

The Effect of Text Feature Walks Strategy and Reading Interest on High School Students' Reading Comprehension of Expository Text

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Abstract

This study aim at (1) analyzing the use of text feature walks strategy in improving students' reading comprehension (2) analyzing the effect of text feature walks strategy on students' reading interest (3) finding out the effect of text feature walks strategy and reading interest on the students' reading comprehension achievement. This experimental research uses 2x2 factorial designs which are involved two groups: control and experimental groups. 60 high school students in Lubuklinggau, Indonesia were selected as the participant in this study. The instruments used for collecting the data were reading comprehension test and reading interest questioner. Moreover, the findings show that there were a significant difference that shows positive improvement in reading comprehension achievement between the students who were taught by using text feature walks strategy and those who were not. Then, by comparing the post-test scores, it was recognized that positive effect of the implementation of text feature walks strategy was also shown on the students' reading interest. In the other hand, based the result of two-way ANOVA analysis it was indicated that there was no significant effect of Text feature walks strategy and reading interest on reading comprehension achievement.

Keywords

text feature walks strategy; reading comprehension; reading interest; expository text



I. Introduction

Nowadays, reading is not just an activity but it has become a necessity and a lifestyle. As one of literacy skills, reading plays a vital role in academic success, it regarded as a basic skill that must be mastered by the students. Reading is not only beneficial for supporting the students in learning the language and literature but also for learning other subjects (Hidayat & Rohati, 2020). Dewi et al., (2020) adds that reading skill is an important tool that students need to become academically successful. It means reading is the very first skill needed in order to succeed academically in every subject. Chamba & Ramirez-Avila (2021) states that word recognition and comprehension, which are achieved through reading, are the two ultimate components of reading that will promote learners' linguistic proficiency. The primary goal of reading is to acquire the concepts or the information that are included in the text. In the other words, reading would be a pointless and useless activity if understanding was not there.

There are many factors that can influence reading comprehension achievement of the students. According to Dewi et al., (2020) one of them is reading interest. A study which is in line with this conducted by (Fitria, 2019), it was revealed that there is positive and strong correlation between reading comprehension and reading interest. It was reasonable,

since reading interest according to (Squires, 2014), relates to how motivated a reader is to read some written materials. It is concerned with an individual's attitude toward the reading process and various reading resources. Then, it may also relate to a person's estimate of how engaging or satisfying reading content is likely to be.

Additionally, it has been discovered that reading interest is a crucial component of reading comprehension. Individuals' reading success can be influenced in a variety of ways, one of the most significant and successful being the development of their reading interest (Squires, 2014). A number of positive reading behaviors are frequently found in individuals who already have high levels of reading interest. Readers who are very interested in the subject matter and who have a great deal of prior knowledge are more likely to understand complicated words, ideas, or contexts contained in written content. Because of their interest and past knowledge, they typically enjoy reading more than others, and they frequently regard the process of reading as an enjoyable activity (Fitria, 2019). In addition to reading interest, reading strategies also have an important role, students with high reading interest and supported by having appropriate reading strategies in reading are proven to have a much better ability in comprehending the text content (Reflinda, 2017). According to (Nurhana, 2014) to achieve the desired result of reading comprehension, students need to learn how to use some of reading strategies that match their purposes for reading.

Meanwhile, on the higher levels of school, the students have to be able to understand a greater number of textbooks and genre of texts. Absolutely, it is not an easy task because it will deal with the high level of vocabulary and critical topic or content which need extra attention and critical thinking to be understood; especially, expository nonfiction literature. Ayu (2021) Expository nonfiction has a variety of text characteristics, it need high concentration and proper strategy in order to fully comprehend the material being presented. In addition, to comprehend expository text, the students have to firstly understand its characteristics, expository consists of numerous nonfiction pages, a title, a photo, or a graphic, or it could have been a graph or something in color. Hence, the reader can "enter" or begin reading a nonfiction text from knowing a variety of points throughout the text. Nonfiction text characteristics provide clues to the reader that aid in the reader's comprehension of the material.

In line with this, the special exposure of the text features in the learning process were very needed for the students, it can be beneficial in maximizing their comprehension and their reading interest (Purnamasari et al., 2014). Responding that statement, therefore in this study, the writer thinks it's a need to use an appropriate reading strategy into the process of teaching reading comprehension. By considering the previous explanation, the writer finally decides to use the Text Feature Walks strategy to perform a research study. The Text Feature Walks is a method of addressing each aspects of expository text. As Kelley & Clausen-grace (2019) by having an understanding of the features of the text, students seem to have guidelines and schemes in the process of understanding its content. In the other words, when the students are taught about the structure/features at the beginning, they can have a prediction of what they will be learning from the text so it will help them maximizing their understanding.

According to Astuti et al (2019) Education is an obligation of every human being that must be pursued to hold responsibilities and try to produce progress in knowledge and experience for the lives of every individual. Education is one of the efforts to improve the ability of human intelligence, thus he is able to improve the quality of his life (Saleh and Mujahiddin, 2020). Education is expected to be able to answer all the challenges of the times and be able to foster national generations, so that people become reliable and of high

quality, with strong characteristics, clear identities and able to deal with current and future problems (Azhar, 2018).

According to Purnamasari et al., (2014), in a text feature walk, students will work in small groups, reading each feature in the sequence in which it appears and debating what they believe they will learn as a result of the experience. The students must evaluate and discuss how the material in each feature links to the main idea of the text as they are reading it in sequence. Students can learn about a topic before reading the actual text by participating in a Text-Feature Walk, which is designed to demonstrate this to them. In other words, by implementing text features in a given section, students become familiar with the text's organization and gain access to important background information about the content. By implementing text features, students will have an easier time comprehending the text's content and will have a better understanding of how the text is organized (Purnamasari et al., 2014).

Based on preliminary investigation conducted by the writer, the English scores of the eleventh graders of SMA Negeri 2 Lubuklinggau was low. Only 30 % of the students got English score higher than the school's minimum achievement standard (70) and 70% of them got lower than the school's minimum achievement standard. The English score was the result of their second semester examination when they were still in the tenth grade. The findings of the writing exam given to the students by the researcher revealed that 80 percent of them did not get a passing mark. Moreover, the writer asked informally some students in different classes and the writer found out that they usually felt bored in reading because sometimes the texts was long and they were lazy to read the details of the text, and the English teacher didn't used the special method or media to teach reading comprehension. She taught English especially reading by asking the students to read the text and answer the questions, or sometimes discussing together. Considering this fact, this paper therefore aim at finding out whether Text Features Walk could be used effectively to help students maximizing their reading interest and reading comprehension in high school level, then, to prove whether or not the reading strategy used and reading interest could possibly affect the reading comprehension.

II. Review of Literature

Reading comprehension can be defined as the skill to gain meaning from written material in a deep and active way. Meanwhile, as different research indicated, evidence has been found supporting the premise that engagement with the text and reading comprehension are the most essential factors that predict reading achievement in early both children and adolescents (Muhassin et al., 2021). Reflinda (2017) reading interest regarded as the key in achieving success in reading, therefore a number research were done in revealed this issue, and it is not So it cannot be denied that reading interest has a strong influence on students reading comprehension. When people are more involved in reading, they become more successful readers, as evidenced by the speed of reading, comprehension, and the quality of their vocabulary, among other signs. In other words, enhancing reading interests may be regarded as one of the most significant and successful approaches in improving students' reading skill and potential that may be utilized to attain their goals in school and in life (Fitria, 2019)

Additionally, Al-Nafisah & Al-Shorman (2011) there are some aspects of reading interest first, capitalizing on reading Interest (what the students like and what the students dislike); The second step is making reading materials accessible (identifying obstacles that prevent students from completing their reading assignments and obstacles that do not

prevent students from completing their reading assignments); the third step is creating a conducive environment (facilitate the students with appropriate reading material so they can select the reading material based on their own interest); and the fourth step is allowing students to read during school hours (people who frequently help the students to choose their reading materials and people who are the least help the students choose their reading materials).

Meanwhile, as research shows, in this modern era, various techniques were exist, those techniques were then grow fast and used to support struggling learners in improving and maximizing their reading comprehension and reading interest. One of those new techniques is text feature walks strategy. In the terms of its implementation, text feature walks strategy is similar to the Primary Picture Walk. This strategy is much recommended to be implemented for intermediate learners. It is reasonable because as we know that by entering the intermediate grades, students must be prepared to confront the reality that they will be exposed to more textbooks and instructive materials with a variety of text genres. Of course, some preparation and appropriate strategy were needed to pass this challenge. The students have to maximizing their motivation, increase their vocabulary and concept-dense content. Especially when they learn Expository nonfiction, expository nonfiction contains numerous text features that supplement and present important content that the student must read in order to fully comprehend.

As Kelley & Clausen-grace (2010) explain, as children go through the grades, they will encounter more sophisticated vocabulary and material in curricula and informational literature. Students must also grasp expository texts, and reading the text elements in the narrative text will assist students capture the important information so that they fully understand.

As mention in (Ayu, 2021) there are five categories of text features. First, divisions of the text, these assist readers in determining the organization and presentation of the material. Chapters, sections, introductions, summaries, and author information are only a few examples. Second, organizational tools and information sources, these help readers understand the text. Only a few examples include headlines, table of contents, directory, headers and subheadings, vocabulary, phonetic instruction, and citations. Third, graphics, it comprises information that, due to its visual depiction, makes it easier for readers to understand or enriches what is expressed in the text such as diagrams, charts & tables, graphs, maps, labels, pictures, and illustrations. Forth, change the font size or style of formatting. Such as the use of italics, boldface, or a different font style indicates to the reader that these words are essential. Fifth, layout which assisting readers to highlight the key point or information, such as giving a tick, bullet, inset and numbers are a few examples of how to direct readers' attention to important information.

Purnamasari et al., (2014), the implementation of text features walks strategy has three stages, first stage is started by introducing text features to the students, then asking the students to overview the text and looking for the text features, the students then, expressing their thought about how the text features might relate to the main idea of the text. Next, the second stage is begin by dividing the students into some groups, then each group is asked to read the expository text and discussed it with the group members then describing how the information in the text feature contributes to the book's core point and inviting students to compile a list of text features that they notice. Finally, in the last stage, the meeting is ended by asking the students to make an anchor chart and discuss it together.

In line with this, Kelley & Clausen-grace (2010) found that Students mastered the five categories of the Text Feature Walks technique after having a reading comprehension class using the Text Feature Walks technique. Additionally it is discovered that by using Text Feature Walks, students activate prior knowledge, make predictions, and set a reading goal.

III. Research Method

The aim of this study is not only finding out the effect of text feature walks strategy on student's comprehension and reading interest, but also analyzing the interaction effect between text feature walks and reading interest on students' reading comprehension achievement would also be analyzed. By considering the aim of the study, this experimental research uses 2x2 factorial designs. In factorial design, firstly the writer gives a reading interest questionnaire to the population that is 162 senior high school students no 2 Lubuklinggau in order to get the information dealing with their reading interest. Finally, 60 selected students were involved to be participants in this study. They are then divided as experimental group and control group. Each group consist 30students; 15 students with high level reading interest and the other 15 students have low level reading interest. The treatment was given in 18 meeting including the pre-test and post-test for the experimental group.

In this study, questionnaire and reading comprehension test were used as technique for collecting the data. The questionnaire used was the Reading Interest Inventory that is developed by (Al-Nafisah & Al-Shorman, 2011). It has 86 statements and each statement is supported by the likert scale 1-5. Since it was written in English, so before it was used the writer translated into Indonesia Language, in order to make it simpler and easier to be understood and responded by the students. The questionnaire, which was used to determine the reading interest level, was divided into five sections and had 86 items. The items are rated on a 5-point Likert scale. Meanwhile, in measuring student's comprehension, a reading comprehension test was used in this study. It was administered in pre-test and post-test which is specially constructed according to the students' reading level, which was indicated at level 5. In addition, the reading test given has 30 items in form of multiple-choice that already tried out and measured in the term of its validity and reliability. The reading test included aspects of comprehension; those are detail, main idea, reference, sequencing, cause-effect, and inflection.

IV. Results and Discussion

4.1 Results

a. Reading Interest Questionnaire

In this study to find out the students' reading interest level, the writer gave all the students reading interest questionnaire and classified the scores based on the level categories (high and low). The score distribution of reading interest can be seen on the table below:

Table 1. The Score Distribution of Reading Interest

Score Interval	Level Category	f	%	SD	Mean
1-56	Low	86	53	7.97	56.27
57-125	High	76	47		
Total		162	100		

Moreover based on the finding, the mean score of reading interest of all students was 56.27 and the standard deviation was 7.97. There were 86 students were in low category and 76 students were in high category. The mean score of reading interest in the experimental group was 56.57 with standard deviation 9.04. Meanwhile, the mean score of reading interest in the control group was 55.93 with standard deviation 7.10. Furthermore, since students' reading interest was involved as the moderator variable, the score distribution based on the reading interest was also analyzed.

Table 2. Score Distribution of Students' Reading Comprehension Achievement Based on Students' Reading Interest Level (n=60)

Students' Reading Interest Level	Category	Control Group				Experimental group			
		Pre-test		Post-test		Pre-test		Post-test	
		f	%	f	%	f	%	f	%
High	Very Good								
	Good								
	Average			5	16.6	2	6.7	10	33.3
	Poor	9	30	10	33.4	9	30	5	16.7
	Very Poor	6	20			4	13.3		
Low	Very Good								
	Good								
	Average			6	20	1	3.3	8	26.6
	Poor	9	30	8	26.7	11	36.7	7	23.3
	Very Poor	6	20	1	3.3	3	3.3		

As presented above, the students in the control group with high level reading interest increased 5% in average category; it was from 0% to 5%. It also happened with students in low level reading interest. The score increased 6%; it was from 0% to 6%. And there was still one student in very poor category. While in the experimental group, in average category the score increased 26.6%, from 6.7% to 33.3% and there were no more students with high level reading interest was in very poor category after the treatment. In the other words, it shows that the text features walks strategy has good contribution in improving students' reading interest.

b. Reading Comprehension Test

In this study, to know the effect of the strategy used on student' reading comprehension, pre- test and post-test was given in the experimental and control groups. For descriptive purposes, the scores of reading comprehension test were converted into percentages from 0-100 percent and categorized into 5 categories of achievement. The following table presents the score distribution of the students' achievement based on reading comprehension test.

Table 3. The Score Distribution of Students' Reading Comprehension Achievement

Score Interval	Category	Control group						Experimental group							
		Pre-test			Post-test			Pre-test			Post-test				
		F	%	mean	f	%	mean	f	%	mean	f	%	mean		
85-100	Very good			43.1			51.4			44.9			56		
71-85	Good														
56-70	Average	-			11	36		3	10		18	60			
41-55	Poor	18	60		18	60		20	66		12	40			
≤ 40	Very poor	12	40		1	3.3		7	23						

In the control group, there were 12 students in very poor category, 18 students were in poor category. The highest score of pre- test in control group was 53 and the lowest score was 23 with the mean score 43.1. Meanwhile, in post-test of control group, the highest score was 63 and the lowest score was 30 while the mean score was 51.4. Moreover, there were 11 students in average category, 18 students were in poor category and 1 student still in very poor category. Then, in the pre-test of experimental group, the highest score was 56 and the lowest score was 30 with the mean score 44.90. There were 7 students in very poor category, 20 students in poor category and 3 students in average category. Next, after given a treatment, the highest score in the post-test was 66 and the lowest score was 46 with the mean score 56. There were 18 students in average category and 12 students in poor category. After calculate the mean score of both groups, the writer found that the mean score of students' reading comprehension achievement in experimental group was higher than that of the control group which indicate that the students who got the treatment were better than the students who were not given the treatment by using text feature walks strategy.

c. Two-way ANOVA Analysis

Two-way Anova Analysis was used in this study, which is to find out the significant interaction of strategy used and reading interest on the students' reading comprehension achievement. The interaction effect of strategy used and reading interest on students' reading comprehension achievement would be found if p-value was less than or equal 0.05. The result was shown on the table below:

Table 4. The result of two way Anova analysis

Dependent Variable	Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Total Score	Reading Interest*TFW	6.01	1	6.01	1.63	.206
Main idea	Reading Interest*TFW	.017	1	.017	.015	.902
Vocabulary	Reading Interest*TFW	.017	1	.017	.021	.885
Cause-Effect	Reading Interest*TFW	1.35	1	1.35	1.12	.293
Reference	Reading Interest*TFW	.817	1	.817	2.63	.110
Inference	Reading Interest*TFW	.067	1	.067	.164	.687
Sequence	Reading	.150	1	.150	1.26	.266

	Interest*TFW					
Details	Reading Interest*TFW	.067	1	.067	.354	.554

The result of two-way ANOVA analysis the p-value of the interaction effect between the teaching strategy used and the students' reading interest in total score was .206. Since the result was higher than .05, hence it can be considered that there was no significant effect between the method used in this study (text feature walks) and reading interest on students' reading comprehension achievement.

Additionally, the writer conducted the t-test analysis to see whether there was a significant difference in reading comprehension success between the degrees of reading interest (high and low). The result is summarized in the table below:

Table 5. Summary of Students Reading Comprehension Achievement between the Levels of the Reading Interest

Aspects of Reading Comprehension	Control Group		Experimental Group	
	High-Low		High-Low	
	t	Sig (2-tailed)	T	Sig (2-tailed)
Main idea	.27		.84	.407
Vocabulary	1.58	1.25	1.48	.148
Cause-effect	.53	.595	1.88	.070
Reference	1.09	.285	1.20	.238
Inference	1.87	.072	.44	.657
Sequence	.56	.578	1.00	.326
Details	.59	.559	1.03	.310
Total	.52	.602	2.76	.010

Based on the findings p value of total score was higher than 0.05 that was (0.602). It means that there was no significant difference between the students who had high and low in control group. Meanwhile in experimental group the p value was 0.010 that was ≤ 0.05 . So, it means that there was significant difference between high and low level students reading interest.

4.2 Discussion

Some interpretation could be derived from the findings presented above. First, data analysis of the students' reading comprehension achievement after treatment revealed that there was a significant improvement in the experimental group's reading comprehension achievement, though it was still not satisfactory because the score was still lower than the school standard score for English subject. Text feature walks, on the other hand, were shown to be effective in improving students' reading comprehension achievement. The writer assumed that this would occur because the students would require more time to practice and read more sources. In line with this, as (Kirana, 2018) mention, students should read a lot and given training and practice in applying reading strategies. Considering this, by using Text feature walks the students were given opportunity to improve their reading technique especially in locating specific information quickly in order to answer comprehension question (Kelley & Clausen-grace, 2019). Of course, this strategy is very useful; it made students focus on what to do. Other words, once the student learned the strategy from the teacher, they directly applied it through their reading

and by using text feature walks, the students were directed directly focusing on the information that they need in the text (Purnamasari et al., 2014). Supporting this, Ayu (2021) highlighted that the use of text feature walks in reading process focused on their function as visual map of the actual text. Therefore text feature walks raised student's awareness of the various text structures and facilitate the identification of organization in comparison.

Then, from the two-way ANNOVA result, it was found that there was no significant interaction effect between text feature walks and reading interest on reading comprehension achievement and its aspects. And from the results of independent sample t-test between two levels of both groups showed that in the experimental group, there was significant difference between high and low level in reading comprehension achievement. This possibly happened because the results were calculated from the sample which not considering the students' reading interest level and the data were from the experimental and control groups, while independent sample t-test were calculated separately between experimental and control group and involved the students' reading interest level.

Then, based on the result of the independent sample t-test analysis which is the comparing of the post-test scores of the high level reading interest students with those who have the low reading level, it can be concluded that high reading interest was significantly higher than low reading interest. This finding backs up with the previous studies findings such as (Fitria, 2019), (Dewi et al., 2020) and (Reflinda, 2017) that reading interest did influence students' reading comprehension achievement.

V. Conclusion

By considering the findings and discussion above; we can draw some conclusion, first, the text feature walks strategy has high contribution on improvement of the students' experimental group's reading comprehension achievement. Second, by comparing the post-test scores, it was recognized that positive effect of the implementation of text feature walks strategy was also shown on the students' reading interest, since there were no more students with high level reading interest was in very poor category after the treatment. However, although the learning strategy used in this study was revealed give positive impact to students' comprehension and reading interest, based on the finding, there was no significant effect between text features walks strategy and reading interest on students' reading comprehension achievement. Responding this finding, the writer suggests for the further researcher to conduct a deeper investigation of the use of text feature walks on other English skills, or the analysis of its contribution on other moderator variables such as critical thinking, learning styles, habit and so on.

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