






Examining Strategy-based Instruction's Impact on Students Reading Comprehension: An Experimental Study

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Abstract. This research aims to examine the impact of strategy-based instruction on students' reading comprehension. This study uses pre-experimental research since the researchers want to investigate more profoundly in a group of 31 students sitting at a literal reading course. A package of a hundred and fifty-minute strategy-based instruction sessions has been integrated into the literal reading course for some meetings. The pretest and posttest scores were analyzed quantitatively using the Kolmogorov-Smirnov test to check the normality of the data and the Wilcoxon T-test to check whether strategy-based instruction impacts students' reading comprehension. The result showed a positive effect of implementing strategy-based instruction on students' reading comprehension. Students can gain in many ways from strategy-based instruction. Students understand that students should implement reading strategies to understand the text. Then, students have greater self-confidence because they have made their learning methods suited to how they learn and understand the text. Researchers recommend that future researchers carry out similar research that is comparable to this one by selecting students who are at different academic levels and conducting their experiments in two different groups.

Keywords: strategy-based instruction, impact, reading comprehension

1 Introduction

Developing proficient reading comprehension abilities contributes to overall academic success among EFL students. [1] Reading comprehension is a foundational language skill that helps understand, speak, and write. Reading comprehension is one of the multiple skills that all work together [2]. The remark implies that good reading can be a foundation for developing the other three language skills.

Understanding written text is of utmost significance for anyone learning a first or second language because reading tasks necessitate the reader's engagement in constructing meaning by connecting new information with their existing knowledge [3].

However, EFL students' reading and comprehension skills, especially first-year English education department students, still need to improve. Students need to be more invested in reading since they think that reading is often seen as a problematic skill being mastered. Students must decode unfamiliar words and phrases before grasping the author's intended meaning.

Therefore, the lecturer must overcome the difficulties and challenges experienced by the students in reading comprehension. The implementation of a learning strategy is a potential way to address the challenges encountered by students in the process of acquiring knowledge. Strategy for learning a foreign language evolves into an essential aspect of the success of language acquisition. Since learning strategies encourage

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active, self-directed engagement and communication ability, It is the initial stage for those learning a foreign language to improve [4].

The lecturer should implement the reading strategy to cope with students' difficulties in reading comprehension. The students can implement efficient reading techniques that lead to enhanced reading comprehension. They may develop into strategic readers [5]. As a result, the lecturer can deal with the students' challenges with reading comprehension by using the reading strategy. [6] said that when learners are taught strategies, they build on the cognitive skills and background knowledge they already have. Reading strategies are most likely seen as a way to solve problems instead of translating.

Students need to be familiarized with a variety of strategies for language learning, especially Strategy-based Instruction (SBI). SBI is a form of language education that falls under communicative language teaching. It is a student-centered strategy to teaching that goes beyond classroom strategy training to incorporate explicit and implicit integration of methods into the course material [7].

There has been much research on using this strategy to improve students' language learning skills. [8] Strategy-based instruction (SBI) may be an appropriate method for engaging language learners in and reflecting on the learning process. It is characterized as a teaching method that assists students in understanding what, how, and why they should study and facilitates their learning[9]. Teaching students how to apply specific learning methods is more beneficial than simply encouraging them to use additional strategies [2]

Similar perspectives were also seen in [9]–[11]. According to[10], this strategy was a collection of valuable strategies to read texts in an academic setting for the students who used it. [11] Also, the students were engaged in strategy-based instruction and employed various learning strategies to improve their language skills.

Strategy-based instruction can benefit students in a variety of ways. For starters, students will be more accountable for their learning. Students will develop learning tactics, making it more difficult for them. Second, students can be more confident since they have developed learning strategies tailored to their specific learning challenges and styles. Third, they become self-directed students. The teacher does not teach students the materials, but they will acquire the new language through their learning processes. Finally, students will be more successful in language acquisition because they understand what, why, and how they learn. [9].

Although Strategy-based Instruction (SBI) notoriously plays an essential role in language learning, the impact of strategy-based instruction on students' reading comprehension remains a new field that requires more research attention. Previous studies have yet to show the impact of strategy-based instruction on freshmen reading comprehension. Furthermore, previous studies employed the strategy to improve students' productive skills. On the other hand, while previous studies have only investigated EFL students in general and students who learn English for Academic Purposes (EAP) context, the current study attempts to examine the impact of strategy-based instruction on first-year students' reading comprehension. Following the previous studies' recommendations and filling a literature gap, the current study addresses the research ques

tion: Does implementing strategy-based instruction significantly impact students' reading comprehension? Therefore, this study intends to examine the impact of strategy-based instruction in improving students' reading comprehension, especially first-year English education students who are still struggling with reading comprehension.

1.1 Strategy-based Instruction

Strategies-based instruction (SBI) is a way of teaching that focuses on the learner and goes beyond strategy training in the classroom to include both explicit and implicit use of strategies in the course material [7]. The purpose of strategy-based instruction is to assist students to become more responsible in acquiring and utilizing the target language.

In implementing strategy-based instruction, students are allowed to communicate their favorite methods with the rest of the class and expand their approach repertoires within the context of the normal language assignments assigned to them.

According to [7], the following steps are carried out by lecturers in implementing strategy-based classroom strategy: (1) Describing, illustrating, and providing examples of effective strategies, (2) Ask students for further examples based on their personal learning experiences, (3) Leading discussions regarding strategies in small groups or the entire class, for instance, by reflecting on the justification for strategy use, formulating a strategy for a particular activity, and assessing the efficacy of selected strategies, (4) Make strategies clear and implicit in language exercises and everyday class materials for contextualized strategy practice.

In short, teachers can start with the pre-existing course materials and then decide which strategies to incorporate, or they can start with a specific set of strategies and create activities around them, for example, to assist students in overcoming challenges with complicated material or to speed up the lesson. Additionally, they give students the freedom to select their own strategies and do so spontaneously.

2 Method

In line with the objective of this study, to examine the impact of strategy-based instruction on students' reading comprehension, the researchers employed pre-experimental research using a quantitative research approach. Before examining the impact of SBI on students' reading abilities, the researcher evaluates how strategy-based instruction is administered in the reading class.

The researchers used pre-experimental research with the type of one-group pretest and posttest. Thus, the researchers only focused on one group to investigate the impact of strategy-based education on students' reading comprehension with the intention of concentrating more on and conducting an in-depth study on evaluating the impact of strategy-based education on students with inadequate reading comprehension. There were 31 students sitting at the literal reading course.

Before implementing strategy-based instruction in a literal reading course, the researchers conducted a pretest to get the initial students' scores in reading comprehension in the form of an objective test. Then, to achieve the purposes of the study, along with regular reading activities, a package of a hundred and fifty-minute SBI sessions in four meetings was integrated into the participants' reading course, and the participants were also told that they were part of the experiment.

The lecturer taught the students how to increase their reading comprehension by activating background knowledge in order to construct meaning from the text during the first meeting. The lecturer also invited the students to preview the reading by examining the images in the text. Students were introduced to two sorts of reading materials: fiction and nonfiction. Furthermore, the instructor instructed the students on how to select books and permitted them to select books on their own for extended reading.

In the second meeting, we learned about the lecturers' tactics and practiced getting an overall impression of the text (skimming) and quickly finding specific information (scanning). The presenters then presented the technique for vocabulary acquisition, including how to determine the meaning of difficult terms based on context and structural cues.

In the third meeting, the students practiced skimming and scanning strategies to quickly extract the primary idea and information from a text. In addition to this, the lecturer instructs the students to learn how to quickly scan a text for the main points by paying attention to the title, graphics and asking questions. Furthermore, based on the previous information, the teacher urged the students to predict what would happen in the following paragraph. They learned to read actively in this manner.

Students were instructed to draw conclusions and fill gaps in the text during the fourth meeting of the class. This was done by combining what was written and unwritten in the text, and what the reader already knew. This allowed the students to construct meaning from the text. The kids were also taught to deduce the meaning of difficult words based on context and structural cues. Finally, the lecturer administered the post-test, which included comprehension and vocabulary questions.

After the treatment was conducted, the researchers gave the posttest to measure the impact of strategy-based instruction on students' reading comprehension. The obtained data were calculated using statistical data using SPSS 25. The use of statistics makes it easier for researchers to draw conclusions. In this study, the researchers used inferential statistics. First, the researcher conducted a normality test using the One-Sample Kolmogorov-Smirnov test to identify whether the data values received by the researcher were normally distributed.

The normality test is a statistical test that functions to test whether the data received by the researchers comes from a normal distribution or not [12]; data is considered normal if $p > 0.05$ and not normal if $p < 0.05$. Furthermore, the researchers used the T-test to determine the relationship between the two variables being studied. The researchers used the Wilcoxon non-parametric statistical test to measure whether there is an impact of using strategy-based instruction on students' reading comprehension.

The basis for decision-making in this test is if the sig probability value is > 0.05 , then there is no difference, or H_0 is accepted. Meanwhile, if the probability sig value is < 0.05 , then there is a difference, or H_0 is rejected. After carrying out the Wilcoxon test, the results obtained would be explained in the discussion section, and then the researchers drew the conclusions based on the research results obtained.

3 Finding and Discussion

3.1 Finding

The purpose of this quantitative study was to examine the impact of strategy-based instruction on students' reading comprehension. The research variables were organized descriptively by using frequency tables in SPSS version 25.

Based on the results of research conducted in the pre-experimental class, the pretest and posttest results were obtained. The tests presented in the pretest and posttest are objective tests that consist of 25 questions that cover reading comprehension and vocabulary development tests. To find out whether the pretest and posttest data were normally distributed, the researcher conducted a normality test by applying the One-sample Kolmogorov-Smirnov Test to the values obtained with the criterion that if probability > 0.05 then H_0 is accepted, whereas if probability < 0.05 then H_0 rejected. The results of the data that the researchers obtained were analyzed and displayed in table form below.

Table 1. Normality test

		Pretes	Postes
N		31	31
Normal Parameters ^{a,b}	Mean	74.13	78.97
	Std. Deviation	15.448	13.492
Most Extreme Differences	Absolute	.164	.134
	Positive	.091	.134
	Negative	-.164	-.118
Test Statistic		.164	.134
Asymp. Sig. (2-tailed)		.033 ^c	.166 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

The normality test results stated that the pretest results were less than 0.05, so it could be concluded that the pretest data were not normally distributed. Whereas the posttest value of 0.166 indicates that the posttest data is normally distributed.

After the researchers conducted the normality test, the next step was to conduct a T-test. The t-test is used to determine whether there is a difference in the average pretest and posttest scores, namely to determine whether strategy-based instruction impacts students' reading comprehension. Because one of the variables is not normally distributed, a non-parametric statistical test, the Two related sample test: Wilcoxon, is employed instead of the T-test. In the Two-Sample T-Test, if the significance level (sig) is less than 0.05, then the null hypothesis (H_0) is accepted, and if it is greater than 0.05, then the alternative hypothesis (H_a) is rejected.

The results of the data that the researchers obtained were analyzed and displayed in Table 2.

Table 2: Two Related Sample T-test

		Ranks		
		N	Mean Rank	Sum of Ranks
Posttes - Pretest	Negative Ranks	7 ^a	11.29	79.00
	Positive Ranks	20 ^b	14.95	299.00
	Ties	4 ^c		
	Total	31		

Test Statistics

Posttes - Pre-test	
Z	-2.651 ^b
Asymp. Sig. (2-tailed)	.008

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

The table above states that sig is 0.008, so it can be concluded that sig <0.05, then H0 is rejected. The results of the T-test using the two related sample tests stated that there was a positive effect from the implementation of Strategy-Based Instruction on students' reading comprehension.

3.2 Discussion

This study aims to examine the impact of strategy-based instruction on students' reading comprehension. Before the researchers examined whether there was an effect of strategy-based learning on students' reading comprehension, the researcher explained the procedure for implementing strategy-based learning. Researchers implemented kinds of reading strategies to make it easier for students to understand reading; students need strategies to overcome various obstacles in reading English texts, such as skimming, scanning, summarizing, and making inferences. It is in accordance with [2] skimming and scanning methods for scanning the material quickly to find broad and specialized information. Readers who skim can anticipate the passage's content and identify the primary point. While scanning allows readers to quickly get the necessary details without having to read the entire text. Furthermore, students learn to activate their content schemata when they use reading methods like prediction, text mapping, and summarization. These strategies require students to draw on their prior knowledge of the text topic in order to make accurate predictions about the text [13].

Implementing a learning plan could help students deal with the problems they face when they are trying to learn. A language learning method is an important part of learning a language well [4]. The study revealed that the implementation of an integrated reading strategy intervention, along with extensive reading, had a positive impact on the English reading comprehension of students. Additionally, it was observed that this intervention also improved the students' utilization of reading strategies [14]. In strategy-based instruction, researchers implement the strategy to make students easily comprehend the text and explain the significance of how and why they should read the text. It is in line with [9]; strategy-based instruction is a teaching style that is described as helping students comprehend what, how, and why they should study, as well as supporting their learning.

Furthermore, the researchers allowed the students to choose the text they wanted to read for extensive reading, which can make the students more interested in reading the text. A similar result was also seen in [15]; they said that increasing the pupils' enthusiasm for reading can contribute to the development of a positive environment in the reading classroom. Regarding the impact of strategy-based instruction on students' reading comprehension, data obtained from the pretest and posttest showed that the average student score was 73, while the average posttest score was 81. The T-test showed that the sig is 0.008; thus, if the sig is 0.05, H_0 is rejected. The T-test results utilizing the two linked sample tests indicated that the implementation of Strategy-Based Instruction had a beneficial impact on students' reading comprehension.

Accordingly, the result is in line with [10]; students need to practice reading academic texts with strategies because they will only be adequately prepared to meet the demands of academic reading courses if they have had this practice. Success in learning a second language relies on both reading academic materials and employing reading strategies.

4 Conclusion and Suggestion

In accordance with the aim of this research, the researchers want to investigate the impact of strategy-based instruction on English department freshmen struggling with reading comprehension. The data showed that there is a positive impact of the implementation of Strategy-based instruction on students' reading comprehension. Students can gain in many ways from strategy-based instruction. They understand that reading strategies should be implemented in comprehending the text.

Then, students were confident in understanding the text because they had made their learning methods that are suited to how they learn and comprehend the text. Therefore, it is reasonable to conclude that the more frequently students employ reading skills, the easier it is for them to comprehend what they read. Overall, the researchers suggest future researchers conduct more in-depth studies of the impact of strategy-based instruction implementation on the other three language skills mastered by English students and on students from different study levels. It is also hoped that future researchers will conduct experimental studies on multiple groups, as the current study only focused on a single group.

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