

**THE EFFECT OF USING INTERACTIVE APPROACH ON READING
COMPREHENSION ABILITY OF THE TENTH GRADE STUDENTS OF SMK N 5
YOGYAKARTA IN THE ACADEMIC YEAR OF 2011/2012**

A thesis

**Presented as Partial Fulfillment of The Requirement for The Attainment of a *Sarjana*
Pendidikan Degree in English Language Education**



by
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**ENGLISH EDUCATION DEPARTMENT
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APPROVAL

**THE EFFECT OF USING INTERACTIVE APPROACH ON READING
COMPREHENSION ABILITY OF THE FIRST GRADE STUDENTS OF
SMK N 5 YOGYAKARTA IN THE ACADEMIC YEAR 2011/2012**

A Thesis

By

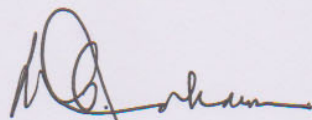
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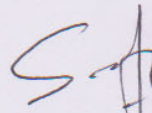
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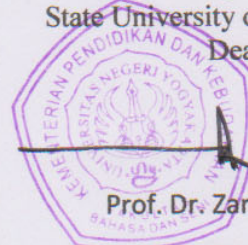
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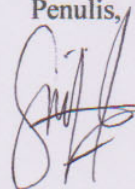
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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak memuat materi yang ditulis orang lain kecuali bagian – bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggungjawab saya.

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Penulis,



Sony Amartha

MOTTOS

- ❖ It's better to be exiled than surrender to the hypocrisy
- ❖ Give first then you will receive more!
- ❖ This thesis..it is just a beginning..

DEDICATIONS

This thesis is dedicated to:

1. Mr. Juwahir, S.Pd and Mrs. Dra. Rini Padminiharti
2. Cindhy Dwi Meidany
3. Surya Dharma Indra Prasta
4. Wahyu Budi Nugroho

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The writer hopes that this writing will give contributions for the field of study, especially for the English teaching. The writer realizes that this writing is still far from being perfect regarding from many aspects. Consequently, he hopes for suggestions for the improvement related to this topic.

Yogyakarta, March 10th, 2013



Sony Amarta

TABLE OF CONTENTS

Cover	i
Approval Sheet	ii
Ratification	iii
Surat Pernyataan	iv
Mottos	v
Dedications	vi
Acknowledgement	vii
Table Of Contents	viii
List Of Tables	x
Abstract	xiii

Chapter I

A. Background of The Study	1
B. Identification of The Problem	4
C. Delimitation of The Problem	5
D. Formulation of The Problem	6
E. Objectives of The Study	6
F. Significance of The Study	7

Chapter II

A. Theoretical Framework	8
1. Reading Comprehension	8
a. The Nature of Reading	8
b. Definition of Reading Comprehension	9
c. The Importance of Reading Comprehension	11
d. Principles of Learning Reading	12
2. Teaching Reading	15
a. Aims And Objective	15
b. Characteristic of Effective Approach for Teaching Reading	16
3. Teaching Reading To Smk (Vocational School)	17
a. Aims And Objective	17
b. The Learner Characteristics	18
c. Skills And Strategies/Approach	19
4. Interactive Approach	20
a. Properties of Interactive Approach	20
1) Bottom Up Model	20
2) Top Down Model	21
3) Interactive Approach	22
c. How To Use Interactive Approach In Smk (Vocational School)	23
B. Conceptual Framework	26
C. Hypothesis	27

Chapter III

A. Research Design	28
B. Research Population Sample	29
C. Research Instrument	30
1. Validity of The Test.....	31
a. Content Validity	32
b. Construct Validity	32
c. Item Validity.....	33
2. Reliability of the Test	33
D. Data Collection Technique	34
E. Data Analysis Technique.....	34
1. Descriptive Analysis.....	35
2. Inferential Analysis	36
a. Test of Normality	37
b. Test of Homogeneity	37
c. Test of Hypothesis.....	39

Chapter IV

A. Research Findings.....	39
1. Descriptive Analysis.....	44
a. Pre-Test.....	44
1) The Description of Reading Comprehension Test of Control Class	44
2) The Description of Reading ComprehensionTest of The Experimental Class.....	47
b. Post-Test	49
1) The Description of Reading Comprehension Test of The Control Class	49
2) The Description of Reading Comprehension Test of The Experimental Class.....	51
c. Comparison Between The Post-Test Scores on Reading Comprehension Test of The Control and Experimental	53
2. Inferential Analysis	55
a. Pre-Testing Analysis.....	55
1) Normality Test.....	55
2) Homogeneity Test	56
3) Hypothesis Testing	57
B. Discussion	58

Chapter V

A. Conclusion	61
B. Implication	62
C. Suggestion.....	63
1. To The Students.....	63
2. To The Teacher	63
3. To Other Researchers	63

References	65
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List of Tables

Table 1: Experimental Research Design	28
Table 2: Research Population on The Class.....	29
Table 3: Distribution of The Treatment In The Research	30
Table 4: The Material of The Reading Comprehension Test.....	31
Table 5: Categorization of Students' Scores after Pre and Post test	36
Table 6. The Material Test for the Pre and Post test	40
Table 7. The Schedule of the Research	40
Table 8. Pre-test and Post test Results	42
Table 9: The Result of Reading Comprehension Pre-Test in The Control Class	45
Table 10: The Frequency Distribution and Categorization of The Reading	46
Table 11: The Result of Reading Comprehension Pre-Test in The Experimental Class	47
Table 12: The Frequency Distribution and Categorization of The Reading Comprehension Pre-Test of The Experimental Class	48
Table 13: The Result of Reading Comprehension Post-Test in The Control Class.....	55
Table 14: The Frequency Distribution and Categorization of The Reading Comprehension Post-Test of The Control Class	49
Table 15: The Result of Reading Comprehension Post-Test in The Experimental Class	51
Table 16: The Frequency Distribution and Categorization of The Reading Comprehension Post-Test of The Experimental Class.....	52

Table 17: The Comparison Between Reading Comprehension Post-Test of The Control and The Experimental Class	53
Table 18: Data Description and Data Analysis Result of The Experimental Group	53
Table 19: Data Description and Data Analysis Result of The Control Group.....	54
Table 20: Result of The Normality Test	55
Table 21: Result of The Homogeneity Test	56
Table 22: Gain Score of The Students' Learning Achievement in The Experimental Group and The Control Group.....	57
Table 23: The Results of The <i>T</i> -Test	58

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Abstract

This research is aimed to improve the reading comprehension ability of students of SMK N 5 Yogyakarta by using interactive approach. The researcher conducted a quasi-experimental research study collaboratively with the English teacher, the researcher and the students of SMK N 5 Yogyakarta.

This study involved 65 students of X grade of SMK N 5 Yogyakarta in the academic year of 2011/2012. The participants of the study were divided into two groups. The X textile B as an experimental group, which consists of 33 students were given interactive approach as a treatment to improve their ability in reading comprehension, whereas X textile A as the control group, which consists of 35 students were not. The data were obtained from the pre and post test scores from the control and experimental groups and analyzed by using descriptive and inferential statistics. T-test was used to find out the differences of the mean scores between the two groups.

The result of data analysis shows that the mean score of the experimental group is higher than that of the control group. The mean of the post-test scores of the experimental group is 7.8182 while the control group is 7.3714. The T-test result also shows that the t_o value is higher than the t_t value at the significance level of 5%. It reveals that there is a significant difference in reading comprehension ability between the students taught using interactive approach and those taught without using it. It can be concluded that interactive approach is effective in improving students reading comprehension ability.

CHAPTER I

INTRODUCTION

A. Background of the Study

Reading comprehension is an important thing for human life. Many advertisements, magazines, newspapers, pieces of news are presented in written form, that is why reading comprehension is so important to get knowledge and information. Collin (2004:5) mentions that by reading, people can find their moral purpose. It means that the role of reading comprehension is not only about academic things, but also has influence in everyday life.

Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language (Catherine, 2002:11). Comprehension entails three elements. The first is the reader who is doing the comprehending, then the text that is to be comprehended, and the last is the activity in which comprehension is a part. Reading process include all the capacities, abilities, knowledge, and experiences that a person brings to the act of reading. Text is broadly constructed to include any printed text or electronic text and also in considering activity include the purposes, processes, and consequences associated with the act of reading.

There are many ideas of the factors affecting reading comprehension proposed by some experts. Hafner (1974:117) proposes two factors influencing reading

comprehension. The first is intelligence. He argues that intelligence is the main factor influencing the reading comprehension. The second are background knowledge and experiences. When the readers have good and sufficient background knowledge about the theme of the text he is going to read, it will help him a lot in comprehending. In line with Hafner, Klinger, Vaughn, and Boardman (2007:8) state that reading comprehension involves much more than readers' responses to text. It is a complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types, and so on). In addition, Catherine (2002:11) proposes three elements of reading comprehension. They are the readers, the text, and the activity. The readers bring their cognitive abilities (attention, memory, critical ability, inferencing, visualization); motivation (a purpose for reading and interest in the content); knowledge (vocabulary and topic knowledge, linguistic, and discourse knowledge, comprehension strategies); and experiences. These are varying among readers and varying within the readers which understanding different text types or in the different reading activity.

Reading comprehension is one of the keys to success for the students. They do not only get knowledge from the school, but also by reading process in everyday life. Reading is one of language skills which most of the students are usually afraid. They are afraid if they do not know the meaning or they cannot understand what is actually written in that written form. Reading comprehension is so important for students.

Reading comprehension ability is needed when students have to read several texts and to answer several questions, especially on English exam subject. Besides, the students feel bored and have mindset that reading activity is not interesting.

The similar phenomenon also happens in SMK Negeri 5 Yogyakarta in the English learning activity. The teacher asked the students to read the text then answer it. Before the activities carried out, the teacher explained the important information to students what they have to do. The students read the text then answer every question according to the text that they have read. This conventional method caused the students feel bored. The other problem that makes reading activity uninteresting is that there is no interaction between the teacher and students. Students have a lot of questions but they feel afraid to ask the teacher. By this conventional method also the students cannot share their idea to their classmates, because the teacher does not give enough time to share and to have discussion.

In fact English subject belongs to one of National Final Exam subjects (Ujian Akhir Nasional) it means that the students need a good reading comprehension ability in order to answer each question in English subject of National Final Examination. Considering the importance of reading comprehension ability, it seems necessary to conduct a research and try to find out an alternative solution to improve the result of teaching reading comprehension.

B. Identification of the Problem

By seeing from the background of the problem, it is clearly seen that most of the students have low reading comprehension ability. There are several factors that create this problem, those are the English teacher, the method, the students' facility, and the students itself. Those elements directly or indirectly affect the students' reading comprehension. The following are the discussions of each of the elements.

Firstly, the English teachers do not teach in balance English subskills, they only focus on memorizing. Most teachers usually focus on grammar because they are afraid that their students will find difficulties in word structure or vocabulary, but it also makes the students bored and lose their motivation to read. Sometimes teachers have opinion that reading is so easy, that the students do not need the reading exercise. In fact reading is not only how to memorize the vocabulary but also to understand the written form.

Secondly, the teacher uses conventional method. The teacher usually teaches reading comprehension by drilling the students to understand or comprehend some written material and answer the question based on written material. In short way the teacher explains and students do the exercise.

Thirdly is the material, the students need suitable and relevant content material for their grade, it is not only the grammar which is taught but also aspects of

reading. The teacher has to be able to choose the material which can build students's motivation.

The last is from the students. It is widely believed that students bring their uniqueness. Each individual has their own characteristic, talents, interests, and different family background. Because of this uniqueness, students become one of the important factor that affect reading comprehension ability in this research.

Considering the importance of having good reading comprehension ability, The researcher needs to find solution of this reading problem.

C. Delimitation of the Problem

This study focuses on the effectiveness of interactive approach to teach reading comprehension because of several reasons. It is imposible to investigate all factors because of insufficient knowledge and time of the researcher. Besides, based on the identification of problems, there are many issues that must be resolved. In order to have complete and detail study, the research problems need to be limited. Therefore, this study is limited to one of problems that influence the students' reading comprehension skills. The researcher focuses on the method of teaching. The conventional method used by the teacher at SMK N 5 Yogyakarta cause students unable to get their maximum achievement of reading comprehension ability. The students cannot express their idea, feelings and opinion during the teching learning process. Therefore, it needs an effective method to overcome this problem. The use of

interactive approach is supposed to be alternative solution for the teacher at SMK N 5 Yogyakarta and this is the effort to help the teacher to improve reading skill of the tenth grade students of SMK Negeri 5 Yogyakarta in the academic year of 2011/2012.

D. Formulation of the Problem

1. What is reading comprehension ability of the students taught using interactive approach like?
2. What is the reading comprehension ability of the students taught without using interactive approach like?
3. Is there any significant difference in reading comprehension ability between the students taught using interactive approach and those taught without using it?

E. Objectives of the Study

1. To describe the reading comprehension ability of the students using interactive approach.
2. To describe the reading comprehension ability of the students taught without interactive approach.
3. To find out whether there is a significant difference in reading comprehension ability between the students taught using interactive approach and those taught without using it.

F. Significance of the Study

1. Theoretically

The scientific significance of the research is to prove whether the interactive approach can improve the reading comprehension or not.

2. Practically

- a. For the tenth grade students of SMK Negeri 5 Yogyakarta, it will be an effort to improve their reading ability.
- b. For the English teacher of the tenth grade of SMK Negeri 5 Yogyakarta, it will be an alternative solution to improve reading comprehension ability.
- c. For the researcher, the research can develop an alternative solution to improve reading comprehension.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Reading Comprehension

a. The Nature of Reading

Reading is one of the four language skills which are taught in schools. These four skills are connected each other. Reading is a receptive activity like listening. According to Tampubolon (1993: 41) reading is a physical and mental activity. It is called as physical activity because reading involves eyes to read the written form. It can be called as a mental activity because reading needs mind work to comprehend the text. Reading is the one of a language skill associated with other language skills. Hodgson (in Tarigan, 1985:7) suggests that reading is a process that is carried and used by readers to get the message of the author through the written language. Further Anderson (in Tarigan, 1985: 7) argues that reading is a process of matching the letters or pronouncing the symbols of written language. Based on some of the definitions above it is concluded that reading is the process of pronunciation of writing form to get its contents.

In addition, Wolfe (2004:9) states that reading is composed of two main processes: decoding and comprehension. These two processes are independent of one another, but both are necessary for literacy. Decoding involves being able to connect letter strings to the corresponding units of speech that they represent in order to make sense of print. Comprehension involves higher-order cognitive and

linguistic reasoning, including intelligence, vocabulary, and syntax, which allow people to gain meaning from what they read.

From the three definitions of above, it can be concluded that the nature of reading is an active process which means the reader processes chunks of words, sentence to relate information in the text that they have already known. Reader read for meaning, the reader does not try to find the meaning for each word but they take chunks of the text and relate to what they know. Knowledge of the reader helps to identify the text on printed material even digital (TV advertisement, video, internet, etc). Knowledge of the world allows the reader comprehends the text and reading is a thinking process that includes understanding the content of reading, interpreting the meaning and written symbols which are involve eye movement, inner speech, and memory.

b. Definition of Reading Comprehension

Associated with the ability to absorb information in written form, the first thing to consider in the process of reading is reading comprehension. Comprehension according to the definition of Soedarso (2002: 58-59) is the ability to read and understand the main idea, important details and the whole notion. To comprehend, it is necessary to (1) master the vocabulary, (2) master the basic structure of writing (sentences, paragraphs, grammar). However, the ability of each person to comprehend is different. It depends on vocabulary mastery, interests, eyes range, the speed of interpretation, the background knowledge, intellectual ability, idea to read, and the purpose of reading.

More about the process of comprehension, as cited by Kustaryo (1988: 11-12) also adds that reading with comprehension means understanding what has been read. It is an active thinking process that depends not only on comprehension skills but also on the student's experiences and prior knowledge. Comprehension involves understanding the vocabulary, see the relationships among words and concepts, organizing ideas, recognizing the author's purpose, making judgments, and evaluating.

Another said that reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language (Catherine, 2002: 11). It means that the use of words extracting and constructing to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension, in other word reading comprehension is how to understand some written text. The process of understanding the word, a chunk of word, statement, a paragraph then make unite in one understanding purpose and meaning.

She also believed that comprehension entails three elements. The first is the reader who is doing the comprehension, then the text that is to be comprehended, and the last is the activity in which comprehension is a part. The reader should considers all the capacities, abilities, knowledge, and experiences that a person brings to the act of reading. The text is broadly constructed to include any printed text or electronic text.

Furthermore, Guthrie (2004, 227) stated that the reading comprehension consists of the processes of constructing conceptual knowledge from a text through cognitive interaction and motivational involvement with the text. Each of the word and phrase in the statement carries some weight; he believes that the development of comprehension consists of the ability to construct higher levels of knowledge as the result of interacting with text. His definition contains the phrase interaction with texts. This refers mainly to cognitive strategies that are central to reading comprehension processes.

From the definition above, it can be concluded that reading comprehension is not only dependent on the ability of understanding the text but also on students' experiences and prior knowledge of their daily life into text. Reading comprehension activity involves the reader includes all the capacities, abilities, knowledge, and experiences that a person brings to the act of reading. Besides comprehension also involves understanding the vocabulary, the relationship between words and concepts, organizing ideas, recognize the author's purpose, make an assessment, and evaluation.

c. The importance of Reading Comprehension

According to Andrew (2008;4), reading integrates visual and nonvisual information. During the act of reading, the visual information found on the page combines with the nonvisual information contained in your head to create meaning. In that way, what's in your head is just as important as what's on the page in the process of creating meaning (reading).

Then Harrison (2004: 38) argued that social context in which books are valued, beginning readers need to have at least four other kinds of knowledge: knowledge of how the world works, knowledge of how language works, knowledge of how stories work and knowledge of how a book works.

From those two arguments, it can be concluded that the importance of reading comprehension are : the reading comprehension can be the source of information. Each day we will receive information. Information may be obtained from our five senses, namely hearing, feeling, sight, smell, and touch. By seeing we can get information from reading process. Then the second is reading comprehension has a social context value. The stories from the book, newspaper can be the source of our knowledge.

Regardless of the importance of reading comprehension in general, students also need reading comprehension. National exams, especially the English language test contains at least 3 skills, namely listening, reading, writing. For reading it is clear that students should answer the question based on reading. From this point reading comprehension skills is required and important.

d. Principles of Learning Reading

According to David in Edithia (1988: 16) the principles of reading that can be applied are:

- 1) The students must have a purpose and motivation to learn. It is the fact that practice is a necessary part of skill development, so, if the students does not read because of lack of a purpose and a motivation, he does not get the

practice he needs in reading skills of reading will be useless to him, and it makes him unsuccessful in comprehending the text.

- 2) Learning must have meaning for the learner. The goal of reading is to enable the reader to get meaning from the printed material. It means that the reader must be able to understand the information and to determine the significance.
- 3) A background of experience and knowledge is necessary for learning. New ideas must be connected to existing ideas and information. A background that provides a basic understanding of the vocabulary and enables the student to apply concrete illustrations of the new ideas forms the base on which he can build the new information. This principle is of immense importance in making study assignments.
- 4) The learner must be active in his learning. Learning to read is not a passive process. It is nearly impossible to teach skills to a student if he puts forth little or no effort. The teacher can teach techniques but the student must practice and apply them. Fortunately, nearly all students do apply the techniques they are taught and are successful in getting meaning from the printed page.
- 5) Learning requires the forming of habits. When a student learns how to use reading skills and how attack a reading assignment he is learning techniques-habits that will insure success and efficiency in his efforts. For the student to become an efficient reader, many of the skills must be so well developed that they function smoothly and simply. When student reads he should not need to think about reading technique but rather concentrate on meaning. The technique should become so ingrained that it becomes automatic for him.

- 6) Much learning is by association. Learning to read is no exception. The student learns first to use and understand language through listening and speaking. Reading is one additional form of using language. When he reads, he recognizes the words and attaches meanings to them from his oral knowledge about them. Also, a new meaning for a word may be easier to remember if the student already knows the word by another meaning.
- 7) Learning requires practice. This is particularly true of learning to read. The student does not learn an effective reading technique merely by being shown. He must use it. It is the same as a coach telling and showing a baseball pitcher how to hold the ball in order to throw a curve.
- 8) Favorable attitudes toward learning foster effective learning. Students who have difficulty in reading and who develop negative attitudes toward the reading act will find it difficult to use reading as an effective learning tool. Their whole mental set will oppose this avenue of learning.
- 9) Students learn at different rates and in different modes. Humans vary in their traits, capabilities, and development, and the teacher must take these differences into account. Therefore, the teacher cannot expect all students to have the same abilities, needs, and levels of reading. Classroom procedure, to be effective for each student, must provide for each student's needs.
- 10) Learning is more effective if the learner knows the reason for what he is learning. In reading skill development the students need to understand how the importance and usefulness of each skill. He needs to understand how the skills can increase his reading competence.

From those ten applying principles of learning reading, it can be concluded that:

- 1) Reading requires purpose and motivation
- 2) Reading requires the meaning for the learner
- 3) The teacher must bring much background informations to any reading task
- 4) Reading is an active process. It requires the learner to be active in his learning to read
- 5) Reading skills need the forming of habits
- 6) A knowledge of syntactic structure and vocabulary is important
- 7) Reading requires practice-time on task
- 8) Favorable attitudes are important for effective reading
- 9) Reading capabilities are different for each students
- 10) Reason for reading is important to be an effective reader

2. Teaching reading

a. Aims and Objective

Reading is a process to gain information. In the modern era, there is too many information presented in written form and from that reason this is why teaching reading is needed. Catherine (2003:7) stated that the reading process has tended to be characterized primarily as psychological, cognitive and individual. We see the mediation of social and cultural factors, not just at the micro level of negotiated interpretation of texts but more widely. Teaching reading is not just

telling how to read the letter but also to interpret the written form so the student can apply in real life. Another goal of teaching reading is to make students become familiar to written forms in everyday life, especially in English. Another advantage of teaching reading comprehension is able to integrate three different skills, namely listening, speaking, and writing. Because besides mastering these three skills, the students should be able to read first, without good reading skills, it will be difficult to start writing, listening, and even speaking. That's why teaching reading comprehension is very important in school.

b. Characteristic of Effective Approach for Teaching Reading

The effective approach for teaching reading is where there is an approach which combines two aspects. The first is simple identification skills, which mainly depend on knowledge of the language, specifically the language of written form, the second is cognitive skills required for the interpretation of text, which mainly depend on knowledge of the subject matter of the text, and of the way that information is organized in discourse (Edithia, 1988:6).

The definition above gives the characteristics of effective approach is by combining two models of reading. The first characteristic is “*simple identification skills, which mainly depend on knowledge of the language, specifically the language of written form, the second is cognitive skills required for the interpretation of text*”, this character is the same as top down model where this model is general prediction based on the reader knowledge experience. Then the second character where “*cognitive skills required for the interpretation of text,*

which mainly depend on knowledge of the subject matter of the text, and of the way that information is organized in discourse” is same as bottom up model which this model basically a process of translating, decoding, and encoding. In other word, characteristic of effective approach is by combining between focuses on the background knowledge a reader uses to comprehend a written text then associated with developing the basic skill of matching sounds with the letters, syllables, and words written on a page.

3. Teaching Reading to SMK (Vocational school)

a. Aims and objectives

The aims and objectives of teaching reading in vocational school literally have been stated before in the background of the problem or in the previous chapter. The main goal of the researcher is to find an alternative solution to improve the reading comprehension ability of the SMK students. According to Marsigit (2008:20) the aims of teaching English is to prepare learners for careers that are based in manual or practical activities, occupation or vocation. How about teaching reading comprehension? Of course teaching reading comprehension has aims and objectives to prepare the learners, especially for vocational students to explore further the topic on their majors. In this case the researcher adjusted to the appropriate curriculum and syllabus material that already exists, and the last is to find alternative solutions of improving reading comprehension.

b. The Learner Characteristics

Slavin in Wolfe (2004: 1) states that

a child who is not at least a modestly skilled reader by the end of third grade is unlikely to be a skilled reader in high school. In fact, research has shown that we can predict, with reasonable accuracy, students' future academic success by their reading level at the end of third grade.

From this point, we can see that the learner characteristic is influenced by their stage of age of the students, furthermore the uniqueness of learner widely believes can be seen by talents, interests, different family background. There are a lot of students and of course there are many learner characteristics, therefore the researcher have to conform on each class. But in whole point the characteristics of vocational schools is characterized by the majority of activity of the practice as a translation of the underlying theory so that students become skilled learners prior to entering the workforce after graduation later. Therefore the material has to be appropriate with the curriculum.

According to Brown (2001:92) The teens are an age of transition, confusion, self-consciousness growing, and changing bodies and mines, therefore this is challenge for the researcher. Furthermore, intellegent capacity adds abstract operational thought around age of twelve. Therefore, some sophisticated intellectual processing is increasingly possible. Complex problems can be solved with logical thinking. This means that linguistic metalanguage can now, theoritically, have some impact. but the success of any intelectual endeavor will be a factor of the attention a learner places on the task;therefore if a learner is

attending to self, to appearance, to being accepted, to sexual thoughts, to a weekend party, or whatever, the intellectual task at hand may suffer.

c. Skills and Strategis/Approach of Teaching Reading at SMK

As stated before that the researcher uses the curriculum which is currently used in SMK Negeri 5 Yogyakarta for teaching reading. Here are the recommendations of the skills and strategies.

1) Developing lesson plan

Creating a lesson plan which is appropriate for the students to facilitate the researcher for organize material, time, and activities for the students. With this lesson plan, the reseacher can use the time efficiently and more planned.

2) Developing Student Work Sheets

Make work sheets for the students has a puspose for the time efficiency of the research, and the students can directly to work at their work sheets.

3) Group-discussion

Once students get a work sheets, the researcher set up group discussion so that they can share ideas and problems with each other. This allows the students interact with one another. This discussion will make the students feel comfortable and raise the motivation, so that they do not affraid for learning English.

4) Facilitate student learning in English

Facilitate students with facilities that support Englsih learning is essential. Examples of such facilities such as a dictionary. Dictionary is prepared for students to easily search for difficult words

5) Presenting the results of discussion

After the students discuss the task, the researcher asked each group of students presented the results of their discussions. This activity will create a bigger scale of group discussion.

The detail strategies can be seen on the lesson plan in the appendices.

4. Interactive Approach

a. Properties of Interactive Approach

Reading skills are also associated with the activity of reading. Reading activities are known to the reading process which is strongly associated with the model of reading. Model reading is not just one but many models. Edithia (1988: 7) mentions the reading process models can be grouped into three classifications model, namely:

1) Bottom up Model

Reading model is basically a process of translating, decoding, and encoding. Which plays a major role in the process of reading this is a text element. Eskey, in Edithia (1988: 7) denotes that bottom up model of the reading process is that 'Reading is a precise process involving exact, detailed, sequential preceptions and identification of letters, words, spelling patterns and larger language units'. This model assumes that a reader proceeds by moving his eyes from left to right across the page, first taking in letters, combining these to form words, then combining the words to form the the phrases, clauses, and sentence of the text.

Klein in the Womb (2007: 36) reveals that the model of reading, readers will begin the process of understanding the text of the most low-level language to the high. Readers of this model starts from identifying letters, words, phrases, sentences and continue to move to a higher level, until finally he understood the contents of the text. Reading comprehension in this model is built based on visual data derived from the text through the lower stages to higher stages.

This model of reading is also generally used in early learning to read. First of all learners process graphic symbols in stages then they need to recognize letters, understand the series of letters into words, stringing words into phrases and sentences, then form a text. In other words comprehension gained when the readers try to focus on the words or compound words. Therefore, it is clear that this approach is more emphasis on reading as a process of finding without actually considering something in the mind of the reader.

2) Top Down Model

Carrel and Elsterhold, in Edithia (1988: 7) denote that top down processing occurs as the system makes-general predictions based on higher level, general schemata and then searches the input for information. The top down model of the reading process deals with the general notion of reading as the reconstruction of meaning based on a skillful sampling of the text, and such specific notions as the use of linguistic redundancy, the crucial role of prior knowledge in prediction, and necessity for reading at a reasonable rate in larger, more meaningful chunks of text. In this model of reading, cognitive competence and the language competence has the first and main role in the development of

meaning in the reading process. This model requires an interaction between thought and language, so the knowledge that someone has a great influence on the direction and results in reading activities. Harmony in knowledge will provide a positive contribution, while the lack of innate knowledge will slow the process of understanding the significance and meaning of literature.

In this model of reading process, a reader will read a passage by reading the sentences, then to find the information contained is to guess the meaning from the text. Graphic information is only used to support the hypothesis about the meaning that has been formed as a visual tool captures print symbols. In other words, the function of the eye to notice the symbols are carefully played a minor role in the activities of reading with this model.

From the explanation above it is clear that in the top down model, the process of comprehension deals with the background of knowledge to predict the meaning of the text. It is mean that a reader will read the text by reading the sentence, then tries to find the information by guessing the meaning.

3) Interactive Approach

This interactive approach is a combination of bottom-up reading and top down reading model. Read a the text often requires a combination of both models. This reading model will starts at the bottom up then top down model, in which students begin to recognize the word, then attempt to analyze the sentences that are relatively difficult to understand.

Interactive Model describes bottom-up models and top-down models take place simultaneously. This means that the process of reading no longer indicates a

process that is linear, do not show a sequential process continues, but a reciprocal process that is simultaneous. If the reader does not understand yet what is being read, they will continue doing the reading process by using both models in turn, so the application of both models in an integrated manner that will ensure accuracy and comprehension.

b. How to Use Interactive Approach in SMK (Vocational School)

Using the interactive approach to vocational students must be in accordance with the existing curriculum. According to Brown (2001:306) the steps for teaching interactive reading are;

1) Identify the purpose

Determine and identify the goals are very important for students. Knowing the purpose of a reading can lead the students to what they have learned (background knowledge) and give descriptions of what will they learn. Brown (2001:306) mentioned that efficient reading consists of clearly identifying the purpose in reading process. Identify purpose can be done by getting the students by asking what they have already know from reading the text

2) Use graphemic rules and patterns to aid in bottom up decoding (especially for beginning level learners)

In beginning level of English, students will encounter a problem in process of reading. They usually had difficulties in making correspondences between spoken and written English. The learners have become acquainted with oral

language and have some difficulty learning English spelling conventions. So they may need hints and explanations about certain English orthographic rules and peculiarities.

3) Use efficient techniques for silent reading comprehension

Further, vocational school students' age is on 16-17 years old range and belongs to intermediates level category, by using silent reading these students are given the time and tranquility to read every word and try to understand. It provides peace and allows time to picking out which words are difficult.

4) Skim the text of main ideas

Skimming is quickly running one's eyes across a whole text (such an essay, article, or chapter) by doing a skimming, the students will have an advantage of being able to predict the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas. This gives them a head start as they embark on more focused reading.

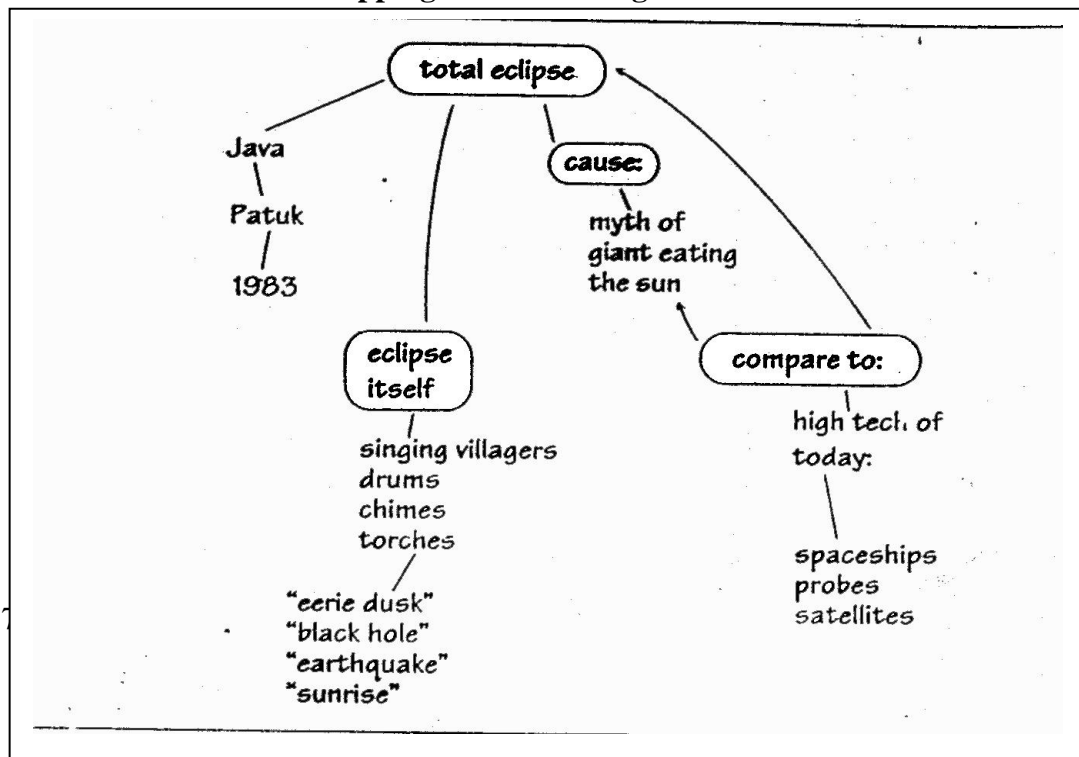
5) Scan the text for specific information

Scanning is quickly searching for some particular piece or pieces of information in the text. This scanning process is useful when students read about an advertisement, schedule, or a restaurant menu in accordance with the existing syllabus to save the time. The purpose of scanning is to extract specific information without reading through the whole text,

6) Use semantic mapping and clustering

The use of semantic mapping or clustering helps the students/reader to provide some order to the chaos. Readers can easily be overwhelmed by a long string of ideas or events. Making semantic maps can be done individually, but they make for a productive group work technique as students collectively induce order and hierarchy to a passage. The picture below is the semantic map.

Picture 1 Semantic mapping and Clustering



can be guessing the meaning of a word, a grammatical relationship (e.g. a pronoun reference), a discourse relationship, infer implied meaning (between the lines), guess about a cultural reference, and guess content message.

8) Analyze vocabulary

Followed by analyze vocabulary, at this stage the students are invited to discuss the difficult words, it is easier for students to get a clearer view about what will they read.

9) Distinguish between literal and implied meanings

This point requires the application of sophisticated top down processing skills. The fact that not all language can be interpreted appropriately by attending to its literal, syntactic surface structure makes special demands on readers.

10) Capitalize on discourse markers to process relationships.

. A clear comprehension of such markers can greatly enhance learners' reading efficiency.

B. Conceptual Framework

The researcher stated in background and limitation of the problem above, this research will be conducted to prove whether interactive approach can improve reading comprehension of SMK Negeri 5 Yogyakarta students. Most of students are afraid when they have reading activity especially in English form. They are worried and some of them do not know the meaning. The teacher always focuses on grammar and do not pay attention to the student' reading comprehension aspect.

Giving the student treatment to improve their ability to read is important. The students need some treatments to increase their ability to know more about reading comprehension. Besides they also need some motivation builder to get their confidence to face the reading in English form.

In the teaching reading process, top down and bottom up reading model become an important part. Top down model has function to predict probable meaning in some text, while bottom up model has function to check detail of the text, such vocabulary, morpheme, and etc.

C. Hypothesis

There is a significant difference in reading comprehension ability between the students taught using interactive approach and those taught without it.

CHAPTER III

RESEARCH METHOD

A. Research design

This research is categorized as a quasi-experimental research. The design used is intact group pre test post test design that involves a group of students who belong to the experimental group and there are who belong to the control group.

There are two variables in the research, namely independent and dependent variables. The independent variable is the technique used in the teaching reading of English, whereas the dependent variable is the reading achievement of the students. The design of the research can be visualized as follows.

Table 1 Experimental Research Design

Experimental group	Pretest	Treatment	Post test
Control group	Pretest	-	Post test

Note:

O1: Pre-Test

O2: Post-Test

X : Treatment

B. Research Population Sample

The population of this research comprised all the tenth grade students of SMK N 5 Yogyakarta. The school has two classes for its tenth grade students. They are class X textile A and X textile B. In the academic year of 2011/2012, class X textile A consists of 35 students, while class X textile B consists of 33 students. The following table shows the specification of the population of the research.

Table 2. Research Population on the class

No	Class	The number of student
1	X textile A	35
2	X textile B	33

This research applied a random assignment to the population by tossing a coin. Class X textile A held the head of the coin while class X textile B held the tail of the coin. The one that showed up from the coin after it was tossed was treated as the control group. The result of the random assignment put class X textile B as the experimental group and class X textile A as the control group.

The experimental group (X textile B) was given an interactive approach in their teaching learning process of English. The control group (X textile A) was not taught by using interactive approach. They had the conventional teaching technique. The conventional teaching here means the teacher only ask the students to read the text, find the vocabulary meaning, then answer the comprehension question. The following table describes more clearly about the distribution of the treatment.

Table 3. Distribution of The Treatment in the Research

Group	Class	Treatment	Number of students
Experimental	X textile B	Interactive approach	33
Control	X textile A	-	35

C. Research Instrument

The instrument of this research is multiple choices tset of reading comprehension. It consists of 40 of comprehension questions. The content of the instrument was developed according to the curriculum of senior high school that focused more on the increasing of reading comprehension. The topics covered in the instruments reflect the whole materials given for the first and second semester at school. The researcher also put the English handbook used by the teacher as a consideration in developing the test instrument.

In the process of pretest and post test, the students received two kinds of paper sheets, the first paper contained a several test question, and the other is answer sheet. Students chose the most right answer by crossing a, b, c, or d.

The table below represented the content of the reading Comprehension test.

Table 4. The Material of the Reading Comprehension Test

No	Topic	Item Number	Total
1.	Finding topic of the passage	8,14,34	3
2.	Finding main idea of the passage	7,35,36	3
3.	Finding major and minor detail	1,2,3,5,9,24	5
4.	Making inferences	27,28,30, 34,39,40	6
5.	Words in context	4,10,37	3
6.	Understanding references	11,38	2
7.	Understanding text types	12,22,25,31	4
8.	Understanding Purpose of text	6,13,23,26,32	5
9.	Reorganizing/reading chart, graphic, etc	15,16,17,18,19,20,21,29	8

1. Validity of the Test

Before the instruments were used to collect the data, the researcher tried them out first. The tried-out was conducted in order to assure that the instruments of the research were valid and reliable before they were administered in the actual research. Because the X textile A and B used as the main population of the test, so the researcher gives the try out test to the same level as X textile A and B, then the researcher chose X wood A. Class X wood A has 40 students. The class X textile A was chosen randomly by the researcher.

a. Content Validity

Content validity is used to find that the content of the test is appropriate with the grade and material of the test. Content validity explains whether all the items of the test are suitable with the relevant materials or not. When a test has content validity, the items on the test represent the entire range of possible items the test should cover. It means that the researcher tried to construct the instrument based on the materials or topic given in the first and second semester and according to SMK curriculum that the test developed covers all the materials given to the tenth grade students of SMK Negeri 5 Yogyakarta in the academic year 2011/2012.

The researcher did the observation and tried to ask the English subject teacher for the curriculum which is used at SMK N 5 Yogyakarta. After got the curriculum, the researcher asked for the syllabus which is used there, from that syllabus, the researcher tried to made instrument. Besides syllabus the researcher also looked up for the handbook which is used there to complete the source of the instrument.

b. Construct Validity

Construct validity is the balance of the test with the theory of language behavior and learning. It is used in the test in order to examine that the test has represented and been consistent with the theories underlying the problem presented. The tests that have been prepared in accordance with the concept of

lesson subject which is tested. In this case the reading comprehension test must be in accordance with what is taught in school.

The researcher made the test based on syllabus and specify on reading comprehension task. The test was discussed first with the expert and tenth grade English teacher of SMK N 5 yogyakarta.

c. Item Validity

Before the instrument was used, the validity of instruments was determined. To know whether it is applicable or not, it needs to be tested by trying out the instrument to the respondents outside the subject of the research. The function of item validity is to find the validity of each item in the test instrument. The item validity has function to describe whether the items valid or not valid.

The researcher conducted a try-out to 35 students of tenth grade students at SMK N 5 Yogyakarta on March 10-15, 2012 to find out the validity of the instruments. The data gathered from the try-out are analyzed by using the iteman test. It is called as valid when the point biserial number is higher than table value (point biserial > 0.201).

2. Reliability of the Test

Reliability gained by making a test that will be tested to a group of students. It provides an information whether the data collection procedure is consistent and accurate or not. To know the item reliability, the researcher employed iteman testing.

This reliability used after the researcher conducted the tryout. This reliability test to test whether the instrument reliable or not, so it can be used in pre and post test. The instrument reliable when the value of alpha is higher than 0.6.

D. Data Collection Techniques

As mentioned previously, the researcher collected the data by using a reading comprehension test. It was given twice to the subjects of the research. The first was given before the treatment (pre-test) and the second was given after the treatment (post-test). The data collection was conducted from April 2012 – May 2012 in SMK Negeri 5 Yogyakarta.

The test were done for a period of 60 minutes. The pretest result was compared with posttest result to find out the significant different of students reading comprehension skill. The treatment was conducted in 6 meetings for the experimental group, then the control group was taught by their teacher by using conventional method as usual. Each meeting had ninety minutes of duration, and each of class has different time and days of English subject schedule.

E. Data Analysis Technique

The researcher used two kinds of techniques of data analysis in this research. They are descriptive analysis and inferential analysis. The discussions are as follows:

1. Descriptive analysis

The researcher uses the analysis for the discussion of variables under study that are based on the computation of the mean, standard deviation, and categorization.

a. The mean formula

$$\bar{X} = \frac{\Sigma X}{N}$$

In which:

\bar{X} = mean

ΣX = total score

N = the number of cases

b. The standard deviation formula

$$SD = \sqrt{\frac{\Sigma X^2 - \left(\frac{\Sigma X^2}{N}\right)}{N}}$$

SD = Standard deviation

c. Categorization

To determine the category of students reading comprehension skill for the pre-posttest result, the researcher used the ideal mean and ideal standard deviation.

Table 5. Categorization of Students' Scores after Pre and Post test

Scale Number	Category
Mean + 1.5 SD	High
Mean + 0.5 SD	Average
Mean – 0.5 SD	Low

A score belongs to high category can be considered as a high category when the score value is bigger than the mean +1.5 SD, Average category when the score value is between mean+0.5SD, then Low category when the score value is lower than mean-0.5SD. This categorization has function to categorize the students according to their result of pre and post-test. By this categorization also, it was easier for the researcher easier to determine whether the students have a good reading ability or not. If the result from of categorization is higher than the pre=tset, it can be said that interactive approach can inprove the students' comprehension ability.

2. Inferential Analysis

The inferential analysis was focused on answer the question of the formulation of the problem which was whether or not interactive approach are effective on reading comprehension. The researcher used inferential statistic

which is used here are test of normality and homogeneity. Then to test the hypothesis the researcher used t-test.

a. Test of Normality

The normality test is used to see the normality of the instrument's responses whether normal or not. To test the normality, the Chi-Square formula is applied (Hatch and Farhady, 1982: 284). The formula of Chi-square is:

$$\chi^2 = \sum \frac{(O - E)^2}{E}$$

In which:

χ^2 = Chi-Square

O = observed frequency

E = expected frequency

b. Test of Homogeneity

The researcher used a homogeneity test to analyze whether the sample variance is homogenous or the two groups are in the same condition or not. To test the homogeneity, the *F*-test is applied (Sutrisno Hadi, 2004: 312). The formula of *F*-test is:

$$F = \frac{SD^2.bs}{SD^2.kt}$$

In which:

$SD^2.bs$ = the biggest variance

$SD^2.kt$ = the smallest variance

c. Test of Hypothesis

The researcher used *t*-test because the study is to compare two means. A *t*-test is a statistical test that allows the researcher to compare two means to determine the probability that the difference between the means is a real difference rather than a chance difference (Sutrisno Hadi, 1994: 269). The formula of *t*-test is:

$$t_o = \frac{M_x - M_y}{SD_{bM}}$$

In which:

M_x = the mean of sample x

M_y = the mean of sample y

SD_{bM} = standard deviation of mean difference

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter discusses about the finding of the research in SMK N 5 Yogyakarta. The descriptive analysis describes reading comprehension skill of the students. The inferential analysis explains pre-testing and post-testing analysis, and then the discussion describes the result of the hypothesis testing, while discussion describes the result of the hypothesis testing.

A. Research Findings

First, the researcher conducted the try out test to the X wood A on March, 15 2012. After the researcher obtained of the tryout data, the researcher used item validity to check whether the test is valid or not. The finding of validity test proved that each item of the 40 numbers of tests can be used as the pre and post test . This validity can be seen on each number of test answers. Each test answer has point biserial value which higher than the table value or in another word every each answer has value higher than 0.201.

Table 6. The Material Test for the Pre and Post test

No	Topic	Item Number	Total
1.	Finding topic of the passage	8,14,34	3
2.	Finding main idea of the passage	7,35,36	3
3.	Finding major and minor detail	1,2,3,5,9,24	5
4.	Making inferences	27,28,30, 34,39,40	6
5.	Words in context	4,10,37	3
6.	Understanding references	11,38	2
7.	Understanding text types	12,22,25,31	4
8.	Understanding Purpose of text	6,13,23,26,32	5
9.	Reorganizing/reading chart, graphic, etc	15,16,17,18,19,20,21,29	8

There no difference with the blueprint material table in previous chapter.

Next, the researcher made the schedule of the research. The table below is the schedule of the research.

Table 7. The Schedule of the Research

Class	Date	Material
X textile B	10 April 2012	Pre test
X textile A	11 April 2012	Pre-test
X textile A	12 April 2012	Memo Introduction to memo, comprehending in memo
X textile A	14 April 2012	Memo comprehending in memo
X textile B	17 April 2012	Memo: Introduction to memo, purpose of memo, comprehending of memo
X textile B	18 April 2012	Memo: Use the memo in daily life, Students' memo production as a sender/receiver
X textile A	19 April 2012	Menu:

		Introduction to menu, , comprehending some menu
X textile A	21 April 2012	Menu comprehending some menu
X textile B	24 April 2012	Menu: Understand what is called by menu, the purpose of menu, comprehending some menu
X textile B	25 April 2012	Menu Making inference of menu (total cost, discount, promotion of menu)
X textile A	26 April 2012	Schedule: Introduction to schedule comprehending some schedules
X textile A	28 April 2012	Schedule: comprehending some schedules
X textile B	1May 2012	Schedule: Understand what is schedule?, purpose of the schedule, Public place schedule (Airport, railway station), Making inference in some schedule text (discount, how to booked a ticket, etc)
X textile B	2May 2012	Schedule: Understand the word usually appears in schedule (Flight, airplane code, Time, ticketing etc), comprehending some schedules
X textile A	3May 2012	Brochure: Introduction to brochure comprehending some brochures
X textile A	5May 2012	Brochure: comprehending some brochures
X textile B	8May 2012	Brochure: Understand what is brochure, the use of brochure, Identify the brochure (on the magazine, newspaper, internet, etc),The important of analyze some brochures for the students
X textile B	9May 2012	Brochure: Grouping/categorize the brochure (advertisement, job description, etc), comprehending some brochures text (date, time, the purpose of the brochure)
X textile A	16 May 2012	Pre test
X textile B	17 May 2012	Pre test

After doing pre-test and post- test, the researcher got the data as follows.

**Table 8. Pre-test and Post test Results
Control Class X Textile A**

NAME	PRE TEST	POST TEST
ADE NUGROHO	7	8.5
ADE RAHMAWATI R	6.5	8.25
ADIS ROSITA	7	7.25
AGUSTINA ROYANI	7	7.25
ANIFTA NURAINI	7.25	7.75
ANIK NURKHOTIMAH	6.25	7.5
ASRI HANDAYANI	7.75	8
DISTA VITKA WATI	6.5	7.25
ENDRIAN FEBRI SAMSURI	7.25	8.25
ETI DENI ATI	6.75	5.75
FERA FANNISA S	5	5.5
FITRIA DWI ARYANI	6.25	7.5
HELDA DYAH YUNIARSIH	4.75	5
LILIS SUTARININGSIH	6.25	6.5
MEGA ASRI ANI	5.25	8.5
NADYA VITA HERENA	8.5	6.75
NENENG WULANDARI	7.75	8.75
NOVI WAHYUNINGSIH	8	6.25
NUR ENDAH SETYOWATI	6.5	7.25
NUR KARTIKA CHANDRA	4.25	8.25
OKTAVIANI WULANDARI	6.25	8.25
RADEN BAGUS DADANG AW	6.75	8
RATNA LISTIYASIH	7.25	7
RENI SABRINA	7.5	7.25
RETNO FITIRIANI	4.75	7.75
RINOVA PUSVITA A	6.75	7.5
SHOBRI HALIMATUN S	6.5	6.75
SINIA PRASTISTI P	7.5	8.25
SITI FATIMAH	4.25	7.75
SURYA SEPTI A	6.75	8.25
TIA HARFIANI	6.5	7.25
TRI ANISAH	6.75	6.25
WENING PANGESTIKA	6	8.75
WIJI ASTUTIK	6.75	6.5

WINARSIH	6.5	6.5
Experimental Class X Textile B		
NAME	PRE TEST	POST TEST
ANGGRAENI NUR SETYAWATI	6	8.75
ARI DWI MULYANI	6	8
ARIF BUDI CAHYONO	6.75	7.5
ARUNG BACHRI	5	7.25
BEKTI WINDYASTUTI	6	6.75
CINDY FEBRIANI	6	7
DANIK KURNIAWATI	6.5	8.25
DIGNA NOVITASARI	7	8.5
DITA SEPTIANA	7.75	8.25
EKA PRASTI	6.5	8
ERMA DWI SETYA P	6.25	7.5
FARIDA NUR'AINI	6.5	7.25
FARIDA NURULLANI	5.75	8.5
FITRI AMALIA ASTUTI	6.5	7
INDRI SULISTIYANI	5.75	8.25
ISTI RAHMAWATI	7.5	8.5
KHUSNUL ARUNI	5.25	8.25
MARINA PUSPITA SARI	7.75	8.75
MEILINDA SAPUTRI	6.25	8.25
NINANI ISNAINI	5.25	8.25
NOVITASARI	7.5	8.5
NURUL IZZAH	5.25	7.25
OVI NUR ENDRA YANI	6.25	7
RENI DWI LISTYANINGRUM	7.25	7.75
RENI NUR UTAMI	7.75	8.5
RESTU ISNANINI PUTRI	7	7
SEPTI CAHYANINGRUM	7.75	8
SITA ZUHARA RUSYDA	6	7.25
SITI ANIROH	7	7.75
TANTI ARIFAH	6.5	7.25
TISHA APRIVIANAN NUR LS	5	7.5
YOLANDA AYU NOVITASARI	6.5	7
YUWANA FATMAWATI	5.75	8.5

The data consists of two population. The first is Control Group which consist of 35 students and each student has their pre and post test result. Then the second table is Experimental class which consists of 33 students. Like the control class, each student of the experimental class also has their pre and post-test score. Those pre and post-test scores above became the data and determined whether there is any significant difference on reading comprehension ability of those taught by using interactive approach or not.

1. Descriptive Analysis

The participants of both experiment and control classes are 68, consists of 35 students of X textile A as control group and 33 students of X textile B as experiment group. The data were taken from pre and post-test result of reading comprehension test. The data descriptions are as follows.

a. Pre-Test

1) The Description of Reading Comprehension Test of the Control Class

The control class here is X textile A which is not taught by interactive method of reading comprehension. This class consists of 35 students. The calculation of descriptive analysis results the data in the following table.

Table 9. The Result of Reading Comprehension Pre-Test in the Control Class

Data	N	M	Mo	Me	SD	Max	Min
Reading comprehension pre-test of the control class	35	6.5286	6.50	7.5	1.01055	8.50	4,25

The table above (Table 9) shows the data of pretest of the control class. By using SPSS computer program, it is found that the mean (M) is 6.5286, the modus (Mo) is 6.50, the median (Me) is 7.5, and the standard deviation (SD) is 1.01055. Here also from the pretest result the table shown that minimum score is 4.25 and maximum score is 8.50

From the result above, it can be seen that after the pre-test, the control class consists of 35 students achieve average score value (mean) 6.5286, then the value that often appear (Modus) is 6.50. These results were obtained by pre-test where the students of control class uses the conventional method from their English teacher.

The result above is a basic result or a starting point value which determined whether the interactive approach, influential or not, by comparing it with the results of post-test and the result from the pre-test and post test of experimental class. To determine whether it has an effect or not, it can be seen in the results of the comparison between the result of control and experimental group.

The frequency distribution and categorization of the reading comprehension pre-test of the control class can be seen below:

Table 10. The Frequency Distribution and Categorization of The Reading Comprehension Pre-Test of The Control Class

No.	Score Interval	Frequency	Percentage	Categorization
1	7.75-8.50	4	11.43	High
2	6-7.50	25	71.43	Fair
3	4.25-5.25	6	17.15	Low
Total		35	100	

Table 10 shows that there were four respondents classified into *high* category. Twenty five respondents were classified into a *fair* category, and six respondents were classified into *low* category.

From the table above, it can be seen that from 35 control class students, after pre-test, their achievement can be categorized into high, fair, and low category. High score category (score interval 7.75-8.50) is achieved by 4 students, Fair category (score interval 6-7.50) is achieved by 25 students, and the last is low category (score interval 4.25-5.25) is achieved by 25 students. It means that the conventional method is not quite good for the students reading comprehension. It can be seen by the high score category that only achieved by 4 students or in other words that is only about 11.43% of the students who can successfully gain the good result from the conventional method.

2) The Description of Reading Comprehension Test of the Experimental Class

The X textile B is an experimental class which taught by an interactive approach that consisted of 33 students. The calculation of descriptive data is shown on the data below.

Table 11. The Result of Reading Comprehension Pre-Test in The Experimental Class

Data	N	M	Mo	Me	SD	Max	Min
Reading comprehension pre-test of the experimental class	33	6.4167	6.50	6.5000	0.82364	7.75	5.00

The result of the pretest is found that the minimum score is 5.00 and the maximum score is 7.75. By using SPSS computer program, it is found that the mean (M) is 6.4167 the modus (Mo) is 6.50 the median (Me) is 6.5000 and the standard deviation (SD) is 0.82364

Based on the result above, it can be seen that after the pre-test, the experimental class which consists of 33 students achieves average score value (mean) 6.4167 which is lower than the control group' pre-test value. These results were obtained in the pre-test when the researcher did not give the treatment yet. This value score was got from the results when the students still adopted the conventional method from the English teacher. The experimental class has the same English teacher with the control class. The result above determined whether

the class is also taught by conventional method. In this term the researcher did not give the treatment yet.

The frequency distribution and categorization data of the pre-test of the experimental class can be seen below.

Table 12. The Frequency Distribution and Categorization of the Reading Comprehension Pre-Test of the Experimental Class

No.	Score Interval	Frequency	Percentage	Categorization
1	7.25-7.75	7	21.22	High
2	5.75-7	21	63.64	Fair
3	5-5.25	5	14.29	Low
Total		33	100	

Table 12 shows that there were 7 respondents classified into *high* category, 21 respondents were classified into *fair* category, and 5 respondents were classified into *low* category.

Based on the result above, it can be seen that from 33 experimental class students, after pre-test, their achievement also can be categorized into high, fair, and low category. High score category (score interval 7.25-7.75) is achieved by 7 students, Fair category (score interval 5.75-7) is achieved by 21 students, and the last is low category (score interval 5-5.25) is achieved by 5 students. Only about 21.21% of the students that have high category. Based on those data above also, it can be concluded that most of the students' reading comprehension skill is on fair category.

By seeing the experimental class with only 21.21% of the students who gained high category, the researcher tried to improve the reading comprehension skill of experimental class by using interactive approach as an alternative solution for the conventional method.

b. Post-Test

1) The Description of Reading Comprehension Test of the Control Class

The result of post-test on reading comprehension test of control class is presented in the following table.

Table 13. The Result of Reading Comprehension Post-Test in the Control Class

Data	N	M	Mo	Me	SD	Max	Min
Reading comprehension pre test of the control class	35	7.3714	7.25	7.5000	0.93614	8.75	5.00

By using SPSS computer program, it is found that the mean (M) is 7.371, the modus (Mo) is 7.25, the median (Me) is 7.5000, and the standard deviation (SD) is 0.93614. From the pretest result the table, it is shown that the minimum score is 5.00 and maximum score is 8.75

After doing post- test the result shows that the mean increased from 6.5286 to 7.371. The value score increased about 0.843. Then the modus and median also increased from 6.50 to 7.25 for modus and 0.93614 to 1.01055 for

standard deviation. This means that the conventional method has not quite reach the significant difference between pre test and post test.

For the frequency distribution and categorization of the reading comprehension pre-test of the control class can be seen below:

Table 14. The Frequency Distribution and Categorization of The Reading Comprehension Post-Test of The Control Class

No.	Score Interval	Frequency	Percentage	Categorization
1	8.50-8.75	4	11.43	High
2	6.50-8.25	26	74.29	Fair
3	5-6.25	5	14.29	Low
Total		35	100	

Table 14 shows that there were 4 respondents classified into *high* category, 26 respondents were classified into *fair* category, and 5 respondents were classified into *low* category.

The result above shows that most students are in fair category and the value of low category is higher than high category. It means that there were still lack of reading comprehension skill. In pre test of the control class, most students also belong to the fair category so there is no significant difference between the pre and post-test, it is because the reading comprehension ability of both of pre and post-test belong in the fair category.

2) The Description of Reading Comprehension Test of the Experimental Class

The result of post-test on reading comprehension test of control class is presented in the following table.

Table 15. The Result of Reading Comprehension Post-Test in the Experimental Class

Data	N	M	Mo	Me	SD	Max	Min
Reading comprehension pre test of the experimental class	33	7.8182	8.25	8.0000	0.61642	8.75	6.75

Based on the result of post-test, it is found that the minimum score is 6.75 and the maximum score is 8.75. By using computation of SPSS computer program, it is found that the mean is 7.8182, the modus is 8.75, the median is 8.0000, and the standard deviation is 0.61642

In comparison between the results of pre and post-test, the experimental has a quiet good achievement. The mean of pre-test is 6.4167 then the mean of post-test is 7.8182. The score is increasing about 1.4015. This increase is bigger than the control class score which is only gained 0.843. From this comparison it can be concluded that using interactive approach for teaching reading is more effective than the conventional method.

For the frequency distribution of the reading comprehension post-test of the control class can be seen below:

Table 16. The Frequency Distribution and Categorization of The Reading Comprehension Post-Test of The Experimental Class

No.	Score Interval	Frequency	Percentage	Categorization
1	8.50-8.75	8	24.24	High
2	7.25-8.25	19	57.57	Fair
3	6.75-7	6	18.18	Low
Total		33	100	

Table 16 shows that there were 8 respondents classified into *high* category, 19 respondents were classified into *fair* category, and 6 respondents were classified into *low* category.

There are 57.57% belong to fair category in the table above. This percentage is lower than the result of control group category which gained 74.29%. It means that the use of interactive approach improve the students' reading skill. Then in the high category, there are 8 students. This value is higher than the control group result which is only 4 students.

Besides, in comparison between the control class post test result, it can be seen that from the previous result of experimental class pre-test categorization, there are increasing achievement. The percentage increases from 21.22% to 24.24% of high category. Thus, it can be concluded that interactive approach can be the solution for the previous method.

c. Comparison Between The Post-Test Scores on Reading Comprehension Test of The Control and Experimental Class

For the clearer explanation, here is the table of comparison between the post test scores of control and experimental class.

Table 17. The Comparison Between Reading Comprehension Post-Test of The Control and The Experimental Class

Data	N	M	Mo	Me	SD	Max	Min	N
Post-test of the control class	35	7.3714	7.25	7.5000	0.93614	8.75	5.00	35
Post-test of the experiment class	33	7.8182	8.25	8.0000	0.61642	8.75	6.75	33

From the post test result it is found that the mean of the control class is 7.3714 and the mean of the experiment class is 7.8182. From this point, it looks like that the experimental class has higher achievement than the control class. Therefore, to prove it, the following discussion will show whether it is true or not.

The following table 18 and 19 describe the results of the data analysis of the experimental and control groups.

Table 18. Data Description and Data Analysis Result of the Experimental Group

Group	Pre-test		Post-test	
	\bar{X}	SD	\bar{X}	SD
X tetxtile B	6.4167	0.82364	7.8182	0.61642

Table 19. Data Description and Data Analysis Result of the Control Group

Group	Pre-test		Post-test	
	\bar{X}	SD	\bar{X}	SD
X textile A	6.5286	1.01056	7.3714	0.93614

X textile B = the experimental group

X textile A = the control group

\bar{X} = Mean score

SD = Standard deviation

Comparing between table 18 and 19, it can be seen that the experimental group has the higher achievement. In experimental class the mean is 6.4167 while in control class is 6.5286. This pretest result was obtained before the treatment by using interactive approach in reading comprehension. Then the post-test result of experimental class is 7.8182 while control class is 7.3714. This post-test result was obtained after the experimental class had the treatment by using interactive approach and control class by using conventional method. The mean result of experimental is higher than the control class.

Besides, the pretest result of experimental class mean score is 6.4167 while the post-test result is 7.8182. It has differences about 1.4015 values in the mean score. In the control class pre-test mean score, the result is 6.5286 and the post-test result is 7.3714, it has differences in the mean score value only 0.8428. The score of experimental class is higher (1.4015) than the score of control class (0.8428). From this score, it can be concluded that the use of interactive approach can improve the of SMK Negeri 5 students' reading comprehension skill.

2. Inferential Analysis

a. Pre-testing Analysis

1) Normality Test

The normality test was used to see the normality of the instrument's responses score distribution whether it is normal or not. To test the normality, the Chi-Square formula is applied. The test of normality is applied to the data of the two groups. Theoretically, if the value of P is higher than or equals to 0.05, the distribution of the variables is stated as normal.

Table 20. Result of the Normality Test

Tests	P	Status
Pre-test experimental	0.629	Normal
Pre-test control	0.260	Normal
Post-test experimental	0.470	Normal
Post-test control	0.360	Normal

*)P= asymp. It is normal if $p > 0,05$

By using SPSS the result shows that the pre-test both of experimental and control are higher than p table (p table is 0,05 then pretest of experimental is 0,629 and pre-test control is 0,260. It indicates that instrument's responses score distribution is normal. Next, the value of post-test of experimental and control also have higher value than p table. The p value of post-test experimental is 0,470,

and 0,360 for post-test control, so instrument's responses score distribution is also normal.

2) Homogeneity Test

A homogeneity test is used to analyze whether the sample variance is homogenous or the two groups are in the same condition or not. To test the homogeneity, the F -test is applied. The result is shown below.

Table 21. Result of the Homogeneity Test

Sources	Groups	N	df	F		P	Status
				F_o	$F_t 5\%$		
Pre-test	Experimental	33	1;66	0.209	3.99	0.649	Homogeneous
	Control	35					
Post-test	Experimental	33	1;66	3.449	3.99	0.068	Homogeneous
	Control	35					

F_o = F value of the observation

$F_t 5\%$ = F value of the table in the significance level of 5%

P = probability

In reference to Table 21, it shows that in the pretest of two groups the value of F_o (0.209) is less than $F_t, 5\%$ (3.99) and p (0.649), then in the post test of both groups the value of F_o (3.449) is less than $F_t, 5\%$ (3.99) and p (0.068) in the post-test of two groups. In conclusion, the sample variance is homogeneous. Homogenous here means that of each has homogeneity condition. There is no smarter or the most stupid class. Each of class almost has same level of their students' reading comprehension ability. Because of the students' reading

comprehension ability of both class almost same, both of them can be used as population of the research.

3) Hypothesis Testing

The hypothesis testing is aimed at revealing whether or not there is a significant difference between the two groups in their mean of scores of the students' English learning achievement. The hypothesis testing applied a *t-test*. The level of significance is set on 0, 05 or 5 %. The result of the *t-test* can be seen in Appendix 2. Here is the summary of the test result.

Table 22. Gain Score of the Students' Learning Achievement in the Experimental Group and the Control Group

Group	N	\bar{X}	SD
X textile A	35	0.84	0.89
X textile B	33	1.40	1.33

X textile A = the control group

X textile B = the experimental group

\bar{X} = Mean score

SD = Standard deviation

Table 22 above shows that the higher mean score after the treatment is experimental group ($1.40 > 0.84$). The standard deviation (SD) of experimental group also got higher score that the control group ($1.33 > 0.89$).

The *t-test* formula is applied to test whether there is a significant difference in reading comprehension ability between the students taught using interactive approach and those taught without it. The result of the *t-test* can be described in the following table.

Table 23. The Results of the *t-test*

Variable	t_o	t_t 5%	Df	P	Conclusion
X textile A – X textile B	2.309	2.000	66	0.024	$t_o > t_t$ significant difference

As the term condition of *t-test*, where t_o value is bigger than the t_t value, it means that between the independent and dependent variable is significantly different. Table 21 shows that t_o is 2.309 and t_t 5% is 2.000. So, value of t_o is higher than the value of t_t in the significance of 5% ($2.309 > 2.000$). The value of *p* or the level of significance is 0.024. This means that the scores have a very significant difference. Therefore, the null hypothesis of no treatment effect is rejected and the proposed hypothesis which states, “There is a significant difference between reading comprehension ability of the students who are taught using interactive approach and those who are taught without it” is accepted.

B. Discussion

Based on the research in SMK N 5 Yogyakarta in class X textile A consists of 35 students, and class X textile B consists of 33 students, it is found that there is a significant difference between reading comprehension ability of the

students who are taught using interactive approach and those who are taught without it. It can be seen from the result of the t-test, it shows that the value of t_o (2.309) is higher than the value of t_t (2.000) at the critical significance level of the 5%. T-test itself has function to test whether there is a significant difference in reading comprehension ability between the students taught using interactive approach and those taught without it. Then it can be concluded that “There is a significant difference between reading comprehension ability of the students who are taught using interactive approach and those who are taught without it”

In class B, as the experimental class taught by using interactive approach, the mean of the pre-test is 6.4167, while in class A, as the control class, the mean is 6.5286. In post-test, after the treatments in the experimental class were applied, the mean of the experiment class is 7.8182, and the mean of the control class is 7.3714. It shows that in experimental class, the reading comprehension's grades are getting increased from 6.4167 to 7.8182, so it increases for 1.4015 points. While in the control class, there was also increased mean score from 6.5286 to 7.3714, so it increases for 0.8428 points. But there is still the experimental class got the higher mean than control class ($1.4015 > 0.8428$). The higher mean score of experimental class over control class indicates that the interactive approach successfully improve the students reading comprehension skill which means by improving their ability in reading comprehension skills, the students are be able to increase their final score in the reading comprehension test.

By seeing the result of the discussion, the hypothesis is approved as interactive approach is a good method that allows the students mix between bottom up and top down model in one method and it can be the alternative solution for teaching reading comprehension.

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTIONS

The last chapter presents the conclusions, implications, and suggestions. This chapter is divided into three parts. The first is conclusion which is taken from the results of research; second, implications of the research; and the last is suggestions for the teacher, students, and future researchers as well.

A. Conclusion

First, based on the research findings and the discussion of the data in the previous chapter, the researcher proposes some conclusions in this chapter. The reading comprehension skill of the two groups of the students (who are taught using the interactive approach before the treatment is significantly different. Before the treatment (pre-test), the mean score of the experimental group is lower than the control class (i.e. $6.4167 < 6.5286$). Nevertheless, after the treatment is given to the experimental group there is a difference in the mean score. The mean score of the experimental group after the treatment is higher than the control class (i.e. $7.8182 > 7.3714$). It means that the treatment given has a positive influence on students' reading skill in the experimental class.

Second, the effect of the interactive approach on the reading comprehension skill in this research can also be seen from the mean of the gain score in the two groups. We can see that the mean of the gain score in the experimental group is higher than that of in the control group ($1.40 > 0.84$).

It proves that the interactive approach is more effective than the conventional method.

The last, There is a significant difference in reading comprehension ability between the students taught using interactive approach and those taught without using it. It was proved by the t-test result that t_o is 2.309 and t_t 5% is 2.000. The value of t_o is higher than the value of t_t in the significance of 5% ($2.309 > 2.000$) then the value of p or the level of significance is 0.024. It indicates that the scores have a very significance difference. Therefore, the null hypothesis of no treatment effect is rejected and the proposed hypothesis which states, “There is a significant difference between reading comprehension ability of the students who are taught using interactive approach and those who are taught without it” is accepted.

B. Implication

The researcher finds that by using interactive approach there is a significant difference between those who are taught with it and those who are taught without it. This approach can be one of the solutions to improve teaching reading comprehension.

This implication is concluded from the research finding. The research found that there is a significant difference on reading comprehension skill of the students who are taught using the interactive approach and those who are taught without it. Moreover, this research implies that the use of interactive approach is one way in teaching reading.

With regard to the conclusions, the research findings imply that the use of interactive approach can be use in teaching reading comprehension, so this technique can be one of the alternative techniques used by the teacher in teaching reading comprehension. Regarding this, it can be such a good alternative technique to be implemented in teaching and learning process in the class.

C. Suggestions

With regard to the above conclusion, the researcher proposes the following suggestions.

1. To the Students

Interactive approach as an interesting technique is expected to be a solution for the students to improve their reading comprehension ability in the English teaching and learning process.

2. To the Teachers

Interactive approach can be one alternative solution to teach reading English to create a new atmosphere at teaching reading class. This approach can be combined with other variations of techniques. The teacher also can develop this approach into further modification; therefore, it will enrich the teaching variation.

3. To Other Researchers

The researcher realizes that this research is far from being perfect. Therefore, the researcher suggests that other researchers who conduct similar

research can develop and apply this technique not only in the English teaching reading comprehension, but also all of English subject learning process, so this technique will be more various in use.

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