

IMPROVING READING COMPREHENSION THROUGH READING WORKSHOP STRATEGY AT THE SECOND GRADE STUDENTS OF MTs DARUNNAJAH BOTONG

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ABSTRACT

This thesis aimed to find out whether or not the Reading Workshop strategy could improve the students' reading comprehension. This research used pre-experimental design which the population was 21 students of second-grade in MTs Darunnajah Botong and the total sample were 21 students because the researcher used purposive sample technique. The technique data analysis used manual methods which find out the students' mean score, gain score, classification and percentage, and also T-table and T-test. The data was collected through reading test, especially used multiple choice tests. The students score had significant different score in pre-test and post-test. The mean score of the students' pre-test was 54.76 while in the post-test was 85.24. The proof showed that there was significant difference between pre-test and post-test scores. The value of the T-test was higher than the T-table ($8.75 > 2.086$) at the level of significant 0.05. From the explanation, the researcher concluded that Reading Workshop strategy could improve students' reading comprehension.

Key Words: Reading Comprehension, Reading Workshop Strategy.

INTRODUCTION

Obtaining information is a multifaceted process, and one highly effective method for acquiring knowledge and insights is through the act of reading. When individuals engage in the activity of reading, they immerse themselves in a world of words, ideas, and concepts, delving into the rich tapestry of human thought and experience encapsulated in written text. This process involves the careful perusal of books, articles, journals, and various written materials, allowing readers to explore a diverse array of subjects, perspectives, and narratives.

Through the act of reading, people can tap into a vast reservoir of information, whether it be factual knowledge, imaginative storytelling, historical accounts, scientific discoveries, or philosophical musings. It is a gateway to both structured and unstructured information,

providing access to the collective wisdom and creativity of countless authors and thinkers across time and cultures.

Moreover, reading is not confined to any particular medium or format in the modern age; it encompasses traditional printed materials, e-books, online articles, and other digital resources. As individuals engage in this intellectual pursuit, they refine their comprehension and critical thinking skills, deepening their understanding of the world around them. Whether it's for education, leisure, or research, the act of reading remains an indispensable means of gathering information, fostering intellectual growth, and broadening one's horizons.

According to Nunan in Mart (2012), reading was a fluent process in which readers combined information from a text with their prior knowledge to construct meaning, with comprehension as the ultimate objective. Furthermore, reading was primarily concerned with learning to recognize the printed symbols that constitute language and to respond academically and emotionally when questioned about the substance of the text they had read.

Reading comprehension was the ability to drive meaning from the reading materials had read. Without comprehending the students did not really read. In this research reading comprehension was defined as a ability to comprehend the message and information about writing material using cognitive and meta-cognitive abilities.

According to Habib (2016) there were eight assessments of reading comprehension, namely:

1) Yes-No Questions

These were questions that should be answered with a yes or no. However, teachers were advised to follow up these questions with other sorts of questions to ensure that students had grasped the material, as Yes/No questions might be answered correctly by chance.

2) True or False questions

This type of reading comprehension question presented students with a series of sentences or assertions. To answer these questions, students must read the text and determine which claims were true and which were incorrect without providing solutions in a comprehensive written response.

3) Matching

This type was likely to be less familiar to students, but increasingly common. They were used by many assessors. Some reading comprehension tested creators may include many matching tasks in their examinations.

4) WH questions

Wh questions were those that begin with the letter Wh, such as "where," "why," "who," "when," and "how." These questions were effective in giving learners with a literal knowledge of a book, as well as in assisting them in recognizing information in the text and making judgments and personal predictions.

Open-Ended Questions
These questions were seen on standardized tests. These were effective for testing comprehension component abilities such as learners' ability to draw conclusions from text. In fact, students were asked a variety of questions in order to assess their recall and comprehension of the content.

5) Multiple-Choice Questions

This was the most common form of reading challenge for students. This consisted of a text of any sort followed by one or more multiple choice items. In most cases, there were three or four possibilities, and only one of them was correct. It was essential to include

statements that match to specific paragraphs or portions of the text, but there may also be statements that test understanding of the entire material.

6) Gapped Texts

This type of reading comprehension consisted of texts or diagrams from which single words, phrases, sentences, or paragraphs had been removed. These filling in the blanks activities may also be used to assess grammar and vocabulary.

7) Proofreading

This sort of challenge involved purposeful faults or errors of various types in the given text. Although proofreading tasks were included in grammar and vocabulary examinations, these may also be used to measure reading comprehension. In actuality, the texts could be of any sort and were usually made up of numbered lines. Some lines may have an extra, a misspelled word, or a punctuation error, while others are correct.

According to Anastasiou and Griva in Rosari et al (2016) stated that reading comprehension was a complicated cognitive function that needed the ability to integrate text information with a reader's past knowledge, resulting in the development of a mental image._

Reading comprehension was the ability to drive meaning from the reading materials had read. Without comprehending the students did not really read. In this research reading comprehension was defined as a ability to comprehend the message and information about writing material using cognitive and meta-cognitive abilities. The indicator of reading comprehension test in this research were according to characteristic of the two reading strategies people were recognizing the topic, recognizing main idea, finding information, vocabulary and etc.

Kasmawati (2017) stated that reading workshop was one method of structuring daily reading instruction in which research-based literacy learning may be taught effectively and honestly while Nadilla (2016) stated that reading workshop was an educational method that employed a process-oriented approach to assist students to become engaged readers. Students in the reading workshop model went through many procedures in order to grasp the material, including reading individually (independent reading), reading in groups (shared reading), and shared reading with the teacher (guided reading). Furthermore, reading workshop helped students concentrate on comprehension or gaining meaning from the text.

The researcher observed several students at MTsS Darunnajah Botong, Gowa in July 2022 about the students' reading comprehension. The researcher found some problems based on the observations, including 1) students' inability to understand English words.. 2) students, especially second-grade students in MTsS Darunnajah Botong, Gowa, though 3 of them got low scores or the students did not achieve the Minimum Study Mastery Standard.

The researcher believes Reading Workshop was an organizational and strategy framework which was planned by the teacher so students read a lot, with intensity and with the opportunity to learn at their point of need. Reading Workshop typically started with a mini-lesson for the class, was structured to have students reading independently at their own level, allowed time for guided reading groups, individual conferences or literature circles and finishes with a class meeting for reflection and celebration of specific learning.

The researcher attempted to do pre-experimental research entitled " *Improving Reading Comprehension through Reading Workshop Strategy at the Second Grade Students of MTsS Darunnajah Botong, Kab. Gowa.*" based on the above description.

METHOD

This research was used pre-experimental design with one group pre-test and post-test. According to Airasian (2012) the design was formulated as follows:

$$O1 \rightarrow X \rightarrow O2$$

Where: O1 : Pre-test
 X : Treatment
 O2 : Post-test

This research had been taking place in MTsS Darunnajah Botong, Gowa. The population of this research was the second grade students of MTsS Darunnajah Botong in 2022/2023 academic year. There was only one class, namely class A consist of 21 students. In brief, the total number of population in this research was 21 students.

In determining the sample, the researcher applied a total sampling technique. The researcher took one class from the second grade students of MTsS Darunnajah Botong for the sample of this research. The researcher chose class A as the experiment class who use Reading Workshop strategy because the students of class A still had a difficult to understand content of reading text.

In this research, the researcher used Reading Workshop strategy as an instrument to see students' reading comprehension. The tool that would be used in conducting the test was a smartphone video camera to record student reading and analyzed accuracy, fluency, and comprehension.

The researcher employed three steps to collect data: pre-test, treatment, and post-test. The pre-test took place at the beginning of the experiment, the treatments gave in the following ways after receiving the pre-test, and a post-test was given after doing treatments.

The data was presented to see how Reading Workshop strategy affected the students' reading comprehension. Students must pay attention to three aspects of speaking that would be used in the assessment.

RESULT AND DISCUSSION

The pre-test was conducted at the beginning of the meeting to see the students' abilities before gave the treatment, in the pre-test, students were asked to introduce their friends. The total number of students who took the pre-test was 10. After the pre-test was done, the treatment using the Reading workshop was given. The treatment was carried out in 4 meetings. After being given treatment, a post-test was performed. Post-test was conducted to see whether or not the Reading workshop could improve students' reading comprehension. Which aimed to find out the students' reading comprehend achievement after the treatment.

The data analysis

The results of the students' total score of pre-test and post-test, square of the pre-test and post-test, gain and square of the gain was shown by the following table:

Table 1. The Students' Total Score of Pre-test and Post-test, Square of Pre-test and Post-test, Gain and Square of the Gain

Sample	Pre-test (X1)	Post-test (X11)	Square of Pre-test (X1) ²	Square of Post-test (X11) ²	Gain (D)	D ²
1. N	40	90	1600	8100	50	2500
2. S	30	80	900	6400	50	2500
3. N.A	60	90	3600	8100	30	900
4. A.A	50	70	2500	4900	20	400
5. M.F	50	80	2500	6400	30	900
6. S	80	90	6400	8100	10	100
7. F	30	60	900	3600	30	900
8. N.A	70	100	4900	10000	30	900
9. N.A.D	40	90	1600	8100	50	2500
10. K.K	80	90	6400	8100	10	100
11. U.K	50	70	2500	4900	20	400
12. N.A	60	80	3600	6400	20	400
13. N.A.O	80	90	6400	8100	10	100
14. A.A	60	90	3600	8100	30	900
15. H.A	80	100	6400	10000	20	400
16. M.Y	70	90	4900	8100	20	400
17. M.I	20	80	400	6400	60	3600
18. A.H	70	80	4900	6400	10	100
19. I	60	100	3600	10000	40	1600
20. S	40	90	1600	8100	50	2500
21. D.F	30	80	900	6400	50	2500
SUM	1150	1790	69200	154700	640	24600

Based on the table above, the number of pre-test scores after being added up was 1150 while the number of post-test after being added up was 1790. The next column was the square of the pre-test gained 69200. Besides that, the square of the post-test was 154700. After counting the number of the total gain, the researcher got 640 and the total square of the gain was 24600. The total score was very significant because the students got very good scores in the post-test than the students' scores in the pre-test.

Table 2. The Frequency and Rate Percentage of the Students' Pre-Test Score

No.	Situation of score	Classification	Number of students	Percentage (%)
1.	91-100	Excellent	0	0
2	81-90	Very good	0	0
3	71-80	Good	3	14.29
4	61-70	Fairly good	4	19.05
5	51-60	Fair	4	19.05
6	41-50	Poor	3	14.29
7	0-40	Very poor	7	33.33
Total			21	100

Based on the table above, the pre-test showed that there was no student was put into “very good” and “excellent” category, 3 students of total students were put into “good” classification with the percentage was 14.29%, 4 students were put into “fairly good” and “fair” with the percentage was 19.05% each category, 3 students were put into “poor” with the percentage was 14.29%, and 7 students obtained “very poor” with the percentage was 33.33%. From the result, the condition concluded that the students’ reading comprehension skill in the pre-test was “poor” category.

Table 3. The Frequency and Rate Percentage of the Students' Post-Test Score

No.	Situation of score	Classification	Number of students	Percentage (%)
1.	91-100	Excellent	3	14.29
2	81-90	Very good	9	42.86
3	71-80	Good	6	28.57
4	61-70	Fairly good	2	9.52
5	51-60	Fair	1	4.76
6	41-50	Poor	0	0
7	0-40	Very poor	0	0
Total			21	100

In the post-test’s scores, there was none student categorized as “very poor” and “poor”. There were 3 students were put into “excellent” classification with the percentage was 14.29%, 9 students were classified as “very good” classification with the percentage was 42.86%, 6 students categorized “good” with the percentage was 28.57%, and 2 students were put into “fairly good” with the percentage 9.52%, and 1 student categorized “fair” with the percentage

was 4.76%. From the explanation, the result showed that the students' reading comprehension skill improved and the scores were "good" category.

Table 4. The Mean Score and Standard Deviation of Pre-test and Post-test

Test	Mean score	Standard Deviation
Pre-test	54.76	17.64
Post-test	85.24	10.30

Table 4 showed that the mean score of the students' pre-test was 54.76 and the result showed that the score was in the "fair" classification. The mean score of the students' post-test was 85.24 and the result showed that the score was in "very good" categorized. The standard deviation of the students' pre-test was 17.64 while the standard deviation of the post-test was 10.30.

Hypothesis Testing

In determining t-table value, firstly the researcher found out the degree of freedom (df), the researcher used the following formula:

$$df = N - 1$$

$$= 21 - 1$$

$$= 20$$

And then, the table of distribution t was taken from the level of significance (D) = 0.05 and at the degree of freedom (df) = 20. Thus, the value of the t-table was 2.086. The comparison between t-test and t-table could be seen in the chart below:

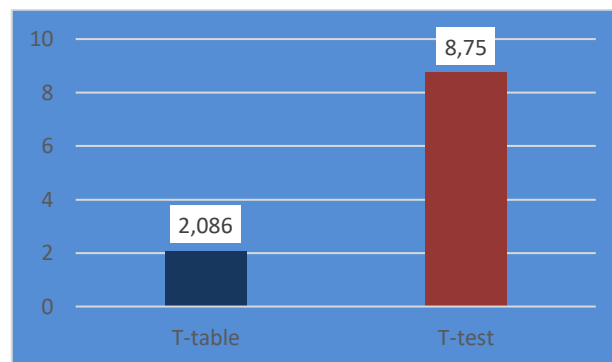


Chart 1. The Comparison between T-table and T-test

Data had been known where the level of significance (α) was 0.05, degree of freedom (df) was 20, the value of t-table was 2.086 and t-test was 8.75. After comparing with the test value, the result could be concluded that the t-test value (8.75) was higher than the t-table (2.086) or the formula could be written as $8.75 > 2.086$.

The condition meant that the Null Hypothesis (H_0) of this research was rejected and the Alternative Hypothesis (H_1) was acceptable because there was difference between result of the pre-test and post-test by using the Reading Workshop strategy to increase students' reading comprehension. From the analysis, the researcher concluded that there was achievement towards students' reading comprehension by using the Reading Workshop strategy in the second-grade of MTsS Darunnajah Botong.

CONCLUSION

After applying the Reading Workshop strategy in improving students' reading comprehension at the second grade of MTsS Darunnajah Botong, Gowa. The result could be concluded that Reading Workshop strategy could improve the students' reading comprehension and also could help them to remember new vocabularies. The results could be proved from the following facts. For the first, the mean score of the students' pre-test was 54.76 while in the post-test was 85.24. The proof showed that there was significant difference between pre-test and post-test scores. Besides that, the value of the t-test was higher than the t-table ($8.75 > 2.086$) at the level of significant 0.05. Secondly, according to the research process, the research' procedures had already done in six meeting, once pre-test, four times treatments, and once post-test. Secondly, according to the students' interest learning process, the students gave good feedback in the learning process.

Based on the findings of the data analysis and the conclusion reached above, the researcher would like to give some suggestion that might be useful in increasing students' reading comprehension. The researcher suggested thus the teacher will use Reading Workshop strategy as a reference, hopefully it could help the teacher to improve students' achievement.

For further researchers who want to do the same studies the researcher offered advice to everyone who would like to study the same field (reading comprehension) and the same strategy specially using Reading Workshop strategy that never lazy to learn a new thing. The researcher hoped that the finding of this research would be used as an additional reference.

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