Students 'Participation and Interest through Strategy Based Instruction in Reading Narrative Text

Enny Dwi Lestariningsih[1*]
Manashi Gogoi Dutta[2]

[1]Universitas Terbuka, Indonesia
[2]King Mongkut's Institute of Technology Ladkrabang, Thailand

Abstract

The development of digital technology currently affects all matters related to the learning and teaching process. Therefore, in the distance learning process, learning media, students' participation, and interest are needed which are very necessary in responding to the challenges of today's education world. Therefore, this research aims to describe the students 'participation and interest through strategy-based instruction in learning reading narrative text. The approach refers to students' understanding of how interested and understanding they are in studying English language material and how distributed to 27 students at one of the state universities in Indonesia. The results show that there is positive response from the students 'participation and interest through strategy-based instruction. The most indicator is the students' feeling happy and comfortable when learning using strategy-based instruction. Besides, it creates the teaching learners' specific strategies to improve their skills and achieve their goals. Applying this concept to creating happiness can involve a variety of techniques and approaches such as; goal setting, positive thinking, mindfulness and meditation, healthy lifestyle, social connections, personal growth, time management, act of kindness, and self-care. Furthermore, the students' participation in strategy-based instruction involves actively engaging with the learning process, using specific strategies to enhance their understanding and performance. By actively involving students in the learning process and equipping them with effective strategies, educators can foster a more engaging and effective educational experience.

Keywords: students 'participation; students 'interest; strategy based instruction; reading narrative text

1. INTRODUCTION

Reading is an essential ability that is the foundation for a significant portion of human knowledge and communication. It gives people the ability to access

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[1*]Corresponding email: ennydl@ecampus.ut.ac.id

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knowledge, engage in learning that continues throughout their lives, and participate in society fully. Reading has developed throughout history, beginning with the usage of pictographs and symbols and progressing to the development of more complex written languages(Azmi, 2023; Huettig & Pickering, 2019; Macaruso et al., 2019; Taylor & Clarke, 2021; Wang & Gao, 2022). Literacy is widely acknowledged as an essential and indispensable component of education and personal growth in today's modern times.

Our understanding of how people learn to read and interpret text has been expanded as a result of the theoretical frameworks that have been developed on reading. Decoding and linguistic understanding are the two components that are considered to be the foundation of reading comprehension, according to cognitive theories such as the simple view of reading (Chiang, 2020; Duke et al., 2021a). The role of the learner's active engagement in the reading process is emphasized by several educational theories, including constructivism.

Research that is now being conducted sheds light on key trends and difficulties in reading. Reading abilities are acquired in early childhood, for example, and the acquisition of these skills is influenced by a variety of factors, including the literacy environments and instructional approaches that are present in the household. Furthermore, the proliferation of digital technology has altered reading habits as well as access to knowledge, which has presented educators with opportunities as well as difficulties regarding the future of education (Elleman & Oslund, 2019; Pandith et al., 2022; Prados Sánchez et al., 2023; Suarcaya & Prasasti, 2023).

The literacy rate continues to be an issue, particularly in underserved populations, despite the fact that reading is extremely important. Reading difficulties, such as dyslexia, hinder the academic and personal development of a significant number of people(Rochimah & Muslim, 2021; Storey et al., 2020; Wibisono, 2019; L. Zhang, 2020). These disabilities affect a big number of people. Inequalities in socioeconomic status make these problems even more difficult to overcome, as children who come from households with lower incomes frequently have restricted access to books and other educational materials.

In response to these problems, educators and researchers have devised a variety of interventions and instructional strategies to enhance the development of reading narrative text in English. It has been demonstrated that reading outcomes can be improved by the implementation of effective methods such as phonics education and guided reading(Al-Shboul et al., 2013; Levesque et al., 2021; Li et al., 2023; Shahmirzadi, 2019). Improved reading instruction may be possible through the use of novel strategies, such as the utilization of digital technologies and the implementation of personalized learning.

Moreover, the development of language skill will underlie the ability to read, the richer the vocabulary is owned, the easier the child understands the writing, and ultimately the smoother the ability of the child to read . Besides, due to their imaginative thinking, children this age will find audio-visual presentations captivating, which will stimulate their curiosity while motivating them to participate in the learning process.

Reading is an essential ability that is the foundation for a significant portion of human knowledge and communication. It gives people the ability to access knowledge, engage in learning that continues throughout their lives, and participate in society fully(Schechter et al., 2015; S. Z. Zhang et al., 2020; Ziv et al., 2013). Reading has developed throughout history, beginning with the usage of pictographs and symbols and progressing to the development of more complex written languages. Literacy is widely acknowledged as an essential and indispensable component of education and personal growth in today's modern times.

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Thus, the main objective of the article is to describe the students 'participation and interest through strategy-based instruction in learning reading narrative text.
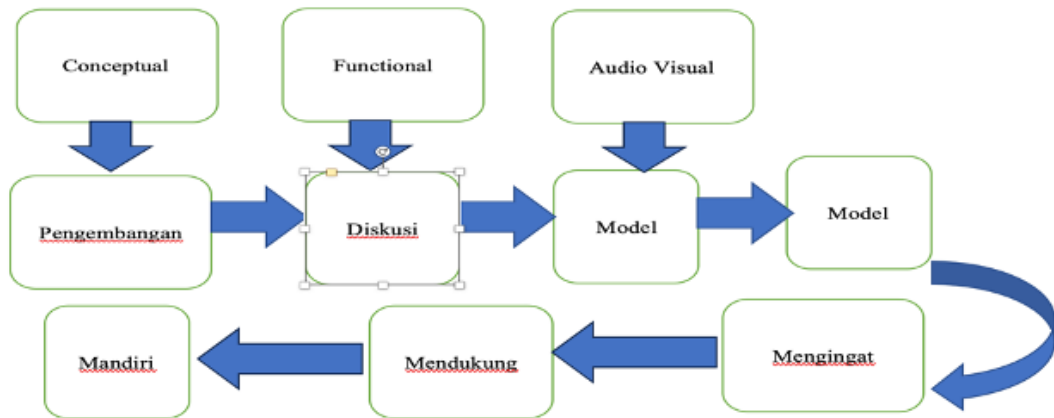
2. LITERATURE REVIEW

Reading is the activity of paying attention to and understanding writing that aims to obtain information or entertainment. Reading can be done in various forms, such as reading books, articles, magazines, newspapers, or digital content (Duke et al., 2021a; Macaruso et al., 2019; Tonder et al., 2019; Wang & Gao, 2022). Reading activity is very important because it can broaden horizons, improve critical thinking skills, and improve language skills. In addition, reading is a cognitive process to recognize, understand, and interpret written or printed symbols, such as letters and words, to obtain meaning. In this context, reading is not just spelling words, but also involves a deep understanding of the text being read. Reading comprehension is the ability to understand, interpret, and evaluate the meaning of the text being read. Reading comprehension involves several complex and gradual cognitive processes, as well as various strategies that can be used to increase the effectiveness and depth

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of understanding of the text (Pandith et al., 2022; Prados Sánchez et al., 2023; Suarcaya & Prasasti, 2023). The following are some important aspects of reading comprehension: the reading comprehension process, strategies to improve reading comprehension, and factors that influence it. The process of reading comprehension includes decoding by identifying written words and converting them into recognizable sounds, words and phrases, namely understanding the meaning of individual words and phrases in a given context, sentences, namely understanding sentence structure and how words work together to convey ideas, paragraphs, namely constructing meaning from several related sentences to form the main idea of the paragraph, and whole texts, namely connecting and integrating ideas from throughout the text to understand the overall message (Adilbayeva et al., 2022; Chusnul et al., 2018; Storey et al., 2020; L. Zhang, 2020)Therefore, reading comprehension is very important in everyday life, whether for academic, professional, or personal purposes. This ability allows a person to process information effectively, make informed decisions, and continue learning throughout life.

When kids are 6–12 years old, they go to elementary school to continue their education after finishing playgroup or preschool. Children will learn how to explore their interests and abilities, interact with others, and get appropriate for their ages resources for learning at this elementary school(Imaniah et al., 2019; Melyadi et al., 2019; Schechter et al., 2015). Children have remarkable capacity for information processing even at an early age, particularly when it comes to learning foreign languages. Children acquire second languages more quickly than adults. In order to take full advantage of the assimilation of essential foreign languages in Indonesian elementary schools, it is imperative that foreign language learning be put to use at this exceptionally promising period. However, there was conflict over how to implement it: English was made an optional subject in elementary and middle schools, teaching the language was not incorporated into the elementary school curriculum, and the number of hours dedicated to English subjects in high school and college was even reduced. Students' interest in English has decreased as a result of vocational schools, and the method by which English language instruction takes place in primary and secondary schools is not ideal.

Strategy Based Instruction (SBI) is an approach that emphasizes the application of learning strategies that have been proven effective in helping students understand reading material by involving the use of learning methods and techniques that are appropriate to students' needs, namely involving cooperative learning techniques, concept maps, and reflective questions. The benefits of Strategy Based Instruction (SBI) are evidence-based learning, personalization of learning, and increased understanding (Kavani & Amjadiparvar, 2018). SBI has a flow of developing knowledge understanding, discussing strategies, modeling, remembering, supporting and being independent.

Figure 1. Overview of Media Development Flow

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3.   METHODS

The methodology of this study is descriptive quantitative by distributing questionnaires to 27 students with good reading skills. The subjects of the study consisted of 7 males and 20 females with an average age of over 20 years. The results of the questionnaire were analysed and interpreted in accordance with the expected research objectives. The questionnaire questions were adopted from previous studies on student participation and interest (Ari et al., 2021; Deni Wijayatiningsih et al., 2023; Dueraseh et al., 2021; Muhfiyanti et al., 2021; Mulyadi, Arifani, et al., 2020a, 2020b; Mulyadi et al., 2019, 2021, 2023; Mulyadi, Wijayatingsih, et al., 2020; Mulyadi & Wijayatiningsih, 2020; Permatasari et al., 2018; Rohimah et al., 2021; Sharif et al., 2023; Wijayatiningsih, Budiastuti, et al., 2023; Wijayatiningsih et al., 2015, 2020, 2021; Wijayatiningsih, Muhammad Muhibbi, et al., 2023). With the results of the validity and reliability analysis according to the expected standards.

After students have participated in class learning and filled out the questionnaire, the data obtained is then processed using Microsoft Excel to make it easier to calculate data for each indicator and each question. Evaluation related to students' interest in audio-visual-based fun learning is modified using a Likert scale. Research by Manalu et al. (2019), as used in the table below:

Tabel 1. Criteria for Student Attitude Scale

	Indicator	Positive	Negative
1.	Strongly Agree	4	1
2.	Agree	3	2
3.	Disagree	2	3
4.	Strongly Disagree	1	4

Data from the questionnaire test results were processed based on the learning interest scale contained in table 1 above, and conclusions were drawn, which then became the results of the research. The research results are categorized based on the scale percentage criteria mentioned by Wulandari, 2019) as follows:

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Tabel 2. Criteria Attitude Scale

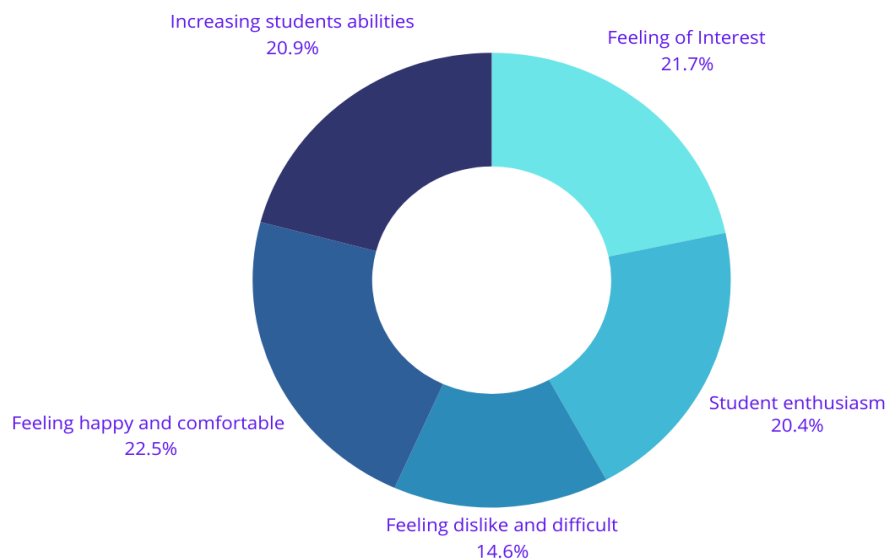| No.	Criteria (%)	Clasification
1.	$0 \leq NA < 20$	Very low
2.	$20 \leq NA < 40$	Low
3.	$40 \leq NA < 60$	Enough
4.	$60 \leq NA < 80$	High
5.	$80 \leq NA < 100$	Very high

4. RESULTS

From the results of this research, data was obtained from the students' learning interest scale as well as direct observations regarding students' interest in learning English and what kind of media the students liked. The process of collecting data and observing by providing direct learning about English to students is as follows:

After carrying out teaching and learning activities using audio-visuals and some fun learning using strategy-based instruction and literacy puzzles containing legends or fairy tales using two languages, namely English and Indonesian, I, as a researcher, gave a questionnaire using paper regarding the scale of students' learning interest. The student interest scale in learning consists of 10 multiple-choice statements. The data that has been obtained is then analysed as shown in Table 3 below:

No.	Indicators	Lots of Questions	Total Skor	%	Category
1.	Feeling of Interest	2	186	83%	High
2.	Student enthusiasm and involvement	2	177	78%	High
3.	Feeling dislike and feeling difficult	2	118	56%	Enough
4.	Feeling happy and comfortable	2	172	86%	Very high
5.	Increasing students' abilities	2	160	80%	High
	Total	10	813	77%	High

Table 3. Result and Student Learning Interest Scale Questionnaire

From the table above, it is known that the average of all the indicators contained in the questionnaire is 77%, including a high number. The visual descriptive statistics of students' learning interests are as follows:

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Increasing students abilities
20.9%

Feeling of Interest
21.7%

Student enthusiasm
20.4%

Feeling dislike and difficult
14.6%

Feeling happy and comfortable
22.5%

The first most common indicator is feeling happy and comfortable

This indicator's questions from the questionnaire reveal that, for 77% of the students, learning is made more enjoyable and joyful when it is paired with games that are relevant to the material. The practice of "learning and playing" is frequently used to describe how eagerly students participate in the activities that the teacher assigns, even while they are simultaneously using the learning media to play as they concentrate on the subject being taught. During the research, for instance, I gave students learning materials in the form of literacy puzzles with English text and strategy-based instructions. In order for them to view examples of the right puzzle images, I also gave them paper in Indonesian. This allowed the students to match the two texts with the graphics. and working on quizzes together about English vocabulary. In another question, this indicator asks whether it is comfortable if learning is carried out using audio-visuals, then discussing together the results show that 81% of students agree with this statement.

2. The Second indicator is feeling of interest

Students are interested in this fun learning model using games and audio-visuals which attracts students' curiosity, and students can find interesting things that are presented in the lesson. This indicator obtained a percentage of 81% and 85% per question, with an average total indicator of 83%. This interest data can be seen by direct observation in the classroom when students are given a show in the form of an illustrated cartoon video containing folklore. They are very enthusiastic about listening to the video show. Some students also often implement English learning using animated cartoons containing English songs.

3. Increasing student abilities

From the indicators regarding improving English language skills through the learning process that has been carried out, the percentage results were 79% and 81%, with the average indicator being 80%, including quite high interest achievements. In the learning process, students gain new vocabulary in English that is specific to the folklore that has been told.

4. Student enthusiasm and involvement

This indication asks whether watching animated cartoons can make students feel more motivated to learn and whether employing audiovisuals to teach English can be well-received by students in order to foster strong student involvement. On the results of the two questions in this indicator about learning English with audiovisuals, students' enthusiasm can increase (79%), and their participation in the learning process can increase (77%). Therefore, the average score from this indicator is 78%,

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which falls into the tall one category. As a result, kids will be drawn to collaborative learning, according Ardiasih and Rasyid (2019) claim that cooperative learning is essential for students to gain social skills and develop their capacity for critical thought, reflective thinking, and co-construction. People collaborate and transfer topic knowledge and expertise in a collaborative learning environment in order to work toward shared learning objectives or a problem-solving solution.

   5. Feeling dislike and feeling difficult

Among the other indications, this one has the lowest percentage of results, indicating that music used in audio-visual learning environments may cause students and presentations to lose focus. With regard to language acquisition, English is something that is hard to get a percentage of 63% in this question. Therefore, based on this indicator, the average is still either relatively low.

Research data shows that the use of audio-visual teaching in English language acquisition has been substantially implemented. Meanwhile, student participation is very good when the learning process is audio-visual based. Students tend to pay more attention to the educational process when they are given a learning process that stimulates interest because they believe that this approach using audio-visuals is newer and stimulates them. Based on the results of observations I made in class. Students report that they often use cartoons and films to help them learn and that they often combine music and videos—such as watching English-language children's cartoons such as Cocomelon—while learning basic English at their own pace. They can play the song directly on the Cocomelon YouTube channel. Self-employed individuals are more likely to pay attention to the educational process when they are provided with stimulating educational resources because they believe that this approach is newer than the learning methods they have previously been exposed to. When students are provided with learning media that attracts their attention, they will tend to be more serious in paying attention to the teaching process because they think that this method is more recently used and of course attracts their attention more, such as learning while playing. In the one hand students also can focus on following and completing various games or the games provided are of course related to the learning material they are studying

6.   CONCLUSION

   The most indicator is the students' feeling happy and comfortable when learning using strategy-based instruction. Besides, it creates the teaching learners' specific strategies to improve their skills and achieve their goals. Applying this concept to creating happiness can involve a variety of techniques and approaches such as; goal setting, positive thinking, mindfulness and meditation, healthy lifestyle, social connections, personal growth, time management, act of kindness, and self-care. Furthermore, the students' participation in strategy-based instruction involves actively engaging with the learning process, using specific strategies to enhance their understanding and performance. By actively involving students in the learning process and equipping them with effective strategies, educators can foster a more engaging and effective educational experience.

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