

THE EFFECT OF BUMPER STICKERS STRATEGY TO IMPROVE STUDENTS' READING COMPREHENSION VIEWED FROM STUDENTS' READING INTEREST

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Abstract: Reading is essential for information acquisition, but students often struggle with understanding descriptive writing. To improve reading comprehension, educators could employ the Bumper Sticker strategy, using color-coded lists to help students grasp the text's main ideas. This study reports the effectiveness of the bumper sticker reading strategy in fostering students' reading interests. The quasi-experimental study comprised two groups of seventh-grade students, each consisting of 40 students. Data were gathered through a reading interest questionnaire and a multiple-choice reading comprehension test. Results reveal that the Bumper Sticker strategy effectively enhances reading comprehension aligned with students' interests. Notably, the conventional strategy also improves comprehension in alignment with students' interests. Lastly, the Bumper Sticker strategy is particularly effective for highly interested students. The recommendation is to employ the bumper sticker strategy, enabling students to create color-coded lists, thereby enhancing their comprehension of the material.

Keywords: Reading comprehension, descriptive text, bumper stickers strategy, reading interest

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INTRODUCTION

Reading is the most basic skill for foreign/second language learners, or "the mother of all skills" (Grabe, 1991). Reading is also an important ability for language development and is required for EFL students to succeed in higher education (Nasri & Biria, 2017). Reading communication is defined as requiring a cohesive process that involves understanding words and sentences, using previous information relevant to the text, and using metacognitive and cognitive techniques to grasp the meaning of the text and understand what the writer meant by intended messages (Sin & Siahpoosh, 2020). In other words, reading is an important skill for language learners to achieve academic purposes.

Reading and comprehension tasks should be included in reading lessons. Reading, according to Riyani et al (2023), is about more than merely importing words and precise information from the text; it is also about the students' comprehension. Moreover, reading comprehension is learning from text in which activities should be suited to the texts and to one's reasons for reading them (Julianti et al., 2020). It necessitates the capacity to

comprehend and interact with a text while combining a variety of sophisticated skills including fluency, vocabulary, and sentence reading (Al-Rimawi & Al-Masri, 2022). Despite being a challenging process that builds on the reader's existing knowledge, mastering reading comprehension demands the efficient coordination of linguistic, conceptual, reasoning, and metacognitive capacities (Cartwright, 2023). This complexity makes reading comprehension an intimidating skill for EFL learners to acquire.

Based on the Central Bureau of Statistics for 2022, the Indonesian people's overall reading interest is at 59.22 with a reading duration of 4-5 hours per week and 4-5 books per quarter. It shows that interest in reading is still low. The low interest in reading among Indonesians harms the quality of education. The lack of human resources to govern the future, as well as the slowness with which poverty is being eradicated, are both caused by inadequate educational quality. The low quality of education is in line with the low learning outcomes obtained by students (Hanani, 2013). Interest in reading has a significant relationship with increasing the value of students' reading skills. A set inclination to pay attention and recall certain activities is referred to as interest. Activities that a person is interested in, pays attention to, and is accompanied by a sensation of pleasure, are examples of such activities (Slameto, 2015). Interest can also be interpreted as a feeling of liking or being happy about something, without being told to like something (Kartika et al., 2019). High interest in reading is the basis for student success in various ways, especially in learning outcomes. With an interest in reading, students will gain knowledge from those who previously did not know to know, gain broad insights, and increase knowledge so that it will affect their learning outcomes (Harlika et al., 2019). It can be concluded that interest in reading has a positive relationship with improving students' reading comprehension skills. The more often students read, the better their reading comprehension skills.

Most EFL learners struggle with reading comprehension, but successful readers overcome these difficulties by employing effective strategies (Tobing, 2013). As a result, teachers should use strategies to increase kids' interest in reading. One of the instructional strategies that can be used to teach reading comprehension is the bumper sticker strategy. According to Silberman (2005), the bumper sticker technique allows participants to make their work tools. To remind participants of specific steps to take, they may take the form of signs or lists displayed in or close to the work area. Give participants stickers you have made for them to keep. The Bumper Sticker strategy is a piece of paper on which a short statement is written about the content of the reading indicating that students have made a summary of the theme in a literary work (Feber, 2008).

The Bumper Sticker strategy is an effective strategy to enhance students' reading comprehension. Students were more engaged in practicing short writing and humor by doing bumper stickers that made them better comprehend the text (Murphy, 2005). According to Jaradat (2016), bumper stickers have the following characteristics: brevity due to a shortage of space; a large letter size to be visible and readable; and simplicity to be read and understood by all readers. Furthermore, this method will assist students in extracting meaning and information from the text they have read. By paying attention to the material and the appropriate student level, this strategy is more effective with the size of the class present (Johari, 2018). The bumper stickers strategy is more effective than traditional instruction in helping students understand and create persuasive messages. By using the bumper stickers strategy, students understand the elements of persuasion and are more successful in creating their messages. In other words, using bumper stickers as a teaching strategy can be a fun, inexpensive, and effective way. The visual and interactive nature of

bumper stickers can help students engage and understand persuasive messages, leading to better learning outcomes (Silberman, 2005).

Generally, the steps for implementing the bumper stickers strategy in teaching reading are inviting participants to make bumper stickers, encouraging students to get reactions from other people's ideas, providing and supplying materials, and creating a sticker gallery. Johari (2017) explains the steps for teaching reading comprehension using the bumper stickers strategy as follows. First, pre-reading activities; The teacher gives descriptive text material and asks about who is in the text including the rhetorical steps. Students complete the reading process by making stickers in groups. Second, activities while reading; Students started making bumper stickers. The teacher asks students to complete the stickers and includes them in the use of all media in-class learning. Third, post-reading activities; The teacher evaluates students' understanding by asking questions related to the text they have learned by applying the bumper stickers strategy.

From the study above, there are differences from the current study, namely, location, sample, method, and moderator variable, namely the students' reading interest. Although there is no specific research on the relationship between Bumper Sticker strategy and reading interest, interesting and concise communication strategies like these can influence a person's perception of a certain topic or can trigger their interest in seeking further information. If the bumper sticker is related to literacy, reading, or books, it can arouse students' curiosity and strengthen their interest in reading. The novelty of this study is to improve reading comprehension skills by using the bumper stickers strategy in terms of students' reading interests. If the higher the students' interest in reading, the better the value of students' reading comprehension by using the bumper stickers strategy. Therefore, the implementation of this strategy was carried out at SMPN 1 Kayuagung because students' reading skills are still low in terms of reading interest.

Based on the previous information above, the research problems are as follows: (1) Is the Bumper Sticker strategy effective in improving students' reading comprehension based on their reading interests? (2) Is the conventional strategy effective in improving students' reading comprehension based on their reading interests? (3) Is the bumper sticker strategy more effective in enhancing the reading comprehension of students with high reading interest compared to those who were not exposed to it?

RESEARCH METHOD

Research design

The quasi-experimental method with a quantitative approach was applied in this study. The quasi-experimental design is an evolution of a true experimental design that is difficult to accomplish. Since there are no groups picked randomly or not randomly in a quasi-experimental design, it cannot fully function to control external variables that affect the implementation of experimental research (Sugiyono, 2019).

Population and Sample

There was a total of 9 classes and 313 students in class VII SMP (Junior High School), which served as the study's population. A cluster random sampling was employed to choose the sample. Two out of nine classes were taken as samples, namely the classes VII.4 and VII.7. A coin flip was utilized to determine which group would be in the experimental or control groups. Class VII.7 served as the experimental group, and class VII.4 served as the control group. Each class had 40 students who participated fully in the treatment.

Data Collection

Questionnaire

According to Sugiyono (2020), the questionnaire is a method of data collection used by researchers by providing the respondents with a written list of questions or statements to answer by respondents. The questionnaire used by researchers in this study is a closed questionnaire, where researchers provide direct answers so that students only choose answers that are relevant to their knowledge. Before giving the sample, the questionnaire which was adapted from Rahmawati (2022) was given to non-sample students to find the validity and reliability of the questionnaire. The validity and reliability of the reading interest questionnaire were measured. It revealed that the questionnaire was valid and reliable.

The questionnaire was administered to sample students, namely classes VII. 4 and VII.7 in SMP Negeri 1 Kayuagung regarding their interest in reading books. The questionnaire about reading interests consisted of 20 statements. Samples were asked to rate their level of agreement or disagreement with each statement using a Likert scale from 1 to 5, where: 1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree. The questionnaire of reading interest was applied to determine the level of students' reading interest.

Reading Comprehension Test

A multiple-choice question reading test was utilized to determine students' comprehension skills in reading descriptive text that discusses things, people, and places in the amount of 50 questions. To measure the validity of the questions, content validity was applied where the test referred to the English syllabus and tables of contents. Then to measure the reliability of the reading comprehension questions test, the questions were tested on other students who were not involved in the research. Out of 50 questions, 30 questions were considered valid. The reliability of the reading test was considered reliable since its results were higher than 0.07. The 30 valid questions were administered to the samples twice, namely pretest and posttest. The pretest was used to know the students' ability in reading comprehension before the treatment and the posttest was used to know students' ability after the students had taught using bumper stickers strategy.

Data Analysis

Student response data obtained from the questionnaire was then analyzed using a relative frequency distribution (percent distribution). The proportion of all alternative respondents' answers for each statement item, which serves as an indicator based on its frequency, was calculated as part of the data analysis. The SPSS Statistics 21.0 application is used to calculate frequency percentages to carry out data tabulation and streamline the data processing procedure. The collected data is converted into positive statement scores, namely SA=5, A=43, N=3, D=2, SD=1. The result of calculating the percentage is then interpreted based on the percentage criteria to make it easier for the reader to understand it. To decide the level of students' reading interest, the median score was employed. Students with scores greater than 46.7 were classified as having high interests, while those with scores lower than 46.7 were classified as having low interests.

The results of students' reading comprehension tests were analyzed using a t-test

paired sample and an independent sample.

The paired sample t-test was applied to determine students' progress following treatment, and the independent sample t-test was done to determine whether the bumper stickers technique was more effective than the conventional strategy. The normality and homogeneity of the data were determined before evaluating it with a t-test.

RESULT AND DISCUSSION

Results

Pretest Reading of Experimental Group

The experimental group's high reading interest was shown in the pretest results, where the highest score was 80, the lowest was 36.6, and the average was 54.46. The experimental group with low levels of interest, on the other hand, scored highest (56.6), lowest (13.3), and averaged 35.85. Figure 1 displays the distribution of pretest scores for the experimental group's high and low readers.

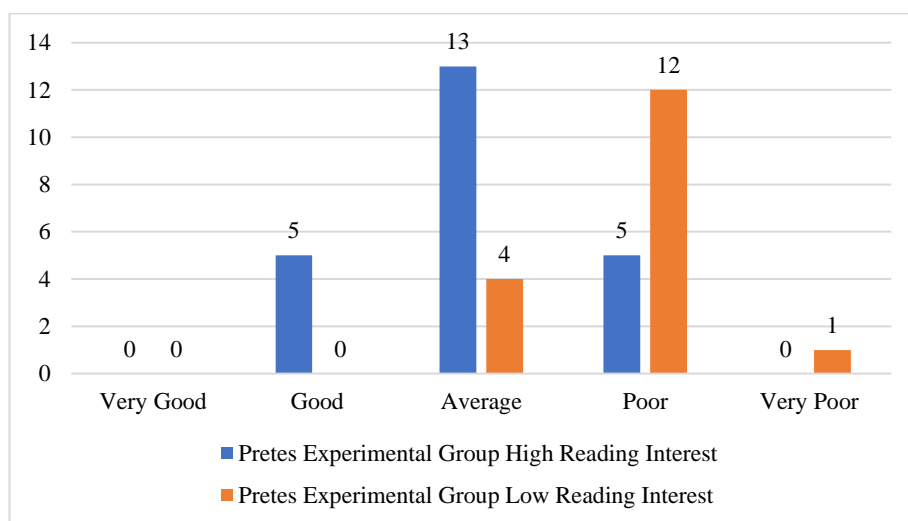


Figure 1. Distribution of Pretest Scores in the High and Low Reading Interest Experimental Groups

In the experimental group of students who were highly interested in reading, there were no students in the very good category, 5 students in the good category, 13 students in the average category, 5 students in the poor category, and no students who were in the very poor category, according to the distribution of pretest scores. In contrast, it was discovered that there were no students in the very good, good, and good categories in the experimental group of readers who had low interest in reading, but there were 4 students in the average category, 12 students in the poor category, and 1 student in the very poor category.

Posttest Reading of Experimental Group

The highest score was 96.6, the lowest was 60, and the average score was 72.21 on the posttest for the experimental group, which had a high interest in reading. The experimental group that showed low interest in reading, however, had the lowest score of 43.3, the maximum score of 70, and the average score of 55.47. Figure 2 displays the distribution of posttest results for the experimental group's high and low readers.

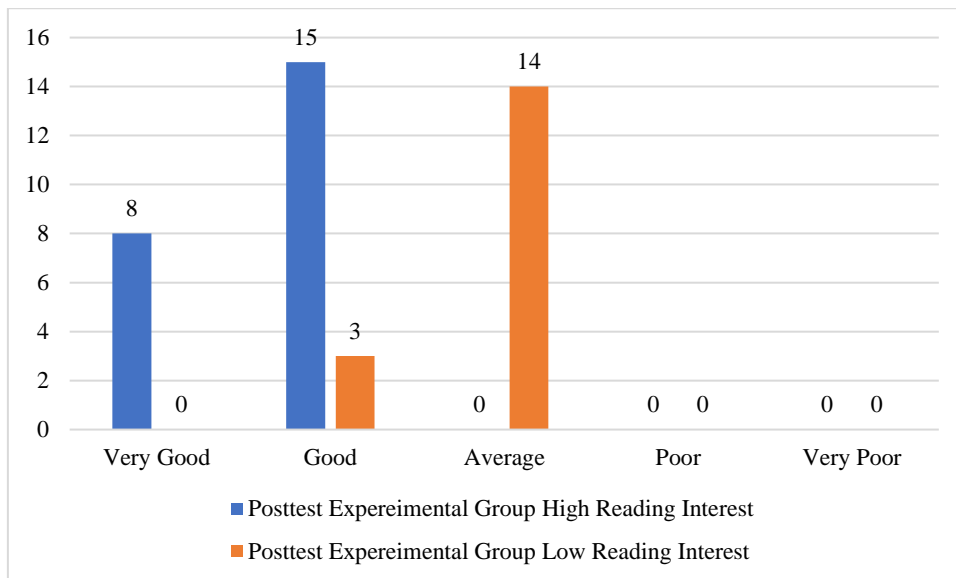


Figure 2. Distribution of Posttest Scores in the High and Low Reading Interest Experimental Groups

Figure 3 shows that 8 students were in the very good category, 15 students were in the good category, and no students were in the average, poor, and very poor categories of posttest scores in the experimental group with high interest in reading. Meanwhile, in the experimental group that had low interest in reading, it was found that none of the students were in the very good category, 3 students were in the good category, 14 students were in the average category, and no students were in poor and very poor categories.

Pretest Reading of Control Group

The high interest reading control group had pretest results that ranged from a minimum of 30 to a maximum of 60, with an average score of 49.11. In contrast, students in the low interest reading control group received results that ranged from 20 to 53.3, with an average of 38.41. The pretest score distribution for these two control groups is shown in Figure 3.

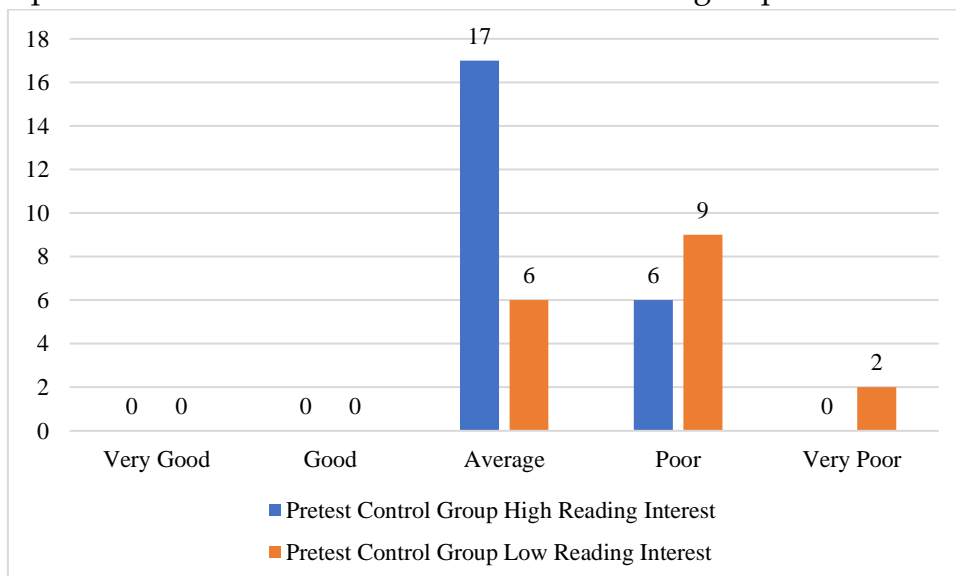


Figure 3. Distribution of Pretest Scores in the High and Low Reading Interest Control Groups

Pretest results in the control group, which has a high interest in reading, show that no students fall into the very good or good categories, 17 students go into the average category, 6 students fall into the poor category, and no students fall into the very poor category. There were no students in the very good and good categories in the control group, but there were 6 students in the average category, 9 students in the poor category, and 2 students in the very poor category.

Posttest Reading of Control Group

The best score was 83.3, the lowest was 50, and the average score was 64.32 on the posttest for the control group, who had a high interest in reading. In contrast, the control group, which exhibited low interest in reading, scored best (73.3), lowest (40), and on average (53.31). Figure 4 depicts the posttest score distribution for the control group's readers with high and low interests.

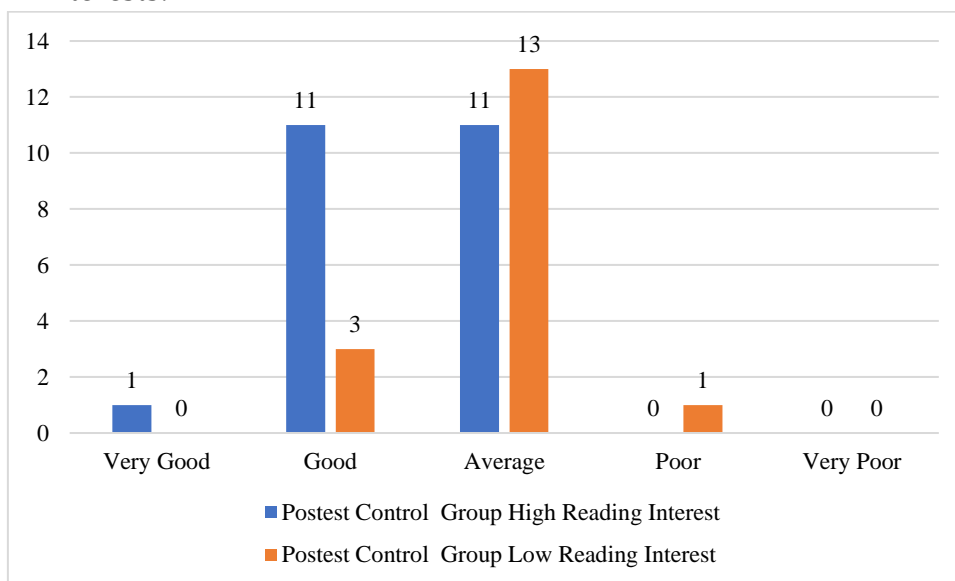


Figure 4. Distribution of Posttest Scores in the High and Low Reading Interest Control Groups

The posttest results for the control group revealed that 1 student received an exceptional score, 11 students scored in the good category, 11 students scored in the average category, and no students scored in the very low or poor categories. The results were different for the control group, with no students receiving a very good score, 3 students scoring in the good range, 13 students scoring in the average range, 1 student scoring in the poor range, and no students scoring in the very poor or poor range.

Before performing a t-test on the data, normality and homogeneity of the test were established. The group data was fewer than 50, so the one-sample Shapiro-Wilk test was employed to determine whether the data were normal. The sample variables were then tested for homogeneity to see if they came from the same population. Utilizing Levene Statistics, homogeneity is tested.

The Result of Normality of Pretest and Posttest in the Experimental Group

The Shapiro-Wilk test on the pretest of the experimental group who has a high reading interest shows a significance of 0.342. Because the significance (0.342) is greater than the p-value (0.05), the results are normal. Meanwhile, the pretest Shapiro-Wilk test for the experimental group with low interest in reading showed a significance of 0.781. Because the

significance (0.781) is higher than the p-value (0.05), the results received can therefore be categorized as normal.

The Shapiro-Wilk test on the experimental group posttest which has a high interest in reading shows a significance of 0.498. Because the significance (0.498) is higher than the p-value (0.05), it can be concluded that the data obtained is classified as normal. Meanwhile, the Shapiro-Wilk posttest for the experimental group with low interest in reading showed a significance of 0.320. The data were assumed to be normal because the significance (0.320) was larger than the p-value (0.05).

Table 1. Pretest and Posttest Normality Test Results in the Experimental Group

Test	Shapiro-Wilk		
	Statistic	df	Sig.
Pretest_Exp_High Reading Interest	.953	23	.342
Pretest_Exp_Low Reading Interest	.968	17	.781
Posttest_Exp_High Reading Interest	.962	23	.498
Posttest_Exp_Low Reading Interest	.940	17	.320

The Result of Normality of Pretest and Posttest in the Control Group

The Shapiro-Wilk test on the pretest of the control group who had a high interest in reading showed a significance of 0.087. The data obtained is normal because the significance (0.087) is larger than the p-value (0.05). Meanwhile, the pretest Shapiro-Wilk test for the control group who had low interest in reading showed a significance of 0.299. The data acquired can be categorized as normal because the significance (0.299) is larger than the p-value (0.05).

The Shapiro-Wilk test on the pretest of the control group who had a high interest in reading showed a significance of 0.262. Because the significance (0.262) is higher than the p-value (0.05), it can be concluded that the data obtained is classified as normal. Meanwhile, the pretest Shapiro-Wilk test for the control group who had low interest in reading showed a significance of 0.095. The received data can be categorized as normal because the significance (0.095) is larger than the p-value (0.05).

Table 2. Pretest and Posttest Normality Test Results in the Control Group

Test	Shapiro-Wilk		
	Statistic	df	Sig.
Pretest_Con_High Reading Interest	.925	23	.087
Pretest_Con_Low Reading Interest	.938	17	.299
Posttest_Con_High Reading Interest	.948	23	.262
Posttest_Con_Low Reading Interest	.909	17	.095

The Result of Homogeneity

Levene Statistics were used to conduct a homogeneity test. Based on calculations with Levene Statistics, it was found that sig. (0.295) is higher than $\alpha=0.05$. This shows that the sample comes from a homogeneous population.

Table 3. Homogeneity Test Results

Levene Statistic	df1	df2	Sig.
1.258	3	76	.295

Significant Difference of Experimental Group Based on Interest in Reading

The pretest average of the experimental group with high reading interest was found to be 54.465, the standard deviation to be 12.381, and the mean standard error to be 2.581, while the experimental group with low reading interest was found to be 35.852, the standard deviation to be 10.4411, and the mean standard error to be 2.532. These findings were based on statistics of paired samples of the experimental group (students who have a high and low interest in reading).

Following the bumper sticker strategy, the experimental group with high reading interest had an average posttest score of 77.217, a standard deviation of 10.160, and a mean standard error of 2.118, whereas the experimental group with low reading interest had an average posttest score of 55.470, a standard deviation of 7.363, and a mean standard error of 1.785.

Table 4. Statistical Descriptive Summary of the Experimental Group

	Pretest_Exp_High Reading Interest	Pretest_Exp_Lo w Reading Interest	Posttest_Exp_Hi gh Reading Interest	Posttest_Exp_Low Reading Interest
Mean	54.465	35.8529	77.217	55.4706
Std. Error of Mean	2.5818	2.53238	2.1186	1.78585
Std. Deviation	12.3818	10.44127	10.1604	7.36323
Minimum	36.6	13.30	60.0	43.30
Maximum	80.0	56.60	96.6	70.00

Significant Difference of Control Group Based on Interest in Reading

The analysis shows that the control group's pretest average was 49.113 for students with high reading interest, with a standard deviation of 8.419 and a standard error of the mean at 1.755. This information is based on the paired sample statistics from the control group, which included students with varying levels of interest in reading. The pretest average for students in the control group, on the other hand, is 38.412, with a standard deviation of 10.540 and a standard error of the mean of 2.556.

The posttest average for students in the control group who showed a high interest in reading after receiving traditional reading instruction was 64.325, with a standard deviation of 9.759 and a standard error of the mean of 2.035. The posttest average for the control group of students, on the other hand, was 53.312, with a standard deviation of 7.574 and a standard error of the mean of 2.322.

Table 5. Descriptive Statistics of Control Group

	Pretest_Con_High Reading Interest	Pretest_Con_Low Reading Interest	Posttest_Con_High Reading Interest	Posttest_Con_Low Reading Interest
Mean	49.113	38.412	64.326	53.312
Std. Error of Mean	1.7556	2.5564	2.0351	2.3221
Std. Deviation	8.4194	10.5403	9.7598	7.5743
Minimum	30.0	20.0	50.0	40.0
Maximum	60.0	53.3	83.3	73.3

Results of t-test analysis using paired samples in the high and low reading interest experimental groups

The average pretest score for students in the experimental group with a high interest in reading was 54.46, according to the results of the paired sample t-test. After receiving treatment, the average posttest score eventually rose to 77.21. With a significance level of 0.00 and degrees of freedom (df) equal to 22, this denotes a significant difference of 23.98 between the pretest and posttest. Essentially, this suggests that there were sizable differences in the test results of students with high reading interest before and after the intervention.

The pretest scores in the experimental group with low reading interest were, on average, 35.85 before treatment. The average posttest score rose to 55.47 after the treatment. With a significance level of 0.00 and degrees of freedom (df) of 16, this shows a significant difference of 13.77 between the pretest and posttest. In plainer terms, this denotes a significant difference between the scores of students with low reading interest before and after the intervention.

Table 6. Paired Sample Data for Experimental Class

Experimental Group	Mean		Mean Difference	Df	Sig.
	Pretest	Posttest			
High Reading Interest	54.46	77.21	23.98	22	0.000
Low Reading Interest	35.85	55.47	13.77	16	0.000

Results of t-test analysis using paired samples in the high and low reading interest control groups

The results of the paired sample t-test in the control group having a high interest in reading, before being taught using conventional strategy, shows that the student's average score on the pretest was 49.11, while on the posttest it was 64.32. This shows that there is a difference between the pretest and posttest of 16.78 at a significance of 0.00 with degrees of freedom (df) = 22. In other words, there is a significant difference before and after students who have a high interest in reading are taught using conventional strategy.

Meanwhile, in the control group who had a low interest in reading, the student's average pretest score when taught using conventional strategy was 38.41 while in the posttest it was 53.31. It reveals there is a difference between the pretest and posttest of 9.85 at a significance of 0.00 with degrees of freedom (df) = 16. Expressly, there is a significant difference before and after students who have low interest in reading are taught using conventional strategy.

Table 7. Paired Sample Data for Control Class

	Mean		Mean Difference	Df	Sig.
	Pretest	Posttest			
High Reading Interest of Control Group	49.11	64.32	16.78	22	0000
Low Reading Interest of Control Group	38.41	53.31	9.85	16	0.000

Results of t-test analysis using an independent sample in the experimental and control groups with high interest in reading

The average posttest score for the experimental group was 77.21, whereas the average posttest score for the control group who had a high interest in reading was 64.32, according to the results of the independent sample t-test in the experimental and control groups who were both very interested in reading. This shows that there is a difference between the two groups' posttests of 12.89 at a significance of 0.00 with degrees of freedom (df) = 44. To elucidate, the bumper stickers strategy is very effective in improving the reading comprehension skills of students who have a high interest in reading.

Table 8. Independent sample data for the experimental and control groups with High Reading Interest

Group	N	Mean	SD	Mean Difference	t	df	Sig
High Reading Interest of Experimental Group	23	77.21	10.16	12.89	4.38	44	0.000
High Reading Interest of Control Group	23	64.32	9.75				

Results of t-test analysis using an independent sample in the experimental and control groups who have low interest in reading.

The average posttest score for the experimental group was 55.47, whereas the average posttest score for the control group with low interest in reading was 53.31, as determined by the results of the independent sample t-test in the experimental and control groups. This shows that there is a difference between the two groups posttests of 2.15 at a significance of 0.46 with degrees of freedom (df) = 32. In short, bumper stickers and conventional strategies are not effective in improving the reading comprehension skills of students who have a low interest in reading.

Table 9. Data of Independent Samples of Experimental and Control Groups with Low Interest in Reading

Group	N	Mean	SD	Mean Difference	t	df	Sig
Low Reading Interest of Experimental Group	17	55.47	7.36	2.15	0.73	32	0.46
Low Reading Interest of Control Group	17	53.31	9.57				

Discussion

The students in the experimental groups who had high and low interest in reading showed that there was a significant difference after students were taught to read descriptive text using the bumper stickers strategy. In other words, the bumper stickers strategy can improve the reading ability of students with both high and low interest in reading. This shows that the bumper stickers strategy can encourage reading fluency and comprehension among struggling readers. The use of bumper stickers as a teaching strategy is a viable

option to promote reading fluency and comprehension among struggling readers and this strategy can be used to engage students and improve their reading skills (Guo, 2017).

The students in the control group who had high and low interest in reading showed that there was a significant difference after students were taught to read descriptive text using conventional strategy. In other words, conventional strategy helps improve students' reading comprehension in descriptive texts. With conventional strategy (lecture), teachers play an active role in conveying material directly face to face to students to create their knowledge and understanding (Westwood, 2008).

The students in the experimental and control groups who had a high interest in reading showed that the bumper stickers strategy was more effective in improving the reading comprehension skills of students who had a high interest in reading. The t-count (4.28) was greater than the t-table (2.02) at a significance of 0.000 with degrees of freedom (df)=44. Meanwhile, the results of the independent sample t-test in the experimental and control groups who had low interest in reading showed that the bumper stickers strategy was not effective in improving the reading comprehension skills of students who had low interest in reading. The t-count (0.73) was lower than the t-table (2.04) at a significance of 0.46 with degrees of freedom (df)=32.

Based on the data above, it can be concluded that there was a significant influence on students who were taught using the bumper stickers strategy, especially on students who had a high interest in reading compared to students who were taught using the conventional strategy (lecture). The results of this research were in line with the statement that interest in reading greatly influences a person's ability to read. Interest in reading is the desire to understand or grasp certain meanings. In this case, students who have a higher desire and motivation will try harder and are assumed to have a high interest in reading. This shows that students' reading ability is influenced by high or low reading interest (Dalman, 2013). Students who had a high interest in reading tended to improve their reading ability when taught using the bumper stickers strategy compared to those taught using the conventional strategy. The bumper stickers strategy provides new ideas and experiences in the teaching and learning process in the classroom. This of course helps students to avoid boredom in learning English because students will feel happy learning English (Johari, 2018). Meanwhile, students who are taught using lecture strategy tend to only listen to the teacher's explanations so there is no opportunity, especially for students who have low interest in reading, to be active, creative, and interactive because only the teacher is the decision maker, as a result, students become passive and feel bored. in following the teaching and learning process because they only listen (Westwood, 2008).

However, for students who have a low interest in reading, the results of the study show that there is no significant effect on students who are taught using the bumper stickers strategy. This is in line with research which states that for students with low interest in reading, the insight that students have is also low and has an impact on poor student learning outcomes, and students with high interest in reading, provide broad knowledge and get good learning outcomes (Sari, 2020). Even though students who have low interest have been taught using the bumper stickers strategy, these students still cannot improve their reading skills. It can be concluded that students who enjoy reading will continue to involve themselves in reading activities so that students have broad insights and influence their learning process.

CONCLUSION

The bumper stickers strategy was effective in enhancing students' reading comprehension since it offered students to make a list of information taken from their reading text using colorful paper that made them motivated to read the text, especially for those who had high reading interest. This study experimented to evaluate the impact of the bumper stickers strategy on students' reading comprehension, comparing it with the conventional strategy. The results revealed that the students who were taught using the Bumper Sticker strategy had progressed in the average score from an initial mean of 54.46 to a final average of 77.21. Comparing the result of the posttest for students who have high reading interest and were taught using the bumper stickers strategy and that of those who were not taught, it showed the mean difference was 12.89. It meant that the high reading interest students had better scores of reading comprehension than those who were not taught.

There are certain restrictions on this study, which focused on seventh-grade students and descriptive text. The results might not be generalizable to students of different ages, and the tiny and possibly non-diverse sample size could do so. The results might not apply to other kinds of reading material since it solely examined descriptive writings. When evaluating the results, external factors like home surroundings and methodological decisions must also be considered.

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