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THE EFFECTIVENESS OF INTERACTIVE MODEL OF THE TEACHING READING COMPREHENSION

by Abdullah Anis Al-fauzi

THE EFFECTIVENESS OF INTERACTIVE MODEL OF THE TEACHING READING COMPREHENSION

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Abstract

Reading ability is one of the need for students in mastering the English in their school for studying. It should be an effective way to achieve the good quality for student's need, in line with this a teacher properly serves the students by delivering the material effective and effeciently to the students. In order the teaching learning process runs well a teacher reasonable to active to accomplite the good strategy to teach the students.
Interactive approach become one of the alternative choice for solving the students problem in their understanding of reading comprehension. Thus, this study tries to find out the problem solution to identify conducting the Interactive model theory the increasing in student's comprehension administered by descriptive text. The study was held in Vocational High School of Nurul Jadid. This study used the Quasi-experimental design. The researcher held a treatment by Interactive model reading theory to the experimental class and control class used the conventional teaching method. Thae data was gained used t-test for independence sample. To calculate the effect of the theory, researcher applied the SPSS 18 for Windows to know the description ot the significant differentiation between expreimantal class and control class result of the test score. The next is the resut explain explicitly to identify the two differents for means of significant Ha hypothesis is accepted and H0 is rejected.

According to Nunan (1991), reading comprehension by definition refers to a process that involves actively constructing meaning among the parts of the text and personal experience. There is a "construction process" in comprehension because it involves all of the elements of the reading process working together as a text is read to create a representation of the text in the reader's mind. Similiarly. By interactive model theory Vocational High School is one Senior High School level that focus on Vocation of the program that planned by the government to increase the education in Indonesia. Vocational High School is of the part of Education that very influence to increase the civilization and change to be better in society. From time to time the changing happens finally getting achieve better. To get better we need to investigate and to answer the problems as good as possible.The problem that happens in

the field of study especially in teaching learning process. It is also happens to students that has problem with their understanding in their learning in language. By knowing this problem the teacher must have a good method to deliver the material carefully and systematically in explaining the teaching learning process. In this case in language learning also occurred in four skills those are Listening, Reading, Speaking and, Writing.

Here, the researcher would like to focus only one skill that is reading. Students problem on understanding the reading comprehension on their achievement. It is often happens in the class the teacher does not know the method of the delivering the material effectively and efficiently to the students. In this study researcher try to help the teacher to find out the solution in order the teacher achieve what his goal.

the teacher sets the environment of the class as comfortable and cheerful as it could be for the students. It is diferrent with the situation in class, the class is monotonous condition, the teacher reads a text and is repeated by the students. After that, in the passive way. Here, in this phenomena teacher try to make the condition as exciting as posible by giving the reading material with the Interactive theory. Before the text understood with the students teacher ask to the students pay attention to the Interactive reading theory. students listen carefully. In the elaboration, the teacher tells the students that they will grasp something on the steps session. In the practice stage, the teacher try to explain the theory as easy as possible then give the simplest way to the students framework understanding. The activities in Interactive model theory makes sure the students get much easier and efficient in reading time process. By applying this theory in the class teacher hopes that the students joy and happy in learning English. It is far the situation with learning in traditional classroom or conventional method. The teacher teaches with a boredom ways. Students are asked to read the text by themselves, then do several tasks, then discuss the it together. And the refelection is asking them to do some homeworks in their home. It makes the students boring and consider learning English is

difficult. Reading is one of the skills that is needed for everybody those are focus and concern to learn English. By reading students get a lot of things such as information, scientific information, knowledge etc. In this case it needs to know much about reading but, unfortunately not everybody know about how to read a text in appropriate way. In this case, researcher finds many things of problem in English reading comprehension by interviewing to some of English teachers in one of a Vocational school in Probolinggo. By this case researcher woluld to discusss the student 's reading comprehension by conducting the research on this problem, it is necessary to know how to read in a good way to understanding the material well. The students do not able to understand and implement the reading comprehension well. The students also need a good strategy in reading process to get the good understanding and comprehending. The researcher would to examine the theory ofInteractive modelthat proposed by David E. Rumalhart (1977) and developed by Mc Clelland (1981). By reading, students will lern something. Because reading is an active process of understanding the printed words, hence, they must know how to lern from reading. Reading is the foundation of all knowledge. Both the textbook and the extracurricular reading materials supplyb many vocabularies and phrases to readers, so as to develop their spoken language skill and writing ability. The studens not only need to acquaire knowledge and theories from English reading materials, but also need to read many English books, periodicals or magazines for the absorption of new knowledge and information. Students often search and retrieve materials from the internet, and it is estimated that over 60% of the information is sourced in English.

Good English reading abilities can be helpful to effectively obtain the current information as it is necessary. In addition, our industrial and commercial circles more and more developing the internationalization and globalization. It is in urgent needs of English talented person. Strengthening English reading ability will be needed for us to promote individual ability to

compete in tight competition. Based on the explanation above that it is important to apply the interactive model as one of the theory in reading model to answer all problems on students need in the future.

Models of reading

Reading models were mailny set to describe the way a reader uses to construct meaning form printed text i.e these models aim to find out how readers translate prints into meanings. These issue has led to raise of three main models of reading process: bottom-up model, top down model, and inetractive model. In this case, wiriter only focus on Interactive Model reading theory.

Interactive Model

Ismail 1997 states that "in principle this model assumes an interaction of information drawn from the reader's knowledge (top-down) and the text (bottom-up). It is a complex process of perceptives and the cognitive skills of the reader". In line with this, Interactive model is the balanced information processing concept that is not strictly adhere to either the bottom up and to top-down models. It works on a view the information that could be drawn from the various knowledge sources.

Rayner and Pollatsek (1989, p. 467) in Zairal B.Z (online, 109) states that " in interactive model, readers are usually assumed to be drawing upon both top-down and bottom-up information before eventually setting upon an interpretation of the text" It is also noted that the notion of "interaction" includes the interaction between reader's prior

knowledge and the information in the text (Eskey, 1988, Eskey and Grabe, 1988, and Grabe, 1991).

The interactive model, according to Rumelhart (1977), reading is an interactive process, which includes both perceptual and cognitive process. In other words, this process consists of an interaction betweena set of variety of ortographic, syntactic lexical and semantic information, until the meaning is reached. In addition, Kamil and Pearson (1979) assert that readers that during reading, result passive or active reading, depending of the strenght of hypotheses about the meaning of the reading text, and topics i.e. if readers bring a great deal of knowledge to the text, thir hypotheses will be strong, and that they will the text actively. However, passive reading result when reader shows a little experience and knowledge to the material. This occurs, because they depend much more on the print itself for information cues.

Cox (1999, 270) points out that interactive model views the reading process as an interaction between the reader and the text. The model allows for both bottom-up and top-down processing and is reflected in teaching approaches that emphasize direct reading instruction of word identification skills, vocabulary, and word meaning and comprehension.

Interactive model is suitable for skilled readers. For them, both bottom-up and top-down models of reading can occur simultaneously. It means that when such readers are confronted with the reading texts, they must activate both their linguistic competences and their schemata related to the text contents.

Boothe et.al (1999) define interactive reading model as a model that recognizes the interaction of bottom-up and top-down process simultaneously throughout the reading process. Furthermore, McCormick (in Boothe et.al, 1999) avows that an interactive reading model attempts to combine the valid insights of bottom-up and top-down models.

It attempts to take into account the strong points of the bottom-up and top-down models, and tries to avoid the criticism leveled against each, making it one of the most promising approaches to the theory of reading today.

Meanwhile, Sulistiyo (2011:27) in Syaiful (2014) stated that interactive model tries to combine ideas proposed by both the bottom-up and top-down. This model recognizes the involvement of meaning-construction processes in reading on one side and the role of sufficient knowledge of element of language o the other side. The reader uses word identification and prior knowledge to get the meaning. Gove (1983) also stated that this model processes the meaning from printed word and background knowledge. In other word, recognition and comprehension of printed word and ideas are the result of using the model.

In line with this, Rumelhart (as cited by Burn et al, 1996: 21) signed that bottom-up and top-down processing occur simultaneously because comprehension depens on both graphic information and information's in the reader's mind, it may be constructed when a critical skill or a piece of information is missing. For example, a wit asho unable to use context clues may fail to grasp the meaning of an unfamilar word. It is also same with a reder who has no background knowledge about the topic may be unable to reconstruct the ideas of the author is trying to convey. Here, can be understood that interactive model combines to the liguistics knowledge the the prior knowledge. Certainly, the goal is generate the meaning of the printed word.

In line with this, the interactive model (Rumelhart 1977; Stanovich 1980) stresses both what is on the written page and what a reader brings to it using both top-down and bottom-up skills. It views reading is the interaction between reader and text. Bottom –up beginning with the recognition of key features in letters and continuing letter by letter, word by word , and sentence by sentence until reaching the top-the meaning of the text

being read.

For example: FLAN AND GLOCK

Flan was a flim.

Glock was a plopper.

It was unusual for a flim and a plopper to be crods, but Flan and Glock were crods. They meded together. Flan was keaded to moak at a mox. Glock wanted to kead there too. But hte lear said he could not kead there. Glock anged that the lear said he could not kead there because he was a plopper. We do not need to know the meaning of the words to understand the meaning of story.

To make the explanation clearly, that Interactive approach Reader uses both bottom-up and top-down strategies simultaneously or alternately to comprehend the text. For example:Reader uses top-down strategies until he/she encounters an unfamiliar word, then employs decoding skills to achieve comprehension.In conclusion, this model combines the two preceding models in which the readers utilize both their ability in recognizing printed symbols into meaning as well as their background knowledge to comprehend the texts they read.

Finally, Sulistiyo G.H (2011, p. 28) adds that The interactive model theory recognizes the involvement of meaning-construction processes in reading on one side and the role of solid knowledge of elements of knowledge on the other side. It should however be emphasized from the outside that the interactive theory of reading needs not to be mixes up to the view that reading is interaction between the reader and a written text. While interactive theory of reading conceives the important of the collaborative role of both top-down and bottom-up mechanism in uncovering intended meanings out the written text, the interactive process of reading emphasizes the interaction between a reader and a written text. The interaction both top-down and bottom-up mechanisms; the

latter views reading as a "guessing game" in which the success is determined partly by intelligent predictions.

METHOD

It is related to the objective of the study that to find out the effectiveness of the Interactive theory in increasing the student's achievement in reading comprehension. In this study used a research design namely Quasi experimnetal design. This design takes the treatment not random assignment as Isaac (1982: 54) stated that this *objective research is obtained a information which predicted the information was obtained with the true experimental in impossible condition to control and manipulate all the relevan variable.*

This research is a quasi-experimental design in *Non Equivalent Control Design*, it is used the treatment is not random assignment of participants to groups (Sugiyono, 2010, p.116). The research design used in this research was experimental research using non randomized for experimental and also control group design. As (Cohen et al., 2007) said that *quasi-experiments in this experimental design, groups are considered non-equivalent as groups are not randomized nonequivalent groups specifically mean that participant characteristics may not be balanced equally among the control and experiment group.*

Also, non-equivalent groups mean that participants' experiences during the study may differ (Heiman, 1999). Participants were treatment experimental and control group condition given the treatment and then a both given post test.

The research design was conducted into three steps. First step is the group devided into two groups they experimental and control group, second step is the two group tested to measure

the homogenety of students ability in order the conditiion of the subject participant was average point in quality. Third step is a both group was measured two times the first measure was pre-test and second was post-test. This study the post-test for experimental group test used the Interactive model reading theory, to identify the effectiveness the the Interactive model Reading theory. Secondly for control group used the conventional method.

To know the students data resul test, the researcher used a reading comprehension test as a n instrument. In this research the data needed to see the scores of the students' reading achievement. Therefore, the instrument used in this research were a set of Pre-test and Post reading test. The reading test use the form of objective type of multiple-choice format. Hughes (1989:60) stated that *as the advantage of multiple-choice is that the scoring can be perfectly easy and the result will be reliable*.

The text type of this research was descriptive text which taken from National Examination in 2005 and also English book "Multi-purpose English for Vocational High School Students . Then, Each set of test consisted of 10 items. Dealing with the scoring, each item was scored 10 points, so the total score of the test item was 10 points and allocation for doing the test was 80 minutes.

The characteristics of a good test must be valid and reliable. Heaton (1991:159) stated that "the validity of the test is the extent to which it measures what it is supposed to be measure and nothing else". The researcher applied the content validity in this research refers to KTSP curriculum for Vocational High School. Since the test was taken from National Examination, the researcher considered that the test was good in validity and reliability due to the process and the maker released from the BSNP Kemendikbud.

The statistics analysis is computerized by using th SPSS 18 for Windows program. The hypotheses testing are conducted to know what is the result of Ha is accepted or rejected. It is more clearly if the result was reveal. The deciding of the mean of pre-test

different to the post-test score. A both group limited with the lvel of significance 0.05. The significance analysed by computer program of Statistic Package of Social Science (SPSS) 18 Windows program.

RESULT

The test was applied to steps, the first is pre-test was on April, 15 , 2015 and the second for post-test was May, 25, 2015. After being tested the result of the test was calculated using T-test (Paired Sample Test).

Table 1. Experimental Group

Paired Samples Statistics

	Group	Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PreTest_Experiment	73.5333	15	2.64215	.68220
	PostTest_Experiment	83.3333	15	11.75139	3.03420

Based on the statistical computation above, it is clear that the mean of pre-test. After conducting the treatment experimental group is 83.3. While the experimental group is 73.5. Based on the result, we can state that there is the effectiveness for Interactive Model redaing theory to reading comprehension.

Meanwhile the control group tresult is based on table below:

Table 2. Control group

	Group	Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PreTest_control	73.5333	15	2.64215	.68220
	PostTest_control	73.3333	15	2.65215	67220

Based on the statistical computation above, it is clear that the mean of pre-test. After conducting the treatment control group is 73.3. While the control group is 73.5. Based on the result, we can state that there is by conventional method the reading comprehension test is no effect to for increasing the redaing achivement.

Paired Samples Test

					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	PreTest_Experimen t – PostTest_Experime nt	-9.80000	10.90347	2.81526	-15.83814	-3.76186	-3.481	14	.004

Based on the result of the SPPS table above the output table Paired Samples Test , gained significant is 0.004 . This means that 0.004 < 0.05 so Ha is in this analysis is supporting to be received , and H0 is not supported to be received. It means that the theory of reading Interactive model significantly influenced to the improvement of learning achievement of students of English reading comprehension.

Discussion

In this study discusses the research finding where the research that related to the what will discuss in reseach problem previously. Interactive approach expected to be solve the problem sthudents who were not successful in reading comprehension achievement. The finding it was found the good result by Intreactive model redaing theory treatment the experimental group that conducted two meetings the result was succesful.

Based on data in teaching reading related to ananlysis the post-test score between experimental and control group. The experimental group average value of score of pre-test was 73.5 meanwhile after the treatment on post-test the changing was happened the average value score was 83.3 it was mean that there is an effect for the treatment.

For hypothesis testing the Sig two-tailed was 0,004 it means that 0,004 less than 0,05 (0,004 < 0,05) so, Ha is accepted and H0 is rejected. This research supported to Elmianvary and Kheirabadi (2013) that the on his research was studied on interactive model of a text processing reflected in reading comprehension. In this case, it is only different with interactive model in the classroom in other word in implementation only.

By interactive theory students the condition was of the teaching learning process with interactive model theory get more enthusiastic in comprehending the reading text, because the step of bottom-up and top-down made the brief way to improve their background knowledge. This reading theory can help the students problem in understanding and comprehending the reading comprehension process.

Conclusion and Suggestion

Conclusion

The research problem has been studied and described comprehensively; on finding and discussion on the study has also in previous chapter. Therefore, in this point begin with conclusion that resulted from research problem. It can be concluded that first, the finding of this study was shown that interactive model is affected better than conventional method it was indicated by the post score between experimental and control group. The experimental group was better score than control group. In other word, the result was definitely significant.

Suggestion

Based on the fact that it found the result of this study. It is suggested to the teacher should have a clear for deciding the theory teaching reading comprehension in order students able and enjoy the teaching learning in reading comprehension.

Teacher should try to try-out this reading theory to get many things to develop the teaching reading comprehension. Not only to develop the teaching learning reading comprehension but also next teacher will get a better achievement for students in reading comprehension. Reseacher recognizes that a theory has a strenght and the weaknesses. This theory one day it will found and revealed the weaknesses. Therefore, this theory suggested to be an alternative choice.

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