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The Use of Notice and Note Signposts for Close Reading Strategies in Classroom

Nanda Ayu Larasati*¹, Siti Sarah Fitriani¹, Sofyan A. Gani¹

¹*Universitas Syiah Kuala, Banda Aceh*

*Corresponding author: effendy.nanda@gmail.com

Abstract

This research is a library study that analyzing how the use of Notice and Note signposts for close reading strategy in classroom based on the experts and some the previous studies. This research focuses on close reading technique and strategy also additional Notice and Note signposts while teaching reading in classroom. The data were collected using investigation technique of discourses from textbooks, articles, journals, papers and other relevant data sources. There are 11 sources in this study, those sources are: Taqiyuddin (2018), Payumi and Hartati (2018), Ballance (2016), Blouin (2014), Tinsley (2014), Barry (2017), Cowden (2019), Sariah, Siswani, Kosim and Maya (2018), Darmawan (2018), Dakin (2013) and Beussink (2020). The researcher reviewed to look for similarities or association between one source and another sources. After that, the researcher paraphrases and elaborates the statements to give valuable information. The result of the analysis from all the sources showed that the use of Notice and Note signposts for close reading strategies in classroom can be applied for teacher while teaching reading.

Key Words : Close Reading, Notice and Note Signposts, Library Research.

1. INTRODUCTION

Reading and literacy become the important factors of people who learn English as foreign language. Unfortunately, according to PISA (Program International Student Assessment) from OECD (Organization of Economic Co-operative Development) in 2018-2021 Indonesia ranked 33rd among 38th developing countries with mean scores 371 points for country which have low literacy and reading habits. It is the results for general reading habits and literacy as a whole country. Based on this statement, Indonesia's people in general have low results for literacy and reading habits.

According to Kurikulum 2013 (Permendikbud, 2013 rev. 2017) for Junior High School and Senior High School students, English lesson adjusted scientific approach as basic teaching approach and assessment. There are several genre of the texts that studied in Kurikulum 2013 like Descriptive, Recount, Narrative, Procedure,

Report, Explanation and Analytical Exposition. Those type of texts carry Higher Order Thinking Skill (HOTS) method to learn, not only HOTS but also Kurikulum 2013 enhanced students to study using creative idea, critical thinking, communicative and collaborative. Mbato (2019) did research for English Education Study Program student in Santa Dharma University about critical thinking in reading, the result shows majority of them had a sufficient understanding of critical thinking in reading at conceptual level, but still lack at understanding the text comprehensively in addition students need to aware of procedural knowledge such critically acknowledge the text.

To overcome this problem, the researchers propose to use close reading strategies with notice and note signposts to teach reading in classroom. Close reading adapted critical thinking to solve the comprehension in the text and give more factual keys in the passage or the book. thus, close reading is reading strategy in classroom that developed by CCSS (Common Core State Standard) in US. Close reading can be said as the new way of teaching thinking of thinking or metacognition that needed in 21st century. Beers and Probst (2013) described close reading is strategy, where the teacher will bring the text and the reader close together, also they promoted close reading strategy with Notice and Note Signposts method, while do annotating and read the text-dependent questions more clever and easy to analyze. They believed when students reading, they need interaction and transaction between the reader and the text that not only creates meaning, but creates the reason to read. So they develop this thought and want to teach the students to notice so that the students respond towards reading become more nuance and more reasoned.

Based on eleventh previous studies from Taqiyuddin (2018), Payumi and Hartati (2018), (Ballance (2016), Blouin (2014), Tinsley (2014), Barry (2017), Cowden (2019), Sariah, Siswani, Kosim and Maya (2018), Darmawan (2018), Dakin (2013) and Beussink (2020), it can be seen there are many aspects that how close reading strategies also notice and note signposts used in classroom. In this study the researchers used the library study to analyze and summarize the result from some journals, papers from previous study, related theories concerning with close reading strategies and notice and note signposts which help how teaching reading in classroom.

2. LITERATURE REVIEW

2.1 Reading

According to Grabe (2009), Reading is centrally a comprehending process, which he means "*We read to understand what the writer intended to convey in writing, though we also do more*" (Grabe, 2009). Also, Grabe point out that all cognitive processing involved in reading is related to comprehension. From this definition, reading is how people necessity to use their critical thinking in process of reading with comprehend what was read.

2.2 Critical Reading

According to CCSS (Common Core States Standard) in US, from R.CCR1, "Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text" (CCSSO & NGA (2010); 2022). R.CCR1 suggest all students in US to fulfill and master in reading closely, comprehending literal/explicit meaning, inferring implied/implicit meaning, and drawing text-based conclusions using

specific textual evidence to pass their 1st level of learning English language and art in reading skills. Burke (2017) made some sort of activities in close reading, those are:

1. Using short passages and excerpts
2. Diving right into the text with limited pre-reading activities
3. Focusing on the text itself
4. Re-reading deliberately
5. Reading with a pencil
6. Noticing things that are confusing

2.3 Notice and Note Signposts

Beers & Probst (2013) promoted close reading strategy with Notice and Note Signposts method, while do annotating and read the text-dependent questions more clever and easy to analyze. They did survey in 2008 and 2010 and combine about 2300 teacher as participants and survey about what books are mostly mostly common taught in grade 4-10. While they re-read and read repeatedly the books they notice some elements they called "Signposts" that occurred in all the books accrossed genre. This is sign the beginning of Notice and Note Signposts occur in teaching close reading.

3. METHODS

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4. RESULTS AND DISCUSSION

4.1 Results

Research by Taqiyuddin (2018) with the title "The Effect of Using Close Reading and GIST strategies on Students' Reading Comprehension at Health Vocational High School Pekanbaru" used Quantitative methodology that designed by Quasi-Experimental research. The research were compared two experimental classes and the purpose of this research is conducted to find differences of close reading and GIST strategies on students' reading comprehension. The result of this study showed both treatments used in experimental classes have significant improvement from pre-test and post-test, it means both close reading and GIST strategies give the effect on student's reading comprehension and it was approved to teach students reading comprehension used both strategies. But, based on percentage improvement, close reading strategy (79%) is higher than the percentage of GIST strategy (71%).

Payumi & Hartati (2018) with The Use of Close Reading Technique to Improve Students Reading Comprehension showed close reading is significantly affect in improving students' reading comprehension with the improvement of testing from experimental class. The research used quasi-experimental research, and the population of this research from the eight grade students in SMPS PGRI Warungkondang academic year 2017/2018 and the sample of this research is 20 students from all population in eight grade students. The mean score of pre-test is 57

and post-test score is 79 already showed the improvement results from treatment teaching that was close reading approach as follows choosing text, focus reading, annotation, re-read the text, discussing and answer text-dependent questions. The calculation of t-test formulas showed point 2.59 with the value of t-table is 1.72. to find the significant of this research with t-obs are greater than t-table ($2.59 > 1.72$). In other words, close reading teaching could give significant improvement for junior high school students' reading comprehension and could be alternative way of teaching reading for teacher in teaching reading.

Ballance (2016) with "Connecting The Dots: Effects of Close Reading on Students' Comprehension of Primary Resources" a quantitative experiment using a single-group interrupted time-series design, Ballance followed this research to find out what effect close reading have on participant comprehension of primary sources. The close reading strategy used in the implementation are reading the passage, annotating, discussion the annotate words. Based on the study above, the test did not show that close reading affected the students' reading comprehension, Ballance suggested of close reading strategy should be tested as a method for improving reading comprehension of primary resources for this research history passage as a primary resource.

Blouin (2014) did a research with title "The Effect of Close Reading on Reading Comprehension Scores of Fifth Grade Students with Learning Disabilities" to examine the effectiveness of using close reading strategies as compared to traditional, explicit reading comprehension with a small group of fifth grade students with specific learning disabilities. This study used a pre-experimental design with a convenience sample of a group of eight fifth grade students that served as their own control. The mean score result of explicit question are 66.63 and mean score result of implicit question are 66.88. from the result, there is no significant difference when comparing instructional techniques, this study does indicate that teachers may went to consider students references, learning styles and levels of engagement when selecting reading comprehension strategies. With the implementation of CCSS, close reading emphasized greatly. It is essential that teachers be provided with adequate training in the area of close reading so they know when to use such strategies and when to use more traditional techniques.

Tinsley (2014) with her dissertation "A Professional Learning Community Design: Using Close Reading Techniques to Improve U.S History Comprehension". The goal and expected outcomes of this dissertation in practice are to (a) build teacher capacity by demonstrating the knowledge, dispositions, and skills of pedagogical knowledge for CCSS, disciplinary literacy, close reading techniques, and comprehension of their U.S History students; (b) improve teachers' instructional efficacy; and (c) improve students' reading achievement by designing a professional learning community model. The implementation of the teaching using PLC design with close reading technique as teaching implementation in school. The implications of this research there are four standards for learning design in PLC, these learning design purposes approach from integrating theories research, they are disciplinary literacy, close reading, comprehension and CCSS.

Close Reading Strategies Applied by English Language Learners When Challenging Content Area Text by Barry (2017) used qualitative approach as research design through teacher research or teacher inquiry. The source of data from this research appears from gathered students' online record, and interviewed the

students individually, the study focused on scaffolding the students towards metacognition when applying close reading strategies, observation, discussion and interviews were essential tools. During teacher research applied, the students' active involvement in acquiring and applying close reading strategies has provided them with a means for successfully navigating difficult and frustrating readings. These newfound skills have also given the students a confidence which had never witnessed before.

The Impact Of Close Reading strategies on 3rd Grade Students' Reading Comprehension by Cowden (2019) used quasi-experimental design with pre-test and post-test. The instrument of this research focusing on standard RL.3 from CCSS assessment which the content is "ask and answer questions to demonstrate understanding of the text, referring explicitly to the text as the basis for the answer", this study was intended to determine if close reading strategies impact third grade students' comprehension. The average gain of experimental class is 7.1 and the average gain from control class is 5.4. Students in the treatment group receiving close reading strategies increased their overall average gain on CCSS.RL.3.1 score by 7.1%. So, this slight advantage in percentages contributed to the close reading technique of finding text evidence; the students were explicitly taught this strategy. It has implications that when students used close reading strategies, they are more successful about responding to what they read. Close reading allowed students to focus on specific aspects of the text per lesson and allowed them to gain a deeper understanding of each element within the text, thus better comprehending it.

Sariah, Siswayani, Kosim, & Maya (2018) made a journal article about close reading in Indonesia with the title "The Use of Close Reading to Pinpoint Students Skill in Reading Comprehension: An Indonesia Case" and the method of this research is qualitative research and this study were using case study as the research method. The researchers do after-school session class, the after-school session consists of three sessions to observe students through reading one text but met different question level every session. The students' comprehension skills profile was assessed by using text-dependent questions. If the whole score from three sessions were measure in percentage. Participant with inferential level earned more than 70% compare to the participant with literal level comprehension just 27%. Based on the data earned from the research, 73% of participant belong to literal level of comprehension which they were able to get the meaning of words or phrase, fact (date, time, location etc.), sequence (logical order of events) and context (main idea and supporting detail). In contrast, inferential level participants tend to answer with their own words and quote something from the text for the validity of their claim and 27% participants were identified to be in inferential level.

Darmawan (2018) with The Effect of Close Reading Strategy on Students' Reading Comprehension used quasi-experimental design as a research method. This research consist of pre-test, experimental and control class as comparison and post-test for final. The researcher did treatment for experimental class with close reading strategies and the control class still using traditional method and strategies. The significant different from pre-test and post-test in experimental class is 23.67 and significant different from pre-test and post-test in control class is 24.29 and overall tests used of 25 questions for each pre-test and post-test. The researcher used independent sample t-test to calculated the data to knew the Ho was rejected or accepted. In t-test formula the sig (2- tailed) was 0.03 it means that the alternative

hypothesis was accepted. From the data of t-test, it can be seen that the experimental group got better understanding by using close reading as strategy in teaching reading. The students absolutely like the close reading strategy because it helped students to understand the paragraph easily.

The Effect of Comprehension Through Close Reading by Dakin (2013) used qualitative design for research method. The participant of this study are one students and one teacher from Bark Middle School in New York (pseudonym). Bobby (pseudonym) is a 12-year-old 6th grader who has ADHD came from a low socioeconomic background and is eligible for free or reduced lunch at school. Reading is one of Bobby's strengths in relation to other academic subjects. The student was given a reading and five comprehension questions. Out of the five comprehension questions this student scored a two. After the first assessment, the researcher taught the student how he would complete a close read. Through the close reading strategy (in this session, the researcher did close reading strategies according to Beers & Probst (2013) notice and note signposts) the student's comprehension increased by scoring a five out of six questions correctly.

Based on the student work and discussions, all of the strategies that was presented to the student for him to use during a close read of a text benefited the student by improving his comprehension. Through interview, when Bobby used the reading strategy during a close read, he became a successful reader by using the strategy to help him organize what he is thinking and support him in comprehending the text. From teacher interview, Miss Andrews could be optimistic about close reading because she realizes that with the shifts in the common core its essential that the students understand how to dissect complex texts. The researcher has implication for educators to think about how close reading can fit into your everyday classroom instruction and how each teacher can go about effectively and explicitly teaching the close read for students to be able to become independent readers and thinkers.

Exploring Teacher Perceptions of The Notice and Note Signposts: A Qualitative Case Study by Beussink (2020) is a dissertation document. The methodology of this research includes the research questions, the research design and rationale, the role of the researcher, the research procedures, and the reliability and validity of the study. Based on teacher usage, there are benefits to the Notice and Note signposts, regardless of how heavily or how little the signposts were integrated into the classroom curriculum. The researcher find out those who implemented the signposts willingly and extensively or made modifications to the signposts to fit the needs of the curriculum and students, found value in teaching Notice and Note. The researcher found the analysis of the data indicated an increase in reading comprehension and critical thinking abilities; yet, the initial reaction to the signposts by many students was confusion, frustration, and work avoidance. From the research conclusion, for close reading, particularly the Notice and Note signposts, helps students not only construct meaning from a text via the close reading process, but additionally helps students construct meaning about life, determine how to connect with others, become better prepared for work as adults, and begin to understand how to relate to the larger world.

4.2 Discussion

This research aims at finding out how to use notice and note signposts for close reading strategies in classroom. Based on the result data collection according to

the research by Ballance (2016), Barry (2017), Blouin (2014), Cowden (2019), Payumi and Hartati (2018), Sariah, Siswayani, Kosim, & Maya (2018), Taqiyuddin (2018), and Tinsley (2014) above, showed how they use close reading in teaching reading with general close reading strategies for measure students' reading comprehension. Taqiyuddin (2018), Payumi & Hartati (2018), and Cowden (2019) used quantitative research with quasi-experimental design, the result showed close reading can improve students' reading comprehension. For Blouin (2014), the research use pre-experimental design with the test about explicit and implicit questions in reading, but the result did not show any significance improvement. Ballance (2016) research use single group interrupted time-series design with four times post-test, and the result of this research also did not show any significant improvement. Barry (2017) and Sariah, Siswayani, Kosim, & Maya (2018) used qualitative research but different design. Barry (2017) used teacher research or teacher inquiry design, the result of the research find out close reading can afford students' difficulties and frustrating reading. Meanwhile, Sariah, Siswayani, Kosim, & Maya (2018) used case study design, the research instrument assess through text-dependent questions in close reading and the result showed 73% of students have literal reading level and 27% of students have inferential level of reading. Next, Tinsley (2014) used Professional Learning Community (PLC) design as teaching standard, and the researcher use close reading as learning design in PLC.

Furthermore, the research from Darmawan (2018), Dakin (2013), and Beussink (2020), they applied close reading strategies with addition of Notice and Note signposts. Darmawan (2018) used quasi-experimental design for this research, and the result showed significant improvement, it is proof close reading with Notice and Note signposts showed significant effect for students' reading comprehension. And next, Dakin (2013) used qualitative research with observation, teaching and interview as data collecting, the researcher interview one special student and one teacher, before that the researcher gave five comprehension question and taught the students about close reading with Notice and Note Signposts, while interview both student and teacher give positive respond about close reeading and notice and note that the researcher taught. And the last there is Beussink (2020) with qualitative case study research, in this reseach Beussink collected 10 teachers who taught close reading used Notice and Note signposts, there are 10 themes interview to find out teachers perspective about close reading through Notice and Note signposts, and from teacher perspective still there are some advantage and disadvantage, but still close reading with Notice and Note signposts could be implemented in the class. Eventhough the researchers in the previous studies above used different way in their research, actually they still applied close reading while teaching reading according to CCSS and to improve students' reading comprehension and some researcher also used close reading with Notice and Note signposts for additional strategies. The steps of close reading strategies that followed by all the researcher are read with short text/passage, focus on the text, re-reading the text, annotating, discussion and pay attention to text-dependent question. All these strategies elaborate both from close reading strategies by Fisher & Frey (2012) and Burke (2017) also some of the researchers also added Notice and Note signposts by Beers & Probst (2013) while teaching reading through close reading strategies.

Even though close reading first introduces in US and implemented through CCSS as common core standard in US, it does not mean close reading strategy and

Notice & Note signposts cannot be applied in Indonesia, and even Indonesia's common core standard do not teach close reading for teaching reading, but there are similarities from scientific approach with close reading strategies, this is critical thinking. Students need higher order thinking skill to understand the text, it is also taught by close reading to look at text-dependent questions with based on text complexity. Also, Indonesia already applied scientific approach from 7th grade student to 12th grade student. It is also easier to many teachers apply this close reading strategies. For example, there are several studies above from Indonesia that already implemented close reading for their research tools.

Both general close reading strategies and additional Notice and Note signposts can give similar impact while teaching reading in classroom, at the end, it is how teacher choose they favorite teaching styles and some experts already put their findings about teaching with both strategies, remember that there is always pros and cons in every technique or strategies we used in teaching. Close reading strategies already give teacher the wide views about teaching reading and additional Notice and Note signposts give the teacher more customize and special style how to teach students through close reading strategies.

6. CONCLUSION AND SUGGESTION

After analyzing the data from the previous findings and theories, some implications can be drawn as follows: the use of Notice and Note signposts for close reading strategies can be applied in classroom start from junior high school to senior high school students or for elementary students (U.S Standard). Even these strategies were not promoted in Indonesia's common core standard, teachers could be applied these strategies while teaching reading. Furthermore, the strategy with additional Notice and Note signposts will make simplify strategy for students to understand the text more as what goal in close reading strategy and from teacher perspective Notice and Note signposts bring positive effect while students do close reading strategy in teaching reading or English language art. Even though there are some previous studies above did not show close reading strategy give significant differences from traditional reading strategy, still the majority of previous studies found close reading strategy as favorable strategy and technique to use while teaching reading in classroom.

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