The Effectiveness of Using Tells Strategy on Students' Reading Comprehension

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Abstract

This research aims at finding out the effectiveness of teaching reading by using TELLS strategy on reading comprehension in EFL Classroom. The main purpose of this research was to find out the significant effect of using TELLS strategy toward students' reading comprehension. The design of this research was quasi-experimental design, non-equivalent control group design. The population of this research was 62 students of the seventh-grade students at MTsN 2 Kediri. Cluster random sampling technique was used by taking two groups only as samples; group VII-J consisting of 31 students as the experimental group and group VII-K consisting of 31 students as the control group. The data were obtained from the students' pretest and post- test scores in experimental group which were taught by using TELLS strategy. The result of pretest shows that the lowest score in experimental group is 48, while the highest score is 88. The mean, mode, median, and standard deviation are 72, 76.00, 76, and 9.466, respectively. The result of post-test in experimental class shows that the lowest score in experimental group is 60, while the highest score is 92. The mean, mode, median, and standard deviation are 82.45, 88, 84.00, and 7.775, respectively. Furthermore, the result of significant value of group class is 0.023 which is lower than 0.05 (p<.05); therefore, there is a significant difference between experimental and control class. Based on the computation above, it can be concluded that TELLS strategy is more effective on improving students' reading comprehension for the first grade at MTsN 2 Kediri.

Keywords: Reading Comprehension; TELLS; Descriptive Text; Teaching Reading.

INTRODUCTION

Students should comprehend the content of strategy in reading. Brown (2000) stated that reading comprehension strategy is a way of accessing the meaning of texts, which is employed flexibly and selectively in the course of reading. It is divided into three stages pre-reading, whilst-reading, and post-reading. To understand reading passage, students need to know the strategies and to learn the strategies; yet, it needs process. There are some reading strategies described by some experts; one of them is TELLS. The researchers apply TELLS in teaching reading in the classroom because it is believed that this strategy can bring up new ways of teaching reading comprehension.

TELLS is one of the strategies which can help students to be more conscientious in reading. Based on Idol-Maestas research cited by Ilmiah & Mustakim (2013), TELLS is an advanced organizer used to orient students to stories before reading. This strategy motivates the students to activate their prior knowledge before story reading by leading them to decide what a story is about before reading it. In other words, TELLS is useful

because it activates prior knowledge, improves making inferences, and activates existing schemata. The student activates prior knowledge by discussing the title and setting of each story read. Another purpose of the TELLS procedure is to provide a means of pre-teaching vocabulary. The student must identify and discuss unfamiliar words. Finally, the TELLS procedure is a way to bridge the gap between known and unknown; therefore, it can enhance a student's comprehension.

Pre-reading is important for the reader because it shapes the way to understand the readings in general and quickly. Ilmiah & Mustakim (2013) TELLS as a pre-reading strategy to enhance comprehension. The advantage of this strategy is to guide students' probing while reading a story. TELLS is an acronym that prompts students to follow a series of steps; T: Study story titles, E: Examine and skim pages for clues, L: Look for important words, L: Look for difficult words, S: Think about the story settings. According to Klinger (2007) TELLS can be posted on a wall in the classroom and/or provided individually to students. The teacher helps students learn how to apply each of the steps, one at a time, and then use them all when reading a story.

Several studies have been conducted by several researchers related to TELLS strategy in reading comprehension. One of the studies was conducted by Arbatelya (2014) entitled The Effect of Using TELLS Strategy on Students' Reading Comprehension on Narrative Text at The Second Year of SMAN 2 Bangkinang Kampar Regency. Pekanbaru: State Islamic University Of Sultan Syarif Kasim Riau. The research was conducted at SMAN 2 Bangkinang. The design of this research was quasi-experimental, a non-equivalent control group design. The population of this research was the second year students. The total number of population was 60 students. The researcher used cluster sampling by taking two groups only as a sample: group XI IPA 1 consisted of 30 students as experimental group and group XI IPA 2 consisted of 30 students as the control group. Thus, the number of the sample from two groups was 60 students.

To analyze the data, the researcher adopted the independent-sample T-test formula by using SPSS 17.0. She found that there was a significant effect of using TELLS strategy on reading comprehension of narrative text at the second year of SMAN 2 bangkinang. It can be seen from 14.094 was higher than T-table either at 5% =2.00 and 1% = 2.65. H_0 was rejected and H_1 was accepted which showed 2.00<14.094>2.65. In conclusion, TELLS strategy is an effective strategy to teach reading skills, especially for second-year students of SMAN 2 Bangkinang.

The research question is "Is there any significant difference on students' reading comprehension between students who are taught by using TELLS strategy and students who are taught by using Scientific method?"This research aims at finding out the effectiveness of teaching reading by using TELLS strategy on reading comprehension in EFL Classroom. The main purpose of this research was to find out the significant effect of using TELLS strategy toward students' reading comprehension. However, this research focuses only on some strategies which are in line with the students' reading problems in identifying the purpose of reading, guessing meaning from context, analyzing vocabulary, using existing knowledge to make sense of new information, and asking questions about the text before, during, and after reading. For this reason, the researcher wants to examine The Effect of Using TELLS on Students' Reading Comprehension at MTsN 2 Kediri. This research involves a student's activity in the teaching-learning process.

METHOD

The researcher applied experimental research with a quantitative approach. According to Cresswell (2008), the researcher studied variables in the form of characteristics that were taken on different values across people or things. It is said that his experiment will manipulate treatment conditions in that it will reveal which condition was responsible for what occurs to objects and how many those conditions have contributed to the observed result.

MTsN 2 Kediri was chosen as the researcher's object with the population of the seventh grade. The samples of this research were two groups; the first group was experimental group that was VII-J class taught by using TELLS strategy, and the other is control group which was VII-K class taught by using Scientific method.

The instrument used in the test in 25 items of multiple choices about descriptive text. Pre-test was carried out to determine the ability of the students selected as the respondent. The aims of post-test to know the effect of the students' reading comprehension after getting the treatment.

Best, John W. & Kahn, James V. (2006) stated in ANCOVA, the principles of partial correlation with R' h analysis of variance is used. It mentioned appropriate when the subject groups of two or more are different from a pretest or other variables. In ANCOVA, the group status may be defined by score of pre or post test score by measuring as intelligence, reading scores, grading point average, or previous knowledge of subject matter. In addition, Glass & Hopkins (1996) cited by Best, John W. & Kahn, James V. (2006) point out, ANCOVA does not transform a quasi-experiment into a true (randomized) experiment. There is no substitute for randomization.

FINDINGS AND DISCUSSION

This research aims at finding out the effectiveness of teaching reading by using TELLS strategy on reading comprehension in EFL Classroom. The main purpose of this research was to find out the significant effect of using TELLS strategy toward students' reading comprehension. The data will be shown in the form of tables.

Data Description of Pretest Scores

The pretest score of the experimental and control group was presented below.

Table l Descriptive Statistics Pre-Test

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experimental	31	48	88	72,00	9,466
Pre-Test Control	31	48	84	59,03	10,518
Valid N (listwise)	31				

Table 2 Frequencies Pre-Test

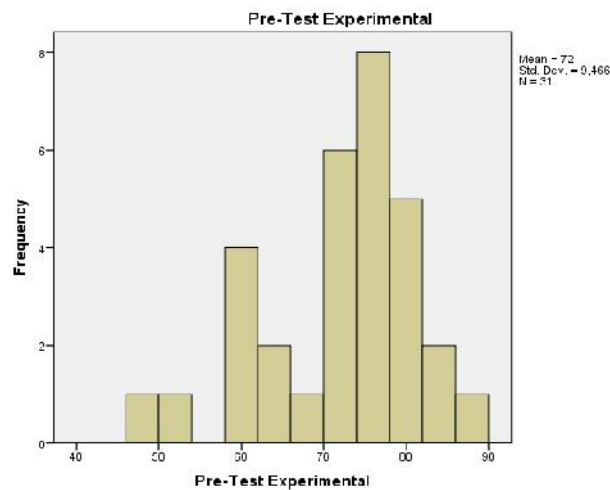| Statistics		Pre-Test Experimental	Pre-Test Control
N	Valid	31	31
	Missing	0	0
Mean		72,00	59,03
Median		76,00	58,00
Mode		76	48
Std. Deviation		9,466	10,518
Variance		89,600	110,632
Minimum		48	48
Maximum		88	84
Sum		2232	1830

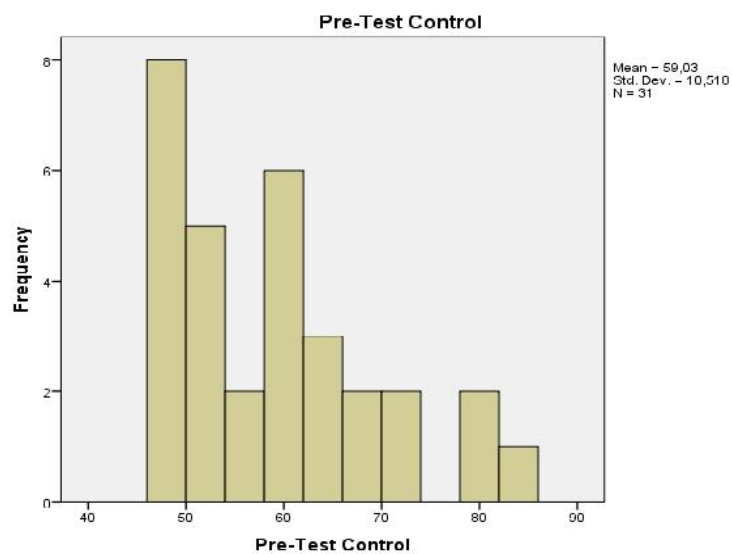Figure 1. Histogram Pre-Test

Figure 2: Histogram Pretest

It can be said that the students' highest and lowest score was 88 and 48. The mean was 72.00, the standard deviation was 9,466, and the mode was 76. Besides, the

students' highest and lowest score of Pretest in control group was 84 and 48. The mean was 59.03, the standard deviation was 10.518, and the mode was 48.

Data Description of Post-test Scores

The tables below show the result of the post-test which aims to examine the ability of the students after learning using TELLS material. The detailed data are presented below.

Table 3 Descriptive Statistics Post-Test

	N	Minimum	Maximum	Mean	Std. Deviation
Post-Test Experimental	31	60	92	82,45	7,775
Post-Test Control	31	44	100	66,97	15,178
Valid N (listwise)	31				

Table4 Frequencies Post-Test

Statistics		Post-Test Experimental	Post-Test Control
N	Valid	31	31
	Missing	0	0
Mean		82,45	66,97
Median		84,00	64,00
Mode		88	60
Std. Deviation		7,775	15,178
Variance		60,456	230,366
Minimum		60	44
Maximum		92	100
Sum		2556	2076

The Post-test score of experimental group showed that the students' highest and lowest score were 92 and 60, respectively. The mean, the standard deviation and mode was 82.45, 7,775 and 88.

In addition, the students' highest and lowest score of control group post-test was respectively 100 and 44. The mean, standard deviation, and mode was 66.97, 15,178 and 60. To understand the result of the pretest easier, the researchers present the histogram below.
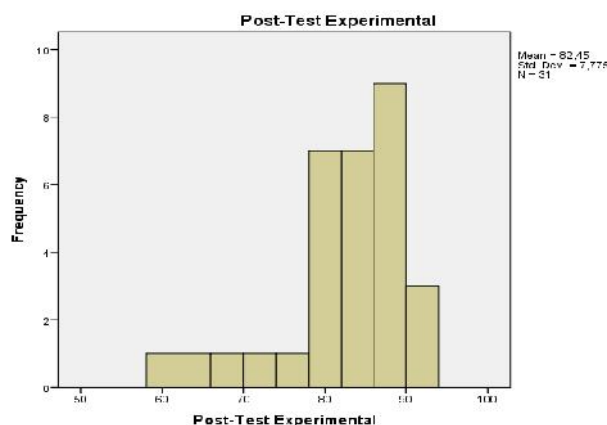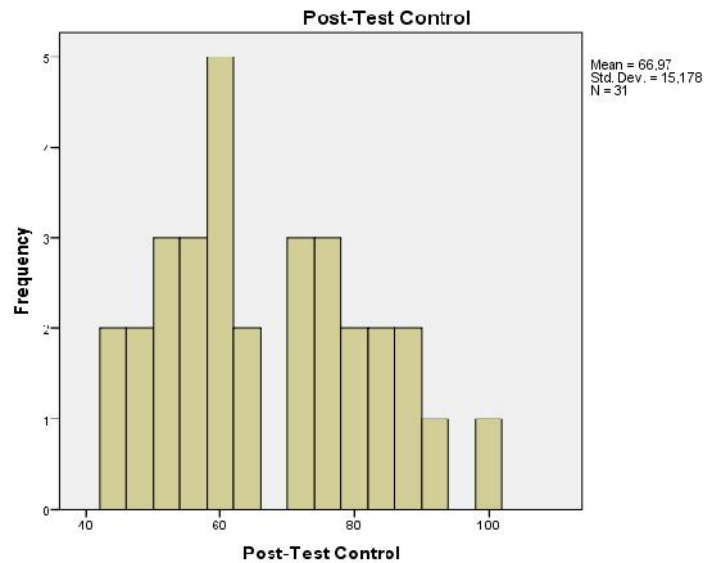

Figure 3: Histogram Post-Test

Figure 4: Histogram Post-Test

Furthermore, in data analysis using inferential analysis, the sample distribution of the sample must be normal, homogeneous, and linear. The statistics result and the normality test are presented below.

Normality Test Result

Table 5 One-Sample Kolmogorov-Smirnov Test (Pre-Test)

		Experimental	Control
N		31	31
Normal Parameters[a,b]	Mean	72,00	59,03
	Std. Deviation	9,466	10,518
Most Extreme Differences	Absolute	,210	,167
	Positive	,102	,167
	Negative	-,210	-,147
Kolmogorov-Smirnov Z		1,167	,932
Asymp. Sig. (2-tailed)		,131	,350

Table 6 One-Sample Kolmogorov-Smirnov Test (Post-Test)

		Experimental	Control
N		31	31
Normal Parameters[a,b]	Mean	82,45	66,97
	Std. Deviation	7,775	15,178
Most Extreme Differences	Absolute	,215	,161
	Positive	,141	,161
	Negative	-,215	-,081

Kolmogorov-Smirnov Z	1,197	,895
Asymp. Sig. (2-tailed)	,114	,399

a. Test distribution is Normal.
b. Calculated from data.

The significant value of experimental group pretest was 0.131 higher than 0.05 (0.131 > 0.05). Second, the significant value of control pretest was 0.350 which also mean higher than the significance level of 0.05 (0.350 > 0.05). Thus, both of them were in normal distribution.

The significance value of experimental group in the post-test was 0.114which was higher than the significance level of 0.05 (0.114 > 0.05). In addition, the significance value of control group post-test was 0.399 which was higher than 0.05 (0.399 > 0.05). Hence, both definitely had a normal distribution. To sum up, the significance value of experimental and control groups for pretest and post-test were higher than 0.05 which means the data distribution of the student's reading comprehension is normal.

Homogenity Test of Variance

Table 7 Test of Homogeneity of Variances (Pre-Test)

Students Achievement			
Levene Statistic	df1	df2	Sig.
,606	1	60	,439

The homogeneity test result of proved that the value of p (Sig.) was 0.439 which was higher than 0.05 means the sample was homogeneous. Therefore, H_0 is accepted.

Homogeneity Test Result

Table 8 Test of Homogeneity of Variances (Post-Test)

Students Achievement			
Levene Statistic	df1	df2	Sig.
,138	1	60	,711

It was clearly seen that the sample of variance was also homogeneous because the value of p (Sig.) of post-test was higher than the significance level of 0.05 (0.711 > 0.05), therefore H_0 is accepted.

Homogeneity Test of Regression (slope)

Table 9 Test of Homogeneity Regression

Tests of Between-Subjects Effects

Dependent Variable: PostTest

Source	Type III Sum	Df	Mean	F	Sig.

	of Squares		Square		
Corrected Model	361,545ᵃ	3	120,515	2,484	,000
Intercept	6233,056	1	6233,056	128,474	,000
Group	27,697	1	27,697	,571	,453
PreTest	281,242	1	281,242	5,797	,000
Group * PreTest	50,919	1	50,919	1,050	,310
Error	2813,939	58	48,516		
Total	425328,000	62			
Corrected Total	3175,484	61			
a. R Squared = ,114 (Adjusted R Squared = ,068)					

From the data it was seen that the significant value was 0.310, higher than .05. which means there was no interaction between covariate (pre-test) and independent variable.

The Result of Linear Relationship between Covariance and Dependent Variable

Table 10 Test of Linear Relationship between Covariate and Dependent Variable

Tests of Between-Subjects Effects

Dependent Variable: PostTest

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	6040,998ᵃ	2	3020,499	27,846	,000
Intercept	1577,506	1	1577,506	14,543	,000
PreTest	2324,869	1	2324,869	21,433	,000
Group	594,563	1	594,563	5,481	,023
Error	6399,777	59	108,471		
Total	358496,000	62			
Corrected Total	12440,774	61			
a. R Squared = ,486 (Adjusted R Squared = ,468)					

The result of significant value of covariate (pretest) is .000 which is lower than .05 ($p<.05$), so that there is a significant linear relationship between covariate (pretest) and dependent variable (posttest).

Hypothesis Testing

In hypothesis testing, the researcher used ANCOVA to calculate. When the significance value is lower than 0.05 (Sig < 0.05), the alternative hypothesis (Hi) is accepted and the null hypothesis (Ho) is rejected. This statement means that there is a significant different between experimental class taught using TEELS strategy and control class taught by using Scientific method.

On the other hand, the alternative hypothesis (Hi) is rejected and the null hypothesis (Ho) is accepted when the significant values is higher than 0.05 (Sig > 0.05). In other words, it can be said that there is no significant difference between

experimental class taught using TEELS strategy and control class taught by using Scientific method.

Table 11The Result of Hypothesis Testing by Using ANCOVA

Tests of Between-Subjects Effects

Dependent Variable: PostTest

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	6040,998[a]	2	3020,499	27,846	,000
Intercept	1577,506	1	1577,506	14,543	,000
PreTest	2324,869	1	2324,869	21,433	,000
Group	594,563	1	594,563	5,481	,023
Error	6399,777	59	108,471		
Total	358496,000	62			
Corrected Total	12440,774	61			
a. R Squared = ,486 (Adjusted R Squared = ,468)					

The result of significant value of group class is .023 which is lower than .05 (p<.05), thus, that there is significant different between experimental and control class. The result of corrected model is .00 which is lower than .05 (p<.05). Therefore, it can be concluded that the strategy used in the classroom activity and pretest effect to the result of reading comprehension significantly. In addition, investigate whether TELLS strategy is effective or not, it can be proven by checking the value of Sig. in variable Group=1 on the parameter estimates table output below.

Table 12Parameter Estimates

Parameter Estimates

Dependent Variable: PostTest

Parameter	B	Std. Error	T	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Intercept	30,243	8,150	3,711	,000	13,934	46,551
PreTest	,622	,134	4,630	,000	,353	,891
[Group=1]	7,416	3,168	2,341	,023	1,078	13,755
[Group=2]	0[a]	.	.	.	.	.
a. This parameter is set to zero because it is redundant.						

Based on the table above, it can be concluded that there was a different result between students who are taught using TELLS strategy in experimental group with students who are taught using Scientific method in control group. It is proven based on the table parameter estimates that group1 (experimental group) with significance value of .023<.05 which means that TELLS strategy is more effective than Scientific method. Therefore, the researcher concluded that the null hypothesis is rejected and there is significant difference between teaching reading comprehension by using TELLS strategy and Scientific method.

DISCUSSION

The data were obtained from the student's pretest and post test scores in experimental group which was taught by using TELLS strategy. The data of pretest shows that the students' score was 48 and went up to 88. It means that the lowest score in experimental group was 48, while the highest score was 88. The mean was 72.00, the mode was 76, the median was 76,00 and the standard deviation was 9.466. The data of post-test in experimental class shows that the score was 60 initially and increased to 92. It means that the lowest score in experimental group was 60, while the highest score was 92. The mean was 82.45, the mode was 88, the median was 84.00 and the standard deviation was 7.775.

From the data above, it can be concluded that the student's score in posttest is higher than the students score in pretest. It can be proved from the mean score of posttests (82,45) is higher than the mean score of pretests (72,00). From calculating the hypothesis test using ANCOVA, it is known that Ho is rejected and Hi is accepted if $p < \alpha$. However, if $p > \alpha$, Ho was accepted and Hi was rejected. According to the calculation, the result of p was lower than a, which is $0.023 < 0.05$, so it means that Hi is accepted and Ho is rejected. This can be concluded that there was positive effect of using TELLS strategy technique on students reading comprehension. Based on the computation above, it can be seen that TELLS strategy is more effective on students reading comprehension for the first grade at MTsN 2 Kediri.

The finding of this research was similar to the previous research, the first was written by Arbatelya (2014). The researcher applied quasi experimental with one experimental and control class for each. It was found that there was a significant effect of TELLS on second grade students' reading comprehension of narrative text in of SMAN 2 Bangkinang. It was proved by the score of 14.094 which was higher than T-table at 5% = 2.00 and 1% = 2.65. Therefore, Hi was accepted which showed 2.00<14.094>2.65 then Ho was rejected. In short, TELLS is an effective strategy in teaching reading comprehension.

The second was written by Ilmiah, & Mustakim (2013). This research used classroom action research which consisted of two cycles. Each cycle consisted of planning, action, observing, and reflecting. This research tried to find out the students' achievement in literal comprehension through TELLS Strategy and the students' achievement in interpretive comprehension through TELLS Strategy. Then the researcher found the results based on the goals of the research, those were the students' improvement in literal reading comprehension was 67.75% from 51.31%, as well as the students' improvement in interpretative reading comprehension 67.10% from 51.31%. It was reached by the implementation of TELLS Strategy in the classroom.

CONCLUSIONS

After obtaining the data analysis from the scores of reading comprehension test, it can answer research problem of the study that is stated: "Is there any significant difference on students reading comprehension between those students who are taught by using TELLS strategy and those students who are taught by using Scientific method?".

Based on the result of data analysis, the students obtained scores of reading comprehension tests from the experimental group (taught using TELLS strategy) and the students obtained scores from the control group (taught using Scientific method) are significantly different. Furthermore, the result of the testing hypothesis can answer the problem of the study to test the hypothesis of the study. The researcher used ANCOVA calculation with SPSS 21 Program. Based on the result, the significant probability (sig.2-tailed) is 0.023. The result is 0.023< 0.05, it means that H_1 is accepted and H_0 is rejected. Moreover, it can be seen from the average post-test results for the experimental class (VII-J) or the class given treatment with TELLS strategy that the average score was 82.45 and for the control class (VII-K) or the class treated using the learning Scientific method, the average score was 66.97.It proves that TELLS strategy is effective to teach reading comprehension at MTsN 2 Kediri. It means that if the students who are taught descriptive text by using TELLS strategy, the students' reading comprehension scores will be higher than the students who are taught using Scientific method.

In line with the conclusion, the researcher would like to propose some suggestions for students, the teachers, and the researchers. The researcher expects that this study may give a contribution to other researchers who are interested in conducting and developing related research. Realizing that this research is so far from being perfect that other researchers may add other related theories in the English teaching and learning process. Besides, future studies can be held in which the population is greater and done in other districts. Also, it takes into consideration some other factors that influence students' reading comprehension

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