

# THE EFFECT OF INTERACTIVE STRATEGIES ON THE STUDENTS' ENGLISH READING COMPREHENSION AT SMA NEGERI 2 GUNUNGSITOLI

By  
Adieli Laoli\*

**Abstract:** *Penelitian ini bertujuan untuk mengetahui perbedaan hasil belajar siswa antara kelompok eksperimen dan kelompok kontrol dalam memahami isi bacaan. Sampel diambil dengan teknik purposive sampling, dan data penelitian diperoleh melalui instrumen tes hasil belajar. Kemudian data-data tersebut diolah dengan menggunakan uji t. Berdasarkan temuan hasil penelitian, dapat disimpulkan bahwa terdapat perbedaan hasil belajar siswa kelompok eksperimen yang menggunakan strategi interaktif dalam memahami isi bacaan dengan kelompok kontrol yang menggunakan strategi konvensional. Implikasi hasil temuan penelitian ini adalah bahwa strategi interaktif dapat dipergunakan sebagai salah satu alternatif untuk meminimalisasi masalah pengajaran membaca pemahaman di sekolah.*

**Key words:** *strategi interaktif, top down, bottom up, skemata*

Learning English is very important in Indonesia because it can be used as an international communication. It also can be used as device of increasing our knowledge, like understanding the

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\* Adieli Laoli, M.Pd., adalah Dosen Kopertis Wilayah I dipekerjakan pada IKIP Gunungsitoli.

technology terms, culture, education, and social interaction with these who are from other countries. In addition, English can be made of use as a bridge to recognize the development of the world. These aspects can be seen in the spoken and in the written form. The written forms can be found as well in magazines, newspapers and all of books from abroad are written in English.

Because of the importance of English, it is taught in the formal and informal education. The formal education can be found from Kindergarten until University level while informal education can be found in courses. The forms of this education need teaching and learning process because in these forms the students are taught to understand and train how to use English in spoken and in the written form.

Related to this importance, the role of the teacher is very important to facilitate the students' progress to learn English. Thus, the teachers should assist the students to obtain their oriented goals. It means that English teachers have to prepare themselves in applying strategy to which they use in the teaching learning process in order that the atmosphere of learning English is more attractive for the students.

One aspects of teaching and learning process in English is teaching reading strategy. This aspect should get a serious attention because of using strategy the English teachers can be helped to acquire the good target in teaching reading comprehension. In this matter, to achieve the good target, the English teachers are expected to transfer the strategy to the students in order that the students can be independent learners.

Related to teaching reading strategy in reading comprehension, the main point should be understood that is reading. Reading is an interactive process between the reader and the text. In teaching reading

comprehension needs a serious attention from the English teacher to supply his students to use the strategy in order to acquire the content of their reading text.

Ideally, the target of reading comprehension has been stated clearly in curriculum of SMA, semester II class X year 2006,

**Standard competence**, reading is understanding the meaning of the short functional text and simple essay in the form of narrative, descriptive and new item in the context of daily life and for getting the science, **Basic competence**, 1) responding the meaning of the short functional text (like: announcement, advertisement, invitation, etc) formal and non-formal accurately, fluently and acceptable in the written form and in the context of daily life. 2) responding the meaning and the steps of rhetoric in the simple essay accurately, fluently and acceptable in the context of daily life and for getting the science in the form of narrative, descriptive, and news item.

However, the target stated above cannot be reached because there are some problems which influence the teaching and learning process in reading comprehension. The problems, for example: preparing of facilities, appropriateness of classroom, language laboratory and the attention of the students parents to control their children to learn English is less than expected.

The other problems also emerge from the vocabulary mastery. The students are not interested in reading because they do not know the meaning of words provided in reading text. In another case, the strategy which is used by the English teacher does not arouse the

students' interest and give awareness for them in reading comprehension. This matter is relevant with Moore (2005:309) who emphasizes "traditional classroom methods often stress structure too much and are not oriented to critical thinking and independent inquiry". The traditional method is called conventional strategy. Then, the selection of reading material is still a problem. The reading text is sometimes monotone and gets boring. The English teacher only focuses on the textbook without modifying it. And the result of the problem is the desire of the students to study reading comprehension is not effective.

In this case, the Minister of National Education pays a serious attention on this matter by holding the training for the English teachers. However, the strategies of teaching reading still have problems. Consequently, the target of reading comprehension which is stated in the curriculum cannot be achieved.

The conditions above encourage the researcher to ascertain the strategy that can be used to overcome the problems, by doing a research with the title "the effect of the interactive strategies on the students' English reading comprehension at the 10<sup>th</sup> grade of the second semester students of SMA Negeri 2 Gunungsitoli, 2007/2008". There is a reason why the interactive strategies used in this research because some experts say that interactive strategies can give a good contribution on teaching and learning process in reading comprehension.

## **RESEARCH METHOD**

This research is classified into a quasi experimental design. Tuckman (1978:136) states "quasi-experimental designs are partly-but not fully - true experimental designs. They control some but not all of

the sources of internal validity". He added that quasi-experimental designs exist for situations in which complete experimental control is difficult or impossible. Based on this opinion, the researcher uses the quasi experimental designs because it is impossible for him to randomly assign participants to groups, because of the classroom has been divided in good order. If the researcher changes the order it will probably have an effect of the policy of the school.

Based on the consideration of the opinion above, this design is suitable to be used by the researcher to find out the effect of interactive strategies on the students reading comprehension which is located at SMA Negeri 2 Gunungsitoli Nias district, North Sumatera.

The part of quasi-experimental design is Nonequivalent Control group Design. Tuckman (1978:141) states "often in educational research, the researcher is not in a position to assign subjects randomly to treatments. While school principals may be willing to make two math classes available for testing, they are not likely to permit researchers to break the classes up and reconstitute them; rather, they intend them to be kept as intact groups". Furthermore, Gay (2001:395) emphasizes "the only difference is that the nonequivalent control group design involves random assignment of intact groups to treatments, not random assignment of individuals".

The population of this research is the 10<sup>th</sup> class of the second semester of SMA Negeri 2 Gunungsitoli, 2007/2008, which consisted of 146 students divided into 4 classes.

After the researcher got the population, then selected the Sample. Tuckman (1978:226) emphasizes "sample is representative group from the population to serve as respondents". Therefore, the population which members of the 10<sup>th</sup> classes of SMA Negeri 2 Gunungsitoli

which consist of 146 students, the researcher selected the sample, **Class X-A as experimental group which consists of 36 students and Class X-B as control group which consists of 36 students.** To select the sample the researcher used **purposive sampling Technique.**

### **Instrumentation**

The instrument is the tool that researcher used to collect data. In this case, the instrument that used is English reading comprehension test. The instrument is arranged based on **Blue Print Test.** The form of the test is multiple choice test and close test which consists of multiple choice test is 30 items and close test is 8 items, so the amount of test is 38 items. The instrument was tried out at SMA Negeri 1 Gunungsitoli grade X-1 to get the validity and reliability.

Then, the researcher held the try out instrument at SMA Negeri 1 Gunungsitoli to get scores. The scores can be high or low. The good validity can be got from item score which has the parallel of the total score. The parallel can be understood as correlation. To get the correlation the researcher uses the product moment formula.

The value of  $r$  is consulted with  $r$  table to know whether the correlation is significant or not. If the value of  $r$  is less than  $r$  table, the correlation is not significant or the test is not valid and if the value of  $r$  is bigger than  $r$  table, the correlation is significant, the computation of validity shows that the test is **valid.**

Tuckman (1978:160) says” test reliability means that a test is consistent.” To know the consistent of the test (the reliability of the test) the researcher used Kuder-Richardson formula (K-20 formula)

The normality of data is used to know whether experimental group and control group has normal data

distribution or not. The normality of data can be analyzed by using chi - quadrat ( $\chi^2$ ). The criteria of examining the normality of data is: If  $\chi^2 \geq \chi^2_{table}$  means that the data is not normal and if  $\chi^2 \leq \chi^2_{table}$  the data is normal.

The homogeneity of data is used to know whether the experimental group and the control group has the same variance or not. This research uses the formula F to examine the homogeneity of data. The criteria of examining the homogeneity of data is: If  $F \geq F_{table}$  means the data does not have homogeneity and if  $F \leq F_{table}$  means the data is homogeneity.

The researcher formulated the hypothesis of this research is:

- H1 There is different on the students' achievement who are taught by using interactive strategies than those who are taught by using conventional strategy on the students' reading comprehension at the 10<sup>th</sup> grade of second semester students at SMA Negeri 2 Gunungsitoli
- HO There is not different on the students' achievement who are taught by using interactive strategies than those who are taught by using conventional strategy on the students' reading comprehension at the 10<sup>th</sup> grade of second semester students at SMA Negeri 2 Gunungsitoli, 2007/2008

## RESEARCH FINDING

Before the researcher held the treatment on experimental group, the researcher gave pre test for both groups. The implementation of the pre test is aimed to get the basic scores of reading comprehension

from the participants. The score shows that the lowest score from experimental group is 18 and the highest is 61 while the score from control group shows that the lowest is 16 and the highest is 60. This score is used to know whether there is a change on the achievement of reading comprehension.

The result of the Pre Test on reading comprehension can be summarized on the table below:

**Table 1**  
**THE SUMMARY OF THE PRE TEST ON READING**  
**COMPREHENSION**

Groups	N	High est	Low est	Mean( $\bar{x}$ )	S.D	Sum
Experi- ment	36	61	18	40,69	10.57	1479
Control	36	60	16	35.78	10.72	1290

The data shows that both groups got difference 1 score on the highest scores and in the lowest scores, both groups got difference 2 scores while in Mean, both of the groups got difference 4.91 scores, then in Standard Deviation both of the groups got difference 0.15 score.

The students who followed the teaching and learning process on Interactive strategies was grade X - A which consisted of 36 students. After the researcher had done the treatment for 8 meetings, the researcher gave them the post test. The result of the post test shows that the lowest score is 45 and the highest score is 89. The mean: **67.97**, standard deviation is **11,20**.



**Table 8**  
**THE SUMMARY OF THE POST TEST ON READING**  
**COMPREHENSION**

Groups	N	High est	Low- est	Mean( $\bar{x}$ )	S.D	Sum
Experi- ment	36	89	45	67.97	11.20	2452
Control	36	74	32	50.22	10.81	1807

Based on the computation of the Pre Test and the Post Test on reading comprehension of the Experimental Group and Control Group, the results are summarized in the following table:

**Table 9. The Summary of Pre Test and Post Test on Reading Comprehension**

Groups	N	Test Pre				Test Post			
		High- est	Low est	$\bar{x}$	SD	High- est	Low est	$\bar{x}$	S.D
Experi- ment	36	61	18	40,69	10.57	89	45	67.97	11.20
Control	36	60	16	35.78	10.72	74	32	50.22	10.81

The data on the table above shows that the result of the Pre Test on Experimental Group is not so different with the Control Group. On the highest scores both of the groups got the difference 1 score, on the lowest scores both of the groups got the difference 2 scores. It can be concluded that both of the groups have the similar result on the reading comprehension. However, the result of the Post Test, the data shows that there is a difference between Experimental Group and the Control Group. On the highest scores both of the groups got difference 15 scores, and on the lowest scores both of the groups got difference 13 scores. In Mean both

groups got difference 17.75 scores and on the Standard Deviation both groups got difference 0.39 scores. So, it can be concluded that there is difference scores of the Post Test between Experimental Group and Control Group.

### The Hypothesis Testing

To examine the hypothesis of this research, the researcher used **t - test** formula. The hypothesis of this research is “the students who are taught by using interactive strategies have higher and significant result on reading comprehension than those who are taught by using conventional strategy at the 10<sup>th</sup> class of the second semester students of SMA Negeri 2 Gunungsitoli 2007/2008.”

The result of computation of t - test which using the interactive strategies for experimental group (grade X-A) and conventional strategy (grade X-B) shows at the table below:

**Table 12. The Result of Computation on the Students Reading Comprehension by Using Interactive Strategies and Conventional Strategy**

Variable	Grade	N	Mean	df	t	$t_{table}$	Conclusion
The students Reading comprehension	X - A	36	67.97	70	6.94	1.99	Significant
	X - B	36	50.22				

Based on the computation of  $t$  - test above, the result of reading comprehension by using Interactive strategies has the average = 67.97 while the average of using conventional method is 50.22 and the value of  $t$  is **6.94** and  $t_{table}$  is **1.997**.  $df = n_1 + n_2 - 2 = 36 + 36 - 2 = 70$ , and the level of significance of  $\alpha$  0.05. The criteria of  $t$  - test is: if  $t < t_{table}$   $H_0$  is rejected and if  $t > t_{table}$   $H_1$  is acceptable. Related to the computation above,  $t$  is bigger than  $t_{table}$  or  $t = 6.94 > t_{table} = 1.997$ . It can be concluded that  $H_1$  is **acceptable**, it means the students who are taught by using Interactive strategies have higher and significant result on reading comprehension than those who are taught by using conventional strategy at the 10<sup>th</sup> class of the second semester students of SMA Negeri 2 Gunungsitoli, 2007/2008.

## DISCUSSION OF RESEARCH FINDING

The hypothesis of this research shows that by using interactive strategies are better to use in teaching reading comprehension. The data shows that the value of  $t$  is bigger than  $t_{table}$  namely:  $t = 6.940 > t_{table} = 1.997$ . The main point in interactive strategies is activating the background knowledge of students and vocabulary mastery. Interactive strategies offer the strategy to study vocabulary by using semantic mapping, predicting and guessing the meaning of the words based on the context.

The students of experimental group (grade X-A) who are taught by using interactive strategies presented the scores are higher than the students of control group (grade X-B) who are taught by conventional method. The average of experimental group score is 67.97 while the average of control group score is 50.22. This finding shows that a reader's background knowledge plays a very important role in the reading comprehension

process. The readers comprehend their reading material by relating the new information in the text to their background knowledge.

## **CONCLUSIONS AND SUGGESTIONS**

### **Conclusions**

After analyzing the data, the findings show that there is significant difference result on the students' reading comprehension of the students who are taught by using Interactive Strategies than those who are taught by using Conventional Strategy because the value of  $t$  is bigger than the  $t$  table namely:  $t$  is 6.94 while  $t$  table is 1.997. The other finding while doing this research is interactive strategies can enhance the students' reading comprehension and give the students awareness that through reading they can develop their knowledge.

### **Suggestions**

Based on the finding of this research, the researcher proposes some suggestions:

1. To have an ideal result of reading comprehension, the researcher suggests that English teachers should pay attention on activating the students' background knowledge to comprehend reading text and to build the students' vocabulary by using semantic mapping, guessing the meaning from context.
2. As mentioned in the limitation of the research, in teaching and learning process, the English teacher needs to understand the psychology of the students like the attitude of the students, the emotion of the students and the personality of the students. Because those aspects can influence the acceptance of the students toward the reading material.

3. The English teachers of SMA Negeri 2 Gunungsitoli need to develop the skills in teaching English so that the achievement of the students always show a significant improvement.

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