

Enhancing Students' Reading Achievement by Using Reading Strategy Based Instruction (RSBI) Method

Nurul Afidah¹, Ulfa Wulan Agustina²

¹ English Department

Wahab Hasbullah University

Email: nurulafidah@unwaha.ac.id

² English Department

Wahab Hasbullah University

Email: ulfawulanagustina@unwaha.ac.id



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ABSTRACT

The purpose of this study is to improve students' reading ability through RSBI (reading Strategy Based Instruction) method. After implementing the strategies in three meetings, test was administered, and the result of the test was 67 which was below the criteria of success, so that the next cycle is needed. On the second cycle some steps are revised, such as time of applying the strategies is more than time of lecturing. The result of the second test was 78 so that the research can be stopped in the second cycle. Since it was classroom action research (CAR), further researchers could conducted experimental as research design so they could compare the effectiveness RSBI with another media. Or conduct similar study by different population, grade or, skill.

Keywords: *RSBI; Reading strategies; CALLA method.*

INTRODUCTION

Reading is an activity where the reader and writer indirectly interact through the text. Reading source is not merely from science book, magazine or newspaper. Other sources can be from simple things such as advertisement, letter, and medicine. Reading can be done in classroom by formal situation or outside class as well.

Reading itself belongs to receptive skill. It is in line with Johnson (2001) who stated that reading is one of receive skill besides listening. Although reading is admitted as receive or passive skill, it involves several process inside it. As revealed by Grabe (2010) that reading is known as a complex combination of interactive,

comprehending, linguistic, strategic, evaluative, and learning processes.

In Indonesia reading is skill that is utilized as the measurement in English subject. As we can see in national examination, the test items mostly are in form of reading questions. In other hand, reading is judged as complicated skill. Although the teacher has used variety techniques or game, most students still believe that reading is difficult skill. Some aspect that cause reading being complicated skill involve vocabulary, different native language between writer and reader, the amount of previous knowledge, and the level of text complexity (Nuttal, 1989). Besides delivering the material by utilizing various techniques or

games, the teacher should help the students to decrease the reading difficulty mentioned above by training them using some strategies or trick to overcome those problems. The terms of strategies or tricks in language learning process are well known as learning strategy and for reading skill it is called as reading strategy (RS). Learning strategy is one of factors that influence students' output. It is in line with Chen and Zhang (2014) who revealed that learning strategy is one of the most important factors that determine the learning result.

Learning strategy is one of important factors that determine the learning attainment. Every student surely owns different learning strategies which are applied in the class or out of the class. Unfortunately most of them utilized learning strategies unconsciously and they do not know that learning strategy really help them in understanding or finishing certain task. Helping students being aware of their learning strategies, teachers can collect information about learners' strategies to analyze learners' learning behaviors. After having a comprehensive understanding of learner's situation, teachers can provide more effective strategies to learners and encourage them to select, practice and evaluate those strategies. Those kinds of processes are well-known as strategy-based instruction (SBI).

Strategy-based instruction (SBI) is an approach that focuses on the training of strategic learning by incorporating the training of strategies into the regular language curriculum (Rubin, Chamot, Harris, & Anderson, 2007).

SBI itself has many benefits as Cohen (2000) insisted that with strategy training, the students are able to a) improve both their learning

skills and their language skill if they are provided with the necessary tools to diagnose their learning difficulties, b) be more aware of what helps them learn the language they are studying most efficiently, c) experiments with both familiar and unfamiliar learning strategies for dealing with language task, d) evaluate their own performance, and e) transfer and apply successful strategies to new learning context.

Teaching or introducing RS to the students should not be neglected in reading instruction. It is in line with Anderson (1999) who stated that teaching readers how to use strategies is a prime consideration in the reading classroom. While teaching foreign or second language readers how to utilize given strategy, they must also be taught how to determine if they are successful in using that strategy. It is in line with Cohen and Weaver (2005) who revealed that students should be given chance to understand not only what they can learn in the language classroom, but also how they can learn the language they are studying.

Another researcher correlated reading strategies to other variables. Tsai (2012) correlated learning styles, motivation and strategy use in reading on 422 Taiwanese undergraduate students to their reading performance.

Moreover, class action research study was conducted by Gurses and Adiguzel (2013) who investigated the effects of reading strategies instruction in reading comprehension and reading strategies use. The findings indicated that strategies instruction had positive effects on students' reading comprehension and their use of reading strategies. After strategy instruction, students employed more frequently several reading

strategies and alternated the strategies they utilized.

Reading strategies (RS) are used by the readers for solving their problem and acquiring text information. It is in line with Hudson (2007) who defined RS as “Interactive process that has the goal of obtaining meaning from connected text, and reading skills operate within the context”.

Readers may use several of strategies in comprehending certain text. Brown (2007) Gebhard (2000) lists reading strategies which can be applied in reading instruction Identify the Purpose in Reading Semantic Mapping Silent Reading Skimming Scanning Guessing Analyze Vocabulary Distinguish Between Literal and Implied Meaning

In a typical SBI classroom strategy training situation, the teacher a) describe, model, and give examples of potentially useful strategies, b) elicit additional examples from students based on their own learning experiences, c) lead small-group or whole –class discussions about strategies (e.g reflecting on the rationale behind strategy use, planning an approach to a specific activity, and evaluating the effectiveness of chosen strategies), d) encourage students to experiment with a broad range of strategies, e) integrate strategies into everyday class materials, explicitly and implicitly embedding them into the language tasks to provide for contextualized strategy practice (Cohen, 2000).

The first step in strategy training in is CALLA method preparation. The purpose of preparation phase is to develop students’ awareness relates to their prior knowledge can be applied to the topic. Some activities that can be carried out in this phase cover discussion, giving questionnaire, keeping journal, and interview.

The following step is presentation. In presentation phase, the teacher uses explicit instruction to teach particular learning strategy and providing guidance on the use of the strategy. In the teaching process the teacher explicitly names the strategy to be learned, indicates how the strategy is used with a specific task, and tells why the strategy is important for learning. This type of instruction increases the students’ metacognitive awareness of the task requirements and of the connection between strategy use and learning.

The third step of CALLA method is Practice. In practice phase, students are given either individual or group assignments in which they have opportunities to use and apply a strategy. The assignment should resemble the type of the task on which the strategy was modelled by the teacher or with strategy which is described in the presentation phase.

The next phase is evaluation. In evaluation phase, students reflect on their strategy use and measure their success in using it as well as the contribution the strategy makers to their learning. Essentially, students are being asked to plan for, monitor, and evaluate their strategy applications. Teacher can ask students to write down the strategies they used during an activity or classroom assignment, indicated how the strategy worked, and note any changes in the strategy from the way in which they were originally described in class.

The last phase of this strategy training is expansion. In expansion phase, teachers apply the strategies to materials that were not part of the original classroom examples or instruction. Teachers can give students reminder to use a strategy that was part of an earlier presentation phase, providing scaffolding prompts as needed,

and encourage students to try the strategy with materials they are using in other classes. Teacher can encourage students to try different strategies and compare them for effectiveness

Cohen (2000) and Chamot (1998) revealed that by giving strategy training, students can learn how to learn a second language at the same time they are learning the language content, students are able to: (a) improve both learning skills and their language skills when they are provided with the necessary tools to self diagnose their learning difficulties, (b) become more aware of what helps them learn the language they are studying most efficiently, (c) experiment with both familiar and unfamiliar learning strategies for dealing with language tasks, (d) become actively involved in controlling their own learning is by using strategies, (e) ideally transfer successful strategies to new language context.

On the preliminary study it is found that the score of reading skill in each monthly test was always under the minimum score that has been established minimally 75. While their mean score was far from that, 67. Because of that reason the researcher tried to find the way to solve the problem. Knowing the benefits of RSBI method, the researcher wanted to implement the strategy in reading skill.

The research question of this study is "how can RSBI improve students' reading achievements?" This study is intended to describe how RSBI (reading strategy based instruction) can improve students' reading achievement.

METHOD

The subject of the present study is 30

senior school students of that most of them had studied English for, minimally, 4 years. All of them are female. The criteria success of this study is the mean score of the students improved from 67 to ≥ 75 . Test is administered to get data. In this study each cycle consists of 4 meetings. In each meeting students are taught by using RSBI model. In the end of the meeting the students are given test to whether their score improve or not.

Since this study belongs to Class action research, the following steps need to be carried out. Planning, implementing, observing, and reflecting.

Before doing those steps, it is preceded by preliminary study. The aim of preliminary study was to identify and analyze the problems that should be overcome and to obtain their raw score of reading skill. On the preliminary study it is found that the score of reading skill in each monthly test was always under the minimum score that has been established minimally 75. While their mean score was far from that, 67. Because of that reason the researcher tried to find the way to solve the problem. Knowing the benefits of RSBI method, the researcher wanted to implement the strategy in reading skill.

After finding out the problems, the researcher constructed the general planning. In planning step material, teaching scenario and test were prepared. The material is about recount text. Predicting, guessing, skimming and scanning are the strategies trained to the students.

Then in implementing, the material by using RSBI method is presented. Students are

trained how to utilize those four strategies. Predicting is used before and when the students read the text. When the students find certain words but they do not know the meaning, they can use guessing strategies. Moreover, the students can use skimming strategy to find the main idea of a paragraph and scanning strategies to obtain certain information needed. There are many steps that can be used when the students use skimming. Reading the title, thesis statement, and the first sentence of each paragraph, using speed reading, trying to not read every word. While in scanning strategies the students should decide what information needed. Then read fast the text to get the information needed.

Lastly, when the key word that similar to the question have been found, decrease the speed in reading and compare whether it is the information or answer needed or not. After trained those strategies, they are given reading test in the end of the meeting. In that test, they are asked to apply those reading strategies.

In the last step, reflecting, the researcher compare the result of the test and the criteria of success, whether the study can be stopped or need to be continued to the next cycle.

RESEARCH FINDING

After implementing those strategies in three meetings, reading test is administered that consists of 10 true false and 5 essay questions and the result of the reading test is 70 as their mean score. If it is compared to the criteria of success, it is below 75. Because of

that reason the next cycle is needed. In the second cycle some steps are revised such as time of applying the strategies is more than time of lecturing. As the previous cycle three meetings are for training, and one meeting is for administering test. The format of the test is same as the previous cycle, and the result of the test on the second cycle is 78 that is above the criteria of success which means that the study can be stopped on the second cycle since the criteria of success have been achieved.

CONCLUSION AND SUGGESTION

After implementing the strategies in three meetings, test was administered, and the result of the test was 70 which was below the criteria of success, so that the next cycle is needed. On the second cycle some steps are revised, such as time of applying the strategies is more than time of lecturing. The result of the second test was 78 so that the research can be stopped in the second cycle.

This study is addressed to senior high school level. The next researcher can apply it in another level or use another reading strategies beyond some strategies used in this study. The teacher can use this strategy as alternative one in presenting reading material so that the students being more autonomous.

DAFTAR RUJUKAN

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