

Research Article

Enhancing Reading Comprehension Through Strategic Reading Approaches Among Second Language Learners

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Abstract. This research investigates strategies to enhance reading comprehension among second language learners, specifically focusing on grade six students at KM/STR/ Muslim Madya Maha Vidyalaya. Many students struggle with reading comprehension, leading to low academic performance and a negative attitude toward English learning. The study aims to identify effective reading strategies that can improve students' understanding, motivation, and confidence in reading. A

mixed-method approach was used, incorporating both qualitative and quantitative data collection. The research involved pre-tests, post-tests, questionnaires, mind-mapping activities, and observations. Findings revealed that students initially had limited knowledge of reading strategies and faced difficulties in understanding text meaning. However, after introducing seven specific reading strategies, students showed significant improvement in their ability to analyze texts, predict meanings, and develop critical thinking skills. The study highlights the importance of integrating structured reading strategies in teaching methodologies. Recommendations include using visualization techniques, audio formats, and interactive discussions to make reading a more engaging experience. The findings suggest that developing a habit of reading, increasing metacognition skills, and expanding knowledge of various genres can further enhance comprehension levels. Ultimately, this research contributes valuable insights into improving second-language reading education through targeted interventions.

Keywords: Reading Comprehension, Second-Language Learners, Strategies, Metacognitive Skills

INTRODUCTION

Reading comprehension is the first step of learning, when students don't get any idea about what they are asked in questions, they can't forward next step of learning. Students have negative attitude towards studying English, if they have problem in reading texts. This is an important research to complete at this time. Currently, individual schools, school boards and the ministry of education are interested in how to make our student to become effective readers. "The distinction between aesthetic and no aesthetic reading then derives ultimately from what the reader does, the stance he adopts and the activities he carries out in the relation to the text" (Rosenblatt, 1994). Extracting relevant information from a variety of text forms and formats is essential for academic and personal success.

The study addresses key research gaps in enhancing reading comprehension through strategies tailored for second language learners. Existing literature often lacks a focused exploration of how specific strategies impact elementary-level learners, such as grade six students, who are at a critical stage in language acquisition. It seeks to identify effective, practical reading strategies for classroom implementation while examining their influence on student motivation and confidence. By integrating theoretical frameworks with actionable practices, the research bridges the gap between theory and classroom application. Additionally, it emphasizes the need for action research, allowing iterative evaluation and real-time adaptation of strategies. This approach aims to improve reading comprehension levels and positively shape student attitudes toward reading, making a tangible contribution to second language education.

Problem Statement

The researcher selected the topic "Enhancing reading comprehension through reading comprehension among second language learners". Most students

feel uncomfortable when they wanted to read a paragraph. In examinations, student lose their marks without doing proper reading. Score of students have low achievement in reading comprehension. This research takes a privileged to ascertain this issue and courage the students to absorb the advantages of learning advanced reading skills of English language.

RESEARCH QUESTIONS

- How can the researcher help improve reading comprehension levels of second language learners?
- What can researcher learn about teaching reading strategies to struggling reading?
- How can researcher positively influence student's attitudes about reading?
- How can researcher incorporate what he learns into his daily practice?

OBJECTIVES

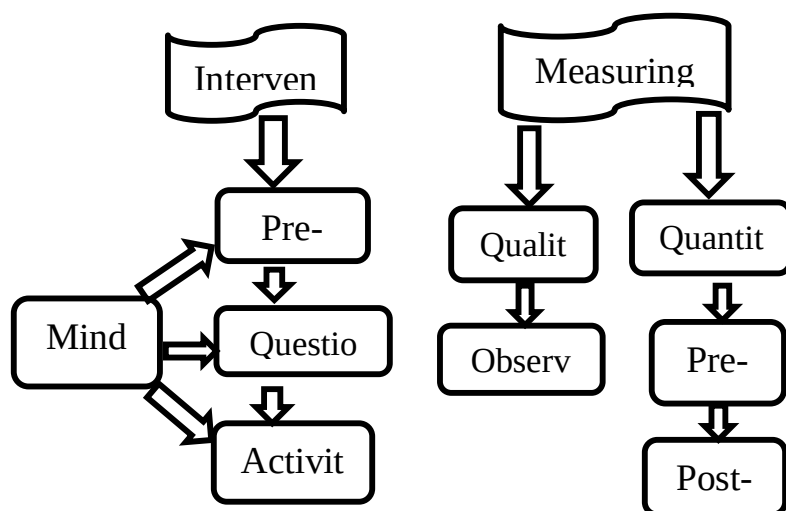
The researcher would like to arrange the objectives of the research as follow.

- To improve reading comprehension levels of second language learners.
- To learn about teaching reading strategies to struggling reading.
- To influence student's attitudes about reading positively.
- To incorporate what he learns into his daily practice?

METHODOLOGY

The method of this research is both qualitative method and quantitative method. This is the case study. The researcher selected grade 6 students of sammanthurai Muslim Madya Maha Vidyalaya to gather data for this study. The researcher conducted the research at KM/STR/ Muslim Madya Maha Vidyalaya which is in Sammanthurai educational zone, under type 1AB category. There are many classrooms in this school. The researcher took grade 6 classes for the study. It was designed for class 6A, B, C, D, E, F and Bilingual unit. And the sample size was selected by using probability sampling method. There are 40 students in grade 6 classe. In English lesson, most of the students are keeping silent. They are most interest in improving their reading comprehension level.

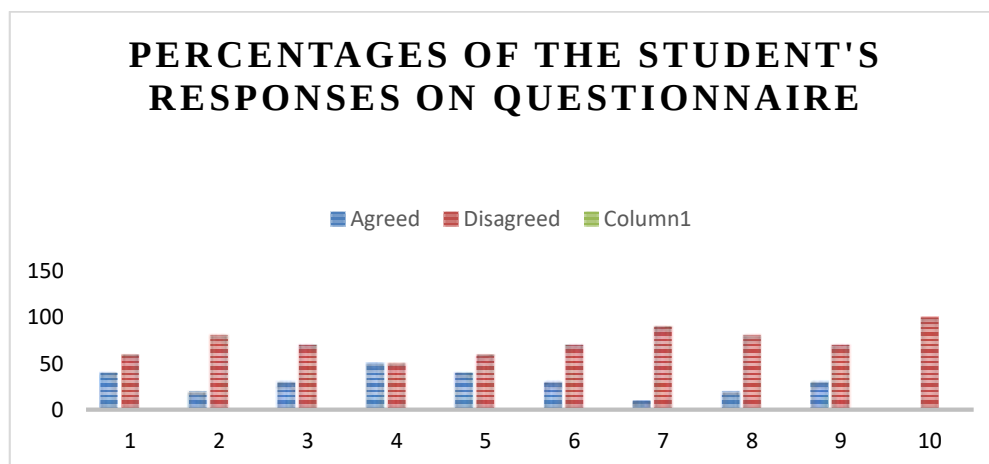
RESEARCH DESIGN



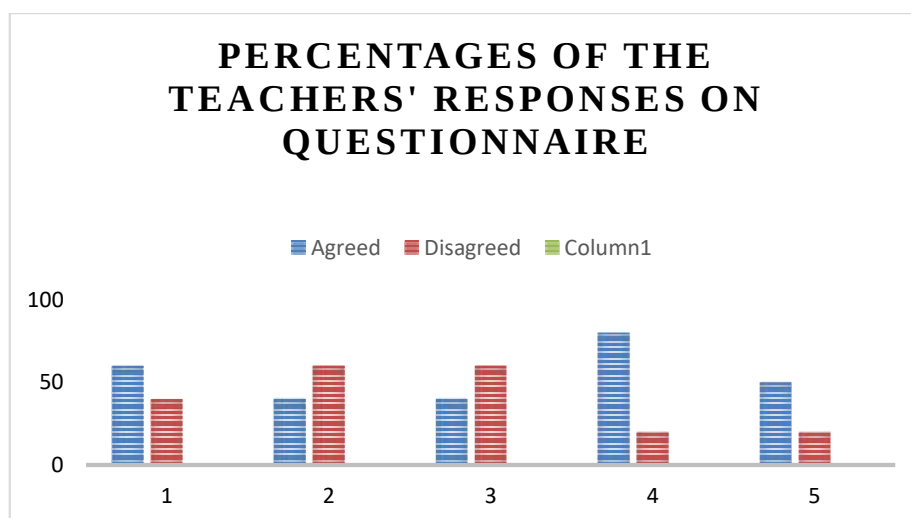
Data Analysis

The following chart explains the responses got among students. Ten questionnaires were administered.

Questions	Number of agree	Percentage of agreed	Number of disagreed	Percentage of disagreed
01	04	40	06	60
02	02	20	08	80
03	03	30	07	70
04	05	50	05	50
05	04	40	06	60
06	03	30	07	70
07	01	10	09	90
08	02	20	08	80
09	03	30	07	70
10	00	00	10	100



The above charts describes responses which the researcher got among students. Ten questionnaire were administrated. According to the chart , high percentages of students were agreed in the 4th question which 50%. And high percentage of disagreed were in 10th question which is 100%. For the first question there were no students agreed. Based on the above percentages the researcher can concluded that in all the questions disagreed students' percentages are higher than agreed students' percentage.



The above charts describes responses which the researcher got among teachers. Five questionnaire were administrated. According to the chart, high percentages of teachers were agreed in the 4th question which 80%. And high percentage of disagreed were in 2nd and 3rd questions which is 60%. Based on the above percentages the researcher can concluded that teachers were responded to the questionnaire.

Analysis of students questions

Students got disappointment when they were requested to texts. A large number of students said that they didn't understand what was expected from them in the reading comprehension tests. Also, only a few students understood the main idea of texts when they read it. This indicates poor knowledge of reading strategies. Unfortunately only 50% of students understood the test questions. Further, Responses in this questionnaire indicated that some students were using the survey technique unknowingly when they reading. And many students gave up on the questions after reading one or two unknown words. 90% of students left the questions without answering because they didn't know any strategies of reading. Also, many students expect direct answers from the texts. Finally, students understood their lack knowledge about reading strategies. All the students did not know anything about relaxations techniques when they wrote the exam. This indicates that many students lost marks due to the stress.

Analysis of teacher's questionnaire

Many teachers gave limited amount of time to students for reading the text. This may be good for time management during exam hours students cannot apply any reading strategies. Many teachers used traditional methods when they taught reading cooperation texts. And, teachers reveled that students would benefit from reading strategies. Also, a large number of teachers accepted that they should teach reading strategies and skills.

Analysis of the pre-test

Before introducing reading strategies the researcher gave a pre-test to the students and they were given marks by their teachers introducing strategies of reading. After conducting the pre-test the researcher got the following result. Many students did not use survey method to understand the given text. Rather they ignored the titles, picture, graphs and table and read through the text to answer randomly. They did not even consider raising the questions in their mind when they read a text. Except the three students, other students did not use a note book to answer questions raised in their mind. Many students showed less interest in reading activity initially. And the pre-test started a hope among students felt bored when they read.

Analysis of post-test

After introduction, the seven strategies to students-students using five activities, researcher conducted a post-test to check whether they got benefit from these strategies. This test conducted to see how much students have improved in survey the title, graphs, maps or tables if any, ask questions in mind when reading,

read to answer the questions in mind, write each question and answer and read through it and interest of students.

In the post-test, it was observed that students expressed more interest in reading comprehension exercises and used seven strategies when reading paragraphs. Before reading a text students survey that particular text and create some idea about the text. While students were reading, they found more questions like why, where, when, how and got answers for those questions in their text. Students created a picture in their mind about what the text was trying to express them. Students guessed meanings of unknown words with their known words. In addition, students learnt some relaxation techniques when they felt stressed.

FINDINGS

Researcher identified what are the benefits for the students when they are using seven strategies of their reading activities. Some disadvantages also found by researcher when he applied these strategies among students.

Students can benefit using strategies because it requires them to activate their thinking and review their understanding throughout their reading. It also dissuade students from waiting and then cramming for tests since the four steps requires them to review information and create notes during their initial reading. Their notes from the initial reading become their study guides. These students in repetitions of key ideas (often found in the headings) while encouraging readers to gain a depth of understanding about the topic at hand (by writing and reciting the main ideas). Importantly, students can tailor the steps to fit their liking, style and time available to prepare for an exam.

Recommendations

Researcher discovered that many of my familiar teaching methods were less effective when the selected students consider of only struggling readers. Researcher measurement of success in a whole class setting used to reply heavily on the feedback received from the stronger and more engaged readers in the class. So researcher used some ways within the strategies that researcher can make reading a more positive experience for all readers, but especially for struggling readers.

1. The use of visualization strategy
2. The use of audio formats for reading material
3. The opportunity to discuss what they read.

The students in researcher's study did not make reading a daily habit. They were unaware of the variety of genres available to them and they often stated that reading

was 'boring'. So researcher formulated a set of goals which help students to improve their reading skills.

1. Increase fluency with practice
2. Develop a habit of reading
3. Define reading as a way to learn interesting things
4. Develop behavior conducive to reading
5. Expand knowledge of genres
6. Increase metacognition skills

CONCLUSION

Although the focus of this action research was to increase researcher expertise in the effective teaching of reading strategies, researcher hoped that the time spent to working with the students in group would yield a quantifiable measure of improvement. According to the post-test results, the student in researcher study showed improvement in their reading levels. The weakness of the post-test is that student must write their responses. Thus their reading comprehension achievement is linked to their writing ability as struggling readers. The students in research study were also struggling in writing. At the time, the assessment did not allow a student to provide oral responses or discuss his or her answers before completing a written response. Thus, researcher felt that the design should not be used as the sole measure of progress.

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