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Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

Retelling strategy and reading comprehension, among eighth-grade students at a public institution in Loja, during the 2022-2023 school year.

Estrategia de recuento y comprensión lectora, entre los estudiantes de octavo grado en una institución pública en Loja, durante el periodo académico 2022-2023.

Trabajo de Integración Curricular previo a la obtención del título de Licenciada en Pedagogía del Idioma Inglés.

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Loja, 18 de agosto de 2023

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Dedication

I dedicate this academic effort to the most important people in my life. First of all, to my loving parents, Enma Ochoa and Oswaldo Pinta, who have been the fundamental pillars and have fervently supported me throughout this academic journey, your encouragement, sacrifices, and confidence in my abilities have inspired me to persevere through challenges and have shaped me into the person I am today, and I will always be grateful for your presence in my life. To my dear siblings Clara and Santiago, thank you for always cheering me on and reminding me of the importance of hard work and determination, your love and camaraderie have been a constant source of motivation.

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1. Title

**Retelling strategy and reading comprehension, among eighth-grade students at
a public institution in Loja, during the 2022-2023 school year.**

2. Resumen

La comprensión lectora es un aspecto fundamental en la enseñanza y aprendizaje del idioma inglés, ya que potencia el pensamiento crítico, la comunicación y la adquisición de conocimientos. Esta investigación tuvo como objetivo mejorar la comprensión lectora mediante la aplicación de la estrategia de recuento en estudiantes de octavo grado en una institución pública de Loja durante el año lectivo 2022- 2023. A partir de este objetivo se establecieron dos objetivos específicos: validar la efectividad de la estrategia de recuento en la mejora de la comprensión lectora y describir las percepciones de los estudiantes sobre su uso. Para alcanzar estos objetivos, se empleó un método mixto con el diseño de investigación-acción involucrando a 25 estudiantes de octavo grado de una institución pública de Loja-Ecuador. Se recolectaron datos cuantitativos y cualitativos mediante un pretest, posttest, cuestionario y notas de campo. El pretest y el posttest se enfocaron en evaluar las habilidades de comprensión lectora de los estudiantes, incluyendo la de identificar la idea principal y los detalles de apoyo, inferir, secuenciar y el uso del vocabulario. Por otro lado, el cuestionario y las notas de campo exploraron las percepciones de los estudiantes sobre el uso de la estrategia de recuento. Estos datos se interpretaron mediante estadística descriptiva y se analizaron mediante análisis temático. De los resultados obtenidos en las pruebas se evidenció que los alumnos tuvieron una ligera mejoría en sus habilidades de comprensión lectora. Además, los resultados del cuestionario mostraron que la aplicación del recuento tuvo un impacto positivo en los alumnos, ya que esta estrategia fomentó el compromiso, la interacción y la socialización de los estudiantes en el aula. En consecuencia, la investigadora concluyó que el recuento era una estrategia eficaz que influyó positivamente en la mejora de las destrezas de comprensión lectora de los alumnos.

***Palabras clave:** adquisición del lenguaje, desarrollo profesional, estrategias de lectura comprensiva, pensamiento crítico.*

2.1 Abstract

Reading comprehension is a fundamental aspect in the teaching and learning of the English language since it enhances critical thinking, communication, and knowledge acquisition. This research aimed to improve reading comprehension through the application of the retelling strategy, among eighth-grade students at a public institution in Loja, during the 2022- 2023 school year. Based on this objective, two specific objectives were established: to validate the effectiveness of the retelling strategy in the improvement of reading comprehension and to describe the students' perceptions about its use. To achieve these objectives, a mixed-method with an action research design was employed involving 25 eighth-grade students at a public institution in Loja-Ecuador. Quantitative and qualitative data were collected through a pretest, posttest, questionnaire, and field notes. The pretest and posttest focused on measuring students' reading comprehension skills, including identifying the main idea and supporting details, inferring, sequencing and vocabulary use. On the other hand, the questionnaire and field notes explore students' perceptions of the use of the retelling strategy. These data were interpreted using descriptive statistics and analyzed using thematic analysis. From the results obtained in the tests, it was evident that the students had a slight improvement in their reading comprehension skills. In addition, the results of the questionnaire showed that the application of retelling had a positive impact on the students since this strategy fostered students' engagement, interaction, and socialization in the classroom. Consequently, the researcher concluded that retelling was an effective strategy that had a positive influence on the improvement of students' reading comprehension skills.

***Keywords:** language acquisition, professional development, reading comprehension strategies, critical thinking*

3. Introduction

In the process of learning English as a foreign language, reading comprehension plays a crucial role, since through reading students improve their critical thinking skills, enhance their communication skills, strengthen their decoding and encoding skills, develop their study skills, and use reading materials as valuable sources of information (Ministry of Education, 2016). In addition, with reading, students can explore new things, improve their vocabulary, increase their focus and concentration, strengthen their memory and actively participate in their learning (Masriyanti, 2019). Therefore, as established by the Ecuadorian Ministry of Education, eighth-grade students should reach A1.1 level of English language proficiency and should be able to understand and identify very simple informational texts or a single sentence at a time, grasping familiar names, words or basic phrases and rereading when necessary to extract key information from the text.

However, based on the researcher's experience during the pre-professional internship, it became evident that one of the problems that hindered the reading ability of eighth-grade students at a public institution in Loja was the low level of English proficiency. This affected the students to have complications in identifying relevant information from the written texts, as well as limited the comprehension of the vocabulary presented, so they did not effectively understand the words of the text and could not answer the questions posed by the teacher about the text. On the other hand, previous studies associated with reading comprehension showed that another problem that affects many students in relation to reading is the lack of exposure to reading comprehension strategies, which hinders their ability to extract meaning, identify main ideas, make inferences and understand complex linguistic structures (Irwan, 2014; Lin, 2010; Masriyanti, 2019). Based on the aforementioned information, it is considered the purpose of this research to improve the reading comprehension through the application of retelling strategy, among eighth-grade students at a public institution in Loja, during the 2022-2023 school year. With this in mind, the present study was set out to answer the central research question: How does the development of the retelling strategy improve reading comprehension, among eighth-grade students at a public institution in Loja, during the 2022-2023 school year? To facilitate this research two sub-problems were also established, which are the following: How effective is the use of retelling strategy in improving students' reading comprehension? What are students' perceptions about the use of retelling strategy to enhance reading comprehension?

Recent evidence suggested that retelling is an effective reading comprehension strategy because it allows learners to easily and accurately recall what they have learned from

textual information by ordering in their memory the new information they have just learned from the text (Gambrell et al., 1991; Masriyanti, 2019). Other researchers drew on studies that retelling has been found to significantly improve story comprehension, sense of story structure, and oral language complexity, which means that students reconstruct the text with their words and understanding of the text by evaluating the content of the text (Khisbulloh, 2012; Koskinen et al., 1988). Finally, Onuoha (2022) and Manyrawi (2013) argued that story retelling is an important strategy which enables students to comprehend texts, retell information they get from the text and also improve their writing proficiency, at the same time encourages students to put their mental and creative abilities to work also helps the teacher to encourage and foster these abilities in the students.

Although extensive research conducted on the strategy of retelling to improve reading comprehension in the context of EFL learning, there were no studies in the literature that examined retelling as an instructional tool to activate reading comprehension (Lin, 2010; Rudiawan & Jupri, 2020). Additionally, another gap in the literature was that, despite a solid documented effect of retelling on improving comprehension, there had not been a thorough investigation into the linguistic aspect of reading comprehension that is best enhanced through retelling (Schisler et al., 2010). Therefore, in order to address the gaps in the existing literature, the present research was carried out with following general objective: to improve reading comprehension through the application of retelling strategy, among eighth-grade students, at a public institution in Loja during the 2022-2023 school year. To accomplish this objective, the following specific objectives were established: to validate the effectiveness of the retelling strategy in the improvement of reading comprehension; to describe the student's perceptions about the use of retelling strategy to enhance reading comprehension.

The implementation of the present research offered significant benefits to both research participants and preservice teachers in the field of English as a foreign language. At this point, the research participants were actively engaged in their learning, gaining opportunities to build upon their existing knowledge, enhance language proficiency, and improve academic performance. Simultaneously, the preservice teachers were able to reflect on and refine their professional practice, gain a deeper understanding of the theoretical foundations and practical applications of teaching strategies, as well as foster investigative skills. As both groups were actively involved in the research, they provided valuable data and insights that furthered the understanding of instructional practices for the benefit of current and future EFL learners.

Moreover, this study makes significant contributions to the field of teaching and learning English as a foreign language, specifically in regards to improving reading comprehension skills through the use of the retelling strategy. This research provides valuable insights for both in-service and preservice English teachers, demonstrating the effectiveness of retelling as an instructional approach to enhance students' reading comprehension abilities. For preservice teachers, this study offers practical evidence and a viable approach to incorporate into their future classrooms, providing them with effective strategies to engage and motivate their students in reading activities. In addition, the implications of the study extend to the advancement of knowledge in EFL teaching, opening new avenues for research and fostering the potential for improving teaching practices in similar contexts. Lastly, this research contributes to improving the quality and relevance of EFL teacher education programs, ensuring that educators are well-prepared with practical and evidence-based strategies to meet the diverse needs of their future students.

Finally, due to the nature of the research, the study focused on the development of reading comprehension by using the retelling strategy based on specific strategies such as story map, concept sort, visual image, and think-pair-share, to improve reading comprehension skills. Thus, the population for this study was 25 eighth-grade students aged between twelve and thirteen years old, who were at the A1.1 level of English proficiency at a public school in Loja, during the 2022-2023 school year. However, limitations were acknowledged, among them that there was no control or experimental group for the intervention process, so the results could not be generalized. In addition, the researcher considered that the time dedicated to the intervention was not sufficient to achieve a potential change in the reading comprehension levels of the students, also the low level of English language proficiency, together with the lack of exposure to reading comprehension strategies, prevented the students from substantially achieving their level of English acquisition. Based on this, further research is needed to address the use of the strategy to improve reading comprehension.

4. Theoretical framework

The purpose of this literature review is to construct a relevant theoretical framework of the independent and dependent variables established in this study. Essentially, various approaches and adaptations of the retelling strategy have been found in different educational contexts. Additionally, suitable strategies, activities, and methodologies are presented to achieve the overall research objective. Firstly, the independent variable, retelling, is defined, its types are named, and its strategies and application for teaching reading comprehension in English as a Foreign Language classrooms are detailed. Similarly, the dependent variable, reading comprehension, is addressed in this research. This section covers topics like the definition of reading comprehension, its importance, types of reading, and phases of its acquisition. Likewise, the following segment discusses the different reading comprehension skills involved in the learning process of this ability. All the bibliographic references presented in this study were obtained from various sources such as the Education Resources Information Center, Google Scholar, Scholar works, Taylor and Francis Online, and others. In spite of the diverse research linked to the relation between the retelling strategy and reading comprehension, there is a deficiency of studies that focus on the grades of higher basic education. Thus, this literature review examines the framework of the relationship between retelling strategy and reading comprehension, as a way to foster eighth-grade students' reading comprehension.

4.1 Retelling Strategy

According to Morrow et al. (1986) retelling is an activity that involves readers generating their own understanding of a written text by drawing conclusions using both the information provided in the original text and their previous knowledge. Similarly, Koskinen (1988) states that retelling is “a strategy which requires the reader to construct a personal rendition of the text by making inferences based on the original and their own prior knowledge”(p. 895). In this sense, retelling focuses on actively engaging students in the process of summarizing and recounting information, and involves students reiterating or explaining a story, text, or event using their own words and understanding. Retelling helps children in analyzing, understanding and constructing a new text based on their conceptions and understanding, which improves their story-related comprehension. It should be emphasized that retelling does not involve memorization, but rather the recounting of a text with the child's own language and understanding. Isbell (2002) mentions that “retelling stories encourages children to use their imagination, expand their ideas, and create visual images as they transfer the plot of the story to new settings, including different characters or new voices”.

Consequently, retelling provides students with essential information about what they are reading, as well as a positive experience in the reading comprehension process. As a comprehension strategy, "retelling encourages readers to pay attention to the meaning of the text; it reinforces elements of story structure, such as characters, setting, and plot; it requires readers to distinguish between main ideas and supporting details; and it promotes communication and oral language development" (Koskinen et al., 1988). Conversely, Pickert and Chase (1978) argues that retelling can be employed as a strategy to assess students' skills in comprehending, organizing, and expressing coherent speech. It could be conducted in a controlled environment determined by the teacher, with the conditions carefully selected to align with the student's interests and abilities.

After the above, retelling is a valuable strategy for promoting comprehension, analyzing text, and enhancing language skills. By engaging in the process of retelling a story or text in their own words, students are encouraged to analyze, interpret, and synthesize information, fostering a deeper understanding of the content. Additionally, retelling allows for individual expression and creativity, as students have the opportunity to personalize the narrative based on their prior knowledge and experiences. Overall, retelling is an engaging and effective strategy that benefits both the teaching and learning processes.

4.1.1 Characteristics of Retelling

Retelling is a strategy that prompts students to summarize and narrate the key elements of a text using their own language. This approach encourages active engagement with the material, allowing students to process and remember the information more effectively, leading to enhanced comprehension. Han (2005, cited in Mariyanti, 2019) states that there are some characteristics of retelling:

4.1.1.1 Retelling as a Comprehension Strategy. It is an interactive procedure that allows students to actively reconstruct stories and engage in interactive discussions with teachers, peers, or groups. It serves as a valuable tool for enhancing comprehension and recall of the text. Unlike traditional question-and-answer methods, retelling provides a deeper understanding of the text and offers insights into how students construct their own meaning from the material. This comprehension strategy helps students focus on the meaning of the text, reinforces elements of story structure, and promotes the ability to differentiate between key ideas and supporting details. Additionally, retelling facilitates communication and oral language development, making it a multifaceted approach to improving reading comprehension skills.

4.1.1.2 Retelling as an Assessment Tool. As an assessment strategy, retelling effectively showcases a student's comprehension and recall of a story. It not only reveals their understanding and memory of the story but also highlights what they consider important within the narrative. Additionally, retelling indicates a student's knowledge of story structure and literary language, specifically their ability to organize and summarize the story effectively. Moreover, retelling serves as a demonstration of a student's vocabulary usage and oral language development. To effectively utilize retelling as an assessment tool, it is crucial to first provide students with instruction on how to retell a story and establish clear expectations. Here are some practical tips for using retelling as an assessment tool:

- Prior to reading, teach students the retelling process and clearly explain the expectations.
- Support students by providing prompts or questions if needed during the retelling activity.
- Allow students to revisit the text as they engage in the retelling process to enhance accuracy and comprehension.
- Ensure that the selected texts are appropriate for the students' reading level, unless the retelling is based on a read-aloud.
- Utilize props like puppets or pictures to assist students in their retelling, promoting engagement and creativity.

4.1.1.3 Retelling as a Social Interaction Process. In traditional teacher-directed reading instruction, students' verbalizations about what they remember from the text are typically limited to responding to specific questions posed by the teacher. As Stoicovy (1997) mentions “the retelling procedure is an active strategy that, when used in all of its forms, requires social engagement as the participants are involved in reading, writing, talking and listening”. It opens channels of communication, allowing students to interact socially and collaboratively with their teacher, peers, or partners. The level of interaction during retelling is much higher than in regular reading classes, creating a more relaxed and dynamic learning environment.

In conclusion, the retelling strategy stands out as a valuable approach in reading instruction, providing students with opportunities to actively engage with texts, enhance comprehension, and foster social interaction. It not only serves as a comprehension strategy, aiding students in actively processing and internalizing the text, but also as an assessment strategy, providing valuable insights into students' understanding. Moreover, the social

interaction aspect of retelling fosters collaborative learning and creates a dynamic classroom environment. Incorporating the retelling strategy into reading instruction can yield positive outcomes in terms of student engagement, comprehension, and social interaction, ultimately enhancing the overall reading experience and learning outcomes.

4.1.2 The Principle of Retelling

The retelling strategy has a significant contribution to improving students' reading comprehension and, consequently, language acquisition. Retelling is practiced to recall the gist of the passage. It also a process of reconstructing the meaning of the text, as Lin (2010) mentions that through the implementation of retelling in EFL classrooms, learners participate in the construction of information, relating it to the readers' prior knowledge and reconstructing the meaning of the text in their own way. He also states “through such a meaning-making process, retelling may strengthen the reader’s retention of incoming information” (p. 165).

In conclusion, the retelling strategy enhances reading comprehension and language acquisition by allowing students to recall and reconstruct the meaning of the text, connecting it to their prior knowledge. Its active engagement strengthens retention and deepens understanding, making it a valuable tool in EFL classrooms.

4.1.3 Variations of Retelling

There are various types of retelling that can be utilized to enhance reading comprehension and promote active engagement with a text. According to Han (2005) , retelling can take the form of an oral presentation or a written task and involves paying attention to the main components of the story, such as character, setting, problem, events, solution, and theme. Manyrawi (2013), categorizes retelling into two main variants: oral and written. Those are presented in Table 1.

Table 1
Variations of Retelling

Types of retelling	Meaning
Oral to Oral	Listening to spoken material and retelling it orally.
Oral to written	Listening to spoken material and retelling it in written forms
Oral to Drawing	Listening to spoken material and retelling it through drawing.
Reading to Oral	Reading a written material and retelling it orally
Reading to Written	Reading a written material and retelling it in written forms

Note: Adapted from Manyrawi, (2013, p. 13)

4.1.3.1 Oral Retelling. The first variant oral retelling strategy (ORS) is a measure of reading comprehension that aims to remember events, recognize them, find the connection in between, infers the theme, to deliver the text or the story in a novel, logical and meaningful form (Manyrawi, 2013). The utilization of coordinated sentences, short forms, ellipsis,

illustration and explanation are the characteristics of oral retelling. The recognition of these elements in texts help students to have better understanding of the complete meaning of the paragraphs, and at the same time improve their oral expression. Ekaningrum (2017) states oral retelling encourages students to explore the relation between ideas, read between lines to find clues, explore cause and effect, add previous knowledge from his/her own schemata, and then reconstruct the ideas and events in a new form stamped with his/her personality.

From explanation above, ORS is focused in the students' comprehension of a passage and the recognition of its elements of it such as the events, the characters and the setting of the original text or story, the students will have their own newly version of information construction. This variant motivates the students to retell the information they get from the text to others orally.

4.1.3.2 Written Retelling. Manyrawi (2013) describes the written retelling strategy (WRS) as: "an active mental thinking process that enables the learner to re- produce the already read material in a new written form". In the process of written retelling, readers draw upon their previous knowledge related to the text, relate ideas and create different forms in representing the same message from the original text in their own ideas and perceptions. In the implementation of retelling technique, the students could enrich their vocabularies and be confident to recall and rewrite what they have read (Ekaningrum, 2017).

According to Putz (1993), implementing retelling through illustrating can be a valuable strategy in promoting children's engagement and understanding of stories. Drawing their favorite or important story elements allows children to visually represent and reflect on the characters, settings, conflicts, and resolutions. This process enhances their comprehension and provides a tangible reference for their oral or written retelling of the story. Putz also suggests incorporating book design, such as creating illuminated letters or borders, to further enhance children's connection to the story and encourage their creativity. Through these visual and hands-on approaches, educators can foster a deeper engagement with storytelling and facilitate children's retelling skills effectively.

To sum up, oral retelling and written retelling offer effective approaches for promoting reading comprehension and enhancing students' expression and understanding of text. Through oral retelling, students engage in meaningful connections, inference, and expression of ideas, while written retelling allows them to draw upon prior knowledge, relate concepts, and express their own interpretations. Additionally, incorporating visual elements, such as illustrations, further enhances engagement and comprehension in both oral and written retelling activities.

These variations of retelling empower students to actively engage with texts and construct meaning in novel and meaningful ways.

4.1.4 Retelling Strategies

In educational settings, children often have limited opportunities to retell stories to their teachers or classmates due to the perception that it is time-consuming and lacks educational value. However, research by Morrow (1986) suggests that regular practice and guidance in story retelling, with a focus on the structural elements of the story, can significantly enhance children's comprehension, increase the incorporation of structural elements in their retellings, and improve their oral language skills. Providing consistent support and opportunities for story retelling can yield substantial benefits for students' language development and comprehension abilities.

4.1.4.1 Story Map Strategy. As it describes by Hatten and Barowski (2021) “story map is a graphic organizer used to help students visualize the different interconnecting aspects of a story, this strategy uses visual representations to help students organize important elements of a story. Reutzel in Boon et. al (2015) also stated that a story mapping is a visual framework typically presented in the form of a graphic organizer to facilitate the acquisition of story structure and story elements. Additionally, Sholichah (2017) describes story mapping as a strategy is an effective way of improving students' reading comprehension achievement. It involves creating a graphical representation or diagram that highlights key components such as characters, setting, plot, and main events. According to Marzano (2005), a story map serves as a cognitive tool that helps students better understand the structure and sequence of a story, making connections between different story elements, and facilitating the comprehension of the overall narrative. Through this strategy, students can gain a deeper understanding of the text, improve their ability to identify story elements, and enhance their comprehension of the plot and main ideas. The story map strategy provides a framework that supports students in organizing their thoughts, making predictions, and critically analyzing the structure and content of the story, ultimately improving their reading comprehension skills.

In summary, the story map strategy enhances reading comprehension by visually organizing story elements. It helps students understand story structure, make connections, and analyze the narrative. From the implementation of this strategy, students become more engaged readers, improving their ability to comprehend complex texts.

4.1.4.1.1 The Strengths of Using Story Maps Strategy. The story maps strategy has several strengths that make it an effective tool for improving reading comprehension. As stated by Sholichah (2017, p. 23), these advantages include:

1. The implementation of the story mapping strategy can help students to organize the information they get from the reading material in an effective way. Training students to find keywords in each paragraph and write down the information of the keywords provided opportunities for students to recall the detailed information from the reading materials.
2. The implementation of story mapping can prevent the students' boredom.
3. The story mapping strategy is an effective way of improving students' reading comprehension achievement.

4.1.4.1.2 Application of Story Map Strategy in the Classroom. Ortega (2019) provides a comprehensive procedure for using the story map strategy to enhance reading comprehension in language classrooms.

1. To start with, it is imperative to find out a story that is suitable for your students' English proficiency level.
2. Then language teachers need to determine the main components of the story. It will be a wise idea to preview complex or unknown vocabulary words with the students before the discussion phase is organized.
3. Next, teachers can briefly go on discussing and analyze the main components of the chosen story, such as characters, setting, plot, theme, problems or conflicts, and resolutions. In this way, language students will have an overall idea of the aforementioned components of the story before they read the entire story in-depth when attempting to complete the assigned story map template.
4. Afterwards, each student needs to be provided with a blank story map organizer.
5. Later on, teachers need to model how to complete the story map organizer. As there is no single map organizer template, teachers may provide their language students with the template they think is the most suitable for their English level.
6. As students read the selected story and learn about its details individually or in pairs, teachers will have them complete the story map organizer.
7. After completing the map organizers, teachers should help their students check if all the major ideas of the story were identified and included.
8. Lastly, students should be encouraged to share the information on their story maps with the whole class.

4.1.4.2 Think Pair Share. Think-Pair-Share is a cooperative learning strategy that involves students thinking independently about a question or problem and pairing up to share their ideas. This approach helps create a collaborative learning environment in which students are encouraged to engage with the material and each other, which can lead to a deeper understanding of the subject matter. Usman (2015) argues the think-pair-share strategy is a strategy designed to get students to reflect on a given topic by allowing them to formulate individual ideas and share them with another student. Furthermore, this strategy can be used to promote active reading, communication, and problem-solving skills, as well as to provide them with the opportunity to learn from each other and to promote greater participation in class discussions.

4.1.4.2.1 The Strengths of Using Think Pair Share Strategy. The Think-Pair-Share strategy is among the most appropriate strategies for classroom learning, since it enhances target students' language abilities. In addition, it is a great way to motivate students and promote higher-level thinking. According to Marzano and Pickering (2005, as cited in Kaddoura, 2007), TPS has the following advantages: it is quick; it doesn't take much preparation time; the personal interaction motivates many students with little intrinsic interest in the topic; the teacher can ask different questions; and it engages the entire class and allows quiet students to answer questions without having to stand out from their classmates. McKeachie & Svinicki (2010) supports these advantages, and also contributed one, which of which is the reduced peer pressure felt by students when answering questions. This encourages greater participation as they feel more comfortable engaging in these activities without the fear of public development. This view is also supported by Fauziyati (2013) who writes some advantages using TPS, these are described below:

1. Think-Pair-Share is quick and does not take much preparation time.
2. Think-Pair-Share strategy makes classroom discussion more productive, as students have already had an opportunity to think about their ideas before sharing with the whole class.
3. Students have opportunity to learn higher-level thinking skills from their peers, and gain self-confidence when reporting ideas to the whole class.
4. Students are able to rehearse responses mentally and verbally, and all students have an opportunity to talk.
5. Both students and teacher have increased opportunities to think and become involved in group discussion.
6. Think-Pair-Share is applicable across all grade levels and class sizes.

4.1.4.2.2 Application of Think Pair Share Strategy in the Classroom. Introduce “think-pair-share” strategy into the classroom, educators can create a dynamic and interactive learning environment where students actively participate in the exchange of ideas and develop a deeper understanding of the subject matter. Adopted from Yáñez-Valle et al. (2022), the application of “think-pair-share” strategy can be stepped as follows:

1. Before introducing the Think-Pair-Share strategy to your students, first determine the specific learning objectives or target for the lesson. You can choose to use a new text for the class to read or develop questions and prompts that focus on key content concepts you have been studying.
2. Next, explain the strategy's purpose and process to your students. Provide clear guidelines for the discussions that will take place during the activity. Let them know that they will (1) individually contemplate a topic or question, (2) partner up and discuss their thoughts, and (3) share their ideas with the whole class.
3. To ensure that students understand how to use the strategy, demonstrate the procedure using a student or a group of students from your classroom. Give them an opportunity to ask questions and clarify any doubts they may have about the technique.
4. Once the students grasp the expectations for the strategy, provide support and monitoring as they go through the following steps. Teachers may also request students to write down or visually represent their responses during the Think-Pair-Share activity.
5. Step 1: Think - Start by posing a specific question related to the text or the learning objective. Allow students a few minutes to contemplate and individually record their responses, either in writing or through illustrations.
6. Step 2: Pair - Organize the students into pairs. Teachers can either assign pairs or let the students choose their own partners, taking into consideration their strengths and personalities. Instruct students to share their individual thoughts with their partners and engage in a discussion. Teachers may provide some guiding questions for them to ask each other during this stage. This pairing activity should take around 5 minutes.
7. Step 3: Share - Bring the class back together for a whole-class discussion. Teachers have the option to either select one representative from each pair to share with the class, or have a more open and inclusive discussion where students can also share what their partners had to say.

4.1.4.3 Visual Imagery Strategy. Visualization is an important part of comprehension because students need to be able to create a picture in their head of what is going on in the story. Good readers construct mental images as they read a text. “By providing springboard for

memory recall and retention and by making reading active rather than passive that is, by stimulating the mental interplay of new ideas and past experiences"(Hermansyah, 2019). According to (Boerma et al., 2016), readers learn and understand more from a text when pictures are added, which has been referred to as the "multimedia effect. Students use imagery to envision characters, scenes, actions, and events in detail. Students use the strategy to improve their understanding and recall of specific facts and sequences. It allows readers to envision the objects and scenes described in the text as if they were actually observing them. Students who engage in practicing visual imagery can more readily depict objects and scenarios that can be visualized (Marpaung, 2021).

4.1.4.3.1 The Strengths of Visual Imagery Strategy. Palmer (2022) describes some of the benefits of visual imagery strategy for example:

- Visualization leads to higher comprehension levels because the reader becomes more connected to the text as they read.
 - The reader becomes more involved in the story by looking beyond the literal words, resulting in a better understanding of the details, characters, and events.
 - The mental images make it easier to recall events, leading the reader to feel connected to the story. When readers feel more connected to the story, they enjoy reading more.
- Likewise, Alberta Education (2017) states three more advantages of using visual

imagery strategy as follows:

- Promotes active and personalized engagement with the text/story.
- Provides a structured process to guide students' visualizations or mental images of a text/story.
- Activates prior knowledge and experiences by taking what is to be learned and creating meaningful visual, auditory, or kinesthetic images of the information.

4.1.4.3.2 Application of Visual Imagery Strategy in the Classroom. Alberta Education (2017) states that visual imagery has some steps should be followed by the teacher such as follows:

1. Select a text/story that is rich in visual and other sensory details. Discuss how creating visual images in students' minds can help to better understand and relate to what the author is trying to convey.
2. Provide students with the opportunity to look at the photos or illustrations before reading aloud. Then, as students follow along, pause and reflect after each descriptive section and share the image created.

3. Discuss which words helped to visualize and added to students' understanding of the text/story. Explore descriptions of the setting, characters, or actions, and how these pictures help to understand what's happening in the story.
4. Consider using a wordless book as an alternative, frequently pausing to ask students to visualize and interpret the details they see.
5. Have students express what they see, hear, taste, smell, and feel, and identify the words and/or images that helped them, acknowledging and validating differences in the various responses.

4.1.4.4 Concept Sort Strategy. According to Reading Rockets (2019) concept sorting is a vocabulary and comprehension strategy used to familiarize students with the vocabulary of a new topic or book. Teachers provide students with a list of terms or concepts from reading materials. Students place words into different categories based on each word's meaning. The categories can be defined by the teacher or by the students according to the reading text or the topic to be reviews. When used before reading, concept sorts provide an opportunity for a teacher to see what his or her students already know about the given content. When used after reading, teachers can assess their students' understanding of the concepts presented. Through concept sorts, students can actively engage with the material, draw upon their prior knowledge, and learn from one another in a supportive environment (Meydina, 2020). Simon (n.d.) argues that concept sorts strategy can be used before reading to gather students' prior knowledge about the upcoming content or can be used after reading to assess students' understanding of the concepts that were presented to them. Additionally, these sorts help students use critical thinking skills by creating categories for groups of words as they sort them based on each word's meaning.

To sum up, concept sort is a strategy that involves grouping words or concepts into categories based on shared characteristics or attributes. This strategy can be an effective way to improve vocabulary skills in reading comprehension by helping individuals understand the relationships between words and concepts and how they fit into the larger context of the text. By using concept sort to group keywords or concepts into categories, individuals can improve their understanding of the meanings and relationships between those words and concepts, which can help with vocabulary skills and reading comprehension.

4.1.4.4.1 The Strengths of Using the Concept Sort Strategy. According to Novarisan and Orpa (2022) the concept sort strategy contributes to increasing the student's interest and motivation, making the students a sense of the context of language and word sort can be a specific reference point. It is an excellent way to link vocabulary instruction to what students already know and to expand their conceptual understanding of essential reading vocabulary. Furthermore, concept sorting fosters the development of advanced thinking abilities and facilitates oral language growth by building upon students' existing knowledge and experiences.

4.1.4.4.2 Application of Concept Sort Strategy in the Classroom. In order to implement the concept sort strategy in classroom Nurfatriana (2017) presents the following steps:

1. Provide students with a list of between 10 and 20 key vocabulary words from a reading selection on index cards.
2. Divide the class into small groups of 4 or 5 students. Distribute the index cards.
3. For a closed word sort, provide students with the categories into which they will sort the vocabulary words. For an open word sort, instruct the student teams to suggest categories for organizing the words.
4. Provide small groups time to assign the words to the appropriate categories.
5. Engage students in a whole group discussion with each group presenting their word list for one of the categories. Have students explain their thinking for the way they sorted the terms by asking about the common features of the categories and how each specific word meets these criteria.

4.1.5 Procedure of Using Retelling Strategy

Retelling is used to promote comprehension, which is the process of understanding what is being read and building on the information learned by connecting it with other stories or real-life events. In this section, the procedure of using the retelling strategy to enhance reading comprehension is described. Masriyanti (2019) presents some steps during the implementation of retelling strategy, they are:

1. Grasp the main idea of the story the retelling a passage: the students have to grasp the main idea to know about what the passage tells.
2. Describe the main events with accuracy: students have to describe the gist of every paragraph to have description of all the contents.
3. Tell the story sequentially (with a beginning, a middle, and an end): the students convey all the stories since the beginning till the end.

4. Use vocabulary or phrases from the text: to make connection, the students have to use vocabulary or phrase from the text.
5. Activate prior knowledge to enhance understanding: critical thinking is boosted by connecting what is read into knowledge the reader has. Thus, the readers have to activate prior knowledge to enhance their understanding.
6. Aware of the characters and settings: to have more understanding of the passage, the readers add the details and supporting details.
7. Use details to enhance the retelling: in the retelling the details help the listeners have detail description.

Retelling is more than just memory and text recall. It is an active reading strategy that helps students monitor their comprehension and supports their understanding of a text. Following these steps encourages active participation from both students and teachers, leading to a more successful acquisition of language skills.

4.1.6 The Teacher's Role in the Retelling Process

Teaching for the development of knowledge in retelling needs close interaction between students and teachers. According to Isbell (2002 as cited in Praneetponkrang & Phaiboonnugulkij, 2014), teachers can use retelling to foster student learning by using students' imaginations, explaining their ideas, and transferring the ideas to the plot, settings, and characters of the story. Moreover, Daniel (2007 as cited in Manyrawi, 2013) argues that the teacher's role during retelling is a model of good practice in the classroom, while the researcher agrees that teachers play an important role throughout the retelling lesson, as indicated below:

- **Pre retelling:** Teacher explain the objective and the contents that students must study each lesson and students try to think about retelling. The teacher should familiarize students with the retelling conventions; how to focus on the main idea, how to support them, how to work in logical order and how to connect.
- **While retelling:** Students will learn story structures which are consisted plot, point of view, setting, characteristic, and ending. Teachers also provide students with the questions for guideline
- **After retelling:** Students retell stories independently in class. Teachers give feedback to students after they finish produce retelling.

4.1.7 Advantages of Retelling

Retelling as an effective teaching strategy offers students and teachers the opportunity to improve critical thinking skills and develop understanding of the structure of the story by

reconstructing and interpreting information. Consequently, this strategy has some advantages for both the student/reader and the teacher, which are conducive to encouraging comprehension of information and analyzing the relationship between the components of a story. According to Mahmudah (2017 as cited in Masriyanti, 2019) retelling has the following advantages for students/readers and for teacher respectively.

Advantages of retelling for students or reader

- Readers can develop concentration while reading or listening to a specific text because they already know that they will reconstruct or retell the text.
- Retelling develops reading sub strategies (retention of information embedded in the reading text, relating text to real life situations and expressing opinions). Otherwise, they cannot achieve comprehension which is basic for retelling.
- Retelling develops mental abilities such as visualization which is necessary to support retelling.
- Retelling is a meaning focus process which develops reader's habit of focusing on meaning.
- Retelling supports reader's capacity to distinguish main ideas from the supporting ones.
- As retelling requires the reader to reflect on the text, it develops analysis, concluding, judging, thinking skill or critical thinking skills.
- Retelling is a synthesis skill which encourages creativity.
- Retelling requires the reader to retell the text in a systematic way, so it develops the organization ability.
- Retelling enhances retention ability as a prominent part of retelling process.
- As retelling needs more than one reading, it helps speed reading.
- Retelling is an indirect means of developing language items (vocabulary- grammar- spelling- pronunciation).
- Retelling supports reading, writing and speaking fluency.

Advantages of retelling for the teacher

It helps teachers to attend to the level of retention and understanding achieved by the student; it reveals students' ability to recognize the structure of the text and setting items in a logical order and it reveals the level of linguistic advantages the students have achieved.

4.2 Reading Comprehension

Reading is one of the four most important skills for language acquisition. Through it, people can acquire more knowledge and understand certain concepts. In a pedagogical

approach, true reading comprehension occurs when readers connect their thoughts to the text, ask questions, draw conclusions, reflect on what is important, summarize and catch the specific idea. According to Syatriana and Syam (2018), reading comprehension is defined as the process of "constructing meaning" from a text after it has been read. Similarly, Harris and Hodges (1995 as cited in Moore et al., 2016) define reading comprehension as "the construction of meaning from a written or spoken communication through a reciprocal and holistic exchange of ideas between the interpreter and the message in a particular communicative context". Granda & Ramírez (2020) describe reading comprehension as the act of processing and understanding a text. It allows readers to make connections between their prior knowledge and the same or new content to understand it.

With this in mind, reading comprehension can be defined as the process by which the learner systematically works with a literary text, summarizing, analyzing, questioning and confirming what the text says. Good instruction can also help students communicate with others, verbally and in writing, about what they've read. By learning and implementing reading comprehension strategies, readers can improve their personal and professional lives and become more effective in the workplace.

4.2.1 Importance of Reading Comprehension

Language has a social function in which communication occurs through interaction with others by expressing and understanding ideas. Among the communicative skills needed to learn a new language, reading comprehension is considered the most important skill for learners to acquire. That is why, it is fundamental teachers help readers to interact with text in meaningful way. As Habri and Kichou (2015) reading comprehension is the key that enables readers to engage with the text in a meaningful manner. It serves as a link that transforms passive reading into active reading, where readers move beyond merely recognizing letters and words to understanding characters and the broader context. In other words, students are not merely identifying individual words or sentence structures; instead, they strive to establish connections between different elements presented in the given passage. Furthermore, simply being able to read the words on a page is not enough; true comprehension involves interpreting the content and transforming it into usable knowledge (K12 Reader Reading Instruction resources, 2011). In essence, comprehension entails understanding what is read, and without this understanding, reading becomes a futile exercise. This is why it is important to develop reading comprehension skills in order to fully understand what the author is trying to convey and to use that information, whether it is to gather ideas, develop a new skill, or for pleasure.

4.2.2 Types of Reading Comprehension

Reading is divided into two kinds which are intensive reading and extensive reading. Here are the explanations of them:

4.2.2.1 Extensive Reading. There are some definitions for extensive reading. According to Carrell and Eisterhold (1983, cited in Alyousef, 2003), Extensive reading with student-selected texts fosters self-directed learners who actively seek meaning and develop a genuine curiosity for comprehension. Amini (2020) states that extensive reading is carried out to achieve a general understanding of a usually somewhat longer text (book, long article, or essay, etc. In addition, Lampariello (2017) states that to read extensively is to simply read as much as possible, it is meant to be a fun and pleasurable experience, requiring a low expenditure of mental effort. The more extensive reading you do, the more language you are exposed to, allowing you to increase your passive knowledge of vocabulary quite quickly.

Based on the descriptions it can be concluded that extensive reading is a language learning technique in which learners read a large amount of authentic, self-selected texts in their target language for the purpose of improving their comprehension and fluency. It is generally considered to be an effective way to improve reading skills and vocabulary acquisition, as well as increase motivation and confidence in reading.

4.2.2.2 Intensive Reading. “Intensive reading is an activity that is read the text carefully, seriously, clearly to obtain specific information and acquire knowledge. Intensive reading will provide the basis for explaining structural difficulties and expanding knowledge of vocabulary and idioms” (Alda, 2021, p. 29). According to Lampariello (2017) read intensively a text means to completely deconstruct it, with the purpose of absorbing as much meaning from it as possible. This could be done by taking a text, and systematically looking up every word, phrase, or collocation that you do not understand.

To sum up, intensive reading is generally used to develop higher-level reading skills such as inference, critical thinking, and evaluation of arguments. Intensive reading is typically done in the classroom, with the guidance of a teacher or tutor, and may involve activities such as discussion, vocabulary study, and written responses to the text.

4.2.3 Reading Stages

When students are participating in reading comprehension activities, there are several steps that they should consider before, during, and after reading. In this way, students are able to understand the text in a specific and global context.

4.2.3.1 Pre-reading. The pre-reading stage refers to the activities that a person engages in before actually reading a text. These activities can include previewing the text, setting a purpose for reading, and predicting what the text will be about. The goal of the pre-reading stage is to help the reader become more focused and better prepared to understand and retain the information in the text. Nazurty et al. (2019) manifest that during this stage, readers plan the strategies that will be used when reading the text in order to make the texts more accessible. Indeed, it is fundamental to notice that during this stage, activities that assist students are considered to make them share what they know about the topic and guessing what they will read.

4.2.3.2 While-reading. The while reading stage refers to the activities that a person engages in while actively reading a text. These activities can include highlighting or underlining key points, taking notes, and summarizing the main ideas. Some strategies that can be used during the while reading stage include asking questions, making connections to prior knowledge, and evaluating the credibility of the source. By actively engaging with the text in this way, the reader can deepen their understanding of the material and begin to form their own opinions and ideas about the content. According to Nazurty et al. (2019), this phase is crucial for students to build their understanding of the text as well as get engaged in the reading process. In addition, during this stage, the student checks if the information delivered from the activation of previous knowledge coincides with what is described in the text.

4.2.3.3 Post-Reading. The post reading stage consists of activities that a person engages in after finishing a text. These activities can include reviewing and summarizing the main ideas, reflecting on the meaning and significance of the material, and applying the information to new situations. Some strategies that can be used during the post reading stage include reviewing notes and summaries, discussing the material with others, and writing a summary or response to the text. Nazurty et al. (2019) state post-reading activities imply the stage where readers summarize their ideas and their reading is evaluated. As a matter of fact, students should organize the information at the end of the activity.

4.2.4 Reading Comprehension Skills

4.2.4.1 Finding the Main Idea and Supporting Details. For young readers to fully comprehend what they are reading, they need to be able to recognize the main idea. Finding the main idea is a key to understanding what you read. The main idea ties all of the sentences in the paragraph or article together. According to Padilla (2020) the main idea is the primary concept of a sentence and represents what the author is trying to say. Identifying main ideas, and working out the relationship between them and the supporting details, is the basis of

reading comprehension. On the other hand, as Lestari et al. (2015) describe, the supporting details are more specific sentences that explain or prove the topic sentence by providing reasons, examples, studies, definitions, etc. Supporting details are any evidence that helps readers answer questions they have about the topic and better understand what the author is saying in the text. An evidence can take various forms, such as descriptive images, historical or personal examples, reasons, facts (like statistics), quotes from experts, or anecdotes used to illustrate a specific point. To identify supporting details, first, identify the main idea and then search for information provided by the author to elaborate on it. In some cases, when a main idea covers multiple paragraphs, the supporting details can be found throughout those paragraphs.

In conclusion, students and readers must develop the ability to understand the main idea and recognize supporting details to enhance their reading comprehension. Recognizing the relationship between main ideas and supporting details forms the foundation of reading comprehension. Identifying these elements and exploring the evidence provided by the author, readers can gain a deeper understanding of the text's content and meaning. Overall, grasping the main idea and its supporting details is crucial for becoming proficient readers capable of engaging with texts in a meaningful way.

4.2.4.1.1 Procedure to Teach Main Idea and Supporting Details. When reading, students need to identify the most important parts in order to fully understand the story or article. This is why it is so important for teachers to master how to teach the main idea and supporting ideas. In order to effectively teach the main idea and supporting details, (Akhondi et al., 2011; Teaching Intentionally, n.d.) stated some steps, these are outlined below:

1. Prepare short passages (about six to eight lines) for the text structure you are going to work on in that session. Try to highlight and emphasize the signal words and phrases in each text, and elaborate on a series of signal words for each text structure.
2. Check out the text features. Try to highlight and emphasize the parts of the text.
3. Use graphic organizer to help students focus on important information and organize their thoughts. The use of graphic organizers to assist students' note-taking.
4. Identify the big ideas. After students read each section, students will stop and think, "What is the big idea from this section?". Students should go back to the text and highlight details and evidence that support the big idea in each section.
5. Locate the author's thesis statement. After students finish reading and jotting the big ideas and key details from each section, have them go back to the introduction and

conclusion paragraphs and look for the sentence that explains what the passage is about and what are the details about the narrative.

6. Review and check for understanding. Students will go and read back over their jots to make sure they understand the topic of the text.

4.2.4.2 Inference. Inference is considered one of the most important skills in the reading comprehension process. This skill involves drawing conclusions based on available evidence plus prior knowledge and experience. Readers who infer draw upon textual clues and their own personal experiences to deduce the meaning of information that is not explicitly stated in the text, thereby adding a personal and memorable touch to their understanding of the material (Nurchaerani, 2019). According to Manyrawi (2013) inference is one of the higher order thinking skills that requires readers to question and to go through the whole mental image of the text to clarify the author's message which is not stated clearly. Compared to McNamara & Magliano (2009) that states that inference generation, is the process by which a reader integrates information within or across texts to create new understandings (cited in Elleman, 2017). Therefore, the inference skill helps readers to understand the text more fully and to make meaning of the information presented.

To summarize, the ability to make inferences is crucial for successful reading comprehension because it allows readers to go beyond the surface meaning of the text and to make deeper connections and understandings.

4.2.4.2.1 Procedure to Teach Inference. In the report Improving Literacy in Key Stage 2, the Education Endowment Foundation (2017) identified the following steps for improving inference skills:

1. Encourage learners to make predictions about what's going to happen next as they read a text.
2. Push learners to ask questions about the text. These questions are so important for helping teachers know when students have misunderstood.
3. Clarify key information in a text. Help students to feel confident to say when something doesn't make sense.
4. Use graphic organizers and defined structures in which learners summarize sections of the text.
5. Encourage learners to infer the meanings of words and sentences in context. This is the first step to developing a personal response.
6. Ask learners what they already know and help them to activate previous knowledge. This will help them start making connections.

4.2.4.3 Vocabulary. To understand the meaning of a text effectively, the reader must understand its sentence structures and word meanings. Susanto (2017) and Alqahtani (2015) state that teaching vocabulary is an essential part in foreign language learning, since the lexical knowledge is central to communication competence and to the acquisition of a foreign language. A lack of vocabulary knowledge is an obstacle to learning a foreign language. Vocabulary skills play a critical role in reading comprehension. Understanding the meaning of words is crucial for comprehending the content of a text and for accurately interpreting the author's message. A strong vocabulary allows readers to understand the nuances of language, recognize context clues, and comprehend complex ideas. Additionally, having a broad vocabulary can enhance the overall reading experience and make it more enjoyable.

4.2.4.3.1 Procedure to Teach Vocabulary. Teaching vocabulary with rich and strong content involves students actively exploring and understanding the meaning of words, as well as creating relationships between words. Vocabulary is fundamental to reading comprehension, which is why it is so important to teach it effectively, below are some steps to follow in teaching vocabulary (Lyon, 2021):

1. Choose the words to teach. For weekly vocabulary instruction, work with students to choose three to five new words per week. Select words that students will use or see most often, or words related to other words they know.
2. Select a text. Find an appropriate text (or multiple texts for students to choose from) that includes the vocabulary words you want to teach.
3. Come up with student-friendly definitions. The definition should be easy to understand, be written in everyday language, and capture the word's common use. Your definitions can include pictures, videos, or other multimedia options.
4. Introduce each new word one at a time. Say the word aloud and have students repeat the word. For visual support, display the words and their definitions for students to see, such as on a word wall, flip chart, or vocabulary graphic organizer.
5. Reflect. Allow time for students to reflect on what they know or don't know about the words.
6. Read the text you've chosen. You can read it to your students or have students read on their own. As you read, pause to point to the vocabulary words in context. If students are reading on their own or with a partner, encourage them to "hunt" for the words before reading. Hunting for these words first can reduce distractions later when the focus is on reading the text.

7. Ask students to repeat the word after you've read it in the text. Then remind students of the word's definition. If a word has more than one meaning, focus on the definition that applies to the text.
8. Use a quick, fun activity to reinforce each new word's meaning.
9. Challenge students to use new words

4.2.4.4 Sequencing. Reading is connected with sequencing that is one of many skills that contributes to students' ability to understand what they read. Sequencing is an important comprehension skill for students to organize and structure ideas and events in order of occurrence. For students, the ability to recognize the order of events in a written piece is crucial for comprehending the text effectively. Students learn to sequence key parts which show a shift in events, behavior, people and settings. Sequencing refers to the identification of the components of a story or a topic such as the beginning, middle, and end to the ability to retell the events within a given text in the order in which they occurred (Reading Rockets, 2022) . A reader must be able to comprehend the details, and the sequence of events, within the greater context of a story, that is, the beginning, middle, and end. Engaging in story sequencing enhances reading comprehension skills, encouraging readers to reread and monitor their own understanding (Ghenaiet, 2022). Additionally, it facilitates retelling of the story and helps students organize information more effectively.

In summary, sequencing is a comprehension skill that allows the reader to consider the different events, moments, characters, and scenarios in a text. This skill enables students to be able to summarize an event and find the main idea of a paragraph.

4.2.4.4.1 Procedure to Teach Sequencing. Teaching sequencing in reading comprehension involves helping students understand the chronological order of events in a text. The following steps were taken to sequence events within a story (Teacher Vision Staff, 2021):

1. Select a text that has a clear sequence of events: beginning, middle, end.
2. Inform students before the reading that they will be working on their sequencing skills. This will allow them to focus on the steps of the story.
3. After the reading, have students write down certain events that occurred during the reading.
4. Have them put these events in order.
5. At the end, students can write about the story sequence in a journal or discuss the sequence with another student.

Following this step-by-step approach, students can develop a strong understanding of sequencing, enabling them to comprehend and organize the chronological order of events in the texts they read. These skills will enhance their overall reading comprehension abilities and contribute to their success as readers and learners.

4.3 Previous Studies

In a study conducted by Schisler et.al in 2008, titled "Comparing the Effectiveness and Efficiency of Oral and Written Retellings as Strategies for Improving Reading Comprehension Performance," the researcher investigated the effectiveness and efficiency of three reading comprehension interventions on students. These interventions were measured by the cumulative number of comprehension questions answered correctly. The study included a passage review condition, an oral retelling condition, and a written retelling condition, all aimed at improving both literal and inferential comprehension performance. The participants in the study were five elementary-aged students. The results showed that all five students demonstrated improvements in comprehension as a result of the interventions. Both oral and written retellings were equally effective in enhancing overall comprehension compared to the passage review procedure. Furthermore, the oral and written retelling procedure proved to be the most efficient method for enhancing comprehension performance.

In a study titled 'The Impact of the Retelling Technique on Chinese Students' English Reading Comprehension,' Lin in 2012 investigated how the retelling technique influenced the English reading comprehension of 126 Chinese students from a Taiwanese university. The participants were divided into an experimental group (65 students) and a control group (61 students). Both groups received the same learning content, but the experimental group utilized the retelling technique, while the control group used conventional techniques. Pre and posttests on reading comprehension were administered to all participants, along with a reading comprehension strategy questionnaire. Additionally, the experimental group provided self-reports to express their perceptions of using the retelling technique. The findings indicated that the use of retelling significantly enhanced the participants' understanding of the overall meaning of the text. It also helped them grasp general concepts while reading and retain a synopsis of the story in their memory after reading. The retelling technique enabled the participants to distinguish between overall and specific ideas more effectively than the control group. Furthermore, they demonstrated better abilities to connect pieces of information introduced at different parts of the text. However, retelling did not show significant improvement in participants' capacity to recall details from expository texts. Based on these results, the study recommends incorporating the retelling technique into second language (L2)

reading comprehension instruction to facilitate better understanding of texts and enhance students' overall reading comprehension skills.

The research titled "Retelling Strategy towards Students' English Reading Comprehension at Senior High Schools," conducted by Rudiawan and Jupri in 2020, aimed to investigate the effectiveness of the retelling-based instruction strategy in improving students' reading comprehension. The study involved 52 students from two classes in a senior high school in Jonggat, Praya, Central Lombok. One class was designated as the experimental group, where the retelling strategy was implemented, while the other class served as the control group, using conventional teaching methods. Prior to the intervention, it was observed that many students felt reluctant, nervous, and shy when asked to read, especially in front of their peers. The main objectives of the research were to assess the impact of the retelling technique on students' reading comprehension and to understand the participants' perceptions regarding the use of retelling as a strategy to enhance their reading abilities. The results of the experimental research revealed a significant difference in teaching English through the retelling strategy, leading to improved reading comprehension among the students. The analysis demonstrated that the retelling technique positively contributed to the participants' reading comprehension skills. The students in the experimental class exhibited higher levels of engagement and enjoyment while reading with the retelling strategy. Additionally, the t-test results supported the conclusion that using the retelling strategy was more effective in teaching reading comprehension compared to not using the technique. Overall, the study demonstrated that the retelling strategy was an effective and beneficial approach to enhance students' English reading comprehension in the context of senior high schools. The findings underscored the importance of considering students' perceptions and engagement in the learning process to achieve positive outcomes in reading instruction.

The study conducted by Onuoha in 2021 entitle "The Effectiveness of Story Retelling on Junior High School Students' Reading Comprehension and Writing" focused on the investigate the effectiveness of the story retelling technique. This research aimed to enhance reading comprehension and writing skills in Junior High School students. With a total of 80 participants from two Junior High Schools in Owerri, Nigeria, divided into experimental and control groups, the study employed a quasi-experimental design to evaluate the impact of the intervention. The research questions centered around investigating whether the implementation of the retelling technique would have a positive effect on text comprehension, the students' ability to retell given stories, and their overall writing proficiency. Throughout the instructional period, both groups received the same syllabus content, with the experimental group exposed

to the story reading and retelling approach, while the control group followed conventional teaching methods. Data collection involved written retellings, and the analysis of the results revealed significant improvements in the experimental group's posttest performance compared to the control group. The finding suggested that incorporating the story retelling technique into language instruction could be a promising approach to foster improved reading comprehension and writing abilities among Junior High School students in Nigeria. This research thus contributed valuable implications for educators and policymakers striving to enhance language learning outcomes in the Nigerian education system.

Linda Trisnawati in 2017 conducted a research study titled "The Effect of Retelling Technique in Reading Comprehension at the Eleventh Grade of Ma Ma'arif Pare Academic Year 2016/2017." The study aimed to examine the impact of the Retelling Technique on students' reading comprehension in an eleventh-grade class at MA Ma'arif Pare, Kediri. The research participants consisted of 19 students from class XI-IPA. The study employed a quantitative research design with a pre-experimental approach, utilizing pre-test and post-test data collection methods. The researcher used a multiple-choice reading test to assess the students' reading comprehension. The results showed that after being taught the Retelling Technique, students' reading comprehension significantly improved, as indicated by the higher mean score in the post-test (75.53) compared to the pre-test (64.47). The t-test analysis (9.869) also confirmed a significant effect of the Retelling Technique on students' reading comprehension, surpassing the t-table value (2.093). As a result, the study concludes that the Retelling Technique positively influences students' reading comprehension and recommends its implementation as a valuable teaching strategy to facilitate better text comprehension and vocabulary development.

Ismail Irwan conducted a thesis titled "The Effectiveness of Retelling Story to Improve Students' Vocabulary at the Eight Year of SMPN 8 Palopo." in 2014, The research was carried out under the English Study Program of Tarbiyah Department at the State College for Islamic Studies (STAIN) in Palopo and aimed to explore the effectiveness of using the Retelling Story technique in teaching vocabulary to eighth-year students at SMPN 8 Palopo. The research questions focused on determining whether the use of retelling stories improves students' vocabulary at SMPN 8 Palopo and assessing the students' response towards this teaching technique. The research followed an experimental method involving thirty-two students from class VIII, chosen through random sampling, out of a population of 217 students at SMPN 8 Palopo. Pre-test and post-test designs were employed, with a vocabulary test consisting of 30 items used as an instrument for data collection. The researcher also used a questionnaire to

gather students' responses towards the use of the retelling story technique for improving their reading comprehensi. The results indicated significant improvements in students' vocabulary after applying the Retelling Story technique. The research findings demonstrate that the use of Retelling Story is effective in enhancing students' vocabulary at the eighth year of SMPN 8 Palopo. The study contributes to the understanding of effective vocabulary teaching methods and highlights the positive impact of utilizing Retelling Story as a valuable technique for vocabulary improvement among students at this educational level.

The study titled "Retelling as an Effective Reading Comprehension Strategy for Young ESL Learners" was conducted by Jung-Ah Han in 2005. The research aimed to investigate the effectiveness of retelling as a reading strategy for elementary school students in the English as a Second Language (ESL) classroom. The participants consisted of two first graders, three second graders, and three fifth graders, grouped into two categories (Group A and B) based on their English competence and other factors. The study spanned a period of two months during which the students were read stories and asked to retell them orally, in writing, and/or through drawings. The data collected included the students' retelling outcomes, such as their oral, written, and drawing-based retellings. The results of the analysis revealed improvements in various aspects, including story structure, retelling length, reading comprehension, and the confidence levels of most participants. Although vocabulary growth showed no significant improvements overall, individual variations were observed. Additionally, the participants reported enjoying the story readings, and their attitude towards reading became more positive, leading to an increase in self-confidence. Based on these findings, the study suggests that retelling can be a potentially valuable reading strategy for ESL learners at a young age.

The study titled "Retelling and the Reading Comprehension of Proficient and Less-Proficient Readers" was conducted in 1991 by Linda B. Gambrell, Patricia S. Koskinen, and Barbara A. Kapinus. The research aimed to investigate the effects of practice in retelling on the prose comprehension of fourth-grade proficient and less-proficient readers. The study involved 48 fourth-grade students, divided into two groups of 24 each (proficient readers and less-proficient readers). These participants were assigned to one of four story-order conditions based on their proficiency levels. During four practice sessions, the subjects silently read a story and then provided a free recall without explicit teacher instruction. After the first and fourth sessions, the subjects responded to an eight-item cued-recall assessment. The analysis of the data revealed significant increases in the number of propositions recalled, the proportion of story structure elements recalled, and the number of cued-recall questions answered correctly for both proficient and less-proficient readers. The findings of the study support the

hypothesis that through discourse, the reader learns to organize and remember text-acquired information. The research aligns with current theories of verbal learning and highlights the potential of retelling as a valuable reading comprehension assessment task. Overall, the study contributes to understanding how practice in retelling can benefit both proficient and less-proficient readers in improving their reading comprehension skills.

In conclusion, the literature review was presented to provide an overview of the theoretical framework surrounding the retelling strategy and its impact on reading comprehension. Based on the information gathered, the characteristics and the principle of the retelling strategy were specifically presented. As well, some of the most useful retelling strategies were presented as well as story map in order to specify the main idea and supporting details in a text, concept sort to recognize and categorize the vocabulary of a reading passage, visual imagery allows readers to sequence the events in order of the occurrence. Think-pair-share strategy to support the inference skill. In order to have a clear understanding, the researcher analyzed the strengths of their usage and their application in EFL classrooms. Therefore, seven steps for retelling in EFL classrooms were described in the research, including advantages and the teacher's role in the retelling process. Moreover, the dependent variable reading comprehension was addressed, emphasizing its concept, importance, types of reading, stages, and lastly, the skills addressed in the study. Finally, the revision of previous studies in this thesis provided a comprehensive and insightful foundation for the research.

5. Methodology

5.1 Setting and Participants

The present research work was carried out in a public institution in the city of Loja, in the geographical coordinates detailed as follows, these are expressed in decimal degrees: latitude: -4.015033 and longitude: -79.204942. The city where this research was developed is located in the south of Ecuador, in South America, and is known as the cultural and musical capital of Ecuador. The city has a population of about 214.855 inhabitants, and is situated 2060 m (6758 ft) above sea level.

The researcher decided to study this group through convenience sampling stated by Creswell (2012), which means that for the researcher, the participants are convenient since they meet the same availability and willingness to participate in this study. For the recruitment of the participants, certain steps were followed: first, a previous approach was made to the institution where it was possible to verify that the students met specific criteria such as: they were all at level A1.1 of English proficiency according to the National Curriculum of Ecuador, in addition, they were of the same age between twelve and thirteen years old. Next, permission was obtained from the rector and therefore the consent of both in-service teachers and students to participate, then an official letter was prepared to the rector of the institution where the purpose of the intervention plan to be carried out was detailed. Finally, the researcher contacted the teacher in charge of the English course at the institution to socialize the intervention plan to be implemented during the class schedule. For the development of this research project, the researcher selected as participants the students at eighth-grade. The number of participants in this study group was twenty-five students among them ten boys and fifteen girls. It is important to mention that the number of participants differ from the Proyecto de Investigación de Integración Curricular due to the late enrolment of one student.

5.2 Procedure

5.2.1 Method

The research was conducted using a mixed approach, mixing or integrating qualitative and quantitative approaches in a single study to address the research problem (Creswell, 2012). The main objective was to validate the effectiveness of the retelling strategy to improve reading comprehension. This approach allowed the researcher to explore into and address both "what" questions (quantitative and qualitative) and "how" or "why" questions (qualitative) and allowed the researchers to understand different interpretations of a given phenomenon. This approach provided valuable opportunities to assess the effectiveness of the overall methodological approach, including the process and outcomes of the study.

According to Creswell (2012), quantitative research involves collecting and analyzing numerical data to describe trends, establish relationships between variables, and draw objective conclusions. At this point it is essential to select a standardized and structured test as a research instrument to collect numerical information to help answer the specific research questions, as well as to obtain measurable data, prior to statistical analysis. The results presented in this study follow standard evaluation structures and criteria, and an objective and unbiased approach is maintained throughout the process. The researcher obtained valuable information from the final results, which revealed the correlation between variables and allowed comparisons with previous studies. The research question was effectively addressed and answered. This study involved a single group of participants, and there was no control group for comparative purposes. In addition, participants were tested using pre and posttests to assess their reading comprehension proficiency before and after applying retelling strategies.

Furthermore, for the qualitative method, the researcher previously identified and examined a central phenomenon within the educational setting. This approach facilitated an in-depth exploration of the variables involved, with the objective of obtaining a global understanding of the phenomenon under research. Data collection focused on gathering the perceptions of the participants, which were recorded descriptively. Data analysis involved subjective reflexivity, and evaluative criteria were applied to interpret participants' behavior in response to the treatment provided to address the problem. As part of the research process, a questionnaire was administered at the end of the intervention plan where significant events that occurred during the classes were recorded. This approach allowed us to gain meaningful perspectives and insights into the acceptance and implementation of the retelling strategy to improve reading comprehension.

5.2.2 Research Design

The study embraced a practical action research design established by Efron and Ravid (2019), which is a research method that emphasizes the active participation of the individual or groups to be studied. It is also considered a viable model for modifying, changing, and improving the teaching-learning process. The research process consisted of six steps, such as identify a problem, gather background information, design the study, collect data, analyze and interpret data, and implement and share findings. Consequently, the researcher selected action research as a means to address the research problem: how the development of retelling strategy improves the reading comprehension, among eighth-grade students at a public institution in Loja, during 2022-2023 school year?

5.2.2.1 Identify a Problem. From the researcher's previous observations, it was possible to identify a specific problem related to the deficient reading comprehension development among students at a public institution. Particularly, students encountered difficulties such as not being able to recognize the main idea of the text, or supporting details, struggle to connect new information in the text to their prior knowledge or experiences, have trouble understanding the meaning of words and phrases within a text, and some students find it difficult to recognize and understand the correct sequence of events or steps. Previous studies supported this approach, which argued that Ecuadorians have problems when it comes to understanding a text because they do not have reading habits, noting that in general they do not read due to lack of interest and lack of time (Instituto Nacional de Estadística y Censos, 2012).

Likewise, other studies stated that one of the main problems concerning the acquisition of the target language is the lack of explicit teaching using good strategies and techniques, which leads to an unsatisfactory performance of students in terms of reading comprehension (Salvador, 2010). Based on these statements, the researcher proposed the implementation of the retelling strategy as a potential solution to address the problem. The proposal was examined in depth and it was investigated whether it met certain criteria: whether it was manageable, measurable, whether it fulfilled the time requirements, the skill levels in data collection and analysis of the people who would conduct the research, and the possible limitations.

From this analysis, a general research problem was established and defined focused on how the development of retelling strategy enhance reading comprehension, among eighth-grade students at a public institution in Loja, during the 2022-2023 school year. To guide the research, the main problem was further divided into two sub-questions related to the effectiveness of the retelling strategy and the student's perceptions in learning reading comprehension.

5.2.2.2 Gather Background Information. After identifying and delimiting the problem, the researcher conducted a literature review, which is nothing more than a synthesis of research presented by others relevant to his own inquiry. The researcher spent time reviewing resources and databases and making decisions about which literature to use, as well as delimiting the variables presented in the research in order to write a formal summary of the literature related to the study. To do this, a preliminary literature review was carried out, reviewing some scientific articles, books, e-books, and theses. The researcher used this information to explore the problem in depth, analyzing the context, the variables (dependent and independent) that helped to teach in an innovative methodology. In relation with the variables, the researcher considered some indicators, identify the main idea and supporting

details, sequencing, inferring and vocabulary for dependent, and story map, concept sort, visual imagery and think-pair-share for independent. Moreover, the information helped to identify the gaps in the current understanding of the students' reading comprehension skills, and then to develop a clear action plan focused on addressing the problem.

5.2.2.3 Design the Study. Once the literature review phase was completed, it was time to move on to the next step: designing an action plan. After conceptualizing the variables, the researcher proposed an action plan that included several techniques and research instruments to both measure students' reading comprehension and explore their perceptions regarding the application of the retelling strategy. Thus, the researcher designed lesson plans (see Annex 1) that included retelling strategies such as story map, concept sort, visual imagery and think-pair-share. For the development of the different lesson plans, Gagné's Nine Events of Instruction was taken as a model, these events were developed in some stages, such as presentation, instruction and practice, and evaluation and transfer, which was useful for the development of effective teaching of reading comprehension. It should be noted that these instructional events, as outlined by Gagné (1974), do not necessarily have to occur in a strict or fixed order, and not all events are required for every lesson.

Simultaneously, the researcher elaborated different data collection techniques such as testing to measure student's knowledge, observation and survey to explore student's perceptions. In addition, the researcher designed instruments, including pre and posttest (see Annex 2), questionnaire (see Annex 3) and field notes (see Annex 4) in order to gather both quantitative and qualitative data. In developing the instruments, the researcher noted the importance of validity and reliability in data collection tools as they ensure accurate, consistent, and credible data. In addition, before implementing the action plan, both the legal requirements for participant recruitment and the agreement (see Annex 5) between the university and the institution were taken into account. Following the ethical principle of privacy presented by Creswell (2012), a code system was implemented in the research instruments, including pretests, posttests, and questionnaires. This code system was used assigning a unique code to each student, thus protecting their anonymity and confidentiality.

5.2.2.4 Collect Data. In the next step, the researcher carried out the action plan, starting by implementing the lesson plans according to Gagné's Nine Instructional Events model in the different interventions. During this phase, the researcher also collected data through reflection journals that facilitated the documentation of the participants' attitudes immediately after the retelling strategy lessons to improve their reading comprehension. In addition to this, the researcher applied the pre and posttest and post questionnaire instruments, in order to obtain

quantitative data that measure the participants' level of knowledge, and qualitative data that gather relevant information of the participants' perceptions before and after the treatment to the proposal. The intervention proposal was carried out in face-to-face modality and had a duration of six weeks divided into three weekly meetings (school hours) of English classes during the 2022-2023 school year.

5.2.2.5 Analyze and Interpret Data. After implementing the action plan and data collection instruments, the researcher analyzed and interpreted the numerical and non-numerical data obtained from the research instruments. For this process, the researcher used descriptive statistics (statistical tables and graphs) using the Microsoft Excel program in order to facilitate the tabulation of the quantitative data from the pre and posttests. Based on this analysis, the researcher demonstrated that the retelling strategy helped to increase the development of reading comprehension skills by 0,88 tenths compared to the pretest. On the other hand, for the collection of quantitative and qualitative data, the survey technique was used, under the questionnaire instrument. The closed questions of this instrument were presented by means of bar graphs, while the open questions were analyzed by means of thematic analysis, organizing the information according to indicators of the independent variable. It is through this instrument that the researcher was able to verify that a high percentage of students agreed with the implementation of the retelling strategy, since it allowed them to explore their creativity, while helping them to retain information and express it in their own words. In addition, the information from the field notes was interpreted in a descriptive manner presenting relevant information about the students' progress, interaction and behavior. The interpretation of these data survived to support and validate the quantitative data. Similarly, the results were used to draw conclusions and recommendations to help answer the research questions.

5.2.2.6 Implement and Share the Findings. Once the results were obtained, the researcher examined whether the application of the retelling strategy had a beneficial effect on reading comprehension and reflected on the knowledge acquired throughout the study. Thus, from the results provided by the posttest, it could be determined that the use of the retelling strategy had a positive impact on the students' reading comprehension. However, there were certain limitations that prevented the strategy from being applied effectively, such as the short period of class hours, the students have a low English language proficiency level, besides their poor interaction and comprehension of the target language and the intervention period was very short. Furthermore, the researcher presented the overall results in the form of conclusions and recommendations, which can help address specific research questions and guide future studies

in this area. Finally, the researcher shared the results with the educational community to promote future research and encourage teachers to improve their students' reading comprehension skills by applying the retelling strategy.

5.2.3 Data Collection Sources and Techniques

The current study employed a combination of quantitative and qualitative approaches to gather information on the effectiveness of retelling strategy in improving reading comprehension. Similarly, the quantitative tools, including pre and posttests, and questionnaires, were developed using paper-and-pencil technique. These instruments consisted of two types of questions: selection items, such as multiple-choice, true-false, and matching questions, and supply items that required respondents to fill in the blanks or provide short answers (Creswell, 2012). The pretest was aimed to measure the students' level of reading comprehension development before the implementation of the action plan, while the post-test was administered after the strategy intervention to measure the students' improvement in terms of their acquisition of the skill. This instrument evaluated various reading comprehension skills, including identifying the main idea and supporting details, inferring, vocabulary, and sequencing. Moreover, the researcher used a scoring guide (see Annex 6) to score learners' performance after exposure to the pre and post tests. Besides, the researcher scored the assessments using the criterion-referenced test described by Gay et al. (2012) that classifies the results following particular curricular criteria. In this way, the researcher used the grading scale (see Annex 7) set out by Mineduc (2016), to evaluate and categorize students' school performance where 9,00-10,00 indicated mastery of the required knowledge, a score of 7,00-8,99 denoted achievement of the required learning, a score of 4,01-6,99 suggested being close to achieving the required learning and scores ≤ 4 represented a failure to achieve the required learning standards.

Moreover, the questionnaire was comprised of ten questions that aimed to gather quantitative data about the students' perceptions regarding the effectiveness of the retelling strategy on reading comprehension. The eight questions were designed using the Likert scale ranging from Strongly Disagree to Strongly Agree, one item under a rating scale requiring the participants to rate preference using a numerical scale, and one selection item in order to explore students' opinions, attitudes, or feelings toward the topics discussed and the strategies implemented by the researcher throughout the classes. Consistently, these questions also

allowed respondents to provide qualitative or text data by justifying their selections, as mentioned by Zohrabi (2013).

Similarly, in this study, the qualitative instrument employed was the observation technique. As described by Gay et al. (2012), observation involves understanding the natural environment as experienced by the participants, without interference or manipulation. Thus, the researcher used field notes as an observation instrument during the implementation of the methodological proposal. This instrument contains two fundamental types of information: descriptive information regarding what the observer witnessed or heard directly throughout the duration of the study, and reflective information that captures the participants' reactions, experiences, and thoughts during the observation sessions (Gay et al., 2012). In addition, the researcher acted as a participant observer, closely observing and collecting data on the activities, individuals, and physical aspects of the educational environment. The field notes were intended to collect data regarding students' attitudes, preferences, improvements, interactions, and participation during the intervention plan.

5.3 Data Analysis

This study used descriptive statistics to summarize the overall trends of the numerical data, as suggested by Creswell (2012). The researcher used the mean as a measure of central tendency to interpret the pretest and posttest results. To present these results, the researcher organized and distributed the data using frequency tables designed with Excel program, which allowed for a detailed comparison of the mean scores between the pretest and posttest. Similarly, the quantitative data collected in the questionnaire were represented using frequency tables and visualized through bar graphs. Each graph represented the frequency accordance for each question, indicating the number of students who agreed with each question of the research instrument. The information obtained from the questionnaire and other quantitative data was also supported by field notes during the implementation of the intervention plan. The quantitative data were also supported by thematic analysis, in which the information is organized thematically around the categories, themes, and patterns that were identified (Efron & Ravid, 2019). Thus, the researcher identified some general themes among which are the use of retelling strategies: story map, concept sort, visual imagery and think-pair-share, students' motivation in relation to the strategies presented, social skills, as well as the use of didactic materials.

6. Results

In this section, the researcher presents the results gathered from the pretest and posttest data collection instruments, which were used to measure students' performance in reading comprehension skills such as identifying the main idea and supporting details, inference, sequence, and vocabulary. Additionally, a post-questionnaire was administered to describe students' perceptions of the study approach, which aimed to develop retelling strategies to enhance students' reading comprehension skills.

6.1 Pretest and Posttest Results

Objective 1. To validate the effectiveness of retelling strategy in the improvement of reading comprehension.

Subquestion 1. How effective is the use retelling strategy in improving student's reading comprehension?

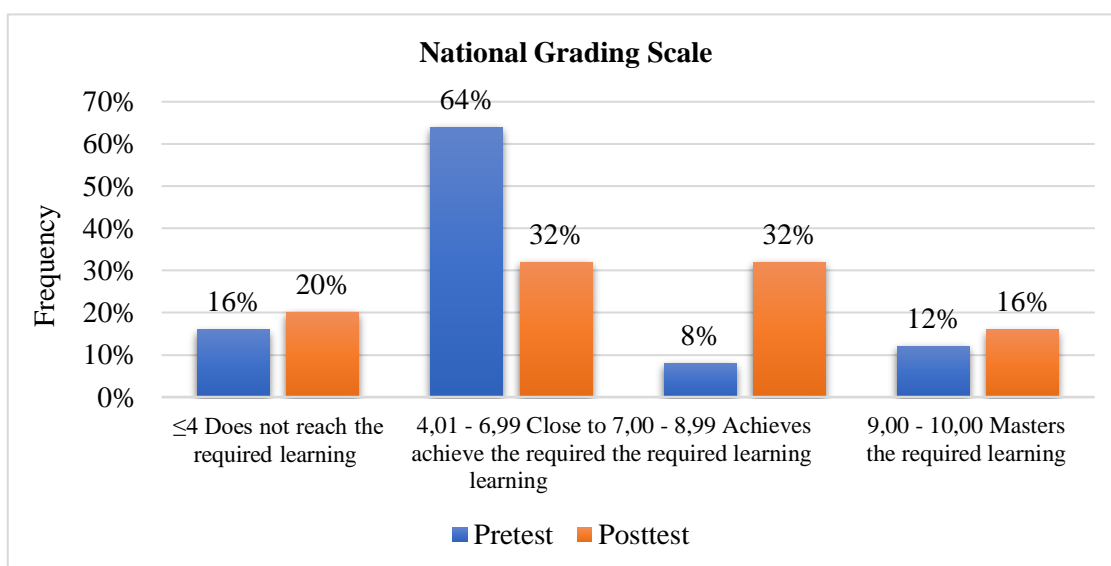


Figure 1

Reading Comprehension Pretest and Posttest scores compared to the Ecuadorian National Grading System (national grading scale).

Table 2

Means score differences between reading comprehension pretest and posttest.

Reading Comprehension Skills	Pretest	Posttest	Difference
Main idea and supporting details (5/5)	2,64	3,02	0,38
Inference (1/1)	0,59	0,89	0,30
Sequence (2/2)	1,43	1,59	0,16
Vocabulary (2/2)	1	1,04	0,04
Total Mean (10/10)	5,66	6,54	0,88

Figure 1 revealed the results of the pre-test, administered to eighth-grade students prior to the intervention plan to measure students' knowledge of reading comprehension and to

establish a baseline of their abilities in this receptive skill. The most notable finding from the data is that 80% of the participants could not achieve the average score (7 out of 10) according to the national grading scale stated by the Ministry of Education. This indicates that over three quarters of the students did not reach the required level of reading comprehension learning.

As illustrated in Table 2, the four skills assessed in the pretest were: "identifying the main idea and supporting details", "vocabulary", "inference" and "sequence". As for "identifying the main idea and supporting details", a mean score of 2.64/5 showed that students could not demonstrate their understanding of the text as a whole. The students did not understand what the text was mainly about. In addition, they found it difficult to grasp the details presented in the passage, which made it difficult for them to identify the supporting details.

Regarding "inference," the students obtained a mean score of 0.59/1, indicating that they had difficulty using their prior knowledge to determine the correct sentence based on the visual representation of an image. They had difficulties choosing the most appropriate inference from a couple of options and could not draw a conclusion from the visualization of the image.

As for "sequence," students scored an average of 1.43/2, which means they had difficulty determining the correct order of events within a story. Students had problems understanding the narrative and accurately sequencing events. They could not relate the events even with a few clues.

Finally, concerning "vocabulary", an average score of 1/2 was obtained. This score indicated that the students could neither recognize nor deduce the meaning of most of the words. Therefore, it hindered their ability to understand the overall meaning of the text and to establish connections between ideas. They showed difficulties in relating a word in a box to the narratives described although the description gave a clear clue to the topic.

In summary, the lowest average scores of the students was noted in "identifying the main idea and supporting details" (2.43/5), which refers to determining the central theme, recognizing the key points, and pointing out the details of a text. On the other hand, the highest performance was observed in sequence (1,43/2), which represents the correct order of events in a text. As a result, the researcher decided to carry out an intervention plan by using retelling strategy among this target group.

On the contrary, after a six-week intervention period, a post-test was administered to eighth-grade students to measure student improvement after the implementation of the retelling strategy. Figure 1 showed, 48% of the students achieved and exceeded the mean score of the

national grading scale. It was observed that approximately 32% of the students placed themselves between 7,00 and 8,99, indicating that they achieved the required learning. As well as, 16% of the students scored between 9,00 to 10,00, showing they mastered the necessary learning skills for reading comprehension. The results also showed that the remaining 52% of students failed to achieve the required learning. 32% of the students were close to achieving the required learning (4,01-6,99), whereas unfortunately, 16% of students did not reach the required learning (≤ 4) according to the national grading scale. Hence, these results showed that students still had issues reaching the minimum level of reading comprehension for their English level since they did not comprehend the reading passage, and they were not familiar with reading activities or strategies.

After application of the retelling strategy, the table data illustrated the mean score obtained from the post test was 3,02/2. This result delineated a slight change of 0,38 in the mean score of students concerning "identifying the main idea and supporting details". The students showed they could somewhat understand and recognize the text's main point and supporting sentence. At this point, students could identify the essential information in the paragraph and extract the specific facts of the passage.

In the case of "inference", students retrieved a mean score of 0,89/1, with which an increase of 0,30 could be glimpsed. In this sense, students were able to use their prior knowledge to assist in extracting meaningful information or ideas, making predictions, or drawing conclusions by analyzing an image.

Respecting "sequence" (1,59), it unveiled a fractional progress of 0,16 in the mean score. Thus, students could arrange events or actions in the correct chronological order to understand the narrative and its structure. In this specific case, students could analyze the events and sequence in the correct order of occurrence.

Last but not least, in terms of "vocabulary", students numerically improved by 0,04 points from their initial score in the pretest. As a result of the test, students understood almost all of the vocabulary they discovered in the reading. Students could relate some terms present in the dialogue with some nouns.

Overall, the pretest mean was 5,66/10, while the posttest mean was 6,54/10. According to these results, retelling was moderately effective in improving eighth-grade students' reading comprehension. Due to the intervention, students showed a slight improvement in their ability to extract general and specific information from texts. In addition, they recognized nearly the vocabulary of the text, which is evidenced in the table of the pre and post test results. However, it is worthwhile to mention that although some students improved their comprehension reading

skills, others continued to obtain scores <7, which indicated students still had difficulties achieving the required learning in terms of reading comprehension skills. These results were linked to various limitations found during the intervention, being the low level of acquisition of the target language by the students one of the main limitations, preventing students from understanding sentences or paragraphs of the text. In its whole. In addition to the limited exposure to reading comprehension strategies or activities hampered the ability of students to understand texts that require prior knowledge. Likewise, the brief intervention period limited the researcher from explicitly and actively practicing reading comprehension skills. Therefore, the analysis of data collected in the questionnaire and the field notes were used to corroborate that the application of retelling met its goal to improve student's reading comprehension skills.

6.2 Questionnaire Results

Objective 2. To describe the student's perceptions about the use of retelling strategy to enhance reading comprehension.

Subquestion: What are student's perceptions about the use of retelling strategy to enhance reading comprehension?

Table 3
Advantages of retelling for students

Statements	Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree
Statement 1. Retelling strategy provided a rich experience in the reading comprehension process.	12%	72%	12%	0%	4%
Statement 3. Retelling strategy encourages me to be more creative.	28%	52%	8%	4%	8%
Statement 4: Retelling strategy sparked my imagination as I read because it allowed me to engage with the story in a creative and personalized way.	24%	48%	20%	4%	4%
Statement 8. Visual Imagery makes me feel more connected to the story and enjoy reading more.	28%	52%	20%	0%	0%

As presented in Table 3, the application of the retelling strategy during the intervention provided great benefits in improving students' reading comprehension skills. First, regarding the richness of the experience, the highest percentage, 72% of students, "agreed," along with approximately less than a quarter (12%) of students, who answered that they "strongly agreed." Students mentioned that the retelling strategy helped them to better understand the material in the text as they internalized and processed the information. As claimed the Student 4 "Me ayudó a escribir, a ser más reflexivo y creativo, además me ayudó a entender mejor las palabras

escritas en inglés" [It helped me to write, to be more reflective and creative, also it helped me to understand the written words in English better] and Student 25 "Me ayudó a entender mejor la lectura" [It helped me to understand the reading better"].

On the contrary, a few participants (4%) answered "disagreed", mentioning they feel frustrated because they could not concentrate. From the researcher's field notes, some of the students expressed that they liked the activity but found it difficult to concentrate and express their ideas in English. In addition, the researcher, as a participant observer, found that involving students in practical activities encourages them to reason and grasp information more effectively. Secondly, concerning that the retelling strategy enhanced their creativity, 52% of the students indicated that they "agreed" and about 28% "strongly agreed." From the open-ended question part of this question, they expressed that they liked learning with entertaining stories, as it had been a long time since they had practiced reading in this way, especially in English. They also mentioned that they were excited about it because they felt they were creating a story for themselves. Similarly, the researcher's field notes corroborate this finding, the researcher observed that students were comfortable conveying the author's ideas, themes, and messages through their own words, voice, and perspective.

In contrast, a fluctuating percentage of students (8%) mentioned that they felt "neutral" and "disagreed" because they considered it a normal activity or felt uncreative. Thirdly, in relation to sparking their imagination, a percentage of 48% of students stated they "agreed" and almost a quarter 24% "strongly agreed" that retelling encouraged them to use their imagination to bring the story to life, creating mental images of the settings, characters, and events, and using their creativity to add detail and make the story more vivid and memorable. As Student 17 stated, "Porque mientras la leía me iba imaginando todo lo que pasaba y me enganché con la historia" [Because as I was reading, I was imagining everything that was going on and I got hooked on the story]. On the other hand, students who selected "neutral", "disagreed" or "disagree" mentioned that it was difficult to understand some parts of the story and the characters were common.

Last but not least, regarding engaging and hooking into the story, 52% of the students expressed "agree" with this along with more than a quarter (28%) "strongly agreed" stated that "visual imagery" helped them connect with the story using imagination and resources presented by the teacher so that they gained a clearer understanding of the setting, characters, and events in a story. This is supported by the researcher's field notes, where he noted that the students remained attentive and participative during the session, some students supported their peers with certain concepts that the others did not know, generating an inclusive and cordial

environment. Also, less than a quarter (20%) of the students were "neutral" on this point. This is supported by the fact that students participated in groups during this session and some were reluctant to participate with certain classmates, likewise, some participants had difficulty understanding the text, limiting their ability to order the sequence of events.

Table 4
Communicative Skills

Statements	Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree
Statement 2. Retelling helps me retain and understand the information of a story over a long term.	32%	40%	24%	0%	4%

As shown in Table 4, regarding student understanding, about 40% responded "agreed" and nearly a third 32% "strongly agreed" that the retelling strategy requires students to actively participate with the information they have read by focusing on key details, main ideas, and important concepts in the text, leading to better retention and comprehension. This is supported by the open-ended questions in this statement in which some students mentioned that the strategy helped them understand the story while being more interested in character development. As mentioned by Student 4, "Me ayudó por que cada vez que presentaba un personaje, ideas nuevas venían a mi mente acerca de la historia" [It helped me because every time I introduced a character, new ideas came to my mind about the story]. In addition, 24% of them were "neutral" to the statement stating that the story was too long, and that they did not feel that it helped them much to write the story in their own words. Based on the field notes, the researcher highlighted that some students are easily distracted, chatting while the other classmates worked and making noise while the teacher monitored the work of the other students. Finally, a smaller percentage of students (4%) answered that it did not help them to understand the information since there were words that they did not know.

Table 5
Critical Thinking

Statements	Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree
Statement 6. Story Map strategy helped me organize specific information about a story.	28%	40%	16%	4%	12%
Statement 9. Concept Sort permitted me use my critical thinking skills to sort words into categories	16%	48%	32%	4%	0%

Concerning the organization of the specific information in the story, more than two fifths (40%) "agreed", along with just over a quarter (28%) of students who "strongly agreed". This shows that 68% of the class found the story map strategy suitable for organizing their ideas about the story and thus improving their comprehension and critical thinking skills. As

mentioned by Student 3, "Me ayudo, ya que íbamos organizando nuestras ideas en relación al elemento de el organizador, además íbamos pensando donde iba cada imagen de acuerdo a la descripción" [It helped me, since we were organizing our ideas in relation to the element of the organizer, and we were also thinking about where each image went according to the description]. This is also corroborated by the field notes that the researcher compiled during the session, in which the researcher noted that the students were attentive to the development of the story and were becoming more engaged with the characters; therefore, it can be said that the strategy facilitated both the organization of the different elements of a story and their understanding of the text. However, a total percentage of almost a third (32%) were "neutral" (16%), "disagreed" (12%) and "strongly disagreed" (4%) with this statement, suggesting that some students had difficulty structuring the information effectively, and they also suggested that the information could be organized in other ways instead of using an organizer.

Likewise, with respect to using their critical thinking skills, just around half (48%) of the students expressed "agreed" along with 16% who mentioned, "strongly agreed". These findings highlighted that a large proportion of students (64%) acknowledged that the concept sort strategy helped them as they actively engaged with the vocabulary, which improved their comprehension of the text. From the open-ended section of the questionnaire, most students expressed that the strategy was entertaining and helped them to reason, associate and better understand both the text and the vocabulary presented. In addition, they stated that this strategy helped them to be more self-confident and to use their critical thinking more. Additionally, by organizing and categorizing concepts, students remembered and connected their previous knowledge with the topic, facilitating their understanding and making the text more accessible.

Besides, 32% of them, expressed feeling "neutral" and 4% said they "strongly disagreed" because they did not understand the activity very well and were confused when placing the words in the correct category. From the researcher's field notes, it was evident that the students had difficulties relating the index cards with images and keywords of the topic to the category. In addition, they found it challenging to understand the concepts directly and required translation and contextualization in their native language for better understanding.

Table 6
Cooperative Learning

Statements	Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree
Statement 7. Think-Pair-Share helps me to collaborate actively with my classmates in order to get a conclusion.	28%	40%	12%	12%	8%

As clearly shown in Table 6, about 68% of the students agreed with the seventh statement. The highest percentage (40%) was the students who indicated that they "agreed" and approximately a quarter (28%) were selected to "strongly agreed" with the statement that the think-pair-share strategy was effective. to improve reading comprehension and encourage collaborative learning. This was corroborated by the answers provided to the open questions of the questionnaire, in which the students mentioned that they liked the activity since they were able to exchange ideas and thoughts about the text and therefore reach a unanimous conclusion. They also mentioned that it is easier and more comfortable for them to work in pairs because they get along well and can work more productively. However, the students who selected "neutral" (12%), "disagreed" (8%), and "strongly disagreed" (12%) reported that they did not fully understand the activity, found the activity "normal", and expressed that unfortunately, they had no connection with their partner, which prevented them from carrying out the activity properly. Indeed, this could be verified in the field notes where the researcher observed that during the application of this strategy, some students were reluctant to work in pairs, it was also noted that students felt shy and inhibited when sharing their ideas in a collaborative environment. To counter this type of situation, the pre-service teacher always sought to foster individual confidence by acknowledging and valuing the contributions of each student, encouraging mutual respect, and providing individualized support for students who need to improve their communication skills.

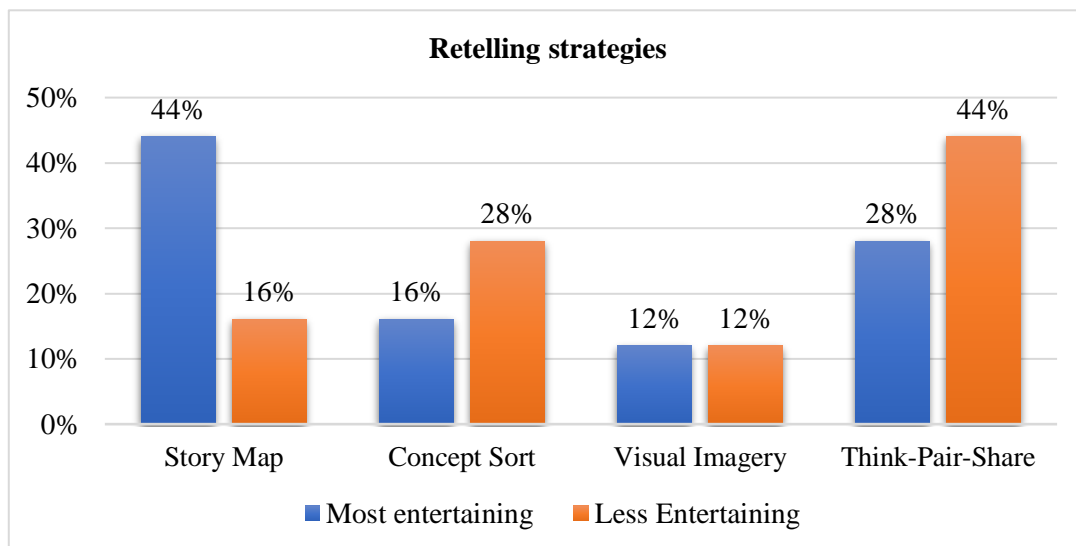


Figure 2
Representation of students' perceptions of the most entertaining and least entertaining retelling strategies.

As seen in Figure 2, the majority of participants (44%) mentioned that they found the story map strategy more entertaining to work with. Some of the reasons provided by the researcher's field notes confirmed these results since it was noted how the students were excited

about the activity, in addition to the fact that the pre-service teacher presented the strategy using didactic worksheets, where the student had visually striking graphic organizer along with graphics related to the story. Likewise, the students remained attentive and curious about the plot of the story, and they grasped the different elements of the story quickly. Likewise, around a quarter of the participants (28%) stated that they found working with "think-pair-share" more entertaining, this can be corroborated in the same way in the field notes, where the researcher observed how the students build their knowledge together while strengthening their camaraderie and empathy. As also shown in Figure 2, only a small portion (16%) stated that they found "concept sort" more entertaining, for this point the students expressed that the strategy helped them make decisions together on how to group the concepts while relating the new concepts to their previous knowledge. Last but not least, about 12% of the students chose to work preferentially with "visual imagery". Although no answers or specific reasons were given for this difficulty, from the field notes the researcher noticed that the students participated actively and were attentive to the instructions, and some also showed ease in relating the images with the ideas of the text.

In spite of the variations in student's perception of retelling strategies, for the "think-pair-share" strategy, more than two fifths (44%) of students considered it the least entertaining. Reasons such as the lack of limited prior knowledge or their lack of connection with peers were expressed in the open-ended questions. Likewise, about 28% of the students found the "concept sort" strategy as the least entertaining, expressing difficulty in understanding the activity and cluelessness about the concept of some words and their relationship with the categories presented. Regarding the "story map" strategy, a small minority (16%) of the students found it least entertaining, mentioning in the open-ended questions difficulty in understanding the text and writing the key ideas in response to each element of the organizer. Finally, in relation to the "visual imagery" strategy, 12% expressed that it was a challenge to relate the events chronologically to the text since they did not understand certain words and got lost when the other classmates shared their timelines.

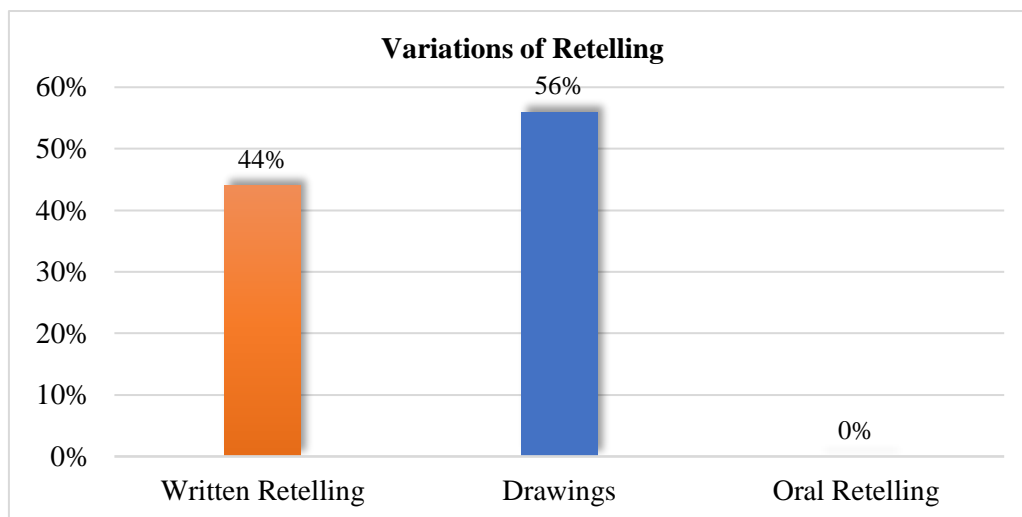


Figure 3

Students' preferences about the retelling variations to understand the information better.

As can be seen in Figure 3, 52% of the students expressed that they preferred to use the "drawings" type of retelling to learn reading comprehension. Some of them mentioned in the open-ended questions section that it was easier to retell the story through drawings, as it exercised their creativity by visually representing the story. Also, "written retelling" was selected for 44% of the students, who expressed that this variation allowed them to practice their writing, as well as encouraged them to learn new words in English. Also, they mentioned that they are not very good at drawing so they preferred writing. From the researcher's field notes, it was identified that most students were able to learn better when these two variations worked together, so that students organized and expressed their ideas in a coherent and accurate way reinforcing their understanding of the story while stimulating their creativity by representing the information graphically. Finally, as it is observed, none of the students (0%) selected "oral retelling", this is supported by the fact that the low level of English makes it difficult for them to express their thoughts and emotions clearly and accurately. In addition to the anxiety and fear they feel about communicating in front of their peers.

Overall, the results presented in this section emphasized the different perceptions of students regarding the application of retelling strategies and their variants. While some participants showed more acceptance of certain strategies, others were considered confusing and difficult. For this reason, as educators, it is vital to understand how students perceive and experience reading comprehension so that we can adapt our teaching strategies to meet their individual needs. It also provides us with feedback on students' development, giving us valuable information about their difficulties, interests, and motivations, which allows us to select the most appropriate strategies to improve their reading comprehension.

7. Discussion

The present study aimed to investigate the impact of the development of the retelling strategy to improve reading comprehension, among eighth-grade students at a public institution in Loja, during the 2022-2023 school year. Through the analysis of the results obtained and the review of empirical studies, important conclusions could be drawn about the effectiveness of retelling strategy and the students' perceptions about it. Moreover, this section strives to address the research questions initially posed and outline the limitations encountered during the implementation of the intervention plan, alongside offering suggestions for future studies.

The central research question of this research sought to determine "how does the development of the retelling strategy (oral, written, and drawings) improve reading comprehension among eighth-grade students, at a public institution in Loja, during the 2022-2023 school year?". This question was answered through the findings of the test, questionnaire, and field notes applied to eighth-grade students, with which it can be affirmed that the retelling strategy slightly helped to improve the students' reading comprehension skills. This increase in performance was due to the fact that they were taught through different strategies, which helped students to engage with the texts, deepen their comprehension and express their understanding in a meaningful and personalized way. These findings were corroborated by Louis et al. (2017), who mentioned that the application of retelling strategies increases awareness of language use among students by increasing comprehension of literary texts, also through retelling, students learn more than just listening to the teacher explain.

The first subproblem evaluated the effectiveness of using the retelling strategy to improve students' reading comprehension. To answer this sub-question, a comparative analysis of the mean scores obtained by students on a pretest and posttest after a six-week intervention period using the retelling strategy was conducted. The initial findings of the study indicated that the great majority of eighth-grade students presented difficulties in their reading comprehension level. This was evidenced in the pretest, where 80% of the participants failed to achieve the average score (7/10) established by the Ministry of Education. However, after the implementation of the retelling strategy as an intervention for a period of six weeks, there was a moderate improvement in the students' reading comprehension skills. According to the posttest results, approximately 48% of the students achieved and exceeded the average score established by the national rating scale. This indicates significant progress in their ability to comprehend texts and extract relevant information. The remaining 52% of students scored below the minimum level of reading comprehension established by the national rating scale. These results indicate that the retelling strategy proved to be moderately effective in improving

the reading comprehension of eighth-grade students at a public institution in Loja, during the 2022-2023 school year.

The results obtained are in line with the previous studies conducted by Masriyanti (2019), who stated that there was a significant effect of using retelling strategy on students' reading comprehension in Grade VIII MTsN Batang Angkola Tapanuli Selatan, Trisnawatii (2017), who mentioned that there was an effect of retelling technique on student's reading comprehension, so the retelling technique can be applied in teaching reading especially in comprehension. Other studies also indicate that retelling is an important strategy that enables students to comprehend texts, retell the information they get from the text and also improve their writing proficiency (Gambrell et al., 1991; Han, 2005; Koskinen et al., 1988; Lin, 2010; Mahmudah, 2017; Onuoha, 2022).

In addition, to answer the second sub-question of the research: what are the students' perceptions of the use of the retelling strategy to improve reading comprehension, the researcher used the questionnaire instrument which revealed a variety of perceptions among the students. Overall, the students had a positive perception of the use of the retelling strategy to improve reading comprehension. They remarked that retelling helped them to understand the text better, to be more reflective and creative, and to understand the English words. However, there were also students who expressed difficulties, such as lack of concentration and difficulty expressing themselves in English. In addition, variations in student preferences were observed, with some students finding it more entertaining to work with drawings, while others preferred the written retelling to improve their writing and learn new English words.

The main findings of the questionnaire are corroborated with those of previous studies such as Rudiawan and Jupri (2020) who explained that the whole class was happy and enjoyed reading using the retelling strategy, and almost all the students mentioned that they enjoyed retelling the story while the teacher guided them in their learning process. Therefore, it also aligns with the results obtained by Irwan (2014) who had a positive response on the use of retelling the story in vocabulary learning. The students' response in the questionnaires that story retelling improves students' vocabulary makes students memorize vocabulary easily and in learning makes students have fun and enjoyment. Finally, it shares similarity with part of Lin's (2010) results, which indicate that retelling significantly improved participants' overall comprehension of the text. In addition, it helped them to acquire general knowledge during reading and to recall a summary of the story after reading it. They also managed to establish more effective connections between the information presented in different parts of the text. However, challenges and limitations were also identified in the application of the retelling

strategy. Some students expressed difficulty concentrating during the activity, which may have affected their participation and comprehension. In addition, some students were observed to have difficulty relating to their peers or experienced anxiety when sharing their ideas in a collaborative environment. These factors may have influenced students' perception of the effectiveness of the retelling strategy.

In conclusion, it is crucial to recognize the limitations of this study, that the results may not be generalizable to other academic contexts. In addition, the influence of elements such as the sample size and the characteristics of the participants, such as the fact that they are teachers in training with little research experience, may lead to the results varying from a small population to a larger one. Also, the absence of a control or experimental group hindered the ability to establish a causal relationship between the intervention and improved reading comprehension. In addition, the administration of the same test format for both the pretest and posttest, questionnaire, along with the short duration of the intervention, may have influenced student performance and introduced response bias. Finally, study-specific conditions, including the characteristics of the educational environment, the short duration of intervention, and unexpected events during the study, may have influenced the results. Despite these limitations, this research provides a baseline for understanding the possible effects of the retelling strategy on improving reading comprehension in eighth-grade students. Future research should consider larger and more diverse samples, incorporate control and experimental groups, use alternative assessment measures, and extend the intervention period to provide more robust and reliable evidence on the effectiveness of the retelling strategy in improving reading comprehension.

8. Conclusions

This present study sought to investigate the impact of the retelling strategy in improving the reading comprehension of eighth-grade students at a public institution in Loja, during the 2022-2023 school year. Through rigorous data analysis and empirical research, the researcher has reached the following conclusions about the effectiveness of this strategy in improving students' reading comprehension skills:

The development of the retelling strategy had proven to be moderately effective in improving students' reading comprehension. There was an improvement in students' ability to summarize and reconstruct texts, identify main ideas, make inferences, and sequence events, which led to a deeper understanding of the texts they read. In addition, the use of different strategies provided students with multiple ways to express their understanding and allowed for the development of various skills, such as linguistic competence, critical thinking and creativity.

The use of retelling strategy has shown to be effective in improving students' reading comprehension. Students have reported increased engagement, better retention of information, and improved critical thinking skills through the application of strategies such as think-pair-share, story map, concept sort, and visual imagery. The active involvement in retelling enables students to develop a deeper understanding of the text, identify main ideas, and make connections between different elements, leading to improved comprehension.

Students showed a positive perception towards the application of the retelling strategy, considering it entertaining and effective because it enriched their learning experiences, stimulated their creativity, developed their critical thinking, and allowed for plenty of interaction and socialization in class through the application of all its strategies focused on improving reading comprehension. Although it was evident that students performed better when they used retelling strategies, some students had difficulty concentrating and expressing ideas in English, understanding certain parts of the story, and making connections with their peers.

9. Recommendations

Even though the results had demonstrated a slight improvement in students' reading comprehension using the retelling strategy, it is important to acknowledge the limitations that may have prevented a significant improvement. Therefore, based on these limitations, the researcher recommended the following for future research on the effectiveness of the retelling strategy:

Firstly, to mitigate the limitations associated with the administration of the same test format and the short duration of the intervention, it is recommended for future research to employ a varied assessment approach and extend the intervention period. Through the implementation of a different pre and posttest, it would minimize the potential influence of student response bias at the end of the intervention. In addition, extending the intervention period will provide students and teachers with sufficient time to internalize and implement the retelling strategy effectively, which will better capture the true impact of the strategy on student performance.

In addition, it is further advocated to include a control or experimental group, as well as to expand the group of participants to improve the validity and generalizability of the results. It is by including a control group that researchers can better establish the causal relationship between the retelling strategy and improved reading comprehension. In addition, a larger and more diverse group of participants will provide a wider range of perspectives and experiences, allowing researchers to draw more reliable conclusions about the effectiveness of the retelling strategy.

Finally, to tackle the constraints of limited exposure to reading comprehension strategies and students' low English proficiency, it is suggested that explicit instruction and targeted support be integrated into the curriculum. Encourage the learning process by breaking complex texts into manageable parts, offering guided practice, and providing ongoing support to increase students' confidence and proficiency in reading comprehension. In addition, incorporating specific strategies for teaching vocabulary and comprehension will help develop students' language skills necessary for effective comprehension.

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11. Annexes

Annex 1. Lesson Plans

Intervention plan # 1	
Class: 8 th grade EGB “E” Number of Students: 25 (10 boys, 15 girls) Language Level: A1.1	Date: 2 nd – 3 rd May-, 2023 Schedule: Tuesday 11h00-12h20 Wednesday 11h40-12h20 Time per lesson: 40 minutes Total hours: 3 hours per week
School year: 2022-2023 Type of institution: Public	
Pre-service teacher: Srta. Diana Cristina Pinta Ochoa	

Research Problem	How does the development of retelling strategy (oral, written and drawings) improve reading comprehension, among eighth-grade students, at a public school in Loja during the 2022-2023 school year?
Lesson Topic	Entertainment
Lesson Objectives	At the end of the lesson, students will be able to recognize different kinds of entertainment: movies, TV programs, music genres.
Presentation	Teacher involves students in a warm-up activity: guessing from pictures to introduce the topic, connect prior knowledge with new one and encourage students to participate in the class.
Instruction and practice	Teacher applies a pretest and gives instructions for its development. Teacher introduces the topic by using some flash cards to help the understanding of the topic. Teacher introduces the story map strategy by presenting the main components of the strategy, characters, setting, problem and solution. Teacher provides students a worksheet with a blank story map organizer to complete. Students read a short text related to the topic of the lesson. Students work in a worksheet provided by the teacher. Teacher helps students to check if all the major ideas of the story were identified and included.
Assessment and transfer	Students share the information on their story maps with the whole class.
Materials /Bibliography/Research Instruments	Flashcards Markers Worksheets
Thesis Director	Mgs. Jhimi Bolter Vivanco Loaiza
Institutional Teacher:	Lic. Ruth Rodríguez
Academic Tutor:	Mgr. Miriam Eucevia Troya Sánchez
Preservice Teacher:	Srta. Diana Cristina Pinta Ochoa
Annexes:	https://drive.google.com/file/d/1rMI_kFlcFAPi4b71p9UnJyrknq1k6IG/view?usp=drive_link

Intervention plan # 2	
Class: 8 th grade EGB “E” Number of Students: 25 (10 boys, 15 girls) Language Level: A1.1	Date: 9 th – 10 th May, 2023 Schedule: Tuesday 11h00-12h20 Wednesday 11h40-12h20 Time per lesson: 40 minutes Total hours: 3 hours per week
School year: 2022-2023 Type of institution: Public	
Pre-service teacher: Srta. Diana Cristina Pinta Ochoa	

Research Problem	How does the development of retelling strategy (oral, written and drawings) improve reading comprehension, among eighth-grade students, at a public school in Loja during the 2022-2023 school year?
Lesson Topic	Entertainment
Lesson Objectives	At the end of the lesson, students will be able to recognize different kinds of entertainment: movies, TV programs, music genres.
Presentation	Teacher involves students in a warm-up activity: categories to introduce the topic, connect prior knowledge with new one and encourage students to participate in the class.
Instruction and practice	Teacher introduces the topic reading an article and highlights some words. Teacher expose a flipchart with some categories such as: verbs, adjectives, pronouns, etc. Teacher provides students a list of between 10 and 15 key vocabulary words from a reading selection on index cards. Teacher divides the class into small groups of 3 or 4 students and distribute the cards with the reading vocabulary. Students work together to assign the words to the appropriate categories.
Assessment and transfer	Students present their word list for one of the categories with the whole class.
Materials /Bibliography/Research Instruments	Index cards Flipchart Markers Worksheets
Thesis Director	Mgs. Jhimi Bolter Vivanco Loaiza
Institutional Teacher:	Lic. Ruth Rodríguez
Acad emic Tutor:	Mgtr. Miriam Eucevia Troya Sánchez
Preservice Teacher:	Srta. Diana Cristina Pinta Ochoa
Annexes:	https://drive.google.com/file/d/1gc1sCdzn33UfKpgwp-grXSa3VsR9buE6/view?usp=drive_link

Intervention plan # 3	
Class: 8 th grade EGB “E” Number of Students: 25 (10 boys, 15 girls) Language Level: A1.1	Date: 16 th – 17 th May, 2023 Schedule: Tuesday 11h00-12h20 Wednesday 11h40-12h20 Time per lesson: 40 minutes Total hours: 3 hours per week
School year: 2022-2023 Type of institution: Public	
Pre-service teacher: Srta. Diana Cristina Pinta Ochoa	

Research Problem	How does the development of retelling strategy (oral, written and drawings) improve reading comprehension, among eighth-grade students, at a public school in Loja during the 2022-2023 school year?
Lesson Topic	Talk about likes dislikes and opinions
Lesson Objectives	At the end of the lesson, students will be able to talk about likes and dislikes.
Presentation	Teacher involves students in a warm-up activity: hot potato to introduce the topic, connect prior knowledge with new one and encourage students to participate actively in the class.
Instruction and practice	Teacher introduces the topic by using images related to the reading to be studied. Teacher asks students to read aloud the reading passage one by one. Teacher gives the opportunity to related the events occurred in the reading with the pictures. Teacher divides the class into small groups of 3 or 4 students and asks them to order the events from beginning to end. Students read again and order the events linking the image and the text.
Assessment and transfer	Students use the images to retell the story in their own words.
Materials /Bibliography/Research Instruments	Index cards (images) Reading text Markers
Thesis Director	Mgs. Jhimi Bolter Vivanco Loaiza
Institutional Teacher:	Lic. Ruth Rodríguez
Academic Tutor:	Mgr. Miriam Eucevia Troya Sánchez
Preservice Teacher:	Srta. Diana Cristina Pinta Ochoa
Annexes:	https://drive.google.com/file/d/1cBEYTOu_G0_10H-jz5NQTWTvRCbGYT4Q/view?usp=drive_link

Intervention plan # 4	
Class: 8 th grade EGB “E” Number of Students: 25 (10 boys, 15 girls) Language Level: A1.1	Date: 23 th – 24 th May, 2023 Schedule: Tuesday 11h00-12h20 Wednesday 11h40-12h20 Time per lesson: 40 minutes Total hours: 3 hours per week
School year: 2022-2023 Type of institution: Public	
Pre-service teacher: Srta. Diana Cristina Pinta Ochoa	

Research Problem	How does the development of retelling strategy (oral, written and drawings) improve reading comprehension, among eighth-grade students, at a public school in Loja during the 2022-2023 school year?
Lesson Topic	Making invitations, accepting and declining.
Lesson Objectives	At the end of the lesson, students will be able to use phrases to make invitations, accepting and refusing.
Presentation	Teacher involves students in a warm-up activity: one truth, two lies to introduce the topic, connect prior knowledge with new one and encourage students to participate in the class.
Instruction and practice	Teacher provides students with an exciting question to think about or a problem related to the topic of the lesson to seek a solution. Teacher asks the students to think alone to solve the question or problem in question and gives it to them. Teacher divides the students into pairs and asks them to discuss what they think about it and share ideas with their partner. Students interchange opinions and ideas to reach at a common answer.
Assessment and transfer	Students share their ideas to the whole class.
Materials /Bibliography/Research Instruments	Dialogues Markers
Thesis Director	Mgs. Jhimi Bolter Vivanco Loaiza

Institutional Teacher:	Lic. Ruth Rodríguez
Academic Tutor:	Mgtr. Miriam Eucevia Troya Sánchez
Preservice Teacher:	Srta. Diana Cristina Pinta Ochoa
Annexes:	https://drive.google.com/file/d/15i0s67EXNu-ZqdiLTtViYk06yNrCGzsR/view?usp=drive_link

Intervention plan # 5	
Class: 8 th grade EGB “E” Number of Students: 25 (10 boys, 15 girls) Language Level: A1.1	Date: 30 th – 31 th May, 2023 Schedule: Tuesday 11h00-12h20 Wednesday 11h40-12h20 Time per lesson: 40 minutes Total hours: 3 hours per week
School year: 2022-2023 Type of institution: Public	
Pre-service teacher: Srta. Diana Cristina Pinta Ochoa	
Research Problem	How does the development of retelling strategy (oral, written and drawings) improve reading comprehension, among eighth-grade students, at a public school in Loja during the 2022-2023 school year?
Lesson Topic	Family Members
Lesson Objectives	At the end of the lesson, students will be able to recognize the family members: <i>mother, father, daughter, son, sister, brother, grandfather and grandmother.</i>
Presentation	Teacher involves students in a warm-up activity: <i>categories</i> to introduce the topic, and encourage students to participate in the class.
Instruction and practice	Teacher introduces the topic reading three stories and highlights some words. Teacher asks to the students for some words that they don't know and suggests to write on their notebook. Teacher reinforces the topic using flashcards. Teacher provides students a list of between 10 and 15 key vocabulary words from a reading. Teacher writes on the board the different categories related to the reading. Students work together to assign the words to the appropriate categories Teacher asks students to write about their family.
Assessment and transfer	Teacher provides a worksheet (see annex 1) in which they have to: <i>Read the story, write the correct names, fill the gap with the correct answer, and match with the correct description.</i> Teacher reviews and check mistakes.
Materials /Bibliography/Research Instruments	Flashcards: https://n9.cl/oxnu2 Worskheet: https://n9.cl/1a8p6 Markers
Thesis Director	Mgs. Jhimi Bolter Vivanco Loaiza
Institutional Teacher:	Lic. Ruth Rodríguez
Acad emic Tutor:	Mgr. Miriam Eucevia Troya Sánchez
Preservice Teacher:	Srta. Diana Cristina Pinta Ochoa
Annexes:	https://drive.google.com/file/d/19m8EYi-5syk4ErYV5zzTQ5kd13vszAAJ/view?usp=drive_link

Intervention plan # 6	
Class: 8 th grade EGB “E” Number of Students: 25 (10 boys, 15 girls) Language Level: A1.1	Date: 6 th – 7 th June, 2023 Schedule: Tuesday 11h00-12h20 Wednesday 11h40-12h20 Time per lesson: 40 minutes Total hours: 3 hours per week
School year: 2022-2023 Type of institution: Public	
Pre-service teacher: Srta. Diana Cristina Pinta Ochoa	

Research Problem	How does the development of retelling strategy (oral, written and drawings) improve reading comprehension, among eighth-grade students, at a public school in Loja during the 2022-2023 school year?
Lesson Topic	Posttest and questionnaire administration
Lesson Objectives	N/A
Presentation	N/A
Instruction and practice	N/A
Assessment and transfer	N/A
Materials /Bibliography/Research Instruments	<ul style="list-style-type: none"> • Questionnaire • Posttest
Thesis Director	Mgs. Jhimi Bolter Vivanco Loaiza
Institutional Teacher:	Lic. Ruth Rodríguez
Acad emic Tutor:	Mgtr. Miriam Eucevia Troya Sánchez
Preservice Teacher:	Srta. Diana Cristina Pinta Ochoa

Annex 2. Pretest and Posttest



UNIVERSIDAD NACIONAL DE LOJA
DEPARTMENT OF PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

DATA COLLECTION INSTRUMENT: PRE / POST TEST

Instructions: Dear student, answer the following test with sincerity and honesty. Your answers will be anonymous and confidential.

Student's code: CB27F.....

Date:

1. Read the sentences and tick ✓ the one that matches the picture. (Inference) (1 point)

- This boy just won a race.
- This boy just lost a race.



- The show is about to begin.
- The show is done.



- It is very quiet.
- The girl hears loud noises.



- This girl likes carrots.
- This girl does not like carrots.



2. Read each paragraph and choose the main idea. (Main idea) (2 points)



Fast music makes us excited and cheerful. Some slow music sounds sad. Slow music can also make us feel peaceful. Some tunes even remind us of things from the past. Music can give us many different feelings.

- a. Music can give us many different feelings.
- b. Slow music can also make us feel peaceful.
- c. Music has different genres.
- d. Music is not related to instruments.

We say many things with our hands. We wave hello and goodbye. We signal thumbs up to mean we like something. We say "stop" with a hand held up in front of us.



- a. We wave hello and goodbye.
- b. We say many things with our hands.
- c. We use our hands to prepare food.
- d. The human hand has 27 bones.

3. Read the details then circle the picture that matches it in the main idea box. (Supporting details) (1 point).

Details	Main idea
<ul style="list-style-type: none"> • They must be fed twice a day. • They have lots of energy, so you will need to play with them often. • You must watch them very carefully because they bite everything they find! 	

4. Read the story below, then answer the questions. (Supporting details) (2 points)

My sister Sandy likes **love films**. She always watches them. Her favorite film is "Pretty Woman". I never watch **love films**. I think they are very boring. I like **detective films** best. They are exciting because there's a lot of action. I never watch TV in the morning. Mum likes **music programs**. The **pop group** she likes best is the **Jonas Brothers**. I like them too. I sometimes watch "Hits of the Week" with her. My brother Tommy only watches the **news**. He says it's very interesting. He doesn't like the other programs. My second brother, Ken, loves westerns. He thinks **Native Americans**, cowboys and horses are wonderful.

-Paul

a. Which movies does Sandy like?

_____.

b. Which movies does Paul find boring?

_____.

c. What does Tommy watch?

_____.

d. Which pop group does Paul's mum like best?

_____.

5. Read this paragraph carefully and place the events in the correct sequence using the numbers 1-8. (Sequencing) (2 points)



THE MAGIC MAN



Yesterday, Magic Man came to our school. He set up his magic table in the gym, put on a purple hat, and used his magic wand. Next, he played some fun music, took off his hat, and waved his wand in a circle. After the music stopped, Magic Man pulled a white rabbit out of his purple hat. He talked to us about magic tricks and his rabbit named Hopper. Finally, he showed us a fancy card trick. That was my favorite part. We had such a good time. When I go home, I'm going to practice how to be a magician, just like Magic Man.

- a. ___ He played some fun music.
- b. ___ The magic man talked to us about Hopper and magic tricks.
- c. ___ The magic man came to our school.
- d. ___ The magic man waved his wand in a circle.
- e. ___ The magic man put on a purple hat.
- f. ___ He set up his magic table in the gym.
- g. ___ He showed us a fancy card trick.
- h. ___ He pulled a tan rabbit out of his hat.

6. Read the conversation and complete with the correct TV shows. (Vocabulary) (2 points)

quiz show sports program news music program

- a. What does your mom watch on Monday night? I don't know. They show important events of the world and the country. It's very boring. Ahh, she watches the _____.
- b. What does your sister watch on Friday night? I don't know. They show people playing tennis and football. It's very good! Ahh, she watches a _____.
- c. What does your brother watch on Wednesday night? I don't know. They show people answering questions and winning money. Ahh, he watches a quiz show _____.
- d. Mario, what do you watch on Sunday night? It's a show where people sing and play musical instruments. It's my favorite show. Ahh, you watch _____.

THANKS FOR YOUR COLLABORATION

Annex 3. Questionnaire



UNIVERSIDAD NACIONAL DE LOJA
DEPARTMENT OF PEDAGOGÍA DE LOS IDIOMAS
NACIONALES Y EXTRANJEROS




DATA COLLECTION INSTRUMENT: PRE / POST QUESTIONNAIRE

Instructions: Dear student, answer the following questionnaire with sincerity and honesty. Your answers will be anonymous and confidential.

Student's code: CB27F




Date:

Statement 1. Retelling strategy provided a rich experience in the reading comprehension process.

				
STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Why? _____

Statement 2. Retelling helps me retain and understand the information of a story over a long term.

				
STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

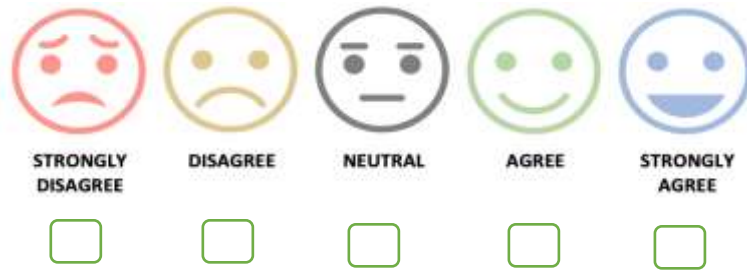
Why did you choose that option? _____

Statement 3. Retelling strategy encourages me to be more creative.

				
STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Explain briefly the option you choose.

Statement 4: Retelling strategy sparked my imagination as I read because it allowed me to engage with the story in a creative and personalized way.



Why did you choose that option? _____

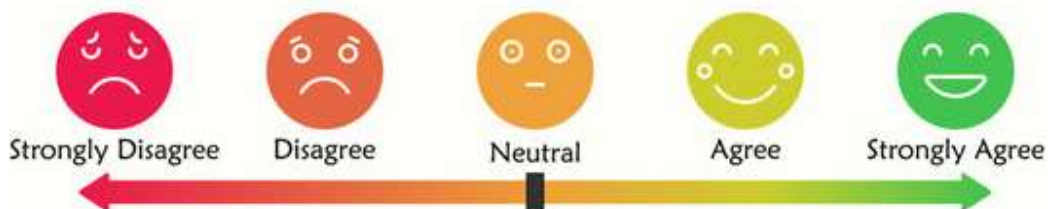
Statement 5. Which of these retelling strategies stimulated and activated your attention during learning reading? Order from 4 to 1, being 4 the most entertaining and 1 the least entertaining.

Story Map	Concept Sort	Visual Imagery	Think-Pair-Share
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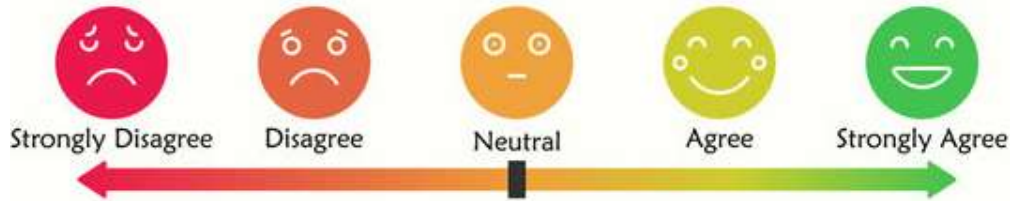
Retelling strategies	
4	
3	
2	
1	

Statement 6. Story Map strategy helped me organize specific information about a story.



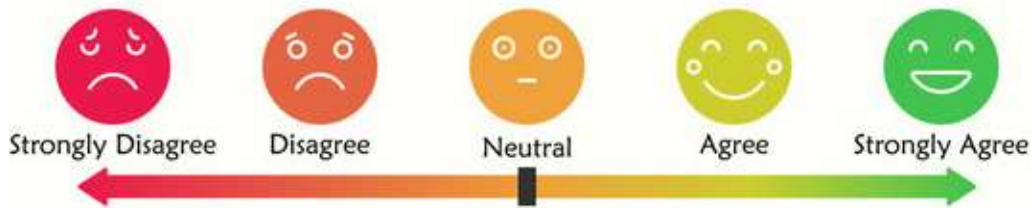
Why? _____

Statement 7. Think-Pair-Share helps me to collaborate actively with my classmates in order to get a conclusion.

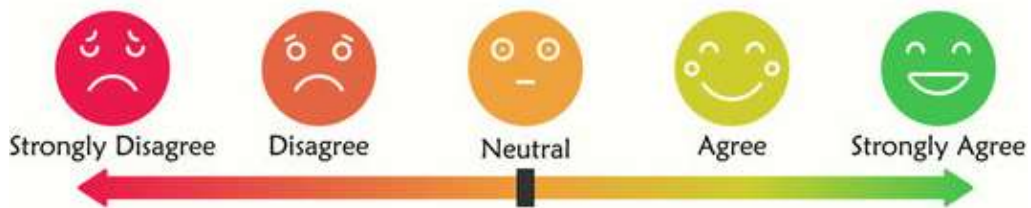


Why? _____

Statement 8. Visual Imagery makes me feel more connected to the story and enjoy reading more.



Statement 9. Concept Sort permitted me use my critical thinking skills to sort words into categories.



Why? _____

Statement 10. Which retelling type helps you to understand the information better?

- a. Oral Retelling
- b. Written Retelling
- c. Drawings

Why? _____

THANKS FOR YOUR COLLABORATION

Annex 4. Field Notes

<p>Setting: Colegio de Bachillerato “27 de Febrero”</p> <p>Observation #1</p> <p>Topic: Entertainment</p> <p>Objective: At the end of the lesson, students will be able to recognize different kinds of entertainment: movies, TV programs, music genres.</p>	<p>Date: May 2nd – 3 rd, 2023</p> <p>Time: 11h00-12h20 (2 periods)</p> <p>Participants: Eight-grade Students</p>
Descriptive Notes	Reflective Notes
<ul style="list-style-type: none"> • Teacher involves students in a warm-up activity. • Teacher introduces the story map strategy by presenting the main components of the strategy, characters, setting, problem and solution. • Teacher provides students a worksheet with a blank story map organizer to complete. • Students read a short text related to the topic of the lesson. • Students work in a worksheet provided by the teacher. • Students didn't understand very well teachers' instructions; they asked teacher for translation of the activities and get confused anyway. • Students didn't remember what they reviewed in the previous class and couldn't answer some teacher's questions about the lesson. • Students interacted in a good way with the teacher, they asked for help with some exercises and wanted that the teacher checked their work. 	<ul style="list-style-type: none"> • Students didn't understand very well teachers' instructions; they asked teacher for translation of the activities and get confused anyway. Students didn't remember what they reviewed in the previous class and couldn't answer some teacher's questions about the lesson. Students interacted in a good way with the teacher, they asked for help with some exercises and wanted that the teacher checked their work. • Teacher gained their confidence. • Taking into account their low interaction with foreign language, students found it difficult to understand some of the phrases, sentences or words. • This focalized situation tells me that it is essential foster a positive and inclusive learning environment where students feel comfortable sharing their thoughts and ideas, regardless of their language background.

<p>Setting: Colegio de Bachillerato “27 de Febrero”</p> <p>Observation #2</p> <p>Topic: Entertainment</p> <p>Objective: At the end of the lesson, students will be able to recognize different kinds of entertainment: movies, TV programs, music genres.</p>	<p>Date: May 2nd – 3 rd, 2023</p> <p>Time: 11h00-12h20 (2 periods)</p> <p>Participants: Eight-grade Students</p>
Descriptive Notes	Reflective Notes
<ul style="list-style-type: none"> • Teacher involved students in a warm-up activity to reinforce the last topic. • Students worked in activities presented in the student’s book. • Teacher helped students in the concepts of some words that they did not know. • Teacher monitored and gave feedback about the activities. 	<ul style="list-style-type: none"> • Students had difficulties relating the images with the word, they did not recognize the type of entertainment or got confused with other. • Despite reinforcing the topic a few times some students continued to not remember the given topic. Others readily responded to the teacher's questions about the previous class and reminded the class of what they saw. Some students were confused by some phrases the teacher used in her speech. Students did not remember what they had reviewed in the previous class and could not answer some of the teacher's questions about the lesson. • The teacher had difficulties in time management because some students did not understand the lesson very well, prepared activities were delayed and the lesson could not be fully concluded. • Despite reinforcing the topic a few times some students continued to not remember the given topic. Others readily responded to the teacher's questions about the previous class and reminded the class of what they saw.

<p>Setting: Colegio de Bachillerato “27 de Febrero”</p> <p>Observation #3</p> <p>Topic: Types Entertainment</p> <p>Objective: At the end of the lesson, students will be able to recognize different kinds of entertainment: movies, TV programs, music genres.</p>	<p>Date: May 9nd – 10rd, 2023</p> <p>Time: 11h40-12h20 (2 periods)</p> <p>Participants: Eight-grade Students</p>
Descriptive Notes	Reflective Notes
<ul style="list-style-type: none"> • Teacher involves students in a warm-up activity: categories. • Teacher introduces the topic reading an article and highlights some words. • Teacher expose a flipchart with some categories such as: movies, tv shows, musicals, music and verbs. • Teacher provides students a list of between 6 key vocabulary words from a reading selection on index cards. • Teacher divides the class into small groups of 3 or 4 students and distribute the cards with the reading vocabulary. • Students work together to assign the words to the appropriate categories. • Students present their word list for one of the categories with the whole class. 	<ul style="list-style-type: none"> • Students had difficulties relating the images with the word, they did not recognize the type of entertainment or got confused with other. • Analyzing the context, students may have a limited comprehension of the language due to being non-native speakers of the language or having limited exposure to the language outside of the classroom. As a result, they struggle to comprehend the concepts directly and require translation to bridge the language gap. Teacher creates a good environment in which students feel comfortable and do not be afraid to participate in class. • Students partially understand the reading text that teacher presents, because they do not know many verbs and sentence structure. • Some students distracted easily while teacher monitor other students and talked during the class. • The group work went well, but some students did not collaborate and just talked to each other. Taking into account that the student's prior knowledge is limited, it is difficult for them to understand a text or a reading. In addition to the fact that the text deals mostly with vocabulary, leaving aside grammar, limits the students in the language output. • This complex situation indicates to me that, as a teacher working to improve or encourage foreign language acquisition, it is important to familiarize students with grammar. In this way, students practice composing sentences and communicate effectively their thoughts. • This teach me that the importance of identify the specific reasons why students struggle with simple concepts and require translation. By understanding the underlying factors, I can adapt my instructional approaches, provide support, and create an inclusive learning environment that promotes comprehension and learning for all students.

<p>Setting: Colegio de Bachillerato “27 de Febrero”</p> <p>Observation #4</p> <p>Topic: Types Entertainment</p> <p>Objective: At the end of the lesson, students will be able to recognize different kinds of entertainment: movies, TV programs, music genres.</p>	<p>Date: May 9nd – 10rd, 2023</p> <p>Time: 11h40-12h20 (1 period)</p> <p>Participants: Eight-grade Students</p>
Descriptive Notes	Reflective Notes
<ul style="list-style-type: none"> • Teacher reviewed the last topic with a warm- up activity to activate their prior knowledge. • Students worked on the pronunciation of the words and associate them with the categories previously presented. • Teacher asked students some questions related to the what type of entertainment they like the most. 	<ul style="list-style-type: none"> • Some students distracted easily while teacher monitor other students and talked during the class. • The group work went well, but some students did not collaborate and just talked to each other. • Students found it difficult to understand simple concepts, they needed the teacher to translate for them to fully understand the concept. • The students worked successfully on the pronunciation and spelling of verbs. They demonstrated confidence in answering the teacher's questions. Analyzing the context, students may have a limited comprehension of the language due to being non-native speakers of the language or having limited exposure to the language outside of the classroom. As a result, they struggle to comprehend the concepts directly and require translation to bridge the language gap.

<p>Setting: Colegio de Bachillerato “27 de Febrero”</p> <p>Observation #5</p> <p>Topic: Talking about likes and dislikes</p> <p>Objective: At the end of the lesson, students will be able to talk about like and dislikes</p>	<p>Date: May 16nd – 17rd, 2023</p> <p>Time: 11h00-12h20 (2 periods)</p> <p>Participants: Eight-grade Students</p>
<p align="center">Descriptive Notes</p>	<p align="center">Reflective Notes</p>
<ul style="list-style-type: none"> • Teacher reviewed the last topic with a warm- up activity to activate their prior knowledge. • Students read a story related to the topic one by one, analyze all of the sentences and understand. • Teacher asked students some questions related to the text, about what the protagonist like and dislikes. • Teacher gave an explanation about the use of do and does. • Students participate and practice on the pronunciation. 	<ul style="list-style-type: none"> • Some student chatted each other and did not play attention to the teacher. • Most of the students participate actively in the class. • Students asked for some words that they did not understand. • I need to manage the time and incorporate some examples to present the topic. • Teacher always found out to create a good environment in which students feel comfortable and did not be afraid to participate in class. • Teacher explained the topic in an easy way in order to the students comprehend better. • Most of the students did not understand very well teachers’ instructions; they repeated many times, “teacher, can you repeat again but in Spanish”, “I can understand” or “I understand more or less”; also, they asked teacher for translation of the activities. • Students interacted in a good way with the teacher, they asked for help with some word that they don’t know and wanted that the teacher checked their work. • Teacher always monitored and helped students work. • Taking into account their low interaction with foreign language, students found it difficult to understand some of the phrases, sentences or words they teacher use in the class. • This problem tells me that it is important to adapt activities that foster the English interaction, in this way the students practice their communicative skills and little by little enhance their English acquisition.

<p>Setting: Colegio de Bachillerato “27 de Febrero”</p> <p>Observation #6</p> <p>Topic: Talking about likes and dislikes</p> <p>Objective: At the end of the lesson, students will be able to talk about like and dislikes</p>	<p>Date: May 16nd – 17rd, 2023</p> <p>Time: 11h00-12h20 (1 period)</p> <p>Participants: Eight-grade Students</p>
Descriptive Notes	Reflective Notes
<ul style="list-style-type: none"> • Teacher reviewed the last topic with a warm- up activity to activate their prior knowledge. • Students read a story related to the topic one by one, analyze all of the sentences and understand. • Teacher asked students some questions related to the text, about what the protagonist like and dislikes. • Teacher gave an explanation about the use of do and does. • Students participate and practice on the pronunciation. 	<ul style="list-style-type: none"> • Students were showing restless and did not want to have classes. • Teacher had to asked please to collaborate and work on the activities. • Teacher’s instructions were comprehending very well, and they understand easily. • Students did not show problems recalling what they reviewed in the previous class and answered all of teacher’s questions about the lesson. • Students participated actively in group, and completed the activity quickly. • Taking into account their low interaction with foreign language, students found it difficult to understand some of the phrases, sentences or words. • This situation tells me about that the intervention plan is going to carry out well, and it is being useful for the student’s comprehension.

<p>Setting: Colegio de Bachillerato “27 de febrero”</p> <p>Observation #7</p> <p>Topic: Making invitation, accepting and refusing</p> <p>Objective: At the end of the lesson, students will be able to use phrases to make invitations, accepting and declining.</p>	<p>Date: May 23nd – 24rd, 2023</p> <p>Time: 11h00-12h20 (2 periods)</p> <p>Participants: Eight-grade Students</p>
Descriptive Notes	Reflective Notes
<ul style="list-style-type: none"> • Teacher reviewed the last topic with a warm- up activity to activate their prior knowledge. • Teacher provides students with an exciting question to think about or a problem related to the topic of the lesson to seek a solution. • Teacher asks the students to think alone to solve the question or problem in question and gives it to them. • Teacher divides the students into pairs and asks them to discuss what they think about it and share ideas with their partner. • Students interchange opinions and ideas to reach at a common answer. • Students share their ideas to the whole class. • Teacher provides an explanation about the usage of different phrases to make invitation, other to accepting and declining. • Teacher use some of the phrases and ask students to answer with some of the phrases accepting or refusing. 	<ul style="list-style-type: none"> • Some students have difficulties to understand the teacher’s instructions. Teacher immediately asks them if the instructions are clear in order that they can work effectively. • Some students don’t want to work with their classmates. • Students talk and share their ideas in harmony. Some students ask again about what they have to do. • Students answer motivated all of the teacher’s questions and are interested in the lesson. • While teacher explains the lesson, some students are distracted and talk during the class. • Teacher calls their attention and asks them to please remain silent.

<p>Setting: Colegio de Bachillerato “27 de febrero”</p> <p>Observation #8</p> <p>Topic: Making invitation, accepting and refusing</p> <p>Objective: At the end of the lesson, students will be able to use phrases to make invitations, accepting and declining.</p>	<p>Date: May 23nd – 24rd, 2023</p> <p>Time: 11h40-12h20 (1 period)</p> <p>Participants: Eight-grade Students</p>
Descriptive Notes	Reflective Notes
<ul style="list-style-type: none"> • Teacher reviewed the last topic with a warm- up activity to activate their prior knowledge. • Teacher reviews the explanation about the usage of different phrases to make invitation, other to accepting and declining. • Teacher ask students to work into pairs and provides students a piece of paper with a dialogue, in which students have to recognize the phrases to make invitation, accepting and declining. 	<ul style="list-style-type: none"> • Some students have difficulties to understand some of the words in the dialogue, teacher helps them with the meaning and they recognize easily the phrases. • Other students recognize easily the phrases, even they feel proud because understand very well the phrase and what the dialogue is about.

<p>Setting: Colegio de Bachillerato “27 de febrero”</p> <p>Observation #9</p> <p>Topic: Family Members</p> <p>Objective: At the end of the lesson, students will be able to recognize the family members: mother, father, daughter, son, sister, brother, grandfather and grandmother</p>	<p>Date: May 29nd – June 2nd, 2023</p> <p>Time: 11h00-12h20 (2 periods)</p> <p>Participants: Eight-grade Students</p>
Descriptive Notes	Reflective Notes
<ul style="list-style-type: none"> • Teacher involves students in a warm-up activity: categories to introduce the topic, and encourage students to participate in the class. • Teacher introduces the topic reading three stories and highlights some words. • Teacher asks to the students for some words that they don't know and suggests to write on their notebook. • Teacher reinforces the topic using flashcards. • Teacher provides students a list of between 10 and 15 key vocabulary words from a reading. • Teacher writes on the board the different categories related to the reading. • Students work together to assign the words to the appropriate categories 	<ul style="list-style-type: none"> • Some student chatted each other and did not pay attention to the teacher's instructions. • The students have difficulties to understand some of the words in the story, teacher helps them with the meaning and they catch what the story is about. • Most of the students participate actively in the class when the teacher shows flashcards. • The students know the strategy that the teacher uses and participate enthusiastically in the activity. • Most of the students related quickly the image with the story

<p>Setting: Colegio de Bachillerato “27 de febrero”</p> <p>Observation #10</p> <p>Topic: Family Members</p> <p>Objective: At the end of the lesson, students will be able to recognize the family members: mother, father, daughter, son, sister, brother, grandfather and grandmother</p>	<p>Date: May 29nd – June 2nd, 2023</p> <p>Time: 11h40-12h20 (1 period)</p> <p>Participants: Eight-grade Students</p>
Descriptive Notes	Reflective Notes
<ul style="list-style-type: none"> • Teacher involves students in a warm-up activity: categories to introduce the topic, and encourage students to participate in the class. • Teacher provides a worksheet in which they have to: • Read the story, write the correct names, fill the gap with the correct answer, and match with the correct description. • Teacher reviews and check mistakes. • Teacher asks students to write about their family and make a family tree. 	<ul style="list-style-type: none"> • Some students are distracted easily while the teacher monitors other students and talks during the class. • Some students don’t understand some words in the story, the teacher provide support and they can complete the worksheet easily. • Most of the students complete the worksheet quickly. • Students understand very well the homework and ask if they can draw the family members, the teacher tells them that everything was left to their creativity.

Annex 5. Agreement



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FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
CARRERA DE IDIOMA INGLÉS
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Ofc.036-DC-II/PINE-NG-FEAC-UNL
Loja, abril 28 del 2023

Magíster
Galo Guaicha Guaicha,
RECTOR DEL COLEGIO DE BACHILLERATO "27 DE FEBRERO"
Loja

De mis consideraciones:

Me dirijo a usted, con el objetivo de comunicarle que en la oferta académica, de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Facultad de la Educación, el Arte y la Comunicación de la Universidad Nacional de Loja, consta el desarrollo de **60 HORAS DE PRÁCTICAS PRE-PROFESIONALES DOCENCIA - VINCULACIÓN: Aplicación, Seguimiento y Evaluación de Propuestas Innovativas en el Proceso de Enseñanza Aprendizaje, así como la aplicación del Plan de Intervención**, mismo que deben cumplir como parte de la formación académica de la Carrera; motivo por el que, mucho agradeceré a usted, se digne autorizar a quien corresponde, para que a **DIANA CRISTINA PINTA OCHOA**, estudiante del **Ciclo 8**, período académico Abril 24/2023 – Agosto 16/2023, se le brinde la apertura necesaria en la Institución de su acertada dirección.

En la seguridad de ser atendida de la manera favorable, le anticipo mis agradecimientos, a la vez que aprovecho la oportunidad para expresarle los sentimientos de mi especial consideración y estima.

Atentamente,

**EN LOS TESOROS DE LA SABIDURÍA
ESTÁ LA GLORIFICACIÓN DE LA VIDA**



ROSA PAOLA MORENO
ORDOÑEZ

Lcda.M.Sc. Rosa Paola Moreno Ordoñez,
DIRECTORA ACADÉMICA

Elaborado por:
Dra.M.Sc. Nela Aguilera Asanza,
ANALISTA DE APOYO A LA GESTIÓN ACADÉMICA

*Aprobado
por la coordinación
del Personal del Área
de Inglés*



[Handwritten signature]
2023/05/02

Annex 6. Scoring Guide



UNIVERSIDAD NACIONAL DE LOJA
DEPARTMENT OF PEDAGOGÍA DE LOS IDIOMAS
NACIONALES Y EXTRANJEROS

DATA COLLECTION SOURCE: PRE/POST TEST SCORING GUIDE

QUESTION 1

Inference

LITERAL	ANSWER	SCORE
A	This boy won a race.	0,25 points
B	The show is done.	0,25 points
C	The girl hears loud noises.	0,25 points
D	This girl does not like carrots.	0,25 points
	Total	1 point


QUESTION 2

Main idea

LITERAL	ANSWER	SCORE
A	a. Music can give us many different feelings.	1 point
B	b. We say many things with our hands.	1 point
	Total	2 point

QUESTION 3

Supporting details

LITERAL	ANSWER	SCORE
A		1 point
	Total	1 point

QUESTION 4

Supporting details

LITERAL	ANSWER	SCORE
A	Sandy likes love films.	0,50 points
B	Paul find very boring love films.	0,50 points
C	Tommy only watches the news.	0,50 points
D	The pop group that Paul's mom likes best is the Jonas Brothers.	0,50 points
	Total	2 points

QUESTION 5

Sequencing

LITERAL	ANSWER	SCORE
A	4	0,25 points
B	7	0,25 points
C	1	0,25 points
D	5	0,25 points
E	3	0,25 points
F	2	0,25 points
G	8	0,25 points
H	6	0,25 points
	Total	2 points

QUESTION 6

Vocabulary

LITERAL	ANSWER	SCORE
A	News	0,50 points
B	Sport program	0,50 points
C	Quiz show	0,50 points
D	Music program	0,50 points
	Total	2 points

Annex 7. Grading Scale

Grading Scale according to the Ecuadorian Ministry of Education

Qualitative score range	Quantitative score range
Master the required learning	9,00 - 10,00
Achieves the required learning	7,00 - 8,99
Close to achieve the required learning	4,01 - 6,99
Does not reach the required learning	≤ 4