

THE EFFECTS OF APPROACH INSTRUCTION ON STUDENT'S READING PERFORMANCE

Umiyati Jabri¹; Kasdir Kasdir², Elihami Elihami³, Ibrahim Ibrahim⁴

¹(, STKIP Muhammadiyah Enrekang, Indonesia)

✉Corresponding email: elihamid72@gmail.com

ABSTRAK

ABSTRACT

The research study investigated Indonesian EFL learners' approach of two reading approaches (cognitive and metacognitive), their perceived contact on effectiveness, and the association between reading approach and effectiveness on their English reading comprehension. Fifty-Three English-major freshmen from STKIP Muhammadiyah of Enrekang participated in these lessons. Two principal questions namely: (1) what is the most frequent use of reading approach reported by individual students? (2) Is there any significant association between reading approach and effectiveness on their English reading comprehension? To examine the effects of approach instruction on students' reading performance, a qualitative interview technique and quantitative research methods including a paired-sample t-test and Person Product Moment Correlation were used to estimate the relationship between reading approach use and effectiveness on students' reading accomplishment. Significance showed that the most frequent use of reading approach was found to be metacognitive approach, followed by the cognitive approach. In addition, there was a significant positive connection between reading approach and effectiveness on their English reading comprehension. Reading approach, on the other hand, was unrelated to reading achievement. Results of interview findings were analyzed to explore in-depth in sequence about the condition of approach used. The implications of these findings for implementing effective reading strategy instruction are discussed.

Keywords: *the role, learning, effectiveness; EFL Reading Comprehension*

INTRODUCTION

Recent research on reading has given departed that reading is a complex cognitive. To penetrate knowledgeable society, students must know how to learn from reading. On the other hand, when the students in STKIP Muhammadiyah of Enrekang pierce higher instruction with the reading stress that are to be found ahead them. Indonesian students' use of reading approach is comparable; but when they are offered with elaborate Indonesian and English texts, their use of approach in reading the Indonesian text is more-

focused or global; in dissimilarity, when they read the English text, they employ more low-level or slight processing approach. EFL students assume that, once reading English language text, the author's proposed meaning deception surrounded by the printed words, leaving reading process as no more than obtaining meaning from the words on the summon. They approach reading passively, relying heavily on the bilingual dictionary and spending long hours laboring over sentence-by-sentence translations. Although all the effort they make, their reading

comprehension still remains poor.

Perceived effectiveness is defined as “people’s beliefs about their capabilities to produce designated levels of performance. In converse, students with low effectiveness look upon thing as harder than they really are; they do not perceive that their affords can conduct to better result, so they have less These factors in turn undermine their motivation to gain knowledge and their performance in English-performance in English-related academic tasks.

Since strategic learning and perceived effectiveness have become widely accepted as essential factors to influence student’s reading performance, Alfassi (2004) suggest that it is very important for teachers to train students to take active control of their of the comprehension processes. Irwin and Baker (1989) called this “conscious control of the process metacognition or strategies. To solve this problem, the present study attempted to maximize the teachers’ assistance by training students how to learn and how to procedure information by using various reading approach, in order to augment students’ supposed effectiveness and reading comprehension in English. In this study, two major reading approach namely cognitive and maticognitive were preferred, and their relationship between reading approach use and perceived effectiveness as examined.

The application of this reading approach use seems suitable in EFL reading comprehension. The third categories’ of this reading approach give student’s opportunity to maximize their capability in reading comprehension process. Rehearsal strategies, for example, may help students to internalize the text given through underlining the important ideas of the text which is read. At the same time, utilizing the organization strategies give students many ways how to understand

the text by arranging materials of text based on the order of what ways to understand the text by arranging materials of text based on the order of what way they think is easy understand, such as separating main idea from the supporting ideas or arranging the relationship between the fact into table. In order that the students are able to understand the text maximally, students may do the elaboration strategies. On this way, they explain extensively the facts or details of the text content through connecting between the facts in the text or integrating main idea and supporting details of the text which are they have organized with their prior knowledge. They do the development of paragraph.

Those of the reading approach have the connection with applying strategies in reading comprehension such as making inferences, separating main ideas from the underneath details, and predicting. Based on the on top of strategies mentioned, this manuscript focused on how increase students triumph in reading comprehension through applying that reading approach use. This piece of writing aims at finding out whether or not those Reading Approach Use can effectiveness and EFL reading comprehension accomplishment and how much those Reading Approach Use influence EFL reading comprehension accomplishment during teaching and learning process.

DISCUSSION

Reading is an interative process combining top-down and bottom-

upprocessing (Barnett, 1989); as a result, it is very important for the students to use appropriate reading approaches. In other words, reading comprehension requires the integration and application of multiple approaches or skills. Those approaches involve memory, cognitive, metacognitive, compensation, metacognitive, affective, social, test-taking approaches (Zhang, 1993; Oxford, 1990; Caverly, 1997).

According to Chamot and Kupper (1989), cognitive strategies are approaches in which learners work with and manipulate the task material themselves, moving towards task completion. Winstead (2004) defined the cognitive strategy as 'a learner-centered approach that takes into consideration the environment or situational context in which learned learners, the learner's knowledge base, intrinsic motivation, in addition to improving the learners' ability to process information via cognitive and metacognitive approaches. Examples of cognitive approaches include the skills of predicting based on prior knowledge, analyzing text notes by writing down the main idea or specific points, translating, inferencing, and transferring (Chamot, 1989; Oxford 1990). These strategies are identified as important cognitive approaches related to academic performance in the classroom because they can be applied to simple memory tasks (example, recall of information, words, or lists) or to more complex tasks that require comprehension of the information (example, understanding a piece of text) (Pintrich, 1999). Weinstein and Mayer (1986) regard all metacognitive activities as partly the monitoring of comprehension where students check their understanding against some self-set goals. Monitoring activities include tracking of attention while reading a text, understanding, etc (Pintrich, 1999).

The other type of metacognitive approach is regulatory strategy which is closely tied to monitoring strategies. According to Pintrich, as students monitor their learning and performance against some goal or criterion. "This monitoring process suggests the need for regulation processes to bring behavior back in line with the goal or to come closer to the criterion". Regulatory activities may include asking questions to monitor students' comprehension, slowing the pace of reading with more difficult texts, reviewing examination materials, and postponing questions. Several studies have shown that all these approaches can enhance second/foreign language reading by correcting their studying behavior and repairing deficits, in their understanding of the reading text (Carrell, 1989).

Effectiveness and Reading achievement

A study conducted by Chamot et al. (1993) examined the effects of metacognitive, cognitive, and social strategy instruction received by learners of Japanese, Russian, and Spanish. According to Badura (1994), 'perception of self-efficacy influences motivation; they determine the goals individuals, the effort they expend to achieve these goals, and their willingness to persist in the face of failure. Individuals who expect success in a particular enterprise anticipate successful outcomes. In other words, students who are confident in their academic skills expect high marks on exams and expect the quality of their work to reap benefits. The opposite is also true of those who lack such confidence. Low self-efficacy hinders learners' participation in learning activities while lack of learning strategies prohibits them from solving problems they encounter in language

learning (Schunk, 1991). In the area of English language teaching, Shell and Murphy (1989) examined the relationship between students' perceived competence and their English learning outcomes. Findings in the research indicate that the students' perceived-effectiveness is highly related to their reading achievement. Compared with another of outcome expectance, effectiveness could better predict school reading performance. The study conducted by Shell and Colvin (1995) also supported that self-efficacy rather than outcome expectance is the best variable to tell high achievers from average achievers.

In addition, a study conducted by Chamot et al. (1993) examined the effects of metacognitive, cognitive, and social strategy instruction by learners Japanese, Russians, and Spanish. Students completed learning strategy questionnaires (related to their frequency of strategy use) and self-efficacy questionnaires (related to their perceptions of their to complete the tasks). Findings of the study demonstrate that positive relationship between the prequent use of learning strategies and perceptions of self-efficacy are found in most groups.

Empirical evidence on the effectiveness on reading comprehension has yielded mixed results. For the sake of simplicity, we could divide such studies into two categories: those involving on EFL reading comprehension. While some studies in the former provided for the significant effectiveness of EFL reading comprehension when compared with a short story. As for the studies involving EFL reading comprehension, it generally showed no difference in terms of gloss language (Jhonson, 1982).

Reading Strategy in Reading Comprehension

Skimming

The skimming strategy is done by readers when they skip details, minor ideas, and examples as a method in reading quickly. Lee Kai and Paula (1979) state that skimming is to understand the relationship between ideas require first motivation or interest in the topic, and secondly a readiness to recognize where the supporting details begin and end, and where the central points are. Skimming is used to quickly identify the main ideas of a text. Skimming is done at a speed three of four times faster than normal reading. People often skim when they have lots of material to read in a limited amount of time.

Scanning

Scanning strategy is a rapid reading to search for the specific information of the text is read. Ken Heland (In Wakkang, 2004) states that scanning is rapid search for specific information rather than general impression. Scanning demands the reader to ignore all about the key item being searched for. It is useful skill for data gathering, review, using reference books, or judging whether a text contains material deserving further study. Lee Kai and Paula (1979) state that is not reading in the strict sense of the words. It is an ability to locate facts quickly to find the answer to specific question. The scanning activity is when the readers want to find out about a word, a place, or a name about a time or date, or about statistic them concrete on a specific section and glance down it.

Reading for the Structure Signals

In reading for the structure signals, students tend to read the foreign language for content words rather than for structure signals. Like in Frence's

words, they focus on written grammar signals as follows: Is the author talking about one person or about several people? How do you know?

Inference Technique

The inference techniques in reading are the teacher taught students how to infer meanings from paragraph context. In case, for example students do not know the word “*maussade*” (cheerless). If they read simply ‘*ie temps e tait maussade*’ (the weather was cheerless), they cannot guess what kind of weather it is. But if they read *ie temps etait triste et maussade in lette saison, L1 pleuvait tous les jours* (the weather was sad and cheerless in that season), they can tell that *maussade* has a negative sense and is equally synonymous with *triste* (sad).

Paraphrasing Technique

If a sentence part of a selection seems too difficult, many students will simply skip it, hoping that they are not missing anything essential. Paraphrasing techniques make students try to grasp the meaning of the selection in its entirety.

Providing paraphrases for students: difficult words and expression may be glossed in the foreign language. An effective language laboratory reading exercise may be prepared as follows: “If sentence part of a selection seems too difficult, many students will simply skip it, hoping that they are not missing anything essential.”

Metaphrasing Technique

Metaphrasing is a technique that developed by Walda E. Sweet in Edward et al. (1977) for teaching students to read Latin. It is equally effective with modern inflected language such as German and Russian. In metaphrasing, the students show both the lexical and structural meanings of words such as

they occur in the sentence (Walda E. Sweet in Edward et al., 1997).

EFL Reading Comprehension

Many students at STKIP Muhammadiyah of Enrekang are multilingual. They speak English, Indonesian, Bugis, Mandar and other language. Indonesian is spoken by the majority of the citizenry. Bugis language is spoken by many of the citizenry, irrespective of their tribe or ethnicity. The other language also spoken but by fewer Buginess (that is, citizens) include Palopo, Enrekang, Pa'tinjo, Letta, and other language. Thus, the majority of Bugis speak one or two indigenous language and Indonesians. English language is the academic language and the official language, although Bugis language and Indonesian is also used in many official contexts.

Most of the students at STKIP Muhammadiyah of Enrekang attend public English Department in the Students English of Association. They are offered places in the university based on performance in the examination. First year students in the Faculty of Education study course as Education. The lack of the previous content and vocabulary knowledge applicable to these fields of specification. This argument, however, does not suggest that a wide vocabulary is unnecessary in reading comprehension. In fact, the reverse is the case: a wide general vocabulary is essential for text comprehension. The argument here is that it is possible for text comprehension to influence vocabulary knowledge just as vocabulary knowledge influences comprehension.

Given the above scenario, when these students engage in academic reading in these course, they hardly depend on prior knowledge of the course content and (technical) vocabulary in EFL

reading comprehension. Since they are faced with a series of new words as they engage in academic reading, how then do they arrive at the appropriate meanings of the new words? Do they depend solely on understanding of the text help them arrive at the meaning of words? These are some of the question this study will attempt.

RESULT AND DISCUSSION

A series of paired-sample *t*-test were carried out to compare students' mean score of approach use, effectiveness, and reading comprehension test taken before and after comprehension tutoring. According to the mean score of post-use, the most frequent use of reading approach was found to be metacognitive approach, followed by compensation approach, and then followed by cognitive approach. As for effectiveness questionnaire, the mean for effectiveness was 3.49 (SD=.62), and the mean for effectiveness was 3.56 (SD=.62). The result indicate that the average score of post-use and post-effectiveness for each set were all higher than those in the pre-use and pre-efficiency. Although significance differences were found among them at the .05 probabilitly level, it is still of natable importance that students generally increased the frequency of their reading approach use and perception of effectiveness by the end of the semester. After receiving approach instruction, students scored appreciably ($p < .05$) higher in the post-test than in the pre-test. It is, therefore, assumed that the students amplified their strategy use and discernment of competence in using the approach after reading approach instruction. Such findings further indicate the importance of approach tutoring on the enlargement comprehension.

To examine the relationship among the approach use, effectiveness, and

reading achievement, a zero-order correlation was conducted for the purpose of this study. To minimize the number of variables to be included, only the post-test scores of reading approach, effectiveness, and reading comprehension were used. The result indicate that all the strategies were significantly correlated with effectiveness (correlation coefficients ranged from .44 to .52, $p < .01$). However, no significant relationship was observed between strategy use and reading score. The other findings shows that student's effectiveness beliefs has a correlation (correlation coefficient = .53, $p = .01$) with their reading achievement, indicating a significant relation of perception of effectiveness on reading development.

The purpose of this study was to explore the relationship of different cognitive, metacognitive and effectiveness variables variables on foreign-language reading accomplishment. More than a few key results emerged beginning this study. First, regarding the effectiveness of strategic instruction on reading achievement, results of the attendance studies demonstrate that students commonly amplified their recurrent use of reading approach. Especially using metacognitive approach for managing learning and overcoming deficiency in English reading and further obtained more improvement in comprehension after approach instruction. Second, regarding the relationship between the strategies learning and effectiveness, end of the correlation make available observed support for significant connection between these two constructs anticipated in the literature. In genereral, this relationship was consistenly observed in all three strategy uses and perceived effectiveness. Exclusively, they use strategies in their English reading, the

more confidence and personal control they will have over their reading skills. And then most students considered that it is important to learn various reading skills to understand the reading materials more effectively and the use of multiple reading strategies could enhance their reading comprehension. However, some students, and poorer readers in particular, expressed their difficulties in predicting what is to come, what to read quickly, what not to read; integrating their prior knowledge with materials in the text; determining the meaning of unfamiliar words in the text, as well as dealing with inconsistencies or gaps as needed. Student also reported that the time the teacher spent in expectively explaining to resolve problems. The student's reading comprehension more evocatively than conventional one. These strategies were gifted to revolutionize the students' reading comprehension better than before. The reading approach use and reading comprehension; the result, present problematic findings when taken with the previous studies.

CONCLUSION

The purpose of this study was to explore the relationship of various cognitive, metacognitive, compentation, and effectiveness variables on foreign-language reading achievement. Several key findings emerged from this study. First, regarding the effectiveness of strategic instruction on reading achievement, results of the present study demonstrate that students generally increased their frequent use of reading strategies, especially using metacognitive strategies for managing and overcoming deficiency in English reading, and they

further obtained more improvement in comprehension after strategy. Such result support findings in the literature (Shang, 2007).

In general, this relationship was constiently observed in all there strategy uses and perceived self-efficacy. Specially, students report that the more prequently they use strategies in their English reading, the more confidence and personal control will have over their reading skills. Students express that they are not incline to feel helpless in their learning, and they have high self-perception of learning outcomes.

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