

## **Effect of Analysis Activities on English Reading Comprehension and Ability to Read English Text Critically of Grade XI Students**

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### **Abstract**

Present study was conducted to find out the effect of analysis activities on English reading comprehension and ability to read English text critically. Pre-test post-test control group design was selected. Sixty students as sample of the study were selected from a public sector college randomly. These sixty students were further divided into two equal groups and were taught continuously for 16 weeks. English reading comprehension was measured through an English reading comprehension MCQs test, and students' ability to read English text critically with a supply type test. Paired samples and Independent samples t-tests were used to analyze the data. The study results revealed that analysis activities were effective for teaching English reading comprehension and enabling students to read English text critically. English teachers should practice analysis activities for teaching English reading comprehension and enabling students to read English text critically. Students of grade XI should experience these activities to improve their English reading comprehension and ability to read English text critically. English teachers should expose students to experience analysis activities to improve their English reading comprehension and ability to read English text critically.

**Keywords:** *Analysis Activities, Reading Comprehension, English Language, Reading Text Critically.*

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## **Introduction**

Language is human characteristic through which ideas and thoughts are communicated. A speaker expresses thoughts by composing sentences having essential components like subject, verb, object, adverb/adverbial, predicate, and also pays consideration to the tenses. Compositionality is distinct feature of human language and it gives endless capacity to generate new sentences. It is already established that with just 25 different words for each function, over 15000 distinct sentences can be generated (Anderson, 2019).

Every language has four basic skills. One of them is reading. Reading is defined as active skill of language. Reading skill involves guessing, inference, and predicting about the text. Al-Mukdad (2019) has defined reading as it helps reader to get meaning, recognize written symbols, and infer the essence of written text. Reading is complex process of getting meaning from text and recognition its structure (Hashmi, Mahmood, & Naz, 2019). Getting meaning from text is termed as comprehension. Collective term used for the above function of reading is reading comprehension. Huang (2019) concluded in his study that reading is a process which involves two steps: Recognition of word formation and getting its meaning. Word recognition involves the process of understanding how written text (lexical and grammatical dictions) is composed.

Comprehension is to understand the essence of written words, phrases, clauses, sentences, and other related text which also includes mechanical accuracy I spelling and mechanical accuracy II punctuation. Samat (2020) has beautifully summarized the importance of reading comprehension by saying that the more reading helps reader to know (understand) more. Reading is a skill that educates the reader and enables him to discover new things. It activates creative side of mind and develops imagination of a reader (Hyland & Hyland, 2019). It enhances the skill to identify the written symbols (spellings and punctuation). It is considered as an effective tool to develop vocabulary of a language. Islam (2019) states that reading is foundation and essential to get success in all academic subjects like mathematics, history, science, language, etc.

Comprehension is the target of reading a text. It is defined as extracting meanings from what a reader reads. The process of reading comprehension comprises of two modes as interactive and strategic. Instead of passively reading a text, student must analyze, internalize, and make its own for later retrieval. Author Huang (2019) and Anderson (2019) have suggested some general strategies to improve reading comprehension. One of them is prediction. Reader predicts about text before starting reading on the basis of previous knowledge. Mental prediction is revised by reading text. Secondly, reader finds main idea and summary of the text. Later question answering

strategy is used for text reading. Questions are raised to focus the specific part of text (Al-Mukdad, 2019).

Teaching reading comprehension can be made effective by focusing essential components of reading process. Reading comprehension chiefly depends upon skills on the components of reading process. These components include phonetic awareness. Phonemes are the smallest unit of spoken language (Hashmi, Mahmood, & Naz, 2019). These are combined to form syllabus and words. Students' phonetic awareness is the ability to utilize phonemes for words and sentences utterances (Hyland & Hyland, 2019). Phonics is smallest unit of spoken language and shows relationship between letters and word sounds. Teaching phonetics enables students to read and spell words correctly. Fluency is another element of reading comprehension. It is an ability of reader to read text orally with appropriate speed, expression, and accuracy (Lodhi, et al., 2019). It is further elaborated as the ability to speak as well as read text with proper comprehension without any stoppage, and decoding of each word.

Students face problems in reading comprehension because of their language problems, their foundational reading skills remains un-automatized, and reader is unable to decode the words. Language plays central role in reading comprehension. Reader would have problems with reading if his language knowledge is poor (Hasan, & Ismail, 2020). Just like a soccer player having inability to run cannot succeed in game. Reader's lack of language knowledge becomes obstacle in reading comprehension (Dara, 2019). While reading a text, reader has to pay attention on language composition as well as message. It becomes difficult if reader's primary skills of reading text have not been automatized (Li, et al., 2021). Reader should have skills automatized to pay attention on language and message without halting in reading a text (Matondang, 2020). Decoding text is another problem with reading comprehension. Decoding means to get or perceive or decipher the meaning of written words (Mohammad, Soudmand, & Ahour, 2020). Decoding becomes possible by integrating the reading words with previous knowledge or experiences (Mohseni, Seifoori, & Ahangari, 2020). According to Samat (2020) the activation of students' ideas before reading text to improve reading comprehension problem. It can be done by scanning or skimming the text. Pre-knowledge should be activated to have proper comprehension of a text. Pre-reading activities and engaging students with text may help students to activate their ideas about text. It would ultimately improve students' reading comprehension (Sari, Santihastuti, & Wahjuningsih, 2020). Vocabulary is another strategy that may solve students' reading comprehension problem. Analysis activities are suggested to improve vocabulary which may result coping reading comprehension problem (Samat, 2020). Further Mohseni, Seifoori, and Ahangari, (2020) have recommended Dolch list to be taught or students should be made aware to have

improved reading comprehension. Dolch list means frequently used words in the specific text.

Reading text critically means application of certain process and theories that enhance comprehension and clarity of the text (Lodhi, et al., 2019). Critical reading involves more effort and understanding than just skimming a text. Critical reader examines the text in light of evidences and arguments given in the text (Manan, 2019). Reader also decides the acceptance and partial acceptance of text on the basis of arguments given. Regardless author's technical and objective writing, reader should take steps to evaluate text to make decision for its acceptance and rejection (McKay, 2018). To become critical reader, reader should start reading with the view that text is not fact but arguments given by the author. This view about the text will make the reader critical in reading.

Neumann, Padden, and McDonough (2019) have concluded critical reading is the process of becoming conscious about the text which is being read. Reader asks questions about the author's intention of writing and main idea behind the piece of writing. Author further says that reading text critically does not mean to become critical. It is to understand the true essence of the text. Mohammad, Soudmand, and Hour, (2020) further elaborated the concept of critical reading in academic field by saying that students are expected to understand writer's point of view and make their own judgments on the text they have read. Analysis activities have been suggested as effective activities for reading a text critically (Newton, et al., 2018). The activities help reader to engage with the text by analyzing it in different sub components. This process helps to evaluate text with different aspects (McKay, 2018).

Teachers use various models or ways to instruct or teach reading comprehension and ability to read English texts critically. These models have bases on different beliefs or philosophies which answer the question how children learn to read a text and become critical readers. Reading models can be classified into three categories: Top down, bottom up, and interactive model of reading a text. Top down reading model based on belief and philosophy that reader and brain are the center in comprehension of a text (McKay, 2018). This model argues that it is reader who brings understanding to the printed text rather than text to reader (Manan, 2019). It is the experience of a reader that helps him to read, decode, and comprehend a text. It asks reader to construct meaning from text. It works from whole (text) to part (word) (Neumann, Padden, & McDonough, 2019). This model does not focus on phonemic decoding of words and letters rather opportune a reader to have an experience by engaging with real text. Unknown words are figured out by getting clues from text and grammar structure. The whole language approach is the focus of top down reading model in teaching reading comprehension and ability to read text critically (Omar, 2019).

Another model used for teaching reading is bottom up model of reading. This goes contrary to top down reading model. It focuses on phonics competency that enables learner to recognize letters, then words, sentences, and paragraphs (Omar, 2019). Each phonic should be in students' identification to understand the text. It focuses on decoding parts of text to understand the whole text (Newton, et al., 2018). It works from part (word) to whole (text). It is based on the philosophy that printed text teaches reader rather than reader understands the printed text.

Third reading model is interactive model. This is combined reading model having features of both models: Top down and bottom up. According to this model, students interact with phonics and text simultaneously for proper comprehension of text (Pae, 2019). Author further explained that both phonics and students' experience are necessary components for understanding a text. Under this model of reading a student receives direct instruction on phonics and their relationship with other letters, words, and sentences along with indirect instruction getting clues from text to understand the text as a whole (Thipatdee, 2019).

English is taught as second language in Pakistan. Pakistani prospective teachers are trained to teach English by using interactive language teaching techniques. Here in Pakistan students have to learn English language in schools only because English is not used in society frequently for communication. English language teaching responsibility solely depends upon schools. The school teacher should have competencies and skills enough to teach English effectively. Various techniques have been suggested by language researchers (Vo, 2019).

Analysis activities have their exclusive function for teaching reading comprehension and ability to read text critically. These activities include underlining or highlighting a text (Thipatdee, 2019). Students find segments of a text and relate with another segment and underline or highlight it. This practice makes them critical in reading and engaged with the text. Another activity in analysis activities is labeling. In labeling, students read text carefully and critically and label relevant segments of written text. Analysis activities also involve segmenting activity. In segmenting activity, students categorize texts into information units and make them relevant (Xu, Banerjee, Ramirez, Zhu, & Wijekumar, 2019). Diagrammatic representation of text is another important activity in analysis activities. Here, students are to represent whole text in diagram. This practice involves deep and critical reading of a text (Yusuf, Jusoh, & Yusuf, 2019). Analysis activities involve students in tabular representation of a text. Text is presented in table form. It also needs deep and critical reading. Whole text is divided into different forms and segments, and represented in tabular form. This practice of reading text may also improve students' ability to read text critically and have comprehension of reading of a text (Vo, 2019).

Intermediate level education is door way of higher education where students have to be effective reader. English reading comprehension is more important for students to learn because most of the subjects of various disciplines have been written in English language. For effective progress in higher education, a student must be effective reader in English. Today researches are being conducted and disseminated in English language also at national and international level.

English as an official language in Pakistanis the necessity of students to learn. Job success in today's world largely depends upon the competency in English language skills. Education system in Pakistan, does not focus extensive reading at secondary and higher secondary level. Bottom up model for teaching reading is being applied for teaching reading comprehension and critical reading (Lodhi, et al., 2019). This model lessens students' interest in reading a text. Interactive model should be appreciated for teaching English reading comprehension. Language teaching requires special training and skills to teach as second language in Pakistan (Lodhi, et al., 2019).

Teachers have been using traditional methods to teach reading comprehension and reading text critically in schools. As a result, students could not take interest in reading activities and remain weak in reading comprehension and reading text critically. Traditional methods neglected various important aspects of teaching language. Students' interest, experiences, abilities, and interaction should be focused in teaching English reading comprehension. On the other hand, analysis activities have been advocated by Hyland and Hyland (2019) as effective activities for teaching reading comprehension and reading English text critically. These activities have been categorized into five sub activities. These are underlining or highlighting, labeling, segmenting, diagrammatic representation, and tabular representation. These have their exclusive function for teaching reading comprehension and reading text critically, especially, of English language. An experimental study can reveal the true function of analysis activities for teaching English reading comprehension and reading text critically. Present study was conducted to fill up this gap and find the true function of analysis activities for the development of English reading comprehension and reading text critically.

### **Theoretical Framework of the Study**

Various language learning theories have been propounded by philosophers and educationists. Language learning is cognitive phenomenon. It is cognition that functions to learn language skills either it is listening, speaking, reading or writing. Bloom' educational taxonomy of cognitive domain also reflects that language learning is purely cognitive domain of learning. Vygotsky concepts of Language acquisition device (LAD) and Universal Grammar (UG) support the idea that language learning solely depends on cognitive facility of human being (Shatz, 2007).

Other than this Piaget's stages of cognitive development suggest different levels of language learning by the application of cognitive facility. In the same way, Krishens hypotheses suggest that language learning depends upon human cognition. So, language learning is cognitive rather than behavioural phenomenon. It is human cognition that facilitates human being to learn language (Shuell, 1986). Present study is to find out effect of analysis activities on English reading comprehension and reading English text critically. It comes under the phenomenon of cognitive learning. The theories that support the present study are cognitive or innate language learning theories.

### **Research Objectives**

The study was conducted to:

1. Find out effect of analysis activities on English reading comprehension of grade XI students.
2. Find out effect of analysis activities on grade XI students' ability to read English text critically.

### **Research Hypotheses**

On the basis of the above objectives following hypotheses were developed:

- H<sub>0</sub>1: There is no statistically significant mean score difference between control and experimental groups on English reading comprehension of grade XI students.
- H<sub>0</sub>2: There is no statistically significant mean score difference between control and experimental groups on ability to read English text critically of grade XI students.

### **Significance of the Study**

English being an international language has vital role in the field of education. Most of the content of important subjects is written in English language. The success in such subjects depends upon proper understanding of written text. Reading, as receptive skill of language, gives comprehension when there is not language hindrance. Reading comprehension and ability to read text critically may be improved through different activities which engage reader with text. Among such activities, analysis activities are claimed effective for developing reading comprehension. The study findings are significant for English teachers teaching at grade XI to practice analysis activities for teaching English reading comprehension and reading English text critically. Study results are also significant for students of grade XI to use analysis activities for the improvement of their English reading comprehension and ability to read English text critically.

## **Methodology**

It was an experimental study conducted by adopting pre-test post-test control group design. Independent variable-analysis activities were given intervention in the class of grade XI students to teach recommended English textbook. Analysis activities included: Underlining/highlighting, labeling, segmenting, diagrammatic representation, and tabular representation. Content for intervention was selected from English textbook-I and III for grade XI published by Punjab Curriculum and Textbook Board Lahore. Ninety six lessons were planned to divide English text as per analysis activities. Students were engaged reading text with the help of analysis activities for consecutive 16 weeks 45 minutes period per day except Friday and Sunday.

A public sector degree college from district Lahore Punjab Pakistan was selected as cluster of the study. Sixty (60) grade XI students were selected randomly. Then these students were divided into two groups randomly having 30 students in each. One group was selected as control and second as experimental group by tossing a coin. Control group was taught English textbook-I and III through traditional methods which included lecture method, textbook reading, and grammar translation method. On the other hand, experimental group was taught English textbook-I and III with the help of analysis activities.

Data were collected with the help of two self-developed tests. One was for reading comprehension and second for reading text critically. A self-developed table of specification was to ensure the content validity of the tests. Table of specification covered all six levels of Bloom's cognitive domains. Sixty multiple choice questions and 15 supply type questions were selected for the content selected for intervention. It helped to have proportionate selection of content to maintain the difficulty level of the tests and validity of the text. A reading comprehension test was developed having 6 passages following 30 MCQs items to measure students' English reading comprehension. Test was marked as per rubric developed by the researchers. Rubric was also validated by the experts. A supply type test was developed having 13 questions to measure students' ability to read English text critically. This test was marked as per rubric developed by the principal researchers to maintain objectivity of scoring. Tests were administered on pre and post-test basis. The tests were piloted and reliability measures for English reading comprehension test was 0.78 and 0.74 for ability to read English text critically. Tests were validated by four experts, two from college teachers teaching to grade XI to XII and two from university side having competency in educational research and English language teaching. Collected data were analyzed using paired samples t-test and Independent samples t-tests to find the mean score different between pre and post-test scores of independent groups.

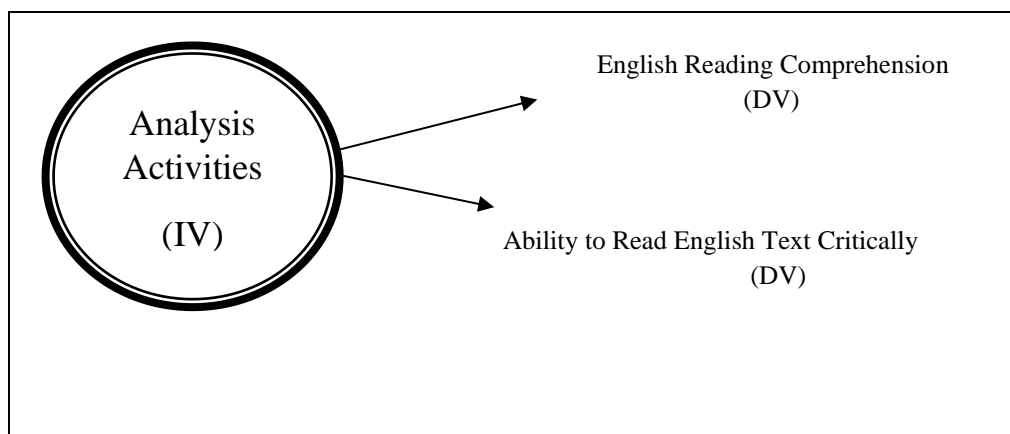


Threats for internal and external validity were controlled by adopting true experimental pre-test and post-test control group design. Participants' equality was ensured by selecting them randomly. Pre-test scores also helped to find out the equality between groups. Maturation as internal validity threat was controlled by adopting 16-weeks intervention. This duration was not long enough to observe maturity in an individual. Pre-test and post-test controlled the threat of testing because 16 weeks gap was long enough to forget first tests items. Intervention period for study was selected when the session was on peak to control the threat of mortality. Experience of the researchers supported the idea that in peak academic session students remain present in the classes. The number of students at the time of pre-test and post-test was equal.

### Conceptual Framework of Study

Figure 1 explains the conceptual framework of this study. It shows that there is one independent variable and two dependent variables. Independent variable is analysis activities which included underlining/highlighting, segmenting, labeling, diagrammatic representation, and tabular representation. The nature of these activities is that original text is presented as a whole and students are required to divide text into segments by arranging it in categories. This practice of engaging students with text may result reading comprehension and develop the ability to read text critically. Figure 1 further shows that this independent variable may have effect on two dependent variables-English reading comprehension and ability to read text critically. Conceptual framework of this study shows one independent variable and two dependent variables.

*Figure 1:* Conceptual Framework of the Study



## Data Analysis and Results

Data were analyzed through Paired samples t-test and Independent samples t-test. Repeated measures paired sample t-test was used to compare pre and post-test scores of the same group whereas independent samples t-test was to compare the pre and post-test scores of both independent groups. The detailed analysis along with hypotheses has been given below.

**H<sub>0</sub>1:** There is no statistically significant mean score difference between experimental and control groups on English reading comprehension of grade XI students.

**Table 1**

*English Reading Comprehension Scores Comparison*

Pairs	Group	Mean	SD	t	df	Sig. (2-tailed)
Pair 1	Experimental Group Pre-test	17.75	.716	29.698	29	.000
	Experimental Group Post-test	25.60	.821			
Pair 2	Control Group Pre-test	17.90	1.294	2.557	29	.019
	Control Group Post-test	18.70	.470			

Note: Sig.2 tailed=0.05, n=30

Table 1 shows the comparison of control and experimental group scores on English reading comprehension as pre and post-test results. Pair 1 in table 1, shows English reading comprehension performance of experimental group. Data reveals that the group received intervention showed better scores in post-test (mean=25.60, SD=.821) than pre-test (mean=17.75, SD=.716). Repeated measures paired sample statistics t-test yielded this difference as statistically significant, conditioned  $t(29)=29.698$ ,  $p<0.001$ . This statistically significant mean score difference is predicted because of the intervention of analysis activities for teaching reading comprehension in the subject of English.

Second pair in table 1 comprised on results of control group. Table shows that the group which did not receive intervention of independent variables showed statistically insignificant improvement in post-test results as (mean=18.70, SD=.470) whereas pre-test yielded measures (mean=17.90, SD=1.294). Paired samples t-test values showed insignificant mean score difference between pre-test and post-test results conditioned  $t(29) = 2.557$ ,  $p>0.001$ .

The above statistical values show that results fail to support the null hypothesis  $H_0$ : “There is no statistically significant mean score difference between experimental and control groups on English reading comprehension of grade XI students”.

An alternate hypothesis is stated as  $H_1$ : “There is statistically significant mean score difference between experimental and control groups on English reading comprehension of grade XI students”.

**Table 2**

*Mean Score Variance for English Reading Comprehension and Measuring the Effect Size*

Test	Groups	Mean	SD	t	df	Sig.(2-tailed)	D
Pre	Experimental	17.75	.716	-.139	58	.890	
	Control	17.80	1.436				
Post	Experimental	25.60	.821	32.622	58	.000	.97
	Control	18.70	.470				

Note: Sig.2 tailed=0.05, n=30

Table 2 shows results based on independent samples t-test. It is to find out variance between independent groups as per pre-test and post-test results for English reading comprehension. Results show that there is statistically insignificant mean score difference of variance between experimental group (mean=17.75, SD=.716) and control group (means=17.80, SD=1.436) conditions;  $t(58) = -.139$ ,  $p = .890$  on the basis of pre-test scores. This indicates that control and experimental group students were equal as per their English reading comprehension.

Post-test comparison shows statistically significantly different between experimental group (mean=25.60, SD=.821) and control group (mean=18.70, SD=.470) conditions;  $t(58) = 32.622$ ,  $p = .000$ . It shows that both groups had different test scores on post test. This difference is inferred as the effect of intervention of analysis activities. The effect of independent variable is further supported by Cohen's d value (.97) which suggests high practical significance for the effect of intervention.

So, it is concluded that the above statistical results fail to support the null hypothesis  $H_0$  “There is no statistically significant mean score difference between experimental and control groups on English reading comprehension of grade XI students” and an alternate hypothesis is stated as  $H_1$ : “There is statistically significant mean score difference between experimental and control groups on English reading comprehension of grade XI students”.

$H_{02}$ : There is no statistically significant mean score difference between experimental and control groups on grade XI students' ability to read English text critically.

**Table 3***Comparison of Students' Ability to Read English Text Critically*

Test	Groups	Mean	SD	t	df	Sig. (2-tailed)
Post	Experimental	36.23	2.254	10.814	29	.000
Pre	Experimental	29.57	2.029			
Post	Control	30.37	1.771	1.852	29	.074
Pre	Control	29.67	1.470			

Note: Sig.2 tailed=0.05, n=30

Table 3 is comprised of the results for students' ability to read English text critically. Table shows that experimental group has improved scores in post-test (mean=36.23, SD=2.254) than pre-test (mean=29.57, SD=2.029). Paired samples t-test scores showed statistically significant effect of analysis activities on students' ability to read English text critically conditioned  $t(29)=10.814$ ,  $p<0.001$ .

Second pair in table 3 is of control group's pre and post-test results. Statistical values expose that control group could not out perform in post-test (mean=30.37, SD=1.771) than pre-test (mean=29.67, SD=1.470) conditioned  $t(29) = 1.852$ ,  $p=.074$ . Statistical values reveal that experimental group's improved performance and scores in post-test are due to the intervention of analysis activities whereas control group's insignificant different scores in post-test are due to the teaching with traditional methods of teaching. These methods could not show students improved performance in ability to read English text critically.

Results fail to support the null hypothesis  $H_0$ : "There is no statistically significant mean score difference between experimental and control groups on grade XI students' ability to read English text critically" and states an alternate hypothesis  $H_1$ : "There is statistically significant mean score difference between experimental and control groups on grade XI students' ability to read English text critically".

**Table 4***Independent Groups Comparison on Students' Ability to Read English Text Critically*

Test	Groups	Mean	SD	t	df	Sig.	d
Pre	Experiment	29.57	2.029	-.219	58	.828	
	Control	29.67	1.470				
Post	Experiment	36.23	2.254	11.209	58	.000	.82
	Control	30.37	1.771				

Note: Sig.2 tailed=0.05, n=30

Table 4 is of the results from independent samples t-test by comparing two independent groups-experimental and control. It is inferred that experimental group (mean=29.57, SD=2.029) and control group (means=29.67, SD=1.470) conditions;  $t(58)=-.219$ ,  $p=.828$  are not statistically significantly different in their scores on pre-test for ability to read English text critically. These scores also show the equality of both groups in the beginning of intervention.

Post-test results calculated guide to infer that experimental group (mean=36.23, SD=2.254) shows high achievement than control group (mean=30.37, SD=1.771) conditioned  $t(58)=11.209$ ,  $p=.000$ . This statistically significant difference between control and experimental groups on post-test scores is due to the intervention of analysis activities. These results are further supported by the Cohen's  $d$  value of practical significance ( $d=.82$ ). Cohen's  $d$  value suggests high effect size of intervention.

The conclusion is that both experimental and control have different scores in post-test on students' ability to read English text critically. Statistical results based on analysis fail to support the null hypothesis  $H_0$ : "There is no statistically significant mean score difference between experimental and control groups on grade XI students' ability to read English text critically" and an alternate hypothesis is stated as  $H_1$ : "There is statistically significant mean score difference between experimental and control groups on grade XI students' ability to read English text critically".

## Discussion

Data analysis reveals statistically significant effect of analysis activities on English reading comprehension of grade XI students. These results are consistent with Hyland and Hyland (2019) that analysis activities have positive relation with the development of English reading comprehension. It is also consistent with McKay (2018) that labeling, segmenting, and underlining activities (analysis activities) have positive effect to make reader engage with text and it ultimately would improve their comprehension. Newton, et al. (2018) support findings of the current study that analysis activities are effective for teaching English reading comprehension.

Data reveal that analysis activities are effective for enabling students to read English text critically. These findings are consistent with Omar (2019) that analysis activities would improve students' ability to read text critically. These findings are further consistent with Pae (2019) that tabular representation (analysis activity) has positive effect to read text critically. In this study improved performance of experimental group is the result of intervention of analysis activities. English text was taught with the help of these activities which included: Highlighting/underlining, segmenting, tabular representation, diagrammatic representation, and labeling. Control group was taught

with the help of lecture method, textbook method, and grammar translation method which could bring statistically insignificant improvement in its post-test scores. It shows that analysis activities have statistically positive significant effect on English reading comprehension and ability to read English text critically. Thipatdee (2019) findings are also consistent with the current study findings on students' ability to read English text critically.

Matondang (2020) have suggested that labeling, and highlighting activities are effective for developing the ability to read English text critically. This finding of the study is consistent with current study findings. Study finding is favored the previous study conducted by Lodhi, et al. (2019) on English reading comprehension. The findings on students' ability to read English text critically are also consistent with Hashmi, Mahmood, and Naz (2019).

Manan (2019) supports the idea of teaching English with the help of analysis activities to develop reading comprehension. Hasan, and Ismail, (2020) have recommendation to practice diagrammatic representation and labeling activities in the English class to enable students becoming critical reader. Matondang (2020) study results support current study findings to practice analysis activities to improve students' ability to read text critically.

## **Conclusion**

The study concludes that analysis activities are effective for teaching English reading comprehension and developing students' ability to read English text critically at grade XI. Analysis activities include underlining or highlighting, labeling, segmenting, diagrammatic representation, and tabular representation. Analysis activities help students to search or find text or part of text relevant to the text and underline or highlight them. These activities engage the student to read text critically to get its true essence. They try to find out the required piece of information by reading text.

Analysis activities help students to label and segment text after quick reading process. These activities help students to divide the texts into units and segments on the basis of its categories. Original text in these activities is represented into another form as diagram. Students are required to extract information from original text and construct it in new form of tabulation.

So, analysis activities are effective to engage students to read text critically and have reading comprehension. The ultimate target of reading is comprehension without which reading is useless. Another important aspect of reading a text is critical reading. In critical reading, reader evaluates the evidence and arguments to accept or reject the given view point. No text is worth accepting until or unless there is sound evidence or

arguments to support the idea given. This can be possible when a reader is critical in reading a text. So, analysis activities proved effective for enabling students to read English text critically.

## Recommendations

On the basis of findings of the study, following recommendations were drawn:

1. English teachers teaching at intermediate level are recommended to practice analysis activities for teaching English reading comprehension.
2. English teachers are further recommended to use analysis activities for enabling students to read English text critically. English teachers are recommended to incorporate analysis activities according to the nature and scope of text for teaching English reading comprehension and developing students' ability to read English text critically at grade XI.
3. English teachers should exposed students to experience analysis activities to improve their English reading comprehension and ability to read English text critically.
4. Grade XI students' parents are recommended to encourage their children to use analysis activities for learning English reading comprehension and ability to read English text critically.

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