

DEVELOPING READING COMPREHENSION AND SPEAKING ABILITY THROUGH SAY SOMETHING STRATEGY

Andi Rizki Fauzi, M.Hum.

English Lecturer of English Study Program
University of Pasir Pengaraian

Email: Andi_gundoel@yahoo.com / Cp: 085642567644

Abstract

All of English skills cannot be separated each other. Integrating one skill to others is needed to avoid a skill gap. Based on the previous research, reading and speaking skills have high relationship in teaching and learning English. By reading, the students can acquire the vocabulary as the most important thing in speaking. The importance of vocabulary knowledge is to facilitate the speaking. In vice versa, the authentic reading text can be expressed through speaking to help the comprehension of the students. They can comprehend the authentic reading text in many ways. One of the ways is through saying something about what they have read. The procedure of say something strategy are making a prediction, asking question, clarifying misunderstood part, making a comment, and making a connection. All of procedures give the students a chance to think and comprehend what they are reading before doing interactive speaking in a group. Therefore, literature study was used to know whether say something strategy can be an integrated strategy which is potential to develop the reading comprehension and speaking ability. This article focuses on how say something strategy relates to develop reading comprehension and finally how it contributes to speaking ability.

Key words: Reading Comprehension, Speaking Ability, Say Something Strategy

A. Introduction

English is recognized as an international language. To communicate with English, learning four basic skills (speaking, reading, listening, and writing) of English cannot be avoided. That is why all of the basic skills cannot be separated each others including reading and speaking. Unfortunately, in English Department, the lecturers do not often use a strategy to develop both of reading and speaking skills while they are teaching. The separated course of reading and speaking may influence why it happens. However, all of the English basic skills are interrelated each other.

Table 1: The relation of all four skills

Spoken Language	Understanding ,Speaking
Receptive Skills	Understanding ,Reading
Productive Skills	Speaking, Writing
Written Language	Reading ,Writing

Byrne (1991:8)

To solve this problem, integrating skills is required to shatter the boundaries between the traditional courses where the four skills are taught separately (Liao, 2009). A certain integrated strategy can be used where speaking is added to reading course. In addition, the learning of English reading comprehension necessitates readers to be armed with a variety of strategies to help them understand what is read (Snow et al., 2002).

Say something is a kind of strategy which can be used to help the students in comprehending the text. It involves interactive speaking which include face-to-face conversations (Bashir, Azeem, and Hussain, 2011). So far, this kind of strategy has been applied to develop the students' comprehension in reading although it has a potential to develop the students' speaking ability as well.

Based on the problems above, this article seeks answer to the following questions: (1) How is the relationship between reading and speaking? (2) Can say something strategy be an integrated strategy which is potential to develop the reading comprehension and speaking ability? (3) How does say something strategy contribute to develop reading comprehension and speaking ability?

B. Review of Related Theories

1. The Relationship between Reading and Speaking

For many students, reading is by far the most important of four language skills in a second (SL) or a foreign language (FL) (Anwar and Naguib, 1993). Reading can play a big part in successful language learning which can develop speaking skills (Tugrul, 2012). Through comprehension activities of reading, the learner

can internalize some vocabulary (Bashir, Azeem, and Hussain, 2011). The vocabulary or word knowledge is the most important thing in speaking which is the biggest problem of students. The students who have limited vocabulary will get the difficulties in speaking.

In addition, the students faced some obstacles to speak, which came from internal problems, such as anxiety, worried about making mistakes and lack of self confidence, and external ones: lack of speaking practice and input from receptive materials - listening and reading (Wahyuni, 2012). From the statement, lack of reading can be an external factor which influences speaking ability. By reading, the students can get the vocabulary and ideas to speak. Otherwise, they can do interactive speaking to interpret what is being read in comprehending the text. In reading, the reader interacts dynamically with the text as he/she tries to elicit the meaning (Suleiman, 2006).

The statements above are in line with Tugrul (2012) which shows an increasingly high relationship between reading and speaking skills. In other words, both of reading and speaking can give positive effect each others in teaching and learning process.

2. Reading Comprehension

As stated before, reading is very important for students. However, without comprehending the text, the reading activity will be useless. Reading is a cognitive activity in which the reader takes part in a conversation with the author through the text (Zare and Moomala, 2013). The word "comprehension" is defined as intentional thinking during which meaning is constructed through interactions between text and reader (Harris & Hodges, 1995). Reading involves the understanding of a complex and difficult concept by interpreting written language and making sense of it (Kasim and Seyit, 2012). From the definition, it can be concluded that to comprehend a text is not easy. The students must decode the printed words to make it meaningful so that they will understand what the writer's intention.

Skilled reading is the ability to extend meaning from text accurately and effectively (Kasim and Seyit, 2012). To get the meaning from the text, the learners do cognitive and metacognitive processes. According to Pressley and Brown in Maina (2014)

"cognitive strategies involve direct interaction with the text, thereby facilitating comprehension by operating directly on oncoming information and manipulating it in ways that enhance learning, metacognitive strategies involve a reader allocating significant attention to planning, controlling, monitoring, and evaluating the reading process at different phases".

Clarification, practice, memorizing, and monitoring include as cognitive and planning, setting goals and self management as metacognitive (Razmjoo and Ghasemi, 2011). Metacognitive development can therefore be described as a development in one's metacognitive abilities, i.e. the move to greater knowledge, awareness and control of one's learning (Cubukcu, 2008). Both of the processes affect the learner's reading comprehension. How the students can interact with the text and how they evaluate the reading process using different phrases are some of the processes to develop the students' comprehension.

3. Speaking Ability

According to Akhyak and Anik (2013), language is a means of communication or speaking. Based on the definition it can be said that speaking is the essential way to communicate. Speaking is a crucial part of second language learning and teaching (Malihah, 2010). Speaking skill has been claimed to be at the core of language learning. The claim has been expanded with the assumption that aptitude for accomplishing successful oral production is the equivalence of successful language learning (Egitim, 2014). Among the four language skills, learners consider speaking as the most difficult one since it needs great courage as well as preparation to produce the language (Malihah, 2010). It is first ability which is used in communication.

Although speaking becomes the first skill which is usually used in communication, it is not often used in teaching and learning English in the classroom. Oral language development has largely been neglected in the classroom, and most of the time, oral language in the classroom is used more by teachers than by students (Alhosni, 2014). The teachers think that teaching grammar and vocabulary items is enough to help students in speaking but it is not enough for improving students' speaking skill (Alhosni, 2014). It can be said that, to develop the students' speaking ability, a strategy is needed. It is important beside grammar and vocabulary. Speaking strategies are essential, since they provide foreign language learners with valuable tools to communicate in the target language in diverse situations (Lopez, 2011).

4. Implementing Say Something Strategy

Developing interactive teaching strategy is very essential in creating meaningful communication. (Wahyuni, 2012). It can be concluded that an effective strategy is needed in teaching all of language including reading and speaking. An important component of language learning strategy training is that of

speaking strategies (Lopez, 2011) and in getting the meaning from the text, the reader needs a comprehension strategy (Antoni, 2010).

As stated before that applying an integrated strategy which can develop the reading comprehension and speaking ability is needed because of making speaking and reading do not stand alone. Say something strategy is a kind of strategies involving reading and speaking as well.

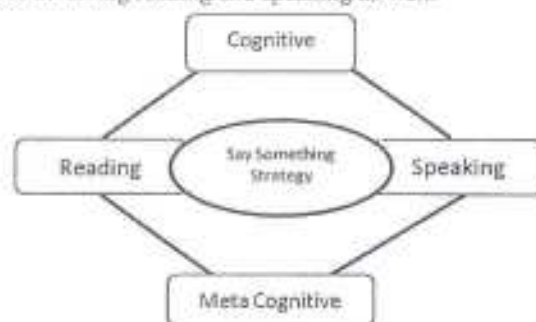


Fig.1: The Contribution of *Say Something Strategy* in reading and speaking

As stated before, speaking and reading involve cognitive and metacognitive processes. The figure above shows that the cognitive and metacognitive processes such as planning, predicting, practicing, clarifying, and monitoring happen in both of speaking and reading. Those processes can be stimulated by applying say something strategy.

Mariotti (2009) states that there are several steps in implementing say something strategy, they are:

- (1) assign students a partner; (2) students read an assigned portion of the selection; (3) when they are finished, they turn to their partner and "say something" about what they just read. Things to say include: make a prediction, ask a question, make a clarification, make a comment or make a connection. (4) you assign more text to read and the process is repeated; (5) after the selection is completed, conduct a whole-class discussion on the reading.

Based on the steps of implementing say something strategy above, a partner is very important to conduct an interactive speaking by conversation. The conversation will give more value if the students are ready for it. Thornbury (2005) states that theme-related texts can be used to trigger conversation, either in open class or in groups. It means that reading text can stimulate the students to conduct a conversation based on the text that they have read.

To help the students understand about the text, an authentic text can be chosen. Krashen (1985) suggests that authentic texts are more comprehensible and therefore have a greater communicative value than simplified texts. According to Crossley (2007), the examples of authentic text are novel, poems, newspaper, magazine article, handbooks and manuals, advertisements, travel brochures.

The students can assign the interesting texts to read. Furthermore, they decide who will say something first, the student who is reading can pause to say something about what was read by identifying unfamiliar vocabularies, predicting, clarifying confusion, giving comment, or connecting what he is reading to something he knows. To help the student to say something, the sentence starters can be used, such as *I predict that... I bet that... I think that... Why did... What's this part about... Oh I get it... Now I understand...* Then, the partner will give responds to what the first student has said, and then he continues the reading until the next time he pause to say something. Alternating the reader happens until they finished to read the text. If one of them cannot do at least one of those five things, he needs to reread. The whole class discussion can be conducted after all of groups have finished. This activities will involve the student's prior knowledge with the text and ensure the student's comprehension.

C. Conclusion

Based on the theoretical study shows that teaching and learning four skills in English language can not be separated from one another including reading and speaking. Although in higher education reading and speaking are different course, it does not mean there is no process of speaking in teaching and learning reading and vice versa. The use of strategies which can develop students' abilities in reading comprehension and speaking are very necessary so that both can support each other.

One of the strategies which is potential to develop reading comprehension and speaking ability is say something strategy. Although this strategy has been applied in previous research to develop reading comprehension, but it is rarely used to develop the speaking ability. If say something strategies is applied, it

can activate the cognitive and metacognitive processes required in language learning. Activities conducted in the say something strategy such as making questions, making predictions, making clarifications can help the students in organizing their internal capabilities (cognitive) such as, remembering and processing information can solve the problem in understanding the content of reading and speaking activity. While metacognitive process also involved in both of reading and speaking such as making a plan (what to do before reading and speaking), monitoring how the activities of reading and speaking is done, what they have to do if they still do not understand and can not say anything of what they have read and evaluating whether the activity is good or not. All of them can help the students to know their position in the performed activity. In addition, say something strategy give the time for speaking while comprehending the text. In other words, it can give the students a lot of time to practice. That is why it can be a potential strategy to develop the reading comprehension and speaking ability.

References

- Akhyak and Anik Indrumawan.2013. Improving the Students' English Speaking Competence through Storytelling. *International Journal of Language and Literature*, 1 (2), pp. 18-24.
- Al Hosni, Samira.2014. Speaking Difficulties Encountered By Young Efl Learners.*International Journal on Studies in English Language and Literature* (Ijseell), 2 (6), pp. 22-30.
- Antoni, Nurman.2010.Exploring EFL Teachers' Strategies in Teaching Reading Comprehension. *Jurnal Penelitian Pendidikan*. 11 (2),pp. 39-51.
- Anwar Amer, Aly and Naguib Khozam.1993.The Effect of EFL Student's Reading Styles on Their Reading Comprehension Performance. *Forum Language Testing and Reading in Foreign Language*.10 (1), pp. 967-978.
- Bashir, Marriam, Muhammad Azeem , Ashiq Hussain Dogar 2011. Factor Effecting Students' English Speaking Skills. *British Journal of Arts and Social Sciences*, 2 (1),pp. 34-50.
- Byrne, D. 1986. *Teaching Oral English*. Longman House.
- Crossely, Scott,A., Max. Louwerse, Philip M Mc. Charty, and Danielle S. Mc Namara.2007.Linguistic Analysis of Simplified and Authentic Texts.*The Modern Language Journal*, 91(1), pp.15-30
- Çubukçu, Feryal. 2008. How to Enhance Reading Comprehension Through Metacognitive Strategies. *The Journal of international social research*, 1 (2), pp.83-93
- Eğitim,Strateji Temelli.2014.Strategies-Based Instruction: A Means of Improving Adult EFL Learners' Speaking Skill.*International Journal of Language Academy*, 2 (3), pp.12-26
- Harris,T.L. and Hodges, (Eds).1995.*The Literacy Dictionary:The Vocabulary of Reading and Writing*.Newark,DE:International Reading Association
- Kesim and Seyit.2012.Silent and Oral Reading Fluency: Which One Is the Best Predictor of Reading Comprehension of Turkish Elementary Students. *International Journal on New Trends in Education and Their Implications*, 3 (4), pp. 79-91.
- Krashen,S.1985.*The Input Hypothesis: Issues and Implications*.London:Longman.
- Liao, Guoqiang.2009.Improvement of Speaking Ability Through Interrelated Skills. *English Language Teaching Journal*, 2 (3), pp. 11-14.
- López, Mariza Méndez,and Universidad de Quintana Roo.2011.Speaking Strategies Used by BA ELT Students in Public Universities in Mexico. *MEXTESOL Journal*, 35, (1),pp.1-22.
- Maina, Everline Nyokabi, Edwards Joash Kochung and Oketch.2014. Learning Strategies Used by Deaf Students in English Reading Comprehension in Secondary Schools for the Deaf in Kenya: Implications on Academic Achievement.*International Research Journals*, 5 (4), pp. 122-130
- Mafihah, Noor.2010.The Effectiveness of Speaking Instruction through Task-Based Language Teaching. *REGISTER Journal*, 3 (1), pp.85-10.
- Mariotti, P Arleen. 2009. *Creating Your Teaching Plan*. Bloomington : AuthorHouse.
- Razmjoo, S. A. and S. GhasemiArdekani.2011. A Model of Speaking Strategies for EFL Learners. *The Journal of Teaching Language Skills (JTLS)*, 3(3),pp.115-142.
- Snow C, Sweet AP, Alvermann DE, Kamil ML, StricklandDS.2002. Formulating a research agenda about reading for understanding. In A.M. Roller (Ed.). *Comprehensive Reading Instruction Across the Grade Levels. A collection of papers from the Reading Research 2001 Conference* (pp. 88-110). Newark, DE: International Reading Association.
- Suleiman Alyousef, Hesham.2006.Teaching Reading Comprehension to ESL/EFL Learners. *Journal of Language and Learning*, 5 (1), pp. 63-73.
- Thornbury, S.2005.*How to Teach Speaking*.England:Pearson Educational Limited.
- Tugrul Mart, Çağrı.2012. Developing Speaking Skills through Reading.*International Journal of English Linguistics*, 2(6), pp. 91-96.