

The Effectiveness of Interactive Approach Reading Skill

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ABSTRACT

Reading is a cognitive process influenced by the reader's brain, emotions, and beliefs, wherein they interpret the written words. The interactive approach is an instructional technique that holds promise for enhancing students' reading skills. This approach is considered effective because it promotes collaborative work, structured procedures, and encourages active participation and responsibility through different roles and tasks. The research results indicate that the post-test scores of both the experimental and control groups were statistically significant at a level of ≤ 0.05 . The mean score of the post tests in the experimental group showed a greater increase compared to the control group. Therefore, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. The post test scores reveal that the experimental group achieved a mean score of 88.57, while the control group attained a mean score of 81.56. This suggests that the experimental group outperformed the control group in terms of reading skills. Consequently, there is a significant difference in reading skills between students taught using the interactive approach and those taught using student worksheets.

Keywords: *Reading Skill, Interactive Approach*

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INTRODUCTION

Reading is a cognitive process that involves the reader's brain, emotions, and personal beliefs (Weaver, 2009, p.10). It encompasses the reader's interpretation of written words, which is influenced by their background knowledge and experiences. When reading, the reader combines the words on the page with their own understanding and context. It is a meaningful way of interpreting written language, where the reader's language proficiency, cognitive abilities, and general knowledge of the world interact with the perception of visual symbols. Throughout this process, the reader aims to comprehend the intended meaning conveyed by the writer. Reading is an essential skill to acquire when learning English as a foreign language. Developing reading skills requires a deep understanding of texts to effectively capture ideas and information. Based on (Wungkana, 2016, p.1) at all levels reading ability is a priority scale which must be mastered by students and by reading students will obtain various information that has never been obtained before.

The interactive approach is an educational method that holds the potential to enhance students' reading abilities. This technique is considered beneficial because it not only promotes collaborative work among students through well-structured procedures but also encourages their active engagement and responsibility by assigning various roles and tasks. The interactive learning model aims to create a student-centered teaching and learning

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environment, enabling students to actively construct their knowledge through self-generated inquiries. In this approach, interactive learning media utilizes computer-controlled delivery of visual, auditory, and video-based learning materials. Students not only passively observe and listen to these multimedia elements but also actively participate by providing responses and interactions (Limbong and Janner Simarmata, 2020, p. 9).

According to Stanovich (1980), the interactive reading model is most suitable for teaching reading at both lower and higher levels. Previous research conducted on the effectiveness of the Interactive Reading Learning Approach for Class X students at SMAK N 1 Depok in the 2011/2012 academic year, as noted by Pradana Akbar (2011), indicates that the use of the Interactive Approach effectively enhances students' reading skills. This was demonstrated through hypothesis testing, which revealed significant differences in reading skills between students taught using the interactive approach and those taught through other methods. These findings support the decision of some researchers to adopt the Interactive Approach in order to increase student engagement during reading classes. Furthermore, this research presents new insights that differ from previous findings. Consequently, students require ample practice materials to enhance their reading proficiency. In this context, it is crucial for teachers to provide abundant practice opportunities and employ diverse techniques, methods, and strategies during reading instruction while incorporating exemplary models.

What sets this research apart from previous studies conducted by Andi Herdiana Nur (2017) is the use of classroom action research methods. While Andi Herdiana Nur's research focused on the ineffectiveness of reading skills in one particular school with relatively low reading proficiency, this study seeks to investigate this issue more broadly using an experimental method. Based on the aforementioned phenomenon, the aim of this research is to examine the implementation of the interactive approach, as proposed by Eskey (1988), as a reading strategy. The research intends to determine whether there is a significant difference in students' reading skills between those taught using the interactive approach and those taught using student worksheets at SMA 3 Muhammadiyah Jember.

METHOD

This study utilizes an experimental research approach to address the problem at hand. The research design employed is a pre-experimental design, specifically a static group comparison design, with the aim of determining whether there is a significant difference in reading skills between students taught using the interactive approach and those taught using a student worksheets approach at SMA 3 Muhammadiyah Jember. The research subjects will consist of students from the eleventh and twelfth grades at SMA 3 Muhammadiyah Jember, specifically 21 students from class XI IPA 2 and 25 students from class XI IPA 3. The selection of these classes was based on purposive sampling, taking into account input from the English teacher and the students' reading test scores. The English teacher recommended the eleventh grade as the research subject due to identified reading skill difficulties within that particular class.

The main data on the reading skills of eleventh-grade students will be obtained through tests conducted during each cycle of the research. The tests will be based on multiple-choice questions aligned with the curriculum of 2013 for eleventh-grade students in senior high school. The use of multiple-choice questions facilitates students' comprehension of the text as all the choices presented are directly related to the content of the text. Each test will consist of five options, enabling students to learn how to answer by systematically eliminating the possible choices for each question, thus enhancing their understanding and learning process.

Table 1. Specifications of the Test

No	Indicators	Sub Indicators	Number of Questions
1.	Identifying the meaning of the text.	Students choose the meaning of the text is recount text or the text is in form of a recount text	2, 7, 20
2.	Identifying information of the text and finding the details of the text.	Students knowing information of the recount text and the details of the text.	1, 2, 4, 5, 9, 12, 13, 15, 17, 18, 20
3.	Identifying to main idea of paragraph.	Students choose a statement or sentence that best indicates the main idea of the recount text.	10
4.	Identifying purpose of the text.	Students know about the purpose of the recount text.	3, 6, 8, 11, 14, 16, 19

Source: (Pardiyono, 2007)

The procedures of the research can be described as follows:

1. Make a lesson plan.
2. In the first meeting, will give a treatment to the experimental group which is teaching the class with Interactive Approach.
3. In the second meeting, will teach the control group which is teaching the class without Interactive Approach.
4. Giving post-test to both experimental and control group.
5. Analyze the result of the posttest by using t-test formula to see whether the mean difference was significance or not.

The primary focus of gathering data regarding the reading skills of eleventh-grade students will be through tests administered at various stages of the research. These tests will employ multiple-choice questions that align with the curriculum established in 2013 for senior high school students in the eleventh grade. By utilizing multiple-choice questions, the students' comprehension of the text is enhanced, as all the options provided directly relate to the content of the text. Each test will comprise five options, enabling students to develop their understanding by systematically eliminating potential answers for each question. This approach aims to improve their comprehension and overall learning experience.

1. Validity of the test (External Validation)

External validity refers to the extent to which research findings can be accurately generalized or applied to the population from which the sample was drawn (Sugiyono, 2014: 340). It is concerned with the ability to generalize research results to individuals, circumstances, and timeframes beyond the specific context of the experiment. In other words, external validity determines whether the findings of an experiment can be applied not only to the sample group but also to the entire population or to situations beyond the experimental scope. In

this study, the researchers assess the external validity by comparing the students' scores with the scores given by teachers. This validity test employs the correlation formula to establish a relationship between the scores obtained by the researchers and those provided by the teachers. This formula is utilized because only a few questions (specifically, questions number 2, 3, 5, 8, and 17) are considered valid. Therefore, one approach to assess validity is to examine the correlation between these two sets of scores.

2. Reliability Test

Reliability is the level of confidence in the results of a measurement. Reliable means that it can be trusted, so it can be relied upon. Reliability is expressed by a reliability coefficient whose numbers are in the range of 0 to 1.00, meaning that the higher the reliability coefficient is closer to 1.00, the higher the reliability. Based on the results of the reliability test on these questions, the α value was 0.718 (XI IPA 2) and 0.289 (XI IPA 3). These results are declared reliable because $\alpha \geq 0.6$.

3. Independent T-Test

The researchers categorized the test results into 2 groups: the experimental group and the control group. The scores from the reading skills test were analyzed in this study. The collected data was then analyzed using the t-test formula. The purpose of conducting the Independent Sample T-Test was to examine whether there was an impact of the reading skill learning model using the interactive approach method on student learning outcomes. For data analysis, this study employed the independent sample t-test. The independent sample t-test was utilized to determine if there were any significant differences in the measurement results between the control class and the experimental class. The t-test formula (t-test) is as follows:

Information:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{N_1 + N_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

t = t value count

t = t value count

XI = group 1 average (experimental group)

X2 = group 2 average (control group)

n1 = number of sample group 1

n2 = number of sample group 2

S_1^2 = group 1 variant

S_2^2 = group 2 variant

To evaluate the hypothesis using the independent sample t-test, a decision was made based on the computed p-value (probability) denoted as sig. (2-tailed). If the Sig value is equal to or greater than 0.05, it indicates acceptance of the null hypothesis (Ho) and rejection of the alternative hypothesis (Ha). Conversely, if the Sig value is less than or equal to 0.05, it suggests rejection of the null hypothesis (Ho) and acceptance of the alternative hypothesis (Ha). The data analysis for hypothesis testing in this study was performed using the IBM Statistical Package for Social Sciences (SPSS) 16.0 software for Windows, with a significance level of 0.05. The decision criterion for the test was as follows: if the calculated t-value is greater than or equal to the critical t-value, the null hypothesis (Ho) is rejected in favor of the alternative hypothesis (Ha). Conversely, if the calculated t-value is less than or equal to the critical t-value, the null hypothesis (Ho) is accepted, and the alternative hypothesis (Ha) is rejected.

FINDINGS AND DISCUSSION

The posttest results of the two groups were almost the same. Therefore, the final evaluation is using a posttest which is to find out significant difference in reading skills between students who are taught with an interactive approach and those who are taught with student worksheets.

Table 1. Posttest results of the experimental group and the control group
Group Statistics

	group	N	Mean	Std. Deviation	Std. Error Mean
Nilai	Experi- mental	21	88.57	4.781	1.043
	control	25	81.56	2.709	.542

The above table indicates that the average score of posttests in the experimental group is 88.57, while the average score of posttests in the control group is 81.56.

The result indicates a significance value of 0.000, which is lower than the predetermined significance level of 0.005. This implies that the null hypothesis (Ho) is rejected, while the alternative hypothesis (Ha) is accepted. Consequently, there is a significant difference in the reading skills of students in both the control and experimental groups, as observed in the posttest results. Additionally, the experimental group, which received the Interactive Approach treatment for teaching reading skills, achieved a higher mean score compared to the control group. Specifically, the mean score for the experimental group was 88.57, while the control group obtained a mean score of 81.56, as displayed in Table 3. In summary, these findings support the rejection of Ho and the acceptance of Ha, indicating that the interactive approach strategy has a positive impact on students' reading skills.

The research conducted at SMA 3 Muhammadiyah Jember, specifically in class XI IPA 2 and XI IPA 3, revealed a significant disparity in reading skills between students who were taught using the interactive approach and those who were taught using student worksheets. Prior to the implementation of the teaching methods, there were already notable differences in the reading skills of the two groups. This conclusion is based on the average scores obtained from the posttest conducted for both the experimental and control groups. The experimental group (XI IPA 2) achieved an average score of 88.5. The results of the independent t-test indicate a highly significant difference of 0.000, which is significantly below the predetermined threshold of ≤ 0.05 . Consequently, the null hypothesis is rejected, providing evidence of a significant average discrepancy between the experimental group and the control group.

The significance value of 0.000 is below the significance level of 0.05, indicating that the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. This suggests that there is a significant difference in the reading skills of students in both the experimental group and the control group during the posttest. Moreover, the experimental group, which received the interactive approach strategy as a treatment, achieved a higher mean score (88.57) compared to the control group (81.56). These findings support the effectiveness of the interactive approach strategy in improving students' reading skills. Therefore, it can be concluded that employing the interactive approach strategy in teaching recount texts can serve as an alternative solution to address students' difficulties in developing reading skills.

The implementation of the interactive approach strategy enables students to engage with the text more easily. They utilize their prior knowledge, identify keywords in the questions to aid their search for clues within the text, and connect their background knowledge with the new words encountered. This approach allows them to effectively comprehend the information presented in the text and successfully answer the test items. As a result, students in the experimental group outperformed those in the control group. The background of the research highlights the difficulties faced by many students when reading English texts. These challenges include a lack of confidence in expressing sentences, concerns about making mistakes, struggles in memorizing vocabulary, pronunciation difficulties, and learning obstacles that require additional time to answer questions. Given these challenges, the research is highly relevant as it addresses the underlying issues and provides a potential solution.

The use of the interactive approach strategy in teaching reading skills is supported by previous research, which yielded similar results to the current study. Andi Herdiana Nur (2017) conducted research and found that students surpassed the target score of 70 based on the Minimum Completeness Criteria (KKM), with 74.57% of students achieving the desired score. Furthermore, the research indicated that students actively engaged in the teaching and learning process when the interactive approach method was employed. The observation checklist revealed that students demonstrated increased creativity and confidence, particularly during reading activities. Based on these findings, the researcher recommends that English teachers incorporate the interactive approach method in their reading instruction to enhance students' English reading proficiency.

The results of previous studies revealed that the use of an interactive approach strategy in teaching reading comprehension was effective. Therefore, based on the findings of this experimental study, the researcher found that the interactive approach strategy can be effective in understanding students' reading skills.

CONCLUSIONS

The posttests conducted in both the experimental and control groups yielded results that were statistically significant, with p-values below the predetermined significance level of ≤ 0.05 . The experimental group exhibited a higher increase in mean scores compared to the control group. Consequently, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was accepted. The mean score of the posttests in the experimental group was recorded as 88.57, whereas in the control group it was 81.56. These findings provide evidence that students taught using an interactive approach outperformed those taught with student worksheets, indicating a significant disparity in reading skills between the two instructional methods.

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