

Penerapan Strategi Membaca Tersirat Untuk Meningkatkan Kemampuan Pemahaman Membaca Mahasiswa

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Abstrak : *Reading between the lines* merupakan salah satu *reading comprehension* skill yang penting bagi mahasiswa. Ini merupakan tingkat pemahaman membaca yang interpretative. Tujuan penelitian ini adalah untuk mengidentifikasi keefektifan *Reading Between The Lines Strategy* dalam kemampuan pemahaman membaca mahasiswa. Penulis menggunakan penelitian deskripti dengan beberapa langkah yang penulis lakukan yaitu pertama mengumpulkan teori yang relevan untuk penelitian. Langkah kedua yaitu menjalankan *pre-test* untuk *experiment class* dan *control class*. Langkah ketiga yaitu mengajar *reading comprehension* dengan menggunakan *Reading Between The Lines* pada *experiment class* dan mengajar tanpa menggunakan *Reading Between The Lines* pada *control class*. Langkah keempat yaitu menjalankan *post-test* bagi *experiment class* dan *control class*. Hasil pengolahan data menunjukkan nilai rata-rata posttest pada kedua kelas lebih tinggi dari nilai rata-rata pretest-nya. Kelas eksperimen menunjukkan peningkatan nilai rata-rata sebesar 16,8182 poin, dengan nilai terendah 40 dan nilai tertinggi 90. Kelas control menunjukkan peningkatan nilai rata-rata sebesar 5,4762 poin, dengan nilai terendah 30 dan nilai tertinggi 70. Hasil uji paired sample t test menunjukkan bahwa diketahui nilai Sig (2-tailed) pada kelas control sebesar $0,068 > 0,05$, maka H_0 diterima dan H_a ditolak, sehingga dapat disimpulkan bahwa tidak terdapat perbedaan rata-rata yang signifikan antara hasil belajar pretest dan posttest. Sedangkan berdasarkan table output kelas eksperimen, diketahui nilai Sig (2-tailed) sebesar $0,001 < 0,05$, maka H_0 ditolak dan H_a diterima, sehingga dapat disimpulkan bahwa terdapat perbedaan rata-rata yang signifikan antara hasil belajar pretest dan posttest, artinya terdapat pengaruh penerapan strategi membaca tersirat untuk meningkatkan kemampuan pemahaman membaca mahasiswa.

Kata kunci : *Reading between the lines*, *Reading Comprehension skill*

The Application of Reading Between The Lines Strategy To Increase Students Reading Comprehension

Abstract : *Reading between the lines* is one of *reading comprehension* strategy that must be taught as an important *comprehension skill* for students. This research aims to identify the effectiveness of *reading between the lines* strategy in students' *reading comprehension* ability. In this research, the writer uses descriptive research. It is conducted by running *Pre-test* for both of *experiment class* and *control class*. The results of data processing show that the average *posttest* score in both classes is higher than the average *pretest* score. The experimental class showed an increase in the average score of 16.8182 points, with the lowest score being 40 and the highest score being 90. The control class showed an increase in the average score of 5.4762 points, with the lowest score being 30 and the highest score being 70. Paired sample test results The t test shows that it is known that the Sig (2-tailed) value in the control class is $0.068 > 0.05$, so H_0 is accepted and H_a is rejected. It can be concluded that there is no significant average difference between the *pretest* and *posttest* learning outcomes. Meanwhile, based on the experimental class output table, it is known that the Sig (2-tailed) value is $0.001 < 0.05$, so H_0 is rejected and H_a is accepted, so it can be concluded that there is a significant average difference between the *pretest* and *posttest* learning outcomes. The results showed that application of *reading Between the lines* strategy effectively improved students' *reading comprehension* abilities.

Keywords : *Reading between the lines*, *Reading Comprehension skill*

INTRODUCTION

Reading is a complex process, complex to learn and complex to teach so there must be a technique which can help them to read effectively and interestingly. Teaching comprehension strategies explicitly was seen as a possible approach to tackle the problems faced by the students. In this case, the writer tried to find interesting and effective way for the students and the teachers so that they can do their reading activity well

According to John Greenwood (1991;89)" some cognitive skills in while reading activity include most of the following abilities such as : to identify main idea, to recognize and recall specific details, to recognize the relationship between the main idea and their expansion, to follow a sequence, to infer the text or read between the lines and to draw conclusion. Reading between the lines is one of some cognitive skill in while reading activity. What is reading between the lines ? Burns/Roe/Ross (1996:183) state that :” Interpretive reading involves reading between the lines or making inferences. It’s the process of deriving ideas that are implied rather than directly stated. By using this technique, the students were able to communicate information because it can clarify complex concepts into simple, meaningful displays so that the students can develop a holistic understanding of the content to be learned (Siriphanich and Laohawiriyano: 2010)

Reading Between the Lines is a reading comprehension skill that encourages students to be flexible as they think about content from another angle (Nikijuluw et al., 2023). Students receive the answer to a question related to content and post their answers around the question before discussion and clarification. Reading between the lines means understanding what is implied but not expressed on the surface. If you 'read between the lines' it means you are able to understand the real message in what you are reading or hearing, a meaning that is not available from a literal interpretation of the words. You understand more than is actually said or written. To read between the lines” means to understand something that is not clearly stated but is implied by what is written (Kumar, 2023).

Considering the problems discussed above, the reading has an important role to help the learners to comprehend a text they read. From the preliminary observation done by the researcher, it could be known that most of the learners had some problems in reading. The problem that found in English Class at Civil Engineering Department of Ambon State Polytechnic based on the writer experience in reality in the field, learning reading comprehension in order to find implied information is still not as expected. There are number of crucial issues concerning the teaching and learning of reading comprehension. First of all, some students always feel bored when they are studying reading because they do not know the technique to understand the reading material easily and they lack of vocabulary. Secondly, students’ poor knowledge becomes one problem that makes them difficult to comprehend the reading text.

Reading in fact is the ability which enables the students directly or indirectly, to read with the purpose to get explicit message, implicit message and general information from the printed page, the thoughts, facts and information that it has going to recognize the words to make a good conclusion and read critically and creatively in order to understand figurative language the researcher set goals, evaluate the ideas

written by the author and such ideas in the right situation. All of goals need a process to reach it.

Not only students should achieve all of the materials to improve the knowledge, but also the teacher should prepare all of the sections and subjects in purpose to make the students get best experience at school. The teacher needs a method or a strategy as a way to deliver the materials to the students. The English teachers should know the way how to deliver the materials well to the students. According to Edward and Approach (Edward & Approach, 1963), method is an overall plan which have systematic step to deliver the materials consists of certain procedural of teaching.

Based on the background of the study above, the problem of the study arises as follow : How reading between the lines can increase students reading comprehension ? and How the teacher can apply reading between the lines to increase students reading comprehension ?. The purpose of the study is how to apply reading between the lines skill to increase students reading comprehension for the first semester students at Civil Engineering Department of Ambon State Polytechnic . In other words, this study investigates whether teaching reading comprehension using the reading between the lines strategy is effective in improving students' reading comprehension

METHOD

In this research, the researcher collects the data in two classes at the first semester in Civil Engineering Department of Ambon State Polytechnic. They are students from Ia class and Ib class. There were 22 students from Ia and 21 students from Ib. This research is carried out by applying the pre-test and post-test design. The diagram of the test design as follows :

	Pre-test	Treatment	Post-test
Experimental Group ®	T ₁	X	T ₂
Control Group ®	T ₁		T ₂

The writer conduct two technique for collecting data, they were teaching and test. For teaching, the writer taught reading comprehension by applying reading between the lines technique in experiment group and the control group the writer taught without using reading between the lines technique. Based on the statement of Edward.d.Allen and Rebeca m.Vallete as quoted by A.K.P Vigeleyn Nikijuluw (1989;1) that' For teacher, testing is an important diagnostic instrument'. So, in testing the students, the writer bases her instrument of 'multiple choice'. The test consist of 20 items and 4 options. The test was given before (pre-test) and after she finishing teaching the material (post-test).

The data was collected from the students answer sheets through the following procedure :

- a. Marking each answer sheet according to the answer key
- b. Scoring each answer by using formula as follows :

$$\frac{R \times 100}{I} = X$$

In which : R = Total correct and incorrect
 I = Total number of students
 100 = percentage
 X = Result

- c. Tabulating the score to the list of data collection
- d. Tabulating the data classification for data analysis

As quoted by Kusuma Thea, Martinet in her book 'Pengelolaan Pengajaran Bahasa Inggris I (1986:112). Symbols of mastery degree students as result from the test, the writer divided into five category scores as follows :

1	Excellent	100 %
2	Very good	75 % - 99 %
3	Good.....	50 % - 74 %
4	Bad	25 % - 49 %
5	Very Bad	0 % - 24 %

FINDINGS

The analysis is conducted to find out whether or not application of reading between the lines technique in teaching reading comprehension can increase student ability in understanding text. To prove it, the writer uses the test to compare between the experimental group taught using "Reading between the lines and the control group taught without using 'reading between the lines". The data acquired is carefully arranged into the tables. The data collected through the test from the first semester students are as follows:

Table 1. Percentage Result of Correct Answer from Control Class and Experiment Class.

Control Class		Experiment Class	
Pre Test	Post Test	Pre Test	Post Test
40	50	50	55
30	45	40	60
35	55	30	75
55	35	75	70
30	30	35	65
35	45	55	50
20	35	60	80
50	45	70	90
40	55	45	75
30	35	70	70
35	45	55	40

50	70	50	90
40	55	60	75
30	50	45	85
50	45	60	70
45	55	70	80
30	50	40	55
65	65	70	75
60	40	55	60
55	50	60	65
50	35	40	90
-	-	30	60

Data processing using SPSS shows a comparison of the average post test and pre test scores for each sample as follows:

Table 2. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Control Class	Pre_Test_Co	41,6667	21	11,86732	2,58966
	Post_Test_Co	47,1429	21	10,19454	2,22463
Experiment Class	Pre_Test_Ex	52,9545	22	13,59789	2,89908
	Post_Test_Ex	69,7727	22	13,49403	2,87694

The results of data processing show that the average posttest score in both classes is higher than the average pretest score. Descriptively, it can be interpreted that the test scores for both classes have increased. The experimental class shows an increase in the average score of 16.8182 points, with the lowest score being 40 and the highest score being 90. The control class shows an increase in the average score of 5.4762 points, with the lowest score being 30 and the highest score being 70. The data shows that the class The experimental group experienced a more significant increase compared to the control class. To prove whether the difference is significant or not, it is necessary to interpret the results of the paired sample t test.

Table 3. Paired Samples Test

		Paired Differences							
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Control Class	Pre_Test_Co - Post_Test_Co	-5,47619	13,02927	2,84322	-11,40704	,45466	-1,926	20	,068
Experiment Class	Pre_Test_Ex - Post_Test_Ex	-16,81818	17,49459	3,72986	-24,57485	9,06152	-4,509	21	<,001

Based on the output table, it is known that the Sig (2-tailed) value in the control class is $0.068 > 0.05$, so H_0 is accepted and H_a is rejected, so it can be concluded that there is no significant average difference between the pretest and posttest learning outcomes.

Meanwhile, based on the experimental class output table, it is known that the Sig (2-tailed) value is $0.001 < 0.05$, so H_0 is rejected and H_a is accepted, so it can be concluded that there is a significant average difference between the pretest and posttest learning outcomes, meaning that there is an influence application of implicit reading strategies to improve students' reading comprehension abilities.

DISCUSSION

The aim of this research is to identify whether teaching reading through the reading between the lines strategy can have an influence on the effectiveness of reading comprehension for first semester students of civil engineering department at Ambon State Polytechnic.

The results of pre-test and post-test in experimental class show that application of the reading between the lines strategy is effective in improving students' reading comprehension. The students in experimental group get better scores than the students in control group. Student scores in the experimental class increased significantly compared to the control class which were treated by using conventional strategy. Based on research conducted by Nurhidayah.Y. (2018), stated that the strategy of inferring or reading between the lines can improve reading comprehension skills.

Reading between the lines is an interpretive reading process. It is a process of deriving ideas that are implied. Reading between the lines involves complex skills such as : inferring, drawing, conclusion, generalizing, deriving meaning, predicting, anticipating, and summarizing (Dechant, Emerald.V : 1982). Lecturers are required to carry out all the skills in reading between the lines with an emphasis on learning on inferring skills. Making inference is an important skill in this strategy. Lecturers develop inferential reading or reading between the lines by including the followings activities, such as inferring main idea of passage, inferring cause and effect relationship, inferring referents, and inferring conclusion.

In this strategy, the lecturer use some context clues and some comprehension questions in order to guide students for finding implicit information in the text. Context clues as comprehension aid can help students to glue some definitions or contrasting statement that the students can use to discover the meaning of unfamiliar word, or context may describe a situation that will be able to infer the meaning from the context (Dechant,E.V :1982).

The lecturer does not expect to produce an ideal comprehender, but if the students have gained these abilities in reading between the lines it's enough to be good comprehender.

CONCLUSION AND RECOMMENDATIONS

The effectiveness of the reading between the lines strategy is reflected in the post test results. Based on data processing which showed the difference between the experimental class is taught by using Reading Between the Lines strategy and control class which is taught without using reading Between The Lines Strategy. The students in experimental class gets better scores than the students in control class.

Thus, based on the conclusion of this research, it is suggested for teachers to apply this strategy in teaching reading comprehension especially in whilst reading activity and it is also not possible to try this strategy to be implemented in teaching other skills of language in classroom in order to create a better learning

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