

The Implementation of Interactive Reading in Teaching Reading Comprehension at Twelfth-Grade Students of Senior High School Level

Fahmi Irsyada¹, Rahma Dania², Suparmi³

Universitas Putra Indonesia,
Padang, West Sumatera,
Indonesia^{1,2,3}

Email: fahmiirs10@gmail.com¹

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Abstract

Reading is a crucial skill for academic and personal purposes, providing information and learning from texts. This study aimed to examine the effect of an interactive reading approach in improving students' reading comprehension at 6th State Senior High School in Pariaman. The researcher used a pre-experimental one-group pretest-posttest design. The sample consisted of 32 students who received specific instruction on an interactive reading approach. Data collected from the pre and post-tests was analyzed using the Paired Sample T-Test in SPSS version 29. The paired sample test results showed a statistically significant difference between pre-test and post-test scores of -17, with a t-value of -15.830 and a p-value less than 0.001. This rejects the null hypothesis (H0) and accepts the alternative hypothesis (H1), indicating a significant difference between the two scores. This confirms that the learning intervention significantly improves students' reading comprehension, with an average difference of 17 points. Based on the result, the researcher suggests that the interactive reading approach can be an effective method for teaching reading to students, providing a more engaging lesson.

Keywords: *Interactive Reading Approach, Reading Comprehension, Teaching Reading*

INTRODUCTION

Reading skills are one of the most important basic competencies in English education. Reading not only allows students to understand written information, but also becomes a means to increase insight, improve vocabulary, and develop critical thinking skills. In the context of English language learning, good reading skills are also the basic for mastering other language skills, such as writing, speaking, and listening. Through reading activities, students can explore a variety of English texts that are rich in information and culture, which in turn strengthens their understanding of the language. According to Aziz et al. (2019), it is important for EFL students to have the ability to read various types of reading materials to gain abundant

knowledge and information in learning English. Therefore, reading skills are a component that cannot be ignored in efforts to improve the quality of English language learning, especially at the senior high school education level, where students are expected to be able to understand and analyze more complex texts.

However, students' often face a variety of challenges in comprehending English texts, which can affect their ability to master reading skills effectively. One of the main challenges is the complexity of the texts they are required to read, which often use more complex sentence structures and a wider vocabulary. In addition, many students still have difficulty identifying main ideas, analyzing implied information, and making inferences from the text. Lack of exposure to English outside the classroom is also a factor that slows down the development of their reading skills, as opportunities to enrich their understanding of various types of texts are limited. On the other hand, students' motivation and interest in academic texts are often low, adding to the difficulty in comprehending the content of the reading. These challenges, if not addressed with the right learning approach, can hinder students' academic achievement and their readiness to continue their education to the higher levels.

According to Dania (2020), developing a reading habit is crucial, but it is not an easy task. For many people, reading can be challenging due to various factors. Some struggle with decoding words and understanding text, others find it hard to stay focused, particularly with the distractions from digital devices. This challenge is even greater for foreign language learners, as they have to manage unfamiliar vocabulary while also finding the motivation to develop their reading habit (Dania, 2020).

In 2019, the Program for International Students Assessment (PISA), a three-year survey conducted by the Organization for Economic Co-operation and Development (OECD), showed that Indonesia ranked 74th out of 79 countries in student literacy. The reading score fell from 397 in 2015 to 371 in 2018, mainly because Indonesian students are not very interested in reading. It revealed that most of students in Indonesia have lack of reading skills.

Based on the data above, reading becomes a common problem for students in Indonesia to understand the written text (Hasanah, 2019). Most of them had limited knowledge to master reading skills. They were unable to understand the purpose of the text. It because they had lack of vocabulary, low motivation and not interested in the content of the text. On the other hand, the students got low score in reading because they could not answer the text clearly, especially in exposition text, which the text is quite long, that contains many difficult and unfamiliar vocabularies to understand.

In teaching reading, an effective learning approach plays a very important role in improving students' reading comprehension. The right approach can help students overcome various difficulties that they face when reading English texts, such as understanding complex structures, understanding the meaning of new words, and capturing main ideas and important details in the text. An effective approach also allows students to understand the knowledge they already have with the new information they get from the text, thereby strengthening their memory and comprehension.

Based on the explanation above, the researcher found a way or method that can be applied in the classroom to teaching reading comprehension. One of model that can be used by the teachers is interactive approach. The interactive approach in reading emphasizes active engagement and participation of both the reader and the text. Through interactive approach in the classroom, the teacher can help the students to improve their reading skill by practicing top-down and bottom-up model reading activities (Nurhayati, 2014). So that the

implementation of interactive approach may give an opportunity to improve their reading skill and make the reading activities more effective.

LITERATURE REVIEW

Overview of Reading

One of the four language skills taught and learned in schools is reading. This statement is reinforced by Hatch (2001) who stated that reading is an important skill in the language learning process, especially English, both as a second language and a foreign language. By reading, students can develop other language skills, such as writing and speaking.

Mikulecky (2011) states that reading is a complex mental process, both conscious and unconscious, in which the reader uses various strategies to reconstruct the meaning assumed to be intended by the author, based on data from the text and the reader's previous knowledge. Comprehension is the ability to understand something. The essence of reading is to understand. Furthermore, Cahyono (2011) states that reading is a means of transferring information between the author and the reader. Therefore, reading comprehension means understanding a written text means extracting the necessary information from it as efficiently as possible. Reading with understanding means understanding what has been read. This is an active thinking process that relies not only on comprehension skills but also on the experiences and previous knowledge possessed by students. Comprehension involves understanding vocabulary by seeing the relationship between words and concepts, organizing ideas, recognizing the author's intent, making judgments, and evaluating.

Effectively extracting the required information from written material is the goal of reading comprehension. Knowing what you have read is necessary for reading comprehension. Analyzing, assessing, and applying knowledge and concepts acquired via reader-writer interaction is known as reading comprehension. When people communicate through print media, written language serves as the channel that sparks conversation between the writer and the reader. This is known as reading comprehension. Reading comprehension depends on many factors: 1) The reader's ability to understand printed ideas; 2) The reader's background knowledge that must be added with new information; 3) The quality of the writing itself; 4) The reader's intent or purpose in reading the material. In this study, students understood more about reading and teachers were more active in teaching activities.

Teaching Reading

One way to convey knowledge to students is by teaching. In addition, teaching is a form of wisdom; teachers must have wisdom so that students can benefit from learning or make the class interesting. According to Audina et al. (2020), teaching is not only a means to convey knowledge; but also, a means to help students learn and motivate them. Teachers must be able to help students understand the concepts and purposes of reading, and teachers must help students understand the text. Teachers must also be able to adapt their teaching methods to cater to the diverse learning styles and needs of their students. In order for students to truly benefit from the learning process, teachers must create a supportive and engaging learning environment where students feel comfortable asking questions and exploring new ideas. Overall, effective teaching goes beyond just imparting knowledge; it involves inspiring and empowering students to become lifelong learners.

In this case, teachers act as guides during English language proficiency learning. Good teachers must explain learning strategies and explain to students when and how the strategies should be applied (Audina et al, 2020).

Interactive Reading Approach

The interactive approach in reading is a combination of bottom-up and top-down approach models. Nur and Ahmad (2017) stated that the interactive approach is a method or strategy given to students in the form of bottom-up and top-down activities to provide students with a better understanding of the text they are reading. In addition, Brown (2007) explained that there are three typical reading approaches to reading English, namely the bottom-up, top-down, and interactive reading approaches. He then emphasized that the next test will focus on a combination of the two techniques. Furthermore, Grabe (2007) also stated that teachers need to decide on teaching needs based on students' needs, academic desires, and media limitations. In short, he concluded the importance of combining top-down and bottom-up approaches in teaching reading.

The following are common activities in interactive reading learning models that combine bottom-up and top-down processes during reading sessions, as suggested by Brown (2001):

Pre-reading:

1. Telling students about the topic of the text to be read (e.g. by asking students to read the title alone to estimate the content, showing them pictures or videos, or asking students to recall their descriptions of the text).
2. Giving students tasks that invite them to compare their mother tongue culture with the target language being learned.
3. Explaining general structures, language features, and some key concepts that might be encountered during reading.
4. Involving student participation.

During reading:

1. Focusing on students' use of grammar.
2. Focusing on students' pronunciation.
3. Identifying main ideas and explicit or implicit information in detail.
4. Asking students to share their opinions about the topic being read.
5. Stopping the reading process to explain grammatical structures and predict what will happen next.
6. Asking students to look up unfamiliar words in a dictionary and predict their meaning from context.
7. Asking students to transfer information into tables, graphs, or cards.

Post-reading:

1. Providing exercises to enhance comprehension (such as sentence completion, true/false, or multiple choice).
2. Providing tasks that require students to recognize grammatical units (such as verb inflection or derivation).
3. Asking students to memorize new words and phrases and share their thoughts on the topic.
4. Teaching students to use reading strategies.
5. Conducting follow-up activities (such as writing summaries, discussing topics).

METHODOLOGY

This study used a pre-experimental method with a one-group pretest-posttest design. Experimental research is ideal for determining causality because it allows for the manipulation of the independent variable and control of extraneous factors (Cresswell, 2014). The population in this study were all 12th-grade students at 6th State Senior High School in Pariaman, with the research sample being 12th-grade students F 1. The sample selection was carried out using a purposive sampling technique, namely the deliberate selection of samples based on certain criteria that are relevant to the research objectives. Data collection techniques were carried out through tests in the form of pre-test and post-test to measure students' abilities before and after treatment. Sugiyono (2013) explained that researchers took initial measurements (pre-test), provided treatment, and then carried out final measurements (post-test) to see the effects of the treatment. The research instrument used was a test that was relevant to the material being studied. The data obtained were analyzed using a t-test to determine significant differences between the pre-test and post-test results, as well as to test the research hypothesis.

FINDINGS

The data analyzed in this chapter were obtained through two main stages, namely the pre-test and post-test which were carried out before and after the implementation of the Interactive Reading Approach in reading comprehension learning. The pre-test was conducted to measure students' initial abilities, while the post-test was used to evaluate the development of reading skills after the method was implemented. Data from both tests were analyzed quantitatively using descriptive statistical methods, including the mean, standard deviation, and percentage increase in student scores.

In addition, to determine the significance of the difference between the pre-test and post-test results, a t-test statistical test was conducted. This analysis aims to identify changes that occur in students' reading comprehension and measure the effectiveness of the teaching approach used.

Data Description

This section presents a description of the data obtained during the study, both from the pre-test and post-test results. The data produced will provide an initial picture of students' reading comprehension abilities before and after the implementation of the interactive reading approach. Analysis of this data will show changes that occur in students' abilities to understand texts, as well as the effectiveness of the learning approach used. Through this data description, researchers can also identify factors that influence the results of the pre-test and post-test, which will be explained further in the following statistical analysis and discussion.

Pre-test Result

Table 1. Pre-test Result

	Descriptive Statistics				
	N	Minimum	Maximum	Mean	Std. Deviation
PreTest Reading Comprehension	32	48	80	64.38	6.534

Valid N (listwise)	32				
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Based on descriptive statistics for reading comprehension pre-test scores, the data shows that out of 32 students who took the test, the lowest score achieved was 48, indicating significant difficulty in reading comprehension for some students. Meanwhile, the highest score achieved was 80, indicating that the best performing students had a fairly strong understanding of the reading material. The average score obtained was 64.38, indicating that overall, students' reading comprehension levels were at a moderate level. The standard deviation of 6.534 indicates that there was variation in student performance, with most students scoring close to the average, although there were some differences in achievement. Overall, these results illustrate that there is variation in reading comprehension abilities among students, which requires more attention to help students who are below average to achieve better levels of comprehension

Based on the results of the pre-test conducted before the implementation of the interactive reading approach, a general picture of students' initial reading comprehension abilities was obtained. Of the total students who were the subjects of the study, the average score obtained was in the sufficient category, with several students showing low understanding of the text presented. This shows that most students still have difficulty in identifying main ideas, understanding implied information, and analyzing text structures in depth. In addition, limitations in vocabulary and understanding of grammar are also factors that influence the low pre-test results.

Post-test Result

**Table 2. Post-test Result
Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Post-Test Reading Comprehension	32	76	92	81.38	4.233
Valid N (listwise)	32				

Table above shows descriptive statistics of the post-test results of students' reading comprehension, which include the number of students tested, the minimum and maximum scores obtained, the average score (mean), and the standard deviation. Based on this table, 32 students took the test. The lowest score obtained by students was 76, while the highest score was 92. The average score obtained by students was 81.38, which indicates that in general students have good reading comprehension. The standard deviation of 4.233 indicates the level of spread of scores around the average; this value is relatively small, indicating that most students have scores that are not too different from the average, or in other words, students' test results tend to be consistent. These data provide an overview of students' performance in the reading test, where most students are above the minimum score with a fairly even distribution of scores around the average.

After the implementation of the interactive reading approach, the post-test results showed a significant increase in students' reading comprehension skills. The average score of students increased compared to the pre-test results, with most students successfully understanding the text more deeply. Students showed progress in identifying main ideas,

understanding explicit and implicit information, and analyzing text structures more accurately. In addition, their ability to understand new vocabulary and use more appropriate grammar also increased. This improvement shows that the implementation of the interactive reading approach has a positive impact on the development of students' reading skills, especially in terms of active involvement during the reading process.

The Result of Statistical Analysis

After conducting the pre-test and post-test, the next step is to analyze the data obtained to determine whether there is a significant difference between students' reading ability before and after the implementation of the interactive reading approach. The statistical analysis in this study used the t-test to test the research hypothesis. The t-test was used to determine whether the increase in post-test scores was statistically significant compared to the pre-test scores. Through this analysis, the effectiveness of the interactive learning approach in improving students' reading comprehension can be understood quantitatively.

Paired Samples Test										
		Paired Differences					Significance			
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	One-Sided p	Two-Sided p
					Lower	Upper				
Pair 1	PreTest Reading Comprehension - PostTest Reading Comprehension	-17.000	6.075	1.074	-19.190	-14.810	-15.830	31	<.001	<.001

Table 3. Paired Sample T-test

Based on the t-test results shown in the table above, there is a significant difference between the pre-test and post-test results of students' reading comprehension. The average value of the difference between the pre-test and post-test scores is -17.000, which indicates an increase in reading comprehension of 17 points after the implementation of the interactive reading approach. The standard deviation of 6.075 indicates a variation in the differences in student scores.

The t-count value obtained is -15.830 with a degree of freedom (df) of 31. This value is greater than the t-table at a significance level of 0.05, indicating that this difference is statistically significant. This is reinforced by the very small significance value (p-value), which is <0.001 for both one-way and two-way tests, which means that the null hypothesis (no difference) can be rejected. Thus, it can be concluded that the implementation of the interactive reading approach significantly improves students' reading comprehension skills.

DISCUSSION

This discussion will be the basis for evaluating whether the treatment can be considered successful overall or whether there is a need for further adjustments in the teaching methods used. Comparative analysis between pre- and post-treatment scores provide insight into the effectiveness of the strategies adopted as well as steps that need to be taken for future learning.

The conclusion of the analysis of initial score data and post-treatment results shows that the applied treatment has a significant impact on improving student reading comprehension. Initially, student score data showed quite large variations, with most students in the middle ability range. After treatment, the score results obtained showed a substantial increase in most students, which confirms that the applied learning strategy is effective in improving student understanding and skills.

Although there is variation in the level of improvement experienced by students, overall, the intervention succeeded in improving students' academic performance as a whole. Students who were previously at low or middle scores were able to show improvement, and this shows that the applied method not only succeeded in raising the abilities of students who were below average, but also strengthened the understanding of students who previously had a strong foundation.

CONCLUSION

The researcher found that there was a significant effect of using the interactive reading approach in teaching reading. This means that the implementation of an interactive reading approach can have a significant effect on students' reading skills. This is supported by the high scores achieved by students after the researcher gave the interactive reading approach treatment. It could be proven by the students' result in the pre-test with a mean score of 64.78 and for the post-test was 81.38, this means there is a significant difference between the pre-test and post-test. Thus, the implementation of an interactive reading approach is effective for students' reading skills.

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