

About Point Strategy And Its Influence Towards Students' Reading Comprehension

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ABSTRACT

This research aimed to know the influence of about point strategy towards students' reading comprehension. The writer used quantitative method and categorized the research as quasi experimental method. The writer used 2 classes for experiment class and control class. Cluster Random Sampling Technique was used in taking the sample. The experiment class consisted of 32 students and control class consisted of 34 students. In collecting the data, the writer used reading comprehension test. To know the influence, the writer used t-test formula. It was found that $r_{count}(3, 73) > r_{table}(1, 98)$ in level 5% and $r_{count}(3, 73) > r_{table}(2, 65)$ in level 1%. It can be concluded that there was positive influence of About-Point strategy towards students' reading comprehension.

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1. INTRODUCTION

According to Nunan, "Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning".[1] It means that the purpose of reading is to connect the ideas from the text to what they already know. If they do not know anything about the text or the subject, then putting the words into their mind is like pouring water into the floor or they will not understand the text.

One of the most important skills students can learn is learning to read. when the students take their steps in their learning to read, it is necessary thing to keep in mind the five essential aspects of reading that every student need in order to be a confident and good reader. The students will succeed in reading if they can follow and get all of these five aspects.

Suparman in Mulyasari said that "There are five aspects in reading which help the students to comprehend the English text such as; main idea, specific information, references, inference and vocabulary".[2] Here are the explanations of each aspect:

a. *Identifying Main Idea*

Main idea refers to the important information that tells about the overall idea of the text. The main idea is the most important thing stated in the text and developed by supporting sentences in a single paragraph. Commonly in the purpose of comprehension getting the main idea. Usually the topic sentence tells why the rest paragraphs because the main idea is the only that should be developed in one paragraph. Naturally once the readers can find the topic, they are ready to find the main idea. Thus, the main idea is actually the point of the paragraph. It is the most important thought.

b. *Identifying Specific Information*

Specific information or known as supporting sentence develops or explains the topic sentence by giving reasons. For example, they are facts, an incidents, comparison, analogy, cause and effect and quotation. A paragraph contains facts, statement, examples specific which guide us to a full understanding of the main idea.

c. *Determining References*

Basically, reference is a relation between objects designed, or acts as means by which to connect to or link to, another object. References are words or phrases used either before or after reference in the text. They are used to avoid unnecessary repetition of words or phrases.

d. *Making Inference*

Inference is guessing the information from the text which the readers have read. This is one of the comprehension strategies to make a conclusion stated in the text based on some clues because sometimes information is not given directly.

e. *Understanding Vocabulary*

Vocabulary is all the words which exist in a particular language or subject that can be united and construct meaning.

In summary, reading as a constantly developing skill is important for the students to master the skill because it is one of the important skills that has some advantages. People can get new knowledge, vocabulary, information and it can strengthen their brain. Reading basically is to get main idea, specific information, reference, inference and vocabulary. All five aspects should work together to raise a good reading experience. Moreover, in order to become successful readers, the students must develop the skill in these all five aspects.

In teaching, the teachers need to have a good strategy. Strategy is one of the factors that can determine the success in teaching and learning process. The teachers should be creative enough to have an appropriate strategy which can support them in teaching. The appropriate strategy can make the class more fun and interesting. The students will be easier to get the lesson because they feel comfortable and less pressure.

There are many strategies used by teachers to improve the students' reading comprehension. One of the appropriate strategies to use in teaching reading is about point strategy. According to Manzo [3], "About-point strategy is one of the strategies that guides to comprehend the text easily". It helps the students to identify what the content information is 'about' and 'the point' of the subject matter. According to Tilton [4], "About-point strategy is to empower readers with the ability to consider a variety of interpretations of a text or reading". Meanwhile, Sejnost said "This strategy is a way of helping students develop their own interpretation of stories rather than depend on conventional explanations or rely on the teacher view point".[5]

According to Ismail (2018) in his research, it was found that the use of point counter point strategy was effective.[6] Similar with Pratiwi (2013)[7], in her research she used about point strategy to teach writing an expository paragraph and she found the significance difference in the mean score of students in experimental class is higher than in control class. Richardson, Morgan and Fleener (2004)[8], "About-point strategy represents an easy way that students can learn to think reflectively about relationship in a paragraph". Wallis (2006) stated "This strategy allows the students to build interpretive strategies as they focus on integrating prior knowledge of the structure"[9].

The purpose of about-point strategy is as a tool to enhance comprehension for silent reading: it teaches the students to identify what the content information is 'about' and 'the point' of

the subject matter[10]. It means that the students stop at the logical points while reading the text and respond to the statement ‘this section is about’ and ‘the point is’.

Bouchard added that this strategy is for students because it uses small, manageable amount of text and teaches the student to identify both the content matter and the point of information while at the same stimulating recall. It can be a daunting task for the students in managing large amount of information if they recognize they are reading a difficult information.

From the explanation above, the writer assumed that the strategy encourages the students to give, discuss and compare their ideas with others students. It challenges the students to interact with the text and to be engaged with it. Therefore, the students should be brave enough to discuss the text and the teachers should be able to make the students active in teaching and learning process by using this strategy.

The procedure of teaching reading by using about point strategy based on Bouchard (2005) is given as follows:[10]

1. Before beginning the lesson write the pattern below on the board or overhead: “This section is about....” and “The point is....”.
2. Ask the students to read the first paragraph or small subsection of a text. (Read this aloud for beginning students).
3. Write three possible ‘about’ statements on the board. Ask the students to decide which is the best ‘about’ statement. Students should discuss and support their answers. Fill in the pattern sentence with the ‘about’ statement that was chosen as the best.
4. Write three ‘point’ statement on the board. Ask the students to identify the best ‘point’ statement. Students should discuss and support their answers. Fill in the pattern sentence with the ‘point’ statement that was chosen as the best.
5. Ask students to read a second selection of text.
6. Ask them to share and discuss what might be a good “about” statement for this selection. After a statement has been decided upon, write it on the board.
7. Follow the above procedure for the accompanying ‘point’ statement. Write it on the board.
8. Ask students to read the third paragraph and work with a partner or in a triad to develop “about” and ‘point’ statements.
9. Write the statements developed by the groups on the board. Discuss. Ask the students silently read the rest of selection and independently write their own “about-point” suggestions for each paragraph or selection subsections.

Based on the preliminary research at SMA Negeri 8 Bandar Lampung. The writer found that most the students were still difficulties of comprehend in the reading text. The problem is that they are easy to forget it after they move to the next reading text. The students also have difficulties in summarizing the inference of a reading text, they may know the words but they cannot catch the main idea of the text. To solve the problems above, it is needed the appropriate strategies. About Point Strategy is one of the most effective ways to solve the problems. Through this strategy can increase students’ reading comprehension by finding important information in a text, it also asks students to identify what is About and Point or idea in the paragraph or subsection from a text. It is supported by Sejnost (2009) mentioned that, “The About Point Strategy is another strategy that fosters students’ reading comprehension to identify the main idea and supporting details found in the text they read.”[5]

Based on the background of the problems above, the writer is interested to apply About Point Strategy in teaching reading to know whether it can influence the students reading comprehension or not. Therefore the writer conducts a research entitled: "The Influence of About Point Strategy towards Students' Reading Comprehension at the Eleventh Grade of SMA Negeri 8 Bandar Lampung in academic year 2022/2023".

The objectives of the research are to know and to describe whether there is a significant influence of About Point Strategy towards students’ reading comprehension or not and to know and

to describe whether the average scores of students' reading comprehension which are taught through About Point Strategy is higher than those who are taught through conventional techniques.

2. METHOD

This research is quasi experimental research because the writer gave treatment for the sample in this research[11]–[19]. Quasi experimental research is a type of experimental research but without random assignment of individual [20]. In this case, the writer used two classes for the investigation which were taken randomly. The first class was used as an experimental class, in which the class was taught by using About-Point strategy. The second class was used as a control class, in which this class was taught by using conventional technique in teaching reading. The writer applied About-Point strategy towards reading comprehension.

The writer took the population from the students at the Eleventh Grade of SMA Negeri 8 Bandar Lampung in academic year 2022/2023. According to Lodico (2006)[21] "A population is the wider group of individuals about which the researcher wants to make statements". The total population in this research was 246 students which were divided into 8 classes. The writer used cluster random sampling as the sampling technique because the population is large. The samples were from XI IPS 1 and XI IPS 2. XI IPS2 as an experiment class which consisted of 32 students and XI IPS 2 as an control class which consisted of 34 students.

In this research, the writer used multiple choice test to collect the data which was to know the students' reading Comprehension. It consisted of 40 items with five options (a,b,c, d and e) in each item. The score of each item was 2,5 for correct answer and 0 for incorrect answer. The highest score is 100 and the lowest is 0.

The writer used validity and reliability to measure the data out of sample. In this research, to have a content validity of the test, the writer created the instrument of the test by following the materials applied on the syllabus of eleventh grade of SMA Negeri 8 Bandar Lampung. For determining reliability of the test, the writer used Split Half Method, with some steps as follows:

1. Give the test item to students out of the sample research. It is given to the MIPA 1 at eleventh grade students of SMA Negeri 8 Bandar Lampung in academic year 2022/2023.
2. Divide the tests into odd and even items.
3. Analyse the test by using Product Moment Correlation formula as follows:

$$r_{xy} = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{\{n\sum x^2 - (\sum x)^2\}\{n\sum y^2 - (\sum y)^2\}}}$$

Notes:

- n : The total number of sample.
- r_{xy} : The coefficient correlation between X and Y.
- $\sum x$: The number of X score (odd items).
- $\sum y$: The number of Y score (even items).
- $\sum x^2$: The number of squares of X scores.
- $\sum y^2$: The number of squares of Y scores.
- $\sum xy$: The total of X and Y

4. Calculate the result by using Spearman Brown's formula as follows:

$$r_{gg} = \frac{2(r_{xy})}{1 + r_{xy}}$$

Notes :

- r_{xy} : The full coefficient reliability test
 - r_{gg} : The coefficient correlation between X and Y.
 - 1 & 2 : The constant number
5. Consult the result of reliability to the table of product moment.
 6. Consult the result to the criteria of reliability as follows:
 - Reliability between 0.800 until 1.000 (Very High)
 - Reliability between 0.600 until 0.800 (High)

Reliability between 0.400 until 0.600 (Fair)
 Reliability between 0.200 until 0.400 (Low)
 Reliability between 0000 until 0.200 (Lowest)

(Arikunto, 2010)[22]

Table 1. The invariant of Reliability test of Reading Comprehension

NO	X	Y	X ²	Y ²	XY
1	45	42,5	2025	1806,25	1912,5
2	47,5	45	2256,25	2025	2137,5
3	35	45	1225	2025	1575
4	30	27,5	900	756,25	825
5	30	32,5	900	1056,25	975
6	47,5	37,5	2256,25	1406,25	1781,25
7	35	30	1225	900	1050
8	45	35	2025	1225	1575
9	37,5	40	1406,25	1600	1500
10	30	45	900	2025	1350
11	35	40	1225	1600	1400
12	37,5	40	1406,25	1600	1500
13	40	45	1600	2025	1800
14	30	35	900	1225	1050
15	35	32,5	1225	1056,25	1137,5
16	30	45	900	2025	1350
17	35	40	1225	1600	1400
18	37,5	45	1406,25	2025	1687,5
19	37,5	47,5	1406,25	2256,25	1781,25
20	50	45	2500	2025	2250
21	27,5	35	756,25	1225	962,5
22	37,5	40	1406,25	1600	1500
23	40	45	1600	2025	1800
24	50	40	2500	1600	2000
25	25	30	625	900	750
26	27,5	35	756,25	1225	962,5
27	35	37,5	1225	1406,25	1312,5
28	37,5	40	1406,25	1600	1500
29	40	45	1600	2025	1800
30	42,5	40	1806,25	1600	1700
31	45	50	2025	2500	2250
32	35	42,5	1225	1806,25	1487,5
33	40	40	1600	1600	1600
34	35	37,5	1225	1406,25	1312,5
TOTAL	1267,5	1352,5	48668,75	54781,25	50975

From the data above obtained:

$$\begin{aligned}
 N &= 34 \\
 \sum X^2 &= 48668,75 \\
 \sum X &= 1267,5
 \end{aligned}$$

$$\sum Y^2 = 54781,25$$

$$\sum Y = 1352,5$$

$$\sum XY = 50975$$

So, It can be analyzed X and Y by using product moment as follows

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\{N \sum x^2 - (\sum x)^2\} \{N \sum y^2 - (\sum y)^2\}}}$$

$$r_{xy} = \frac{34 (50975) - (1267,5)(1352,5)}{\sqrt{\{34(48668,75) - (1267,5)^2\} \{34(54781,25) - (1352,5)^2\}}}$$

$$r_{xy} = \frac{1733150 - 1713617,5}{\sqrt{\{1654737,5 - 1606556,25\} \{1862562,5 - 1829256,25\}}}$$

$$r_{xy} = \frac{18856,25}{\sqrt{(48181,25)(33306,25)}}$$

$$r_{xy} = \frac{\sqrt{1604736758}}{18856,25}$$

$$r_{xy} = \frac{40059,1657}{18856,25}$$

$$r_{xy} = 0,47$$

$$r_{xy} = 0,47$$

Then calculate the reliability of the item test by using Spearman Brown formula:

$$r = \frac{2r}{1+r}$$

$$r = \frac{2(0,47)}{1+0,47}$$

$$r = \frac{0,94}{1,47}$$

$$r = 0,64$$

$$r = 0,64$$

Based on the calculation above, it showed that the reliability test of learning motivation was 0,64. It means that the item test has high reliability (0,64 - 0,80)

3. RESULTS AND DISCUSSION

This was used to prove the hypothesis proposed by the writer. After collecting the data of the sample, the writer found that, the highest score in experiment class was 95, the lowest was 65 out of 100, the mean was 82,2, the median was 82,5 and the mode was 85. Meanwhile, the highest score in control class was 92, the lowest was 45 out of 100, the mean was 73,31, the median was 75 and the mode was 80. Then the writer counted the data of the sample by using t-test formula. The writer counted hypothesis test from both samples with the following hypothesis formula:

Ho : There is no influence of About-Point strategy towards students' reading comprehension

Ha : There is significant influence of About-Point strategy towards students' reading comprehension

The criteria is accepted Ha if $t_{test} > t_{table}$ at significance level 5% and 1%. The formula for testing the hypothesis, the writer used statistical formula as follows:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

With:

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

It obtained:

$$n_1 = 32 \quad \bar{x}_2 = 81,94$$

$$n_2 = 34 \quad S_1^2 = 67,81855$$

$$\bar{x}_1 = 73,25 \quad S_2^2 = 110,04924$$

Then calculated as follows:

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

$$S^2 = \frac{(32 - 1)67,81855 + (34 - 1)110,04924}{32 + 34 - 2}$$

$$S^2 = \frac{(31)67,81855 + (33)110,04924}{64}$$

$$S^2 = \frac{2102,375 + 3631,625}{64}$$

$$S^2 = \frac{5734,00005}{64}$$

$$S^2 = \sqrt{89,5938}$$

$$S = 9,47$$

Then,

$$t_{test} = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$t_{test} = \frac{81,94 - 73,25}{9,47 \sqrt{\frac{1}{32} + \frac{1}{34}}}$$

$$t_{test} = \frac{8,6875}{8,6875}$$

$$t_{test} = \frac{9,47 \sqrt{\frac{1}{32} + \frac{1}{34}}}{8,6875}$$

$$t_{test} = \frac{9,47 \sqrt{0,03125 + 0,029412}}{8,6875}$$

$$t_{test} = \frac{9,47 \sqrt{0,060662}}{8,6875}$$

$$t_{test} = \frac{9,47(2,46296)}{8,6875}$$

$$t_{test} = \frac{2,33129}{3,73}$$

$$t_{test} = 3,73$$

$$\text{with } df = n_1 + n_2 - 2$$

$$= 32 + 34 - 2$$

$$= 64$$

$$t_{table} = t(1 - \frac{1}{2}, 0,05) 64$$

$$= t(1 - 0,025)64$$

$$= t(0,975)(64)$$

$$= 1,98$$

$$t_{table} = t(1 - \frac{1}{2}, 0,01) 64$$

$$= t(1 - 0,005) 64$$

$$= t(0,995)(64)$$

$$= 2,65$$

From the result above, the writer got $t_{test} = 3,73$ and $t_{table} 0,05$ and $0,01 = 1,98$ and $2,65$ ($3,73 > 1,98 > 2,65$). It means that H_0 is rejected and H_a is accepted. It can be conclude that there is positive influence of About-Point strategy towards students' reading comprehension.

4. DISCUSSION

Referring to the calculation above, it is seen that the students who were taught through about-point strategy got higher score than the students who were taught by direct method or conventional method. Based on the analysis of the data and hypothesis test, the result of the hypothesis is $t_{\text{test}} = 3,73$ and t_{table} of 5% and 1% = 1,98 and 2,65. It means that H_0 is rejected and H_a is accepted ($3,73 > 1,98 > 2,65$). It means that there is a positive influence of About-Point strategy towards students' reading comprehension. According to Manzo (1990)[3], "About-point strategy is one of the strategies that guides to comprehend the text easily". Tilton (2011) said that "About-point strategy is to empower readers with the ability to consider a variety of interpretations of a text or reading".[4] Meanwhile, Sejnost (2010) said "This strategy is a way of helping students develop their own interpretation of stories rather than depend on conventional explanations or rely on the teacher view point".[23] It helps the students to identify what the content information is 'about' and 'the point' of the subject matter.

From the result above, it means that teaching reading comprehension by using about point strategy can influence students' reading comprehension than teaching without the strategy. Therefore, the strategy can be used by teachers in teaching learning process especially for reading comprehension.

5. CONCLUSION

Based on the result that was found, the writer drew some conclusion. The first is, there is a significant influence of about-point strategy towards students' reading comprehension of the eleventh grade of SMA Negeri 8 Bandar Lampung in academic year 2022/2023". The second, we can see that the average score of students' reading comprehension which was taught through about-point strategy was higher than which was taught through conventional strategy.

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