

JEPAL

Journal of English Pedagogy and Applied Linguistics

<https://jurnal.masoemiversity.ac.id/index.php/englishpedagogy>

Submitted : 7 July 2021 Revision : 30 August 2021 Accepted : 30 August 2021 Available Online: 31 August

INTERACTIVE MODEL IN TEACHING READING TO HELP STUDENTS TO UNDERSTAND ENGLISH TEXTS

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Abstract: To understand English text, students need to have adequate English proficiency background, at least in understanding the grammar and having many vocabularies to understand the text. For those who do not have good proficiency background in such areas, will have difficulties to comprehend every sentence they read on that text. Teachers who face this kind of situation, must have appropriate approach to handle this problem. Interactive model that was applied in this research has an aim to help students to understand the text by understanding the parts of each sentence on the text they read. To find the findings in this research, the writer used mix method of quantitative and qualitative. The method was applied to find out how the interactive model helps students to comprehend the texts they read. There were 25 students who joined this research after they are considered could fulfill its requirements. The research shows that the students who were taught by interactive model developed their understanding of sentence analysis, felt comfortable with the teaching model, but had less development in understanding the text. Based on the findings from this research, it is concluded that the method gives comfortable teaching atmosphere but does not give significant development on students' reading skill. The method will be able to give more significant result if it is applied to the students who have higher English Proficiency Level, such as in intermediate and advance levels.

Keywords: approach, interactive, method, model, atmosphere

INTRODUCTION

Most students who join universities have low English background. This case is proven by the inability of university students to show their English skills in receptive and productive ways (Munjin, 2008) This problem occurs because of the failure of English learning approach in junior and senior high school levels (Nurilhuda, 1999). This problem leads to another problem since the university students normally have shifted from learning how to read to reading to learn (Khorasgani, 2013). Low proficiency English background makes university students are unable to comprehend the content of the text

they must read in order to gain more knowledge related to the field they learn in their major.

Reading is one of the skills in English that related to the mastering of other skills. Readers can read well if they understand grammar and have good listening skill to gain more vocabularies. Some readers have difficulty to comprehend English texts if they are lack of vocabularies and do not master the grammar well. Having many vocabularies are considered as the main factor for the readers to understand the text they are reading. If the readers don not have enough vocabularies, they will have great difficulties to get the main idea of the text, not to mention to comprehend the text in details. Vocabulary is not only related to the number that the readers must have, they are also related to the theme of the text that the readers must understand. In this case, the readers may have many vocabularies, but when most of their vocabularies are not related to the text they read, they obviously still face some troubles to understand the text (Goodman, 1970).

Grammar knowledge is another element that the readers need to have. Good grammar knowledge will help the readers to be able to find the meaning of the sentences that they do not get. The knowledge of grammar that the readers have will guide them to understand the meaning of the sentence by using their ability in dividing the sentence into its part of speech. Placing each word in sentence into its part of speech and knowing the meaning of the vocabulary will be a good combination of knowledges that the readers can use to effectively understand the whole text (Larsen-Freeman, 1991)

In the universities that the writer taught, he found most of the students had difficulty to understand text in English that they had to know in order to acquire the knowledge that was valuable for their field of study, fulfilled their obligation to pass the English subject or got good score in reading section for English proficiency tests that were held by their institution.

This case then became the writer's priority to be solved. He started to think to help the students who have low English proficiency background to be able to understand English texts in elementary or intermediate level. In order to manage the idea, the writer read some references that were related to the creation of a learning model that can be conducted to help such kinds of students in comprehending the English texts. He also hopes that the designed method he conducts will provide an interactive way of learning and also create a comfortable atmosphere for the students who join it.

LITERATURE REVIEW

Reading is the English skill that obliges readers to have good grammar and remember many vocabularies. When readers are reading a text, they must recognize multiplicity of linguistic signals, such as letters, morphemes, syllables, words, phrases, grammatical cues, discourse makers, and use their linguistic data processing mechanism to impose some sort of order on these signals (Goodman, 1970). Those linguistic signals then create sentences that cover a text. The readers have to understand the sentences if they want to acquire all the information provided by the text.

Although the readers have understood the sentence as they can understand the parts of sentence and also can recognize most of the words in the sentence, they need to relate their understanding with their knowledge background in order to comprehend the meaning of the text completely. This phenomenon is described as schema theory which says skill in reading depends on the efficient interaction between linguistic knowledge and knowledge of the world (Clark, Mark, A & Silberstein & Silberstein, 1977). It means, to be a **good** reader, someone must have good understanding of English grammar, have

many English vocabularies and many varieties of knowledge in his mind (McKay, 1987). A reader who has been able to complete himself with those elements must have learnt English through an appropriate approach that provided him the appropriate learning materials to be learnt.

Someone's knowledge background certainly is determined by how much his effort, experiences and interest to gain and acquire it. His knowledge background helps him to understand quickly and easily related to the topic of the text he is reading. The way that how someone understands the texts through his knowledge background is like how schema theory emphasizes a reading process which is conceptually driven, or top-down processed that brings a whole host of background information into the arena of making the decision what something "means" (Brown, Douglas, 1994).

Based on the description above, the writer designed a model of teaching that facilitates the students to understand each sentence in the text by analyzing its part of speech, discussing each unfamiliar vocabulary based on the context of each sentence in the text, and relating the comprehension of the text based on student's prior knowledge when the discussion is being occurred (Alyousef, 2005). Those elements are hoped to create the meaning of interaction that helps the students increase their language store as they listen to or read authentic linguistic materials, or even the output of their fellow students in discussions, skits, join problem - solving tasks, or dialogue journals (Rivers, 1987). In this type of interaction, students can use all they possess of the language-all they have learned or casually absorbed - in real life exchanges. Even at an elementary stage, they learn in this way to exploit elasticity of language.

Before designing the model, the writer refers to the research and development approach which suggests several integrated steps in creating a teaching model (Dick, Walter & Carey, Lou & Carey, 2009). Relating to the suggested steps, the writer describes how his idea in designing the model of teaching which will be applied in ten steps. The first step is identifying instructional goal. The instructional goal of this teaching method is to help the students who join this research to be able to understand how to comprehend the English texts they read. The writer also tried to prepare a teaching method that creates fun and comfortable atmosphere that makes the students enthusiastic to join and feel comfortable.

The second stage is conducting instructional analysis. In this stage, the writer plans the steps of the teaching method. The steps must be applied based on their order and each step has activities which consider be able to help students to comprehend the text. The writer also develops the activities in each step to create interactive communication and interesting learning atmosphere. The third stage is analyzing learners and contexts. The writer has decided that the students who join the research are the students who have low English proficiency background skills. Their levels are on the foundation or elementary. The writer came to this decision because he needs to know the effectivity of the teaching method in serving such students to develop their reading skill.

The fourth stage is writing performance objectives. The performance objectives of this research are to develop students' reading skill and to find out whether the teaching method can create comfortable atmosphere for the students during the learning process. The next step is developing assessment instruments. The assessment instruments which will be used in this teaching model are some formative and summative test instruments. These test instruments are used to find out the reality of how well students' reading skill can be developed through this teaching method. The writer hopes that the results taken

from formative and summative tests will give him valid judgement of students' achievement after being treated by this teaching method.

The sixth step is developing instructional strategy. The instructional strategy in this teaching method is developed based on steps of teaching that are usually applied in teaching reading skill communicatively. The steps in this teaching method are arranged based on their order to help the students understand the text effectively and provide them an interesting learning process. The next stage is developing and selecting instructional materials. The instructional materials in the teaching method are taken from some texts that are selected from intermediate level. The instructional materials consist of a text, lead in questions and practices for students to do. The theme of the text is not certain. It can be taken from any backgrounds.

The next step is designing and conducting formative evaluation of instruction. Related to the designed teaching method, the writer prepares some set of evaluation instruments. These instruments are prepared to evaluate the design of teaching during the research. The ninth step is revising instruction. The data acquired from formative evaluation of instruction is used to find out some elements that must be corrected in order to make the teaching method becomes more efficient to be applied to achieve its goals. The last stage is designing and conducting summative evaluation. The summative evaluation is the final stage to decide all steps, activities, materials and instructional which are considered as the most suitable elements that cover the teaching method.

In conducting the instructional strategy, the writer has decided to refer interactive model (Hunter, 2004). The writer chooses Hunter's model as he considers that it provides many spaces of opportunities for students to have speaking interaction with the teacher and their classmates. The space that provided in Hunter's model support the characteristics of communicative language teaching since it emphasizes on learning to communicate through interactive in the target language, introduces the authentic texts into the learning situation, provides the opportunities for learners to focus, not only on language but also on the learning process itself, enhances the learner's own personal experiences as important contributing elements to classroom learning and links classroom language learning with language activation outside the classroom (Nunan, 1988). The referred model then was innovated with some changes which the writer considered suitable to be applied as teaching reading method that gives knowledge for students to be able to divide part of speech, helps students to acquire more vocabulary and facilitates them with interactive comfortable atmosphere through its steps of teaching (Mart, 2012).

Hunter divides her model of teaching eight steps including anticipatory set, objective and purpose, input, modelling, checking for understanding, guided practice, independent practice, and closure. First, Anticipatory set is a short activity to lead students to the topic of the lesson. Teacher can conduct various activities in this step, such as discussing some questions related to the lesson topic he will be presented, performing games, or giving each students a handout to be discussed in order to lead them to comprehend the topic of the lesson.

The second one is objective and purpose. This step gives teacher the opportunity to explain why students learn the materials in this lesson topic. He also gives explanation what students must prepare in order to understand the materials effectively. Next, input is a step when teacher presents the lesson. Teacher can present the lesson by conducting an approach that he thinks appropriate to help the students easily understand the material. Teacher can use activities such as discovery, discussion, reading, listening, observing, etc in order to explain the lesson material to his students.

The fourth step is modelling in which the teacher shows some examples from his explanation in this step. The examples are hoped to be able to help students to get better understanding of the lesson and can completely comprehend it. The next one is checking for understanding. After the presentation and giving students examples in modelling step, teacher will ask students comprehension of the lesson material. The questions can be about the grammar which was presented, the idea of the text that was discussed, some unfamiliar vocabularies in the text, etc. The most important of this case is: all the questions are asked in order to help teacher to find out how well his students understand his explanation.

The sixth stage is guided practice which is the step that the teacher holds a practice related to the presented lesson topic under his supervision. In this practice teacher pays attention to the tasks that his students do. When the guided practice is being conducted, the teacher must pay attention to mistakes that his students do and tell them the correct ones with a way that makes students get better understanding and not do similar mistakes in the future. The next one is independent practice which means to let the students do the practice by themselves. This practice can be done individually or in groups. But, most of this practice is done individually. The students do the tasks form the practice, then after the time to do the practice is over, teacher will discuss the answer with the students so that the students will know the correct answers of the questions and they can measure how much they have understood the lesson material.

The last one is closure. At the end of each lesson, the teacher review or wraps up the lesson by posing a question for the class: "Tell me or show me what you have learned today." Closure is not necessarily an end point, but more of a final "check for understanding" used at the end of a class period. Closure for on-going laboratory activities may not be appropriate.

By referring to Hunter's model, the writer created a model of reading teaching based on five steps. The first step is conducting a game. This activity facilitates the students with a game that is conducted to help them to master the vocabularies that are available in the text that will be discussed in the meeting.

The second one is asking lead in questions. This activity gives the students the opportunity to practice their English when they answer all the questions asked by the teacher related to the theme of the text. The next one is discussing the text. This stage is the main activity of the meeting. In this step, teacher is interacting with the students by using English and Indonesian language to discuss the content of the text in details. Teacher will use all the ways in order to help the students understand the text completely. Teacher explains not only the meaning of the words and sentence in the text by using interaction translation method, but they also explain the grammar of each sentence.

The fourth stage is practicing. Practicing is the step where the students do the tasks in the text individually or in group. In discussing the answers of the tasks in the text, the teacher explains them in fun and interesting way through individual or group game competition. The last one is acquiring students understanding. This is the final step of the method. Teacher gives a formative test about this test. The test contains all questions related to the text that the students has learned.

After the designed teaching reading model is applied, it is hoped to be able to facilitate the writer to answer the following questions:

1. Can the model help students understand the text they read?
2. Does the model provide interesting atmosphere in reading learning activities?

3. What are the reasons that make the model provide interesting atmosphere in reading learning activities?

In order to answer of the questions above, the writer will do some observation, give questionnaire, hold some interviews and analyses the students' test results.

METHOD

The method that was applied in this test is descriptive analysis method. This method will describe how well the teaching reading method can assist the students in understanding the text, whether the method of teaching is interesting for the students and the reasons of their opinions about it.

The writer conducted the research in a private university. The participants who joined this study were 24 engineering students whose English proficiency level were foundation or beginner. The method was applied after the teaching model was set. The teaching method then equipped with research instruments such as questionnaire, data form and all documents that were necessary to support the teaching method application. The teaching method was applied seven times. The application of the teaching method referred to the design that had been created. The teacher conducted the method based on the steps that covered the design of the teaching. He always started it with a game as the opening of the meeting. After that the teacher asked some lead in questions related to the text. Then, he discussed the text interactively. The discussion of the text was about the content of the text and its grammatical sentences. Finally, the teacher gave the tasks and discussed them interactively with the students. The discussions both in text discussion and tasks review were conducted dominantly in English.

The data collection to answer the research questions was conducted during and after the application of teaching method. The data collection was taken by using questionnaires, observation, document analysis, and interviews. The questionnaires were given to the participants after the application of the teaching method was done. It was given after the tenth meeting. The observation was conducted during the meetings were being held. It was done in every teaching meeting except when the meetings were only conducting the tests. The interviews were conducted formally and informally. The formal interview was held after all the teaching meetings were over, while the informal ones were held during the break of the teaching meetings. The document analysis was done after all the documents related to the students' tests were collected.

The analysis of all acquired data was done after it was taken from the questionnaire, observation, interview, and all test documents were completely gained. The data taken from questionnaire, observation and interview was analyzed in order to find out the students' feel about the teaching method. The test documents were analyzed in order to give the writer some information, so that he could consider the valid judgment related to the students' development after being treated by the teaching method. After the final analysis of the data was done, the writer decided what findings he acquired in order to answer all the questions that cover this research.

FINDINGS AND DISCUSSIONS

The writer held this research in a private education institution which provides engineering and design department as its service. The participants of this research are engineering students who have low English proficiency background level. They were taken from industrial engineering major. Before The students joined as the research participants, they joined a diagnostic test. The diagnostic test was held to make sure that

the students who would be treated by the teaching method were those whose English proficiency level was in elementary level. The writer selected 100 students from 4 classes of Industrial engineering, and chose 25 of them who fulfilled the research requirement as the students with low English background. The writer defines the students with low English proficiency background as those who get the score below 60 in their diagnostic test. Based on the result of the diagnostic test, the writer selected 11 students with 42 score, 7 students with 45 score, 3 students with 48 score and 4 students with 56 score. Before joining the research process, all students were informed what they were going to join, what their role in the research, what they had to support the research process and the benefits they could get from it.

Since the research is to test a teaching method that is applied to develop students' skill in reading, the writer has prepared a method that in his opinion has some steps that can help students to be able to understand the text by dividing its sentences into their part of speech and create interesting interactive atmosphere.

To find the result of the conducted teaching method, the writer prepared some instruments related to it. The instruments provided in this research are observation, interview, questionnaire and the documents related to the learning process in the method. Observation is conducted in order to find out the real situation related to how the students deal with the learning process that the method provided. Documents, such as texts and tests, are used to find out students' development during and after the research. Interview and questionnaire are provided to find out students' opinion about the details that related to the research questions.

The research was done in 3 months. It was conducted in 10 meetings of teaching. In every meeting, the writer provided the students with elementary and intermediate text. The followings are the title of the text delivered in each meeting, the program of teaching conducted by the teacher, and the themes of the text discussion.

Table 1. Teaching agenda in three months

Meeting	Title of the Text	Program	Text discussion	
			Reading Activity	Grammar Explanation
1	- My Family	Material Delivering	Reading for main idea	Noun, Pronoun, verb Be.
2	- The Best and the Worst	Material Delivering	Reading for main idea	Adjective and Comparison
3	Test 1	Formative Test	-	-
4	- Breakfast or lunch - They Don't Watch Clocks	Material Delivering	Reading for pronouns	Present Continuous Tense and Simple Present Tense
5	- The Robbery	Material Delivering	Reading for references	Past Tense and Past Continuous Tense
6	Test 2	Formative Test	-	-
7	- An Exciting Trip - The Internet	Material Delivering	Reading for Vocabularies	Present Perfect and Future Tense

8	- The Sumo Wrestlers of Japan	Material Delivering	Reading for inference	Conjunctions
9	- Architect	Material Delivering	Reading for inference	Adjective Clause
10	Test 3	Summative Test	-	-

The material delivering in the meeting program is an activity that the teacher delivered the lesson. The writer facilitated students with elementary and intermediate texts to be discussed in every meeting. When the teacher was delivering the lesson, he managed it by applying all steps and activities as being planned in designed teaching method.

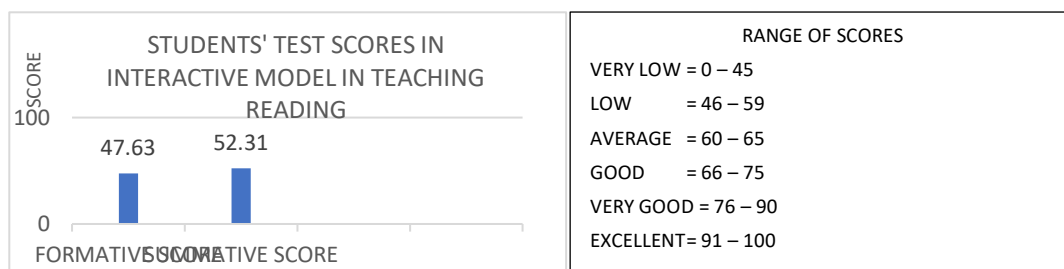
To find out how well the teaching method develops students reading skill, the writer held formative and summative tests. Formative tests were held two times in meeting 3 and 6, while summative test was held one time in the last meeting. All the tests given were in structured essay. The structured essay form is hoped to show the writer each student's real and valid scores because they could not guess the answer like if it is held in multiple choice form. The questions in formative and summative tests were related to the content of the text and grammatical points that the students had learnt in previous meetings they joined.

To find out the final score that the students got in this research, the writer added formative score 1 and 2 of each student, and divided them into 2. Then all students' final formative scores were added. After their final formative score was found, it was then divided into 25. For students' summative score, the writer added them all and divided the score with 25 to find the final summative score. Students' final formative and summative scores are used as references by the writer to decide how the method develop students' reading skill.

In order to find out the real atmosphere of the teaching method, the writer did the observation and interviewed some students formally and informally. Besides that, the writer gave questionnaires to all students to crosscheck the data he had from formal and informal interview with them. The result of the interview and questionnaires is also used to get feedbacks related to students' advantage and problems in developing their reading skill after being treated by the teaching method.

After all the data was acquired, the writer analyzed it to answer the research questions. The first research question which is delivered with the aim to know the method's effectivity in helping students to understand the text they read is analyzed from the students' formative score and summative scores. Students' average formative score is 47.63, while their average summative score is 52.31. Both scores show that their average is under 60, which is considered by the writer as the minimum score to be referred as the score that shows the students achieve minimum achievement in developing their reading skill.

Figure 1. Students' Test Scores and Range of Scores



The writer also asked the students to tell their opinions about the method's effectivity in helping them to understand the texts they had dealt with through interview and questionnaires. Both instruments reveal that most students still have difficulties to understand the text they read through the teacher's explanation about part of speech. The students also revealed that the grammar explained by the teacher through the text doesn't make them understand the grammar easily. Most of them even feel more confused to understand grammar through the inductive approach applied by the teacher. Besides that, most students think that the level of texts' difficulty is still difficult for them to understand because some of the texts provide many vocabularies that they don't recognize and the texts contain the topics that are not connected with their knowledge background as engineering students.

To answer the second and third questions of the research which are connected to the method's learning atmosphere, the writer facilitated it with observation, interview and questionnaires. Through the observation instrument the writer could directly see that the students had fun and felt enthusiastic when they were joining the lesson. The parts that students got their fun in this method of teaching were in the opening game, in the discussions of lead in questions, in the text discussion and in the discussion when they are interacting with the teacher to discuss the answers of the formative and summative tests. From the interview and questionnaire, the writer found out that most students feel that the method of teaching is interesting and gives them comfortable atmosphere.

The reasons why most students like joining this method of teaching because it provides many discussion spaces that can give them much time to speak English. They think the method creates many opportunities for them to practice their spoken English. This opinion is supported by writer's observation where he proved that the students always tried to respond the interaction with their teacher and friends by speaking English.

Through the questionnaire, most of the students also admit that they like the activities provided by the method because they can have interesting and comfortable atmosphere during the learning process. They express the interesting and comfortable atmosphere as the fun activities they can have during the learning process. They define the fun that they have in this method as the time when they compete in the games and when they have the opportunity to speak English with their teacher and classmates. They also consider that the discussion when the teacher is elaborating the text is interesting because they have time to interact with their teacher and classmates in English, and they can acquire new knowledge from the content of the text which the teacher explains. The knowledges that they refer as they can gain from the content of the text are the information that they did not know before and the grammars of the sentences which cover the text.

In the process, the method of teaching has fulfilled the requirement to be declared as a teaching method that provides spaces of communication in English between teacher and students and among students (Hunter, 2004). It also provides the texts that contain the contents that link to students' general knowledge which can create themes of communication that they can discuss with their teacher and classmates (Nunan, 1988). Through the text the teaching method provides, it can also facilitate the activities of grammar and vocabularies discussion in order to help students to understand the content of the text through the sentences' part of speech (McKay, 1987). The teaching model also provides the teacher some spaces of interaction with the students to elaborate students' background knowledge in order to get the understanding of the text contents (Clark, Mark, A & Silberstein & Silberstein, 1977). The way that the teaching method is applied has given a comfortable atmosphere for the students and teacher during the learning process.

The method does not give significant result to develop student's reading skill since the result of the test to prove it is under 60. The range of the score is considered as the minimum score to show that the students have the least development after being treated by this teaching method. The inability of the method to support the students to gain development is because students' English proficiency background is low. Students' low English proficiency background make them not easily recognize linguistic signals, so they still cannot understand the text completely as the result of the tests have shown (Goodman, 1970).

CONCLUSION

From the findings of this research, the writer can conclude that the designed teaching reading method which was conducted in this research doesn't give significant support to develop students' ability in reading English text. It is proved by the average score that the students gained in formative and summative tests which are below 60. To consider the method of teaching can give significant impact to students' reading skill development, students' average score needs to be over 60. Besides that, the research shows to explain grammar inductively through contextual situation in the text is not effective for students with low level English proficiency.

Though the research does not give significant support **to develop** students reading and grammar skills, the students consider it is interesting because it provides much fun for them during some competitions through games and discussions conducted by the teacher. Many opportunities for students to explore their ability to speak English is another thing that makes the teaching method is considered to be interesting and comfortable for students who join it.

Finally, the writer assumes that this interactive teaching reading method will be suitable and may contribute better support if it is applied for the students whose English proficiency level is intermediate. Students with intermediate English proficiency level have better knowledge of grammar and vocabularies, so that they can gain significant advantages if they are treated by using this method of teaching.

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