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EFFECT OF MULTIPASS STRATEGY ON READING COMPREHENSION OF GRADE-5 STUDENTS IN THE SUBJECT OF ENGLISH

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ABSTRACT

The present study was a progressive and innovative study designed to investigate the effectiveness of Multipass strategy in teaching of English to 5th grade students. The main objectives of the study were; (i) to explore the effect of Multipass starategy on students' reading comprehension in English subject, (ii) to investigate the difference between pre-test and post-test scores of both the control and experimental groups, and (iii) to investigate the effect of Multipass strategy for both the high achievers and low achievers. To understand the stated objectives null hypotheses have been developed and tested on a sample of respondents. All the 5th grade girl students in District Swabi constitute the population of study and 50 students of Grade-V of G.G.P.S Tordher, Swabi were randomly selected from the population and divided equally into control and experimental groups through combined sampling technique. Low achievers and high achievers' students have been divided in each groups equally by using Pre-test, post-test equivalent group design. The experimental group was given stimulus in the form of teaching through Multipass strategy while the control group was taught by tradition method for six weeks. After the treatment Post-test was administered to both the groups. To find out the effects of 'Multipass strategy on the reading Comprehension, the significance of difference between the mean scores of groups at 0.05 level was tested by applying t-test. Data analysis confirmed that the experimental group scored notably better than the control group on post-test, displaying the advantageous result of Multipass method over the traditional method. On the basis of findings, it had been concluded that primary school teachers need should use scholar targeted techniques like Multipass to expand students reading comprehension. For this purpose, the teachers ought to be properly trained. It is also conjointly suggested that curriculum must even be adjuvant for Multipass Strategy.

Introduction

Language is taken as the ability or functionality of humans that they attain with the utilization of knotty scheme of interaction. Paik (2008) believes that the demand and value of English has made it a compulsion and essential for learners to acquire it within the current state of affairs because it is speculated to be a critical device, to stay alive in the global market.

In Pakistan even though Urdu is that the national language nonetheless English is being used in written and spoken from government official correspondence to courtroom picks, interviews, National Assembly and Senate court cases and proceedings and many others. However, whilst not a persisted and organized effort, students in the approach of getting to know English; have truly no hope for the kinds and amounts of cultural, social, and academic capital that they have to move into pedagogy or something meaningful like higher education (Jimenez and Rose, 2010).

Since teaching is taken under consideration exceptionally important in the development and to grace the progress of English studying. Therefore, the way to teach English is often a matter of disquiet among several academics, curricula designers and researchers. The most recognition of English coaching isn't completely to transmit data, to students however to shape them able and confident in all language skills (Patil, 2008).

Watkins (2007) says that the student will get command and competence over the language competencies if they are given opportunities and exposures, to broaden the art of a

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language. A completely crucial question arises right here whether or not or in institutions, the teachers are specialized in techniques that are useful in the improvement of language skills.

According to the study of Watkins (2007) who states that reading is very essential among language skills because all fresh knowledge comes through reading.

Reading comprehension refers to the ability of information records bestowed in written kind. Improved reading comprehension capabilities will completely have an effect on several sides of college students' instructional performance (Szeto,2010).

According to Harris and Graham (2007) one advised strategy designed to boost comprehension on exposition textual content is multipass method.

Moreover, Schumaker et al., cited in Harris and Graham (2007) express that in applying multipass method, students create three passes via an exposition textual content. The passes are survey, sort out and sizeup. The purpose of multipass method is to assist the students to note and keep in mind key information inside the passage, make predictions, create association between the problem and the previous knowledge and facilitate students to know but the data suits in an exceptionally meaty way.

Review of Related Literature

According to the study of Watkins (2007) who states that reading is very essential among language skills because all fresh knowledge comes through reading. The schooling of a learner is defective if his/her capacity of reading is not enhanced or he/she is not able to give details regarding material and cannot grasp the subject matter of reading resources. During the process of reading, the main objective of the reader is to comprehend and take up the purpose of twriter. As learners are required reasons for reading and it can be accomplished by setting meaningful and attractive activities/ tasks.

Comprehension might be a complex technique that has been understood and defined in a really variety of the way. The RAND Reading Study Group (2002) explicit that comprehension is "the technique of on the identical time extracting and building which means through interaction and involvement with written language". Duke (2003) used "navigation" and "critique" to her definition due to the fact that she believed that readers honestly move via the text, finding their manner, evaluating the accuracy of the textual content to visualise if it suits their personal schedule, and at remaining inward at a self-decided on place. A typical definition for teachers could be that comprehension could be a way inside which readers assemble meaning via interacting with textual content via the combination of preceding information and previous expertise, data in the textual content, and also the stance the reader takes in relationship to the textual content. As those completely one of definitions show, there are numerous interpretations of what it indicates that to understand textual content.

A lot of previous knowledge that a reader has that connects with the text being study, a lot of probably the readers are going to be geared up to add up of what is being examined (Butcher & Kintsch, 2003; Schallert & Martin, 2003). The method of connecting famed information to new records takes vicinity via a chain of networkable connections known as schema (Anderson & Pearson, 1984; Narvaez, 2002).

Readers conjointly read in particular approaches that counting on the purpose for reading. Another person difference that exists in readers is motivation. Motivation will affect the interest, reason, emotion, or patience with that a reader engages with text (Butcher &Kintsch, 2003; Schallert& Martin, 2003). A lot of encouraged readers are probably to apply plenty of strategies and work greater durable at constructing meaning. Less inspired readers are not as possibly to determine as arduous, and also the meaning they produce may not be as effective as if they were extraordinarily encouraged.

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The SQ3R method is a proven, step-by-step strategic approach to learning and studying from textbooks. Why is it successful? Because it helps you to discover the important facts and ideas that are contained in your textbook, and master and retain that information so that you are prepared for an examination. SQ3R is an abbreviation to help you remember the steps and to make references to it simpler. The symbols stand for the steps followed in using the method: Survey, Question, Read, Recite, and Review. (Huber, 2004)

PQ4R is a study technique developed by Thomas E. L and Robinson H. A (1972). The acronym stands for *Preview, Question, Read, Reflect, Recite and Review* and this strategy is used mainly to help students with difficulty in reading. Comprehension, retaining and recalling information is a challenge for many students and the PQ4R strategy aims at making reading easier (Sanclore, 2000).

The study technique can help students with improved understanding and recall of facts. Thus, let's see how we can use this strategy within our classrooms. (Sriyadi, 2012). Strategy could be a meta cognitive gaining knowledge of method that improves reading comprehension in content material areas. It had been designed for college students with mild impairments United Nations organization have good enough reading comprehension, decoding, and vocabulary capabilities, however have trouble comprehending content material space materials.

According to Harris and Graham (2007, P. 103) one advised approach designed to boost comprehension on exposition text is multi-pass method. The multi-pass approach could be a Meta psychological function studying method that improves and helps students constructing comprehension with the aid of going over the reading textual content frequently with different goals in thoughts. It has been designed for the scholars with mild impairment United Nations company have adequate reading, comprehension, cryptography and vocabulary talents however having problem comprehending discourse area materials.

Methods and Procedures

Sample

In this study Government Primary School for Girls, Swabi was selected through convenient sampling. The total numbers of students were 80. A Sample of fifty female students was selected randomly.

Procedure

A pre-test, composed of Forty items, in the subject of English was administered to the sampled students and twenty-five students were assigned to experimental group on the basis of pre-test score and twenty-five students were assigned to control group through paired random sampling.

Each group consisted of 25 students. Further the students were categorized into high achievers and low achievers on the basis of score above and below the mean level respectively.

Research Instrument

Development of an appropriate instrument is very essential. Therefore, researcher-made (Pre-test) and (Post-test) were developed for this study. The pre-test was used to distribute sample students into experimental and control groups equally before the start of the experiment, while post-test was given to the sample after the treatment. The main aim of this test was to determine the achievement of the sample students in the area of reading comprehension. Both pre-test and post-test were based on forty items related reading comprehension of the taught lessons. Both the tests were developed in the first three lessons of the English textbook of grade fifth.

The literature and previous works were thoroughly studied and the test was developed in the consultation with the supervisor and subject specialists. Changes and suggestions of the experts were incorporated.

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Research Design

In this study Pre-test post-test equivalent group design.

Gay (2010) is of the view that there are two groups in this design, randomly formed on the basis of pre-test. Before the treatment started researcher-made pre-test was administered to both the groups. And post-test was administered after the treatment for data collection. But both the groups were not given the same treatment. Experimental group was taught through Multipass strategy while the control group was taught through traditional method. After administering the post-test, the obtained score of both the groups were compared for verifying the effect of given treatment.

Research Procedures

After the selection of sampled students, the experimental group was taught through Multipass strategy for a period of six weeks. And control group was taught through traditional method. Both the groups were taught the first three lessons of fifth grade English textbooks. Proper lesson plans were prepared for each class. The services of two teachers were hired. One teacher was assigned control group while the other was given experimental group. Both the teacher and students were properly trained of experimental group in multipass strategy.

Selection of the Content

The first three lessons from English textbook class 5th were selected as the content which was taught through Multipass during experiment. The title of the first lesson was The Life of the Holy Prophet (P.B.U.H) and the second lesson was "Three days to see. Both the lessons were consisted of twelve paragraphs each which made the total paragraphs twenty-four.

Lesson Planning

Proper lesson plans were made for each class according the steps of Multipass strategy. Separate lesson plans were made for each chapter.

Training in Multipass Strategy

The experimental group and the teacher who were to teach them were given four days training before the experiment. The purpose of the training was to make the students and teacher familiar with this new strategy and prepare them for the experiment. On first day of the training the students were given an introduction to Multipass strategy and its steps. The nature, activities and purpose of each step were properly explained to them. On day 2nd and 3rd ,the students were taught one paragraph each day by applying Multi pass strategy. On day 4th and last day of the training the students were assessed in all the steps of Multipass in order to find out whether the students had learned all the steps or not. The result showed that all the students learnt all the steps up to satisfactory level.The training started on 1st april and ended on 4th april 2015. Now the students were ready for the treatment.

Data Collection

Data collection played an important role in this study. Therefore, a teacher-made pre-test (Appendix-I) and post-test (Appendix-II) were designed for the collection of data. The pre-test was used before the start of experiment, in order to judge the achievements of sample students. Further, it was used to distribute the sample students equally into the experimental and control groups on the basis of pre-test scores data.

The treatment continued for seven weeks. The experimental group was taught through 'Multipass strategy' while control group learned through conventional way of teaching. When the treatment was over the post-test was administered to the sample students of both groups in order to know their achievements as an outcome of the treatment.

Data Analyses

The collected data was analyzed in order to assess the hypotheses. Therefore, Mean, Standard deviation and difference of means were calculated for each group. The significance of

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difference between the means of the two groups was measured by applying independent sample t-test. Significance of difference between the mean scores of experimental and control groups on the variable of (pre-test and post-test) scores was analyzed at 0.05 level. The overall results along with analysis and interpretation are hereby given in the following tables.

$H_0$1: There is no significant difference between the mean score of experimental group and control group on pre-test

Group	Observations/Tests	N	Mean	SD	Df	t-value	
						Calculated value	Table value
Control	Pre-Test	25	13.12	3.77	48	0.2556	1.677
Experimental	Pre-Test	25	12.84	3.98			

Significance level = 0.05

The table above shows that the calculated t - value was found to be 0.2556 which is lower than the table value 1.677 at 0.05 significance level. Therefore, the null hypothesis H_{01} is accepted.

H02: There is no significant difference between the mean score of experimental and control group on post-test

Group	Observations/Tests	N	Mean	SD	Df	t-value	
						Calculated value	Table value
Control	Post-Test	25	15.84	5.93	48	4.160	1.677
Experimental	Post-Test	25	24.28	8.22			

Significance level = 0.05

From the above table it is evident that the calculated t - value is 4.160 which was much higher than the table value of 1.677 at 0.05 level. Therefore, $H_0$2 There is no significant difference between the mean score of experimental and control group on post-test is rejected.

H03: There is no significant difference between the mean score of experimental group on pre and post- test

Group	Observations/Tests	N	Mean	SD	Df	t-value	
						Calculated value	Table value
Experimental	Pre-Test	25	13.12	3.77	48	6.168	1.677
Experimental	Post-Test	25	24.28	8.22			

Significance level = 0.05

From the above table it is evident that the calculated t - value is 6.168 which is much higher than the table value of 1.677 at 0.05 level. Therefore, the null hypothesis H_{03} is rejected. The treatment has a profound effect on the academic achievement of students.

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H04: There is no significant difference between the mean score of control group on pre and post-test

Group	Observations/Tests	N	Mean	SD	Df	t-value	
						Calculated value	Table value
Control	Pre-Test	25	12.84	3.98	48	2.099	1.677
Control	Post-Test	25	15.84	5.93			

Significance level = 0.05

From the above table it is clear that the calculated t - value is 2.099 which is higher than the table value of 1.677 at 0.05 level. Therefore, the null hypothesis H_{04} is rejected It is clear that the treatment also has a positive effect on the achievement of students of control group.

H05: There is no significant difference between the mean score of control group high achievers on pre-test and post-test

Group	Observations/Tests	N	Mean	SD	Df	t-value	
						Calculated value	Table value
Control	Pre-Test	15	15.60	2.03	27	4.470	1.703
Control	Post-Test	14	20.29	3.47			

Significance level = 0.05

The table above shows that the calculated t - value was found to be 4.470 which was higher than the table value of 1.704 at 0.05 level. Therefore, the null hypothesis H_05 is rejected.

H06: There is no significant difference between the mean score of experimental group high achievers on pre-test and post-test

Group	Observations/Tests	N	Mean	SD	Df	t-value	
						Calculated value	Table value
Experimental	Pre-Test	13	16.31	1.44	27	19.92	1.703
Experimental	Post-Test	16	29.63	2.03			

Significance level = 0.05

From the table it is clear that the calculated t - value was found to be 19.92 which was much higher than the table value of 1.703 at 0.05 significance level. Therefore, the null hypothesis is rejected. The treatment has a positive effect on the academic achievement of high achievers of experimental group on pre and posttest.

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Ho7: There is no significant difference between the mean score of control group low achievers on pre-test and post-test

Group	Observations/Tests	N	Mean	SD	Df	t-value	
						Calculated value	Table value
Control	Pre-Test	10	08.70	2.00	19	1.510	1.729
Control	Post-Test	11	10.81	2.44			

Significance level = 0.05

It is evident from table that the calculated t value was found to be 1.510 which was less than the table value of 1.729 at 0.05 significance level. Therefore, the null hypothesis is accepted. It shows that there was no significant difference between the mean score of control group low achievers on pre-test and post-test.

Ho8: There is no significant difference between the mean score of experimental group low achievers on pre-test and post-test

Group	Observations/Tests	N	Mean	SD	Df	t-value	
						Calculated value	Table value
Experimental	Pre-Test	12	09.67	1.92	19	2.770	1.729
Experimental	Post-Test	09	14.78	6.04			

Significance level = 0.05

The table shows that the calculated t - value was found to be 2.770 which was higher than the table value of 1.729 at significance level 0.05 therefore $H_0$8 is rejected. It is evident that there was indeed a significant difference between the mean score of experimental group low achievers on pre-test and post-test.

Discussion

The Multipass strategy is a metacognitive learning strategy that improves reading comprehension in content areas. It was designed for students with mild impairments who have adequate reading comprehension, decoding, and vocabulary skills, but have difficulty comprehending content area materials.

The study aimed at the Effect of Multipass Teaching Strategy on Reading Comprehension in English of Grade-V. Sufficient theories and research material is available on the importance of Multipass Teaching Strategy on Reading Comprehension in English.

It is clear from the analysis of both experimental and control group with respect to academic achievement on pre-test, there was no significant difference between the two groups. The calculated t - value was found to be 0.2556 which was much lesser than the table value of 1.677. Therefore, the null hypothesis H01 was accepted. Before the treatment started the mean achievement of both the groups was approximately the same.

From the analysis of both experimental and control groups with respect to academic achievement on post-test it was revealed that it is evident that the calculated t - value is 4.160 which was much higher than the table value of 1.677 at 0.05 level. Therefore, null hypothesis H_{02} is rejected

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Since mean score of control group (15.84) was smaller than the mean scores of experimental group (24.28), therefore it was evident that the treatment had a positive effect on the achievements of students of experimental group.

It is evident that the calculated t - value is 6.168 which, is much higher than the table value of 1.677 at 0.05 significance level. Therefore, the null hypothesis $H_0$3is rejected i.e. there is a significant difference between the mean achievement score of control and experimental group on post-test. The treatment has a profound effect on the academic achievement of students.

From the analysis of mean score of control group on pretest and posttest it is clear that the calculated t - value is 2.099 which is higher than the table value of 1.677 at 0.05 level. Therefore the null hypothesis $H_0$4 is rejected i.e. there is a significant difference between the mean achievement score of control group on both pretest and post-test. It was shown that the treatment (Multipass Teaching Strategy) has a positive effect on the achievement of students of control group as well.

Similarly, the analysis of mean score of control group high achievers on the basis of pre-test and post-test the calculated t - value was found to be 4.470 which was higher than the table value of 1.704 at 0.05 level which indicated that after receiving the treatment the high achievers of control group performed well. Therefore, the null hypothesis $H_0$5 is rejected.

Analyzing the mean score of control group high achievers on pre-test and post-test gives us a mean score of 29.63 for experimental group high achievers on post-test and 16.31 on pre-test for the same group and a calculated t - value of 19.92 much higher than the table value of 1.703 at 0.05 significance level. it clearly indicated that the treatment had a positive effect on the academic achievement of high achievers of experimental group and hence the null hypothesis "There is no significant difference between the mean score of experimental group high achievers on pre-test and post-test" is rejected.

Also, it is evident from the analysis between the mean score of control group low achievers on pre-test and post-test calculated t value was found to be 1.510 which was less than the table value 1.729 at 0.05 significance level. Therefore, the null hypothesis is accepted. It shows that there was no significant difference between the mean score of control group low achievers on pre-test and post-test. The treatment has no profound effect on the mean achievement score of low achievers' students of control group.

The analysis of experimental group low achievers on pre-test and post-test showed that the calculated t - value was found to be 2.770 which was higher than the table value of 1.729 at 0.05 significance level therefore null hypothesis $H_0$8 was rejected. It was evident that there was indeed a significant difference between the mean score of experimental group low achievers on pre-test and post-test.

Conclusions

- Multipass teaching strategy was found more effective than traditional learning (lecture) method.
- Multipass teaching strategy was found equally effective for high achieving students and low achieving students.
- Multipass teaching strategy techniques were found appropriate, feasible, and practicable for learning English in ordinary classroom settings.
- The students who were taught through multipass teaching strategy in English comprehension outnumbered the students who were taught through traditional method on post-test.

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- It was concluded that students who learned through multipass teaching Strategy showed significant superiority over students who learned through traditional/conventional teaching method on post-test.
- The performance of the students of experimental group was found better than control group with respect to academic achievement on post-test.

The results of this study also showed that the high achievers of the experimental group performed outstandingly than the high achievers of the control group in learning comprehension skill on post-test.

Recommendations

The results of this study showed that success of multipass teaching strategy in English comprehension.

- The results of study favor the use of multipass as a teaching strategy. It is therefore, recommended that concept mapping strategy should be adopted as alternative teaching strategy at primary level.
- It is recommended that in pre-service and in-service training courses, student-teachers and teachers should be properly trained to use multipass teaching strategy.
- English is a main subject at primary level and generally is taught through traditional methods it needs innovative strategies to teach rather than traditional methods.
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