

**THE INFLUENCE OF EXPLICIT READING STRATEGY INSTRUCTION (ERSI),  
CONVENTIONAL TEACHING AND READING INTEREST ON THE ELEVENTH  
GRADE STUDENTS' READING ACHIEVEMENT AT PGRI 1 OF VOCATIONAL  
HIGH SCHOOL OF PALEMBANG**

**By:**

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**Abstract**

This thesis is concerned with The Influence of Explicit Reading Strategy Instruction (ERSI), Conventional Teaching and Reading Interest on The Eleventh Grade Students' Reading Achievement at PGRI 1of Vocational High Schoolof Palembang . The problem of the study is to investigate the influence of explicit strategy instruction, conventional teaching and students' reading interest towards reading achievement. The total number of populations were 195 students. The sample for this study were 30 students taken through two stage random sampling technique . Data were collected by adopting questionnaire for reading interest and test for ERSI and reading achievement. Data were analyzed by using t-test and factorial design (two way anova). Findings show that there are interaction effects of explicit reading strategy instruction (ERSI), conventional teaching and students' reading interest towards reading achievement. Conclusion suggests that ERSI and reading interest have significant roles to improve reading achievement.

**Keywords:** *Explicit Reading Strategy Instruction (ERSI), Conventional Teaching, Reading Interest, Reading Achievement.*

**Introduction**

As human beings, people need to communicate to each other. A person cannot live without someone else. A language is important to make a communication easier. Human beings learn a language since they were born to communicate to their family. Therefore, in communicating with others, people need to master the four language skills. The four language skills are listening, speaking, reading, and writing. Reading is one of the important skills in learning a language.

According to Harris (1980:53), states that "Reading is a form of communication. Information and ideas are exchanged between writer and reader in the act of communicating."

According to Gina et al (2006:6), "University of Illinois at Chicago Intensive

Intervention Practice Guide Explicit Instruction in Reading Comprehension for Students with Autism Spectrum Disorder “Explicit instruction has been used to successfully improve the reading comprehension of children in general education classrooms.”

Ryder, Burton, & Silberg, (2006 : 6) says,

Reading achievement skill is a fundamental skill to obtain further academic learning success. To get further knowledge, college students are required to have critical and analytical competence in comprehending academic texts, in searching more academic information through various types of reading materials such as textbooks, journals, reports, or electronic messages; however, not all students are good at comprehending the text being read. Most of them understand the informational of the text; in other words, they are good at decoding the text but struggling to comprehend what the underlying meaning and purpose beyond the text are.

Simaibang (2016:63) states that “Reading is categorizes under receptive skill that is concerned with the ability to apprehend the meanings of the written or oriented materials. When students read about familiar topics and cultural contexts, they comprehend and retain information better than when they read about topics of which they have little or no background knowledge.”

Reading is one of the four basic skills that should be mastered in learning English. Reprogress in learning English. Reading has a significant impact toward progress in learning English. By having a good reading skill, students can get much knowledge of National and International information. Therefore, in Indonesia reading is taught in language learning starting from elementary level until university level.

Inderawati, Rita et al (2014) *High 5 Strategies to improve reading comprehension achievement And reading Interest of the eleventh grade students of SMA NEGERI 10 PALEMBANG*, it was concluded that High 5 strategies was considered applicable to improve students’ reading comprehension achievement and reading interest.

In this condition Perfetti (1985:53) asserts that “The reason why some students struggle is due to the lack of reading comprehension strategies used as parts of background knowledge. A number of studies.” (Brown and El-Dinar et all, 1996:48) have maintained states that “Reading strategy instruction contributes positive effects on students’ reading comprehension skill. Readers with reading comprehension

strategy awareness organize, monitor, and evaluate their own comprehension by constantly questioning and reacting to the texts they read to construct meaning before, during and after reading process.”

“Reading comprehension is a foundation to students’ overall academic success in school (Alverman and Earle, et al 2003:12, Zywica and Gomez, 2008:30), and a prerequisite for successful participation in most areas of adult life.” (Cunningham and Stanovich, et al 1997:40). It is emphasized that “Without the skills of reading achievement and the motivation for reading to learn, students’ academic progress is limited. Recognizing such benefits of reading, learning to read has become one of the most crucial learning processes students are involved in Vocational High School of PGRI 1 Palembang” (Pressley, 1998:400). However, becoming a proficient reader is not that easy for everyone. Especially with regard to the ultimate goal of reading achievement, many school children appear to have huge and persistent problems.

### **Method of Study**

This study used Factorial design for experimental research. The writer divided the students into two groups: the experimental group used ERSI method and the control group used conventional teaching method as treatment to increase the students reading achievement. In this study, the writer applied multiple choice test. There are two tests given to the students pre-test and post-test. Pre-test that is given to the students before the treatment and post-test is administered after the treatment. Another value factorial design is that it allows a researcher to study interaction of independent variable with one or more variable, sometimes called moderator variable.

A moderator variable is a special type of independent variable. It is a secondary independent variable that will be select for study in order to determine it effects or modifies the basic relationship between the primary independent variable and the dependent variable (Fraenkel et al, 2012:277). Furthermore, students’ reading interest was grouped into two categories: Positive and negative.

In this study, the writer used a questionnaire. Reading interest questionnaire used to measure students’ interest in reading. In responding to the items, the students indicated whether they strongly agree (5), agree (4), neither agree nor disagree (3), disagree (2), strongly disagree (1). The questionnaire for reading interest is modified from “Reading Interest and Behavior in Middle School Students in Inner-city and Rural Setting” by Greenberg , et al.,(2006:9). The questionnaire is written in English

language which consisted of 20 items.

Fraenkel and Wallen (2012:92) state that "Population is group to which the results of the study are intended to apply". It means to compare test score across a sample of population of the students. The population of this research was the whole classes tenth grade students to compare test score at vocational high school of PGRI 1 Palembang in academic year of 2017-2018. The reason why, the writer chose them because based on the interviewed with their English teachers, they said their students especially those who were in the tenth graders generally in average always got the reading achievement test below the minimum criteria (KKM) or under 75. Meanwhile, in taking the sample of the study, the writer apply two stage random sampling,

## Findings

### 1. The Result of Hypotheses Testing

- 1.1 Is there any significant influence of explicit reading strategy instruction (ERSI) towards students reading achievement between the Vocational High School to the eleventh grade students of PGRI 1 Palembang who have high reading interest and those who have low reading interest? ( Research of problem No.1)

The hypothesis is tested as follows:

Ha : There is significant influence of explicit reading strategy instruction (ERSI) towards students reading achievement between the Vocational High School to the eleventh grade students of PGRI 1 Palembang who have high reading interest and those who have low reading interest.

Ho : There is not any significant influence of explicit reading strategy (ERSI) towards students Reading achievement between the Vocational High School to the eleventh grade students of PGRI 1 Palembang who have high reading interest and those who have low reading interest.

The scores of pretest in students' reading comprehension in experimental group before treatment shows that the mean score was 8.100, standard deviation was , and 5.971 standard error of mean was .While 1.888 in the posttest score, the mean score was 9.900 , standard deviation was 11.618, and standard error of mean was 3.674 . From the statistic calculation by using Paired Samples t-test, it was found that the significance score was 002 lower than  $\alpha(0.05)$ , it is significant. It means null hypothesis (Ho) is rejected while alternative hypothesis (Ha) is accepted. Therefore, there was significant

influence of explicit reading strategy instruction (ERSI) towards students reading achievement between the Vocational High School to the eleventh grade students of PGRI 1 Palembang who have high reading interest and those who have low reading interest.

- 1.2 Is there any significant influence of conventional teaching strategy towards students reading achievement between of the Vocational High School to the eleventh grade students of PGRI 1 Palembang who have high reading interest and those who have low reading interest? (Research problem No.2)

The hypothesis is tested as follows:

Ha : There is significant influence of conventional teaching strategy towards students reading achievement between of the Vocational High School to the eleventh grade students of PGRI 1 Palembang who have high reading interest and those who have low reading interest.

Ho : There is not any significant influence of conventional teaching strategy towards students reading achievement between the Vocational High School to the eleventh grade students of PGRI 1 Palembang who have high reading interest and those who have low reading interest.

The scores of pretest in students' reading comprehension in experimental group before treatment shows that the mean score was 77.10, standard deviation was 2.183, and standard error of mean was 690. While in the posttest score, the mean score was 68.40, standard deviation was 7.260, and standard error of mean was 2.296. From the statistic calculation by using Paired Samples t-test, it was found that the significance score was .001 lower than  $\alpha(0.05)$ , it is significant. It means null hypothesis (Ho) is rejected while alternative hypothesis (Ha) is accepted. Therefore, there was significant influence of explicit reading strategy instruction (ERSI) towards students reading achievement between the Vocational High School to the eleventh grade students of PGRI 1 Palembang who have high reading interest and those who have low reading interest.

- 1.3 Is there any significant difference in reading achievement between the Vocational High School to the eleventh grade students of PGRI 1 Palembang who had high reading interest and those who had Low reading Interest

thought by using explicit reading strategy instruction (ERSI), and conventional teaching method? (Research problem No.3)

The hypothesis is tested as follows:

Ha : There is significant difference in reading achievement between the Vocational High School to the eleventh grade students of PGRI 1 Palembang who had high reading interest and those who had low reading interest taught by using explicit reading strategy Instruction (ERSI), and conventional teaching strategy.

Ho : There is not any significant difference in reading achievement between the Vocational High School to the eleventh grade students of PGRI 1 Palembang who had high reading Interest and those who had low reading Interest taught by using explicit reading strategy instruction (ERSI), and conventional teaching strategy.

Are there any interaction effects of explicit reading strategy instruction (ERSI) and reading interest towards reading achievement of the Vocational High School to the eleventh grade students of PGRI 1 Palembang? ((Research problem No 4)

Ha : There are interaction effects of explicit reading strategy instruction (ERSI) and reading interest towards reading achievement of the Vocational High School to the eleventh grade students of PGRI 1 Palembang.

Ho: There are not any interaction effects of explicit reading strategy instruction (ERSI) and reading interest towards reading achievement of the Vocational High School to the eleventh grade students of PGRI 1 Palembang.

It was found that the significance score was .404. Since the significance score was higher than  $\alpha$  0.05, it is not significant. Therefore null hypothesis (Ho) is accepted while the alternative hypothesis (Ha) is rejected. It means that there is not any significant interaction effect of the explicit reading strategy instruction and reading interest on students' reading achievement of the eleventh grade Vocational High School PGRI 1 Palembang.

## Discussions

First, from statistics calculation by using the *Kolmogrov-Smirnov* normality test, it was found that the significant value of explicit reading strategy instruction (ERSI) was .118 while teaching reading by using conventional strategy was .138. It can be said that both scores were categories into normal since p-output was higher than .005. furthermore, based on the calculation of homogeneity test, it was found that the p-value was .490. the samples were considered homogeneous whenever the p-value was higher than 0.05. it means that samples taken from experimental and control groups were homogeneous.

Second, based on the percentage of reading interest (high and low category) that had got the eleventh grade students of PGRI 1 of vocational high school of Palembang, it was found that they were in different reading interest (high and low category). It was also found that high reading interest more preferred by the experimental group, and low reading interest was more preferred by the control group.

Third, t-test analysis of reading comprehension between the students who have high reading interest taught by using explicit reading strategy instruction (ERSI) and those who were taught by using conventional strategy. From the statistics calculation using independent sample test was found the p-output was .000. it means that the p-output was lower than .005. it was interpreted that teaching reading using explicit reading strategy instruction (ERSI) was effectively applied in one of the groups.

Fourth paired-test analysis of reading comprehension compared the students who have low reading interest taught by using explicit reading strategy instruction (ERSI) and those who were taught by using conventional strategy. From the statistics calculation using independent sample test was found the p-output was .005. it means that the p-output was lower than 0.05. it was interpreted that teaching reading using explicit reading strategy instruction (ERSI) was effectively applied to be taught

Fifth, t-test analysis of reading achievement compared the students who have high and low reading interest taught by using explicit reading strategy instruction (ERSI) and those who were taught by using conventional strategy. From the statistics calculation using independent sample test was found the p-output was .0000. It means that the p-output was lower than 0.05. it was interpreted that teaching reading using explicit reading strategy instruction (ERSI) was effectively applied to be taught in one of the groups.

Finally, the result of this study showed that Strategy could increase students'

reading comprehension. There were still a few students with poor comprehension. Therefore, the writer assumed that to get better score, the students need to have high reading motivation.

Eventually, the interaction of high and low reading interest levels with explicit reading strategy instruction (Ersi) improved reading comprehension. It was probably caused by the fact that students high and low reading interest levels were interested in and actively involved in this strategy. They always asked the teacher in order to understand how to use explicit reading strategy instruction (Ersi). The students with high reading interest had prior knowledge and found it as challenging to complete the task. The ones with low level of reading motivation felt curious to know how to complete their task using explicit reading strategy instruction (Ersi).

### **Conclusions**

On the basis of the findings, and discussion conclusions are presented as follows:

1. Findings shows that there was a significant influence of explicit reading strategy instruction (ERSI) towards students reading achievement between the eleventh grade students of the Vocational High School PGRI 1 Palembang who have high reading interest and those who have low reading interest.
2. The result shows that there was a significant influence of conventional teaching strategy towards students reading achievement between the eleventh grade students of the Vocational High School PGRI 1 Palembang who have high reading interest and those who have low reading interest.
3. The study shows that there was a significant difference in reading achievement between the eleventh grade students of the Vocational High School PGRI 1 Palembang who had high reading interest and those who had low interest taught by using explicit reading strategy instruction (ERSI), and conventional teaching strategy.
4. The study shows that there were an interaction effects of explicit reading strategy instruction (ERSI) and reading interest towards reading achievement of the eleventh grade students of Vocational High School PGRI 1 Palembang.

### **Suggestions**

From the conclusions above, the writer would like to suggest some points

especially to the teacher, students, and other researchers.

1. To the English Teachers

English teacher should be applying the explicit reading strategy Instruction (Ersi), as one of alternative ways in teaching reading achievement. And they will get better way to assess their students' reading achievement and reading interest in general.

2. To the Students

The students should practice using English every day and everywhere as well as possible, and the students should be more active in producing English in all skill especially in reading skill.

3. Other Researchers

For other researcher, the writer suggests them to do further research about the different techniques or skill that appropriate in teaching reading. Hopelley, other researchers can create the newest strategy in teaching reading so that both the English teachers and students can apply it in teaching and learning activity.

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