COMPARING DIFFERENT STRATEGIES IN IMPROVING STUDENTS READING COMPREHENSION

Wahid Hasim
wahidhasim2807@gmail.com
Institut Pendidikan Indonesia, Garut

Abstract
This research entitled comparing different reading strategies in improving students’ reading comprehension was conducted to find whether there is a significant difference in students’ reading comprehension based on the different strategy given to the students. Quantitative research was employed in doing the research by using one shot design framework. The treatment was conducted for 3 weeks in 5 different classes. The research was done in a private university in Garut. The population was 5 classes of third grade students enrolled in Reading III subjects. 45 students consisting 9 students from each class were taken as the sample by using cluster random sampling technique. Statistical computation carried out in the research was ANOVA. From the analysis it was found out that the F ratio (4.48) value is higher than the critical value (2.61) which led to the conclusion that there is significant different in student reading comprehension by using different reading strategies.

INTRODUCTION
Reading comprehension is one of the four language skills that seem to be challenging for learners. It is a fundamental form of language inputs, and a psycholinguistic process for active reconstruction of a message from written language (Lee, 2012). As students’ progress through school, they are asked to read increasingly complex informational and graphical texts in their courses. The ability to understand and use the information in these texts is key to a student’s success in learning. Successful students have a repertoire of strategies to draw upon, and know how to use them in different contexts. Struggling students need explicit teaching of these strategies to become better readers. It requires not only lexical understanding on the words used but also the comprehension towards the messages conveyed on the passage. However, when doing reading comprehension practice exercises, students tend to stay on the lexical level rather than understanding the whole text comprehensively. They just focus on the vocabulary aspects. Finding the meaning of the words seems to be their main purpose when doing
reading activities. In addition, Reading English articles is a mechanical exercise for my students, rather than a fun activity; as a result, they often feel bored, and even want to give up.

The role of the teacher, then, has to take place in this situation. How to encourage the students to comprehend what they are reading will provide useful intake for them. Comprehension improves when teachers provide explicit instruction in the use of comprehension strategy. This comprehension strategy will not be handed over automatically to the students; it is imperative that teachers provide strategy instruction by modeling, demonstrating, and explaining, often through think-aloud. Students then need to apply these strategies through much shared, guided, and independent reading. The importance of using reading strategies has been found to be obligatory and is especially critical for those English as an ESL/EFL learners desirous of a high level of English language literacy and success in US academic institutions (Lee, 2012).

In academic settings, reading is regarded to be the central means for learning new information and gaining access to alternative explanations and interpretations. Reading also provides the foundation for synthesis and ‘critical evaluation’ skills (Yukselir, 2014). There are some factors that influence students reading comprehension. They are; students’ reading attitudes (motivation and interests), time truly engaged in reading, effective comprehension strategy instruction across all subject areas, vocabulary and world knowledge, fluency, type of text or genre, opportunities for rich talk and written response, understanding and implementing the strategies used by effective readers. Those strategies are assumed to have significant effect on students reading comprehension.

**Research Question**

There are various available reading strategies that can be used by teachers. The problem is do they make any differences? Based on the stated background underlying the research, the writer formulated the research questions as follows “is there any
significant difference of using different reading strategies on students’ reading comprehension”.

Research Objective
In line with the research question stated previously the research was then intended to find out whether there is a significant difference in students’ reading comprehension by using different reading strategies

The hypothesis
The hypotheses of the research are stated as follows:

1. Null hypothesis: there is no effect of different reading strategies on students’ reading comprehension
2. Alternative hypothesis: there is some significant effect of different reading strategies on students’ reading comprehension

LITERATURE REVIEW
Reading is comprehension. “Comprehension involves what the reader knows as well as the nature of the text itself. It involves the type of text to be read—narrative, expository, poetry, etc. It is the mostly beneficial skill to obtain knowledge and raise information. (Yukselir, 2014) It involves the purpose for reading”. The sociocultural context at home and at school also affects comprehension and all other learning. Reading without comprehension is simply word calling. Effective comprehenders not only make sense of the text, but are also able to use the information it contains. They are able to think thoughtfully or deeply and to make personal connections as they analyze and question what they are reading, hearing, and seeing. Evidence, however, indicates that most students’ reading comprehension scores remain low despite many years of concentrated efforts to improve instruction.

However, this need not be the case. To teach comprehension is to teach thoughtful literacy. Thoughtful literacy is not a separate kind of literacy, but the umbrella for all literacy learning across the curriculum. Literacy is much more than being able to read a menu, fill in a simple form, or recall details from fiction or
nonfiction text. It is about making connections with the text. Students who have mastered thoughtful literacy can do more than merely regurgitate the text: they can read, write, listen, speak, view, and represent in complex ways. If students want to get the most out of the materials they are assigned, they have to learn to read critically or analytically. The idea here is that when we read something, the purpose is to try to understand what the author intention is (Küçükoğlu, 2013). Teachers whose focus is thoughtful literacy will invariably help their students to be critically literate: to question the attitudes, values, and beliefs that lie beneath the surface of written, spoken, and visual texts. Their students become aware that all texts are created from a certain perspective or bias and examine each text to see how it positions them as they read, listen, or view. Thus, it is crucial for L2 readers to be aware of how they employ reading strategies in planning, regulating, and evaluating their own reading processes (Yüksel & Yüksel, 2012)

Research offers guidance to teachers on how best to support their students’ reading comprehension. The four key features of comprehension instruction are the amount of time engaged in reading, explicit strategy instruction, rich talk (discussion), and writing. Students not only need to read a great deal, but they also need to be taught a small number of effective comprehension strategies. In addition, students require many opportunities to solidify comprehension by discussing and writing about what they are reading, hearing, and seeing.

It was found that students failed in third grade because they were non-readers. It is often the case that reading at higher institutions of learning demands certain skills. Over the years, there has been accumulated evidence that emphasize the importance of some skills, and that learners equipped with such reading skills or strategies may be more successful than other (Nordin, Rashid, Zubir, & Sadjirin, 2013). Once a reading was completed, students were often required to respond to questions based on what was read. Researchers observed this same practice at the end of the 1990s. “Given the
large volume of research on the topic in the past quarter century, there has been the potential for a revolution in schools with respect to comprehension instruction.

Research indicates that many students, especially those who come from economically disadvantaged backgrounds, become less effective readers as they move from the early to the upper-elementary grades. This suggests that one needs to be a strategic reader to be an effective reader (Nordin et al., 2013). Key factors that influence reading comprehension are: students’ reading attitudes (motivation and interests), time truly engaged in reading, effective comprehension strategy instruction across all subject areas, vocabulary and world knowledge, fluency, type of text or genre, opportunities for rich talk and written response, understanding and implementing the strategies used by effective readers.

**METHODOLOGY**

**Design of the study**

The study was carried out under one shot design in which a single group of individuals (or other interesting unit of analysis) was selected for observation over a single, limited time period, it is because they have experienced some factor taken as important in shaping some outcome. In the study, the treatment was conducted for 3 weeks toward 5 different classes in the same grade. Different reading strategies were assigned to those groups. This study used 5 different strategies for improving reading comprehension. The strategies were taken from 8 reading strategies proposed by Keene and Zimmerman. Table 1 shows the distribution of the treatment or strategies assigned to the groups. The table provides the information that group 1 was exposed to narrative and expository structure, group 2 was exposed with graphic and semantic organizers, group 3 received retelling, summarizing and synthesizing during the treatment, group 4 developed generating question and group 5 developed answering question strategies as a means of improving their reading comprehension. All groups experienced the three-week treatment as their participation in this research.
Table 1
Strategies assigned to the groups

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
<th>Group 4</th>
<th>Group 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>narrative and expository text structures</td>
<td>graphic and semantic organizers</td>
<td>retelling, summarizing, synthesizing, inferring</td>
<td>generating questions</td>
<td>answering questions</td>
</tr>
</tbody>
</table>

The population and sample

The subjects of the study consisted of 45 second-year of University students in Sekolah Tinggi Keguruan dan Ilmu Pendidikan Garut during the academic year 2012/2013. They were taken as sample out of 223 students enrolled in reading III subjects. Cluster random sampling technique was administered in selecting the representatives of the group.

Data collection Instrument

For the purpose of collecting the data the researcher developed reading test. The test was taken from the TOEFL test, reading comprehension section, consisting 50 questions. the test was chosen as it was considered to be valid and reliable in measuring students reading comprehension. Since the study employed one shot design as the framework, the test was administered only once after the treatment.

FINDING AND DISCUSSION

The analysis of Variance (ANOVA) was used to determine whether there is significant different result on students’ reading comprehension by using different reading strategies. The ANOVA itself is a powerful procedure and a versatile test for it allow the researcher to compare several means simultaneously (Hatch and Lazaraton, 1991, p.308)After the test was administered than the result from the sample was calculated
and presented in table 2. It provides the information of the raw score gained from different groups of the research. The score was gathered through reading comprehension test after three-week exposure of different reading strategies.

Table 2
The result of reading comprehension test

<table>
<thead>
<tr>
<th>STUDENTS GROUP</th>
<th>MEANS</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1</td>
<td>27.1</td>
<td>10.45</td>
</tr>
<tr>
<td>Group 2</td>
<td>29.4</td>
<td>7.78</td>
</tr>
<tr>
<td>Group 3</td>
<td>35.6</td>
<td>9.49</td>
</tr>
<tr>
<td>Group 4</td>
<td>40.2</td>
<td>9.93</td>
</tr>
<tr>
<td>Group 5</td>
<td>42.7</td>
<td>9.60</td>
</tr>
</tbody>
</table>

In order to have a better description of the numbers presented in the previous table, the descriptive statistics was done to portray the central tendency of the number. The means and standard deviation of each group was presented in table 3.

Table 3
Means and standard deviation

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The result of the analysis of variance calculation was shown in the following table
Table 2

The F value based on the result of reading comprehension test from the five groups

<table>
<thead>
<tr>
<th>Source of Varians</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between groups</td>
<td>1615.1</td>
<td>4</td>
<td>403.8</td>
<td>4.48</td>
</tr>
<tr>
<td>Within groups</td>
<td>3604.9</td>
<td>40</td>
<td>90.12</td>
<td></td>
</tr>
</tbody>
</table>

From the table it was found that

The observed value is, then, compared to the critical value by using 95% of confidence level. From the f table it was revealed that the critical value (for df of 4, 40) was 2.21. Therefore, based on the statistical perspectives the null hypothesis was rejected. And based on the analysis it was concluded that different reading strategies gave different result on students’ reading comprehension. Which then prove the theoretical assumption proposed by Keene and Zimmerman that reading strategies is one of the factors that influence reading comprehension. However, the ANOVA test didn’t tell the best strategies among the five strategies to be implemented in the classroom.

REFERENCES


