USING INTERACTIVE APPROACH IN ENHANCING STUDENTS' READING COMPREHENSION

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ABSTRACT

English is one of the compulsory subjects at schools in Indonesia, including at junior high schools. This study was conducted to investigate the effectiveness of implementing an interactive approach in teaching reading comprehension. It also investigated the students' responses toward the implementation of an interactive approach in teaching reading. The true-experimental design was carried out in this study along with the pretest and post-test. Two classes of the first-grade students of SMPIK Nurul Quran in Aceh Besar were chosen as the sample of the research with total population sampling technique. This sampling technique was employed because of the limited individuals to be randomized as samples. Each group consisted of 20 students for the experimental class and 20 students for the control class. The instruments used in this study were test and questionnaire. The data collected were analyzed using descriptive statistics through *SPSS Version 20.* The results show that the use of an interactive approach improved students' reading scores and they also gave positive responses toward the use of interactive approach in teaching reading. Therefore, the alternate hypotheses of this research was accepted. It means that the implementation of interactive approach could increase students' reading scores significantly as compared with the students who were taught by using the bottom-up approach. The students also had positive responses to the implementation of interactive approach during teaching and learning reading comprehension. It can be concluded that interactive approach is one of the effective approach for teaching reading comprehension.

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INTRODUCTION

In Indonesia, English is the first foreign language taught in schools. It is one of the important subjects in the school curriculum which is included in National Examination. One of the English language skill which has to be mastered by students is reading. However, reading comprehension is still difficult for Indonesian students. The difficulty in reading might be caused by different factors. Some of them are lack phonemic awareness which is needed for word recognition and poor working memory which interferes students' ability to read words fluently (Torgeson, 2002, cited in Sanford, 2015).

In the context of teaching English in Aceh, there was a problem spotted at a junior high school in Aceh related to English reading comprehension. SMPIK Nurul Quran is one of the new schools in Aceh Besar which was established in 2018. This school was the place where the researchers conducted a preliminary study on the English teaching and learning process in the first grade. The teaching of English reading in SMPIK Nurul Quran still encountered reading comprehension problems that led the student to having low reading score. During the preliminary study, a pilot reading test was given to the first-grade students at the school. The result showed that the average score of student reading comprehension was 58.5 which is still under minimum passing score (KKM) which is 75. Later on, to clarify this result, interviews were conducted with the students and they admitted that they had reading difficulties such as poor reading strategy, grammatical confusion, and lack of vocabulary.

To strengthen the rationale, an interview with the English teacher in SMPIK Nurul Quran was also carried out. It was learned that the teacher regularly applied the traditional approach (bottom-up approach) in teaching reading. The teacher began the reading instruction by introducing words and how to pronounce them, proceeded by giving the meaning of those words. Then, the students were directed to connect word meaning to understand the sentence and comprehend the whole text. The students always had to bring their dictionary to find difficult words they got from the text. They processed word by word to understand the text. This instruction takes long times and sometimes it made the students feel bored.

It is known that the curriculum has posed its demand on junior high school students regarding the reading comprehension ability to descriptive text as stated in basic competence (3.7) below.

> *"Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya* (Comparing social functions, text structures, and linguistic elements of several oral and written descriptive texts by giving and asking for information related to descriptions of people, animals, and objects in short and simple way accordingly with the context)

A technique that is offered in attempt to minimize this problematic condition at the school is the implementation of interactive approach. One of the teaching reading approach that can be implemented to overcome such problems in reading comprehension described earlier is an interactive approach. Grabe (1988) stated that interactive approach can minimize major reading deficiency of the low-level such as word recognition to a higher level of reading such as making inferences. An interactive approach which combines bottom-up and top-down process can compensate reading deficits in individual components. The readers with poor word recognition skills may switch to the top-down process where they can use other sources of knowledge such as background knowledge into their reading. Additionally, Alyousef (2006) explained that an interactive approach can increase students' reading ability in mastering texts by developing their linguistic and semantic knowledge. He added that reading is an interactive process between a reader and a text. A reader interacts dynamically with a text as he/she tries to elicit the meaning and uses various kinds of knowledge such as background knowledge, linguistic (bottom-up processing), and semantic knowledge (top-down processing).

Several previous studies on this approach are also provided in this section. First, it is a study by Morales (2010) who conducted a study focusing on improving reading instruction for higher education. It sought to test the effectiveness of a content-based interactive reading to develop significant levels of reading comprehension of science text and develop compensatory strategies to help improve students' attitudes and motivation toward reading. The results of the study have proved that an interactive approach was effective in developing the students' reading comprehension of content-based materials. Another study is by Wilawan

(2006) who examined the viability of the mix of preparing in lexical attachment and metacognitive procedures on Thai EFL students' comprehension of the main idea. The results unveil that the students' improvement in main idea questions was identified with the blend of bottom-up and top-down procedures.

In order to determine the theoretical framework of this study, the research hypothesis is formulated as the following:

H_{01}: There are no significant differences in reading achievement between the students who are taught by interactive approach and those who are taught by traditional approach.

H_{a1}: There are significant differences in reading achievement between the students who are taught by interactive approach and those who are taught by traditional approach.

Besides hypothesis, the researchers also formulated research question to know the students responses to the implementation of interactive approach. The research question is stated as the following:
"How do the students respond toward the implementation of interactive approach in teaching reading comprehension?"

LITERATURE REVIEW

Overview of Reading

Reading is a significant skill of the four language skills taught and learned at schools. This is bolstered by Hatch (2001) who stated that reading is actually the most significant of the four abilities in a language learning process, particularly in English both as the second or foreign language learning. Through reading, students can build up the other language skills which are writing and speaking. For example, vocabulary building they get from reading would help their vocabulary in speaking, and help their grammar in writing.

Accompanying the elaboration above, there are a few elements influencing reading performance. Fielding and Pearson (1994) stated that there are four components which impact reading recognition the most; they are language and cognitive ability. First, language is related with all domains of human life and the key point in any types of communication. Fielding and Pearson (1994) further argued that language is very basic to the existence of an individual since it especially centralizes decision making, critical thinking, problem-solving, and other complex activities. There is a strong association between language and reading. Reading is an attempt to understand what an author suggests from a written

substance. Reading includes the pictures of printed words which are spoken and oral language discourse, and thus written and spoken languages are firmly related. Language is the reason of reading, and for this reason, teachers should stimulate language progression for students.

Second, it is cognitive ability. Thinking is dominant and significant in reading. Furthermore, reading cannot be fathomed before a reader passes the reasoning level. Reading and thinking are insightful combinations, since a reader takes values from pages and brings the significance out.

The third factor is intelligence. This factor cannot be disengaged in achieving a good reading procedure. There is no doubt that the intelligence factor is intertwined with the heredity factor (Duke & Pearson, 2002). An individual's inheritance gives the fundamental that impacts his/her academic performance. The latest factor is a family factor; family plays a basic role in the dimension of children reading performance. The impact of family on children's level of reading performance cannot be belittled (Nation, 2004).

In addition, reading is also difficult for university students to complete the TOEFL test. At least, there are five most difficult aspects have been found when they complete TOEFL test. Samad, Jannah and Fitriani (2017) found that these five aspects are answering the implied details questions, answering the stated details questions, the use of context to give meanings, answering main ideas questions, and determining meaning from word parts.

Furthermore, there are some aspects highly related to each other that cannot be separated and they are asked in reading tasks; they are named reading sub-skills. According to Mickulecky and Jeffries (2011), these sub-skills are the main idea, detail information, reference, vocabulary and inference.

First, it is the main idea. Mikulecky and Jeffries (2011) contended that main idea is the author's thought regarding the subject that is shaped by both the point and the thought. Generating the main idea for comprehension can be established from words being identified during reading, the information being drawn from grammatical parsing, the text model, and also the coherence being set by reader's goal and motivation (Grabe, 2007). Second, it is detailed. Recognizing the main idea and supporting details are significant parts of reading abilities. Mikulecky and Jeffries (2011) expressed that to clarify his/her thought, the author incorporates a few supporting details section and these details are more explicit than the main idea. Third, it is a reference. Reference word is

one of the devices of reading that encourages bonding among sentences to make a cohesive content. Fourth, it is vocabulary. In learning a language, vocabulary turns into significant aptitudes that students need to enhance (Harmer, 2007). A student who needs to convey in a specific language should advance vocabulary of that language. Finally, it is inference. Mikulecky and Jeffries (2011) urged that occasionally the point of a passage may not be expressed straightforwardly. A reader should search for pieces of information and attempt to predict what a passage is about. This is called making an inference.

In concern to the scope of reaching reading, there are numerous elements that impact reading understanding. Brown (2001) has set strategies that can be adopted by a teacher for teaching reading; those strategies are: (1) identify the purpose of reading, (2) use graphemic rules and patterns to aid in bottom-up decoding, especially for beginning level learners (3) use efficient silent reading techniques for relatively rapid comprehension (for intermediate and advanced learners), (4) skim the text for main idea, (5) scan the text for specific information, (6) use semantic mapping or clustering, (7) guess for uncertainty, (8) analyze vocabulary, (9) distinguish between literal and implied meaning, and last (10) capitalize on discourse markers to process relationship.

To conclude, the researchers expected that there are three models of reading incorporating each other depending on the students' needs. As a matter of fact, this study focused on implementing the last model narrated above to middle school students. For such attempts, a brief and detail explanation about the interactive model is as elaborated in the following section.

Interactive Approach

The interactive approach is the combination of bottom-up and top-down approaches. It is stated by Nur and Ahmad (2017) that interactive approach is a method or strategy given to students in the form of bottom-up and top-down activities to give students a better understanding of the texts that they are reading. In addition, Brown (2007) clarified that there are three distinctive reading approaches for English reading; they are bottom-up, top-down, and interactive reading approaches. He then additionally stressed that later examinations center on a blend of those two techniques.

Integrating these two approaches, Grabe (2007) suggested that there are ten pertinent parts for reading instruction; they are word familiarity, making vocabulary meaningful, enacting information in proper ways,

guaranteeing compelling language information across ability levels, instructing content structures and discussion, advancing the readers as opposed to showing various learning techniques, building reading familiarity and enhancing the rate, advancing extensive reading, creating inherent motivation for reading, and arranging a continuous educational program for students' learning. Further, Grabe (2007) also stated that teachers need to decide the instructional needs based on students' needs, academic desires, and media limitations. In short, he inferred the significance of incorporating both top-down and bottom-up in teaching reading.

The following are typical activities of the interactive reading model which combines the bottom-up and top-down processes during a reading section as suggested by Brown (2001):

Pre-reading:
1. Informing the students about the topic of a text will be reading in the meeting (for example by asking the students to read only the title to predict the content, showing a picture or video, to recall students' descriptions about the text).
2. Giving the task to invite comparison between the culture of students' native language and target language learned.
3. Explaining generic structure, language features, and some key concepts which likely to encounter during reading.
4. Inviting students' participation.

Whilst reading:
1. Focusing on students' grammar use.
2. Focusing on students' pronunciation.
3. Identifying the main idea and explicit or implicit information in detail.
4. Asking the students to infer their opinion onthe topic.
5. Interrupting the reading process to explain the grammatical structure and to predict what happens next.
6. Asking students to look for unknown word meaning in dictionary and to predict unknown word meaning from context.
7. Requiring students to transfer information into a table, chart, or cards.

Post-reading:
1. Giving exercises in order to enhance comprehension (i.e. fill in the blank, true/false or multiple choices).
2. Giving tasks which require students to recognize grammatical units (i.e. verb inflections or derivations).

3. Asking students to memorize new words and expressions and to state their own opinion toward the topic.
4. Teaching students to use reading strategies.
5. Conducting follow up activities (i.e. writing summary, topic discussion).

RESEARCH METHODOLOGY

This research applies a quantitative approach with experimental design. It is a systematic and scientific approach of research in which the researchers manipulated one or more variables, and controls and measures any change in other variables (Brown, 2007). In other words, this type of research uses certain strategies to manipulate certain samples or objects where there is a time priority, consistency, and magnitude of both profoundly correlates. The experimental adopted for this study is true-experimental. Pretest/posttest design was applied to measure the effect of treatment. In a pretest/posttest design researcher can determine the immediate effect of treatment (Mackey & Gass, 2005). Pre-test and post-test were given for both groups, experimental group and control group.

Research Participants

This study was conducted in an Islamic middle school named SMP-IK Nurul Quran. The school is located in Meunasah Manyet, Kec. Ingin Jaya, Kabupaten Aceh Besar, Aceh, 23241. The researchers selected the school because she found that the students have problems in reading comprehension especially in terms of finding the main ideas, specific details, and inferring ideas from reading passages. Besides, from the pilot observation as mentioned in the earlier chapter, it was also found that the students were not really interested in the conventional teaching technique of reading.

As suggested by Arikunto (2006), the population in research is considered an entire subject of the research. The population of this study was the entire seventh-grade students of SMP-IK Nurul Quran. The whole population consisted of 40 students. Considering that the population is small, the researchers took the whole population as a sample of research.

Borg, Gall and Gall (1993) stated that the sample is a representation that assemblies the whole population or subject of the research. The

researchers managed to create two classes as the samples of this research, these two classes became an experimental class and a control class. Basically, the classes consisted of one boy class and one girl class. Because the researchers did not want to raise the gender variable, the samples were rearranged. Thus, the classes used for the experimentation consisted of both boys and girls. The experimental class was marked as class A and the controlled class was marked as class B. The reason why a control group was needed is that the class can verify the hypothesis and narrow the resulting bias (Mitra, Tooley, Inamdar & Dixon, 2003).

In addition, this sample was drawn by total population sampling (Etikan, Musa & Alkassim, 2016). They (2016) further clarified that Total Population Sampling is using the whole population involved as the sample. This kind of sampling is possible when there is a very limited amount of population but at the same time, every member of the population has fulfilled the criteria of the samples. The criteria are particular students of the 2nd grade at SMPIK Nurul Quran and they had low reading comprehension. However, the process of assigning the Experimental and Control group was still done by using a simple random sampling technique as suggested by Arikunto (2006). By using this sample, there would be no individuals remain favorable that might be taken as a sample. The procedure was as follows. The students' names were all written down on a fold of paper. Then, the rounded-folds were placed in a bottle whose cap was holed out. Later, the researchers shook the bottle so that the rounded-fold came out one by one, carefully. The researchers did this for 20 times which means it gives 20 names. Later, the names were considered as the participants of this research. Afterward, the students whose names were chosen were asked to come to the rest of the class to make another fold. There were 20 folds altogether; ten of which were written 'experimental' and the other ten were written 'control'. After the twenty students took the fold, they were classified into the group that was written on the fold.

Research Instrument

The research instruments applied in this research are test and questionnaire. The description of research instruments is as explained in the following part.

The first instrument was reading comprehension test. The test consisted of 10 reading texts. The length of the texts will be varied from 60 to 250 words. The test was designed in the form of multiple choice which consisted of 30 item tests. An interactive item test focused on three

aspects of reading namely finding the main idea, identifying specific information, and inferring. The descriptive text was used as the main genre of the test. All the item tests are taken from some English books.

The second instrument was a questionnaire which was administered regarding to the experimental class. The questionnaire form used in this study is a *true-false item*. True-false item only sets two response option: true versus false or 'yes' versus 'no' (Dornyei & Taguchi, 2009). This form is appropriate for participants who are sometimes seen as incapable to give more explanations related to items. The questionnaire used in this study is designed based on Interactive Approach to Language Pedagogy suggested by Brown (2001).

Technique of Data collection

There were some steps that needed to be done before conducting an experimental process. Firstly, the researchers asked the school authority to allow to do an observation. Later, they requested to issue a research permission letter from the faculty official to the principal of SMP-IK Nurul Quran.When all of the permission letters were obtained, the researchers arranged the schedules. After all of the schedules were fixed, the researchers were ready to carry out the research. The experimental teaching is described as follows.

First, it was the pretest which was conducted on Friday, June 21st, 2019. The researchers handed the students with 30 questions on the reading. The questions were 10 multiple choices related to main ideas, while the other ten questions were about specific details, and the other ten questions were about inference in reading. The students were given 60 minutes to answer the questions.

Teaching Treatment

This part was the main point of the study, the researchers taught the experimental class, while another teacher taught the control class. Below is the procedure carried out during the lesson in the experimental class using an interactive approach in teaching reading. There were four meetings of treatment.

In the last part of the experimental research, the researchers conducted a post-test on Monday, July 15th, 2019. The main purpose of the post-test was to see if the students had improved after having the treatment in the reading class. After the students answered the multiple-choice questions, they were asked to give their opinion about the

interactive approach implementation in teaching reading through the questionnaire. They were given 30 minutes to answer the questionnaire.

Technique of data analysis

To analyze the collected data, the researchers used steps as follows. First, the researchers graded the test. Then, they determined the normality and homogeneity of the test. As it was assured that the data are normal and homogenous, the t-test was conducted to test the hypothesis. All of these steps were carried out using SPSS version 22. Meanwhile, for the second hypothesis, the data were analyzed using a three-step analysis (Miles, Huberman & Saldana, 2014) as the questionnaire data were reduced, displayed, and verified.

RESULTS AND DISCUSSIONS

Results

First of all, it is important to check out whether the data distribution is normal and homogenous. The normality and homogeneity test of the data are presented in following

Table 1. Tests of Normality of Pretest EG and Pretest CG

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
PretestEG	.223	18	**.086**	.724	18	.275
PretestCG	.233	18	**.079**	.769	18	.240

Table 1 above shows that the data from the group are normally distributed. The criterion of normal is that the significant value of Kolmogorov-Smirnov is not lower than the $\alpha=0.05$. It can be seen in the table that the significant value of Kolmogorov-Smirnov of EG pretest is 0.086 while the significant value of Kolmogorov-Smirnov of EG pretest is 0.079. Since both of these significant values are higher than $\alpha=0.05$, it is considered that the data distributions of both groups are normal. There are no outliers, which means that there is no score which is too high or too low lying out from the mean score.

Table 2. Test of Homogeneity

Levene Statistic	df1	df2	Sig.
1.35	18	18	**1.79**

Table 2 above reported that the data from both groups are homogeneous. In order to judge some certain data to be homogeneous, the significant value of the Levene Statistics should be higher than α=0.05.Since the table shows that the significant value of the pretest score from both groups is 1.79, it means that the data were homogeneous. This also implies that both groups have the same level of ability in reading comprehension.

Later, the process of proving the hypothesis is displayed. The function of hypothesis testing is to test whether H_a or H_0 is accepted. This is the most important phase in an experimental study because from this testing, the conclusion and suggestions about the implementation of an Interactive Approach to the 2nd-grade students at SMPIK Nurul Quran can be drawn upon. The criterion for a hypothesis to be accepted is that the t-value should be located between the critical area of the determined degree of freedom or *df*. The *df* for this study is 38.

Table 3. Statistics of Hypothesis Testings

No	Testing	Mean	t-value	t-table	Significance
1	PreEG-PreCG	14.2	-2.9		0.00
		14.3			
2	PreEG-PostEG	14.2	1.33		0.65
		23.3		≤ 1.68	
3	Pretest CG	14.3	-1.27		-0.45
	Posttest-CG	17.9			
4	Posttest-EG	23.3	1.23		0.66
	Posttest-CG	17.9			

The table above shows that in Testing 1, the mean scores between EG pretest has been compared to CG pretest mean score. The mean score of EG Pretest, which is 14.2, while the pretest score of CG pretest slightly different, which is 14.3. Concerning the $_{value}$ for *df*=38, it was found that the t-value is -2.9 which does not lie in the critical value for one-tailed test. The critical area for one-tailed test with df=38 should be between 0 and 1.68 for level of significant α= 0.05. It can be concluded that the alternate hypothesis (H_a) is rejected and the null hypothesis (H_0) is accepted. This means that there is no significant difference between both mean scores of the groups as the significant value is lower than 0.05 which is 0.00.

Meanwhile, in Testing 2, the mean scores between EG pretest and EG post-test mean score were compared. The mean score of EG Pretest is lower than the one of post-test. In EG pretest, the mean was 14.2 while in the post-test in increased to 23.3. Concerning the t_{value} for df=48 which is 1.33, it certainly lies in the critical value for one-tailed test. The critical area which is taken from the t_{table} ranges from 0 to 1.68 for the level of significant α= 0.05. It can be concluded that the alternate hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. This means that there is a significant difference between both mean scores of the tests of the Experimental group with value of 0.65.

Further, in Testing 3, the mean scores between CG pretest and post-testwere compared. The mean score of CG Pretest, which is 14.3, is slightly lower than the one of post-test, which is 17.9. The T-Test clarified which hypothesis was granted, whether the alternate hypothesis is accepted or rejected. Concerning the t_{value} for df=38 which is -1.27, it does not lie in the critical value for one-tailed test. The critical area which is taken from the t_{table} ranges between 0 and 1.68 for the level of significant α= 0.05. It can be concluded that the alternate hypothesis (H_a) is rejected and the null hypothesis (H_0) is accepted. The significant value of -0.9 is shown in the table serve for alternate hypothesis rejection.

Lastly, the final testing which (Testing 4) compares the mean scores between Experimental Group (EG) post-test with the mean score of Control group (CG) post-test. The mean score of EG Post-test, which is 23.3, is definitely higher than the one of CG post-test, which is 17.9. The T-Test is still needed to prove whether the alternate hypothesis is accepted or rejected. Concerning the t_{value} for df=38 which is 1.23, it certainly lies in the critical value for one-tailed test. The critical area which is taken from the t_{table} ranges between 0 and 1.68 for level of significant α= 0.05. It can be concluded that the alternate hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. It shows a different significance in the value of 0.66.

In regard to the research question two, the data obtained were from the questionnaire. Below are the topics of the questions asked in the questionnaire. There are six topics related to reading comprehension as adapted from Brown (2001). From the 21 question items offered in the questionnaire, the EG students should answer either 'yes' or 'no' as their response. The summary of the response is as shown below.

Table 4. Summary of Questionnaire

No		Question		Yes %	No%
1	Material presented	1)	The material is easy to understand.	75	25
		2)	The material is interesting.	70	30
		3)	Length of reading texts is appropriate	75	25
2	Written material provided	4)	The material is authentic.	70	30
		5)	The material is relevant.	85	15
		6)	The materials increase my interest and motivation.	85	15
		7)	The materials provide practices that use various reading strategies.	90	10
3	Media used for learning	8)	The media are used to support reading materials, e.g: cards, pictures, etc.	100	0
		9)	The media enhances the learning content.	85	15
4	Method of teaching	10)	The teacher employs brainstorming activities in pre-reading activity	90	10
		11)	The teacher employs various activities during while reading	95	5
		12)	The teacher employs buzz sessions.	85	15
		13)	The teacher employs question and answer (Q &A) activities for post reading activities	100	0
		14)	Teaching method used by the teacher is helpful in finding main idea from reading text	75	25
		15)	Teaching method used by the teacher is helpful in identifying specific/detail information from reading text	85	15
		16)	Teaching method used by the teacher is helpful in making inferencing from reading text	75	25
5	Practical activities/exercises	17)	The exercises enhance my problem solving skill.	75	25
		18)	The exercises enhance my critical thinking skills.	75	25
6	Classroom management	19)	The teacher allows students to predict and explore the passage.	85	15

		20) The teacher is able to handle the interactive activities among students during the reading practice.	**100**	**0**
		21) The teacher gives time to do self-assessment.	**90**	**10**

The table above shows that in terms of the material, 75% (25 students) agreed that the materials are easy to understand. However, there are 5 students who did not agree with this fact. 70% (14 students) also agreed that the materials are interesting. In addition, the text-length is also considered appropriate by 75% of respondents (25 students). Moreover, regarding the topic of written materials provided during the treatment process, it shows that 70% of the respondents (14 out of 20 students) agreed that the materials used during the treatment were authentic. More of them (85%) agreed that the materials were relevant to the topic they are learning on that day. Next, 85% of the respondents agreed that the materials could increase their interest and motivation during the treatment process. Concerning the statement stating 'the materials employ various reading strategies', 90% of the whole participants or 18 out of 20 students showed their agreement with the statement.

Next, in the topic concerning the learning media used during the treatment process, the table shows that all participants agreed that the media used during the treatment were supportive to enhance the learning process. Furthermore, 17 students (85%) agreed that the media used during the treatment process can enhance the reading content. Additionally, concerning the teaching method used during the treatment process, there are seven criteria included being parts of interactive approach teaching method. They should involve brainstorming, various activities, buzz session (in which students are allowed to discuss the reading content on their own), Question-Answer session; it also needs to make students find the main ideas, details and make inferences. There are 90% of the respondents agreed that the brainstorming stage was implemented; 95% of the agreed that the teacher employed various activities; 85% agreed that the buzz session was implemented; 100% agreed that the Question-Answer session was also employed during the treatment process using Interactive Approach. 75% of the respondents agreed that the teaching method helped them find the main idea of the passage; 85% of the respondents agreed that the teaching method helped

them find the details of the passage; and lastly, 75% of the respondents agreed that the teaching method helped them make inferences.

Moreover, students' responses on the topic of practical activities or exercises are as follow. The table displays that there are 15 students (75%) who agreed that the activities employed during the treatment process enhanced their problem-solving skills. Similarly, the same number of students (15 students or 75% of them) agreed the practical activities could enhance their critical-thinking skill. Finally, the responses on classroom management during the treatment process, the table above shows the students' response regarding the classroom management performed by the teacher involved students to predict the content of the passage as well as to explore the passage. 85% of the students agreed on this statement. Additionally, there were also interactive activities employed by the teacher during the treatment process using an Interactive Approach in teaching reading to the Experimental Group. All students (100%) agreed on this statement. Finally, 90% of the respondents agreed that they had some time to self assess themselves as this phase was also integrated by the teacher during the treatment process using interactive approach.

Discussion

In this section, there are two points that the researchers would like to discuss. First, it is concerning the first research question, which is about the score increase before and after the treatment between EG (Experimental Group) and CG (Control Group). The second question is about the participants' response toward the implementation of the interactive approach in enhancing their reading comprehension ability.

From all hypothesis testings, it can be seen that the increase is clearly shown in the experimental group which was treated using the interactive approach. In the EG pretest, the mean score was only 14.2 and it increased to 23.3 in the post-test. Meanwhile, for the control group, the pretest means score was 14.3 and the post-test score also increased but only slightly, which is 17.9. It can be seen that the increase of post-test EG is higher than the increase of post-test CG.

This is in line with the findings of Wilawan (2006). He conducted an experimental study to students at Kasetsart College in Bangkok. He divided them into three groups. The first group was treated with only a top-down technique, the second group was treated with a bottom-up technique, and the last group was treated with the integration of these two approaches. The integration of top-down and bottom-up techniques

is also a major implementation in interactive approach. His result shows that the students who were treated with the top-down and bottom-up technique combination achieved a higher score in reading comprehension compared to the other two groups. Another study supporting this finding is a study by Nur and Ahmad (2017). They conducted classroom action research for two cycles. They found that after those two cycles, the students who reached KKM increased from far below 70% to more than 74.57% of all students. And they also found that their students become more motivated when learning reading comprehension.

Concerning the research question related to response, the conclusion is that the students have positive responses toward the implementation of interactive approach. In brief, from all questions asked in the questions posed in the questionnaire set, the students who agreed reached the percentage of 97% on average. They agreed that the implementation of interactive approach can be very beneficial for their learning effort. A study by Morales (2010) supports this finding as she found that in the content-based reading process, students are more ascended to the development of reading attitude and motivation.

CONCLUSION AND SUGGESTION

Conclusion

Deriving from the findings, the following conclusions can be made. First, in an attempt to prove the first hypothesis, it was found that there is a significant increase in students' reading comprehension ability between experimental group and control group after the implementation of interactive Approach. For the experimental group, before the treatment using interactive approach, the mean score was 14.2 and after the treatment using the interactive approach, it increased to 23.3. Furthermore, from the t-value obtained from the hypothesis testing, it was found that the t-value of posttest EG and posttest CG was 2.3. This value was higher than the t-table which was 1.68. Conclusively, the increase is significant because this proves that there is a significant difference between these two groups.

In regard to the second research question, it was found that the students have positive response toward the implementation of interactive approach. This is justified as it can be seen that from the average percentage, there was 97% of the students who agreed with the statements posed in the questionnaire set about the fact that the

implementation of interactive approach is interesting and beneficial for them.

Suggestions

To follow up on the results and conclusions, some suggestions are also addressed to three parties. First, it is for the English teachers. The application of the nteractive Approach needs extra preparation beforehand. For example, the teachers need to provide cards and pictures before the teaching and learning process. Therefore, it is better for teachers who would like to implement this approach to provide some in-advance preparation so that the class can run smoothly as planned. Moreover, it is also suggested to the school principal to support any process that can be done by the teachers in improving the value of teaching-learning by providing any instruments and materials that might be needed by the teachers during the teaching process. More specifically, perhaps the need for a photocopying machine can be very supportive in this case. Finally, to future researchers who are also interested in researching further about the interactive approach, it is expected to see the approach implementation from different perspectives, such as implementing it to other skills or seeing how the implementation works psychologically.

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