously learned with the information they have previously learned.

b. Teaching Reading Comprehension by Using Retelling Technique

The “retelling” technique can be done with a few simple steps, according to Flavell (1979). Before reading or pre-reading, readers are asked to activate their knowledge of the topic. This process helps in building connections and improving comprehension. In addition, readers can consider the content of the text and determine the purpose of reading it by paying attention to the title, subtitle, and other visual elements. Secondly, during the reading of the text (throughout the reading), readers should read actively and focus on the main idea and note down important points. In addition, readers should look for important information, such as main arguments and supporting facts, and ask themselves questions to gain a better understanding. Next, readers are asked to pause and reflect on what they have read in the initial retelling stage. They try to retell the main concepts in their own

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words without looking at the text, summarize the important points, and keep their attention on the main purpose of the text. Finally, readers should review the text again to make sure if any information has been missed or incorrect. Retelling can be improved if there are shortcomings by adding relevant details to make it more complete and accurate. The retelling method helps readers understand the text better and improve their critical thinking skills in this way.

c. Advantages and Disadvantages of Doing Retelling Technique

1) Advantages of Doing Retelling Technique

Some of the main benefits of employing the retelling technique are as follows:

a) Improves Comprehension

Reciting a passage, tale, or other information compels the student to actively interact with the material and show that they understand it. This aids in helping them remember the important information, ideas, and concepts (Morrow, 1985)..

b) Develops Language Skills

Retelling calls on the student to arrange their ideas and use their own words to communicate them clearly. This promotes the growth of story and language production abilities (Graham & Harris, 2000).

c) Finds Understanding Gaps

You can identify areas where a learner might be misinterpreting or overlooking important elements by asking

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them to repeat the material. This enables you to offer precise criticism and explanation (Baker & Simmons, 2003).

d) Improving Memory Retention

Reciting the knowledge aids in its transition from short-term to long-term memory. The neuronal connections linked to that knowledge are strengthened by retrieving and rebuilding the details (Van den Broek, et al., 1999).

e) Promotes Active Learning

Unlike more passive learning exercises like reading or listening, retelling involves the learner and is an active process. This active participation improves learning in general and attention and focus in particular (Kuhn & Stahl, 2003).

f) Flexible Application

The retelling technique can be used with a broad range of resources, such as scientific concepts, historical events, processes, informational texts, and stories. It's a versatile strategy (Spivey, 1989).

g) Assesses Understanding

Retelling is a useful technique for determining a learner's comprehension level. You can determine how well they understand by looking at what they include, eliminate, or misunderstand (Briggs & Biddle, 1995).

2) Disadvantages of Doing Retelling Technique

The Retelling Technique's disadvantage:

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a) Time constraints

It takes a lot of class time for each student to recount; it might not be feasible in huge class sizes; and it can slow down the pace of the lesson (Marzano, 2007).

b) Accuracy Issues

Students might overlook or misunderstand crucial information; if mistakes aren't fixed, there's a chance that misconceptions will propagate; and memory constraints may impair full recall (Sweller, et al., 2019)..

c) Student-Related Challenges

Language problems can restrict the ability to express oneself; shy or insecure students may experience anxiety; and different learning styles may not benefit equally (Gardner, 1983).

d) Assessment Limitations

The challenge of harmonizing evaluation standards, subjective evaluation of recounting quality; difficulty in gauging comprehension depth (Sadler, 1989)

e) Difficulties with Implementation

It calls for meticulous preparation and well-defined rules. Maintaining student interest may be difficult; regular monitoring and comments are necessary (Hattie & Timperley, 2007).

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f) Dependencies on Memory

Depends largely on short-term memory; is susceptible to cognitive strain; and prioritizes memorizing over comprehension (Sweller, 1988)..

g) Resource-intensive

Teachers must provide individualized attention; extra resources or prompts may be required; training is necessary for successful implementation (Sullivan & Brown, 2015).

3. The Significant Differences between Students' Reading Comprehension of Narrative Text Before and After Retelling Technique

According to Bartlett (1932) before retelling, students may struggle with decoding the text or connecting new information with prior knowledge. After retelling technique the students more activate and reinforce their schemas, leading to improved comprehension.

Flavell (1979) stated that before retelling, students may lack awareness of gaps in their comprehension or fail to recognize areas of confusion. After retelling, students are compelled to assess their understanding of the narrative as they retell it, leading to greater self-monitoring. If they identify missing or unclear details, they can go back to the text to correct misunderstandings, improving their overall comprehension.

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The same argue from Sweller (1988), before retelling technique students may struggle to hold too many pieces of information in their working memory, leading to confusion or incomplete understanding of the narrative. After using retelling, he found that the process allows students to consolidate information in a structured way, easing the load on their working memory and helping them organize information in a way that's easier to process and retain.

The same research from Paivio (1986), before using retelling students may rely primarily on one cognitive channel (e.g., reading the text verbally), potentially limiting their comprehension if they struggle with mental imagery or organization. As a result of using the retelling technique, the act of retelling encourages students to create mental images of the narrative (characters, setting, plot) as they summarize it. Dual encoding enhances the retention of the narrative and helps students better organize and recall the story later.

Based on some of the research above, the results are in accordance with Piaget's research (1973) which argues that before retelling, students passively receive information without fully internalizing or organizing it. After retelling, students engage in active meaning making. This process encourages deeper processing of the narrative, which improves comprehension and retention. Overall, the retelling technique helps students understand narrative text better, helping them organize information, activate

their prior knowledge, track their understanding, and engage in a deeper process.

B. Relevant Research

There are studies that are significant to the research, particularly in reading comprehension.

The first research is conducted by Rudiawan and Jupri (2020) with the title “Retelling Strategy towards Students’ English Reading Comprehension at Senior High Schools”. The aim of this research is to find out how the use of the retelling-based instruction strategy can increase the students’ reading comprehension and find out the participants’ perceptions on the Retelling as a technique used to improve their reading comprehension. Reading comprehension was tested in the pre- and post-tests. The participants read five passages and answer 25 questions. The number of students taken as the population of this study was 52 students. Twenty-five students were treated for the experimental group, and 27 others were treated as the control group. The finding shows that the experimental group's mean scores are higher than the control group, resulting in $85.16 < 72.11$. This indicates that the experimental class, which was using the retelling strategy, performed better in acquiring reading comprehension.

The second research is conducted by Reva (2023) with the title “Improving Students Reading Comprehension by Using Retelling Strategy at Grade X of SMA Negeri 1 Tanjung Pinang”. The aim of this research is to improve students' perceptions of retelling after mastering the contents of the reading. The researcher use a checklist of tests and observations as a tool were

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given to students of SMAN 1 Tanjungpinang, especially class X.6, which consisted of 46 students, 27 female students and 19 male students. The results showed that the application of retelling among class students, according to researchers based on the class retelling test results increased 20% to 70%, so it was concluded that retelling learning was effective and efficient.

The third research is conducted by Suriani and Yeni (2023) with the title "Retelling as Strategy in Enhancing Students' Reading Comprehension of Recount Text; A Classroom Action Research". The goal of this study is to improve students' reading comprehension of recount text. It was implemented in the second grade of MTs Bustanul Ulum in Pekanbaru. This study included 30 students who had difficulty understanding recount text. The researcher and collaborator worked together to collect data through observation, field notes, tasks, tests, and interviews. The finding shows that there was a significant improvement in the students' test results from pre-test to cycle I and cycle II. It was discovered that the average score of students' reading comprehension of recount text in pre-test was 5.47, increased to 7.22 in cycle I, and then increased to 7.67 in cycle II. It means that the students' average score in cycle II met the minimum criteria for English standard score achievement at MTs Bustanul Ulum, Pekanbaru, which is 7.5

The fourth research is conducted by Tias, Humaira, and Hudri (2024) with the title "Increase Students Reading Comprehension through Retelling Technique : Using Storybird". The aim of this research is to determine the efficacy of using Storybird, an online platform for creating and sharing visual stories, to enhance students' reading comprehension through retelling techniques. Through in-depth interviews, observations, and student reflections,

the study explores the impact of integrating Storybird into the curriculum. The findings shows the reveal that students exhibit increased engagement and motivation when utilizing Storybird for retelling activities.

C. Operational Concept

In order to clear up any misunderstandings regarding the research, operational concept is employed to explain the theoretical framework. Operational concepts, according to Syafi'i (2007), are created from connected theoretical concepts on all of the factors that should be applied practically and empirically in academic writing a research article. In this research, there is a variable x and y.

1. Variable X

In this research, variable X is retelling technique. According to Flavell (1979), the retelling technique can be implemented using the following steps:

- a. The teacher divides the class into groups.
- b. The teacher gives each group passage about narrative text
- c. The teacher and students discuss what the students already have known about the topic.
- d. The teacher asks the students to summarize the main events, characters, and details in their own words
- e. The students presents the story in front of the class.
- f. Students reflect on their understanding of the text and identify areas for improvement.

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2. Variable Y

In this research, variable Y is students' reading comprehension of narrative text. According to Stanley and King (1989), there are 5 components of reading comprehension, namely:

- a. The students are able to find main idea
- b. The students are able to find factual information
- c. The students are able to find the meaning of vocabulary
- d. The students are able to identify references.
- e. The students are able to make inferences.

D. Assumption and Hypothesis**1. Assumption**

The researcher would like to assume that the students' reading comprehension is improve by using retelling technique.

2. Hypothesis

Ho : There is no significant difference between students' reading comprehension before using retelling technique and students' reading comprehension after using retelling technique.

Ha : There is a significant difference between students' reading comprehension before using retelling technique and students' reading comprehension after using retelling technique.

CHAPTER III

METHOD OF THE RESEARCH

A. Research Design

This research used a quantitative research. Creswell (2012) defines quantitative research as a kind of educational research in which the researcher chooses the topic to study, develops a targeted, specific research question, requests a numeric (numbered) response from participants, gathers the participants' data, and employs statistics to conduct the study in an unbiased and objective manner. The research used an experimental research design with the type of a pre-experimental design. Sugiyono (2014) says that experimental research methods can be interpreted as research methods used to find the effect of certain treatments towards others under controlled conditions. Sugiyono (2014) also states that a pre-experimental design is a design that only involves one group or class that is given pre tests and post tests.

Based on the description above, this study was conducted as a pre-experimental design with one group pre-test and post-test, in which one class was assigned to one group pre-test and post-test that conducted on that group. The pre-test, post-test and treatment were given in class. This design involved one group as pre-test (O_1), expose to treatment (x) and post test (O_2).

Table III.1
One-group Pretest and Posttest Design

O_1	x	O_2
PRE TEST	TREATMENT	POST TEST

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Notes:

O1 : Pre-Test (Before giving a treatment)

X : Treatment

O2 : Post-Test (after giving a treatment)

B. Location and Time of the Research

The location of this research was conducted at MAN 1 Rokan Hulu. It was located at Boter Street, Rambah Tengah Hilir, Pasir Pengaraian, Rokan Hulu, Riau. This research was conducted from February - May 2025.

C. Subject and Object of the Research**1. Subject of the Research**

The subject or the sources of this research was the second grade students of MAN 1 Rokan Hulu on 2024/2025.

2. Object of the Research

The object of this research was to examine whether there was a significant difference between students' reading comprehension of narrative texts before using retelling technique and students' reading comprehension of narrative texts after using retelling technique is.

D. Population and Sample of the Research**1. Population of the Research**

The population of this research were the second grade students of of MAN 1 Rokan Hulu that consisted of 3 classes: XI Agama, XI IIS and XI MIA. The total number of population the second grade studies were 75 persons as described in the following:

Table III.2
Population of the Research

No	Class	Number of students
1	XI Agama	20
2	XI IIS	25
3	XI MIA	30
	Total	75

2. Sample of the Research

Since the design of the research referred to one group, the researcher took one class. The researcher utilized a purposive sampling technique as the sampling of the research. This research was conducted on class XI students majoring in Islamic Religion because there were only a few studies conducted on Islamic Religion major related to this topic. The purposive sampling technique was chosen because it aligned with the purpose of the study, which aimed to fill the research gap by focusing on students in the Islamic Religion class. Therefore, the number of samples was 20 students.

E. Technique of Data Collection

The researcher collected data by using tests. The researcher gave pre- and post-test. The technique used to obtain data on reading comprehension was tests. Brown (2003) define a test as “a way of determining a person’s aptitude, knowledge, or performance in a specific subject.” The tests in this study are separated into two catagories: pre-test and post-test.

1. Test

a. Pre-test

According to Cresswell (2012), a pre-test is a measurement of specific features or characteristics that are assessed for experiment participants before the implementation of a treatment. The purpose of this pretest is to determine students' comprehension before being given a treatment.

For the pre-test, the researcher used the paper based test. Pre test was used to collect data about students' reading comprehension in narrative text before being given a treatment. This test was multiple choice test that consist of 20 questions.

b. Treatment

After giving the pre-test, the students gave a treatment by used retelling technique to improve students' reading comprehension of narrative texts. It conducted six times, each meeting took 50 minutes.

The treatment implemented as follows:

- 1) The teacher requests that the students read the provided a narrative text.
- 2) The teacher divides the class into numerous groups, and each group discusses the text's story.
- 3) The teacher asks the students to share with their group partner what they read in the book.

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4) Each student must retell the narrative in front of the class, the teacher instructs.

c. Post-test

The purpose of the post test was to obtain a representation of the abilities achieved after treatment. The researcher used the paper based test for the post test. Post test was given after six teaching sessions. This test was multiple choice test that consisted of 20 questions. Post test was be used to collect the final data on students' reading comprehension of narrative text after being given a treatment. The following is the blue print of tests of reading comprehension.

Table III.3
Blue Print of Reading Comprehension Test of the Test

No	Indicators	Items	Number of items	Score	Total Score
1	Students are able to find the main idea	4	1, 6, 11, 16	5	20
2	Students are able to find factual information	4	2, 7, 12, 17	5	20
3	Students are able to find meaning of vocabulary	4	3, 8, 13, 18	5	20
4	Students are able to identify the references	4	4, 9, 14, 19	5	20
5	Students are able to make inferences	4	5, 10, 15, 20	5	20
Total		20		5	100

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2. Validity of the Test

The appropriateness of a test or any of its component parts as a measure of what it is intended to measure is referred to as the test's validity (Heaton, 1980). It indicates that the test was valid to the extent that it measured the intended outcomes. In the research, the researcher used content validity. To measure the test is correlated with domain or not. According to Arikunto (2010), content validity is validity the proof is based on content (Content-Related Evidence), namely process determine how far an instrument shows relevance and representativeness of the domain being measured. A measuring instrument is said to have content validity if the content of the measuring instrument using is appropriate review of the literature used. The data were calculated by SPSS 25 for windows. The standard value of validity is $r\text{-item} > r\text{-table}$, it can be shown below:

Table III.4
Validity of Pre-Test Instrument

Item Number	r-item	r-table	Result
1	0,747	0,361	Valid
2	0,425	0,361	Valid
3	0,555	0,361	Valid
4	0,525	0,361	Valid
5	0,687	0,361	Valid
6	0,586	0,361	Valid
7	0,675	0,361	Valid
8	0,528	0,361	Valid
9	0,555	0,361	Valid
10	0,608	0,361	Valid



Item Number	r-item	r-table	Result
11	0,453	0,361	Valid
12	0,623	0,361	Valid
13	0,778	0,361	Valid
14	0,559	0,361	Valid
15	0,657	0,361	Valid
16	0,584	0,361	Valid
17	0,605	0,361	Valid
18	0,501	0,361	Valid
19	0,573	0,361	Valid
20	0,689	0,361	Valid

Based on Table III.4, there are 20 valid items, and the researcher selected all of these items as the pre-test instrument.

Table III.5
Validity of Post-Test Instrument

Item Number	r-item	r-table	Result
1	0,579	0,361	Valid
2	0,525	0,361	Valid
3	0,667	0,361	Valid
4	0,489	0,361	Valid
5	0,496	0,361	Valid
6	0,564	0,361	Valid
7	0,412	0,361	Valid
8	0,546	0,361	Valid
9	0,579	0,361	Valid
10	0,489	0,361	Valid
11	0,546	0,361	Valid
12	0,448	0,361	Valid
13	0,687	0,361	Valid

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Item Number	r-item	r-table	Result
14	0,525	0,361	Valid
15	0,641	0,361	Valid
16	0,641	0,361	Valid
17	0,585	0,361	Valid
18	0,431	0,361	Valid
19	0,419	0,361	Valid
20	0,656	0,361	Valid

Based on Table III.5, there are 20 valid items, and the researcher selected all of these items as the post-test instrument.

3. Reliability of the Test

Creswell (2012) stated that reliability means that the consistency and stability of the score from instrument. In this research, the reliability of instrument was measured by SPSS 25 for windows. To determine whether the test was reliable or not, the researcher used the categories of reliability as can be seen in the following table (Cohen, Manion & Morrison, 2007):

Table III.6
The Catagorie of Reliability

No	Reability	Category
1	>0.90	Very highly reliable
2	0.80-0.90	Highly reliable
3	0.70-0.79	Reliable
4	0.60-0.69	Minimally reliable
5	<0.60	Unacceptable low reliable

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The result of reliability is as follows:

Table III.7
Reliability Statistic of Pre-Test

Cronbach's Alpha	N of Items
.904	20

Based on Table III. 7, it was clear that the data were very highly reliable.

Table III.8
Reliability Statistic of Post-Test

Cronbach's Alpha	N of Items
.878	20

Based on Table III. 8, it was clear that the data were highly reliable.

F. Technique of Data Analysis

Following data collection, the researcher used Statistic Package for Social Science for Windows (SPSS) version 25.0 to compute the results from the participants' reading comprehension pre- and post-tests on reading comprehension. To classify the students' score of reading comprehension of narrative text before and after the retelling technique described in the following table (Arikunto, 2013):

Table III.9
The Criteria Achievement

No	Categories	Score
1	Excellent	86 - 100
2	Good	76 - 85
3	Fair	66 - 75
4	Poor	0 - 65
Total		

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To analyze the significant differences in students' reading comprehension before and after using the retelling technique, the researcher first conducted a normality test to determine whether the data were normally distributed or not to identify the appropriate kind of statistical test. Parametric statistical tests are applied when the data is normally distributed. Non-parametric statistical tests, such as the Wilcoxon test, are employed if the data is not regularly distributed. The researcher used the Shapiro-Wilk analysis method to test for normality, which is described as follows:

Table III.10
Test of Normality of Pre-Test and Post-Test Class

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.187	20	.064	.903	20	.047
Posttest	.226	20	.009	.867	20	.010

From the table III. 10, it can be seen the asymp significant value for pre-test score was 0.047. And the asymp significant value for the post-test score was 0.010. For normality test, if the significane level (Asymp. Sig) is bigger than 0.05, the data distribution is normal. So, it can be concluded that both of the data are not normal. Therefore, the analysis of using retelling technique on students' reading comprehension of narrative text could be continued by using Wilcoxon Test.

The researcher evaluated the data by using statistical analysis in SSPS. The hypotheses are written statistically as follows:

Ha = sig. 2 tailed < 0.05

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Ho = sig. 2 tailed > 0.05

Ha is accepted if significant value < 0.05 or there is a significant difference on students' reading comprehension of narrative text before and after using retelling technique at XI Agama of MAN 1 Rokan Hulu.

Ho is accepted if significant value > 0.05 or there is no significant difference on students' reading comprehension of narrative text before and after retelling technique at XI Agama of MAN 1 Rokan Hulu.

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The objectives of this research are to describe how students' reading comprehension in narrative text before and after being taught by using retelling technique at XI Agama of MAN 1 Rokan Hulu is and to examine whether or not there is a significant difference on student reading comprehension of narrative text. Based on the formulation of the problems, the researcher answer the research questions as follow:

1. The reading comprehension of narrative text before being taught by using retelling technique at XI Agama of MAN 1 Rokan Hulu is categorized into poor category.
2. The reading comprehension of narrative text after being taught by using retelling technique at XI Agama of MAN 1 Rokan Hulu is categorized into good category.
3. There is a significant difference of the students' reading comprehension of narrative text before and after being taught by using retelling technique at XI Agama of MAN 1 Rokan Hulu.

In conclusion, retelling technique has good difference on students' reading comprehension at XI Agama of MAN 1 Rokan Hulu.

B. Suggestion

Based on the research conclusion above, it is known that the students' reading comprehension of narrative text being taught by using retelling

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technique in classroom can improve students' reading comprehension. The researcher want to use the research findings to make some recommendations that might be beneficial and useful for the students of XI Agama at MAN 1 Rokan Hulu, teachers, and the next researchers.

For the students, students are encouraged to actively apply retelling techniques in their learning, as by retelling texts in their own words, they can strengthen their understanding of main ideas and details, enrich their vocabulary, and boost their confidence in conveying ideas.

For the teachers, the teachers are suggested to apply the Retelling Technique in teaching reading, especially in narrative texts. This technique can help students to recall the content of the text, improve their vocabulary mastery, and enhance their comprehension in an active and enjoyable way.

For the next researchers, this research was restricted to a limited number of students and narrative texts. The future researchers are advised to carry out studies using larger samples, different text genres, or different contexts.

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APPENDICES



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Research Instrument

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4. Do the test individualy!
5. Re-check your answer before collect the paper

Laetania Belai Djandam

Laetania Belai Djandam, she is a young environmentalist, her age is 19 years old. She is a Health and Human Sciences student at the University of Sheield in the UK and an Indonesian youth environmental activist. She felt lucky to be raised in a family that values the integrity of nature and is environmentally conscious and active. Because of this, she has been exposed to and involved in climate action from quite a young age. Growing up in that space has inspired her to do as much as she can for the Earth and its people.

Descending from the Dayak people of Borneo, she is also passionate in supporting the development of local and customary communities in Kalimantan, Indonesia. She is especially interested in helping to build their adaptive capacity in facing both health and environmental crises. Her parents have always been involved in working with communities in Indonesia and their environment, so she grew up with an understanding that these are two important things to protect and support.

She was only seven years old when she first volunteered in a community project to clean the Ciliwung River in Bogor with a respected climate activist, Hapsoro. Nine years old when she felt proud to go on a field trip with her classmates and teacher to visit her mom's office and learn about her work in forestry. Twelve



when she was one of the chosen students in my elementary school to feature in a television series about recycling waste.

Her interest in environmental causes sparked from a very young age, but she relied more on taking opportunities that came her way, rather than creating them myself.

She believes everybody deserves to live a healthy, happy life. “As a health student, I want to give people the opportunity to make healthy choices and have healthy lives.” And as a young environmentalist, she wants to ensure that people have equal access to a clean and sustainable home.

As a Planetary Health learner, she understands that it should not be a choice between the two. There is an underlying connection between human and environmental health, where if one is not healthy then neither can be. We need to be illuminating these connections between health and the environment because the solution lies in the heart of where the two meet.

1. What is the main idea of the text?
 - a. Laetania Belai Djandam’s experiences as an environmentalist
 - b. The history of the Dayak people in Borneo
 - c. How to become a health and human sciences student
 - d. The importance of volunteering in community projects
2. What university does Laetania Belai Djandam attend?
 - a. University of Oxford
 - b. University of Sheffield
 - c. University of Indonesia
 - d. Harvard University
3. What does the phrase “**adaptive capacity**” most likely mean in the text?



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- a. The ability to avoid environmental changes
- b. The ability to adjust to health and environmental crises
- c. The power to control nature
- d. The knowledge to study health issues

4. What does the word “**these**” in the sentence “**so she grew up with an understanding that these are two important things to protect and support**” refer to?

- a. Her parents' work and the Dayak people
- b. Communities and the environment
- c. Climate change and recycling
- d. Her education and university projects

5. What can we infer about Laetania's passion for environmental activism?

- a. She became interested in the environment only after starting university.
- b. She was influenced by her family and early experiences in nature.
- c. She was forced to work on environmental projects at a young age.
- d. She believes environmental activism is not related to health.

6. What is the main focus of the last paragraph?

- a. The relationship between human and environmental health
- b. The importance of studying planetary health
- c. How health students can help people
- d. The struggles of becoming an activist

7. At what age did Laetania first volunteer in a community project?

- a. Seven years old
- b. Nine years old
- c. Twelve years old
- d. Nineteen years old



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8. What does “**environmentally conscious**” in the sentence “**She felt lucky to be raised in a family that values the integrity of nature and is environmentally conscious**” mean?
 - a. Aware of environmental issues and taking action
 - b. Opposed to environmental activities
 - c. Uninterested in nature and its protection
 - d. Focused only on personal health
9. What does “**this**” in the sentence “**Because of this, she has been exposed to and involved in climate action from quite a young age**” refer to?
 - a. Her education in the UK
 - b. Growing up in an environmentally conscious family
 - c. Her involvement in recycling projects
 - d. The Dayak people’s history
10. What can be inferred about Laetania’s view on environmental and health issues?
 - a. She believes environmental issues should be handled separately from health issues.
 - b. She sees health and environmental issues as two unrelated fields.
 - c. She believes solving environmental problems will automatically fix all health problems.
 - d. She believes true solutions come from understanding the deep connection between health and the environment.

Salsabila Khairunnisa

Salsabila Khairunnisa was born in 2003 is an Indonesian environmental activist. Aged 15, she co-founded The Jaga Rimba youth movement which aims to fight deforestation and exploitation in Indonesia. In 2020, she was nominated to be one of the BBC’s 100 Women Award.

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penelitian,

penulisan

karya

ilmiah,

penyusunan

laporan,

penulisan

kritik

atau

tinjauan

suatu

masalah.

b.

Pengutipan tidak

merugikan

kepentingan

yang

wajar

UIN

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Jaga Rimba is closely connected to the community who lived at Laman Kinipan, who was evicted from the village in 2018 by a palm oil company. The business PT Sawit Mandiri Lestari (SML) claimed they had the right to use the land in the community to grow palm. They evicted the villagers, resulting in famine, as well as affecting the community of orangutans who lived in the area. Jaga Rimba campaigns to ensure that the indigenous people of the Kinipan Forest, one of Borneo's last rainforests, not to lose their land.

Khairunnisa, who is inspired by other climate activists such as Sweden's Greta Thunberg and Mitzi Jonelle Tan from the Philippines, said Jaga Rimba has advised student campaigns against deforestation on Sumatra island, in Kalimantan and Indonesia's easternmost region of Papua. Recent campaigns have targeted Indonesia's plans to develop a giant farm on Borneo island to avoid food shortages, and a job creation bill passed by parliament in October that critics say could weaken environmental standards. Khairunnisa is increasingly being recognized for her climate activism and last month was listed as one of the BBC's 100 inspiring and influential women for 2020.

The pandemic has given us a collective awareness that we are all under the same capitalist and patriarchal system that bases its existence on profit. It is time to unite in solidarity, and lead a green and just recovery.

For her, rainforests not only play an important role for biodiversity and tackling climate change, but also "connect us with our ancestors and identity", she said.

11. What is the main idea of the text?

- a. Salsabila Khairunnisa's achievements in education
- b. The impact of palm oil companies on local communities
- c. Salsabila Khairunnisa's activism against deforestation
- d. The BBC's 100 Women Award and its nominees



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12. What is the name of the youth movement co-founded by Salsabila Khairunnisa?
 - a. Greenpeace
 - b. Jaga Rimba
 - c. Save the Forest
 - d. Protect Borneo
13. What does the word “**evicted**” in the sentence “**They evicted the villagers, resulting in famine...**” mean?
 - a. Allowed to stay
 - b. Forced to leave
 - c. Welcomed back
 - d. Given more land
14. What does the word “**they**” in the sentence “**They evicted the villagers, resulting in famine...**” refer to?
 - a. The indigenous people
 - b. The orangutans
 - c. PT Sawit Mandiri Lestari (SML)
 - d. Jaga Rimba
15. What can be inferred about Salsabila Khairunnisa’s motivation in environmental activism?
 - a. She is mostly interested in business opportunities related to palm oil.
 - b. Her activism is driven by personal fame and international recognition.
 - c. Her concern comes from both environmental preservation and protection of indigenous identity.
 - d. She believes only international activists can bring change to Indonesia.



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16. What is the main focus of the paragraph about the pandemic?
 - a. The relationship between health and the environment
 - b. The global impact of capitalist and patriarchal systems
 - c. The reasons why the pandemic spread quickly
 - d. The importance of food security
17. What recognition did Salsabila Khairunnisa receive in 2020?
 - a. The Indonesian Environmental Award
 - b. The United Nations Climate Award
 - c. BBC's 100 Women Award
 - d. The Global Youth Leadership Award
18. What does “**biodiversity**” in the sentence “**rainforests play an important role for biodiversity**” mean?
 - a. The study of different forests
 - b. The variety of life in an ecosystem
 - c. The process of cutting down trees
 - d. The climate of a specific region
19. What does “**this**” in the sentence “**It is time to unite in solidarity, and lead a green and just recovery**” refer to?
 - a. The importance of environmental education
 - b. The destruction caused by deforestation
 - c. The awareness brought by the pandemic
 - d. The recognition given by the BBC
20. What can be inferred about Salsabila's perspective on the Indonesian government's development plans?
 - a. She fully supports the government's initiatives for food security.
 - b. She is indifferent to the government's policies.
 - c. She is critical of policies that may harm the environment and indigenous communities.
 - d. She believes environmental damage is unavoidable for progress.



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POST TEST

Name :

Class :

Instruction:

6. Write your name and class in this paper
7. Read the text carefully and answer the question
8. Choose the correct answer (a, b, c, or d) on this paper
9. Do the test individually!
10. Re-check your answer before collect the paper

Aeshnina Azzahra Aqilani

Did you know that waste in Indonesia has become a serious issue? Of all countries globally, Indonesia is the third-largest producer of plastic waste every day.

Seeing this sad condition, many people care about the environment and are passionate about fighting this problem to get the world's attention. One of the so-called river warriors is Aeshnina Azzahra Aqilani, or Nina.

This little hero from Gresik is active in dealing with polluting waste in the river. Still, she has also made Germany aware to stop throwing garbage in our country. He was even invited to the Netherlands to see firsthand how Europeans process their waste.

First, Nina was interested in the environmental world when she was little. Nina's parents are also ecological activists and researchers, so Nina always accompanied them to rivers, beaches, and forests.

The fun thing is that Nina also participated in a demonstration in kindergarten. So Nina's daily habits are very connected with the environment. Moms & Dads also always teach Nina to reduce singleuse plastic as much as possible and tell her how important the river is.

Developed countries such as Germany and the United States often send garbage to our country. Nina sent a letter to the German Chancellor with the intention that they stop smuggling plastic waste here.

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The response was incredible! Nina managed to meet the ambassador in Jakarta, and they promised to tighten supervision at the port. Now plastic waste from Germany has also decreased rapidly.

1. What is the main idea of the text?
 - a. Indonesia is the largest producer of plastic waste
 - b. Nina's efforts to fight against plastic waste and pollution
 - c. The role of Germany in plastic waste pollution
 - d. The importance of environmental demonstrations
2. Where is Aeshnina Azzahra Aqilani from?
 - a. Jakarta
 - b. Surabaya
 - c. Gresik
 - d. Bandung
3. What does the word "**supervision**" in the sentence "**they promised to tighten supervision at the port**" mean?
 - a. Protection
 - b. Observation and control
 - c. Permission
 - d. Shipment
4. What does the word "**they**" in the sentence "**they promised to tighten supervision at the port**" refer to?
 - a. The Indonesian government
 - b. The German Chancellor and the ambassador
 - c. Nina's parents
 - d. Environmental activists
5. Why did Nina send a letter to the German Chancellor?
 - a. To ask for financial support for her campaign
 - b. To invite them to visit Indonesia

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- c. To stop the export of plastic waste to Indonesia
- d. To learn about Germany's waste management system

6. What is the main focus of the paragraph about Nina's childhood?

- a. Her parents' professions as environmental activists
- b. Her early involvement in environmental activism
- c. Her experience studying in the Netherlands
- d. Her demonstration against climate change

7. Which countries were mentioned as sending waste to Indonesia?

- a. The Netherlands and the UK
- b. Germany and the United States
- c. Japan and China
- d. Australia and Canada

8. What does "**single-use plastic**" mean in the sentence "**Moms & Dads also always teach Nina to reduce single-use plastic**"?

- a. Plastic that can be recycled multiple times
- b. Plastic that is used once and then discarded
- c. Plastic that is used for packaging electronic devices
- d. Plastic that is too expensive to recycle

9. What does "**this little hero**" refer to in the sentence "**This little hero from Gresik is active in dealing with polluting waste in the river**"?

- a. Nina's parents
- b. The German ambassador
- c. Aeshnina Azzahra Aqilani (Nina)
- d. The Indonesian government

10. What can we infer from Nina's success in reducing plastic waste from Germany?

- a. Young people can influence environmental policies

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- b. Germany has stopped producing plastic waste
- c. Indonesia no longer faces pollution problems
- d. Only European countries care about waste management

Tasya Kamila

Many people don't know that Tasya Kamila has a foundation engaged in environmental education. The foundation is called greenhouse, which was established to focus on increasing young people's awareness and participation regarding the environment. She believes that the help of greenhouse facilities that Suntory Garuda Beverage has provided will allow children to learn and practice directly in the field, or in other words, 'learning by doing.'

In this instantaneous age, the level of children's concern for the environment is decreasing. If assisted by adequate facilities, children can learn and see what cannot complete the process of preserving the environment in a short time.

Therefore, the provision of kid-friendly environmental conservation facilities allows them to learn the latest techniques and technologies in farming, and they can also have the opportunity to grow their respective crops in their school environment.

"Socialization and education are the most important highlights in young people's efforts to conserve the environment. If it is not carried out in a fun way, this environmental conservation activity will not achieve maximum results," concluded Tasya.

She emphasized that we all have an obligation and mandate to preserve the environment and the earth for the lives of future generations. Therefore, he hopes that the efforts and initial steps that have been made can produce a more sustainable environment in the future.

11. What is the main idea of the passage about Tasya Kamila?

- a. Tasya Kamila helps children learn how to act.
- b. Tasya Kamila promotes environmental education through her foundation.
- c. Tasya Kamila becomes a brand ambassador for beverages.



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d. Tasya Kamila teaches children about traditional farming.

12. What is the name of the foundation created by Tasya Kamila?

- Green World
- Save the Earth
- Green House
- Go Clean

13. What does the phrase “***learning by doing***” in the text mean?

- Learning through discussion
- Learning from experience and practice
- Learning through lectures
- Learning from books only

14. What does the word “***they***” in the sentence “***they can also have the opportunity to grow their respective crops...***” refer to?

- Teachers
- Children
- Environmentalists
- Parents

15. What can you infer about Tasya Kamila’s opinion on environmental education for young people?

- She believes it is only for high school students.
- She thinks it should be done by the government only.
- She feels it must be fun and engaging to be effective.
- She supports learning only through books.

16. What is the main goal of the Green House foundation?

- To help children become farmers
- To reduce plastic waste in Indonesia
- To raise youth awareness and participation in environmental conservation



19. What does the word “*she*” in the last paragraph most likely refer to?

- a. A student
- b. A teacher
- c. Tasya Kamila
- d. An environmental officer

20. What can be inferred about Tasya Kamila's approach to environmental education for children?

- a. She believes only teachers should be responsible for teaching the environment
- b. She emphasizes hands-on experiences to make learning more engaging
- c. She thinks environmental education should be focused only on theory
- d. She prefers adults to take care of the environment instead of children

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APPENDIX 2

Students Response of the Test



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APPENDIX 3

Answer Keys



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PRE-TEST

1. A	11. C
2. B	12. B
3. B	13. B
4. B	14. C
5. B	15. C
6. A	16. B
7. A	17. C
8. A	18. B
9. B	19. C
10. D	20. C

POST-TEST

1. B	11. B
2. C	12. C
3. B	13. B
4. B	14. B
5. C	15. C
6. B	16. C
7. B	17. D
8. B	18. B
9. C	19. C
10. A	20. B

UIN SUSKA RIAU



UIN SUSKA RIAU

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APPENDIX 4

Syllabus



1. Diluaran Hak Cipta Dihindari Undang-Undang
a. Penggunaan hanya untuk keperluan penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritis atau tafsiran seluruh tulis ini tanpa meracik ulang dan menyebarkan sumber.
b. Penggunaan tidak melulu keperluan yang wajar UIN Suska Riau.
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BAHASA DAN SASTRA INGGRIS

Satuan Pendidikan : SMA/MA

Kelas : XI

Kompetensi Inti :

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

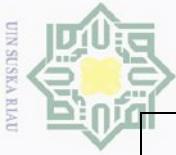
KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergauluan dunia

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahu nya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenyataan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

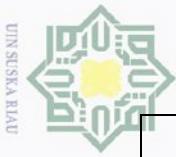
KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan



Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian
3.27 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk cerita pendek, sesuai dengan konteks penggunaannya.	Teks naratif, dan berbentuk cerita pendek	Mengamati	KRITERIA PENILAIAN
4.17. Menangkap makna teks naratif berbentuk cerita pendek.	Fungsi sosial Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur, meneladani nilai-nilai moral, dsb.	Menyalin dengan tulisan tangan yang rapi beberapa teks naratif berbentuk cerita pendek, dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar.	- Tingkat pemahaman fungsi sosial teks teks naratif berbentuk cerita pendek. - Tingkat kelengkapan dan keruntutan pemahaman isi pesan cerita pendek. - Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapuhan tulisan tangan. - Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan memahami isi pesan cerita pendek.



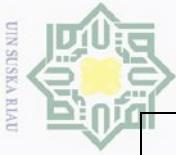
Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Alokasi Waktu
Ability of Syarif Kasim Riau	EVALUATION (evaluasi) ABOUT (tentang situasi dan kondisi terjadinya cerita).	h. Krisis yang terjadi terhadap tokoh utama (komplikasi) i. Akhir cerita di mana krisis berakhir (resolusi) dengan bahagia atau sedih j. Ulasan atau komentar umum (reorientasi), opsional.	CARA PENILAIAN: Sikap: <ul style="list-style-type: none"> - Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. Pengetahuan: <ul style="list-style-type: none"> - Observasi terhadap tindakan siswa berusaha memahami



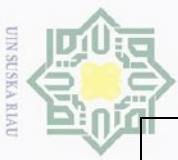
Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian Alokasi Waktu
State Islamic University of Syarif Kasim Riau		<p>mencari dan mengumpulkan beberapa cerita pendek dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb.</p> <ul style="list-style-type: none"> - Membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari cerita pendek, termasuk teknik membaca (<i>scanning, skimming, inferencing, dsb.</i>). <p>(9) Kosa kata: terkait karakter, watak, dan setting dalam cerita pendek</p> <p>(10) Penggunaan nominal singular dan plural secara tepat, dengan atau</p>	<p>isi pesan cerita pendek. Membaca teks yang menutut pemahaman tentang cerita pendek.</p> <p>Observasi terhadap tindakan siswa berusaha memahami isi pesan cerita pendek.</p> <p>Keterampilan:</p> <ul style="list-style-type: none"> - Observasi terhadap tindakan siswa berusaha menganalisis isi pesan cerita pendek. - Observasi terhadap pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia atau bahasa Inggris (jika mungkin) tentang



Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu



Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Alokasi Waktu
State Islamic University of Sultan Syarif Kasim Riau	Mengomunikasikan	<p>dalam cerita pendek yang mereka baca.</p> <p>- Menyampaikan beberapa cerita pendek yang telah dibacanya kepada teman-temannya, dengan cara antara lain membacakan, menyalin dan menerbitkan di majalah dinding, bertanya-jawab, membahas pandangan masing-masing tentang isi cerita pendek, dsb.</p>	<p>- Berupaya membaca secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</p> <p>- Membicarakan permasalahan yang dialami dalam memahami cerita pendek dan menuliskannya dalam jurnal belajar sederhana dalam</p>



UIN SUSKA RIAU

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu
	State Islamic University of Sultan Syarif Kasim Riau	bahasa Indonesia atau bahasa Inggris jika mungkin.	© Hak cipta milik UIN Suska Riau	Diindungi undang-undang



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APPENDIX 5

Lesson Plan



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RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : MAN 1 Rokan Hulu

Tahun Pelajaran : 2024-2025

Mata Pelajaran : Bahasa Inggris

Materi Pokok : Indonesian Environmental Figures

Kelas/Semester : XI/II

Alokasi Waktu: 2 x 45 Menit

A. Tujuan Pembelajaran

Setelah mempelajari materi ini, siswa diharapkan mampu:

- Siswa mampu mengetahui apa itu teks naratif dan perbedaan teksnya
- Siswa mampu mengetahui tujuan dari teks naratif
- Siswa mampu mengetahui jenis-jenis teks naratif
- Siswa mampu mengetahui teks naratif
- Siswa mampu mengetahui language features teks naratif

B. Langkah-langkah Pembelajaran

Pertemuan Ke-1 (2 x 45 menit)	Alokasi Waktu
1. Pendahuluan/Kegiatan Awal <ol style="list-style-type: none">a. Guru memberi salam pembukab. Siswa berdoa dan mengucap salam untuk mengawali pembelajaranc. Guru mengecek kehadiran siswad. Guru mengungkapkan tujuan pembelajaran	15 Menit
2. Kegiatan Inti <ol style="list-style-type: none">a. Guru memberikan motivasi kepada siswa terkait Indonesian Environmental Figuresb. Guru menjelaskan pengertian teks naratif serta tujuan teks naratif.c. Guru bertanya tentang pemahaman siswad. Guru menjelaskan jenis, struktur, language features teks naratif	60 Menit



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e. Guru dan siswa melakukan tanya jawab mengenai teks naratif	
3. Penutup <ol style="list-style-type: none">a. Siswa dan guru menyimpulkan pembelajaran hari ini.b. Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.c. Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.d. Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.	15 Menit

Pasir Pengaraian, Maret 2025

Guru Mata Pelajaran

Iin Junidayuni, S. Pd

Mahasiswa Peneliti

Melati Purwaningtyas

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RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : MAN 1 Rokan Hulu

Tahun Pelajaran : 2024-2025

Mata Pelajaran : Bahasa Inggris

Materi Pokok : Indonesian Environmental Figures

Kelas/Semester : XI/II

Alokasi Waktu: 2 x 45 Menit

A. Tujuan Pembelajaran

Setelah mempelajari materi ini, siswa diharapkan mampu:

- Siswa mampu membaca teks naratif dengan nyaring
- Siswa mampu menemukan ide pokok dalam teks naratif
- Siswa mampu mengidentifikasi informasi faktual yang berekenaan dengan teks naratif
- Siswa mampu menangkap makna kata dalam teks naratif

B. Langkah-langkah Pembelajaran

Pertemuan Ke-2 (2 x 45 menit)	Alokasi Waktu
1. Pendahuluan/Kegiatan Awal <ol style="list-style-type: none">a. Guru memberi salam pembukab. Siswa berdoa dan mengucap salam untuk mengawali pembelajaranc. Guru mengecek kehadiran siswad. Guru mengungkapkan tujuan pembelajaran	15 Menit
2. Kegiatan Inti <ol style="list-style-type: none">a. Guru membagi siswa menjadi beberapa kelompokb. Guru menampilkan gambar Figures Laetania Belai Djandam salah satu Indonesian Environmental Figures	60 Menit



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
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<ul style="list-style-type: none">c. Guru menampilkan teks narratif berjudul Laetania Belai Djandamd. Guru meminta siswa berdiskusi tentang teks narratif tersebute. Guru meminta siswa menceritakan kembali teks narratif yang sudah di diskusikanf. Guru dan siswa melakukan tanya jawab	
<ul style="list-style-type: none">3. Penutup<ul style="list-style-type: none">a. Siswa dan guru menyimpulkan pembelajaran hari ini.b. Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.c. Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.d. Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.	15 Menit

Pasir Pengaraian, April 2025

Guru Mata Pelajaran

Mahasiswa Peneliti

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UIN SUSKA RIAU

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RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : MAN 1 Rokan Hulu

Tahun Pelajaran : 2024-2025

Mata Pelajaran : Bahasa Inggris

Materi Pokok : Indonesian Environmental Figures

Kelas/Semester : XI/II

Alokasi Waktu: 2 x 45 Menit

A. Tujuan Pembelajaran

Setelah mempelajari materi ini, siswa diharapkan mampu:

- Siswa mampu menemukan ide pokok dalam teks naratif
- Siswa mampu mengidentifikasi informasi faktual yang berekenaan dengan teks naratif
- Siswa mampu menangkap makna kata dalam teks naratif
- Siswa mampu memahami kata rujukan dalam teks naratif
- Siswa mampu menyimpulkan bacaan dari teks naratif

B. Langkah-langkah Pembelajaran

Pertemuan Ke-3 (2 x 45 menit)	Alokasi Waktu
1. Pendahuluan/Kegiatan Awal <ol style="list-style-type: none">a. Guru memberi salam pembukab. Siswa berdoa dan mengucap salam untuk mengawali pembelajaranc. Guru mengecek kehadiran siswad. Guru mengungkapkan tujuan pembelajaran	15 Menit
2. Kegiatan Inti <ol style="list-style-type: none">a. Guru menampilkan gambar Indonesian Environmental Figures berjudul Salsabila Khairunnisab. Guru menampilkan teks naratif berjudul berjudul Salsabila Khairunnisa	60 Menit



UIN SUSKA RIAU

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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c. Guru meminta siswa berdiskusi tentang teks naratif tersebut	
d. Guru meminta siswa menceritakan kembali teks naratif yang sudah di diskusikan	
3. Penutup	15 Menit
a. Siswa dan guru menyimpulkan pembelajaran hari ini.	
b. Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.	
c. Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.	
d. Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.	

Pasir Pengaraian,
April 2025

Guru Mata Pelajaran

Mahasiswa Peneliti

Iin Junidayuni, S. Pd

Melati Purwaningtyas

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RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : Man 1 Rokan Hulu

Tahun Pelajaran : 2024-2025

Mata Pelajaran : Bahasa Inggris

Materi Pokok : Indonesian Environmental Figures

Kelas/Semester : XI/II

Alokasi Waktu: 2 x 45 Menit

C. Tujuan Pembelajaran

Setelah mempelajari materi ini, siswa diharapkan mampu:

- Siswa mampu memahami teks naratif
- Siswa mampu mengenyelesaikan tugas yang diberikan

D. Langkah-langkah Pembelajaran

Pertemuan Ke-4 (2 x 45 menit)	Alokasi Waktu
e. Pendahuluan/Kegiatan Awal <ol style="list-style-type: none">a. Guru memberi salam pembukab. Siswa berdoa dan mengucap salam untuk mengawali pembelajaranc. Guru mengecek kehadiran siswad. Guru mengungkapkan tujuan pembelajaran	15 Menit
16 Kegiatan Inti <ol style="list-style-type: none">a. Guru menampilkan gambar Aeshnina Azzahra Aqilani salah satu Indonesian Environmental Figuresb. Guru menampilkan teks naratif berjudul Aeshnina Azzahra Aqilanic. Guru meminta siswa berdiskusi tentang teks naratif tersebutd. Guru meminta siswa menceritakan kembali teks naratif yang sudah di diskusikan	60 Menit



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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Pasir Pengaraian, Mei
2025

Mahasiswa Peneliti

Melati Purwaningtyas

e. Guru memberi siswa pertanyaan dari lembaran yang sudah di persiapkan f. Siswa menyelesaikan dan mengumpulkan tugas secara individu	
61 Penutup a. Siswa dan guru menyimpulkan pembelajaran hari ini. b. Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan. c. Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya. d. Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.	15 Menit



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State Islamic University of Sultan Syarif Kasim Riau

APPENDIX 6

Recommendation Letters

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Pekanbaru, 20 Maret 2023

Hal : Permohonan SK pembimbing

Lampiran :

Kepada
Yth. Dekan
Fakultas Tarbiyah dan Keguruan
UIN SUSKA RIAU
Di Pekanbaru

Assalamualaikum Wr. Wb

Dengan Hormat,

Saya yang bertanda tangan dibawah ini :

Nama : Melati Purwaningtyas

NIM / HP : 12010421358/ 081363622946

Tempat / tanggal lahir: Batang Samo, 21 Mei 2001

Semester / Tahun : VI / 2023

Jurusan : Pendidikan Bahasa Inggris

Dengan ini saya mengajukan kepada bapak/ ibu permohonan SK pembimbing dengan judul **"THE IMPACT OF RETELLING TECHNIQUE ON READING COMPREHENSION AT SENIOR HIGH SCHOOL"**. Adapun pembimbing yang direkomendasikan oleh ketua jurusan adalah Mainar Fitri, M. Pd.

Dengan ini saya melampirkan sebagai persyaratan :

1. Foto copy kartu tanda mahasiswa
2. Foto copy kartu rencana study
3. Foto copy kartu hasil study
4. Foto copy synopsis

Dengan demikian surat permohonan ini saya sampaikan sekiranya bapak/ ibu dapat mempertimbangkan, atas perhatian saya ucapan terima kasih.

MENGETAHUI
Ketua Jurusan
Dr. Faupna Anastasia, S.Pd, M.Hum.
NIP. 198106112008012017

Hormat Saya,

Melati Purwaningtyas
NIM. 12010421358



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FACULTY OF EDUCATION AND TEACHER TRAINING

Jl. H. R. Soebrantas No.155 Km.18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561647

Fax. (0761) 561647 Web. www.ftk.unsuska.ac.id E-mail: eftak_uinsuska@yahoo.co.id

Nomor: Un.04/F.II.4/PP.00.9/6507/2023

Pekanbaru, 27 Maret 2023

Sifat : Biasa

Lamp. : -

Hal : **Pembimbing Skripsi**

Kepada

Yth. Mainar Fitri, M.Pd

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau

Pekanbaru

Assalamu 'alaikum warhamatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : MELATI PURWANINGTYAS

NIM : 12010421358

Jurusan : Pendidikan Bahasa Inggris

Judul : The Impact Of Retelling Technique On Reading Comprehension At Senior High School

Waktu : 6 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris Redaksi dan teknik penulisan skripsi, sebagaimana yang sudah ditentukan. Atas kesedian Saudara dihaturkan terimakasih.

W a s s a l a m



Tembusan :

Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau

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FACULTY OF EDUCATION AND TEACHER TRAINING
Alamat: Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1064 Telp. (0761) 7077307 Fax. (0761) 21129

**KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA**

1. Jenis yang dibimbing :
 a. Seminar usul Penelitian :
 b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Maimar Fitri M.Pd
 a. Nomor Induk Pegawai (NIP) :
3. Nama Mahasiswa : Melati Purwaningtyas
 4. Nomor Induk Mahasiswa : 12010421358
 5. Kegiatan :

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	19 Januari 2024	Bab 1	Muf	Revised
2.	05 Februari 2024	Bab 1	Muf	Revised
3.	02 April 2024	Bab 1 dan bab 2	Muf	Revised
4.	09 Juli 2024	Bab 2 dan bab 3	Muf	Revised
5.	01 Agustus 2024	Bab 2 dan bab 3	Muf	Revised
6.	05 Agustus 2024	Bab 1, 2 dan 3	Muf	Revised
7.	06 Agustus 2024	Approved for proposal Exam	Muf	Acc

Pekanbaru, 06 Agustus 2024
Pembimbing,

Maimar Fitri, S.Pd., M.Pd
NIP. 19810519 2014112001



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FACULTY OF EDUCATION AND TEACHER TRAINING
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**LAMPIRAN BERITA ACARA
UJIAN PROPOSAL**

Nama : Melati Furqoningsih, S.Pd.
Nomor Induk Mahasiswa : 1234567890
Hari/ Tanggal : Senin / 7 Oktober 2024
Judul Proposal Penelitian :

NO	URAIAN PERBAIKAN
-	Revise title
-	Revise background
-	Revise definition of terms
-	Revise & add theories of reading comprehension
-	Add theories of retelling technique
-	Revise Paragraph of page 13
-	Revise relevant research
-	Revise quotation & references
-	Revise Operational concept
-	Revise technique of collecting data
-	Revise table on chapter III
-	See examiners' notes

Pengaji I

Adelia Ibrahim, M.Pd

Pekanbaru, 7 Oktober 2024
Pengaji II

Rizki Andela, M.Pd

Note:

Dengan harapan Dosen Pembimbing dapat memperhatikan keputusan seminar ini dalam memperbaiki proposal mahasiswa yang dibimbing



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Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

**PENGESAHAN PERBAIKAN
UJIAN PROPOSAL**

Nama Mahasiswa : Melati Purwaningtyas
Nomor Induk Mahasiswa : 12010421358
Hari/Tanggal Ujian : Senin / 7 Oktober 2024
Judul Proposal Ujian : THE EFFECT OF RETELLING TECHNIQUE ON
STUDENTS' READING COMPREHENSION OF NARRATIVE TEXTS AT MAN 1
ROKAN HULU
Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang
dalam Ujian proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Nelvia Ibrahim, M. Pd	PENGUJI I		
2.	Rizki Amelia, M. Pd	PENGUJI II		



Pekanbaru, 18 Januari 2025
Peserta Ujian Proposal

Melati Purwaningtyas
NIM. 12010421358



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**KEMENTERIAN AGAMA REPUBLIK INDONESIA
KEMENTERIAN AGAMA KABUPATEN ROKAN HULU
MAN 1 ROKAN HULU**

Alamat : Jl. Tuanku Tambusai No. 183 Rambah Tengah Hilir
Telp. (0762) 7393218 HP.081364248069 Email : manpasir075027@yahoo.co.id

REKOMENDASI

**Nomor : 441 /Ma.04.15/PP.00.3/ 10 /2024
TENTANG**

PELAKSANAAN KEGIATAN RISET/ PRA RISET

Kepala MAN 1 Rokan Hulu, setelah membaca surat permohonan Riset / Pra Riset dari Fakultas Tarbiyah dan Keguruan, Nomor : Un.04/F.II.3/PP.00.9/16441/2024, Tanggal 05 Agustus 2024, dengan ini memberi rekomendasi kepada :

1. Nama	: MELATI PURWANINGTYAS
2. NIM/KTP	: 12010421358
3. Program Studi	: Pendidikan Bahasa Inggris
4. Jenjang	: S1
5. Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

Dengan ketentuan sebagai berikut:

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Demikian Rekomendasi ini diberikan, agar digunakan sebagaimana mestinya dan kepada pihak yang terkait diharap untuk dapat memberikan kemudahan dan membantu kelancaran kegiatan riset ini dan terima kasih.



Dibuat Di : Pasir Pengaraian
Pada Tanggal : 01 Oktober 2024
Kepala Madrasah,

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Riau



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Fax. (0761) 561647 Web. www.fktk.unsuska.ac.id E-mail: fktk.unsuska@yahoo.co.id

Nomor : B-2449/Un.04/F.II/PP.00.9/02/2025
Sifat : Biasa
Lamp. : 1 (Satu) Proposal
Hal : Mohon Izin Melakukan Riset

Pekanbaru, 04 Februari 2025 M

Kepada
Yth. Gubernur Riau
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
Satu Pintu
Provinsi Riau
Di Rokan Hulu

Assalamu'alaikum warahmatullahi wabarakatuh

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : Melati Purwaningtyas
NIM : 12010421358
Semester/Tahun : X (Sepuluh) / 2025
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : The Effect Of Retelling Technique On Students' Reading Comprehension Of Narrative Texts At MAN 1 Rokan Hulu

Lokasi Penelitian : MAN 1 Rokan Hulu

Waktu Penelitian : 3 Bulan (04 Februari 2025 s.d 04 Mei 2025)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.



Tembusan :
Rektor UIN Suska Riau

Sim Riau

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PEMERINTAH KABUPATEN ROKAN HULU

DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Jl. Tuanku Tambusai Km. 4 Komp. Bina Praja Pemda Rokan Hulu Telp. 0813 7210 2755
Kode Pos: 28557 Email: dpmptsp@rokanhulukab.go.id Website: <https://dpmptsp.rokanhulukab.go.id>

REKOMENDASI

Nomor: 503/DPMPTSP/NON-RISET/II/2025/0067

TENTANG PELAKSANAAN KEGIATAN RISET/PRA RISET DAN PENGUMPULAN DATA UNTUK BAHAN PENELITIAN

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rokan Hulu, setelah membaca Surat dari FAKULTAS TARBIYAH DAN KEGURUAN UIN SUSKA RIAU Nomor: B-2440/Un.04/F.II/PP.00.9/01/2025 tanggal 06 Februari 2025 tentang Rekomendasi Pelaksanaan Riset/Pra Riset dan pengumpulan data untuk **TUGAS AKHIR PROGRAM SARJANA (S1) (SKRIPSI)**, dengan ini dapat diberikan Rekomendasi kepada:

Nama	:	MELATI PURWANINGTYAS
Nomor Induk Mahasiswa	:	12010421358
Jurusan	:	PENDIDIKAN BAHASA INGGRIS
Jenjang	:	S-1
Judul Penelitian	:	USING RETELLING TECHNIQUE ON STUDENTS' READING COMPREHENSION OF NARRATIVE TEXTS AT MAN 1 ROKAN HULU
Lokasi Penelitian	:	MAN 1 ROKAN HULU

Dengan Ketentuan sebagai berikut:

1. Tidak Melakukan Kegiatan yang menyimpang dari ketentuan yang telah ditetapkan yang tidak ada hubungannya dengan kegiatan Riset dan Pengumpulan Data ini.
2. Pelaksanaan Kegiatan Riset ini berlangsung selama 6 bulan terhitung mulai tanggal Rekomendasi ini dibuat.

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Ditetapkan di : Pasir Pengaraian
Pada Tanggal : 13 Februari 2025

Ditandatangani secara elektronik:
Pt.KEPALA DINAS PENANAMAN MODAL DAN
PELAYANAN TERPADU SATU PINTU
KABUPATEN ROKAN HULU



H. MUNANDAR, S.E., M.M.
Pembina (IV/a)
NIP : 19730610 200701 1 008



Tembusan :

1. Kepala Badan Kesatuan Bangsa dan Politik Kabupaten Rokan Hulu
2. Kepala Kantor Kementerian Agama Kabupaten Rokan Hulu
3. Kepala MAN 1 Rokan Hulu
4. Dekan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau



Balai
Sertifikasi
Elektronik

Dokumen ini ditandatangani secara elektronik menggunakan Sertifikat Elektronik yang diterbitkan oleh Balai Sertifikasi Elektronik (BSxE), Badan Siber dan Sandi Negara (BSSN).



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KANTOR KEMENTERIAN AGAMA KABUPATEN ROKAN HULU
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Pasir Pengaraian Kode Pos 28457
Website : www.kemenagrohulu.or.id E-mail : kabrokanhulu@kemenag.go.id

Nomor : B-161/Kk.04.9/PP.00.9/02/2025
Sifat : Biasa
Lampiran : -
Hal : Rekomendasi Izin Melakukan Riset

14 Februari 2025

Yth. Kepala MAN 1 Rokan Hulu
di –
Pasir Pengaraian

Assalamualaikum Wr. Wb
Dengan Hormat,

Berdasarkan Surat dari Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau Nomor : B-2453/Un.04/F.II/PP.00.9/02/2025 tanggal 04 Februari 2025 tentang mohon izin melakukan riset kepada Mahasiswa :

Nama : Melati Purwaningtyas
NIM : 12010421358
Semester/Tahun : X (Sepuluh) / 2025
Prodi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

Dengan ini kami berikan Rekomendasi izin melakukan riset di MAN 1 Rokan Hulu dari tanggal 14 Februari 2025 s.d. 14 Mei 2025, dengan judul skripsi **“The Effect Of Retelling Technique On Students’ Reading Comprehension Of Narrative Texts At MAN 1 Rokan Hulu”**.

Demikian rekomendasi ini kami keluarkan, untuk digunakan sebagaimana mestinya.

Kepala



Zulkifli

Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan oleh Balai Besar Sertifikasi Elektronik (BSxE), Badan Siber dan Sandi Negara

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MADRASAH ALIYAH NEGERI 1 ROKAN HULU
Jalan Tuanku Tambusai No.183 Rambah Tongah Hilir
Telp. (0762) 7393218 HP.081364248069 Email : manpasir675027@yahoo.co.id

SURAT KETERANGAN RISET

Nomor : B- 071 /Ma.04.15/PP.00.3/ 02/2025

Yang bertandatangan di bawah ini adalah Kepala MAN 1 Rokan Hulu Kecamatan Rambah Kabupaten Rokan Hulu dengan ini menerangkan :

Nama	: MELATI PURWANINGTYAS
NIM	: 12010421358
Universitas	: UIN Suska Riau
Alamat	: Pekanbaru

Bahwa sesungguhnya nama tersebut di atas telah melakukan riset di MAN 1 Rokan Hulu Kecamatan Rambah Kabupaten Rokan Hulu sesuai dengan judul : "THE EFFECT OF RETELLING TECHNIQUE ON STUDENTS READING COMPREHENSION OF NARRATIVE TEXTS AT MAN 1 ROKAN HULU".

Demikian Surat Keterangan ini dibuat dengan sebenarnya dan dapat dipergunakan seperlunya.



Pengaraihan, 17 Februari 2025

Kepala

SPUN

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN ROKAN HULU
MADRASAH ALIYAH NEGERI 1 ROKAN HULU
Jalan Tuanku Tambusai No.183 Rambah Tengah Hulu
Telp. (0762) 7393218 HP.081364248063 Email : manpaslr675027@yahoo.co.id

SURAT KETERANGAN SELESAI PENELITIAN

Nomor : B-302/Ma.04.15/PP.00.3/07/2025

Yang bertandatangan di bawah ini adalah Kepala MAN 1 Rokan Hulu Kecamatan Rambah Kabupaten Rokan Hulu dengan ini menerangkan :

Nama	: MELATI PURWANINGTYAS
NIM	: 12010421358
JURUSAN	: Pendidikan Bahasa Inggris
Universitas	: Universitas Sultan Syarif Kasim Riau
Lokasi	: MAN 1 Rokan Hulu
Waktu	: 14 Februari s.d 14 Mei 2025

Bahwa sesungguhnya nama tersebut di atas telah melakukan penelitian di MAN 1 Rokan Hulu Kecamatan Rambah Kabupaten Rokan Hulu sesuai dengan judul : "The Effect Of Retelling Technique On Student's Reading Comprehension Of Narative Text At MAN 1 Rokan Hulu".

Demikian Surat Keterangan ini dibuat dengan sebenarnya dan dapat dipergunakan seperlunya.

Pasir Pengaraian, 9 Juli 2025





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APPENDIX 7

Documentation



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Melati Purwaningtyas is the first child of Mr. Khairuddin and Mrs. Purnamasari. She was born in Batang Samo, May 21, 2001. In 2014, she graduated from SDN 005 Rambah. She also completed her education at MTSN Rambah in 2017. Then in 2020 she completed her education at MAN 1 Rokan Hulu. In 2020, the author was accepted as a student at Department of English Education, Faculty of Education and Teacher Training, UIN Sultan Syarif Kasim Riau. From July to August 2023, the author participated in the KKN (*Kuliah Kerja Nyata*) program in Tanjung Punak Village, Rupat Utara District, Bengkalis Regency. Then from September to November 2023, the author participated in the Pre-Service Teacher Practice Program (PPL) at SMKN Pertanian Pekanbaru. To fulfill the requirements for obtaining a bachelor's degree in English Language Education, the author conducted research in February until May 2025 with the title of the thesis "The Effect of Retelling Technique on Students' Reading Comprehension of Narrative Texts at MAN 1 Rokan Hulu".