

Teaching Reading Comprehension Using Highlighting Underlining Glossing Strategy Hamid Ismail¹, Saiful², Rina Asrini Bakri³, Sumirna⁴

¹English Education Departmen STKIP Kie Raha Ternate, Jalan Kampus STKIP Kie Raha Kel. Sasa Jambula Kota Ternate, Indonesia.

²English Education Department, Universitas Muhammadiyah Makassar. Jalan Sultan Alauddin No. 259, Makassar, Indonesia.

³English Education Department, STKIP YPUP Makassar, Jalan Andi Tonro no 17 Makassar, Indonesia

⁴Universitas Muslim Indonesia

*Korespondensi Penulis. Hamidismail1061@gmail.com, Telp: +628124465748

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Abstract

The aim of this research project is to learn more about students' reading comprehension through the application of H.U.G. penultimate. Utilizing a single pre-experimental method with desired results pre-test, post-test. A baseline test was administered to each participant, followed by a treatment plan consisting of eight therapy sessions, and finally a final test. The subject of this essay is the second grade, students of SMAN 13 Gowa, for the 2019/2020 school year. From here. Ten. Classes consist of orderly and orderly classes for each student. The class consists of 35 women. In this case, the total population is 0.350 students. Due to the heterogeneity of students in learning English, the researchers used a purposive sampling technique. Researchers, however, chose a different class to serve as their personal watchman. As a result, the total number of participants in this study is 35. The mean score for the participants in the pre-test was 54.85, while the post-test score for the participants was.81.82. Then there was a average correction, with the post-test student score being higher than the pre-test score. Development of students' reading skills. understanding is proven by value. the. pre-test, which is higher than the value of t-table. (17,320>3,081). This indicates that students in Grades II and SMA 13 Gowa can comprehend written material specifically by using the strategies of Highlighting, Underlining, and Glossing. Students' understanding and their talent for reading texts. Afterward, the researcher concluded that the use of Highlighting Underlining and Glossing strategies in reading material could improve the class is composed of 35 students.

Kata Kunci: Reading Comprehension; Highlighting; Underlining; Glossing Strategy.

Introduction

In line with what we already know, English is the biggest global language of communication. It is used to facilitate communication between people from different nations around the world. At all times, this is being played. In nearly every aspect of life, including social interactions, intellectual pursuits, technological advancements, political, economic, religious, and educational pursuits. Even, in Indonesia, English is taught starting from elementary school until university. As the part of teaching situation of school curriculum, English has four areas to be learnt, namely: Reading, Writing, Listening, and Speaking. Understanding what you're reading is the most important thing. It's what you need to improve your privacy and your social skills. It cannot be said that the language of Bahasa is a domain outside of human and societal life. It is used in communication to express disagreement or a single similar idea. Without language, it is impossible for us to advance our education, that of the general population, our traditions and beliefs, or to disclose global information, among other things. As a result, we are unable to communicate anything without the aid of language. (Rani 2013). The average person can read and comprehend English language texts. because there are many illuminating books that are published in English. To this day, nearly every student experiences discomfort while reading. This dish is being prepared by numerous lecturers and less-than-fluent English speakers. The primary concern raised by the student is how to communicate what is being said. Moreover, reading is also

important in teaching and learning process because the ability of students in understanding the subject depends on their reading skills, students on SMAN 13 Gowa has the serious problem in understanding the reading passages, and based of the teacher interview result reported that students find difficulties of answering the questions that given by the teacher, it caused the students have limited vocabulary, students also rarely practice in ther daily life, moreover their parents at home comes with different background and speak the mother tongue language which is no background experience in English Reading must be encouraged in order for it to be an effective strategy. Due to this, when reading a piece of literature, a message that is intended to be presented in the form of a writing is a particularly important subject that must be understood by the reader because the primary goal of reading is to understand the ideas that are contained in the text. The only way for students to obtain the information they desire from the reading is to read with understanding. However, the issue is how to make them understand. The students' problem to comprehend the reading text is how to find the strategy. There are many strategies in learning English to solve it, but not all of them are suited for them. Therefore the researcher hopes that Highlighting, Underlining and Glossing, strategy helps the students to comprehend the reading material.

The unique of this strategy is the students do not need to spend a lot of time when they read back the same reading text or textbook. When the students read the reading text, the students also mark the key concept of the text so it helps them to be active in their thinking skill when they read more. As we know that the students just read the reading material to get the information but when the students are asked to find the core of main idea of the text, sometimes students still confuse about the reading material what they have read before. The problem that faced by the students of SMAN 13 Gowa is how to comprehend the reading text actually they have read in any times. Regarding of the statement, which is explaining previously, the researcher formulated a research question as follow: is the use of H.U.G strategy can improve the students' reading comprehension of the second years students of SMAN 13 Gowa?

Research Method

Reading must be encouraged in order for it to be an effective strategy. Due to this, when reading a piece of literature, a message that is intended to be presented in the form of a writing is a particularly important subject that must be understood by the reader because the primary goal of reading is to understand the ideas that are contained in the text. The only way for students to obtain the information they desire from the reading is to read with understanding. However, the issue is how to make them understand. The primary focus of this essay is on Class II Students of SMAN 13 Gowa for the academic year 2019/2020. There are several classes, including social and eksak classes, each of which has 35 students. 350 students make up the population as of this point. The researcher uses the purposive sampling technique because the students' English language learning backgrounds are heterogeneous. Researchers chose one school because they were aware of another. The total number of participants in this study is 35 students.

The data collection instrument is a reading test after the student has given the reading text. Student is hesitant to read texts aloud to a partner. Both the pre-test and the post-test are given before and after the actual performance. Nearly eight times of each treatment are completed, with each treatment lasting for 90 minutes. Before delivering the message, the student takes the pre-test that is provided to assess his or her abilities or understanding of the first-year student in the classroom discussion. After giving the pre-test, the teacher gave the students their assignments in three sessions. The fourth meeting is completed for each Female as follows: The first point is that the teacher informs the student about the strategy of using Highlighting, Underlining, and Glossing while undergoing a test in class. Second Meeting: The researcher gives a student who is eager to read, understand, and apply the text a short version of the reading. Meeting #4: The author gives a more lengthy version of the text to the audience, and they quickly highlight, underline, and gloss the main points of the text. Fourth Meeting: The researcher gave the reading texts to the students based on the instruction and then has the students to highlighting, underlining, and glossing the reading text correctly. After giving the treatment, the researcher gave post-test to the students. The post-test given to find out the result after giving the treatment.

In data analysis the researcher used SPSS 23 version program. According to Kemal (2022) stated that independent sample T- test calculation with SPSS was one way that used as an inference tool which includes the type of parametric statistical processing. The following steps were performed to compute the two independents sample test with SPSS 23 version program assuming the data already input in SPSS data viewer window then the process of the independent sample T-test were: 1). In SPSS selected the menu analyze, then select comaparing means and independent Sample T-test. 2). Dialog box appeared later and we were gathering input variables and grouping variables filled in click OK and wait for output calculation result for the process. 3). SPSS could be seen in the window of SPSS output viewer. We could copy and paste this result into MS Word. In scoring the students' pre-test and post-test the researchers used the formula as followed: $Score = \frac{students' correct answer}{number of items} \times 100$

The researchers Calculating the result of the test by using SPSS 23 version and Classifying the students' score in pre-test and post-test into the following scale:

Table 1. Students' score classification

Score	Classification
85–100	Classified as very good
75–84	Classified as good
65–74	Classified as fair
55–64	Classified as poor
0–54	Classified as very poor

(Depdikbud, 2015)

Findings

Results of the study are related to the student scores from study procedures such as the pre- and post-test administration, the frequency and the percentage of students' grades, and the students' average pre-test and post-test scores. value of t-test and hypothesis testing, test.

1. Pre-test

The first time a student arrived at their school to take a pre-test, the student stated that the student was as if refusing attendance. It is expressed by their miming, gesturing, gesturing back, and responding. After encouraging the students to express themselves and their goals in the classroom, the English language tutors went on to expel the students from their class. Additionally, the students asked the women pre-test questions. A majority of them are serious about conducting pre-tests, but others aren't. During the pretest, the researchers discovered that some students had trouble understanding the material that was being presented. As a result, the student's performance in the test was very poor.

2. Treatments

In doing the treatments, there were four indicators should be reached by students. They were:

- a. The students were able to determine the kinds of narrative text.
- b. The students were able to understand the characteristic of narrative text.
 1. An outline of the literary work
 2. Dominant language feature in narrative text
 3. The purpose of narrative text
- c. The students were able to answer the questions of a narrative text (multiple choices).

The problems faced by students in doing these steps were:

- a. Most of the students did not understand the instruction and
- b. The students difficult found the core from the text

c. Their reading comprehension ability was very low.

On the other hand, the researcher concluded that, they did not have basic vocabulary mastery. It could be looked from their unfamiliar words. Almost all words in the text were written by them.

The problems mentioned above that the students could not predict the meaning of the unfamiliar words while they did not know all of the words in a sentence totally. It effected on reading comprehension.

3. Post-test

In this situation, the subject is willing to learn the results after the work has been completed. It is anticipated that students will receive very good post-test scores because teachers have already distributed the material using the strategies of Highlighting, Underlining, and Glossing.

Researchers are encouraged to learn the results after the necessary work has been completed in this situation. Due to the fact that the examiners have already provided this material and the results of the first and second tests have been summarized using the strategies of Highlighting, Underlining, and Glossing, it is anticipated that the students will receive very favorable post-test results. To determine whether or not a student's understanding of the material has improved or not using the strategies of Highlighting, Underlining, and Glossing, the results of two tests were combined and averaged. Student scores from pre-test (X1) and post-test (X2), gain/difference between matched pairs (D), square of gain (D²), and student scores from pre-test (D). The author has already compiled the results of the pre-test and post-test to get an answer to the question raised by the previous baby's research. Prior to delivering work that is intended to help determine the level of understanding of the student, a pre-test is given to the student. After receiving payment, students are given a post-test that is intended to help them understand their level of ability to read student essays after receiving payment. The researcher caused the students to take a test with the number of items being twenty questions in the pre-test. After they completed the pre-test, the teacher gave the students homework for eight periods, and the teacher then asked the students to use stabilizers to highlight the main idea of the text. Additionally, the author discusses narrative text and how to use the strategies of highlighting, underlining, and glossing when reading a text. Additionally, the author discusses the strategies for highlighting, underlining, and glossing a particular piece of text in a narrative. Students are required to read the following text and engage in a few of the following conversations: 1) The teacher teaches students how to read texts, 2. The teacher presents the contested component of the ballot, 3). Choose your focus or your working style in order to rotate or move forward. 4. Reading only the information intended for you in the section that is underlines/highlights, 5. Always maintain your attention to help you out in your prayer. 6. After the teacher has completed the highlighting/underlining selection paragraph in the reading section, the students may continue their study by yelling the reading section. To continue reading the text, please use the following links: 1. A student has the ability to discuss definitions, causes, effects, symptoms, facts, and opinions. 2. Explain to the audience that they are not permitted to use more than 25% of any given part for either highlight or underline. 3. When instructing staff members to address their misconduct, began by urging them. In treatment, the researchers led the students in learning by using Highlighting, Underlining and Glossing strategy. The researchers saw that the students could comprehend the reading text and they were interested in learning English by using Highlighting, Underlining and Glossing strategy. During learning process the researcher explained how to mark a reading text correctly. After doing the treatments for four meetings, the writer gave the students a test that is post-test design. In post-test term the researchers asked the students did the test with the total number of items were twenty number question in multiple choice. They became easy to finish the test because Highlighting, Underlining and Glossing strategy helped them to read the reading text easily. The researchers calculated the students' scores by using SPSS 16 program. The subject is aware that there are differences between those who study students before and after a transaction. Pre-test and post-test results are compared to see if there are any statistically significant improvements from student reader comprehension. Both the pre-test and the post-test are given to the participants by using the reading comprehension test in order to gather information and identify any problems the participants are experiencing. In the pre-test, the students recognized that there were numerous difficulties with

understanding the text. Due to this, the student is very concerned about how to present material during the pre-test. A person can understand the text in this section with ease. The researcher observed that there were significant differences in students' reading comprehension before and after being given treatment.

Table 2. Students' result of pre-test:

N	Total score	Mean score
35	1920	54.85

Where:

- N : The total number of sample
- Total score : the total score of the students that was collected
- Mean score : $\frac{\text{the total scores of the students' pre-test}}{N}$

From the students' result of pre-test above, the total scores of the students' pre-test of reading comprehension was 1920, so the mean score was 54.85 and it was qualified as poor. The total scores above were the result of the calculated of all the students' scores after having the pre-test, where the lowest score was 40 while the highest score was 70. The total numbers of students who got the lowest score was 6 students and the total numbers of students who got the highest score were 8 students. Besides that, from the students' result of pre-test there was 6 students got 45 score, 6 students got 50 score, 7 students got 55 score, 8 students got 60 score, and there were 8 students got 65 score. It could be concluded that there were 11 students classified into fair score, 9 students classified into poor score, and there were 15 students classified into very poor score.

Table 3. The students' result of post-test

N	Total score	Mean score
35	2864	81.82

Where:

- N : The total number of sample
- Total score : the total score of the students that was collected
- Mean score : $\frac{\text{the total scores of the students' post-test}}{N}$

According to the results of the student's post-test, the student's post-test comprehension score using the strategies of underlining, glossing, and highlighting was 2864, and the student's score on a scale of 1 to 10 was 81, completing the good score. The number in the above is the result of the student's score being adjusted after the post-test, with the lowest score being 71 and the highest score being 89. There are 10 students who received the lowest score, and there are 9 students who received the highest value. In addition to that, there were 4 students who got a score of 90, 5 students got a score of 80, 10 students got a score of 70, 11 students got a score of 75, and 10 students got a score of 90 in the post-test student results. It can be inferred that there are 16 students with good value, 9 students with good value, and 10 students with bad value.

Table 4. Classification, score, frequency and percentage of the students' pr-test result.

No	Classification	Score	Number of students' frequency	Percentage
1	Very good	85–100	-	0%
2	Good	75–84	-	0%
3	Fair	65–74	8	20%
4	Poor	55–64	15	43%
5	Very poor	0–54	12	37%
Total			35	100%

The data of table 4 above showed that the rate percentage of the students' pretest in reading comprehension were none students got very good and good score, 8 students got fair score (20%), 15 students got poor score (40%) and 12 students got very poor score (37%).

Table 5. Classification, score, frequency and percentage of the students' post-test result.

No	Classification	Score	Number of students' frequency	Percentage
1	Very good	85–100	9	25%
2	Good	75–84	16	48%
3	Fair	65–74	10	27%
4	Poor	55–64	-	0%
5	Very poor	0–54	-	0%
Total			35	100%

The data in table 5 above show that 9 students received a score of "very good" (25 percent), 16 students received a score of "good" (48 percent), 10 students received a score of "pretty good" (20 percent), and there were no students who received a score of "poor" and "very bad." Thus, the sample size is 35 women, and the overall consent rate is 100%.

Table 6. Comparison percentage between pre-test and post-test

No	Classification	Pre-test	Post-test
1	Very good	0%	25%
2	Good	0%	48%
3	Fair	20%	27%
4	Poor	43%	0%
5	Very poor	37%	0%
Total		100%	100%

Based on the table 7 above showed that the rate percentage of very good score of pre-test 0%, good score 0%, fair score 20%, poor score 43% and very poor 37%, while the rate percentage of very good score in post-test 25%, good score 48%, fair score 27%, poor and very poor score 0%. These data indicated that, the score of posttest was higher than pre-test, in the other hand the score of pre-test was lower than posttest. The data above would be applied in the diagram below:

Table 7. The Simulation Score of Students' Pre-Test and Post-Test

Situation of Score	Number of students	Percentage
Develop	35	100%
Unchanged	0	0%
Decrease	-	0%
Total	35	100%

From the table 7 above, explained that 35 (100%) students' whose developed, no one students get the bad score in post-test. The researcher could classified that 100% of students' got developing their score, it means that all the students as a sample in this research could improve their reading comprehension through Highlighting, Underlining and glossing strategy.

4. Analysis data using SPSS 16

Based on the frequency table generated by SPSS and the results of the pre-test (1920) given to 35 participants and got (54.85), the post-test based on the frequency table created by using SPSS's average was (2864) by 35 participants that is (81.82). Descriptive Statistics Based on a descriptively

created statistical table using SPSS results for the paired pre-test (54.85) and paired post-test (54.95) were obtained (81.82). T-Test Based on the T-Test table and using SPSS, results were obtained (12,650)

Table 8. Table mean score of the students' pre-test and post-test

Test	Mean score	Total score
Pre-test	54.85	1920
Post-test	81.82	2864

The data in table 8 above show that the average pre-test score for the participants was 54.85 out of the total score of 1920 that was incorrect, while the average post-test score for the participants was 81.82 out of the total score of 2864 that was correct. Alternatively, it may be inferred that the average pre-test score for the participants was higher than the average post-test score using the phrase "average post-test score is higher than average pre-test score. Accordingly, the strategies of Highlighting, Underlining, and Glossing can increase comprehension of SMAN 13 Gowa staff members. Based on the explanation above it indicates that there was significance between pre-test that was given before treatment and post-test that was given after treatment. On the other words, it can be conclude that post-test was higher than pre-test (81.82 > 54.85). Automatically, alternative null hypothesis (H0) was rejected and alternative hypothesis (H1) was accepted in this research.

Table 9. The value of t-test and t-table

Variable	T-test	T-table
X1-X2	17.320	3.081

The table above showed that t-table was smaller than t-test value of the students' reading achievement, where the value of t-test 17.320 while the value of t-table was 3.081. It could be concluded that there was significant differences between the result of the students' pre-test and post-test.

5. Hypothesis Testing

To find out the degree of the students (Df) the formula used as in the following:

$$Df=N-1 \text{ where } N=35$$

$$Df=35-1$$

$$Df=34$$

The data in table 8 above show that the pre-test student's average score was 54.85 out of the total score of 1920 that was incorrect, while the post-test student's average score was 81.82 out of the total score of 2864 that was correct, or it could be inferred that the pre-test student's average score was higher than the post-test by using the catalog. The value of the t-table is 3.081 for P=0.05 and Df=N-1 (34) significance levels. For statistical significance, f (a) = 0.05 and t-table = 2.093 are used. In this case, the t-test result is 17,320>3,081. In this case, the alternative hypothesis (H1) was accepted because the strategies of Highlighting, Underlining, and Glossing were used, and the null hypothesis (H0) was rejected. According to the evidence presented above, the use of the strategies Highlighting, Underlining, and Glossing was effective in raising the comprehension of the work of second-grade SMAN 13 Gowa students. something else

Discussion

The data in table 8 above show that the pre-test student's average score was 54.85 out of the total score of 1920, while the post-test student's average score was 81.82 out of the total score of 2864 that, or it could be inferred that the pre-test student's average score was higher than the post-test by using the strategy. The value of the t-table is 3.081 for P=0.05 and Df=N-1 (34) significance levels. For statistical significance, f(a) = 0.05 and t-table = 2.093 are used. In this case, the t-test result is 17,320>3,081. In this case, the alternative hypothesis (H1) was accepted because the strategies of Highlighting, Underlining, and Glossing were used, and the null hypothesis (H0) was rejected.

According to the evidence presented above, the use of the strategies Highlighting, Underlining, and Glossing was effective in raising the comprehension of the work of second-grade SMAN 13 Gowa.

In the pre-test, there were six students who successfully completed the 45, 50, 55, 60, and 65 numeric sections. There were also eight students who successfully completed the 65 numeric sections. Accordingly, no students passed the pre-test with scores of "very good and good," only eight students did so (20%), fifteen students did so (40%) and twelve students did so (37%) (pre-results test in reading comprehension). Similarly, at the post-test, there were 10 students who achieved a score of 70, 11 students who achieved a score of 75, 5 students who achieved a score of 80, 5 students who achieved an 85, and there were 4 students who achieved a 90. In the post-test study, there were nine students who had scores that were exceptionally good, sixteen students who had scores that were good, and one student who had scores that were both good and excellent.

In the pre-test, there were six students who successfully completed the 45, 50, 55, 60, and 65 numeric sections. There were also eight students who successfully completed the 65 numeric sections. Accordingly, no students passed the pre-test with scores of "very good and good," only eight students did so (20%), fifteen students did so (40%) and twelve students did so (37%) (pre-results test in reading comprehension). Similarly, at the post-test, there were 10 women who achieved a score of 70, 11 women who achieved a score of 75, 5 women who achieved a score of 80, 5 women who achieved an 85, and there were 4 women who achieved a 90. In the post-test study, there were nine students who had scores that were exceptionally good, sixteen students who had scores that were good, and one student who had scores that were both good and excellent.

Conclusion

In connection with English language learning, the techniques of underlining, glossing, and highlighting have developed into an effective way to improve reading comprehension in general. Based on the analysis of the data and the findings of the study, we can say that the teacher should be expected to use the strategies of Highlighting, Underlining, and Glossing when teaching students to read, that the teacher of English should use a variety of strategies or techniques during the teaching process in order to avoid monotony in the classroom, and that the teacher of English should provide encouragement and motivation to students more frequently. In order for students to learn English, the instructor must give them more time to study so that they will likely do so more frequently. Additionally, the technique or method used during instruction must inspire students, so the instructor must have an appropriate technique or method available at all times.

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