

Using Extending Concept through Language Activities (ECOLA) Technique to Improve Students' Reading Comprehension Skill

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ABSTRACT

Keywords:

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The objective of this study was to find out whether there is a significant difference in students' reading comprehension between the experimental and the control group. The sample of this study were taken from two classes of the second year of a private high school in Bangka Belitung province. This study is an experimental study with quasi-experimental design. The data were collected through Observation and Test. They were then analyzed by using T-Test. The result showed that the r_{xy} (17.16) was higher compared to r_{table} at significant level (0.432). Thus, the alternative hypothesis (H_a) was accepted and null hypothesis (H_0) was rejected. Furthermore, there was a significant difference between students' reading skill of the experimental class and those of the control one. In conclusion, the students' reading comprehension in narrative text has been improved by using Extending Concept through Language Activities.



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Introduction

In English, there are two abilities, first useful abilities that are generally known as composing and talking, second is open abilities through perusing and tuning (Hill, 2021). In this exploration, the students were centered around understanding abilities. Perusing is one of the open abilities in English. It is a significant piece of English. This is the approach to acquiring data from a composed source. Perusing is valuable for another reason, it gives great models to English composition and furthermore gives amazing chances to concentrate on the language. Perusing is one significant method for further developing the understudies' overall language ability in English (Mikulecky & Jeffries, 2004). Hence, causing perusing action as powerful as possible will to be significant. In this exploration the scientist zeroed in on understanding ability. Perusing is expertise which exceptionally esteemed by students and educator the same. The understudies nearly get the entries in their example. The entry could be mind boggling or straightforward, rely upon factor inborn in the text, on the relationship among the section and the information and limits of the peruser, and on the exercises in which the peruser was locked (Wehmeyer & Shogren, 2017). The section in perusing material could be articles, ad, folktales, fantasies, legends, legend stories, or brief tales that we could track down essentially in papers or magazines.

The procedure of showing English is to foster the fourth of the abilities, for example, perusing, tuning in, talking and composing particularly to further developing understanding cognizance and the method of educating can impact the understudies' achievement in understanding appreciation. There are many methodologies or strategies that have been applied in the English educational program, thus, the educator ought to choose the reasonable strategy or procedure to show the material (Sulkifli, 2013).

The specialist noted from the meeting with the educator that perusing cognizance ability of the sample was as yet poor from the information given by the instructor there about perusing perception in narrative text and practically every one of the understudies less fathom what they read particularly in English text.

As documentation as the consequences of the test performed by the educator in the school, the understudies have normal scores 6.4 in perusing narrative text. This score is an unfortunate classification on the grounds that the base rules for fulfillment is 7.5. From the information above, this study zeroed in on three components of understanding abilities, which were: tracking down fundamental thoughts (understudies exacting understanding appreciation), making summarizing and jargon for successful perusing (understudies interpretative understanding cognizance) since some students bombed on three components of perusing abilities above and their scores showed that they less fathom on it. From the perception was finished by the scientist, the specialist can derive that it happens for certain elements, for example, the understudies thought about that English was a subject that is truly challenging, exhausted, and frightens in light of the fact that significance and letters are unique. It makes the understudies were not intrigued to learn English.

According to Richards, perusing is a movement that forms thinking cooperatively the peruser, the essayist, and the text. The perception could be implied as a cycle by which an individual grasp the importance of composed or communicated in language (Richards & Schmidt, 2013). Mikulecky accepted that the fundamental appreciation abilities can be utilized in perusing the texts to be definite (Jeffries & Mikulecky, 2012):

1. Previewing

Previewing before you read could assist the perusers with grasping the text well to the perusers get a thought of what they read and make their understanding will be quicker and better in the understanding system.

2. Scanning

Scanning is an extremely rapid perusing that the perusers do when they are searching for a particular snippet of data. In scanning, they don't peruse each word yet just catchphrases that will respond to their inquiry.

3. Skimming

Skimming is the perusers need to peruse the text as fast as could really be expected and grasp the text in a brief time frame. Dissimilar to previewing and scanning, they skim to get the general feeling of entry or book, not explicit subtleties.

4. Vocabulary Knowledge for Effective Reading

Speculating word significance by utilizing text encompassing the word or setting.

5. Making Inferences

Utilize the data in the text to figure different things about the text.

6. Finding Topics

To comprehend what the perusers are perusing, they need to interface it to something they definitely know. To make this association, they should be certain that they know what it is they are learning about. That is, they need to know the subject.

7. Discovering Topics of Paragraphs

The point ought not be explicit and general yet points is a different way to say the subject. It addresses the inquiry, "who for sure is the section about?". Moreover, the point is expressed as a solitary word or expression and not a total sentence.

8. Understanding Main Ideas

Comprehend the importance rapidly and assist you with recollecting what you read. The fundamental thought of passage gives the peruser subject of creator's thought. The express generally shows up in a total sentence incorporate the fundamental thought and the subject.

9. Finding The Pattern of Organization

There are seven normal sorts of the example of associations or text structures, they are sequential, investigate, the request for significance, grouping, spatial, circumstances and logical results, issue and arrangement design.

10. Summarizing

It is the most common way of retelling the significant pieces of the section in a lot more limited structure. It is a significant understanding expertise. At the point when you can sum up a section, you can certain that you have perceived. The point sentence of a section frequently incorporates both the subject and the fundamental thoughts, however not generally. In some cases, the fundamental thoughts are communicated in one more sentence or a few in the section.

This study was focused on three elements of reading skills, which were: finding main ideas (students literal reading comprehension), making inferences, and vocabulary for effective reading (students interpretative reading comprehension) because some students failed on three elements of reading skills above and their scores showed that they less comprehend on it.

In the perusing system according to Brown, directed educator in the growing experience in showing perusing divided the reading activities into three stages (Brown & Lee, 2015):

1. Before Reading

Invest some energy presenting a theme, empowering skimming, checking, foreseeing, and initiating schemata.

2. While Reading

There might be sure realities or theoretical gadgets that understudies ought to observe while they read. Provide understudies a feeling of motivation for perusing instead of simply perusing since you requested it.

3. Subsequent to Reading

Perception questions are only on from of the exercises fitting for post-perusing. Likewise consider jargon study, distinguishing the specialists' motivations, talking about the scientist's thought process, inspecting syntactic designs, or controlling understudies towards up composing exercise.

In the specialist's perspective, perhaps the least demanding strategy or methods in further developing understudies' perusing perception is utilizing bunch work, since a basic guidance can assist an individual with fathoming an understanding section and find the principal thought without any problem. That assertion upheld by Brown who said utilizing bunch work is the most straightforward technique in further developing understudies perusing understanding since that procedure can include understudies to cooperate two by two or gatherings and they share data to augment their own and each other's learning. It includes both positive reliance which all individuals must participate to follow through with the responsibility and individual and gathering accountability which every part is responsible for the total ultimate result. By doing this, the classroom atmosphere will be enjoyable for students to learn in order to achieve the goal of the lesson as well as the goal of the team (Brown, 2007). In this way, to further develop understudies of an Islamic private school in Toboali in perusing cognizance abilities, the scientist use ECOLA (Extending Concept through Language Activities. Broadening Concept through Language Activities (ECOLA created by Smith-Burke (1982) uncovers a work to coordinate perusing, composing, talking and tuning in to foster understanding abilities. The analyst is keen on leading the examination under the title: Using Extending Concept through Language Activities (ECOLA) to Improve Reading Comprehension Skills at the Second Year Students of a private high school in Toboali. Therefore, this study focuses on finding the effectiveness of applying ECOLA in improving students' reading comprehension skill, especially on finding essential contemplations (students demanding grasping appreciation), summarizing, and language for suitable scrutinizing (students interpretative figuring out discernment) in narrative texts.

Studies regarding ECOLA have been conducted by many. One of them was by Susanto who applied ECOLA in reading comprehension learning on biography texts (Susanto, 2014). The other was by Haerazi and Irawan who focused on elaborating ECOLA in improving students' reading skill related to their motivation and self-efficacy (Haerazi & Irawan, 2020). Another study was conducted by Putri who applied it to develop her students' German reading skill. All of the studies showed the effectiveness of using the method in language learning (Putri, 2016).

Broadening Concept through Language Activities (ECOLA) created by Smith-Burke (1982), uncovers a work to coordinate perusing, composing, talking, and paying attention to foster understanding abilities (Langer & Smith-Burke, 1982). For that reason, the main ECOLA learning system lies in growth opportunities following:

- a. Reading with a purpose. The motivation behind perusing the text was created in view of the goal of the scientist and a portion of the justifications for why teachers pick perusing. In any case, the objectives still need not set in stone by the understudy to peruse.
- b. Written response. Understudies are supposed to play out their own understandings as framed in the action of composing. Understanding of the outcomes can be explored after they examine.
- c. Discussion is viewed as the reason for creating thoughts, testing goals, assess, meaning, and consider the viability of the methodologies utilized in perusing.

- d. Self-monitoring. The understudies are urged to communicate their disarray, to decipher freely, and take part in a conversation about techniques for perusing perception too.

According to Smith Burke that ECOLA method are worked through five stages. Some of them might be gotten rid of as understudies assume a sense of ownership with their own perception and can specifically involve suitable techniques as rule undertakings and purposes direct (Langer & Smith-Burke, 1982). The steps are (1) setting a communication purpose for reading, (2) silent reading for a purpose and standard tasks, (3) crystalizing and interpretation through writing or bring understanding through writing activities, (4) carrying out the discussion and clarification of the meaning or interpretations, and (5) writing and compare.

From those activities above, the process of the study will be elaborated. To begin with, the teacher gives the information to the students about the technique, procedures and steps of the discussion so that the students can determines their own goals for this material. Next, the students read the text silently and independently to make their own idea about the text. Then, the students write the difficulties vocabulary, make their own idea about the text through writing activities in the sheets work. After that, the students divided into a group consist of 3 or 4 students and discuss about their ideas to the small group and let them arrange their desks in a small circle. In this activity, they have to get one idea from their discussion to present in the front of their classmates. So the steps of ECOLA are as follows:

- a. Setting a communication purpose for reading

The educator can urge the understudies to participate in a conversation in the homeroom to decide their understanding objectives. The understudies decide their own objectives in perusing. Assurance of perusing can be founded on a thought of the specialist's motivation. In any case, the understudies can characterize their target while considering the reasons the educator gives a perusing.

- b. Silent Reading

The understudy is helped to remember the motivation behind their perusing that prompted the acknowledgment that they should have the option to help their translation of the thoughts from what they read in light of foundation information on their explanation.

- c. Realizing Understanding through Writing Activity

The reason for this stage is to foster the capacity of the understudies to perform self-checking and begin figuring out how to communicate what they don't have any idea. During this stage, every understudy and instructor compose the reactions to all inquiries and the reason for perusing. Recorded as a hard copy the reaction, understudies can guarantee that their responses would be ensured private.

- d. Discussion

The understudies coordinated into gatherings of something like four individuals and a cutoff time. They are supposed to examine their understanding of the outcomes, contrasting the reactions, and change their decisions. Every understudy is urged to trade thoughts and to make sense of the premise of their decisions.

- e. Writing and Compare

The last advance that should be taken by understudies, either in a little gathering or separately, is another translation raises. On the off chance that it is finished in a gathering, the agreement is enhanced by conversation and understanding. Surveying the consequences of the understanding that has been finished, the understudies are urged to talk about the changes (translation) that was formulated to uncover the techniques they found. ECOLA method can further develop understanding perception. This happens on the grounds that this procedure incorporates the checking of the consequences of translation. ECOLA method urged understudies to continuously examine successful procedures to acquire a decent comprehension.

Method

This study was an experimental one, and one of the quasi-experimental designs was used, that was pretest-posttest non-equivalent control group design. The population of this study were all the students of the eleventh grade of the school and the sample were two classes taken by using purposive sampling. The classes consist of one experimental group and one control group. The experimental class was the one the method was applied to. It is in line with the purpose of the experimental research which establishes

different treatments and then studies their effects and results (Fraenkel, Wallen, & Hyun, 2012). The instruments used in this study were test (which consists of pre-test and post-test) and observation. Before that, a validity and reliability test was conducted in order to make the test material valid. From the result of the validity test, it was found there are 28 valid test items out of 40.

The other instrument used was an observation sheet which was to complement the data of test results. The test results were then analyzed by using t-test, in order to find out whether there is a difference between the results of pre-test and post-test of the experimental and the control group.

Results and Discussions

1. The Result of Observation in Experimental Group

The researcher got the score of observation based on three indicators, participation, cooperation, and concept (product). Then, the researcher accumulated the score of observation from the second until the eleventh meeting. The result of observation in experimental group could be seen in the following table.

Table 4
 The Result of Observation in Experimental Group

Meeting	Number of Students	Cooperation			Participation			Concept			
		Always Cooperated	Sometimes Cooperated	Never Cooperated	Always Participated	Sometimes Participated	Never Participated	Very Good Understanding	Good Understanding	Poor Understanding	No Understanding
2 nd	22	14% (3)	45% (10)	41% (9)	14% (3)	32% (7)	54% (12)	0% (0)	19% (4)	72% (16)	9% (2)
3 rd	22	14% (3)	54% (12)	32% (7)	14% (3)	32% (7)	54% (12)	9% (2)	19% (4)	72% (16)	9% (2)
4 th	22	14% (3)	50% (11)	36% (8)	22% (5)	28% (6)	50% (11)	19% (4)	22% (5)	59% (13)	0% (0)
5 th	22	32% (7)	27% (6)	41% (9)	27% (6)	27% (6)	46% (10)	23% (5)	23% (5)	54% (12)	0% (0)
6 th	22	32% (7)	36% (8)	32% (7)	32% (7)	41% (9)	27% (6)	32% (7)	27% (6)	41% (9)	0% (0)
7 th	22	41% (9)	32% (7)	27% (6)	32% (7)	45% (10)	23% (5)	36% (8)	28% (6)	36% (8)	0% (0)
8 th	22	41% (9)	28% (6)	31% (7)	41% (9)	36% (8)	23% (5)	41% (9)	27% (6)	23% (5)	9% (2)
9 th	22	45% (10)	45% (10)	10% (2)	50% (11)	41% (9)	9% (2)	45% (10)	32% (7)	19% (4)	4% (1)
10 th	22	45% (10)	41% (9)	14% (3)	41% (9)	45% (10)	14% (3)	50% (11)	31% (6)	19% (5)	0% (0)
11 th	22	53% (12)	40% (9)	7% (2)	59% (13)	32% (7)	9% (2)	50% (11)	32% (7)	18% (4)	0% (0)

2. The Statistical Analysis

a. The Statistical Analysis of Pre-Test and Post-Test Score in the Experimental Group

Table
 Paired Samples Statistics in Experimental Group

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test	33,545	22	11,9003	2,5372
	Post Test	77,564	22	8,2050	1,7493

Based on paired sample statistics above, the mean of pre-test in experimental group was 33.54, the standard deviation of pre-test was 11.90, and the standard error mean was 2.53. Whereas, the mean of post-test was 77.56, the standard deviation of post-test was 8.20, and the standard error mean was 1.74.

Table 9

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre Test & Post Test	22	,838	,000

Paired sample correlation in table 9 showed that the correlation between the pre-test and post-test of experimental group was .838 with probability value (significant output.000) was lower than computation with level *significant* 0.05. It showed there was a significant correlation between the pre-test and the post-test of experimental group.

a. The Statistical Analysis of Pre-Test and Post-Test Score in Control Group

Table 11

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test	29,650	22	10,2054	2,1758
	Post Test	66,232	22	7,7269	1,6474

Based on paired sample statistics above, the mean of pre-test in control group was 29.65, the standard deviation of pre-test was 10.20, and the standard error mean of pre-test was 2.17. Whereas, the mean of post-test was 66.23, the standard deviation of post-test was 7.72, and the standard error mean was 1.64.

Table 12

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre Test & Post Test	22	,524	,012

Paired sample correlation in table 12 showed that the correlation between the pre-test and post-test of control group was .524 with probability value (significant output.012) was lower than

computation with level *significant* 0.05. It showed there was a significant correlation between the pre-test and the post-test of control group.

b. The Statistical Analysis of Students' Pre-Test between Experimental and Control Group

Table 14
Group Statistics Independent Sample T-test in Pre-test

		Group Statistics			
	Group	N	Mean	Std. Deviation	Std. Error Mean
Score of Pre Test	Experimental Group	22	33,5455	11,90029	2,53715
	Control Group	22	29,6500	10,20540	2,17580

Table 14 showed the differences analysis of students' pre-test between the experimental and control group. In the experimental group, the mean of students' pre-test was 33.54, the standard deviation was 11.90, and the standard error mean was 2.53. While in control group, the mean of students' pre-test was 29.65, the standard deviation was 10.20, and the standard error mean was 2.17.

c. The Statistical Analysis of Students' Post-Test between Experimental and Control Group

Table 16
Group Statistics Independent Sample T-test in Post-test

		Group Statistics			
	Group	N	Mean	Std. Deviation	Std. Error Mean
Score of Post Test	Experimental Group	22	77,5636	8,20502	1,74932
	Control group	22	29,6500	10,20540	2,17580

Table 16 showed the differences analysis of students' post-test between the experimental and control group. The mean of the experimental group was 77.56, the standard deviation was 8.20, and the standard error mean was 1.749. While the mean of control group was 29.65, the standard deviation was 10.20, and the standard error was 2.17.

Based on the table of independent sample test above, it was found that the mean differences of students' post-test between experimental and control group was 47.91, the standard error difference was 2.79. Then, the significant (2-tailed) was .000, t-obtained 17.16, critical value of t-table was 0.432 and degree of freedom was 40.1. Since the p-output or significant (2-tailed) was .000, lower than computation with level significant 0.05, and t-obtain 17.16 was higher than critical value of t-table 0.432, it could be confirmed that there was a significant difference in students' post-test between experimental and control group. From this description, the researcher concluded that there was a significant difference between students who were taught by using Extending Concept through Language Activities and the students who were taught without Extending Concept through Language Activities. Hence, the alternative hypothesis (H_a) was accepted, while the null hypothesis (H_o) was rejected.

Based on the all aspects in narrative text that there were increased from students especially main idea, making inferences, and vocabulary for effective reading. In 'main idea' the students got higher score than making inferences, and vocabulary for effective reading. There was a significant difference between main idea, making inference, and vocabulary for effective reading in teaching and learning through Extending Concept through Language Activities, which means that the Reading Comprehension Skill in Narrative text has been improved by using Extending Concept through Language Activities.

Based on the result of the observation, most of the students were very good in every activity. Therefore, the researcher found that the usage of Extending Concept through Language activities could make the students be motivated and interested in learning, especially in improving their reading comprehension (narrative text). It showed when after the students read the material the researcher gave them time to discuss a communicative goal of their reading to reflect the material. The researcher asked the students discuss their notes, clarify difficult ideas, and fill the gaps in their notes.

The easiest step or procedures in applying Extending Concept through Language activities was when the researcher instruct the students to discuss the text with their teammates. In those process, the students can interact each other to arrange their desks in a small circle to prepare to work on their project. It would be good for them to select a good communication for them. In those way, they got a full of experiences. Next, for the most difficult steps in applying Extending Concept through Language activities was when the researcher asked the students to read the text silently and independently, it caused some students were lazy to read the material. Their habit built their activity. When they are lazy to read, it makes the key point of the material was so difficult to understand.

Secondly, the researcher observed the students' cooperation during discussion. The researcher divided the students into groups to know how the interaction and communication of each group members. From the beginning until last meeting, the students showed the progress from the discussion. This activity was done during the discussion, which was the researcher asked students of each group to discuss the main ideas and making inferences. After the students discuss well to each other meetings by meetings. From this activity, it could be assumed that most of students were able to cooperate with the group members, as they discussed and explored their opinion

Lastly, the researcher observed the concept aspect in order to know the students reading comprehension of narrative text. The discussion guided students to think critically, where they should answer the question such as, main ideas, making inferences, and vocabulary for effective reading. Furthermore, this activity pushed students to explore their knowledge and thinking process in order to find the concept had developed by the researcher.

In conclusion, the result of the observation showed that most of students were had a progress in every aspect. The researcher got the score of observation based on three indicators, participation, cooperation, and concept (product). Then, the researcher accumulated the score of observation from the second until the eleventh meeting. The result of observation in experimental group could be seen in appendix. For that reason, the researcher concluded that the treatment of Extending Concept through Language activities could improve reading comprehension in narrative text.

The result of the test showed that there was a significant difference in reading comprehension skill between students who were taught by Extending Concept through Language activities and the students who were not taught by Extending Concept through Language activities. The result of t-test analysis, it could be seen that there was any significant difference before and after treatment in experimental group. The mean of pre-test of experimental group was 33.54 and the mean pre-test of control group was 29.65. Meanwhile, the mean post-test of the experimental group was 77.56 and the post-test of the control group was 66.23. It could be seen that the mean post-test in the experimental group was higher than the mean post-test of the control group. Therefore, the researcher's hypothesis (H_a) was accepted and null hypothesis (H_o) was rejected. Afterwards, the researcher concluded that there was a significant difference between the experimental group and the control group in teaching and learning by using Extending Concept through Language activities, which means that the reading comprehension skill in narrative text has been improved by using Extending Concept through Language activities.

Whereas the mean of post-test in the experimental group was higher than the mean of the post-test in the control group. It was occurred in control group because some factors:

- a. The students did not focus to answer the questions caused the students was noisy.
- b. They did not remember about the material that the teacher taught.

So, in the post-test, the mean of control group was lower than experimental group.

Conclusions

Based on the statistical analysis, there was a significant difference of reading comprehension skill between students who were taught by using Extending Concept through Language Activities and the students who were taught without using Extending Concept through Language Activities. As a result, the researcher hypothesis was accepted and the null hypothesis was rejected. It was proved by the result of mean of post-test in experimental group was higher than the mean of post-test in control group. Based on the independent sample t-test, it showed that t-obtain 4.366 was higher than t-table 2.00. Also the significant (2-tailed) .000 was lower than computation with level significant 0.05. It means that there was a significant difference between students' post-test of experimental and control group.

From the explanation above, it could be inferred that the implementation of Extending Concept through Language Activities was effective to improve reading comprehension skill namely, main idea, making inferences, and vocabulary for effective reading by Using Extending Concept through Language Activities in 8 texts

However, there are some suggestions for the teacher of English, the students and the school as follows:

1. The teacher of English should use this strategy of teaching especially reading. In addition, the teacher must be innovative, change to another text to know the another result research, and ground-breaking in using suitable teaching strategy. One of the suitable strategy is Extending Concept through Language Activities. Furthermore, the teacher had to enhance the learners' concern and make a good learning surroundings in teaching learners' reading comprehension.
2. The researcher recommended the learners to practice English as much as possible, both in listening, speaking, reading or writing. The researcher recommended that they should improve their reading comprehension and have good preparation in learning in order to get better their attainment in learning English better. The final, the learners have to distribute knowledge to their friends who had lower knowledge in English.
3. For the school this strategy possibly will be adopted in schools' curriculum to hold up the doing well teaching and learning English.
4. For further researchers, this study possibly will be used as one of the references for further studies in the future to find out more knowledge.

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