

## **IMPROVING STUDENTS' READING COMPREHENSION OF EXPOSITION TEXT BY USING MULTIPASS STRATEGY**

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**Abstract:** The goal of this research was to see if there was a significant difference in reading comprehension between students who were taught using the Multipass technique and those who were not. The participants of this study were from SMA Negeri 2 Tanjung Raja in the eleventh grade. The data was gathered through a written test. The T-test was employed to analyze the data. The value of t-obtained was 4.4790 at the significant level of  $p < 0.05$  and the degree of freedom (df) was 62, according to the results of the independent sample test. Because the value of t-obtained (4.4790) was higher than the critical value of t-table (2.000), it was determined that there was a significant difference in reading comprehension achievement between students who were taught English reading comprehension using the Multipass technique. By employing the Multipass strategy, students can improve their reading comprehension of expository text.

**Keywords:** exposition text, multipass strategy, reading comprehension

### **INTRODUCTION**

Language plays the important role in communicating among people. According to Johansson (2011), language is a set of words and grammar regulates how these words can be meaningfully combined and altered. It means that language consists of symbols and sound that is

used to communicate with people in the society. However, there are so many languages in the world. People need the language that can be understood by people who come from different country.

As a consequence, people need the lingua franca. English is a language that is spoken by millions of

people all around the world. English is used to express scientific, technological, and academic information around the world (Apuke & Iyendo, 2018). In some cases, English is the dominant language of communication, science, information technology, business, and education. Because of the importance of English, it becomes course that should be learned by EFL/ESL students in the world. Especially in Indonesia, English is a course that all students should take, whether they are in elementary school, junior high school, senior high school, or university.

Therefore, students should master English, which entails a variety of skills. It is separated into two elements of language function: oral (listening and speaking ability) and written (reading and writing ability).

However, the important skill in English is reading skill because students can get the information and knowledge by reading. Siregar et al., (2019) states that Reading is the process of interpreting information offered in a written form by making sense of words, phrases, and connected material. Then, reading is an important ability for future academic achievement. Reading skill is a life skill that will help and influence a child's scholastic achievement in the future (Leahy & Fitzpatrick, 2017). In short, reading is a key to make students easy to learn the subject to get many knowledge in order to make them become proficiency in other skill. Students learn by acquiring knowledge, developing critical thinking skills, recalling prior knowledge, and

gaining new information from the content they have read.

Generally, there are many types of text that should be learned by the students. In this paper, the writer chose exposition text to be applied in this strategy because it was suitable for students to comprehend the text and based on the curriculum. According to McCormack & Pasquarelli (2010), nonfiction and informational text are two terms used to describe exposition material. It states that an exposition text is a type of writing used to deliver information to the reader in which the content is both amusing and informative.

Recognizing the written text of a paragraph assists the reader in determining the goal of reading and informs the reader to the piece's arrangement. However, studying to read the exposition is not natural or

easy for most of students. Some educators neglect the importance of expository text in the classroom (Yanti et al., 2018). The decrease of teaching exposition text makes the students unfamiliar with the text thus they are difficult to understand the text. Besides, the language in exposition material is generally foreign and relevant to a single topic domain, it will provide distinct reading obstacles for pupils (Woolley, 2011). In brief, these problems cause EFL learners to feel that is difficult to read exposition text.

Because of the comprehension of exposition text is more difficult for virtually all students, the teachers need the strategy to make them easy to comprehend the text. The teacher can use Multipass strategy to enhance students' reading comprehension. According to Saputra (2020),

Multipass strategy is a three-step method for studying exposition text in a systematic manner. This strategy can guide students in developing comprehension by proceeding the reading text several times with various goals in mind, such as establishing links between students' prior knowledge and the text, combining the strategies of skimming and scanning to choose the relevant information and key concepts from the text, and generating a memo of significant knowledge to assist learners understanding the text's main message.

Furthermore, through a step-by-step method to rereading expository text, Multipass is a series of strategies for boosting reading comprehension, learning acquisition, generalization, and paraphrasing abilities (Jailani, 2018). Moreover,

learners are encouraged to understand properly through Multipass technique with reading text that appropriate for their level so that allowing them to focus on practicing teaching techniques and avoiding difficulty of lesson during their first practice session (Aisyah et al., 2021).

In brief, the purpose of this study was to use Multipass strategy to increase students' reading comprehension of exposition texts because many students got difficulty to understand the text. By using this strategy, it would be easier for the students to comprehend the text since they knew what to focus on while they were reading and they got a clear frame of text.

## **METHODOLOGY**

This research used quasi-experimental research. The design of

this study was non-randomized pre-test post-test because this research used two groups in conducting the research. The first was the experimental group, which received treatment, and the second was the control group, which did not receive treatment.

The participants in this study were all SMAN 2 Tanjung Raja eleventh-grade students. The total number of students was 137. Purposive sampling was used to choose the sample. Two classes were chosen as samples from all the classes in the population because they were closely similar in terms of total number of students, total number of gender, and English teacher. Moreover, the experimental and control groups were determined by flipping a coin. Therefore, the experimental group was assigned to

XI MIA 1, whereas the control group was assigned to XI MIA 2.

The data for this study was collected through a written test. The test was selected because it was regarded to be the most accurate way of comparing pupils' reading achievement between those who were taught using the Multipass strategy and those who were not. In collecting the data, the test was administered twice. The test was categorized into two sections: a pre-test and a post-test, which were administered to the experimental and control groups. Before the treatment, the students were given a pre-test to determine their reading comprehension ability. After the treatment, the students were given a post-test to determine their reading ability. In analyzing the data, the researcher analyzed mean score and standard deviation. To determine

whether there were statistically significant differences between the groups, the paired sample t-test was conducted. Then, the experimental and control groups were compared using an independent sample test to see if there were statistically significant differences. This statistical study was performed using a social science statistics software (SPSS).

## **RESULT AND DISCUSSION**

From the results of the statistical analysis on the experimental group, the experimental group's mean post-test score (73.69) was greater than the pre-test score (65.56), and the value of t-obtained (11.496) was higher than the critical value of t-table (2.042). It means that there was a difference in achievement between before and after the

treatment in terms of pupils' reading skills.

The Multipass method, which was presented to them in pre-reading, during-reading, and post-reading exercises, was responsible for the students' progress. After the modeling and practice were given, many of the students used the Multipass activities when they were doing independent activity. For example, students could identify the text structure, and basic information, find specific knowledge, recognize textual meaning, and discover contextual references before completing the text to make reading time more productive.

The control group's mean score in the post-test (62.31) was higher than the mean in the pre-test (61.38), and the value of t-obtained (1.574) was lower than the critical value of t-table (2.042). It meant that

students' reading comprehension had not improved significantly.

Based on the calculation of the independent sample t-test, the mean post-test score indicated that  $t$ -obtained (4.4790) was higher than  $t$ -table (2.000). In other words, the null hypothesis ( $H_0$ ) was rejected and consequently the alternative hypothesis ( $H_a$ ) was accepted. It implied that there was a significant difference in reading comprehension achievement between participants taught by the Multipass technique and those who were not.

This indicated that the students who were taught by using Multipass strategy in experimental group had good response during the treatment. Students were able to simply recognize text structure and acquire specific information from the text by employing the Multipass

technique. Therefore, this strategy assisted pupils in concentrating on extracting crucial information from the text. They improved their reading comprehension achievement because they were interested in reading the text and found it to be simple to understand. Their reading comprehension scores were significantly different before and after treatment, as evidenced by their reading comprehension scores. It was in lined with (Harefa, 2018), students can improve their reading comprehension skills by using the Multipass strategy. It was also supported by Saputra (2020), Multipass technique is an effective way for students to improve their reading comprehension skills.

In conclusion, Multipass technique was good and enjoyable in teaching reading comprehension since

it helped students understand the text step by step, which was notably useful in enhancing their ability to read analytical exposition text.

## CONCLUSION

Based on the results of independent sample test, the value of  $t$ -obtained (4.4790) was higher than the critical value of  $t$ -table (2.000) in an independent sample test, indicating that there was a significant difference in reading comprehension achievement between students who were taught using the Multipass strategy in English reading comprehension. This occurred because this strategy can help learners in constructing comprehension by combining the strategies of skimming and scanning to select details and main ideas from the text, making connections between students' prior

knowledge and the text, and making a note of important information to help students remember the text's main message.

Hence, it was determined that there was a significant difference in reading comprehension achievement between students taught with the Multipass technique and those who were not.

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