

## **Panorama Strategy toward Students' Reading Comprehension Skill: An Experimental Study**

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### **Abstract**

This current quasi experimental research tried to investigate the main effect of PANORAMA reading strategy which consists of Previewing, Annotating, Noting Vocabulary, Organizing, Reading aloud, Assessing, Monitoring, Answering, compared to the combined translation and reading aloud (TRA) toward students' reading comprehension. After the process of treatment, the results of the two groups were compared and analyzed statistically. It was revealed that the difference between the control and the experimental groups was not significant. Despite the insignificant difference, PANORAMA is potential to be considered as an alternative of reading strategy to help students to comprehend English reading passage.

**Keywords:** panorama reading strategy; reading comprehension

### **Introduction**

Reading is widely considered as the most crucial core skill for students in learning foreign language (Pallathadka et al., 2022). It is also a complex activity as it combines cognitive and metacognitive processes as English as Foreign Language (EFL) learners have to deal with linguistic features, cultural references, and contexts to construct meaning which might be different from their background knowledge. Students often face numerous challenges, inter alia limited vocabulary knowledge, unfamiliarity with idiomatic expressions, grammatical structures, cultural references, and insufficient background knowledge about the texts, and others (Marpaung, M & Sihombing, H, 2021; Yang, Y & Qian, D.D., 2023; Ismail et al., 2023). These might be the obstacles that lead to the difficulty in comprehending texts in English.

Regarding the English reading challenges by EFL learners, exploring effective reading strategies is vital. Effective reading strategy is expected to help EFL

learners develop their text understanding, increase learners' engagement with the text, and improve language proficiency. A number of empirical studies have figured out that there are a number of interactive and meaningful reading strategies and/or technique that may be applicable within in foreign language classroom, one of them is PANORAMA. PANORAMA is defined as a reading strategy consisting of a number of stages which are Previewing, Annotating, Noting Vocabulary, Organizing, Reading aloud, Assessing, Monitoring, Answering (Rakklang, T., & Chatbutra, W., 2020). This strategy has been gaining attention as it integrates multiple stages to support EFL learners throughout the process of reading activity. It delineates three main stages consisting of pre-reading stage, whilst reading stage, and post-reading stage.

The first stage in PANORAMA reading strategy is previewing. It is a vital pre-reading strategy that enables readers to activate their background knowledge and set a purpose for their reading (Huang, 2009; Prichard, C et al, 2016). In this stage, EFL learners are asked to predict the content and structure of the text to make it more accessible. Then, it is followed by annotating by marking on some points, giving colors on particular parts, write some notes, etc. It is a powerful tool to increase comprehension and active engagement with the texts as students interact with the text, making connections, asking questions, and clarifying points within the passage (Lloyd, Z et al, 2022). After that, the stage goes into noting vocabulary, particularly on the difficult or unfamiliar words. This activity is a pivotal to significantly enhance reading comprehension as readers will be easier to understand the text. Next, organizing ideas, find the main ideas of each paragraph, using graphic organizer, list the key points within the passage will for sure enhance reading comprehension as it provides a visual framework of the key points throughout the passage.

Next, the reading activity is conducted through reading aloud. It is widely proven to be effective reading strategy and can develop students' comprehension in the EFL setting. It shows correct pronunciation, intonation, and expression, increase students' focus on the texts, and develop text engagement (Panjaitan, E et. al 2023; Rahayu, E & Mustadi, 2022; Sahara, A. & Erdiana, N., 2018). The next step is assessment that allows teachers and students reflect about reading abilities. This step goes hand in hand with monitoring stage in which teachers can monitor students' progress about reading achievement, analyze the difficulties and how to deal with it. The last step is answering which is aimed at ensuring whether students comprehend the

text or not. In this final step, students will focus on the main ideas and supporting details written in the text.

With regard to the theoretical concepts of each stage, PANORAMA is theorized as the potential reading strategy that can be applied in the process of reading instruction. However, there is still limited study that investigates the effectiveness of this reading strategy. Based on those rationales, this study tried to find the empirical evidences on the effectiveness of PANORAMA reading strategy on students' success in English reading. Further, this study also tried to revisit the TRA activities in the reading class. In sum, this current study investigated the research question whether the students taught using PANORAMA reading strategy have better reading comprehension skill than those taught using TRA.

### **Method**

This current study was quasi experimental study that examined the main effect of PANORAMA reading strategy on the students' reading comprehension skill by analyzing the mean differences between students taught using PANORAMA reading strategy and those taught using TRA. The dependent variable of this current study was in the form of students' reading comprehension skill meanwhile PANORAMA reading strategy was the independent variable. The accessible population was 275 students of VIII grade at a public Junior High School in Indonesia. Since the setting of this current study was at the school, it was unlikely to do random sampling. After the process of non-probability sampling, it was decided that the samples were VIII-A and VIII-B consisting of 28 students each. Through the use of lottery, VIII-A was decided to be the control group meanwhile VIII-B was the experimental one. Prior to the experiment, both classes were ensured to be equal in all aspects by observing both classrooms, interviewing the English teacher taught in both classes, and using school document of students' English scores in the previous semester. After the process of analysis on the qualitative features in those two classes, both classes were homogeneous – there were not significantly different in terms of students' number, the proportion of male and female, and the mean scores for English subject.

In order to collect the data, some instruments were used which were a reading comprehension test and a questionnaire to reveal students' opinion about PANORAMA reading strategy. The reading comprehension test administered in this current study was an objective test consisting of 35 items which have to be answered in 60 minutes. The questionnaire was the secondary instrument

given after the process of experimentation. In the questionnaire, students had to choose one among four ordinal Likert scale (1 2 3 4) and gave their comments in the additional space about their opinion on the process of PANORAMA reading strategy implementation. The questionnaire was distributed merely to the experimental group to reveal several aspects about the advantages of strategy implemented toward reading comprehension, students' motivation.

The experimentation was conducted by implementing two reading strategies; they were TRA strategy which was implemented in the control group and PANORAMA reading strategy applied in the experimental group. After being given the treatments, the two groups were post-tested. In the process of teaching and learning, teaching schedule alternation between the teacher and the researcher was applied in order to minimize the possible threats of the teacher's role on students' motivation. In order to ensure that the teacher could apply the lesson plan on PANORAMA and TRA in the control and the experimental groups on each meeting, the detailed explanation on the lesson plan were given to the teacher before starting the class.

To answer the research problems, there were two stages employed. The first was concerned with the descriptive statistics in order to reveal the characteristics of the data. The second stage consisted of two steps of data analysis. This statistical test was employed to investigate whether or not the difference was likely due to the effect of independent variables of the study which were the application of reading strategy. The rejection or acceptance of the null hypothesis was tested at the level of significance .05. If the calculated value lies inside the critical region (the level of significance  $.05 \leq p$  value), the null hypothesis was rejected and the alternative hypothesis was accepted. If it happened on the other way around (the level of significance  $.05 \geq p$  value), the null hypothesis was not rejected. In addition, the secondary data were obtained from the questionnaire given to the experimental group after the process of the treatment.

## **Findings**

### ***The Results of Posttest on Students' Reading Comprehension in the Control and the Experimental Groups***

This After the process of treatments, the posttest was given to the control and the experimental groups in the form of reading comprehension test which lasted for 60 minutes. Based on the result of posttest in the control and the experimental groups, it was shown that the mean scores for the control and the

experimental groups were 82.43 and 84.43 respectively. The detailed post-test scores recapitulation of the two groups, then, is shown in Table 1.

**Table 1 Descriptive Statistics of Posttest Data in the Control and the Experimental Groups**

	N	Range	Minimum	Maximum	Mean	Std. Deviation
<b>Control</b>	28	46.00	51.00	97.00	82.43	11.89
<b>Experimental</b>	28	22.00	75.00	97.00	84.43	4.83

After obtaining the descriptive statistic data, the next step of the data analysis was hypothesis testing which is intended to answer research problems related to the effectiveness of PANORAMA reading strategy in reading comprehension of the students. To answer the research questions related to the effect of PANORAMA reading strategy compared to TRA strategy toward students' reading comprehension, non-parametric statistical computation was employed to analyze the data since the assumption on homogeneity and normality were not fulfilled. Non parametric analysis used was Mann-Whitney U testing. The result of the Mann-Whitney U test shows that the significance value was .901 which is greater than the significance value of .05 (sig .901  $\geq$  sig .05). This finding shows that despite of the mean difference among the groups descriptively, the difference was not statistically significant. In other words, there is no difference in the reading comprehension skill of students in the experimental group taught using PANORAMA reading strategy and those who are in the control group taught using TRA strategy.

#### *The Result of Students' Response toward PANORAMA Reading Strategy*

The questionnaire was used as the secondary data covers students' opinion toward PANORAMA reading strategy. After analyzing students' responses stated in the questionnaire, it was revealed that generally students gave positive responses toward the implementation of PANORAMA reading strategy. The overall score of students' responses obtained from questionnaire toward PANORAMA reading strategy is 89.64. This number gives the empirical evidence that this reading strategy could be one of the alternatives to teach second language content-area reading despite its insignificant results. This finding was also supported by the result of the observation in the experimental and the control groups during the process of treatment. It was found out that the students in the experimental group were more active, attentive, and attracted on the strategy applied in the classroom. Students were also excited toward all activities and tasks given. In addition, in the experimental group,

there was one passive and shy student who hardly participates in the process of teaching and learning. However, by using PANORAMA strategy he was brave to answer teacher's questions and participate in the language classroom activities.

## **Discussion**

Based on the statistical analysis of the primary data, the formulated research problems on the effect of PANORAMA reading strategy toward students' reading comprehension were answered. The inferential statistical analysis using Mann-Whitney U testing revealed that there was no significant difference between the two groups. In other words, it could be said that TRA is as good as PANORAMA reading strategy. After going through the analysis, the insignificant difference between the control and the experimental groups was caused by the similar learning stages which were Exploration, Elaboration, and Confirmation (EEC) learning stages. The EEC is one of the standard of process of Indonesian National Education under Educational Ministry Regulation number 41 year 2007 which brings a number of positive impacts for both teachers and students (Fauzia, 2013). To be known, EEC (Exploration, Elaboration, and Confirmation) in both the control and the experimental groups was implemented through pre-reading, whilst-reading, and post-reading stages. Further, PANORAMA reading strategy and TRA have similar activity in the form of reading aloud which positively facilitate students' reading comprehension (Panjaitan, E et. al 2023; Rahayu, E & Mustadi, 2022; Sahara, A. & Erdiana, N., 2018).

In the exploration phase, students were facilitated by the teacher to build knowledge, review and share prior knowledge or experiences, discuss vocabulary and grammatical patterns as the input for the next learning activities. The instruction was begun by questioning in order to activate students' schemata and lead them to engage with the topic being discussed. Blything, L.P., Hardie, A., & Cain, K. (2020) stated that that questioning can serve as effective and efficient teaching strategies that can assist students to enhance their reading comprehension. Further, particularly in the pre-reading activity, students in both the control and the experimental groups adapt the reading materials through screening at glance whether or not they faced new-difficult vocabulary, then the teacher would help them working on them by giving the clues so that students will get the idea on its close meaning. This activity, for sure, facilitates students unifying the information to get into the texts during the reading process.

In the elaboration stage, the students in both the control and the experimental groups tried to answer questions about the content of text and identify the main idea or detailed information. Then, in the confirmation phase, several types of activities were carried out, such as question-and-answer discussions and games. The similar EEC procedures during the process of instruction in both groups, then, could explain the reason why the results of differences between the control and the experimental groups were not significant in spite of the different reading strategy used which were TRA for the control group and PANORAMA for the experimental group.

Later, it is also essential to highlight that the application of TRA, particularly on the point of translation, did not imply a return to grammar-translation method, but pedagogical translation in which students were encouraged to practice reading, writing, vocabulary, grammar, and speaking in an integrated way. In the L2 reading, as this current study concerned on, it is believed that first language plays a major role in the process of understanding (Setyadi, 2020). Musawi (2014) supported by his research that translation, employing L1 to comprehend the L2 texts, provides a guided practice in reading as beginner students mostly rely on repetition and translation. As the subject of this current study were the students of VIII grade in Junior High School level who were still in the beginner to intermediate level in terms of L2 proficiency, translation plays pivotal role as a language bridge.

In addition, the implementation of translation which was combined with reading aloud (TRA) supports one another. Reading aloud, theoretically, includes think-aloud which is potential to lead students to focus on the meaning within and beyond the texts (Fountas & Pinnell, 2006:33). adds that reading aloud is considered as an effective strategy for delivering sophisticated literacy ideas to the learners in bilingual education, such as in science and social studies or content area selections. Reading aloud along with translation will be beneficial such as to expand L2 vocabulary, to improve understanding of how languages work, to consolidate L2 structures, to encourage high levels of understanding, to enhance the four language skills, and develop accuracy, clarity and fluency. Those theories might be the explanation why the result of the experimental group taught using PANORAMA was not significantly different from the control group taught using TRA.

Furthermore, based on the questionnaire distributed to the experimental group which was objected to reveal students' attitude toward the implementation of PANORAMA reading strategy, it was revealed that students gave positive

response toward the strategy implemented. The result of observation during the process of treatment also showed that the experimental group was more active, attentive, and engaged in all learning activities within PANORAMA. Regardless the insignificant difference between PANORAMA and TRA strategy, PANORAMA still can be used as one of the alternative strategies the second language content area reading instruction. The implementation of PANORAMA reading strategy has positive responses, students suggest that this reading strategy is used more in the classroom. PANORAMA also offers many new and varied reading activities and promotes not only students' reading comprehension but also listening, speaking, and writing performance as well as build their bravery and confidence.

The findings of this study have some implications in pedagogical field. First, this current study gives contribution to the theoretical enrichment on the implementation of PANORAMA reading strategy in reading class. The second, this present study also revisited the application of TRA which has long been criticized as uncommunicative and boring strategy. Translation which refers to pedagogical translation and reading aloud still can be considered as the effective strategy to be applied in the EFL classroom, particularly for the purpose of helping students to comprehend the texts. During the application of TRA, the teachers have to emphasize that the activities within TRA should promote communicative language teaching, not grammar translation method. TRA is potential to give students a lot of basic models of the target language, such as pronunciation, intonation, stress, and juncture in the process of reading. It is also able to expose and provide a lot of input toward new target vocabulary as well as to compare their L1 and L2 in meaningful ways.

## **Conclusion**

Based on the data analysis result, there are a number of conclusions that could be inferred. It can be concluded that there is no significant difference between the control group taught using TRA and the experimental group taught using PANORAMA reading strategy. Even though the data show significant effect of PANORAMA compared to TRA on students' reading comprehension, PANORAMA can be still considered as an alternative reading strategy with its own strengths in improving students' reading comprehension, for instance to help students to understand the reading materials, to help students to associate what they are reading to their prior knowledge, to reduce the boredom during teaching and learning activities, to boost up students' confidence, to bring various learning experiences in reading English passage, to create lively and

meaningful language classroom, and to help students to understand the English passage easier and faster. Moreover, PANORAMA offers varied reading activities to enhance not only students' reading comprehension but also listening, speaking, and writing performance.

Furthermore, there are some recommendations regarding the implementation of PANORAMA reading strategy. The recommendations are assigned to English teachers, schools, as well as the future researchers who want to conduct further research in relation with the current findings. English teachers are suggested to apply PANORAMA reading strategy as one of the alternatives in the process of teaching and learning reading, particularly on L2 content-area reading. In addition, future researchers are highly suggested to conduct similar experimental research by controlling all the extraneous variables which were failed to be controlled in this current research, including short period of study and similar reading activities in the control and the experimental groups.

As this current study on PANORAMA reading strategy was merely limited to 56 subjects, it should be noted that this current findings highly need to be confirmed further using broader, varied, and more subjects across level, area, as well as subject so that the result will obtain high generalizability. With regard to the limitation of the study, the future researchers are highly suggested to highly concern on the sample size so that the conclusion could have high generalizability which could be applied toward broader population. Furthermore, future researchers should give the reading pre-test prior to the treatment process to be used as the covariance to obtain the data about students' improvement before and after the implementation of the PANORAMA reading strategy. It will be better if the further researchers give the questionnaire prior to the experimental study to collect the data about students' background as different background, such as duration of learning English, social economic status, reading habit, and so forth, By having this information, various factors which probably affect the result of the study which the researcher cannot control can be investigated so that the research can draw comprehensive conclusion.

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