



Enhancing Students' Reading Comprehension through the Implementation of TAR (Text Around the Room) Technique

Meningkatkan Pemahaman Membaca Siswa Melalui Teknik Text Around the Room

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Abstract

This classroom action research aimed to investigate the implementation of the "text around the room" technique in enhancing students' reading comprehension skills, as well as identify the factors that influence the improvement of their reading comprehension abilities. The study was conducted over two cycles, with each cycle consisting of two sessions following the plan, action, observation, and reflection framework. The participants in this research were 34 eleventh-grade students in one of the schools in Pontianak. Data were collected through various means, including observation sheets, field notes, questionnaire, multiple-choice reading tests, and achievement scores. The findings of this study indicate that the implementation of the "text around the room" technique resulted in significant improvements in students' reading comprehension. Additionally, the study identified three key factors that influenced students' comprehension in reading: (a) the selection of appropriate reading materials, (b) student motivation, and (c) the teacher's approach to engaging with the students.

Keywords: *Students' reading comprehension, text around the room technique, classroom action research*

Abstrak

Penelitian tindakan kelas ini bertujuan untuk menyelidiki penerapan teknik "text around the room" dalam meningkatkan kemampuan pemahaman membaca siswa, serta mengidentifikasi faktor-faktor yang mempengaruhi peningkatan kemampuan pemahaman membaca mereka. Penelitian ini dilakukan dalam dua siklus, dengan setiap siklus terdiri dari dua pertemuan yang mengikuti kerangka perencanaan, tindakan, observasi, dan refleksi. Peserta dalam penelitian ini adalah 34 siswa dari Kelas sebelas disalah satu sekolah di Pontianak. Data dikumpulkan melalui berbagai cara, termasuk lembar observasi, catatan lapangan, angket, tes membaca pilihan ganda, dan daftar nilai. Temuan penelitian ini menunjukkan bahwa penerapan teknik "text around the room" menghasilkan peningkatan signifikan dalam kemampuan pemahaman membaca siswa. Selain itu, penelitian ini mengidentifikasi tiga faktor utama yang mempengaruhi

pemahaman siswa dalam membaca: (a) pemilihan materi bacaan yang sesuai, (b) motivasi siswa, dan (c) pendekatan guru dalam melibatkan siswa.

Kata kunci: kemampuan pemahaman membaca siswa, teknik *text around the room*, penelitian tindakan kelas

INTRODUCTION

Improving English reading skills among students is not only advantageous for enhancing knowledge acquisition but also serves as a gateway to accessing a wide range of information from various sources. Reading is not merely a utilitarian activity but also a pleasurable one that can enrich language knowledge and cognitive abilities. According to Gilakjani and Sabouri (2016), reading involves a complex process of deriving meaning from written texts, which necessitates the integration of multiple sources of information, including the reader's prior knowledge, the content presented in the text, and the reading context. Engaging in reading activities enables students to broaden their perspectives and fosters a deeper understanding of different cultures, making it a crucial skill for academic and personal development.

At the core of reading comprehension is the ability to comprehend the intended message conveyed by the writer. This goes beyond simply understanding the explicit text structure; it involves implicit comprehension of the underlying meaning and making connections within the text. Reading comprehension is an interactive process wherein readers actively engage with the text to derive meaning. This implies moving beyond mere symbol recognition and sentence decoding to develop the capacity to analyze and interpret the content effectively.

Based on the researcher's teaching experience and observations at the eleventh-grade students of a Senior High School in Pontianak during the academic year 2022/2023, it became evident that despite possessing adequate prior knowledge of English, the students demonstrated low motivation and engagement during reading comprehension activities. This lack of motivation resulted from a misalignment between the learning strategies employed by the teacher and the students' preferred learning styles. As a consequence, the students continued to struggle with comprehending texts and extracting information effectively. This difficulty was evident in their test scores, which ranged from 45 to 80, with an average score of 62.13, indicating a low proficiency in text comprehension. Recognizing the apparent lack of motivation and engagement during reading comprehension activities, attributed to a misalignment between teaching approaches and students' preferred learning styles. Rohman (2017) suggests using text structure tasks as a means to improve reading comprehension. That is why, the researcher addresses these challenges and focuses on exploring a technique namely text around the room (TARL) that enhances students' participation during reading comprehension activities.

The study's ultimate goal is to provide actionable recommendations for educators, derived from the findings, to better tailor their teaching methods to the diverse learning styles of eleventh-grade students. By offering practical insights, the research aims to empower educators with the tools needed to create a more effective and engaging learning environment for reading comprehension activities. These recommendations will not only address the specific challenges observed in Pontianak but also serve as valuable guidance for educators facing similar issues in diverse educational settings. This technique acknowledges that employing appropriate strategies or techniques can significantly enhance reading comprehension. Students

rely on their existing knowledge, skills, and strategies to derive meaning from the texts they encounter.

In designing effective reading comprehension interventions, it is essential to consider the individual differences among students. Factors such as learning styles, language proficiency levels, and prior experiences all play a role in shaping students' reading comprehension abilities. By tailoring instructional techniques and activities to suit these individual differences, educators can create a more inclusive and supportive learning environment that caters to the diverse needs of the students.

Furthermore, the incorporation of authentic and relevant reading materials can enhance students' motivation to engage with the texts. Utilizing texts that are culturally relevant and align with students' interests can spark curiosity and a desire to explore further, thereby promoting deeper understanding and comprehension. An analytical approach to improving reading comprehension involves implementing formative assessments to monitor students' progress and identify areas for improvement. Regular feedback and targeted interventions based on assessment data can help address specific challenges and support students' growth in reading comprehension.

In conclusion, improving reading comprehension skills among students is a multifaceted endeavor that requires attention to various factors, including instructional techniques, learning styles, reading materials, and formative assessments. By adopting a comprehensive technique such as Text around the room technique educators can effectively enhance students' reading comprehension abilities, empowering them to become confident and proficient readers who can derive meaning and knowledge from diverse texts.

Reading Comprehension

Reading comprehension is a fundamental cognitive skill that plays a crucial role in a student's ability to understand and analyze texts. Neufeld (2005) defines comprehension as the process of constructing a justifiable understanding of a given text. It involves actively engaging with the text and applying relevant background knowledge to extract meaning and acquire new information. Klingner (2007) further emphasizes that reading comprehension is a complex process that comprises multiple interacting components, involving both the reader and the text itself.

The comprehension process requires students to go beyond mere word recognition and delve into the deeper layers of a text. It involves identifying factual information, recognizing main ideas, understanding contextual vocabulary meanings, identifying references, and making inferences. However, students often encounter challenges with reading comprehension, especially when dealing with texts in a foreign language like English.

Effective reading comprehension relies on active engagement, where students draw upon their world knowledge and language skills to make predictions and connections with the text. Understanding the specific comprehension difficulties students face is crucial, and it involves distinguishing between word recognition and message understanding. The complexities of comprehension necessitate a focus on integrating various sources of information, such as vocabulary and prior knowledge.

The researcher observed that English language learners often struggle with reading comprehension due to the complex cognitive processes involved. Recognizing this phenomenon, it becomes imperative for educators to employ suitable instructional strategies that address these difficulties. Implementing diverse and effective techniques in the classroom can significantly impact students' reading achievement.

To improve reading comprehension, it is vital to tailor instructional approaches to match the individual comprehension abilities of students. Some students may benefit from explicit instruction in specific comprehension strategies, such as making predictions, visualizing, or questioning the text. Others may require support in building vocabulary or activating prior knowledge before engaging with the text.

Moreover, creating an environment that fosters a love for reading and encourages active participation can also enhance comprehension skills. Utilizing a range of reading materials that cater to students' interests and diverse backgrounds can further deepen their engagement with texts.

As a researcher, the focus is on exploring and evaluating the effectiveness of different instructional techniques to facilitate reading comprehension among students. This involves investigating how certain strategies impact students' comprehension abilities, analyzing their strengths and limitations, and identifying the factors that contribute to successful comprehension outcomes.

By conducting research on reading comprehension instruction, the researcher aimed to contribute to the development of evidence-based practices that can empower educators to effectively address the unique needs of their students. The ultimate goal is to foster a generation of skilled readers who can extract knowledge and meaning from various texts, equipping them with a crucial skillset for lifelong learning and success.

Text Around the Room

To enhance students' reading skills effectively, teachers should adopt active learning activities and design classroom environments that prepare students for upcoming concepts, facilitate reading tasks, and connect new information to their prior knowledge. Active learning approaches go beyond mere memorization and promote comprehension, knowledge application in diverse contexts, and the development of critical learning skills (Ramli, 2018, p. 1).

One powerful instructional strategy that fosters reading engagement and comprehension is the "Text Around the Room" technique. This approach involves strategically displaying various texts, such as posters, charts, or informational materials, around the classroom for students to explore and interact with. By surrounding students with a print-rich environment, the Text Around the Room technique offers several advantages in enhancing students' reading comprehension skills.

Firstly, the technique creates an immersive and interactive learning environment that captivates students' interest and curiosity. The visual representation of relevant text materials stimulates their engagement and makes the learning experience more enjoyable and meaningful. The exposure to a variety of texts pertinent to the topic of study expands their knowledge and comprehension abilities, fostering a deeper understanding of the subject matter.

Secondly, the constant exposure to written language through the text displayed around the room enhances students' reading fluency. By encountering various genres, vocabulary, and sentence structures, students develop their reading skills and become more adept at comprehending diverse texts. This fluency development contributes to their overall reading proficiency.

Furthermore, the "Text Around the Room" technique promotes active student participation and collaboration. Engaging with the displayed text, students participate in discussions and analyses with their peers. This collaborative approach encourages critical thinking, peer learning, and the development of communication and social skills, all of which are essential aspects of academic growth.

The technique also allows for differentiated instruction, enabling students to choose texts based on their interests and reading levels. This personalization accommodates individual needs and preferences, empowering students to take ownership of their learning process and fostering a sense of autonomy in their academic journey.

When employing the "Text Around the Room" technique, teachers should introduce the purpose of the activity to students and provide guidance on how to interact with the displayed texts effectively. Students can explore the texts individually, in pairs, or in small groups, spending time reading and examining the materials closely. After the exploration phase, whole-class or small-group discussions can be facilitated to share insights, ask questions, and clarify any misunderstandings.

In conclusion, the "Text Around the Room" technique is a valuable tool for enhancing students' reading comprehension skills. Its advantages lie in creating an immersive and interactive learning environment, promoting reading fluency, encouraging active student engagement and collaboration, and accommodating individual learning needs. By integrating this technique into reading instruction, teachers can foster a deeper and more meaningful understanding of texts among their students, ultimately contributing to their overall academic success.

RESEARCH METHODS

The use of Classroom Action Research (CAR) in this study allowed for a systematic approach to address and improve students' academic performance in reading comprehension. The four-step process of preliminary study, planning for change, acting and observing, and reflection, as proposed by Kemmis and McTaggart (1988), provided a structured framework for the research.

The selection of participants was done thoughtfully, considering the students' English scores and their low level of engagement during the teaching and learning process. By identifying a class with lower motivation and engagement in reading comprehension, the researcher and the collaborating teacher targeted a group that would benefit the most from the intervention. This careful selection ensures that the research efforts were focused and directed towards meaningful improvement.

The use of an observation guide and checklist, as recommended by Burns (2010), allowed for consistent and standardized data collection during the teaching and learning process. The five indicators on the checklist, with active participation as the success criterion, provided clear criteria to assess the effectiveness of the text around the room technique in promoting student engagement and involvement.

The choice of the topic "Personal Letter" as the content for the reading comprehension test and classroom activities demonstrated a thoughtful consideration of students' interests and potential for active participation. By selecting a topic that could resonate with the students, the researcher and teacher aimed to increase motivation and enhance comprehension.

The use of multiple data collection methods, including the reading comprehension test, observation checklist, field notes, and questionnaire, allowed for triangulation and a comprehensive understanding of the intervention's impact. This mixed-methods approach provides a more robust analysis of the research findings.

Analyzing the quantitative data, specifically the reading comprehension test scores, before and after implementing the text around the room technique, allows for a statistical evaluation of the students' progress. By comparing the pre- and post-intervention scores, the researcher can ascertain the effectiveness of the technique in improving students' reading comprehension.

The construction of a table of item specification to determine the content validity of the reading comprehension test demonstrates the researcher's attention to ensuring that the test accurately measures the intended subject matter and level of achievement. This step adds rigor to the research process and strengthens the validity of the test results.

To further enhance the analytical aspect of the study, the researcher could consider conducting a qualitative analysis of the field notes and questionnaire responses. By extracting themes and patterns from the qualitative data, the researcher can gain deeper insights into the students' attitudes, perceptions, and experiences with the text around the room technique. This qualitative analysis could help explain why certain improvements in reading comprehension occurred and shed light on the students' overall learning experience during the intervention.

Additionally, the researcher could discuss potential limitations of the study, such as the relatively small sample size, which could affect the generalizability of the findings. Addressing these limitations would add depth to the analysis and provide a more balanced perspective on the research outcomes

Table 1. Item Specification

No	Reading Comprehension Aspect	Question Number
1	Factua Information	1,6,11,15,19
2	Main Idea	2,7,12,16,18
3	Meaning of Vocabulary	4,8,13,17,20
4	References and Inferences	3,5,9,10,14

RESULTS AND DISCUSSION

After collecting and analyzing the data from the study, the researcher found several key findings that shed light on the impact of the "text around the room" technique on students' reading comprehension skills. These findings are discussed in detail in the following sections:

Results

The implementation of the research occurred from March 3rd to March 24th, 2023. During this period, face-to-face learning activities were conducted, allowing the researcher to observe and evaluate the students' speaking skills based on their active participation throughout the teaching and learning process. The initial session took place on Friday, March 3rd, 2023. The class began with the teacher assigning a class leader for the prayer and taking attendance. The lesson focused on the topic of Personal Letter, where the teacher provided an overview covering its definition, purpose, language features, and structural elements. The researcher then introduced the Text around the Room technique to the students. The teacher formed groups of three students, and the students were given various texts placed around the classroom. The instructions were for the students to move around the room, analyze the texts with their group members, and individually answer multiple-choice questions based on the information in the texts. Each text had a time limit of two minutes for reading and answering the questions. Once the time elapsed, each group moved to a different spot with another text, and the process continued. After the activity, the teacher and students checked their answers together.

Following that, the second meeting occurred on Friday, March 10th, 2023, where the teacher commenced the class in the usual manner and instructed the students

to sit with their respective groups, similar to the previous meeting. The teacher then assigned each group to present their understanding of one of the texts placed around the classroom at the front of the class. Each group member had to present their understanding of a different text before the class.

Moving on to the third meeting, the students were tasked with writing their own personal letters based on their own cultural backgrounds. As the students engaged in their writing, the teacher encouraged them to collaborate with their group members to review the texts and provide constructive feedback and suggestions.

The final meeting took place on March 24th, 2023. During this session, the teacher conducted a post-test to assess the students' comprehension abilities, comparing the results to the pre-test conducted in the first meeting using the same approach. With 15 minutes remaining, the teacher distributed a questionnaire to gauge the students' response to the Text around the Room technique and their overall learning experience throughout the process.

Based on the outcomes obtained from pre-test, it was observed that the students' reading comprehension scores for each indicator in Pre-test were not yet satisfactory. Consequently, the implementation of text around the room technique applied into cycle 1 and cycle 2, where noticeable improvements were observed. The data revealed a significant increase in students' reading comprehension scores across all indicators when text around the room technique employed. The diagram below illustrates the difference between the students' comprehension levels before and after utilizing text around the room technique.

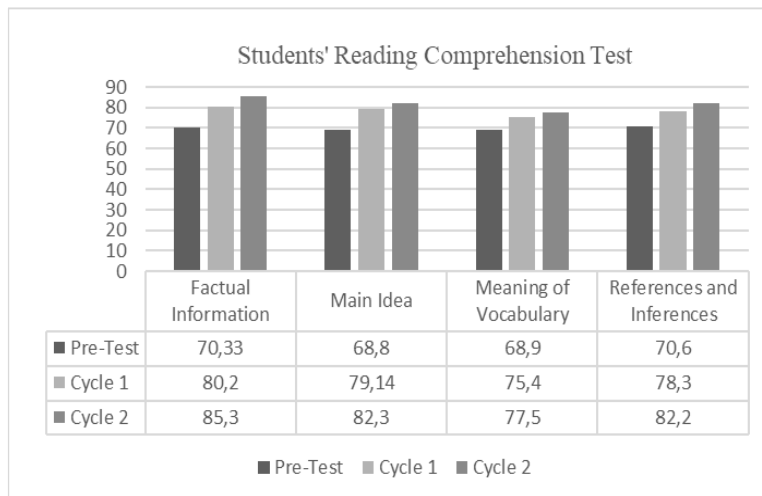


Diagram 1. The Comparison of Students' Average Score of Reading Comprehension items in Pre-test, Cycle 1, and Cycle 2

The diagram above provides a comprehensive overview of the improvement in all indicators or item specifications of the reading comprehension test following the implementation of the "text around the room" technique. Let's delve deeper into the specific aspects of reading comprehension that showed improvement and examine how the technique influenced each indicator during both cycle 1 and cycle 2.

Factual information comprehension refers to the ability to identify and recall specific details and facts presented in the reading material. The "text around the room" technique contributed to a significant improvement in students' grasp of factual information. By interacting with diverse texts displayed around the classroom, students

were exposed to a wealth of information, reinforcing their memory retention and recall abilities.

Understanding the main idea of a text is a crucial aspect of reading comprehension. The "text around the room" technique facilitated students' comprehension of main ideas through interactive discussions and group activities. As they engaged in peer interactions, students were encouraged to identify the central themes and key concepts of the displayed texts, thereby enhancing their ability to extract essential information from longer passages.

Building a strong vocabulary is fundamental for effective reading comprehension. The strategic placement of various texts allowed students to encounter new words in context, enabling them to infer their meanings. Through contextual learning, students expanded their vocabulary, leading to improved comprehension of more complex texts.

References in a text often involve pronouns or other words that refer back to previously mentioned information. Understanding references is vital to follow the flow of information and maintain coherence in reading. The "text around the room" technique prompted students to pay attention to referential language, fostering a deeper understanding of the relationships between ideas within a text. Drawing inferences requires readers to go beyond explicitly stated information and make educated guesses or logical conclusions based on the context. The "text around the room" technique encouraged students to engage in higher-order thinking and critical analysis. By discussing the displayed texts and making inferences collaboratively, students honed their inferential skills, leading to more sophisticated comprehension abilities.

The subsequent diagram illustrates the progression of students' average scores in reading comprehension before implementing the "text around the room" technique during both cycle 1 and cycle 2. Analyzing the data from these cycles provides valuable insights into the longitudinal impact of the technique on students' reading comprehension skills.

In cycle 1, following the introduction of the "text around the room" technique, there was a notable increase in students' average scores across all indicators of reading comprehension. As students became accustomed to the interactive learning environment and engaged with various texts, their comprehension abilities improved significantly. This positive trend in cycle 1 demonstrated the effectiveness of the technique in facilitating rapid skill development and understanding of different facets of reading comprehension.

During cycle 2, the improvement in average scores continued, albeit at a more gradual pace compared to cycle 1. This observation suggests that the initial implementation of the technique had already addressed some of the major challenges students faced in reading comprehension. However, the continued progress in cycle 2 indicates that the "text around the room" technique had a sustained effect on students' abilities, reinforcing their comprehension skills over time.

The longitudinal data also highlighted specific areas of strength and areas for further development. While factual information and vocabulary meaning comprehension showed consistent improvement, the analysis revealed that making inferences remained a more complex skill for some students. This insight presents an opportunity for targeted interventions and additional instructional support in inferential reasoning during future implementations of the technique.

In conclusion, the implementation of the "text around the room" technique positively influenced all indicators of reading comprehension, including factual information, main idea, vocabulary meaning, references, and inferences. The

technique's interactive and collaborative nature proved effective in enhancing students' comprehension abilities, as evidenced by the diagram 1.

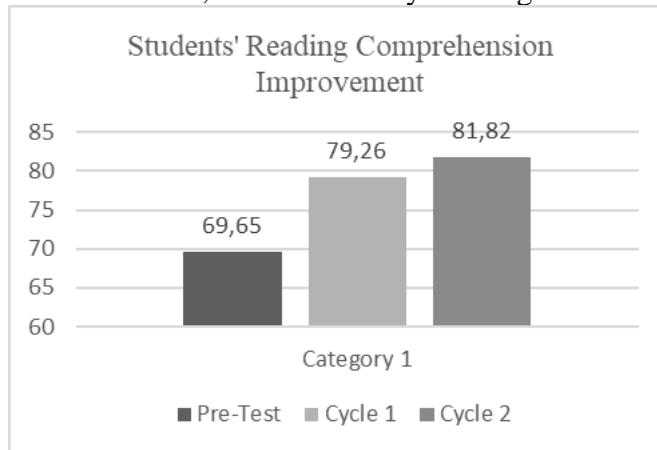


Diagram 2. The Comparison of Students' Average Score of Reading Comprehension in Pre-test, Cycle 1, and Cycle 2

Diagram 2 presents a comparative analysis of the average scores for eleventh-grade students' reading comprehension before and after the implementation of the "Text Around the Room" technique in the teaching and learning process. The results show a notable improvement in students' reading comprehension scores during both cycle 1 and cycle 2, surpassing their scores prior to the application of the technique.

In cycle 1, there was a significant increase in the average score for students' reading comprehension, with a remarkable improvement of 9.61 points. This increase brought the average score to meet the minimum standard score of 76 (B) or higher, as indicated by the reading scoring rubric used at the school. This improvement signifies a considerable positive impact on students' comprehension skills, suggesting that the "Text Around the Room" technique effectively contributed to enhancing their reading abilities.

During cycle 2, although the increase in the average score for students' comprehension was not as substantial as in cycle 1, it still demonstrated improvement, with an increase of 2.56 points. Despite not reaching the same level of significance as the previous cycle, this improvement indicates that the benefits of the "Text Around the Room" technique persisted and continued to positively influence students' reading comprehension.

Moreover, the analysis revealed that a higher percentage of students achieved the passing standard for reading scores at the end of cycle 2. A remarkable 95% of the students successfully met the passing standard, highlighting the sustained positive impact of the "Text Around the Room" technique on students' comprehension abilities. The effectiveness of the technique is further emphasized by the fact that there was no need for further cycles, as the desired outcomes were already attained.

The research findings from both cycles support the claim that the implementation of the "Text Around the Room" technique significantly improved eleventh-grade students' reading comprehension. These results align with a previous study by Soonthornmanee (2002), which demonstrated the positive impact of reciprocal teaching on Thai students' reading comprehension at the university level. The alignment with previous research adds credibility to the findings and underscores the effectiveness of the "Text Around the Room" technique in enhancing reading comprehension across different contexts and academic levels.

In conclusion, the data presented in Diagram 2 highlights the success of the "Text Around the Room" technique in improving eleventh-grade students' reading comprehension. The technique's positive impact was evident in both cycle 1 and cycle 2, as reflected in the increased average scores and the higher percentage of students achieving the passing standard. These findings contribute to the growing body of research supporting the effectiveness of active learning approaches, such as the "Text Around the Room" technique, in promoting reading comprehension and academic achievement.

Discussion

The implementation of the text around the room technique in teaching reading comprehension yielded positive results, as evidenced by various data sources, including achievement scores, observation checklists, field notes, and questionnaires. By analyzing these results, several factors emerged that influenced the changes observed in students' reading comprehension. The Text Around the Room (TAR) technique for teaching reading comprehension has proven highly effective, supported by various researchers.

Firstly, the teaching material played a crucial role in enhancing students' comprehension. The text around the room technique allowed the teacher to create engaging and interactive learning materials, which seemed to captivate the students' interest and motivation. Anderson and Samuels (2000) found that students who interacted with texts placed around the classroom had better reading scores and were more motivated to read compared to those using traditional textbooks. This aligns with the TAR technique's impact on creating engaging learning materials that capture students' interest.

Secondly, the classroom activities associated with the text around the room technique appeared to be effective in promoting active learning and participation among students. Coker (2007) demonstrated that incorporating movement and activity in reading lessons, as facilitated by TAR, significantly improved student participation and comprehension. Pearson and Gallagher (1983) also emphasized the importance of active learning strategies like TAR, in encouraging student engagement in reading instruction and leading to better reading comprehension outcomes.

Thirdly, effective classroom management played a key role in facilitating the implementation of the technique. The role of effective classroom management in TAR's success is supported by Marzano (2003), who highlights its importance in creating a positive learning environment. This aligns with the findings, where students' positive attitudes toward the technique were linked to a well-managed classroom. The teacher's ability to create a positive and supportive learning environment likely contributed to the students' positive attitude towards the technique. A well-managed classroom can encourage students to feel comfortable and motivated to participate actively in the learning process.

Furthermore, the critical factor of the teacher's approach to teaching, particularly concerning the structure of informational text, finds support in Fisher and Frey's (2012) comprehensive guidance on implementing the TAR technique. Their work provides detailed strategies and activities for strategically using the TAR technique to present and reinforce the structure of informational texts. Additionally, the National Reading Panel's report (2000) consolidates evidence from various research studies, affirming the effectiveness of interactive and engaging strategies, such as the TAR technique, in promoting reading comprehension.

Drawing upon the work of Astarilla and Warman (2016), the findings align with the notion that various factors can influence students' reading comprehension. In this case, the learner factors, such as student motivation and attitude, were positively influenced by the implementation of the text around the room technique. The researcher's use of multiple data collection methods, including observation checklists and field notes, allowed for a comprehensive understanding of the teaching and learning process. The unbiased nature of the observations, with students being unaware of being observed, ensures that the results are not influenced by conscious efforts to perform better.

Moreover, the questionnaire administered to the students at the end of the second cycle provided valuable insights into their perception of the technique. The high mean scores and the majority of students responding with "Agree" or "Strongly Agree" indicated a positive response to the text around the room technique. This data further supported the observation findings and reinforced the notion that the technique was well-received by the students.

Overall, the combination of data sources and analytical methods used in this study strengthens the validity of the findings. The researcher's conclusion that the implementation of the text around the room technique was successful appears to be well-supported by the evidence gathered. The positive outcomes observed in students' reading comprehension and their attitudes towards the technique indicate its potential as an effective instructional approach. However, it is essential to acknowledge that this study's context and sample size might limit the generalizability of the results, and further research in diverse settings would be valuable to corroborate these findings.

CONCLUSION

The two-cycle research conducted on the implementation of the "Text around the Room" technique yielded compelling evidence that this instructional approach significantly enhances students' reading comprehension skills. The improvement in students' reading comprehension was evident from the analysis of average scores obtained from the pre-test, cycle 1, and cycle 2 of the reading comprehension test. The results clearly demonstrate the positive impact of the "Text around the Room" technique on students' ability to comprehend written texts.

Several influential factors were identified during the research, shedding light on the aspects that contribute to the success of the "Text around the Room" technique. One of the key factors was the careful selection of appropriate teaching materials. By displaying diverse texts, such as posters, charts, and informational materials, throughout the classroom, students were exposed to a wide range of content that piqued their interest and curiosity. This immersive learning environment fostered active engagement and stimulated the students' motivation to interact with the texts, ultimately enhancing their comprehension skills.

Additionally, the effectiveness of the "Text around the Room" technique was bolstered by well-designed classroom activities. The strategic placement of texts around the room encouraged students to move around, explore, and analyze the information collaboratively. This interactive approach promoted critical thinking, discussion, and the application of knowledge in various contexts, empowering students to develop their comprehension abilities beyond mere memorization.

Classroom management also played a crucial role in the success of the technique. The implementation of the "Text around the Room" approach required effective organization and facilitation by the teacher to ensure that students remained focused and on-task during the learning process. By creating a positive and supportive

classroom environment, the teacher encouraged students to actively participate in the activities, fostering a conducive atmosphere for learning and comprehension improvement.

Furthermore, the teacher's approach to teaching had a significant impact on the students' reading comprehension development. The use of the "Text around the Room" technique represented a departure from the traditional lecture-based approach that primarily relied on explanations and reading tasks. Instead, it encouraged a more student-centered and interactive learning experience, where students took the lead in exploring and analyzing the texts. This shift in teaching approach empowered students to take ownership of their learning and facilitated deeper understanding of the reading materials.

The research findings underscore the importance of adopting effective instructional strategies, such as the "Text around the Room" technique, to address students' low engagement in reading comprehension. By considering factors like student motivation, appropriate teaching materials, classroom activities, and the teacher's approach, educators can create a conducive learning environment that fosters improved reading comprehension skills among students.

In conclusion, the implementation of the "Text around the Room" technique proved to be a highly effective approach in enhancing the teaching and learning process and positively influencing students' reading comprehension skills. The research findings provide valuable insights into the significance of selecting suitable teaching materials, promoting student motivation, and adopting student-centered instructional strategies to foster reading comprehension improvement in the classroom. As educators continue to explore innovative methods for enhancing reading comprehension, the "Text around the Room" technique stands as a promising and beneficial addition to the pedagogical toolkit.

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