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# The Effect of Multipass Strategy and Students' Attitude Toward Their Reading Comprehension at the Tenth Graders of SMAN 2 Lubuk Alung

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**A B S T R A C T**

This study aims to determine the effect of multipass strategies and student attitudes on students' reading comprehension in historical recount texts. The design of this research is Quasi Experiment Research with a 2x2 factorial design. The population of this research is the students of class X SMAN 2 Lubuk Alung Academic Year 2018/2019. Reading tests and student attitude questionnaires were used as research instruments. Then, the research data were analyzed using the T-test formula and Two-Way ANOVA. The results of this study indicate that (1) students taught with multipass strategies have better reading scores than students taught with ordinary strategies, (2) students taught with multipass strategies with positive attitudes have better reading values than students taught with ordinary strategies, (3) students taught with multipass strategies with negative attitudes have better reading scores than students taught with common strategies, and (4) there is no interaction between the two teaching strategies (multipass strategies and ordinary strategies) and students' attitudes towards students' reading comprehension.

**I. INTRODUCTION**

Reading is the ability to comprehend or understand texts and printed words. Reading belongs to receptive skills because students are asked to receive information from the printed materials. In order to get good reading comprehension skills, students should be able to read properly. Students begin to read from the primary level of education until the high level of education. Comprehension is the main part of the reading process. Without

comprehension, students will not recognize and understand the text they read. Because of that reading activity is about reading comprehension. According to RAND Reading Study Group (2002), comprehension is the process of eliciting and making meaning through interaction and involvement with written language.

McNamara and Magliano (2009) emphasized that this process is a task of both reader and text factors that happen within a larger social

context. Duke (2003) stated that comprehension is a process in which readers make meaning by interacting with the text through the combination of prior knowledge and previous experience, the information in the text, and the views of readers related to the text. Kintsch (1998) and van Dijk and Kintsch (1983) defined reading comprehension as the process of creating meaning from text. The purpose is to get an understanding of the text rather than to acquire meaning from individual words or sentences.

After the researcher did an observation of the tenth graders of SMAN 2 Lubuk Alung, some of the students still found difficulties in the reading comprehension process. Basically, there are many possible reasons why the students may experience difficulty in learning to read, such as uninteresting reading material, irrelevant media, and teaching strategy. Among the factors, teaching strategy is the most crucial reason that influences the students' low achievement in reading comprehension. There is a tendency that the teacher tends to teach reading in a conventional way, for example reading aloud, silent reading, asking and answering the question, discussing, teacher center learning, etc. Conventional teaching fundamentally concerns with classical models and is monotonous. On the other hand, the students expect the various teaching or learning models in reading comprehension class in order they feel more enthusiastic and convenient to do their learning activities.

One reading strategy that has not been used largely in reading comprehension, namely Multipass Strategy. Multipass Strategy is a strategy used to improve student reading comprehension. It helps students who have problems in identifying the main idea, the supporting idea, and detail information, or processing and recalling information after reading. This reading strategy contains three steps (surveying the reading, sizing up the information, and sorting out the text) through a reading text to identify text structure and become familiar with main ideas and

organization, read questions at the back of passage and guess an answer. The student then read the text to find the correct answers to the questions (Schumaker et al.,: 1982).

Multipass can be defined as a three-step strategy for the systematic reading of the text. According to Schumm (2006: 279), Multipass is a three-step approach for a systematic rereading of expository text. Multipass has three main procedures included in the survey, sort-out, and size-up. In survey-pass, the students are skimming the text to get the main ideas and understand the text organization. In the sort-out passes, students are active to look for specific information and reading the text. In the size-up pass, students are active to find the correct answers to the questions related to the text. The benefit of teaching reading by using a multipass strategy is to solve the students' problems in reading comprehension. By using this strategy students will easy to understand and comprehend the key point and main ideas from the text. Through this strategy, students are guided to comprehend, understand and get an overview from the text as well as the organization of the text. Besides, students will be able to answers the questions given after they read the reading text. So, they will have better achievement in reading comprehension. Then, there is another factor that will influence the students' reading comprehension, namely students' attitudes. Attitude is an individual's positive or negative feelings about performing the target behavior.

Another definition of attitude is identified as a combination of evaluative judgments about a phenomenon. Attitude is a psychological orientation developed as a result of one's experiences, which influences how a person views situations, objects or people, and how she appropriately responds to them. Attitudes are complex of positive or negative feelings, desires, fears, convictions, prejudices, or often tendencies that have given a set of readiness to act to a person because of varied experiences that an individual holds about objects, persons, or ideas. Pablos, et.al (2015:

35) admit that attitude is an individual's positive or negative feelings about performing the target behavior. Another definition of attitude is identified as a combination of evaluative judgments about a phenomenon. Consequently, attitude comprises positive as well as negative feelings of someone. Attitude is one of the demanded matters in language learning because it will influence the students' achievement in learning, especially in reading comprehension. In other words, if they have a positive attitude in learning, their learning results will be better and vice versa.

In this research, there are four hypotheses, as listed in the following points:

#### *Hypothesis 1*

The students who are taught by using multipass strategy have higher scores in reading comprehension than those who are taught by using conventional strategy.

#### *Hypothesis 2*

The students who are taught by using a multipass strategy with a positive attitude have higher scores in reading comprehension than those who are taught by using conventional strategy.

#### *Hypothesis 3*

The students who are taught by using a multipass strategy with a negative attitude have higher scores in reading comprehension than those who are taught by using conventional strategy.

#### *Hypothesis 4*

There is any interaction between treatments (by using multipass strategy and by using conventional strategy) and the students' attitude toward their reading comprehension.

## **II. METHODS**

This research was a quasi-experimental research. The design of this research was the factorial design 2x2. According to Gay, Mills, and Airasian (2011: 272), a design that has more than one independent variable (grouping

variable) also known as factors. Related to this idea, the researcher investigated the effect of the independent variable: multipass strategy and moderator variable: students' attitude (positive and negative) on the dependent variable namely reading comprehension.

The population of this research was the tenth graders of SMAN 2 Lubuk Alung in 2018/2019 Academic Year. There were three classes in the tenth graders which consisted of 73 students. The sample had been chosen by cluster random sampling. Then, it was found that X MIPA 1 was selected as the experimental class which was taught by using multipass strategy. While X MIPA 2 was selected as a control class that was taught by using conventional strategy.

There were two instruments which were used in this research, namely reading comprehension tests and questionnaires. The reading comprehension test was used to measure students' reading comprehension and a questionnaire was used to know the students' attitudes. After data of students' reading comprehension and data of students' attitude were collected, both of them were analyzed by using normality testing, homogeneity testing, and hypothesis testing; t-test and then analysis of variances (ANOVA) was analyzed by using unweighted mean.

## **III. RESULT AND DISCUSSION**

This research is conducted in 8 meetings for each class. Based on the result analysis, both data of students' reading comprehension and students' attitudes in experimental class and control class, either student with a positive or negative attitude are in normal distribution and homogeneous.

In addition, the result of the first hypothesis shows that the value of t-observed was 3,33 and the value of t-table was 2,011 with the level of significance 0.05. Since the value of t-observed was bigger than t-table, it could be concluded that the Alternative Hypothesis (H1) was accepted and the Null Hypothesis

(H0) was rejected. It means the students who are taught by using multipass strategy have higher scores in reading comprehension than those who are taught by using conventional strategy.

Then, from the second hypothesis, it can be stated that the value of t-observed was 4,08 and the value of t-table was 2,200 with the level of significance 0.05. since the value of t-observed was bigger than t-table, it could be concluded that the Alternative Hypothesis (H1) was accepted and the Null Hypothesis (H0) was rejected. It means the students who are taught by using a multipass strategy with a positive attitude have higher scores in reading comprehension than those who are taught by using conventional strategy.

In the third hypothesis, it is clear that t-observed was 3,41 and the value of t-table was 2,200 with the level of significance 0.05. Since the value of t-observed was bigger than t-table, it could be concluded that the Alternative Hypothesis (H1) was accepted and the Null Hypothesis (H0) was rejected. It means the students who are taught by using the multipass strategy with negative attitudes have higher scores in reading comprehension than those who are taught by using conventional strategy.

Furthermore, in hypothesis fourth testing, it is found that F observed was 0,11 and the score of F table was 4,26. It could be concluded that  $F_o < F_t$  which means  $H_o$  was accepted, it could be said that there is no interaction between treatments (by using multipass strategy and by using conventional strategy) and the students' attitude toward their reading comprehension.

The first finding was related to the fact that the students who were taught by using multipass strategy have better scores in reading comprehension of historical recount text than those who were taught by using conventional strategy. This finding proved the effectiveness of multipass strategy when dealing with students' reading comprehension. This was because, in the process, the multipass strategy guided

students to comprehend the text of historical recount properly. The syntax of this strategy was including survey pass, sort-out pass, and size-up pass. This was in line with the theory from Wong et.al (2008: 192), they explain that this strategy is appropriate to the content area of reading and teaching methods used by the teacher. Students are practiced and experienced with explicit and intense materials and controlled activity. It is a clear improvement in comprehension for the students' reading activity. Then, this strategy provides students with a lot of practice.

Furthermore, there was no interaction between teaching strategies with students' reading attitudes because there was not the only attitude as psychological factors from students that influence their reading comprehension. There are many psychological factors can contribute to the students' reading comprehension, such as motivation, self-confidence, learning strategies, the strength of students' character, learning style, and so on. This was in line with theory from Snow (2002: 13) which assumes to comprehend, a reader must have a wide range of capacities and abilities. These include cognitive capacities (e.g., attention, memory, critical analytic ability, inferencing, visualization ability), motivation (a purpose for reading, an interest in the content being read, self-efficacy as a reader), and various types of knowledge (vocabulary, domain and topic knowledge, linguistic and discourse knowledge, knowledge of specific comprehension strategies). The specific cognitive, motivational, and linguistic capacities and the knowledge base called on in any act of reading comprehension depend on the texts in use and the specific activity in which one is engaged.

In addition, this finding was also supported by the research result from Veneranda (2014) who conducted research entitle teaching reading comprehension on analytical exposition text by using Multipass strategy (pre-experimental research on the second semester of eleventh-grade students of SMAN 1 Sungai Raya in academic year 2013/2014).

He concluded that the result also revealed that students' achievement in reading comprehension is increased by using a Multipass strategy. This was proved by the result of the mean score of pre-test and post-test after the treatment.

#### IV. CONCLUSION

Based on findings, conclusions, and implications of the research, the researcher would like to suggest some points. First, from the research findings, the multipass strategy is an effective way to improve students' reading comprehension of historical text at the Tenth Graders of SMAN 2 Lubuk Alung. Therefore, English teachers are recommended to apply this strategy in teaching reading, especially in teaching historical recount text.

Then, although this study is conducted in SMAN 2 Lubuk Alung, the multipass strategy

also can be introduced and applied in any level of education. In other words, this strategy is not limited only for teaching senior high school students but can be lower-level or high-level students.

Moreover, in this research, the researcher uses attitude as the moderator variable, it is suggested to other researchers to conduct research on another moderator variable such as reading interest, self-confidence, class participation, learning attitude and etc.

Furthermore, as this research is only limited to teach historical recount text, it is suggested that other researchers should attempt to conduct the research about student's reading comprehension on other kinds of text such as hortatory exposition, argumentation, and discussion text.

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