THE EFFECT OF INTERACTIVE READING STRATEGY TO THE STUDENTS’ ACHIEVEMENT IN COMPREHENDING NARRATIVE TEXT

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Abstrak: This study was carried out to find out the effect teaching by using interactive reading strategy to the students’ achievement in comprehending narrative text. The population of this research was the 6th grade of Elementary school SD Negeri 158309 Pandan 3, Kelurahan Pandan, Kecamatan Pandan, Kabupaten Tapanuli Tengah. There are 3 classes, VI-1, VI-2 and VI-3. Each classes consist of 28, 36 and 56 students. In determining the experimental and control class, the researcher uses random sampling with thirty students in each classes. The instrument of this research was a multiple choice test, consist of 20 items, each true answer was given score 5 and the wrong answer was given 0. The data was analyzed by using analysis of linear regression and t-test formula. Based on the analyzing data, it was found that there was a significant effect of interactive reading strategy to the students’ achievement in comprehending narrative text, which was proven by the result of the $t_{observed}$ compared to $t_{table}$, it was $t_{observed} > t_{table}$ (1.90 > 1.67) and the total percentage of the effect was 52% and 48% was influenced by other factors.

Kata-kata kunci: Interactive Reading Strategy, Achievement, Narrative Text.

INTRODUCTION

In learning English, reading is one of the main skills that the students’ need to acquire besides listening, speaking, and writing. And in reading, the students are expected to be knowledgeable and familiar with what the teacher has explained in the context, where as in comprehension the students are expected to have more skills than to explain individual text or passage after comprehending them. The purpose of reading comprehension is to get some skills in understanding the text. So, they can master English well. Reading comprehension involves the students’ ability to find some information in reading text of English. As one of the basic language skills that is reading skills must be developed by means of extensive and continual practice. Students do not only read the text, but also understand the information from the reading text. Therefore, most of students’ think that reading skill is very difficult to be learnt. When the students are asked to get some interesting messages from their reading text, most of them get fail to find them. Therefore, this subject makes them boring and they always get bad score in reading comprehension. Based on the researcher’s experience previously at Teaching Practice in a Real Class (PPL), most of the students find difficulty to get
some information because they do not understand the text. As consequence, they do not interest to reading activity and the process of teaching and reading cannot run well. This situation occurs because the teacher usually teaches reading comprehension by translating the reading text and the students are asked to open the dictionary. In this case, teacher should make the material of reading comprehension which create interaction and attract the students’ attention in order to make the students’ interesting. The researcher tries to create an Interactive Reading Strategy hopefully this strategy will add the strategies which have been existed.

Interactive Reading Strategy hopefully this strategy will add the strategies which have been existed. The problems of this research were identified as follows:

1. The significant effect of applying interactive reading strategy to the students’ achievement in comprehending narrative text.
2. The percentage of the effect in applying interactive reading strategy to the students’ achievement in comprehending narrative text.

The Scope and Limitation of the Study was the main concern of this research was to find out the students’ achievement in comprehending narrative text by using Interactive Reading Strategy. This research was limited to the students’ achievement in reading folktale. A case study of the the 6th grade of Elementary school SD Negeri 158309 Pandan 3, Kelurahan Pandan, Kecamatan Pandan, Kabupaten Tapanuli Tengah

The problems were formulated as follows:
1. Is there any significant effect of applying interactive reading strategy to the students’ achievement in comprehending narrative text?
2. How many percent the effect of applying interactive reading strategy to the students’ achievement in comprehending narrative text?

The objectives of the study were as follows:
1. To find out the significance effect of interactive reading strategy to the students’ achievement in comprehending narrative text.
2. To find out the percentage of the effect of applying interactive reading strategy to the students’ achievement in comprehending narrative text.
The findings of this study were expected to be useful for:
1. The teachers know the students’ achievement in comprehending narrative text by using interactive reading strategy
2. The teachers can minimize the students’ error in comprehending narrative text
3. The students’ can improve their achievement in comprehending narrative text by using interactive reading strategy
4. For those in the department of English who are interesting in carrying out research in comprehending narrative text are able to compare to others strategies.

METODE

In teaching English, teachers talk about approach, method, procedure, technique, and strategy, all of which go into the practice of English teaching.

This research was conducted at the 6th grade of Elementary school SD Negeri 158309 Pandan 3, Kelurahan Pandan, Kecamatan Pandan, Kabupaten Tapanuli Tengah The school was chosen because the same research had never been conducted yet. The school was accessible in terms of time and data collection process. The research started from September until November.

The population of this research was the sixth year students of SD Negeri 158309 Pandan 3, Kecamatan Pandan, Kabupaten Tapanuli Tengah academic. The number of population was 120 students that divided into three classes. There were three classes that consist of 28 students of VI-1, 36 students of VI-2 and VI-3 class that consist of 56 students. In determining the experimental and control class, the researcher uses random sampling.

<table>
<thead>
<tr>
<th>No.</th>
<th>Class</th>
<th>Sample</th>
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<tr>
<td>1.</td>
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This research was based on the experimental design which gathering data of the student’s achievement. This experimental design described what something was involved recording analysis and interpretation the condition that exist and also consists of pre – test, treatment and post – test conducted in experimental group and pre – test and post – test without treatment conducted in control group. In conducting the experimental design, the sample was divided into 2 groups, they were experimental group and control group.The experimental group was taught by using Interactive Reading Strategy and the control group was taught by using lecture strategy. In collecting the data, the instrument used was multiple choice test consist of 20 items. The time given was 40 minutes. Each correct answer was scored 5, so the total score was 100.

In order to measure the instrument, the researcher should know how the validity and reliability of the test are.

1. Validity of the Test

Ary (2013: 196) stated that validity refers to the extent to which an instrument measure what it is intended to measure. It means that the test which is valid gives the appropriate information that is needed by the teacher.

For the establishment of the test validity in this study, the items of the test was constructed in such a way that the items were representative curriculum. In this research, content validity was chosen.

A content validity concerns how well the instruments measure the objectives or content of variables studied in the research problem. In content validity, the test must be showed as all the materials and objectives to be obtained by the students. In this case in comprehending narrative text, it is needed to know validity to guide the researcher understands about the test.

2. Reliability of the Test

Ary (2013: 196) stated that reliability is the extent to which measuring device is consistent in measuring whatever it measure. Reliability is meant by the stability of test scores.

The data was taken by following steps:

1. In the first day, researcher taught the student in experiment and control class without treatment.
2. Researcher administered comprehending narrative text test to the students (pre – test).
3. Checked the students’ work.
4. In the second day, researcher taught students in experiment class with treatment and taught control class without treatment.
5. Researcher administered comprehending narrative text test to the students (post – test).
6. Checked the students’ work.
7. Scored the students’ work by using formula:
   \[ X = Y \times 5 \]
   Where:
   \[ X = \text{The total score} \]
   \[ Y = \text{The true items} \]

Having completed the data, then it was analyzed in following steps:
1. Gave pre – test to both of classes
2. Taught in experimental group by applying Interactive Reading Strategy
3. Taught in control group without applying explanation strategy
4. Gave post – test to both of classes
5. Scored the students’ tests
6. Evaluation the effect of applying the Interactive Reading Strategy by using \( T_{\text{test}} \) formula, to prove the hypothesis of the research, the data was analyzed by applying \( t \)-test formula as the following:

\[
t_{\text{observed}} = \frac{X_1 - X_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}
\]

value, \( S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{(n_1 + n_2) - 2} \)

And the calculation of \( S \) as the following:

\[
S_1 = \sqrt{\frac{n \sum X_1^2 - (\sum X_1)^2}{n_1(n_1 - 1)}} \quad \text{(for experimental class)}
\]

\[
S_2 = \sqrt{\frac{n \sum X_2^2 - (\sum X_2)^2}{n_2(n_2 - 1)}} \quad \text{(for control class)}
\]

Where:
\[ t = \text{the effect} \]
\[ \overline{X}_1 = \text{the means post – test of Experimental group} \]
\[ \overline{X}_2 = \text{the mean of post – test Control group} \]
The research took place at SD Negeri 158309 Pandan 3, Kelurahan Pandan, Kecamatan Pandan, Kabupaten Tapanuli Tengah. The samples were conducted become two classes of research. They were experimental class which conducted with the interactive reading strategy, and control class which conducted with the lecture strategy.

The score of experimental class was calculated by scoring the test, in two kinds, they were pre-test and post-test. The pre-test and post-test were multiple choice test. In pre-test, the lowest score was 30 and in post test was 65. While the highest score of experimental class was 80 in pre-test and 95 in post-test. Then, the researcher tabulating the score of control group.

Therefore, the pretest and post-test were multiple choice test. Based on the description of the data, it can be concluded that the mean of the score between pre-test and post-test of experimental class in both of the classes was 58.33 and 76.67 which was applying the interactive reading strategy and 56.67 and 71 were the mean of pre-test and post-test of control group by applying conventional strategy. It showed that this result of the research has tendency to the research variable, it was the effect of interactive reading strategy to the students’ achievement to find out the reading comprehension. Based on the mean of the score it concluded generally
that there was a significant effect applying interactive reading strategy to the students’ reading comprehension. It can simply be seen from the differences of Mean score of Experimental Class and Control Class both in pre – test and post – test. They were 58.33 and 76.67 in experimental class and 56.5 and 71 in control class. From the data, it showed that in experimental class, the mean of pre – test was increase after applying interactive reading strategy from 58.33 becoming 76.67.

The researcher was examining the hypothesis by using the below criteria:

In calculating the effect of applying interactive reading strategy to the students’ achievement in reading comprehension, the researcher used the following formula.

\[
 t_{\text{observed}} = \frac{X_1 - X_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \]

\[
 S^2 = \frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{(n_1+n_2)-2}
\]

With the examination criteria \( \alpha \), \( H_0 \) is accepted if \( t_{(1-\frac{1}{2}\alpha)} < t < t_{(1-\frac{1}{2}\alpha)} \) where \( t_{(1-\frac{1}{2}\alpha)} \) was found by distribution

dk = ( n1 + n2) – 2; dk = (30 + 30) – 2 = 58, \( \alpha = 5\% = 0.05. \) in other way, \( H_0 \) is rejected. By firstly finding out the standard deviation of post-test between experimental and control class by using the following formula

\[
 S_1 = \sqrt{\frac{n \sum X_1^2 - (\sum X_1)^2}{n_1(n_1 - 1)}} \quad (\text{for experimental class})
\]

\[
 S_2 = \sqrt{\frac{n \sum X_1^2 - (\sum X_2)^2}{n_2(n_2 - 1)}} \quad (\text{for control class})
\]

In calculating standard deviation, the table of the score should be changed into the table of calculation of standard deviation, as below.
Table 2
The Calculation Table of Standard Deviation

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<tr>
<th>No.</th>
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</table>

Based on the table above, the calculation of standard deviation are as below.

$$S_1 = \sqrt{\frac{n \sum X_1^2 - (\sum X_1)^2}{n_1(n_1 - 1)}} \quad (for \ experimental \ class)$$
\[SD_1 = \sqrt{\frac{(30.106100) - (1750)^2}{30(29)}}\]

\[SD_1 = \sqrt{\frac{318300 - 3062500}{870}}\]

\[SD_1 = \sqrt{\frac{120500}{870}} = 138.5\]

\[SD_1^2 = 138.5\]

And for control class:

\[S_2 = \sqrt{\frac{n \sum X_i^2 - (\sum X_i)^2}{n_2(n_2 - 1)}}\]  

\[S_2 = \sqrt{\frac{(30.178750) - (2300)^2}{30(29)}}\]

\[S_2 = \sqrt{\frac{(2982750) - (2873025)}{870}}\]

\[S_2 = \sqrt{\frac{109725}{870}} = 126.12\]

\[S_2^2 = 126.12\]

So,

\[S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{(n_1 + n_2) - 2}\]

\[S^2 = \frac{(30-1)(138.50) + (30-1)(126.12)}{30+30} - 2\]

\[S^2 = \frac{(29)(138.50) + (29)(126.12)}{58}\]

\[S^2 = \frac{3657.5}{58} = 132.3132\]

\[S = \sqrt{132.3132} = 11.50\]

Because of the data of the students’ score was homogeneity, so to test the hypothesis, it use the formula as follows.
\[
t_{\text{observed}} = \frac{\overline{X}_1 - \overline{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}
\]
\[
= \frac{76.667 - 71}{11.50 \sqrt{\frac{1}{30} + \frac{1}{30}}}
\]
\[
= \frac{5.667}{(11.50)\sqrt{0.066}}
\]
\[
= \frac{5.667}{(11.50)(0.258199)} = \frac{5.667}{2.969997}
\]

\[t_{\text{observed}} = 1.90\]

The value of \(t_{\text{table}}\) by \(dk = (n_1 + n_2) - 2 = 58\), with the significance rate \(\alpha = 0.05\), \(t_{\text{table}} = t(1 - \alpha; dk) = t(0.95; 58)\) is not listed in the distribution table. So, it can be counted by interpolation way, as follows.

\[
t(0.95; 30) = 1.697
\]
\[
t(0.95; 60) = 1.67
\]
\[
t(0.95; 58) = G
\]

So, \(t_{\text{table}} = G = t(0.95; 30)\) with \(t(0.95; 60)\)

\[
= 1.697 + \frac{30 - 58}{30 - 60} (1.67 - 1.697)
\]
\[
= 1.697 + \frac{-28}{-30} (-0.027)
\]
\[
= 1.697 + 0.93 (-0.027)
\]
\[
= 1.697 - 0.02511
\]
\[
t_{\text{table}} = G = 1.67189
\]

So, the value of \(t_{\text{observed}}\) compared to the \(t_{\text{table}}\), \(t_{\text{observed}} > t_{\text{table}}\) (1.90 > 1.672). As the criteria of accepted and rejected hypothesis, so \(H_0\) was rejected and \(H_a\) was accepted. So, it can be concluded that there were any differences of students’ achievement in comprehending narrative text, it meant by there is a significant effect of interactive reading strategy to the students’ achievement in comprehending narrative text.

In determining the influence of the effect, the researcher uses the following formula.

\[D = r^2 \times 100\%
\]

By the formula of \(r^2\) calculated from the correlation of the pre – test and the post – test of experimental class, so, the researcher could find how many percent of interactive reading strategy can influence the students’ achievement in comprehending narrative text.

The calculation are as following:
Table 3
The Calculation of Percentage Effect

<table>
<thead>
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<th>No.</th>
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<td>4900</td>
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<tr>
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<td>2300</td>
<td>106100</td>
<td>178750</td>
<td>136350</td>
</tr>
</tbody>
</table>

In finding the percentage of effect, firstly finding the equation of linear regression.

\[ \hat{Y} = a + bx \]

where \( a \) and \( bx \) is getting by:

\[
a = \frac{(\sum Y)(\sum X^2) - (\sum X)(\sum XY)}{n \sum X^2 - (\sum X)^2}
\]

\[
a = \frac{(2300)(106100) - (1750)(136350)}{(30)(106100) - (1750)^2}
\]
\[ a = \frac{(244030000) - (238612500)}{(3183000) - (3062500)} \]

\[ a = \frac{5417500}{120500} \]

\[ = 44.95 \]

\[ b = \frac{n(\Sigma XY) - (\Sigma X)(\Sigma Y)}{n \Sigma X^2 - (\Sigma X)^2} \]

\[ b = \frac{(30)(136350) - (1750)(2300)}{(30)(106100) - (1750)^2} \]

\[ b = \frac{(4090500) - (4025000)}{(3183000) - (3062500)} \]

\[ b = \frac{65500}{120500} \]

\[ = 0.54 \]

\[ \hat{Y} = a + bx \]

\[ \hat{Y} = 44.9 + 0.54x \]

Then, the coefficient or \( r^2 \)

\[ r^2 = \frac{b[n \Sigma XY - (\Sigma X)(\Sigma Y)]}{n \Sigma Y^2 - (\Sigma Y)^2} \]

\[ r^2 = \frac{0.54[(30)(136350) - (1750)(2300)]}{30(178750) - (2300)^2} \]

\[ r^2 = \frac{0.54[(4090500) - (4025000)]}{5362500 - 5290000} \]

\[ r^2 = \frac{0.54(65500)}{72500} \]

\[ r^2 = \frac{35370}{72500} \]

\[ = 0.48 \]

\[ D = r^2 \times 100\% \]

\[ = 0.48 \times 100\% = 48\% \]

So,

\[ X = 100\% - 48\% = 52\% \]
It means: The effect of variable toward y variable or the effect of interactive reading strategy to the students’ achievement in comprehending narrative text is 52% and 48% was influenced by another factors.

From the data above, it is clearly stated that there was an effect applying interactive reading strategy to the students’ achievement in comprehending narrative text. It can simply be seen from the differences of Mean score of Experimental Class and Control Class both in pre – test and post – test. They were 58.33 and 76.67 in experimental class and 56.5 and 71 in control class. From the data, it showed that in experimental class, the mean of pre – test was increase after applying interactive reading strategy from 58.33 becoming 76.67.

Based on the testing of hypothesis, the value of $T_{observed} > T_{table}$ it means that there are a significant effect of interactive reading strategy to the students’ achievement in comprehending narrative text. The value of the effect was about 52%.

CONCLUSION

The conclusion of this research was taken from analyzing of the data as the following.

1. Based on the analyzing of applying the interactive reading strategy, it can be concluded that there is an effect of applying interactive reading strategy to the students’ achievement in comprehending narrative text which is proven by result of the $T_{observed}$ compared to $T_{table}$, it was $T_{observed} > T_{table}$ ($1.90 > 1.6718$).

2. Based on the analyzing of the data it was found that the total percentage of the effect of interactive reading strategy to the students’ achievement in comprehending narrative text is 52% and 48% was influenced by another factors.

SUGGESTION

Based on the analyzing above, it can be suggested as follows.

1. To teacher using of the interactive reading strategy is the one of strategies that can used to teach of reading.

2. To teachers to vary and motivate the students in reading class.
3. To the education field as the motivation of the knowledge to the teacher and students to improve the quality of the teaching learning English.

4. To other researcher in order to inspire them to conduct the next research, especially about reading.

REFERENCES


