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CAN INTERACTIVE APPROACH IMPROVE READING COMPREHENSION?

Tri Nuzulia Nurhuda

English Language Teaching Study Program
Postgraduate School, Universitas Islam Malang, Indonesia
Email: trinuzulia75@gmail.com

Abstract

This study used Classroom Action Research. The objective is to enhance students' reading comprehension for recount text for the eight-year students in MTs Terpadu Ar Roihan by implementing interactive approach. The subjects consist of 26 students. The implementation of interactive approach is directed in two cycles. Each cycle consists of 3 meetings. In first cycle, the researcher implements interactive approach which applies pre-reading, whilst reading and post activity during 3 days which ended with the evaluation of reading comprehension test. Teaching was conducted in four stages; 1) pre activity, 2) pre -reading which focuses in activating the relevant schemata 3) whilst-reading activity which focuses in students' interaction with the text by reading loud, and it will be ended by reading comprehension test, and 4) post-reading activity for reflection. The students' mean score is 66. It is under the criteria of success (under 75). The researcher made a second planning by revising the teaching scenario. The difference is a change in the activity. In first cycle, the activity is conducted more individually but in the second cycle working in a group is implemented. The material is also changed. The students' mean score is 77 in second cycle. It meets the criteria of success.

Keywords: reading comprehension, recount text, interactive approach

INTRODUCTION

The researcher found that there were some problems that were faced by the English teacher. First, the students' capability in reading understanding is poor. It can be proved from the result of preliminary test of students' reading understanding for recount text; the learners' mean showed 58, 81% of 26 students didn't meet the minimum criteria score and 19 % of students meet the minimum criteria score. It was far from the target which needed 70% of the total of students met the minimum criteria of score, 75.

The result of average English national test showed that the mean score was 53, 67 in 2017. It decreased 46, 00 in 2018 and increased 51, 38 in 2019. The scores were under the minimum score, 55

Based on the background of study, the problem can be formulated in the following question: "How can reading comprehension of recount text of the eighth grade students in MTs Terpadu Ar Roihan in 2018/2019 academic year be improved through the implementation of interactive approach?"

In accordance with the statement of problem before mentioned, the objective of study is to improve reading comprehension of recount text in eight level students of MTs Terpadu Ar Roihan in 2018/2019 academic year by implementing interactive approach.

METHOD

There are five steps which are implemented, adapted from Kemmis and Taggart in Arikunto (2006:97)(1) preliminary study, (2)planning, (3) implementing the action, (4) observing, and (5) reflecting.

A preliminary study was conducted to know the real condition of the classroom in order to obtain data about students' problem in teaching learning of reading. The researcher identified the problems which were faced in the classroom when English teaching learning happened from students' side and also teachers' side by giving observation, questionnaire, interviewing the English teacher.

5 In planning activities, teaching learning process were developed into 3 phases; pre reading activity, whilst reading activity and post reading activity. In pre-reading, teacher activated students background information by showing pictures, video or giving question with the students related to theme which were discusses in each meeting. In whist-reading, teacher prepared two recount texts in each meeting. One recount text was used to discuss together with the students and the other was used for evaluation in each meeting. Teacher had prepared the media which supported to better understanding in recount text such as power point presentation with 29 contained of some task related to text given. The tasks were given using bottom up and top down strategy. The bottom up strategy was implemented through some activities such as pronounce the words loudly, identify or classify the words based on their functions; noun, adjective, adverb, verb, match the word with the meaning and identify the generic structure. In top down strategy, teacher stimulated students' comprehension by asking about the main idea, asking the inference meaning, word context, implicit and explicit meaning etc. In post –reading, teacher provided questions to students which built students' concept about recount text. These activities were given to reinforce students' comprehension about the text.

The researcher implemented the approach. The researcher conducted cycle 1. It was consisted 3 meetings. The researcher applied interactive approach for two meetings and one last meeting for assessment of reading comprehension test. If the score of reading comprehension did not reach the criteria of success, the researcher

made second teaching scenario with some revision in it for the second cycle. Two meetings were for implementing interactive approach and one meeting for assessment or evaluation. So, there were six meetings are done for implementing interactive approach.

The collaborator detected the process of teaching learning in the classroom. There were two kinds of observation list, teacher's activity list and students' activity list. Teachers' observation list was available to check the teaching activity in implementing interactive approach whether the planning was done or not.

In reflection stage, the students was reflected successful if they met the target of success as follows; (1)the students' reading comprehension improved which can be seen from the result of each cycle, lastly, 75% students can accomplish the passing grade of reading skill in English lesson that was 75, (2) Greatest of the students were actively elaborate doing the teaching learning process such as asking questions, giving expectation, having good interaction, accomplish the task, giving thoughtfulness to the teacher instruction and follows the assessment.

RESULTS

According to the result of the reading understanding test in cycle 1, there was better improvement both the mean score of the students and the total number of student who reaches the minimum score of 75. The prior of its appearance can be shown in table 4.1.

Table 4.1 the students' reading comprehension score in preliminary test

Stage	Maximum score	Minimum Score	Mean Score	Success (>75)	Unsuccessful (<75)
Preliminary Test	93	21	58	19 %	81%

The result of reading comprehension in cycle 1 was compared with the students' prior appearance in preliminary study. In the mean score, there was improvement from 58 point in preliminary test to 66 point in cycle 1. Another improvement was in the total number of students who reach the minimum score criteria, 75; from 19% in preliminary test to be 35% in cycle 1. There was 16% improvement in the amount of students who reached up to the minimum score criteria. Even though, there was better improvement at both the student' man score and the amount of students who got the score up 75, it was still lower than 70 % Of 26 students who got score up to 75. It meant that students who got score up to '75' less than under 75. It meant that the result of cycle 1 didn't reach the criteria of success.

Meanwhile, the students' mean score of cycle 1 reading comprehension test was 66. The detailed improvement students' mean score can be seen in appendix 11 and the students individual score percentage in cycle 1 can be seen in the table 4.2 Table 4.2 the students' individual score in cycle 1

Stage	Maximum score	Minimum Score	Mean Score	Success (>75)	Un-success (<75)
Cycle 1	84	52	66	35%	65%

it can be summed up that the students' mean score and individual score were still below the first criteria of success, which required 70 % students had to achieve the score greater than or equal to 75. In other words, the students' mean score increased from 58 in preliminary study to 66 in cycle 1 and the students' individual score only achieved 8.8 % of 26 students and the percentages of students who didn't reach the minimum criteria was 65% got less of 75 in reading comprehension test. From the result, it can be drawn that the result of reading comprehension test did not meet the criteria of success. Therefore The next cycle was conducted.

From the result of reading comprehension test can be inferred that the researcher must continue with the second cycle because the test showed that 35 % students who succeed to get the score more than the minimum criteria but 65 % students were failed. From the students' activity was fulfilled that 70 % of students were active in the class activity. The researcher revised the teaching scenario to conduct the second cycle..

Based on the result of the analysis of both teaching learning process and student learning in cycle 2, it could be inferred that the implementation of interactive can improve students' reading comprehension for recount text. The improvements was indicated by the obtained mean score, 77 and the students individual score in cycle 2 reached 73 % of total number of students. It was greater than 70%. The students' activity increased from 65% in the first meeting, 77% in the second meeting and 85 % in third meeting. This means that the criteria of success of the research in cycle 2 were fulfilled so the next cycle did not need to be done.

The sum, the students' mean score and students' individual score percentage in cycle 2 had fulfill the criteria of success. It showed 73 % students who got more than minimum score, 75. It was more than 70 % of students in the class. The researcher and the collaborator made the teaching planning. The questionnaire data and checklist of activity had been done. The researcher implemented the teaching plan in teaching reading in the class. The activities of student improved from 65 % in the first meeting, 77% in second meeting and 85 % in the third meeting. From those data, it

can be inferred that the result of evaluation or reading comprehension test have met the criteria of success.

27

DISCUSSION

This chapter presents the discussion on the teaching and learning activities of reading comprehension through interactive approach. The research shows that the implementation of interactive approach improved students' reading comprehension focusing in recount text material because the phases which were implemented supported students' comprehension.

10

This phase presents the implementation of interactive approach in teaching and learning process. In this case the teacher can combine between top down and bottom up strategy in presenting the reading material in the classroom. The result of the research indicated the way of presenting the reading material could be grouped in to four stages; 1) pre activity, 2) pre -reading activity, 3) whilst -reading activity, and 4) post-reading activity.

In pre -activity, the researcher always do the same activity involving praying, greeting, checking the students attendant list, explaining the learning objective in each meeting to students. It is important phase to open the students' readiness in accept the material.

7

Pre-reading activity helps students to prepare for the reading activity by activating the relevant schemata, and motivating them to read. Pre-reading activities can also help learners anticipate the topic, vocabulary and possibly important grammar structures in the texts. In the previous study stated that reader grammar knowledge influenced L2 reading outcomes (Sahirrudin, 2018).

The researcher gave an activity like watching video, pictures series which displayed with some of vocabularies which will appear in the next text given or asking questions to remind students' background knowledge related to the topic which will be discussed. Activating students' schemata supports the students to focus their attention on discussing and understanding the content of the text.

8

In previous study mentioned that having large vocabularies and better knowledge of word forms and meaning not only frees up capacity for comprehension but also assists in driving meaning of a new words and integrating words within an existing text representation (Sahirrudin, 2018).

The findings showed that pre reading activities helped students to know and remember some words and help them to comprehend the reading text because the words became familiar with the students. While the students comprehended reading text, they remembered longer the words which had given in pre reading activity. In students' questionnaire mentioned that 75% students had problem in reading comprehension, almost 100% gave the reason that the students had lack of

vocabularies. 83% students thought that they found unfamiliar words in the text. All problems which stated by the students became the most focusing aspect how to build students vocabularies so that it makes easier for students to comprehend the text. That is way the researcher activated students schemata and drill some words related to the text will be given.

3

According to Grabe William (2002) stated that reading is also interactive process in at least two ways. First, the various process involved in reading are carried out simultaneously. While we are recognizing words very rapidly and keeping them active in our working memories, we are also analyzing the structure of sentences to assemble the most logical clause-level meaning, building a main idea model of text comprehension in our heads, monitoring comprehension and so on.

This theory supports the researcher pre reading activity, bottom up strategy also used in this stage such as introducing part of word, sentences, tenses, phrase and others. Besides, the researcher also implemented top down strategy, it can be seen how the researcher activated the students' knowledge using video, picture series or critical questions. All of the media made the students think in making conclusion, prediction, or giving their opinion based on the teacher' stimuli.

Teaching media was also needed in this teaching process such as video, pictures series and making interactive questions which can activate students' schemata or background knowledge of students. From the students questionnaires mentioned that 67 % students thought that teacher used teaching media so the researcher must complete the material using teaching media to get students attention and drill the students' vocabularies.

According to Finn (1985) by activating the students' schemata, a teacher can create many things like presenting the key words and asking questions about the topic of the text. While, Burden (1999) states that teaching unfamiliar words in advance is one the several pre-reading activities. In line with the theory of reading instruction, especially to the pre-reading activity supports the researcher in activating students' schemata.

In each meeting, pre reading activity got the students focus and attention because they must be active in expressing their idea. Using English to speak was very hard for students but they were able to mention words clue to express their idea. Students' curiosity was higher when they watched or saw something which must be guessed.

2

In whilst-reading activity, the researcher gave some main activities in reading comprehension. In cycle 1, the researcher tended to use individual activity but in cycle 2, the researcher tried using group work. Working in group was more interested that

working individually. It can be seen when students worked together, there was positive interaction between one to another although few of students were not active.

The activities which were done by students were reading aloud, skimming or scanning, summarizing for finding the difficulties words in the text, guessing the meaning of text, identifying the phrase and sentences, identifying the language feature of the text, matching the words with the meaning, classifying the words such as pronoun, verbs, modifier, drilling the words, identifying discourse markers or transition (to see similarity or contrast, sequences, conclusion etc.), finding information implicitly or explicitly and ended by answering question to measure students' comprehension the text. All activities above were given to students to make easier comprehending the text while adding students' vocabulary which will be useful to comprehend another text. The comprehension of text became the main objective in this stage.

In addition the researcher prepared reading material in the form of recount text. The important things were the kinds of text and the diction used in the text. It must be in line with the words had been learned in pre reading activity. The more familiar words which found in the text made the students better understanding the text. More texts, more vocabularies more training were better for reading comprehension.

Post reading activity was intended to encourage students' reading ability by giving the students activity such as: summarizing or answering teacher's question what students have learned from the text, and concluding to make a concept of recount text. In this stage, researcher tended to build the students concept in line with teaching objectives in each meeting. Besides, the researcher finds the students' difficulties in comprehend the text to make some revision in the next meeting. All activities must be reflected to analyze the effective and the efficiency teaching learning process which had been done.

Interactive approach is a teaching strategy which combine bottom up strategy and down strategy in teaching reading. The accepted theory of reading has change dramatically, from the bottom up approach to top down approach and then to the interactive approach. Reading is not considered a passive activity, but as an active and in fact an interactive process.

The figure shows the integration of bottom up process and top down processes in reading. Grabe (1985, cited in Jin 1993:12) explained that the reading practice is not simply a matter of extracting information from the text but it is "one in which reading activities a variety of knowledge in the reader's mind that he or she uses, and that, in turn, may be advanced and extended by the new information supplied in the text."

32

The researcher implemented top down and bottom up strategy in teaching English. Students in eighth grade in MTs Terpadu Ar Roihan as L2 were hard to comprehend directly in top down process. It needs skilled readers who generally represent comprehension processes that make much more use of the reader's background knowledge and inference skill. It is important to give students better understanding in the small part of language such as words, phrase sentence because they have different grammatical rules in L1. Reading understanding cannot be approved for an extended period of time without word recognition skills. It helps students to be fluent L2 readers. Lexical access or word recognition, syntactic parsing and semantic proposition are typically seen as lower level processes for fluent reader.

The higher level processes will achieve better for the skilled reader who understand well about the stage in lower level process. in this research, the researcher tried to give lower level process in the first and second meeting and the researcher hopes that students are able to comprehend the text in the third meeting weather the students got the skills in the lower level processes.

According to Gough, Hoover and Peterson (1996: 3) mentioned that skilled reading clearly required skill in both decoding and comprehension. The skill of decoding and comprehending are necessary; neither is sufficient. This view supports the researchers' teaching activities.

Pre reading activities includes showing the interactive approach to students and discuss students' prior knowledge. Activating students' schemata is the routine activity given in pre reading in each meeting. The diction used must be close to the students' life. The themes in the text are taken from the surrounding events. It was supported by Yan Dong, in his journal mentioned that during the pre-reading phase, various schemata related to the text should be activated or provided, such as the students' linguistic schemata, content schemata, and form schemata. In whilst-activity showed the reading comprehension improvement from cycle 1 to cycle 2. The students can express their idea through the task which were given. Their pronouncing of the word was also better than before after drilling in reading loud. The understanding about sentences looked better when the students had known about the function of the words such as pronoun, verbs, and discourse manners. It can be observed in students filling the words tasks. All tasks were intended to improve students' comprehension in reading. The students who were active in the whilst-reading activity have better ability in comprehending the text. Unconsciously, skimming, scanning, critical question from the teacher will generate students to think and to express their idea in the class after reading the text. Bottom up and Top down process were done interactively. According to Renandya, WA and Jacobs (2016) states that when L2 learners are frequently exposed to a large amount of language input,

their word recognition skill improve, vocabulary expands, their ability to process oral and written text fluently increases and their overall proficiency also goes up. Another research shows that reader grammar knowledge influenced L2 reading outcomes (Sahidin, 2018). In the post reading activity served a phase of consolidation. Student were given time to reflect; they are encourage to ask question and answer questions because it can enlarge students' schemata and get their own knowledge through summarizing.

From the result of interactive approach implementation showed that there was an improvement both in individual score and the mean score which was more than the criteria of success. The process of teaching learning in each meeting always revised to get better result of reading comprehension. The impact of this strategy also can improve students' involvement in teaching learning process. Students' activity increased significantly.

CONCLUSION

The permutation of bottom and top down process in teaching learning process through some activities in pre reading, whilst reading and post activity with considering reading process which must be taught when we make teaching scenario.

The description of teaching learning process of interactive approach can be seen in all activities in teaching learning process. First, in pre reading activity, researcher activated students' background knowledge related to students' experiences by giving some questions which related to the theme given, watching a video or a picture and introducing some English words, pronounce the words correctly in reading loud activity, giving word contexts, learning about phrase and sentences which was found in the text. Second, in the whilst activity, Top down strategy can be applied in analyzing the main text to find the main idea, the information explicitly and implicitly, conclude the story, construct the moral value from the story, scanning and skimming. Working in a group is more interesting for the students. Third in post reading, reflection is given to enlarge students' schemata and get their own knowledge through summarizing.

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