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EFFECTIVENESS OF FIVES STRATEGY IN TEACHING READING COMPREHENSION

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ABSTRACT

This research was aimed to find the effectiveness of FIVES strategy in teaching reading comprehension. This research was conducted by applying experimental research design. The sample was two classes with total number of 60 students taken out of the total population by applying cluster random sampling technique. One class as the experimental group was taught by applying FIVES strategy and the other class as the control group was taught by conventional strategy. The instrument for collecting the data was reading text with 20 items of multiple choices test. The data were analyzed by using t-test formula. Data analysis resulted that t-observed value was higher than t-table value ($13.24 > 2.000$) at level of significance 0.05 with the degree of freedom (df) 58. Since t-observed value was higher than t-table value, it means H_a was accepted and H_o was rejected. Thus, the FIVES strategy significantly affected students' reading comprehension. It is recommended for English teachers to apply the FIVES strategy to teach reading comprehension.

Keywords: FIVES Strategy, Reading Comprehension

INTRODUCTION

Reading is the process of recognizing, interpreting, and perceiving the written or printed material. The goals of the reading are to get information about the content and to understand the meaning of the text. As stated by Sundari, Zulkarnain & Harahap (2021), the nature of reading is not merely read the next through line; a reader has to bring his/her mind into text to comprehend what is read. Sriwahyuni, Febriani, and Thoyyibah (2020)

also wrote that reading is an activity that must be carried out by students to gain more knowledge besides the knowledge provide by teacher. Moreover, Hidayati (2018) mentioned that reading is an activity to understand the content of the text that we read. By reading, reader can get any message and information which can increase knowledge. Cited from Indrasari (2015), reading skill is an ability to understand information and interpret meaning from written text as a piece of communication and the indicators of reading are word meaning, main idea, detail information, purpose, and reference as quoted from. In addition, Harmer (2008) mentioned that reading is useful for language acquisition.

As stated in the Curriculum 2013 that reading activities aim to build a variety of reading, such as the ability to understand the main ideas and supporting ideas, explicit or implicit information, as well as words, phrases and sentences. Thus, reading activities become a mean to provide language input which is the basis for subsequent activities. The variety of texts used was chosen in accordance with the mandate of the Curriculum 2013, which is long functional texts in the form of narrative, descriptive, and recount as well as text in the form of conversations (interactional texts) with various themes.

Reading comprehension is very important to be mastered by the students because it is the basic of nearly all learning, and a basic requirement to progress in life. The purpose of all reading is to comprehend meaning from the text. Rafi, Islam, and Cahyani, (2021) also added that to get scientific information, reading comprehension is an activity that students must improve. In effective teaching of reading comprehension, teachers lead students in the classroom to become proficient and successful readers (Dwiningtiyas, Sofyan, and Puspita, 2020). Teaching reading comprehension focusing on text genres should be carefully prepared and considered since students mostly asked to answer the questions related to the text in their reading activity (Sari, 2019). According to Bos and Vaugh (2009), there are three types of reading comprehension based on activating background knowledge. They are textually explicit, textual implicit, and scripturally implicit.

It is not easy for the teachers to teach reading comprehension to the students. Ersanda (2015) said that it is not easy for teachers to find an effective way to teach reading comprehension while it is hard for students to acquire information and knowledge about reading comprehension given by their teachers. The fact that the students face difficulties to comprehend every word in the text and they keep looking up the dictionary for the meaning of the words causes trouble to the students in comprehending the text. Indeed, vocabulary is important to comprehend reading text and if the students do not have enough vocabulary, it will make them more difficult to comprehend. Ersanda (2015) also mentioned the same opinion that the comprehension becomes worse because students have less vocabulary which is very useful to comprehend a passage. When the students are asked to read aloud, they mostly tend to feel afraid due to lack of pronouncing words correctly. When they are asked to answer the questions, they need more time to find out the content of the text. They do not have deep comprehension of the text when they are in reading activities. Those create failure in memorizing the facts, definitions of the concepts, and other material exist in the text easily. Moreover, the students also fail to understand the questions that require deep comprehension such as answering comprehension questions of reorganization and inferential. And they finally have a low score of reading comprehension test. Thus, reading comprehension is important for students to gain knowledge supported by adequate skills.

The implementing of this research is based on some previous studies regarding the use of FIVES strategy in teaching reading comprehension. One of those researches was conducted by Sari, Oktaviani, and Yulfi (2020). Their research aimed to find out the improvement of students' reading comprehension taught using FIVES strategy. Another research was implemented by Ali and Abbas (2020). It aimed to identify the effects of FIVES strategy result compared with conventional strategy on students' reading comprehension.

However, the current research is focused on the teaching of reading comprehension using FIVES strategy by emphasizing not only the comprehension itself but also the importance of students' participation in academic, professional, and personal lives by developing their self-monitoring instruction through a fixed up strategy as FIVES (Facts, Inference, Vocabulary, Experience and Summary) to lead the process of eliciting, reasoning, and summarizing the main ideas of a text. Comprehensive reading based on these FIVE'S strategy is necessary for learners to become better critical and active readers on students' reading comprehension.

FIVES Strategy (Facts, Inference, Vocabulary, Experience and Summary)

FIVES (Facts, Inferences, Vocabulary Experience, and Summary is categorized in strategy of reading comprehension which provides how the students achieve outcome of reading (comprehension) through the teaching of useful reading skills, allowing enough time to support practice with each, and providing with models of strategies across genres of texts for authentic purposes (Melati, 2018). Each letter in FIVES represents a certain competency to understand what exist in the text such as the vocabulary, the message, and the concepts. FIVES also can create someone's personal connection with the background knowledge and experiences in order to build personal meaning and express it accurately. Introducing FIVES begins with a discussion on what (content knowledge), how (procedural knowledge), and when (conditional knowledge-when to apply) associated with each component of the strategy. Most importantly, the why, purpose, or destination must be clear and made relevant from start. FIVES support students success with micro and macro aspects of reading comprehension to study through the integration of skill used to complete the components. As students experience increases in achievement, their self-confidence and task persistence grows (Shea & Robert, 2016). The ultimate goal of using the FIVES Model is to encourage students to engage in active reading activities that are marked by fun activities in interacting with reading texts, develop students' ability to

answer complex and integrated questions, develop the ability to interpret, criticize, and evaluate text content (Supriatna et al, 2020).

Implementing FIVES Strategy in Teaching Reading Comprehension

FIVES strategy can be taught for any level depends on the language and format of comprehension instruction and the text types or content area. It provides authentic situations for developing metacognition at specific level of experience. It also provides a clear plan for decoding and comprehending texts in which all the students can use effectively when it's well taught and they have enough time for guided and independent practice. The implementation of FIVES strategy in the teaching and learning process in the classroom can be conducted using three frame: pre-reading, whilst-reading, and post-reading.

Pre-reading activities are implemented before reading. It may take several steps such as introducing the text by the teacher, giving example of previewing the text by skimming (titles, headings, sub-headings, visuals, caption, and other clues) to the content of the text, requesting students to predict and suggest their expectation about the information in the text. During whilst-reading, teacher may order students to reread the text if they miss the meaning, give example to make notes, bulleted lists, or a graphic organizer followed by written question and answer and the students may be ordered to practice it. In the last step, that is post-reading, the activities done are recal, synthesize, and summarize. The teacher can give the example how to do this and assist them. Finally, the students can have their worksheet to practice completely the process of thinking, preparing for discussion, constructing a focused and coherent written essay.

METHOD

This research was conducted by using experimental research design which used pre-test and post- test design. The sample of the students was chosen by applying cluster

random sampling technique taken from the twelfth grade students of SMA Swasta Hang Tuah Belawan, Medan. Class XII MIA-3 consisted of 30 students was the experimental group taught by using FIVES strategy and XII MIA-4 consisted of 30 students was the control group taught without using any particular strategy.

The data were collected from the pre-test and post-test administered for both groups. The instrument used was a reading text completed with 20 items of multiple choices test with five options. The students were asked to choose only one correct answer out of the five options. Brown (2002) stated that multiple-choice formats are practical and reliable and they gave the possibility of an easy and consistent process of scoring and grading. The data obtained from the result of pre-test and post-test were compared and analyzed by using t-test formula.

FINDINGS AND DISCUSSION

As stated before, the objective of this research was to find out the effectiveness of FIVES strategy on students' reading comprehension. To obtain the objective, the hypothesis was formulated as H_a was accepted if the t-observed value $>$ t-table while H_o was accepted if t-observed value $<$ than t-table. The tests were done to know whether the hypothesis was accepted or rejected.

Both groups were administered pre-test and post-test before and after giving the treatment during the research procedures. The result of calculating the test of both groups showed that the mean score of the experimental group was higher than control group. The mean score of experimental group in pre-test was 42.33 and the mean in post-test was 83. Thus the mean deviation for experimental group was 40.66 respectively. The mean of control group was 35 in pre-test and 45.33 in post-test and the mean deviation was 10.33 respectively.

Based on the calculation of the t-test formula, it was found that the score of t-observed was 13.24 while t-table was 2.000 at the level of significance 0.05 with degree of

freedom (df) = 58. So, the result of computing the test showed that t-observed value was higher than t-table value. It meant that H_a was accepted and H_o was rejected. In other word, there was a significant effect of using FIVES strategy on students' reading comprehension.

CONCLUSIONS

Based on the finding, it was concluded that FIVES strategy significantly affected the students' reading comprehension. There was a significant difference of mean score obtained from experimental group (40.66) and control group (10.33). The t-test showed that t-observed was higher than t-table ($13.24 > 2.000$) with the degree of freedom (df=58) at level of significance 0.05 which meant that H_o was rejected and H_a was accepted. Thus, this research can conclude that FIVES strategy affected the students' reading comprehension significantly.

Therefore, for English teachers, it is suggested to apply appropriate strategy in teaching language skills and elements particularly the teaching process of reading comprehension and FIVES strategy is one applicable strategy that can increase students' reading comprehension. Other researchers also can use the result of this research as one of references to conduct further research about FIVES strategy.

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