

EXPLORING SECONDARY STUDENTS' PERCEPTION AND PRACTICE ON DIALOGIC READING STRATEGY IN READING COMPREHENSION

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Abstract

This study aimed to found out students' perception and practice in using dialogic reading strategy. This research used qualitative method and case study approach. The participant took from three secondary school students in Karawang. The data of this research collected through observation, interview, and documentation. The result of this study found out that dialogic reading strategy can engage student in reading comprehension such as dialogic reading makes students more understand about context of the text, it increase students vocabulary, and it make students more active and confident in learning English.

Keywords: Dialogic Reading, Reading Comprehension, Student Perception

INTRODUCTION

Gaining proficiency and expertise in learning the language of English has become one of the most essential skills to survive and prosper in the 21st century. Suryati (2019) examined to aid students' English proficiency, all of English skills are equally important. Listening, speaking, reading, and writing are some of these skills. Reading is more than a single skill; it is a combination of various skills and processes through which students interact with printed words and texts in order to grasp content. The primary goals of reading are to help students comprehend a text, develop appreciation and interests, and find solutions to challenges they face in their daily lives. Reading comprehension is more than just identifying and comprehending words and their meanings. It entails a more complicated cognitive process in which students comprehend written language, connect it to prior knowledge, and construct a mental representation of the material they have read (Keenan et al., 2008; Takaloo & Ahmadi, 2017). Dialogic reading is a reading strategy with an interactive story reading method that combines questions and answers between story readers and children. Moore (2018) states that dialogic reading is a method for adults to read together that involves stopping regularly to ask open-ended questions (e.g. recall, distancing, and Wh-questions). In order to model more sophisticated language, they also praise appropriate responses, offer scaffolding, correct and expand children's responses, and urge kids to repeat extended utterances. This means that a dialogic reading strategy engages them to talk about the text. In the implementation process, dialogic reading puts forward the concept of PEER (Prompt, Evaluate, Expand, and Repeat) and is also able to use the CROWD technique (Completion, Recall, Open-Ended Question, Wh-question, and Distancing). Using PEER and CROWD during storybook reading ensures that a student is actively engaged (rather than simply listening), allowing students to respond on a regular basis. According to Morgan and Meirer (2010), the PEER aids educators in remembering dialogic reading's procedural sequence. According to Watkins (2018), dialogic reading can aid in the development of abilities such as vocabulary, oral language,

understanding, and story-telling abilities. Furthermore, Made & Budasi (2019) suggest that teachers' teaching abilities improve over time when they practise dialogic reading. They were also more self-assured and capable of interacting with children while learning, which had a direct impact on the students' reading abilities. Implementing dialogic reading practises has yielded positive results in some research. Senn (2017) conducted a study about the effects of dialogic reading and discovered that all four participants learned and used more multiword phrases as a result of the dialogic reading intervention technique. Moore and Carrol (2018) suggested that dialogic reading Children's reading comprehension can be improved through intervention utilizing a common collection of books with an emphasis on vocabulary, and dialogic reading groups have shown improvements in reading comprehension that have helped them catch up to their peers who are routinely achieving. Grolig (2020) carried out a study about how narrative dialogic reading with wordless picture books has a similar positive effect on narrative comprehension skills. Nunes (2021) examined whether dialogic reading interventions can remedy vocabulary deficiencies that have been linked to reading comprehension issues in children with autism spectrum disorder (ASD). Fetting (2018) carried out a study about teaching students social-emotional learning (SEL) skills through dialogic reading, and it showed that the dialogic reading strategy became in their deliberate application of social-emotional competencies to successfully negotiate trying circumstances and experiences.

Reading comprehension can be obstacle for students in learning English such as the three following factors, firstly students do not understand the meaning of vocabulary because of their limited vocabulary, which makes students less understand the content of the text, the second factor is students' interest in reading. Students may lack the desire to complete the reading task if the reading activity fails to engage their attention. These factors contributed to students' problem reading comprehension. The third factor is the students' ability to put the reading method into practice. Despite the fact that they may be aware of some reading strategies, but they do not effectively apply any of them to extract information from the text. These factors contributed to students' reading comprehension problem. Thus the researcher using dialogic reading for secondary students, the dialogic reading text is about recount text that is suitable for learning English for class VIII students to engage students' reading comprehension. In dialogic reading practice the teacher read the text and the students were asked to re-read the text then the teacher asked the questions that related to the text and exploring the topic of the dialogic reading text. It was followed by a discussion session where the teacher asked some students to answer questions. After that the researcher interviewed the participant to ask about their perception after they practice dialogic reading strategy in the classroom. This interview is to find out if this dialogic reading can engage student reading comprehension.

Some studies have been demonstrated by many researchers about the benefit of using dialogic reading strategy for learning English language or learning skill. Based on previous study, it is clearly stated that many previous researches concern on positivist paradigm which focuses on quantitative research. However this study concern on constructivism paradigm that focuses on process. This present study has methodology gap. Therefore, this research will explore on how dialogic reading strategic is practice by teacher and it also will study about students' perceptions toward dialogic reading strategy in reading classroom. Based on the aforementioned background, The primary purpose of this research aims at: 1) To find out dialogic reading experiences in the classroom to engage students' reading comprehension. 2) To determine students' perception of using a dialogic reading strategy.

METHOD

This study utilized the qualitative case study method approach. In various contexts, the case study is used to deepen our understanding of social, political, organizational, and related issues on an individual, group, and organizational level. Through an interactive awareness, the qualitative case study research methodology allows for a full description of the case process and has the ability to expand knowledge about the case being studied. A case study is an investigative design found in many fields, especially evaluation, in which the researcher conducts a thorough investigation of a situation, frequently a project, an occasion, an activity, or one or more people, the case is limited by activity and time, and the researcher compiles comprehensive data throughout time utilizing a variety of data collection techniques. (Stake, 1995; Yin, 2009, 2012). For educational purposes, a case study does not have to be a thorough or accurate depiction of actual events. Rather, the "teaching case" is intended to provide a framework for student discussion and debate (Yin R, 2009). The case study that is used in this research is a a case study that is descriptive and explains a phenomenon in its actual setting. Case study research defines a case by articulating a binding statement. By making a binding claim, a case is defined. The phenomena is constrained within a set of parameters that must be defined beforehand in order to aid in the investigation of the phenomenon. The subject of the investigation could be a specific person, a team, or the entire company. It might also take the shape of a particular undertaking or choice. In a case study research design, data analysis serves to describe, comprehend, and explain what happened in the context of the chosen case (Miles et al., 2014, pp. 100-104).

This study takes place in one of the secondary schools in Karawang. The participants of this study were an English language teacher and 8th grade students in the classroom. The 8th-grade students were chosen because they were suitable for the materials that used, and took three students as respondents for interviews. Data collection from this study were observation, interview, and documentation. BB Frey (2018) said that classroom observation is a measurement technique that uses an observation strategy to quantify teaching quality. At this stage, the researcher observes the behaviour and activities of individuals directly in the field to obtain data. In this observation, the researcher records what has been made in the observation sheets. Interviews are direct questions and answers with respondents. At this interview stage, the researcher will do it directly, but if it is not possible directly, it done by telephone. According to Yin (2009), qualitative researchers should document their case study procedure and include as many steps as possible. Researchers used this study to document research evidence and information in the field. In this research, the documentation used to answer the research question as a data source from the observation and the interview.

RESULTS AND DISCUSSION

Results

The researcher as an observer reported the result of exploring secondary students' perception and Practice on dialogic reading strategies in reading comprehension. These descriptions are related to the use of dialogic reading strategy in reading comprehension at a secondary school in West Java, Indonesia. This research was carried out on a small scale. The researcher used the CROWD Prompt method, namely 1) Completion Prompt 2) Recall Prompt 3) open-ended prompt 4) WH question prompt and 5) Distancing Prompt. In these five methods, cognitive and affective aspects can be found.

Dialogic reading strategy engage students' in reading comprehension



Picture 1 Dialogic Reading Practice in the Classroom

The result that researcher has been gathered the researcher found that dialogic reading strategy engage students' reading comprehension. It based on five prompt first completion prompt. In this prompt, students were expected to complete the sentences that the teacher read. The teacher read the text first, and then she stopped and let the students continue to read it. The researcher found three completion prompts that the teacher did. For example, the teacher read half of the sentence, such as: *"For a shower, I hurried to the bathroom, normally...."*, then the student continue it *"... I would have breakfast after taking a shower, but on that particular day, I did not do that"*. Other examples, such as: *"I frequently rode my motorcycle to school and on that particular day, I couldn't..."* the teacher stopped to read and the students responded, *"... remember where I'd put the key, so I utilized public transportation to get to school. It caused me to take more time"*. In particular, these sentences showed the cognitive aspect where the students paid attention to the teacher and continued. Second prompt is recall prompt Recall means that the students were asked to remember how the story was told, and the teacher practiced it by asking students to close their dialogic reading paper and then asking students without looking at the picture. Recall prompts helped children with understanding the plot and describing sequences of events, thus encouraging the cognitive aspect of dialogic reading and at the same time infusing the minds of young children to communicate effectively. For example, *"What happened to the writer of the text?"* The teacher chose one student, and the student responded, *"So the story is that I was late because I played games until I am and then woke up at 6.45, so basically, I regret it because I came late and won't do it again."* From that answer, the student understood enough about the story because he could explain it. Third prompt is open-ended prompt. This open-ended prompt aims to ensure that students are expected to pay close attention to the details and check their understanding. For instance, the teacher asked about the recounted text structure, *"Is it orientation or reorientation and why?"* Students replied, *"Orientation, because it introduced time and participants."* Another example, when the teacher asked *"How many pictures are in the paper?"* the students said *"seven pictures"*. Fourth prompt is WH-prompt. Asking children questions while they read a book while utilizing dialogic reading prompts is one technique to encourage interaction. WH – prompt is the most frequently used prompt in the use of this dialogic reading strategy. For instance, about 'what' the teacher asked about the title of the story *"what is the title of the text?"* students answered it together *"late to school"*. Other examples about *"when was he late for school"* the students said *"last Thursday"*, *"usually how does he come to school"* the student responds *"Usually, he rides a motorbike, but because he forgot to keep his key, he took public transportation, Mrs."* Last prompt is distancing prompt. This distancing prompt asks about what is happening in the picture and is related to the student's life. This distancing prompt helps students with narrative abilities, conversational skills, and linguistic fluency. The teacher asked about the connection between the pictures and students' lives because the topic discussed was about students who

were late, and then there were students who were related to the topic. For example, "Who here has experienced anything like this? Sulaiman? Kenzi, have you ever been late to school?" They replied, "Yes Mrs., I have." So such questions were asked that enabled the students to relate to their own lives therefore they comprehended it well and used their cognitive ability to explain this relation.

Students' Perception of Using Dialogic Reading Strategy

After carrying out learning English through dialogic reading, students were interviewed about their perceptions of using this dialogic reading strategy. From the interview it can be concluded there were three perceptions such as 1) It makes students have better understanding in the meaning of the text 2) Increase vocabulary 3) Students become more confident and active in class.

Students have Better Understanding the Meaning of the Text. The result of using the first dialogic reading strategy is that students feel more understanding about the text they are reading because there are pictures accompanied by text and also the way the teacher conveys it in a fun way.

Interviewer: "What do you think after learning English using this dialogic reading?"

R1: "So it's easier and I know more about the meaning of the text"

R2: "Knowing the order of the text and being able to understand words that have not been understood because the teacher explained it again"

R3: "The benefit of course is to hone English skills, especially regarding the text. There are useful activities from the pictures too. Then because there are illustrations, questions and answers, and reading together it makes understanding more."

It can be inferred from the interview that using a dialogic reading method can increase students' reading comprehension in that they can understand the content of the text being discussed.

Increase Vocabulary

From the interview, according to the students, dialogic reading can improve their vocabulary and pronunciation. In adding vocabulary and pronunciation, the teacher asked the students about the unknown vocabulary through a question and answer session, and the teacher gave an example of how to pronounce it.

Interviewer: "Does dialogic reading strategy increase your vocabulary?"

R1: "Yes, it's increasing, from before I did not know about the meaning, and it makes me know about the meaning, and it also helps in pronunciation."

R2: "Yes, it added new vocabulary that I previously didn't know the meaning of, and it made me know."

R3: "Yes, it increased my vocabulary and explained the pronunciation too."

Students become more confident and active in class. From the interview, it can be seen that this dialogic reading strategy makes students more active and confident due to the interaction between the teacher and students. Hence, it encourages students to participate more actively in the classroom.

Interviewer: "Does dialogic reading strategy make you confident and more active?"

R1: "Yes, I became more active because there was a question and answer session and I became more confident because talking or interacting with the teacher made me not afraid and the learning was fun too."

R2: "Active because they interacted with me more often and I became quite confident because I already knew the vocabulary and pronunciation."

R3: "Yes, because the question and answer section is fun and if you ask questions, you will know because you interact with the teacher and become confident. We also read together and practice pronunciation."

It may be inferred that using a dialogic reading technique can increase their interest in the English learning materials and can help students enhance their reading skill abilities.

Discussion

Dialogic reading practice in classroom to engage students reading

Based on the results of the research data, the findings of this research have been explained that dialogic reading practice in classroom to engage students reading comprehension. The following is a discussion about dialogic reading practice in classroom between students and teachers that occurs in the English lesson utilizing the dialogic reading. In the implementation of this dialogic reading strategy, the teacher does a CROWD prompt not in a coherent manner, but this is not an obstacle in its implementation. The teacher implements this dialogic reading strategy interactively and the students are very conducive in the classroom. In the CROWD prompt put forward by Zevenbergen and Whitehurst in this research these are to value students' engagement in reading comprehension skills and students participation. This indicated that learning English with dialogic reading strategy provides positive income toward dialogic reading practice in classroom. Dialogic reading strategy can assist students in reading comprehension about the text. This findings align with Rubegni (2020) who found that dialogic reading prompts encourage students to define the characters and surroundings, connect those aspects to form a story, and talk about the emotions and ideas of the characters in order to expound on the story.

Students' perception of using dialogic reading strategy.

The researcher concluded from the data that students believed that employing the dialogic reading approach had a positive impact on them. The researcher used the interview guideline as the instrument to collect the data. The researcher asked students permission to interview with them. In the interview, researcher asked students what are their experience after they used dialogic reading, what are the advantages of using dialogic reading, and is dialogic reading can improve their reading comprehension. The researcher found that dialogic reading strategy can improve student reading comprehension, their ability to comprehend the story, make students more confident in reading English text, and they were also discovered that dialogic reading made it easier and more fun to learn English materials.

CONCLUSION

Dialogic reading practice in the classroom to engage students' reading

The students were engaged in reading recount text during the learning process using a dialogic reading strategy. The CROWD prompt gave cognitive and affective aspects such as: The students processed information in their brains and communicated efficiently with others by

using their cognitive-communication abilities. It showed that using a dialogic reading strategy was effective to engage students' reading comprehension in the process of teaching reading. According to the research, it was determined that dialogic reading can be particularly successful in enhancing abilities like oral language proficiency, having essential word power vocabulary, and comprehension when teachers correctly design and implement it.

Students' perception of using dialogic reading strategy.

The researcher found that the students had a good impact after they used the dialogic reading strategy in the learning process. The student stated that using dialogic reading helped them understand the text better, increased their vocabulary and pronunciation, and made them more confident and active readers. Children showed more interest and enthusiasm by using dialogic reading strategy.

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