FIVES: A RECENT STRATEGY IN TEACHING READING COMPREHENSION

Eka Melati
AMIK *Mitra Gama*
Email: eccamelati84@gmail.com

Abstract

Reading comprehension strategies define as plans and sets of steps used by efficient readers to understand the text intentionally. Instruction of comprehension strategy helps students becoming efficient readers who select and apply multiple skills suited to a text, their level of background knowledge, and intended purpose as they construct meaning. But before that outcome can be achieved, the students must be taught useful reading skills, allowed enough time for supported practice with each and be provided with models of strategies integration across multiple texts for authentic purposes. With an effective and efficient information and suggestions available for teaching students skills, how to use them strategically for comprehension and word learning becomes essential. FIVES (Fact, Inferences, Vocabulary, Experience, Summary) strategy accomodates these high levels of competence instruction in literacy processes and content-specific knowledge and skills. This paper discusses theoretical background of FIVES strategy and how this strategy might be employed in the classroom.

Keywords: *FIVES Strategy, Teaching Reading, Reading Comprehension*

1. INTRODUCTION

The process of extended information from the writer to the reader through the text is called reading. It engages an active mental process which involves the reader's previous knowledge about both of world and language in getting the meaning of written words. Goals of reading are for knowing much information occured in the text, supporting focus of the readers and improving reader's comprehension.

In addition, the most sufficient process in reading called comprehension – constructing the meaning of text, involving comprehension process actively, activating previous knowledge and grammatical and vocabulary knowldge, and appropriate strategies (Dhakal: 2010). These complexity processes are important to gain the information in written text. In this process, there are some requirements should be fulfilled for example activating the previous knowledge, understanding the ideas, having sufficient vocabulary, recognizing the relationship among ideas, mastering information from the text easily, and applying appropriate strategies.

Furthermore, since comprehension is a complex process and it is difficult to explain fully, the illustration about its process becomes essential. In teaching reading comprehension strategy, furthermore, the description of reading comprehension process should be included. As Irwin (1991: 1) states that one of the problems in designing methods for teaching comprehension is the comprehension itself because it is included complex process that has been difficult to understand.

In line with the idea above, reading strategy is being taught explicitly and effectively through reading comprehension by English as Foreign Language (EFL) teachers and programs to the EFL students in enhancing their reading comprehension ability. The engagement of reading teachers is required to assist students in mastering the content of reading text and its comprehension especially in applying the appropriate reading instruction strategy. In order to the EFL teacher's responsibility, the students also have to understand types of comprehension question and its structure and admit the goal of the questions in identifying correct answer related to the comprehension of literal (remembering), reorganisation (understanding), and inferential (analysing and creating). They would be better to apply both of deep and shallow comprehension during the process of reading.

In fact, based on the ground survey during the reading class, teaching reading comprehension strategy almost neglected. Teachers preferred to ask the students reading aloud the text, answer the

questions and discuss the right answer without emphasized on how to apply appropriate reading strategies. Moreover, the students applied the reading comprehension strategy whatever they like. For example, they apply shallow comprehension more regular when the reading classroom activities assigned. It makes they failed in memorizing the lists of the facts, definition of the concepts, and other material easily. After that, they also failed to understand the questions that required deep comprehension such as in answering comprehension questions of reorganisation and inferential. It makes they got low score of reading test. Based on the phenomena above, this paper discusses about FIVES (Fact, Inferences, Vocabulary, Experience, Summary) strategy as the problem solving.

2. DISCUSSION
a. FIVES Strategy in Brief
The definition of skills and strategy in reading actually needs to be clear. According to Serravallo and Goldberg (in Shea and Roberts 2016: 7) skills mean applicable competencies toward reading all of the texts and experiences. Developing of reading skills is based on the lists such as activating previous knowledge, determining main ideas and details, establishing word meanings by using context clues, decoding words efficiently, making inferences from the text, retelling, synthesizing and visualizing. Yet, reading strategy define as how a reader performs these skills specifically. An efficient reader chooses and uses multiple skills based on a text, their level of background knowledge, and intended purpose in constructing the meaning.

FIVES stands for Fact, Inferences, Vocabulary Experience and Summary is categorized in strategy of reading comprehension since it provides how the students achieve outcome of reading (comprehension) through teaching them about useful reading skills, allowing enough time to supported practice with each, and providing with models of strategies across genres of texts for authentic purposes. This strategy was developed by Mary Shea and Nancy Roberts in 2016. FIVES is a combination strategy of research-based strategies for reading, writing, listening, speaking, and describing disciplinary literacy instruction related to the authentic texts and recent issues.

In addition, FIVES offers a strategy that integrates with Irwin's model of presentation (1991). Irwin (1991) explains about reading comprehension's processes. The processes are called (1) microprocessing means the process of deriving meaning from individual idea in each sentence and deciding which of the ideas to remember; (2) integrative processing includes recalling what reader's read if the individual ideas are connected into a coherent of the text; (3) macroprocessing is the process of synthesizing and organizing individual idea units into a summary or organized series of related general ideas;(4) elaborative processing defines as the process of making inferences not necessarily intended by the author; and (5) metacognitive processing is the process of adjusting one's strategies to control comprehension and long-term recall. Applying these processes in reading comprehension could be effective for a good reader.

Like Irwin's presentation model, FIVES is introduced step by step, modeled, and supported in guided practice and independent practice. It offers ideas for FIVES instruction and practice with each step which presents in separate chapters. The description of FIVES with Irwin's model is shown in Table 1.

Table 1. Irwin's five aspects of comprehension (Shea and Roberts: 2016: 26)

Irwin's Model	FIVES Strategy
Micro Processes	Chunking words into meaningful phrases (F)
Integrative Processes	Understanding vocabulary, figurative language, and word referent (F + V) Building connections between sentences and paragraphs (F + V + I) Making mini references between sentences and paragraphs (F+I)
Macro Processes	Grasping the overall gist of the text; constructing deep meaning with the text (F + I + E + S)

Elaborative Processes	Organizing and summarizing (S)
	Connecting relevant personal experience (E)
	Creating mental images (F + I + E)
	Responding affectively (I + E)
	Making predictions (F + I)
	Integrating prior knowledge from other sources (E)
	Applying higher-level thinking (E)
Metacognitive Processes	Monitoring personal understanding (FIVES)
	Self-initiating fix-up strategies (FIVES)

Table 1. represents the alignment of Irwin's presentation model with FIVES strategy. First, the micro process involves understanding vocabulary used in a text or passage along with chunking words (stringing together) into meaningful phrases and sentences. This process is a critical component of fluency because to comprehend the text effectively the readers could understand the conveyed meaning of the words in the context. This process is equivalent with the V in FIVES which assists the students to notice interesting, important, complex or unusual words in a text and realize the author's message. In this case, the students need to think about, investigate and clarify the words in order to get fully understand.

Second is the integrative process. This process needs connecting sentences and paragraphs together, understanding words referents used accross sentences, and making mini inferences between sentences and paragraphs. It means in this process conducts integrating information that equals with reading between the lines term. In FIVES strategy, this process involves F (what is stated explicitly in the text), V (word and figurative language meanings) and I (mini references).

Next, macro process means getting the core parts, the important idea or the whole meaning of the text. The process focused on student's ability in organize ideas and express appropriate understanding of both of spoken and written texts. Keeping in mind, summarizing is different from retelling. According to Cecil and Gipe in Shea and Roberts (2016:27) the purpose of a summary is to make conclusion based on the text. Meanwhile, retelling refers to more personal interpretations and conclusions. A word maximum is not recommended as a rule in summary the text, but constructing twenty-words core statement for a passage read would be better includes key ideas. (Tierney, Readance and Dishner in Shea and Roberts, 2016).

Fourth phase is the elaborative process. The process is known as elaboration or reading between the line. The students improve their comprehension of key ideas of the text by making predictions, integrating appropriate previous knowledge and experience, creating the chance of affective responses and engaging in higher-level thinking. The elaborative process is alligned with FIVES strategy: F (the reader connects to the text); F + E (previous knowledge from other sources; and I + E (personal experiences in the world).

The last aspect is metacognitive process. The listeners and the readers monitor their own understanding and apply fix-up strategies. They reread or ask for repeats of unclear information and they ask questions for clarification. In FIVES strategy, all aspects of this strategy process in monitoring personal understanding and self-initiating the fix-up strategies.

b. Components of FIVES Strategy

The letters of FIVES describe about a competency or skill for understanding the concepts, message and vocabulary in text. It also describes about how personal making connections with her previous knowledge and experiences in constructing personal meaning and expressing it accurately. Making FIVES is easily to remember, Figure 1 displays two examples of visual reminders of the components of FIVES.
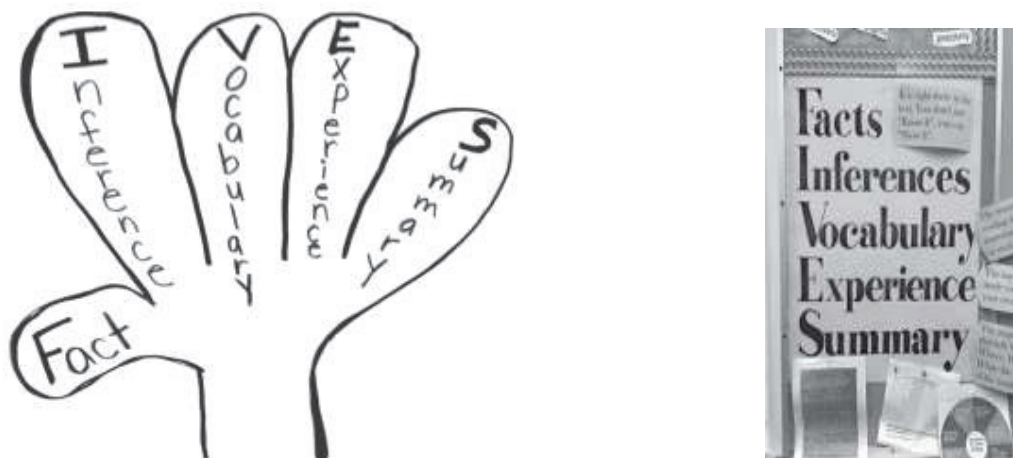
Figure 1. Visual reminders of the FIVES's components

From the Figure 1 above, it can be seen that FIVES strategy has five components. According to Shea and Roberts (2016), the components of FIVES are:

1) **F represents facts.** Based on Bloom's revised taxonomy, working with facts is a source for engaging in deeper levels to make meaning. The Fact component is defined as remembering (a verb) rather than knowledge (a noun) (see figure 2). Based on Anderson et al (2001) opinion, revision of Bloom's taxonomy involves performing a cognitive process from recalling facts to higher thinking levels. It is important to the readers to recall the stated facts accurately and distinguish key ideas from significant details and interesting.
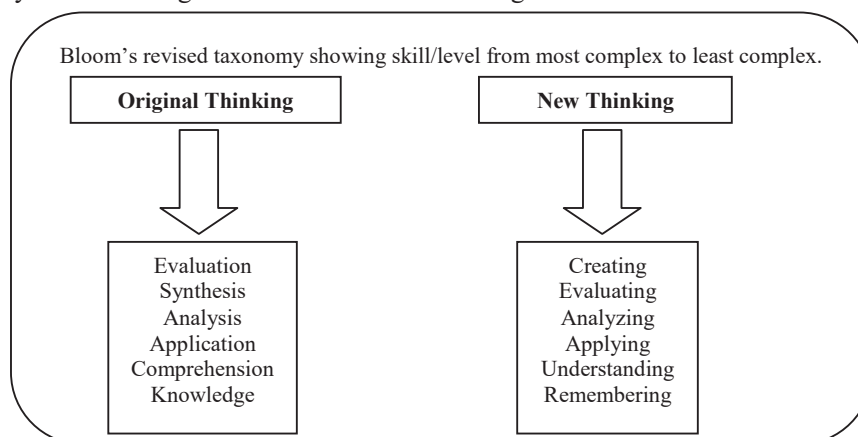

Figure 2. Bloom's revised taxonomy

The Facts (F) component is focused on grasping core of information presented in reading the text , confirming that the readers do not discard the ideas easily because they differ from their previous knowledge and investigating old and new ideas. To help students identify and recall the details of information, graphic organizers such as Venn diagram, feature matrix, T-chart, etc can be designed to match informational text structures (i.e. description, sequence, comparison, cause/effect, theory/proof). The students can apply skills in representing knowledge visually.

2) **I stands for inferences.** Inferences term is related to reading between the lines. The inferences construct from adding what is in the text content [tc] to what is in their mind (previous/background knowledge) [bk] and experience [e] (Shea and Roberts, 2016: 8). Text-based inferences are

supported by a large amount of explicitly stated in the text. Meanwhile, knowledge-based inferences are endorsed highly by reader's background knowledgeand experiences that related to the text. In sum, a readers personalize understanding the text content because she makes inferences.

3) **V is vocabulary**. Vocabulary knowledge and comprehension have a strong link in comprehending the text. The reader's ability to comprehend the text is connected closely in grasping meanings implied by the author's word. Fully knowing a word involves being able to use it appropriately in different contexts for different purposes, understanding its multiple meanings, recognizing the syntactic constructions it uses and knowing ones it could use, being able to name synonyms and antonyms for it, and understanding how it connects to other wordsin the sentence. Informational (expository) text closes to termonilogy that is topic specific. Narrative test and other genres also introduce unfamiliar words and multiple meanings from unknown words. In any text type, readers may come across many words that they have not previously met in print or head of conversation. Beck, McKeown and Kuncan (2002) suggested thet learned vocabulary can be categorized in tiers or level of complexity: (a) Tier 1 words are basic words that most students understand and use in their speech; (b) Tier 2 wods are more sophosticated words or known words used in new ways such as shrieked, enormous, flapped, crust, stress, mantle, etc; (c) Tier 3 words are content-specific, technical words associated with a domain, content or topic for example hibernation, monsoon, emulsion, pluralism, asthenosphere, basalt. The example of tiers of word can be seen on Table 2.

Table 2. Tiers of Words

TIER 1 WORDS (common words most people understand)	TIER 2 WORDS (more sophisticated synonyms for common words or words used in new way)	TIER 3 WORDS (domain-or content-specific words)
small	trivial	hibernation
wild	tempestuous	manifesto
hop	bound	fibula
smart	cunning	biodegradable

4) **E stands for experiences**. Readers elaborate, expand, evaluate, and make connections based on experiences (from background knowledge and life). Meaning is negotiated between the author and audience. The audience members construct personal understandings naturally, elaborating and expanding based on logical connections with their background knowledge and lived experiences. In order to assimilate and accomodate reading that involves active thinking throughout the process of engaging with the text, the readers consider how new information connects to their prior knowledge and experiences. Guiding them to think analitically, share ideas clearly, and make use of their conclusions for a deeper understanding of the text content is an important part of effective literacy instruction.

5) **S represents for summary**. Summarizing becomes an ongoing metacognitive behaviour when readers self-monitor comprehension, forming brief mental summaries as they navigate through complex text. Reader rephrases the core information of the text with a bit of inferences in summary. Effective summaries involve much more details of the text. A summarizer select important ideas, set aside unimportant and redundant details, rephrase information, report ideas in an appropriate sequence, and construct a topic sentence when the author does not provide or explicitly state one.

c. **Implementing FIVES Strategies in Teaching Reading Comprehension**

FIVES strategy can be taught across grades in school or campus depend on the language and format of comprehension instruction and the text types or content area. It provides authentic situations for developing metacognition at specific level of experience. It also provides a clear plan for decoding and comprehending texts in which all the students can use effectively when it's well taught and they

they have enough time for guided and independent practice. The explanation about implementation of FIVES strategy in the teaching and learning process in the classroom can be discussed below:

1. FIVES Pre-reading
    Some teacher's activities are in this reading activities executed before reading. The activities consists of four steps. First step is teacher introduces the text. Then the teacher models how to preview the text by skimming (titles, headings, sub-headings, visuals, caption, and other clues) to the content of the text. After that, the teacher invites students to make prediction and suggests what they expect about the text or information it will contain. Next, the teacher impress the students that assessing predictions as right or wrong the purpose for making them.

2. FIVES Whilst-reading
    During reading the teacher does some activities. First, the teacher asks the students to reread the text whenever their lost meaning. Second, the teacher models taking notes in the discussion points, making bulleted lists or using a graphic organizer matched to a text format (for example for narrative, contrast, sequence of events, proposition/support). Lastly, the teacher models note taking followed by written question and answer and the teacher asks the students to practice it.

3. FIVES Post-reading
    The last activity consists of recalling, synthesizing and summarizing. The teacher models note taking on understanding the discussion of the text. Before the teacher assists student's practice, the teacher models the aspects of FIVES that focuses on the lesson at that time. After that the teacher distributes complete worksheet to organize their thinking, preparing for discussion, constructing a focused and coherent written essay.

Based on the explanation above, to make it clearly, the writer gives an example of its application for introducing F in FIVES. Eventhough the strategy is used holistically, instruction in steps with practice allows students an opportunity to learn, use and become familiar with the components of each step before integrating them while reading continues text. It can be seen from table 2 below.

Table 2. A Simple Lesson Plan for Introducing F in FIVES

Title	Lesson Plan for Teaching F in FIVES
Grade	X of Senior High School
Time (minutes)	30 - 40
Objective	A teacher read-aloud, think-aloud (RATA) to identify key ideas (Facts) in the passage, recording of these and the construction one prompt. Students will identify additional facts and construct one prompt with an answer or response. They will share these orally and note where information was found.
Motivating Activity	• The teacher asks the students if they know what Google is and wheteher they have used it. Students share ideas. • The teacher lets students know that today they will work with a passage that explains how Google was created and why it surpased its competitor.
Teacher Instruction	• The teacher explains the terms: Xerox, Lycos, Yahoo, Alta Vista, relevant, search engine, data, stock quotes. • The words tech, sites, decades, query, links, cluttered explains in side comments while reading aloud. • The teacher does RATA with the passage copied from internet. The passage can be projected to a screen or each students have a copy. The teacher will stop to think-aloud about the content, terms, and interpretations she's making.

	• After a full reading, the teacher goes back to the first paragraphs reread and record notes and vocabulary. This is projected to the screen. • After modelling, identifying and recording Facts and new terms with the first three paragraphs. The teacher pauses to pose prompts for these. she models a question prompt and a petition prompt for Facts using the worksheet. This is projected to the screen. • The teacher introduces FIVES rubric and invites students to evaluate her F prompt with answer or response. Students give reasons for their evaluation based on rubric criteria for Facts.
Guided Practice	• Students use the projected passage or a copy. Partner are given a copy of Facts and answers and prompt worksheets. Partners reread and review the content in paragraph 4 – 5. They identify and record Facts and vocabulary for its paragraph. The teacher circulates to assist as needed. • Students share their Facts and vocabulary in small groups. Partners construct one question prompt with an answer and one petition prompt with a response for Fact. The teacher reminds students to attend to the rubric criteria for an effective F prompt with answer or response. • Students share prompts in small groups. A few are shared with the whole group.
Independent Practice	Students work with the last paragraph independently to reread, record Facts and vocabulary and construct a prompt with an answer or response.
Closure	• Students share their independently constructed Fact prompts with answer or response with a partner. Some are shared with the whole group. • Students are called on to explain how to identify key Facts and explain the different types of prompts. The teacher offers a summary of the passage as a whole, mentally modelling the process of integrating key ideas, supported details and a central theme.
Assessment	The teacher will assess students' ability to : • Listen carefully, comprehend text heard, and follow steps for Facts as demonstrated their readiness. • Reread with a partner, find main idea as explicitly expressed Facts and construct a prompt with an answer or response. • Reread independently, find main idea as explicitly expressed Facts and construct a prompt with an answer or response. • Achieve a score 3, 4, or 5 on the rubric for criteria of the line item for Facts • Grasp meanings of new words met as demonstrated in their oral responses and written prompts with answer or response

D. CONCLUSION

Based on the explanation above, it can be concluded that Facts, Inferences, Vocabulary, Experiences and Summary (FIVES) strategy serves as organizing vehicle that all students can use for actively engaging with text on multiple cognitive levels. With the F that stands for Facts in FIVES requires the students to investigate and remember sufficient information in the text because they are working on the first level of Bloom's revised taxonomy. In addition, it gives other beneficially effects to the students: (1) Students can use effectively FIVES strategy when it is well taught and they have enough time to guide and independent practice; (2) The student's higher thinking level can improve; (3) It can improve student's ability in making inferences; (4) Increasing student's vocabulary in any kinds

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of texts; (5) The students can be able to make connections between experience, background knowledge, life and the text; (6) The students can get full understand of the author's message and effective personal responding (spoken and written form); and (7) encouraging active reading by seamless strategy use when ineracting with the text.

Then some suggestions come to the teachers. During the activities, they should be able to give control to the students and be full of patient and supportive because each students has different ability in reading. Then, since question (require answer) and petition prompts (expect responses in a specific format) have set in different purpose, the teachers need to clarify the distinction between both of question and petition prompts.

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