Effectiveness Decoding Reading to Improve Reading Comprehension And Vocabulary

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Abstract

The goal of this study was to investigate the development of decoding (efficiency), reading comprehension, vocabulary and spelling during the elementary school years and to determine the differences between poor, average and good performers with regard to the development of these skills.Twice each year two standardized tests for each skill were administered. For two successive periods, one of the tests for each skill was the same. To describe the development in terms of a latent variable evolving across grades, the structure means a version of the structural equation model was used. The growth was expressed in terms of effect size. With respect to the first question, clear seasonal effects were found for reading comprehension, vocabulary and spelling, while the seasonal effect for decoding efficiency was restricted to the early grades. Progress tended to be greater from fall to spring than from spring to fall. For decoding efficiency, and to a lesser degree for vocabulary and spelling, growth showed a declining trend across grades. For reading comprehension, the progress in grade 2 was lower than the progress in grade 3, but progress was declining across higher grades.

Keywords: Decoding reading, strategy and skill, vocabulary, reading comprehension

INTRODUCTION

The findings of a longitudinal study on elementary school students' educational development in terms of decoding (efficiency) (Sartika & Pranoto, 2021), reading comprehension, vocabulary, and spelling are presented in this article. These important aspects of reading and language arts include the goal of this study was to find out how these skills typically develop over six years of Dutch elementary education. The results can then be used to evaluate the individual developmental paths taken by students in Dutch elementary schools.Additionally, the typical courses of study for these skills were examined.

for first-graders who were found to be poor, average, or good performers.The concepts of decoding (efficiency), reading comprehension, vocabulary, and spelling will be discussed in this section. After that, the outcomes of some significant longitudinal studies on the growth of elementary school decoding (efficiency), reading comprehension, vocabulary,

and spelling will be taken into consideration. In conclusion, the issue of what longitudinal research has to say about the growth of various skills among students with low, average, and high achievement levels will be addressed. According to (Heaverly & EWK, 2020) decoding is the capability of converting printed letter strings into a phonetic code. The most crucial step in determining the identity of printed (Istiani & Puspita, 2020). Words is to utilize the alphabetic principle (Gulö, 2019), which means to be able to represent a letter or a combination of letters by their phonemes (Gulö, 2018). Application of the alphabetic principle depends in part on sensitivity of phonemes as units of speech (Ngestirosa et al., 2020). In first grade, students learn to parse the printed word into graphemes and subsequently assign the phonemes to the different graphemes (Qodriani, 2021). After that the students have to blend these phonemes into words (Candra & Qodriani, 2019). In the next grades, students learn to recognize words or groups of words as fast as possible (Fakhrurozi & Puspita, 2021). Decoding can be measured by the accuracy of pronouncing (Isnaini & Aminatun, 2021), increasingly difficult words or pseudowords or by the rate to pronounce increasingly difficult words or pseudowords correctly (K. Sari & Pranoto, 2021). In the latter case we speak of decoding efficiency.

LITERATURE REVIEW

Reading comprehension requires understanding the meanings of words (Sartika & Pranoto, 2021), sentences and texts (Al Falaq & Puspita, 2021). At different levels (i.e., the lexical, syntactic, semantic, and pragmatic levels), students try to understand the written message of a writer (Kuswoyo et al., 2021). The simple view of reading claims that reading comprehension depends on two components (Kuswoyo, Sujatna, Indrayani, et al., 2020), viz, decoding and linguistic comprehension (Purwaningsih & Gulö, 2021). This theory states that these components are necessary for reading success but neither one is sufficient by itself (Pradana & Suprayogi, 2021). According to (Pranoto, 2021), there are developmental changes in the nature of the relationships between the components themselves, and between the components and the criterion variable of reading comprehension (Puspita & Pranoto, 2021). In the early grades, the components of decoding and linguistic comprehension are, at most, weakly related (Kuswoyo, Sujatna, Rido, et al., 2020). From the middle grades on, linguistic comprehension contributes more substantially to reading comprehension than decoding (Suprayogi et al., 2021). According to (Journal & Kiranamita, 2021) , decoding is well developed by grade 3 whereas vocabulary and

comprehension continue to develop for many years to come. Vocabulary refers to the knowledge of lexical meanings of words and the concepts connected to these meanings (Kuswoyo & Siregar, 2019).

Differences in the size of vocabulary have an effect on word recognition skills as well as reading comprehension (Aminatun & Oktaviani, 2019). In spelling, the spoken language is converted into graphic symbols (F. M. Sari & Oktaviani, 2021). It is known that orthographic processing skills explain a considerable amount of variance in reading ability (Oktaviani et al., 2022). In the first grades a strong relationship exists between decoding and spelling (Wahyudin & Sari, 2018). As noted previously, evidence shows that reading to students of all ages and all levels (Lestari & Wahyudin, 2020), in all disciplines and subjects (Gul et al., 2020), in all forms (F. M. Sari & Wahyudin, 2019b), and as often as possible (F. M. Sari & Wahyudin, 2019a) is a uniquely powerful technique for reinforcing reading fluency and student comprehension (Yulianti & Sulistyawati, 2021). When students have an opportunity to hear the technical reading of a science passage (Yulianti & Sulistiyawati, 2020), for example, they receive many benefits (Yulianti & Sulistyawati, n.d.), from the correct pronunciation of certain words (Fithratullah, 2021), the proper patterning of a particular scientific concept (Fithratullah, 2019), and the sense of wholeness inherent in hearing an expressive and comprehensive piece read to them in an effortless stream of language (Kardiansyah & Salam, 2020b).

All these bring a fresh understanding and more robust comprehension. In addition, it's appropriate to read material that's two grade levels above students' current level (Kardiansyah, 2019). This helps them capture the sound of words (Kardiansyah & Salam, 2020a), make more connections to prior knowledge as they have time to digest it, and boost their own reading of at-grade-level material (Mandasari, 2020). Reading aloud to students provides opportunities to hear a substantive piece of reading, uninterrupted, with a fluency that facilitates deeper processing (Mandasari & Aminatun, 2019). We have found that this simple strategy builds students' confidence and increases their self-esteem as they witness the teacher modeling the reading. When it's time for students to read independently, the model the teacher has provided is very helpful; students will follow that model in turn when they read the same passage. Let's now explore the power of students' reading independently.

METHOD

In this study, researchers applied qualitative method. It focuses on comprehension, description and narattive analysis. Descriptive research only seeks to describe situations or events (Mandasari & Agusty, n.d.), it does not attempt to discover or explain relationships, test hypotheses, or make predictions. According to qualitative research is a process of making the world In several extent, qualitative analysis considers real phenomena in society as found in several studies Furthermore, this research method is adaptable and provides for multiple perspectives on the data.

RESULTS AND DISCUSSION

The present study focussed on two questions: (1) How do decoding efficiency, reading comprehension, vocabulary and spelling develop during six years of elementary school?, and (2) What are the differences between poor, average and good performers with respect to the development of these skills? With respect to the first question, clear seasonal effects were found for reading comprehension, vocabulary and spelling, while the seasonal effect for decoding efficiency was restricted to the early grades (cf. Brus & Voeten 1973; Voeten 1991). Apparently, the amount of instruction in reading and language arts influences the speeding up of these skills within these grades. For decoding efficiency, and to a lesser degree for vocabulary and spelling growth shows a declining trend across grades. For reading comprehension, the progress in grade 2 is lower than the progress in grade 3, while the rate of progress is declining across higher grades. Apparently, most students make much progress in decoding efficiency in the lower grades (1 and 2), whereafter highest progress is shifted to reading comprehension. With increasing age the rate of progress on vocabulary and spelling is declining, except for vocabulary in grade 5. Perhaps, this latter revived progress in vocabulary is caused by the more prominent role social studies takes in this grade.

CONCLUSION

With respect to the second question, it appeared that initially low performers on reading comprehension, vocabulary and spelling tended to show higher progress, especially in periods where the largest amount of instruction at school is given. Although it was found

that the low, medium and high groups on average remain in the same order, these findings do not support the existence of a Matthew effect for reading comprehension, vocabulary and spelling. For decoding efficiency no clear differential effect could be found: groups of initially low, medium and high performers did not differ systematically in mean development. In other words, the gap between the poor and good performers did not widen over time for this skill, so a Matthew effect for decoding efficiency is not supported.

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