

# EFFECTIVENESS OF USING COMPREHENSION READING STRATEGIES IN ENGLISH LEARNING IN SENIOR HIGH SCHOOL

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## Abstract

The reading learning strategy is a description of how the reader processes the reading so that he gets an understanding of the reading. Reading strategies greatly affect the process and outcomes of reading activities. In addition, reading strategies can also help readers to understand the content of a reading. Reading comprehension is a very important medium or medium in order to obtain information or knowledge. Therefore reading comprehension activities need to be carried out effectively and efficiently so that information or knowledge can be obtained quickly and accurately. Strategies that must be mastered by readers so that their reading comprehension activities run effectively and efficiently. Many teachers are not quite right in teaching this reading comprehension strategy. Therefore, teachers need to prepare on how to design effective reading comprehension strategies and how to teach strategy to students. This study aims to learn effective reading use appropriate strategies to improve reading skills in language classes.

**Key words:** : Effective and Efficient, Reading Comprehension, Reading Strategies, Senior High Schools

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## INTRODUCTION

Reading is one way to get information from something we have read. The success of learning is largely determined by several factors, one of which is the determination of the selection of the right learning strategy (Pustika, 2015; Simamora & Oktaviani, 2020). Involving several symbols that make up the structure of language, reading activities are usually carried out on paper. Reading can be done individually or by reading aloud. In carrying out reading activities, we need a balance of both eye movements and focus and strengthening of thinking and skills in receiving and studying the information (Mandasari & Oktaviani, 2018; F. M. Sari & Putri, 2019). In order to receive and remember information correctly, accurate balance is required. Concentration is needed in reading activities so that the process of storing information in the mind runs optimally. The more often we do reading activities, the better our reading skills will be. According to Oktaviani & Mandasari (2020) reading is an activity that seeks to respond appropriately to written or printed verbal symbols. Meaning or understanding in reading arises from the interaction between perception with graphic symbols and language structure skills and knowledge

possessed by the reader. In the interaction process, the reader tries to recreate the meaning as well as the meaning that the writer wants to express through his writing.

Reading is one type of language activities. This type of language activity has a very important role in human life because reading is one of the media to find information or knowledge that is needed by humans (Agustin & Ayu, 2021; Erya & Pustika, 2021; Pustika, 2018). There are several advantages of choosing reading media as a search tool information or knowledge. Reading can be done anytime and anywhere according to the wishes of the reader. Besides, the integrity and depth of information can be obtained because reading activities can be done repeatedly and the speed can be determined by the reader himself (Erya & Pustika, 2021; Pustika, 2018; Sasalia & Sari, 2020). Indeed, in the era of globalization, the use of electronic media, such as radio, television, and others is increasingly widespread. But the facts prove that that the number of written media, such as: newspapers, books and others too continues to grow (develop). All of that because there are still many information systems which is felt to be more effective and efficient with involving written language media, which automatically involves reading media such as: the field of formal education (textbooks), the field of law (law texts), and others (Pustika & Wiedarti, 2019).

Starting from the description above, it can be concluded that reading has a very important role in human life, especially relating to the search for information or Science. As for the type of reading. Related to this problem is the type of reading comprehension because this type of reading does not only involve the reading speed factor but also involves the reading comprehension factor.

Reading is a process of interaction between the reader and the material in it all schematic knowledge interacts with all social and contextual reader factors (D. I. Pratiwi et al., 2020; Septiyana & Aminatun, 2021). Reading skill is a person's ability to read, understand, and interpret written words on the pages of articles or other reading material. Ownership Good reading skills will allow individuals to be able to assimilate a written work in a short time while reading (Kardiansyah & Salam, 2020; Oktaviani & Mandasari, 2019). If one develops reading skills, it is lifelong activity. And while reading at a certain time, individuals are expected to also think critically about a particular topic or subject to understand the author's intent. Reading skills can only be developed through continuous

reading (Oktaviani et al., 2020; F. M. Sari & Wahyudin, 2019; Skill, n.d.). Instilling a reading culture or habit is a hobby. Z. F. Pratiwi & Ayu (2020) describes that the reading is a basic life skill. It is the foundation for a child's success in school and throughout life. Without the ability to

Read well, opportunities for personal fulfillment and job success are unattainable. Increasing demand for the high literacy rate in our technological society makes this problem even bigger pressing (Mandasari & Aminatun, 2020; Oktaviani, n.d.). Student attitudes about goals reading also affects their ability to read. If students want to get the most out of assigned material, they must learn to read critically or analytically. Idea here is when we read something, the aim is to try to understand what is intention is (Almuafiry et al., 2017; Aminatun et al., 2021; Mandasari & Agusty, n.d.). When dealing with reading, we encounter two layers of reality: one what we can see and what we cannot see. Therefore, the purpose of reading is to make the invisible layer, the underlying meaning, is visible and clear (Oktaviani, 2012; N. Putri & Aminatun, 2021). Teele confirms that the aim of all readers should be to understand what they are reading (S. N. Sari & Aminatun, 2021)

Research shows that good readers engage actively with texts, and they are aware of processes they use to understand what they read. Teachers can help improve students understanding through reading strategy instruction. Predict, make connection, visualization, inferring, questioning, and summarizing are the strategies shown by research to improve reading comprehension (F. M. Sari, 2018; Wahyudin, 2016) This is important for teach strategy by mentioning strategy and how it should be used, modeling through a thinking process, group practice, partner practice, and independent use strategy (N. R. Putri & Sari, 2021).

## **LITERATURE REVIEW**

There is previous study that identified common reading problems that negatively impact the reading comprehension of third graders with learning disabilities. It also investigates effective reading strategies that special education teachers have used to improve reading students' level of understanding in the resource room setting. For the purpose of this study, "effective reading comprehension strategy" is defined as any strategy that has been found by special education teachers as useful for increasing reading comprehension levels third grade students with learning disabilities in a resource room setting. Importantly, certain

reading comprehension strategies can be useful based on the experiences of these teachers while work with students who have learning disabilities, but may not be found to be effective reading strategies in the literature. Thus, the focus of this study is to determine the effectiveness of using a particular strategy is based on the teacher's teaching experience, rather than strategies found only in the literature (Apriyanti & Ayu, 2020; Sinaga & Pustika, 2021).

The second study revealed that the strategies used by the teacher were understanding text, individual and group learning strategy, and QAR strategy. The result indicated that teachers need to be equipped by strategies in teaching reading comprehension in order to help the students to cope with the difficulties in learning English. The choice of strategies was adapted by the teachers with the materials, the syllabus and curriculum. Those strategies were effective in teaching reading comprehension because it can help student to comprehend the text and they could exchange their opinion with their friends (Ambarwati & Mandasari, 2020; Handayani & Aminatun, 2020; Putra & Qodriani, 2017).

The third study showed that the students' reading ability is categorized as poor. This study also found that the students use reading strategies in medium frequency. It means that the students do not make use of reading strategies maximally. Furthermore, the analysis of the questionnaire also showed that the most frequently used strategies are finding the main idea of the text, guessing the meaning of difficult words and using background knowledge while reading, while the least frequently used strategies are looking at the text closely, finding specific information and interpreting graph, diagram and table. It is predicted that the students' low reading ability was influenced by the way the students use reading strategy and the sociocultural factor of the students who live in coastal area (Mandasari et al., n.d.; F. M. Sari, 2019; Suprayogi & Novanti, 2021).

**METHOD** (Times New Roman 12, Bold, Spasi 1, spacing before 12 pt, after 6 pt)

This research uses qualitative research. In this study, the research procedures include, initial reflection, action planning, action implementation, observation/evaluation, and reflection. Next with research methods, data collection, and data analysis. The subjects in this study were students of class X SMAN 1 Pesawaran, totaling 36 people.

The object of this research is the improvement of learning outcomes, learning steps, and student responses in the application of reading learning strategies. The method used in this research is the observation method, and the interview method (if possible).

## RESULTS AND DISCUSSION

Reading comprehension is a reading activity in order to understand the contents of the reading in depth. Moving on from the description above, the author concluded that reading comprehension is a reading activity that aims to to understand the content of the reading. Type of activity this in addition to involving activities physical activities such as: eye movements also involve non-physical activities, namely: mind or reason. This of course requires technique or strategy so that these activities run effectively and efficiently. Effective and efficient reading comprehension is a reading activity that not only consider or pay attention to the understanding of the reading content, but also have to consider or pay attention to the speed factor read it. In other words, reading effective and efficient understanding must be contains the principle of effectiveness (precise target), namely understanding the content of the reading and containing the principle of efficiency (saving sacrifice), namely saving time, energy and thoughts. The principle of effectiveness and efficiency in reading comprehension activities will be achieved, if the reader has adequate reading speed (proportional) and have the skills find the focus of reading information.

### 1. Proportionate or Adequate Reading Speed

Reading speed is speed read many words in time certain without being associated with factors understanding of reading content. The speed reading is measured by the number of words read every minute. As for the formula for reading speed is the number of words read divided by the number of seconds for read multiplied by sixty. The results of the study prove that someone's reading speed is very influenced by maturity level intellectual. Reading speed at the elementary school age level is different from the reading speed at the age level high school, and so on.

The results of the study indicate that adult readers who are faced with reading material that do not so difficult, reading speed ranges between 900 – 1000 words per minute. Reading speed according to the results of the research above, can be achieved by readers who are able to apply efficient reading habits or are able to eliminate inefficient reading habits. The inefficient reading habits are as follows:

- a. Read aloud.
- b. Read in a whisper.
- c. Read by moving the lips.
- d. Reading by moving head follows the reading line.

- e. Reading with fingers, pencil, or other tools as reading pointer.
- f. Read word for word.
- g. Difficulty concentrating while reading

## 2. Information Finding Skills Reading Focus.

Puspita & Amelia (2020) suggests that the focus information is the information contained in the material reading required by the reader. Thing this is reinforced by the opinion of Afrianto & Gulö (2019) who argues that focused information is information that is very important or the most important things in reading that are needed by readers. Starting from two expert opinions above, the author concludes that focus information, namely information or content reading required by the reader. Focus information consists of three levels, namely: sentence focus information (ideas main sentence), paragraph focus information (main idea of paragraph and paragraph subject), and focus information discourse (summary of all main ideas contained in each paragraph or summary of the contents of the reading as a whole and important things that readers need to know).

One of the conditions that must be met by the reader so that reading activities understanding takes place effectively and efficiently, then the reader must have information finding skills focused, meaning that the reader finds information on the focus of reading quickly and accurately (Pranoto & Suprayogi, 2020). This of course requires the reader to have the ability to determine or identify focus information, as well as ability to apply techniques proper reading technique.

### a. Identifying Ability Focus Information

In terms of determining or identifying focused information, readers are required to master knowledge about reading focus information, such as: main idea of the sentence, main idea paragraph, the description of the main idea of the paragraph, the main idea of the discourse, as well as other things needed by the reader, namely:

- 1) Information focused on the sentence in the form of parts of the sentence that contain the main sentence or proposition, such as: subject, predicate, etc. These parts of the sentence are the focus information or important information on the sentence.
- 2) Information focused on the paragraph, namely the main idea and the description of the main idea in the paragraph. The main idea is the main focus information and the

description of the main idea is information supporting focus. To find the main idea of a paragraph, the reader must be able to find the topic sentence in paragraph because the main idea is contained in the topic sentence. If there is no topic sentence in the paragraph, then the paragraph is usually narrative in nature, meaning that all sentences in the paragraph have an equal position. If so, the main idea of the paragraph is a summary or conclusion of the contents of all the sentences contained in the paragraph.

3) Information focused on discourse consists of: There are two kinds, namely information focused discourse simple (discourse consisting of only a few paragraphs) and broad discourse focus information (discourse consisting of over many paragraphs), such as: articles or books. Information focus discourse simple is the summary of all the main idea contained in each paragraphs in discourse. While the information focused on broad discourse, namely: a summary of all the main ideas contained in each paragraph and things important or other information related to the core content of the discourse. Information or other important things related to the core content of the discourse contained in the article are the main ideas contained in the title of the article and the main ideas contained in the introduction or introductory paragraph. While the important information or things contained in the book are the main ideas contained in the title of the book, the titles of the chapters, the titles of the sub-chapters of the book in the table of contents, and the main ideas in the book, foreword to the book.

#### b. Ability to Apply Technique Proper Reading.

With regard to reading comprehension activities or reading activities in order to find focused information, the use of technical proper reading is one of a very decisive factor for the success of the reading activity. This is due to the use of technical proper reading will produce more effective reading activities and efficient. Thus, the focus of reading information will be found more quickly. There are several reading techniques that must be mastered by the reader with regard to reading comprehension activities. The reading techniques are read-select techniques, read-jump technique, skim-reading technique, and face-to-face reading technique.

To clarify the description of the four reading techniques are:

##### 1) Read-select

Read-select is an activity of reading, where the reader chooses reading material or parts of reading material that deemed fit for purpose.

##### 2) Read-jump

Read-jump is a reading activity, where the reader is in find passages that relevant or needed reading material by going beyond or skipping other reading passages.

3) Read-screen

Lap-reading is a reading activity that is carried out quickly in order to find out the contents of the reading in general or get a general picture of the contents of the reading.

4) Read-look

Face-to-face reading is a reading activity that. This is done carefully or stares at parts of the reading that are thought to contain focused information with aim to understand it in depth.

The four kinds of reading techniques above, on certain occasions can be used simultaneously in sequence, such as reading a book. At first, the reading-select technique was used to determine which part of the reading should be read. Then simultaneously the reading-skipping technique is carried out because there are parts of the reading that are skipped. Furthermore, the scan-reading technique is used to know the general description of the contents of the reading the chosen. Finally, the reader uses face-to-face reading on reading material that is thought to contain focused information. But on other occasions a reader may only need to use some of the four techniques read above. This depends on the needs of the reader and reading conditions, such as the reader who aims to find the main idea in a deductive or inductive paragraph that contains many descriptions of the main idea, then he does not need to read all the sentences in the paragraph.

The use of reading techniques must adapted to the needs of readers and read condition. This is in accordance with the opinion experts who say that readers who mature or proficient must have the qualities as follows:

- a) Mature (proficient) readers must have a purpose and choose their reading according to that purpose.
- b) Mature (advanced) readers should find a reading technique or strategy according to its purpose while reading.
- c) Mature (advanced) readers do not ignore reading material that is not relevant to its purpose.
- d) Mature (advanced) readers should always in a position to make decisions

## CONCLUSION

Reading is one type of language activities. This type of language activity has a very important role in human life because reading is one of the media to find information or knowledge that is needed by humans. There are several advantages of choosing reading media as a search tool information or knowledge. Reading can be done anytime and anywhere according to the wishes of the reader. Besides, the integrity and depth of information can be obtained because reading activities can be done repeatedly and the speed can be determined by the reader himself. Indeed, in the era of globalization, the use of electronic media, such as radio, television, and others is increasingly widespread. But the facts prove that that the number of written media, such as: newspapers, books and others too continues to grow (develop). All of that because there are still many information systems which is felt to be more effective and efficient with involving written language media, which automatically involves reading media such as: the field of formal education (textbooks), the field of law (law texts), and others.

Based on the description above, it can be concluded that the application of effective reading comprehension strategy and efficiency greatly determines the success of the reader in finding and understanding the focus information or the information he needs. A reader can categorized as mastering effective and efficient reading comprehension strategies, if he has a proportional (adequate) reading speed and has the skills to find focused information from the reading material he reads.

Information finding skills reading focus includes:

- 1) ability determine or identify focus information which includes sentence focus information (sentence main idea), focus information paragraph (main idea and description of the main idea of the paragraph), and information on the focus of the discourse (summary of all the main ideas contained in each paragraph and information or important things in the discourse).
- 2) the ability to apply appropriate reading techniques, namely the ability of readers to adapt reading techniques to the purposes and conditions of reading. The reading techniques namely read-select, read-skip, skim-read, and face-to-face.

Provide a statement that what is expected, as stated in the "Introduction" chapter can ultimately result in "Results and Discussion" chapter, so there is compatibility. Moreover, it can also be added the prospect of the development of research results and application prospects of further studies into the next (based on result and discussion).

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