IMPROVING STUDENTS' READING COMPREHENSION THROUGH REHEARSAL STRATEGY

Satang
Universitas Sulawesi Raya Makassar
E-mail: satangmhum@gmail.com

Abstract

Reading serves as the foundation for instruction in all aspects of language learning, including using textbooks for language courses, writing, revising, developing vocabulary, acquiring grammar, and utilizing computer-assisted language learning programs. The objectives of this study were to examine: (1) Whether the implementation of the Rehearsal Strategy enhances the reading comprehension skills of second-semester students at Muhammadiyah University of Makassar; (2) The students' perception regarding the utilization of the Rehearsal Strategy in improving reading comprehension. The study was conducted with second-semester students from the English Department at Muhammadiyah University of Makassar. A quasi-experimental design was employed, consisting of a pre-test, eight treatment sessions, and a post-test. Data were collected using a reading test and a questionnaire, and were analyzed using statistical methods such as independent sample t-test and frequency analysis of the questionnaire. The findings of the study revealed that the p-value of the independent t-test for the post-test scores was less than 0.05, indicating a significant difference in reading comprehension between students taught with the rehearsal strategy and those without it. The analysis of the questionnaire demonstrated that the students held a highly positive perception towards the implementation of the Rehearsal Strategy.

Keywords: Rehearsal Strategy, Reading Comprehension, Students' Perceptions

1. INTRODUCTION

Reading is the basic of instruction in all aspects of language learning such as using textbook for language course, writing, revising, developing vocabulary, acquiring grammar, and using computer assisted language learning program. Reading is a verbal process interrelated with thinking and with all others communications ability namely listening, speaking, writing and specifically reading is the process of reconstruction from the printed on the page an ideas and information intended by author. In this context reading is not just at a kind of transfer from written symbol to a sound. Reading is not just solving the words, but it must always be meaning getting process. Harmer (2008), stated that Reading is beneficial not only for careers, study, and pleasure, but also for language acquisition which reading provides good models for English writing and provides opportunities to study language: vocabulary, grammar, punctuation and the way we construct sentences paragraphs of the texts.

Unfortunately, the reading skills of the students at university level are still far from satisfaction. In line with this case, Cahyono & Widiati (2006), stated that the reading skills of university students are not yet adequate to undergo most reading task, and therefore their reading skills need to be improved. Due to the importance of reading skill and lack of reading comprehension of the students, teachers are required to apply some different methods or strategies in teaching reading that lead the students to the amazing atmosphere of learning process. Furthermore, Burns (1996) reminded teachers to

motivate the students that reading is a means of enjoyment, to fulfill daily task and reading may also become the media to obtain the information.

In this case, based on the result of my observation, teaching of English reading at second semester students of English Department at Muhammadiyah University of Makassar is mostly still using conventional way, such as giving a text to the students and then they are asked to answer the questions based on the text. As a result, the students difficulties to comprehend texts well. therefore, the students find it difficult to identify an explicitly and implicitly information in a text, students find it difficult to recognize a main idea of each paragraph in a text and got difficult to recognize a supporting idea/detail in a text, students had difficulty to recognize a topic of a text.

Considering the facts above, there is a need to implement a strategy or technique that can help to solve students' problems. Besides, there is a need to apply a technique or strategy that can involve the lecturers and students so that the lecturers are not too dominant in the class and students can be involved in cooperative and interesting activities, so that they do not have to do the same activities in all English instruction. By engaging students in interesting and cooperative activities, students will likely be more interested and motivated in reading. There are numbers of learning strategies have been applied in school and in the university to make students understand what they have learned especially in reading comprehension. Then, this present study, the researcher offers one of alternative a strategy in teaching to improve learners or students' reading comprehension namely Rehearsal Strategies.

Rehearsal strategy is one of an alternative that can improve students' reading comprehension because the usage of this strategies more adaptable to be applied to all level educations. The strategy comprises into four stages those are; clarifying, predicting the content, reviewing and summarizing the reading test (Johnston & Anderson, 2005). This strategy gives deep understanding to the learners what have they read because this strategy not only give repeating to the students in learning but also can activate the learners' cognitive to be critical of thinking.

Thus, based on the assumption above, the adequate of reading activities that encourage students' reading activities must be given. So that, this research to offer the use of rehearsal strategy that would be taught to the university students to make their reading comprehension improved. Thereby, this research aimed to improve students' reading comprehension by using rehearsal strategy. Further, to find out whether or not the use of Rehearsal Strategy improve students' reading comprehension of the second semester at Muhammadiyah University of Makassar and to prove the students' perception toward the use of Rehearsal Strategy in   reading comprehension.

This research focused on the implementation of Rehearsal Strategy at Second semester students of English Department in Makassar Muhammadiyah University. The scope of the research is restricted the use of Rehearsal Strategy especially in learning reading text to improve students reading comprehension achievement and the interest at English learners in using Rehearsal Strategy. The Rehearsal Strategy covers into four steps such as: clarifying. Predicting, reviewing, and summarizing in the context of reading text. The identification refers to reading skills; such as, they are note taking, finding main idea, finding detail information, finding the meaning vocabulary contextually, and summary the reading text.

2. LITERATURE REVIEW
2.1. Previous Related Studies

The researcher found some previous findings that related to this research and it can help the researcher as references in writing this research, they are:

Shang (2014) conducted research with entitled The Impact of Reading Strategy Use on EFL Reading comprehension Performances. The purpose of this study is to investigate how reading strategy used affect the development of Taiwanese EFL Learners' reading comprehension. The study identified the frequency and the differences of four reading strategies used such as (cognitive, meta cognitive, compensation strategy and testing strategy) between good and poor reader on their reading out comes. The participants of this study are English students at I Shou University, 27 males and 83 females. From the four of strategies used in reading comprehension performances indicated that, the students generally use more cognitive and testing strategy and particularly devoted more efforts to use rehearsal and eliminating technique to reach a higher level of reading comprehension performances.

Hernandez (2008) conducted research under the title" Reading Comprehension Strategies in Bilingual Students. The study involved three factors about the purpose of reading namely; the reader, the text and the context in which the text is read. Hence, comprehension strategy like, preparing, organizing, elaborating, rehearsing and monitoring, then, the study will describe the methodology that would be applied to identified the reading strategy that used in Bilingual students in High School. The purpose of this paper is to describe the initial approach to researching reading comprehension strategy used by high school students. The studies focused on the strategy of reading that most frequently used by the students. In conclusion, these strategies students felt comfortable in reading strategy and it can be developed through practice.

Güngör (2008) conducted research under the title" The Effect of Drama on the Use of Reading Comprehension Strategies and on attitude Towards Reading. The purpose of this study is to identify of drama and traditional methods on primary school students' use of reading strategies on their attitude towards reading and on their perception of drama method. The study employed a pre and post experimental design with the control group. The study was conducted on the fifth grade students (experimental 28 students and control 26 students of Turkish Language at state Elementary school in Izmir, Turkey. The data was collected through semi structural interview technique and the scale for attitude toward reading. The data analysis shown that the drama method is more effective than traditional method.

Blume (2010) conducted research under the title" RAP: A Reading Comprehension Strategies for Students with Learning Disability. The purpose of this study was to investigate the efficacy of a cognitive strategies. RAP was taught using the strategy intervention model. The study utilized a multiple baseline design across the participants for three fourth grade students with learning disability from the Midwest. The study used control group and experimental group. the participants were randomly assigned. The design of the research used pre-test and post-test design to measure the participants progress. Hence, control group receive instruction from the district –wide reading program that called reading workshop. The use of RAP had a positive effect on reading comprehension with the most substantial gains for inferential comprehension questions.

Khaki (2014) conducted research under the title Improving Reading Comprehension in a Foreign Language: Strategy Reader. In the study comprises the effect of two strategies namely, summarizing strategy and Students Generated Questions. In this study, the participants are all female of intermediate EFL students between 14 and 39 years old. The study used quasi experimental research design and it was employed with treatment lasting 5 weeks on three intact groups – two experimental groups and one control group. The result indicated that, there is not a significant different observe between the summary group and the students generated questions groups. The procedure of this study used pre-test and post-test design, the procedure for each class was different in pre-test and post-test. The main purpose of this study was to investigate the effectiveness of two cognitive strategies namely summary telling and students generated questions on Iranian EFL Students' performance in reading comprehension test. The study, students are involved in the process working together by asking questions, summarizing, predicting, and clarifying. And all the participants are female and they are studying at the intermediate level. In conclusion, the result indicated that, there is a significant different improvement.

Maftoon & Tasnimi (2014) conducted research under the title" Using Self-Regulation to Enhance EFL Learners' reading comprehension. These studies attempt to investigate the effect of self-regulation on EFL Learners' reading comprehension. The participants of this study consist of 149 Iranian EFL Language learners that studying at Islamic Azard University of Kasum and Tehran (North, Science and Research branches) were selected from total number of 200 on their performance on TOEFL PBT test and it randomly and put into two experimental and control group. The experimental group receive direct teaching along with task based on self-regulation strategies. The procedure of the study carried out in three phases namely, pretreatment, treatment, and post treatment. In conclusion, self-regulation has a significant effect on reading comprehension of Iranian EFL Learners.

The previous studies above, focused on investigating the effect of the strategies used. The researcher concerned with reading comprehension on students' ability by using any strategies in teaching. Shang (2014) and Nasrin investigated the effect of reading strategies where, he compared four strategies that commonly used and effective in teaching, the strategy he used namely cognitive strategy, meta cognitive strategy, compensation strategy and testing strategy (Padly, 2013). While, the second researcher compared the effect of two strategies used namely; summarizing strategy and students generated question strategy. Third researcher, investigated the improving students' reading comprehension in Bilingual Class. The purpose of the studies is to know about students' reading comprehension by using cognitive and meta cognitive strategy by involving three factors such as, involved the reader, the text and the context. Then, Maaftoon, used self regulation to enhance students' reading comprehension (Banikowski & Mehring, 1999). He used experimental design and the research is done in difference level of students.

All the previous studies above investigating students' reading ability and none of them are using the same strategy in teaching. The result of the research is getting improvement. And the present studies provided an alternative in teaching reading namely rehearsal strategy. Rehearsal strategies cover activities for identifying and repeating important segments of the given material. Memorizing, loud-reading, listing concepts,

highlighting, putting special marks, underlining, using mnemonics, and taking personal notes. Rehearsal strategies constitute another subset of language use strategies, namely strategies for rehearsing target language structures (such as form-focused practice). An example of rehearsal would be form-focused practice, for example, practicing the subjunctive forms for different verb conjugations. Johnston & Anderson (2005) they comprise into four stages of rehearsal strategies those are, clarifying, predicting, reviewing and summarizing. Rehearsal strategy not only repeating the lesson but also giving deep understanding to the students performance in reading content, that's why the researcher is interested in implementing the strategy under the title" Improving students' Reading Comprehension Through Rehearsal Strategy.

3. RESEARCH METHODS

3.1. Research design

This research was categorized as quantitative research. It was called as quantitative research because the data were presented in numbers and analyzed by statistical analysis, Sugiono (2010), as a part of quantitative research, this research was in the form of experimental research. Based on Nunan (2002), experimental research was testing the strength of relationships between variables which one of the variables did not remain constant such as language proficiency, aptitude, or motivation.

The research design used quasi-experimental design with non equivalent control group design, Gay & Airasian (2006), there were two groups namely experimental and control group which received different treatments. The experimental group would be taught by using rehearsal strategy while the control group would be taught by conventional way (without strategy) and both groups were given pre- test and post- test.

3.2. Population and Sample

The population of the research were 215 students in the second semester of English Department at Makassar Muhammadiyah University in academic year 2015/2016. They are divided into five classes (A, B, C, D, and E class). The sample of the research were 60 students selected by using cluster random sampling technique because, the second semester students consist of five classes, the researcher would choose two classes as the sample. The two groups represent as experimental and control group. Class A (30 students) represents as experimental group and class D (30 students) represents as control group.

3.3. Procedure of Collecting Data

The researcher used two kinds of instruments to collect the data, those are reading test and questionnaire. the reading test was used to assess the students' learning achievement before and after receiving treatments. After doing posttest, the researcher distributed questionnaire in the last activity for experimental group. The questionnaire aimed to find out the students' perception during the process of teaching reading by using rehearsal strategy (Mikulecky, 2008).

In collecting the data, the experimental and control group were given pretest firstly to know the students' prior knowledge in reading comprehension. The result from pretest will was compared the result of posttest that was given in final session. The treatment was

given in eight meetings which delivered 90 minutes in each meeting. After giving the treatment, experimental and control group were given posttest to find out the students' achievement in reading comprehension after having several teaching process.

3.4. Technique of Collecting Data

The data was collected through reading test were analyzed quantitatively using descriptive and inferential statistics by employing statistical product and service solution (SPSS) version 20 IBM for windows. Then, the data from the questionnaire were classified into five point of rating scale by using the Likert Scale measurement.

4. RESULTS AND DISCUSSION
4.1. Research Results

Based on the result of the research, the students in experimental and control group were in "fair level" of reading comprehension in the pretest which mean score was 48.93 for experimental group and 50.53 for control group. Meanwhile, in posttest, the experimental group performed better by gaining mean score 69.93 which classified as "good level" than control group that gain only the mean score 57.63 which classified as "fair level".

The research findings described the result obtained of data analysis on students' reading comprehension through the pre-test and post-test. The data were collected from 60 students in which 30 students as experimental group and 30 students as control group. Furthermore, the researcher also distributed questionnaire to the experimental group to find out the students' perception towards the use of rehearsal strategy in teaching.

a. Statistical data analysis on students' reading comprehension

The statistical analysis of the data in the research consisted of descriptive analysis of students' pre-test and post-test both of experimental group and control group, and inferential analysis consisted of normality test of the data, the result of paired sample t-test test for pre-test and post-test of each group independent sample t-test (experimental and control group).

b. Descriptive statistical analysis

Descriptive analysis for students' pre-test of experimental and control group. This pre-test was conducted to both experimental and control group to obtain the students' result. The students' score and their classifications in experimental group and control groups were presented in the table 1.

Table 1. Students score and the classification of pre-test both of experimental and control groups

No.	Classification	Experimental Group		Control Group	
		Number of Students	Percentage (%)	Number of Students	Percentage (%)
1	Very Good	0	0.00	0	0.00
2	Good	1	3.33	2	6.67
3	Fair	26	86.67	25	83.33
4	Poor	3	10.00	3	10.00
5	Very Poor	0	0.00	0	0.00
	Total	30	100	30	100

The table 1 above shows that there were not students in very good classification. Most of them are fair classification, and others one student was good, three students were poor classification in experimental group. Meanwhile, in control groups were none of students in very good classification. Most of them are fair classification, and others ones, there were two students are good classification, three students were poor classification in control group in pre-test. The students' score both of experimental and control groups were presented in table 2.

Table 2. Descriptive Statistics of Pretest Both of Experimental and Control Groups

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest_experimental	30	40	62	48.93	6.741
prettest_control	30	40	70	50.53	7.860
Valid N (listwise)	30				

The table 5 shows that the maximum score of experimental group was 62 and it was classified as good classification while for control group the maximum score was 70 which classified as good classification. Meanwhile, for the minimum score in the experimental group got 40 and it was classified as poor classification and control group also was got 40 same as the experimental group and it was classified as poor classification.

Moreover, the data above shown that the mean score both of the experimental and control group, the mean score of experimental groups was 48.93 and the mean score in control group was 50.53. So, it can conclude that, both of experimental and control groups were classified as fair classification, in conclusion the level both of the groups were almost the same in reading comprehension.

c. Descriptive analysis for students' posttest

After giving treatment during eight meetings in teaching process, posttest was given to experimental group and control group in which aimed to find out the students' reading comprehension in conducting treatment by using rehearsal strategy. The result of student posttest was also analyzed and classified same like pretest that was done. The students'

score and their classification in experimental group and control groups are presented in following table.

Table 3. Student Score and Classifications of Posttest Both of
Experimental and Control Groups

No.	Classification	Experimental Group		Control Group	
		Number of Students	Percentage (%)	Number of Students	Percentage (%)
1	Very Good	6	20.00	0	0.00
2	Good	17	56.67	6	20.00
3	Fair	7	23.33	23	76.67
4	Poor	0	0.00	1	3.33
5	Very Poor	0	0.00	0	0.00
	Total	30	100	30	100

The table 3 shows that most of the students were in good classifications in experimental group, and there were seven students in fair classification, others ones there were six students in very good classification in experimental group. Meanwhile some students in control groups were in fair classifications, and there was one student in poor classification, other ones, there were six students in good classification in control groups. The students' score of experimental group and control group in posttest was also shown in the table of descriptive statistic of both groups. The students' score both of experimental and control group were presented in the table 5 below:

Table 7. Descriptive Statistics of Posttest Both of
Experimental and Control Groups

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Posttest_experimental	30	60	85	69.93	8.362
posttest_control	30	50	70	57.63	6.031
Valid N (listwise)	30				

The table above shows that the students' score posttest between experimental and control groups improved. The data showed that the maximum score in experimental group improved from 62 as (good classification) in pretest to 85 (very good classification) in posttest, meanwhile, the minimum score in pretest of experimental group get 40 classifieds as (poor classification and the posttest got 60 classified as fair classification. Furthermore, the mean score of posttests in experimental group improved from 48.93 as (fair classification) in pretest into 69.93 classified as (good classification) in posttest. Meanwhile, for the control group the data showed that the maximum score got 70 (good classification) in pretest and the posttest got the same score 70 (good classification). While the minimum score gets improved from 40 (poor classification) in pretest to 50 as (fair classification) in posttest. The mean score of posttests in control group improved as well from 50.53 as (fair classification) in pretest into 57.63 as (fair classification) in posttest.

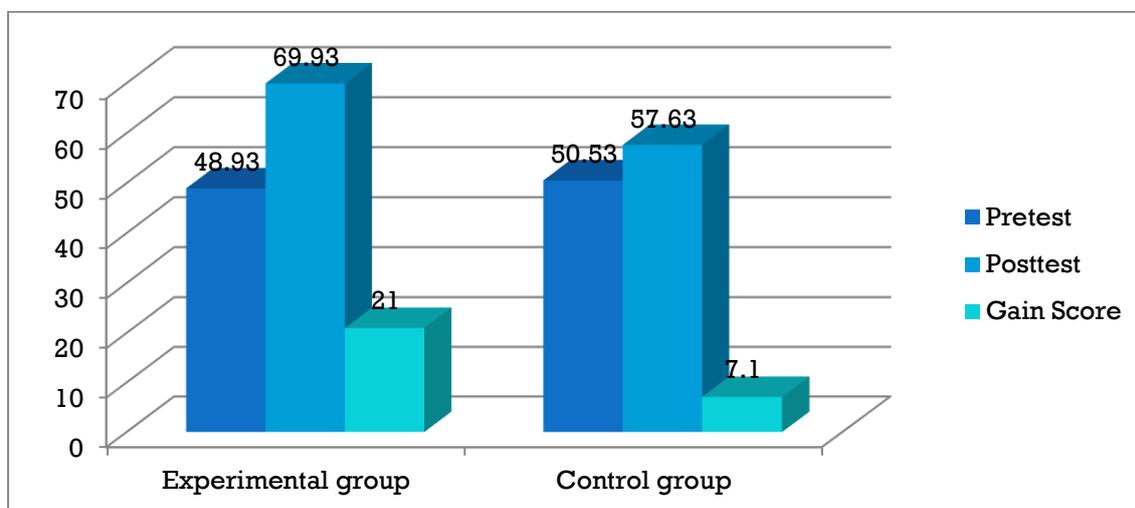The mean score difference between experimental and control group can be seen in figure 1 as follow:

Figure 1. The Mean Score of Experimental and Control Group

The data above showed that the mean score for experimental and control group in pretest got different mean score, for experimental group was 48.93 as (fair classification) and in control group was 50.53 as classified (fair classification). However, the posttest for experimental group got better improvement than the control group by gaining the mean score of 69.93 as (good classification) while, the control group got 57.63 as (fair classification). So that, the researcher concluded that, the experimental group reached higher gain score than the control group. The gain score of experimental groups was 21 while in the control group was 7.1.

In output of independent sample t-test for pretest, the probability value 0.401 is higher than a=0.05. This result means that there was no significance different in pretest between experimental and control group. Meanwhile, in output of independent sample t-test for posttest, the result from the analysis indicated that there was significance different between experimental and control group with the probability value 0.000 is smaller than a=0.05. Thus, the alternative hypothesis (H1) was accepted. The conclusion of the findings, there is significance different between reading comprehension of the students who taught by using rehearsal strategy and the students who taught by using conventional method.

Furthermore, the result of analyzing questionnaire revealed that using rehearsal strategy in teaching and learning reading gained positive responses from the students. it was proven by the mean score of students' perception which was classified as" very positive responses" by having interval range = 65.

4.2. Discussion

The data above showed that the mean score for experimental and control group in pretest got different mean score, for experimental group was 48.93 as (fair classification) and in control group was 50.53 as classified (fair classification). However, the posttest for experimental group got better improvement than the control group by gaining the

mean score of 69.93 as (good classification) while, the control group got 57.63 as (fair classification). So that, the researcher concluded that, the experimental group reached higher gain score than the control group. The gain score of experimental groups was 21 while in the control group was 7.1.

In output of independent sample t-test for pretest, the probability value 0.401 is higher than a=0.05. This result means that there was no significance different in pretest between experimental and control group. Meanwhile, in output of independent sample t-test for posttest, the result from the analysis indicated that there was significance different between experimental and control group with the probability value 0.000 is smaller than a=0.05. Thus, the alternative hypothesis (H1) was accepted. The conclusion of the findings, there is significance different between reading comprehension of the students who taught by using rehearsal strategy and the students who taught by using conventional method.

Furthermore, the result of analyzing questionnaire revealed that using rehearsal strategy in teaching and learning reading gained positive responses from the students. it was proven by the mean score of students' perception which was classified as" very positive responses" by having interval range = 65.

5. CONCLUSION

The use of rehearsal strategy could improve students' reading comprehension and improved the students' involvement during teaching and learning process. Thus, the researcher inferred that there was a significant different between reading comprehension of students who were taught by using rehearsal strategy and those with conventional method. So, the use of rehearsal strategy contributed significantly to improve students' reading comprehension. This research indicated that the use of rehearsal strategy in teaching reading was gained positive responses from the students. Moreover, some suggestions address for the teachers and further researchers. For English teachers, since the researcher had proven that the use of rehearsal strategy could improve students' reading comprehension. So that, English teachers are suggested to implement the teaching of reading material by using rehearsal strategy. The teacher should provide appropriate material based on the students' level. For further researchers, they can conduct more elaborative research studies by developing rehearsal strategy materials by considering the students' level and their interest.

REFERENCES

Banikowski, A. K., & Mehring, T. A. (1999). Strategies to enhance memory based on brain-research. Focus on Exceptional Children, 32(2), 1–16.

Blume, D. . (2010). RAP: A Reading Comprehension Strategy for Students with Learning Disability.University of Nebraska of Lincoln.

Burns. (1996). Teaching Reading in Today's Elementary School. Sixth Edition Boston: Haouhton Miffing Company.

Cahyono, B. Y., & Widiati, U. (2006). The teaching of EFL reading in the Indonesian context: The state of the art. Teflin Journal, 17(1), 36–58.

Gay, L. R., & Airasian, P. (2006). Educational research: Competencies foranalysis and application. New York: PrenticeHall.

Güngör, A. (2008). Effects of drama on the use of reading comprehension strategies and on attitudes toward reading. Journal for Learning through the Arts, 4(1), 5.

Harmer, J. (2008). How to teach English (Vol. 62, Issue 3). Oxford University Press.

Hernandez. (2008). Reading Comprehension Strategy in Bilingual Students.A Research Report University Autonoma De Neuvo Leon (UANL).

Johnston, B., & Anderson, T. (2005). Information literacy and study skills. Citeseer.

Khaki, N. (2014). Improving reading comprehension in a foreign language: Strategic reader. Journal of Education, 14(2).

Maftoon, P., & Tasnimi, M. (2014). Using self-regulation to enhance EFL learners' reading comprehension. Journal of Language Teaching and Research, 5(4), 844.

Mikulecky, B. S. (2008). Teaching reading in a second language. Pearson Education.

Nunan, D. (2002). Listening in language learning. Methodology in Language Teaching: An Anthology of Current Practice, 238–241.

Padly. (2013). The Efficacy of Workshop Model in Teaching Reading Comprehension. Unpublished thesis Graduated Program. Makassar: State University of Makassar.

Shang, F. . (2014). The Impact of Reading Strategy Use on EFL Reading Comprehension Performances. Journal vol, 10(4) 268-288.

Sugiono. (2010). Metode Penelitian Statistic. Pustaka Karya: Bandung.

Copyrights