



The Impact of Using Reading for Meaning Strategy Toward Student's Reading Comprehension

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Abstract*

This study was aimed at finding out the student's reading comprehension by using reading for meaning strategy of the eleventh grade students of SMAN 1 Lape in academic year 2020/2021. The method of this research was an experimental research. The participants of this research were the eleventh grade students of SMAN 1 Lape academic year 2020/2021. The sample of this research consisted 32 of students in the control class and 31 students in the experimental class. The data collection of this research was pre test and post test. Then, data was analyzed by using SPSS. The result of this research was student's reading comprehension by using reading for meaning strategy of the eleventh grade students of SMAN 1 Lape in academic year 2020/2021 was significant. Furthermore, the mean score of the reading comprehension ability of the students taught by using conventional strategies of the eleventh grade students of SMAN 1 Lape was 78.87. There was a significant difference between the reading comprehension ability of the students taught by using reading for meaning strategy and that of the students taught by using conventional strategies of the eleventh grade students of SMAN 1 Lape.

1. Introduction

Language is the system of communication in speech and writing that is used by people of a particular country or area (Hornby, 2010: 829; Richards & Schmidt, 2010: 311). Language is a means of communication, which helps people convey ideas, opinions, thoughts, and feelings for example, English language.

English teaching has become a compulsory subject in many countries, for example, in Indonesia. In Indonesia, it is taught as a foreign language. It is called Teaching English as a Foreign Language (TEFL). It refers to teaching English to students whose first language is not English (Richards & Schmidt, 2010: 546). There were four English skills; listening, speaking, reading, and writing due to the fact that these skills are important. In line with Ristati, Suparwa, Sudipa & Dhanawaty (2019) that the teaching of English subject in Indonesian schools includes four skills, namely listening, speaking, reading, and writing. Then, one of skills analyzed in this research was reading skill. Reading skill is important because students can learn to read. In addition, it would help students to read texts in English either for their career, study purposes, or simply for pleasure (Harmer, 2011: 99).

According to Leaver et al. (2005: 10) argues that reading is termed a receptive skill. Receptive means is that the reader receives input from a writer. The reader rarely has the opportunity to question the author about what he or she really had in mind when writing a text. However, in reading, a reader can, at least, read the text multiple times in order to make sense of it. Moreover, Bennete (2001: 23) argues that reading is a symbolic process of seeing an item or symbol and translating it into an idea or image. Images are processed into concepts and whole dimensions of thought.

Reading comprehension is a process of getting meaning of strange lexical items (synonym and antonym), finding reference, indentifying main point, finding explicitly and implicitly stated information (Hartatik et al., 2012: 100). In other words, reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language (Snow, 2002: xiii). Moreover, Nunan (2005: 71) assert that reading comprehension refers to reading for meaning, understanding, and entertainment. It involves higher-order thinking skills and is much more complex than merely decoding specific words. All in all, reading comprehension is defined as the reader's ability to comprehend the writer's ideas and interpret them effectively.

Futhemore, the successful reading depends upon having available a repertoire of decoding and comprehension skills and strategies. According to Young (2013: 2) states that reading is a complex cognitive and linguistic process. It involves decoding alphabetic symbols, drawing upon experiences and language, and using strategies effectively to make meaning. Reading comprehension consists of four elements: the reader, the text, and the activity for reading. These elements interrelate in reading comprehension, an interrelationship that occurs within a larger sociocultural context that shapes and is shaped by the reader and that interacts with each of the elements iteratively throughout the process of reading (Snow, 2002: xiii).

According to Franata, Simpen, & Dhanawaty (2020) that language learning can be made easier by applying several learning approaches. There were many strategy for teaching reading involved reading aloud, reading guide, partner reading, bottom-up, top-down, reading for meaning, and so forth. In this research the strategy for teaching skill was reading for meanig. According to Reilly et al. (2009: 10-11) explain that reading for meaning strategy was a strategy that uses simple statements to help students develop informed, evidence-based interpretations of the texts they read. Silver et all. add (2007: 83) say that in a reading for meaning lesson, students are provided with simple statements that help them preview and predict before reading, actively search for relevant evidence during reading, and reflect on and synthesize what they have learned after reading. The advantage of reading for meaning were effective for the students with reading difficulties, to comprehend reading texts easily so that they become better readers, and more interactive in their teaching and this strategy was compatible with student's condition.

Based on the explanation above the purpose of this research to analyzed the impact of using reading for meaning strategy toward student's reading comprehension the eleventh grade students of SMAN 1 Lape Sumbawa regency.

2. Research Methods

The method of this research was an experimental research. According to Ary et al (2010: 641) explain experimental research was research in which the investigator manipulates one or more independent variables (the treatment) and observes the effect on one or more dependent variables. In addition, the type of an experimental research used in thi research was a quasi-experiment design. The quasi-experiment was an experimental situation in which the researcher

assigns, but not randomly, participants to groups because the experimenter cannot artificially create groups for the experiment (Creswell ,2012: 309). Futhermore, the quasi-experiment designs which is the nonrandomized control group, which apply the pretest–posttest design.

3. Discussions

A. Data Analysis

a. The Pre-test of Experimental Group

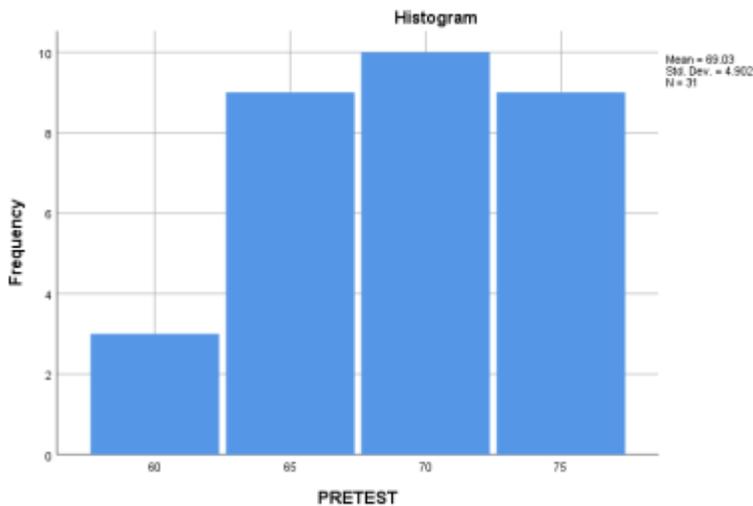
The researcher took class XI IPS 1 as an experimental group. In the experimental group there were thirty one students as participants. The experimental group was given a pretest. The pretest was administered on January 7, 2020 to the experimental group. It lasted about ninety minutes. Each student answered fifty questions of multiple choices. Each question had five options. The pretest was intended to know the students' ability in reading comprehension. During the pretest, the students were not allowed to work together. After the students finished doing the pretest, the researcher graded the test. The following table illustrates the result of the pretest of experimental group.

Table 1
The Result of the Pretest of Experimental Group

Item	Experimental Group
Mean	69.03
Standard Deviation	4.902
Range	15
Sum	2140
Highest Score	75
Lowest Score	60

Based on the table above, the mean score of the pretest of experimental group was 69.03 with the standard deviation of 4.902. The Sum was 2140, the high score was 75, the low score was 60, and the range was 15. In frequency, the breakdown of the experimental group's pretest score is as follows:

PRE TEST DIAGRAM



b. The Post-test of Experimental Group

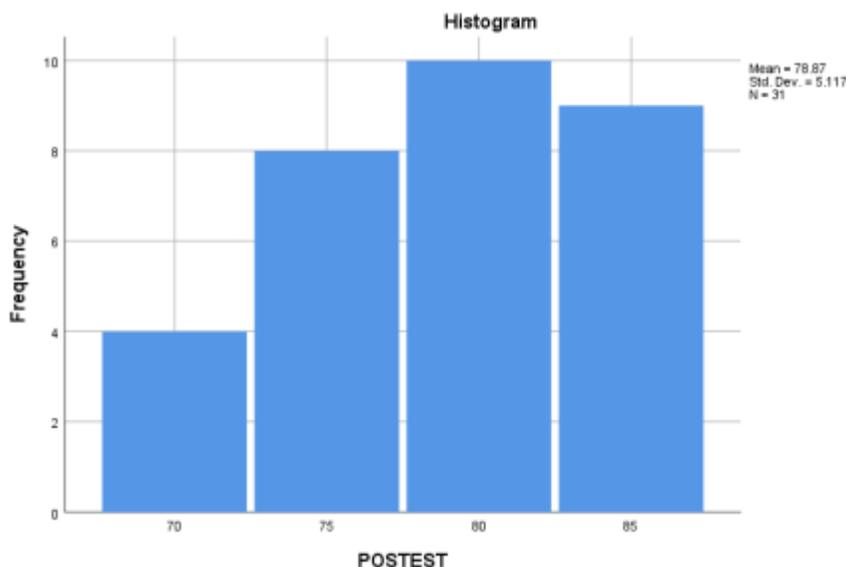
The posttest of experimental group was administered on April 7, 2020. The duration was 90 minutes. The test was administered by giving reading comprehension test to the students. The researcher gave 50 items in the form of multiple choices. Each question consisted of 5 options. The posttest was intended to measure the students' ability in reading comprehension. After the students finished doing the posttest, the researcher graded the test. The following table shows the result of the posttest of experimental group.

Table 2
The Result of the Posttest of Experimental Group

Item	Experimental Group
Mean	78.87
Standard Deviation	5.117
Range	15
Sum	2445
Highest Score	85
Lowest Score	70

Based on the table above, the mean score of the posttest of experimental group was 78.87 with the standard deviation of 5.117. The Sum was 2445 the range was 15, the highest score was 85, and the lowest score was 70. In frequency, the breakdown of the experimental group's posttest score is as follows:

POS-TEST



c. The Pre-test of Control Group

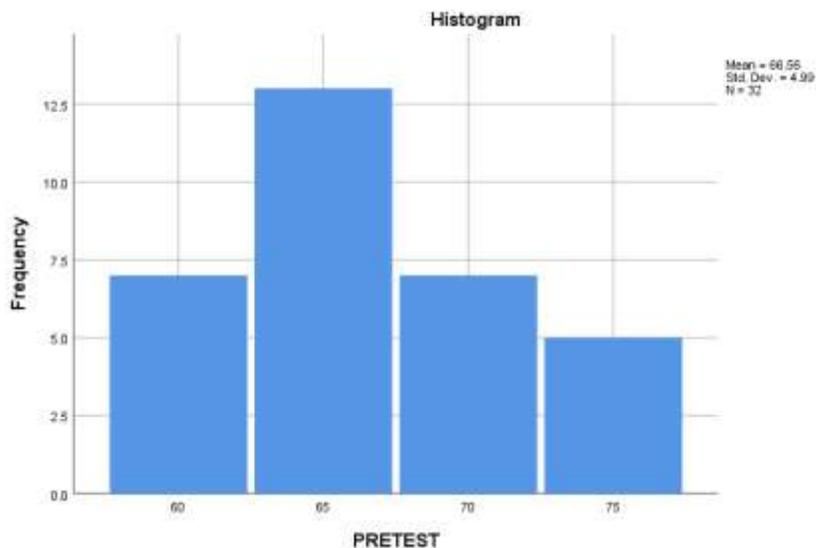
The researcher took class XI IPS 2 as a control group. In the control group there were thirty two students as participants. The control group was given a pretest. The pretest was administered on January 7, 2020 to the control group. It lasted about ninety minutes. Each student answered fifty questions of multiple choices. Each question had five options. The pretest was intended to know the students' ability in reading comprehension. During the pretest, the students were not allowed to work together. After the students finished doing the pretest, the researcher graded the test. The following table illustrates the result of the pretest of control group.

Table 3
The Result of the Pretest of Control Group

Item	Control Group
Mean	66.56
Standard Deviation	4.990
Range	15
Sum	2130
Highest Score	75
Lowest Score	60

Based on the table above, the mean score of the pretest of control group was 66.56 with the standard deviation of 4.990. The Sum was 2130, the range was 15. The highest score was 75, and the lowest score was 60. In frequency, the breakdown of the control group's pretest score is as follows:

PRE-TEST DIAGRAM



d. The Post-test of Control Group

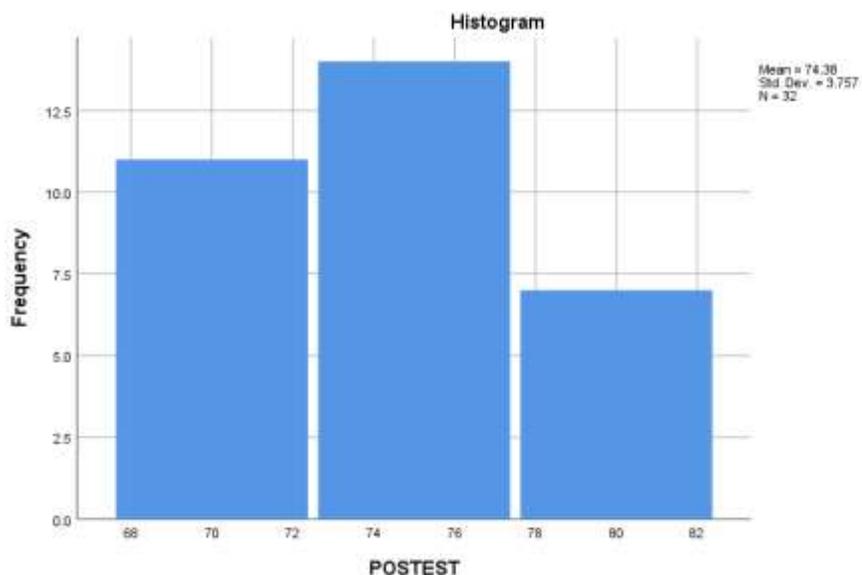
The posttest of control group was administered on April 7, 2020. The duration was 90 minutes. The test was administered by giving reading comprehension test to the students. The researcher gave 50 items in the form of multiple choices. Each question consisted of 5 options. The posttest was intended to measure the students' ability in reading comprehension. After the students finished doing the posttest, the researcher graded the test. The following table shows the result of students' posttest of control group.

Table 4
The Result of the Posttest of Control Group

Item	Control Group
Mean	74.37
Standard Deviation	3.757
Range	10
Sum	2380
Highest Score	80
Lowest Score	70

The mean score of the posttest for control group was 74.37 with the standard deviation of 3.757, the Sum was 2380, and range was 10. The highest score was 80, and the lowest score was 70. In frequency, the breakdown of the control group's posttest score is as follows:

POST-TEST DIAGRAM



B. Inferential Analysis

1. Normality Testing

The researcher conducted normality testing to know whether the data were normally distributed or not. The computation showed in *Kolmogorov-Smirnov* that the data in pretest and posttest for both experimental and control group were normally distributed based on the calculation by using SPSS as follows:

Table 5
The Result of the Normality Testing

Variables	<i>p</i> value	α	Statement
Pre Experimental	0.191	0.05	Normal
Post Experimental	0.200	0.05	Normal
Pre Control	0.248	0.05	Normal
Post Control	0.222	0.05	Normal

Based on the table, the data of pretest and posttest in experimental group is normal. It can be stated that because the value of *p* (probability) is higher than 0.05 (α). The value of *p* from the pre-test is 0.191 ($0.191 > 0.05$) while the value of *p* from the post-test is 0.200 ($0.200 > 0.05$). Subsequently the data in the control group are also normally distributed. It is because the value of *p* is higher than 0.05. The value of *p* from the pre-test is 0.248 ($0.248 > 0.05$) whilst the value of *p* from the post-test is 0.222 ($0.222 > 0.05$).

4. Novelities

The novelty in this study the process of studying English in reading comprehension showed that the applied of the using reading for meaning strategy more effective, because the situation in the classroom more active and all the student have the opportunity to share all their ideas. Besides that, there are some new vocabularies that student can be used and gained during the process of class reading comprehension.

5. Conclusion

The result analysis showed that the mean score of the reading comprehension ability of the students after taught by using reading for meaning strategy was 78.87. It was significantly higher than that of reading comprehension ability of the students before taught by using reading for meaning strategy by score 69.03.

The mean score of the reading comprehension ability of the students after taught by using conventional strategies was 74.37. It was slightly higher than that of reading comprehension ability of the students before taught by using conventional strategies by score 66.56. Reading for meaning strategy was appropriate as a good strategy to be employed in teaching reading comprehension namely narrative, hortatory exposition, and spoof for the eleventh grade students of SMAN 1 Lape because it can increase the reading comprehension ability of the students. In addition, it can help the students to be motivated to read and fun. In addition, teaching reading comprehension by using reading for meaning strategy is more effective than teaching reading comprehension by using other strategies. It can be concluded that teaching reading comprehension by using reading for meaning strategy was more effective. It was proven that $F_{\text{calculated}}$ was higher than F_{table} ($13.105 > 1.697$), the p value was higher than the significance level ($0.000 < 0.05$).

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