

## **The Effect Of Inference Strategy On The Reading Comprehension Ability Of Class XI Senior High School 1 Wangi-Wangi**

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### **Abstrak**

Penelitian ini bertujuan untuk mendeskripsikan proses pembelajaran strategi membaca inferensi dan pengaruh penggunaannya terhadap kemampuan pemahaman membaca teks narasi Bahasa Inggris di SMA 1 Wangi-wangi. Teknik pengumpulan data dilakukan dalam dua tahap, yaitu menggunakan metode kuantitatif dan kualitatif (mixed methods) yang mana peneliti berinteraksi langsung dengan siswa-siswi kelas 11 di SMA 1 Wangi-wangi, bahan data berupa angka (data Kuantitatif) dan kata/kalimat (data kualitatif). Tekni analisis data dilakukan melalui pre-test dan post-test yang terdiri dari analisis Tingkat keberhasilan siswa, uji-T sampel berpasangan menggunakan IBM SPSS versi 25, dan analisis quisioner berdasarkan Microsoft Exel. Hasil penelitian ini menunjukkan bahwa strategi inferensi dalam membaca meningkatkan skor pemahaman membaca siswa. Hasil uji SPSS menunjukkan adanya hubungan yang signifikan antara situasi awal siswa, perlakuan, dan nilai akhir pasca pembelajaran. Strategi membaca inferensi berhasil mengubah kondisi awal siswa kearah hasil yang lebih baik terutama dalam hal pemahaman makna suatu kata atau kalimat dalam teks.

**Kata Kunci:** *Strategi Inferensi, Pemahaman Bacaan*

### **Abstract**

This research aims to describe the inference strategy on reading and its effect on reading comprehension ability of English narrative texts at SMA 1 Wangi-wangi. The data collection technique was carried out by using quantitative and qualitative methods (mixed methods) where the researcher interacted directly with class 11 students at SMA 1 Wangi-wangi, data material in the form of numbers and words/sentences. Data analysis techniques carried out through pre-test and post-test consisting of analysis of student success rates, paired sample T-test using IBM SPSS version 25, and questionnaire analysis based on Microsoft Excel. The results of this study indicate that inference strategies in reading increase students' reading comprehension scores. The SPSS test show that there is a significant relationship between the student's initial situation, treatment, and final post-learning score. The inferential reading strategy succeeded in changing students' initial conditions towards better results, especially in terms of understanding the meaning of a word or sentence in the text.

**Keywords:** *Inference Strategy, Reading Comprehension*

## INTRODUCTION

Reading is a language skill that students must master. A person can absorb information and enrich their insight by reading and understanding the content of reading. Reading skills can be divided into several types, one of which is reading comprehension. Unlike other types of reading activities, the process of reading comprehension is not an easy matter for some people. The difficulty level of reading comprehension can increase if the text being read is written in a foreign language such as English. Therefore, it is necessary to apply reading strategies to help students more easily understand the content of reading in a foreign language.

Reading comprehension difficulties can occur due to the nature of the activity itself. Reading comprehension is classified as a complex activity and is more than just understanding a series of symbols and various words. In addition, reading comprehension is also a process of understanding the discourse as a whole which involves interpretation to find out completely the author's true intention (Bárdos, 2000 in Kovács, 2018: 56).

In this case, there are various obstacles faced by students when asked to read and understand discourse, especially discourse in a foreign language, such as English. Previous studies related to reading skills conducted by Hidayati (2018), Warnidah and Suwarno (2016), and Kulsum (2018), found that many students experienced problems summarizing the written information they listened to. Students also often experience anxiety and fear when faced with English texts so that their reading skills are low.

The low reading ability of Indonesian students in general is also reflected in the PISA (Program for International Student Assessment) test scores which continue to decline every year. Indonesia achieved a reading score of 371 in 2018. This value is a significant decrease compared to the score in 2015 of 397 and in 2012 of 396 (Dewabrata, 2019).

Other studies (Jayanti and Dewi, 2018; Aulia and Mastoah, 2019) found efforts to implement reading strategies by schools in Indonesia to improve students' reading comprehension skills of English texts. In this regard, there are various reading strategies that have been applied, such as reading for main ideas, guided reading, and reading aloud. However, these strategies have not been able to solve the problems or achieve the desired results. In this case, many students still have difficulty finding the main idea, summarizing information, and understanding the content of the text.

Research related to the application of inference reading strategies has actually been done before, however, the results obtained still do not solve the problem completely. There are two journal articles *Inference Strategy to Improve the Students' Literal Comprehension* (Jumiati, 2014), and *The Effect of Summarizing Strategy on Reading Comprehension of Iranian Intermediate EFL Learners* (Khoshsima and Tiyyar, 2014).

The reading class is presented through a teacher-oriented lecture method accompanied by independent written assignments to streamline hybrid (online and offline) school learning methods. As a result, many students have not been able to understand the content of the text well, especially when dealing with narrative story texts whose moral

messages, information, message/purpose of the text, and literary elements are mostly expressed implicitly.

The above findings indicate that research on the application of reading strategies is still needed to improve students' reading comprehension skills, especially in English narrative texts which are seen as a daunting task for non-native speakers of the language. The inference reading strategy can be a solution because it offers a way of dissecting texts by utilizing the insights that readers already have on the topic of discourse or general world issues.

Based on the above, this study is designed to examine the effect of inference reading strategy on students' reading comprehension ability of English narrative texts. It also includes the factors that support or hinder learning.

## **METHODS**

This research was designed in the form of an experiment with a descriptive qualitative and quantitative (mixed) approach. Qualitative research is a study that focuses on understanding the problem in depth, while quantitative research is systematic, structural, and clearly planned from the beginning to the research design (Widiasworo, 2018: 33-36). This research involves a combination of quantitative calculation analysis and descriptive analysis to obtain answers to problem formulations. Quantitative calculations are used to measure as well as reveal changes that occur in research subjects in numerical units. Quantitative calculations in the study were carried out using the IBM SPSS version 25 and Microsoft Excel applications. Then, qualitative analysis techniques are used to elaborate the findings with the reference theory, supporting and deepening the results of the quantitative analysis itself and This research was also designed in the form of a pre-experimental design one group pretest-posttest design. The research was conducted at 1 Wangi-Wangi High School located at Wakatobi Regency.

## **FINDINGS AND DISCUSSION**

This chapter contains the results and discussion of research related to the application of inference reading strategy to the reading comprehension skills of students in class XI IPS 1 SMA Wangi-Wangi. The discussion consists of three sub-sections in sequence, namely the learning process of inference reading strategy, analysis of the effect of learning on reading skills, and factors that support or hinder learning success.

### **Learning Inference Reading Strategy in Class XI IPS 1**

The learning of inference reading strategies was conducted entirely through Face-to-Face Learning (PTM) with the researcher as the teacher and observer. The learning process refers to the theory of constructivism with the focus of activities leading to active student involvement. Students are encouraged to understand the material and develop reasoning power through questions and answers discussion, enrichment questions, and reinforcement in the form of feedback and additional score points.

The learning process also followed the three stages of inference reading strategy learning according to Kendeou (2015), namely cognitive, associative, and autonomous stages. In summary, the learning process of inference reading strategy conducted in class XI

IPS 1 is described as follows: (1) Cognitive stage: introduction to the concept of inference reading strategies accompanied by examples and exercises to build students' insights related to the strategies, (2) associative stage: students try to summarize the reading with their own understanding and answer the exercise questions. The teacher provides feedback, corrections, and guidance directions to strengthen students' understanding, (3) autonomous stage: students are given more practice to become more accustomed and fluent in using the inference reading strategy. The description of the learning process of inference reading strategy in class XI IPS 1 is as follows.

First meeting: the meeting was divided into two sessions, namely pretest for one hour and learning inference reading strategy for the next 40 minutes. Therefore, 32 students participated in the study. Next, students were directed to fill in the pre-learning questionnaire for 30 minutes. Then, a pretest was conducted for one hour. The teacher gave questions in the form of printouts and students answered directly on the question sheet. The second session was material learning. There were three materials discussed in the first meeting, namely narrative text structure, narrative text social function, and inference reading strategy.

The last material taught in the first meeting was inference reading strategies. The teacher explained the definition and benefits of using inference strategies when reading. Referring to the theory (Kendeou, 2015), this is where the cognitive process occurs, namely the formation of understanding of skills. The teacher activates students' background knowledge through a brainstorming session. The teacher displays some famous fairy tale titles and pictures such as "Snow White", "Cinderella", and "Kbo Iwa", then asks students to mention things they know about the topic. This activity aims to find out how much insight the students already have into narrative stories, while encouraging them to explore their self-knowledge.

Second meeting: At first, everyone was reluctant to volunteer to answer. As a result, the teacher randomly appointed a student as a trigger for interaction. The student who was appointed was able to answer although he still needed guidance because he was still confused about composing sentences in English. However, the substance of the answer was well explained by him. After seeing the example of the first participant's answer, one by one the students of class XI IPS 1 dared to ask themselves to answer questions, including the group of students who scored low on the pretest and were not active in the first meeting.

This is also where the associative learning stage occurs. The teacher gave feedback to improve the pronunciation of English Vocab, help with sentence construction for students who were still stammering, and reinforcement in the form of extra points for activeness. As a result, almost all students were able to convey the reading information they had read well. However, due to time constraints, not all students got their turn to express their opinions.

Third meeting: Learning activities on the third meeting focused on drawing implicit conclusions from the reading (such as moral messages, conflicts, and character traits), in addition to deciphering difficult vocabulary by relying on the discourse context. the teacher invites students to brainstorm to activate their background knowledge of several examples of English Narrative Text. The teacher displays four story titles that have been discussed through assignments, namely "Malin Kundang", "The Lion and The Mouse", "Bawang Merah

Bawang Putih", and "The Rabbit and The Turtle". Students were invited to convey the information they knew related to the story in turn.

The brainstorming results showed that students already had prior knowledge about the story, both related to the plot and the moral message. Furthermore, students read the whole story text accompanied by multiple choice questions about character traits, moral messages, the meaning of synonyms, and determining the events that form the story structure (orientation, conflict, climax and resolution). Students are also trained to read and understand the text quickly with a five-minute analysis time limit per question.

Based on observations, most students could not draw conclusions from the answers within the limited time. There were some students who could immediately recognize the answer based on background knowledge. The majority of students needed to read the text more than once before being sure of the answer. Basically, each student needs different time to find information and digest multiple choice options before confidently choosing an answer. Students are still shy and afraid of answering incorrectly so they are still reluctant to volunteer to answer. Students were more willing to answer in unison rather than independently.

Fourth (last) meeting: The class session was divided into three sessions, namely one hour of posttest, ten minutes of questionnaire filling, twenty minutes of interviews with a random number of students. After that, the posttest session began. More than half of the class (24 people) were able to complete the posttest within thirty minutes. However, the remaining eight finished in exactly sixty minutes. After the posttest, students received a post-learning questionnaire to complete. Finally, five students were randomly selected to be interviewed.

### **The Effect of Inference Strategy on English Reading Comprehension Skills**

The effect of inference strategy on reading comprehension skills can be seen from the comparison of pretest and posttest scores.

#### **1. Students' Reading Comprehension Ability before Learning Inference Strategy (Pretest Data Analysis)**

The average score of reading skills of students in class XI IPS 1 pretest was 63. When referring to the calculation of the conversion scale, the value is still close to the KKM, which is 60. These results show that learning reading strategies is needed to improve the reading skills of XI IPS 1 students. The percentage of students who passed with a score equal to the KKM or above reached 59.38% (19 people). This percentage shows that the gap between students with good and poor reading comprehension skills is not too far (18.76%). There were 13 children (40.62%) who did not pass the pretest session and this level of weakness is high enough to be worrying in the future if not addressed.

In this case, there are five aspects of reading skills assessment in the pretest. Of the five points, it is known that the aspect "Students understand the meaning of a word, sentence, or paragraph" is the biggest problem for students (57.8%). The results show that many students have difficulty in deducing the meaning of the elements that make up the discourse (words, sentences, and paragraphs). Students could not guess or

understand the meaning of English vocabulary or sentences in the text. This led to their inability to answer the questions. This was reinforced by the low classes average score (63) and the high percentage of students who failed the test (40.62%).

There were four pretest items included in this indicator, namely questions number 8, 10, 14 and 18. All four items tested students' ability to interpret the meaning of English components at various levels, namely words, phrases and paragraphs.

In question number 8, students are asked to determine the synonym of the noun phrase "A noble heart". For example:

No.	Answer choice	Structure	Meaning	Phrase Meaning
A.	<i>An evil heart.</i>	<i>An: determiner Evil: adjective Heart: noun</i>	<i>An: sebuah. Evil: jahat. Heart: hati.</i>	<i>Sebuah hati yang jahat</i>
B.	<i>A greedy heart.</i>	<i>A: determiner Greedy: adjective Heart: noun</i>	<i>A: sebuah. Greedy: tamak. Heart: hati.</i>	<i>Sebuah hati yang tamak</i>
C.	<i>A kind heart</i>	<i>A: determiner Kind: adjective Heart: noun</i>	<i>A: sebuah. Kind: baik. Heart: hati.</i>	<i>Sebuah hati yang baik</i>
D.	<i>Arrogant</i>	<i>Arrogant: adjective</i>	<i>Arrogant: arogan.</i>	<i>(Sifat) Arogan.</i>

#### Definition of Words According to the Dictionary

No.	Words	Definition
1.	<i>Noble.</i>	<i>Having personal qualities admired by others, e.g.courage, kind and honesty.</i>
2.	<i>Evil.</i>	<i>a. Wicked; cruel. b. Very bad or harmful thing.</i>
3.	<i>Greedy. (Based from noun "greed").</i>	<i>Strong desire for too much food, money, etc.</i>
4.	<i>Kind.</i>	<i>a. Friendly and thoughtful of others. b. Kind and generous.</i>
5.	<i>Arrogant.</i>	<i>Behaving in a proud and rude way.</i>

Based on the definition above, it can be seen that the words "noble" and "kind" are related and have similar meanings, which are good personal qualities of a person. In the definition of "noble", it is also mentioned that the adjective "kind" is one of the



examples of personal qualities that this word means. Therefore, the word "noble" is synonymous with "kind".

In the question number 10, the weak mastery of students' adjective vocabulary is also evidenced in pretest question number 10. Unlike the previous question, in this question, students are asked to choose the adjective that best describes the character of Dewi Mutiara in the story "The Legend of Nyi Roro Kidul". For example:

Clues related to the Characterization of Dewi Mutiara in the Story "The Legend of Nyi Roro Kidul"

No.	Sentences	Position at the text	Meaning
1	<i>Dewi Mutiara wanted her son to become a king in the future.</i>	<i>Paragraf dua, kalimat ketiga.</i>	<i>Dewi Mutiara menginginkan putranya menjadi raja di masa depan.</i>
2	<i>She asked the King to send his daughter away.</i>	<i>Paragraf dua, kalimat keempat.</i>	<i>Dia meminta Sang Raja untuk mengusir putri kandungnya.</i>
3	<i>Dewi Mutiara called a black wizard to curse Kadita.</i>	<i>Paragraf tiga, kalimat pertama.</i>	<i>Dewi Mutiara meminta bantuan penyihir jahat untuk mengutuk Kadita.</i>
4	<i>She wanted Kadita's body wasfull of ulcer.</i>	<i>Paragraf tiga, kalimat kedua.</i>	<i>Dia ingin tubuh Kadita dipenuhi oleh luka borok.</i>

The adjectives that describe the figure of Dewi Mutiara can be taken from the sentences above. When summarized based on the table data, the character Dewi Mutiara can be said to have a greedy temperament. She wants her son to ascend the throne as king (paragraph two, third sentence).

#### Definition of Words According to the Dictionary

No.	Words	Definition
1.	<i>Greedy.</i>	<i>Strong desire for too much food, money, etc.</i>
2.	<i>Cocky.</i>	<i>Too self-confident.</i>
3.	<i>Dumb.</i>	<i>a. Unable to speak. b. Stupid.</i>
4.	<i>Kind.</i>	<i>a. Friendly and thoughtful of others. b. Kind and generous.</i>

Based on the table, the word "greedy" has the definition of meaning that best summarizes the characterization of Dewi Mutiara as greedy. When grouped according to the meaning relations of lexical fields, the set of English adjectives with the meaning of "greedy" can include {greedy, rapacious, avaricious, acquisitive, egoistical, self-centered, craving, materialistic}.

The question number 14 still tests the understanding of the meaning of English words, but the form of the question is different. This time, students are asked to choose English words that are synonyms instead of phrases. A word in the sentence of the text is taken and then underlined. Next, students were required to choose the word in the answer option with the closest meaning to the underlined word. Question number 14 tested vocabulary comprehension in the form of English verbs. The verb tested in the question was "greeted". For example:

"He was greeted happily by the whole family of the bird".

Word Definitions According to the Dictionary

No.	Kata	Definition
1.	<i>Greeted.</i> V1: <i>Greet.</i>	<i>a. Say hello to somebody or welcome somebody.</i> <i>b. React to somebody or something in a particular way.</i>
2.	<i>Allowed.</i> V1: <i>Allow.</i>	<i>a. Give permission to someone to do something.</i> <i>b. Make sure you have enough of something for a particular purpose.</i>
3.	<i>Welcomed.</i> V1: <i>Welcome.</i>	<i>a. Greet somebody in a friendly way when they arrive somewhere.</i> <i>b. Be pleased to receive or accept something.</i>
4.	<i>Congratulated.</i> V1: <i>Congratulate.</i>	<i>Tell somebody you are pleased about their success or achievement.</i>
5.	<i>Accepted.</i> V1: <i>Accept.</i>	<i>a. Agree to take something offered.</i> <i>b. Say yes to an invitation.</i> <i>c. Agree to something.</i> <i>d. Recognize or believe in something.</i>

Based on the definition above, it can be seen that the words "greeted" and "welcomed" have a relationship in the form of similar meanings, namely how to welcome someone when they arrive at a place or how to accept someone's presence. In the definition of "greeted" there is also the word "welcome" to explain its meaning, and vice versa.

Question number 18 also asks about word synonyms as in problem number 14. However, the class of words at issue is different, namely adjectives. Students are asked to choose an adjective with the most similar meaning to the word "crafty" in the sentence ". All multiple-choice answer options were also adjectives.

Word Definitions According to the Dictionary



No.	Words	Definition
1.	<i>Crafty.</i>	<i>Clever at getting what you want, especially by dishonest method.</i>
2.	<i>Cunning.</i>	<i>Having or showing skill in deceiving people.</i>
3.	<i>Generous.</i>	<i>Giving freely; kind.</i>
4.	<i>Happy.</i>	<i>Feeling, giving or expressing pleasure.</i>
5.	<i>Jealous.</i>	<i>Feeling angry or unhappy because somebody youlike or love is showing interest in somebody else.</i>

Based on the definition above, it can be seen that the word "crafty" has a meaning relationship with the word "cunning". The similarity between these two words lies in the skill; ability (skill; clever) to do bad things to others. "Crafty" is a person's skill to realize their desires in a deceitful way, including deceiving and tricking them. Whereas "cunning" is the ability to deceive others. Therefore, answer "A. Cunning" is the most appropriate synonym for "crafty".

Based on all the analysis above, it showed that students make mistakes by choosing answers in the form of phrases/words with opposite meanings (antonyms) or not accurately describing the phrases/words in question. All of the analysis also shows that the cause of the errors lies in the students' weak mastery of English vocabulary in XI IPS 1. The students' poor understanding of English Vocabularies resulted in the ease with which they were tricked into choosing the wrong answers.

The second major obstacle in the pretest was that students were unable to summarize the content of the reading (40.6%). 13 people did not understand the essence of the reading, including the moral message implied in the text. In this case, 38.2% of students failed to identify the text structure, linguistic aspects, and the elements that make up the discourse. Indicator numbers 3 (18.7%) and 5 (19.5%) were the items with the least errors of the five assessment aspects. Only a few students were unable to refer to supporting evidence for their answers in

the text or look for key words of information according to the question. The explanation above shows that inference reading strategies are needed to help students learn how to understand the content of discourse as a whole, contextually, while sharpening their reasoning when dealing with English texts.

## 2. Students' Reading Comprehension Ability after Learning Inference Strategy (Posttest Data Analysis)

The posttest was conducted after the students participated in three lessons of inference reading strategy. The posttest questions consisted of twenty multiple choice items with four English Narrative Texts in the form of fairy tales, legends, and fables

The average score of students' reading skills in class XI IPS 1 increased to 75 after learning the inference reading strategy. Referring to the conversion scale calculation, the average score is in the B+ (good) range.

The percentage of students who passed the posttest with a score equal to KKM or more reached 93.75% (30 people) and the remaining 6.25% (2 people) were still

incomplete. The highest score achieved by the class was 95, while the smallest score was 40. All posttest scores showed an increase in reading skills in class XI IPS 1 after learning the inference reading strategy.

Of the 32 students, 25 had an increase in posttest scores. The rest, as many as four people's scores decreased and three people did not change or got the same pretest and posttest scores. The increase in posttest scores in the majority of students also shows the success of the inference strategy for understanding English Narrative Text.

There are also conditions where the increase and decrease in student scores are not in line with their graduation status. The scores of student numbers absent 9, 16, and 33 have decreased, but are still considered complete. Only student number 20 experienced a decrease in grades and was declared incomplete.

The findings indicate that there are still obstacles faced by students when practicing inference reading strategies. In addition, the background knowledge and English language knowledge of the four students were believed to affect the exam results. In this case, although all four students experienced a decrease in grades, only absentee numbers 9, 16 and 33 passed. Thus, it can be said that absentee student 20 has a much lower English proficiency than his friends.

In contrast, student number 4 experienced an increase in scores even though the score was still incomplete. This shows that the inference reading strategy has been able to improve reading skills, but more practice is still needed to achieve better results.

The posttest questions were also dissected per aspect of reading skills assessment (Horner, 1998) to find out the most difficult indicators with the most errors.

Of the five aspects of posttest reading comprehension skills assessment, the section "Students are able to understand the meaning of words, sentences or paragraphs" is still the aspect with the highest errors as in the pretest. However, there is a significant percentage difference, namely the inability of students to understand the meaning of words during the pretest was 57.8%, while during the posttest it decreased to 29.6%. These results show that there has been an increase in students' ability to understand the meaning of words in reading.

There are four posttest items included in this indicator, namely questions number 3, 5, 10 and 17. The four questions tested students' ability to find synonyms of English words from the discourse, as well as choose the description that best explains the meaning of a word. Questions number 3, 10 and 17 test the understanding of synonyms of English words, while question number 5 asks students to choose a definition sentence of a term in the story.

Based on the whole description of the analysis above, it can be seen that students make mistakes when answering posttest questions by choosing answers in the form of words with opposite meanings (antonyms). This can occur due to students' mastery of English Vocabularies is still not optimal, either to understand the meaning of the word being asked or each multiple-choice option. On the other hand, students' background knowledge is proven to help the process of understanding the meaning of vocabulary. However, learning English Vocabularies is still needed to maximize students' understanding of the meaning of the reading correctly.

Then, a decrease in the posttest percentage also occurred in the assessment indicators of linguistic aspects, understanding of structure, and discourse elements from 38.2% to 19.5%. Students already understand the composition of the text better so that they can digest the reading and draw conclusions better. The error rate of inferring implied information during the posttest was also only 23.4%, much lower than the pretest (40.6%).

In this regard, there was an increase in the percentage of "Ability to refer to evidence of answers in the text" (28.9%) and "Ability to find keyword information in the text" (25%). The increase in the percentage of failure may be due to the high difficulty of students in understanding the meaning of English Vocab so that they cannot refer to the exact location of information in the text. In addition, students also did not seem to understand the meaning of the question words/sentences and multiple-choice questions so that many of them were tricked into choosing the wrong answer.

Another reason for the increase in percentage in these two aspects is that students really did not carefully read the text and relied more on their background knowledge. This argumentation was obtained from observations of student behavior during the test. The majority of examinees spent 30 minutes or even less from the total time allocation of one hour. The process of digesting a long text in a hurry has the potential to reduce the accuracy of students' understanding of the text, questions, and answer options even though they already have background knowledge.

Basically, the similarity of each student's background knowledge is only as far as the common thread of the story, such as the topic or the big picture of the plot. When questions lead to detailed or specific information, it is not certain that every child has the same background knowledge. That's why the inference reading strategy refers to two important activities, namely initial comprehension and reading the text. If students tend to rely on background knowledge alone without carefully reading the text, they will still have difficulty finding answers.

## CONCLUSION

Based on the discussion in the previous chapter, there are three conclusions of the research results, namely as follows.

1. All *treatments* were conducted face-to-face (PTM) with a *student-oriented* constructivism model, in addition to referring to the theory of inference reading strategies by Kendeou (2015). The material presentation was delivered through discussion, practice questions, accompanied by an interactive PPT *slide show* display to provoke student activeness. In this case, there was an increase in the active participation of students in class XI IPS 1 during the learning session although a number of learning obstacles were still found.
2. The inference reading strategy successfully increased students' *reading comprehension* score by 78.13%, and the passing rate of XI IPS 1 class by 34.4%. SPSS test results show a significant relationship between students' initial situation, *treatment*, and final post-learning scores. The inference reading strategy succeeded in changing students' initial conditions towards better results,

especially in terms of understanding the meaning of a word or sentence in the text.

3. Of the four groups of factors that influence the implementation of inference reading strategies (Kendeou, 2015), all were found to be supportive of learning. However, only three types of factors were found to be barriers to learning. These factors are either internal (from within the students themselves) or external (from the environment around the students). All factors contribute to have a direct impact on students' reading comprehension skills of English texts.

## SUGGESTION

In this regard, there are a number of suggestions to support the development of English language learning in class XI IPS 1 SMA Wangi-Wangi, as follows.

1. Suggestion for students: The inference reading strategy can improve reading comprehension skills of English texts. Therefore, students can utilize this reading strategy to hone their *English reading skills*. It would be better if reading strategy practice is done more often, both in class and independently outside of school hours. Students can also start to enrich their *background knowledge* and *vocab* while reading a variety of *English texts*, be it narrative texts or others.
2. Suggestion for teachers: The research results can be an input for the development of learning models for English teachers in schools. The *student-oriented* constructivism learning model with interactive learning media can create a lively learning atmosphere. There are also a number of things that can be done to overcome the factors that inhibit reading comprehension learning in the classroom, such as presenting reading texts with clear structures and illustrations, *warming up* and *ice breaking* to reduce students' learning fears, as well as holding joint discussions using English and providing learning motivation to enrich both English vocabulary, *background knowledge* and also students' enthusiasm.
3. Suggestions for future researchers: This research still has the potential to be developed further. Future researchers can explore inference reading strategies for online learning, improving English vocabulary acquisition, or making it a solution to the anxiety that students still feel when reading *English Text*.

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