

Students' Reading Comprehension: Between The Effectiveness of Interactive Approach, Reading Habit and Self-Actualization

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Abstract --This study attempts to identify the effectiveness of conducting an interactive approach in improving the students' comprehension in reading instruction viewed from students' self-actualization and reading habit. The study was conducted at IAIN Kediri. The researcher used a treatment by applying interactive approach to the experimental class, while on the other hand grammar translation method is for the control class. Questionnaires on students' self actualization and reading habit were shared to 2 classes of Intensive Reading course. After applying the statistical computation, it can be concluded that the difference between the two means of scores is significant. After correlating post-test score and self-actualization score, the result shows that the better reading ability, the higher self-actualization of the students, this also occur for the correlation of reading comprehension and students' reading habit.

Keywords: *reading, interactive approach, self-actualization, reading habit*

I. INTRODUCTION

By reading, people can get information that is needed and they can broaden their horizons. Reading is an active, fluent process that involves the reader and the reading material in constructing the meaning (Anderson, 1999). Furthermore, meaning does not reside on the printed page, nor it is only in the head of the reader. It means that reading can be constructed by combining the words on the printed page with the reader's background knowledge and experiences. Consequently, the teaching of reading should involve activities which connect the ideas on the text to what students already know. The teaching of reading will not be successful if the students can only read words without understanding the message being read. Smith and Robinson argue that comprehension means understanding (Smith and Robinson, 1980).

It is found that most students at university level frequently find it hard to understand English texts though the text is simple. The difficulty is due to the students' linguistic deficiencies. The students often lack of vocabulary. Moreover, the students may be unfamiliar with grammatical structures. These deficiencies may lead students to inaccurate reading, which results in erroneous interpretation (Feuerstein & Miriam S, 1995). In addition, they frequently, in reading English texts, rely more on their language competency (bottom – up reading text) and less on activating their background knowledge (top-down reading text). Another difficulty may also be due to insufficient teaching of the ability in a structured way.

Eskey states that good readers are both good

decoders and good interpreters of text (Eskey, 1988). With respect to interactive approach, there are two approaches of reading that become the basic principle of interactive approach. The first one is *bottom-up processing*. This approach emphasizes developing basic ability, matching sounds to the letters, syllables and words in the text. The second one is *top-down processing*, which stresses on the reader's background knowledge to comprehend the text. Bottom-up is more appropriate to use with students in the basic level while top-down in the higher level (Elba, 2006). According to Stanovich (Carrel, 1990), interactive model of reading appear to provide a more accurate conceptualization of reading performance than strictly top-down or bottom-up models.

A recent research study conducted by Liu, et.al on teaching reading has shown that an interactive model is effective in improving students' reading comprehension due to the importance of both processes (Liu, 2007).

Psychological aspect also affects students in reading, i.e self-actualization. Self-actualization is the “desire to become more and more what one is, to become everything that one is capable of becoming” Maslow's message is that to achieve peak experience, people must move from self to other. Social justice, generativist, and transformative thinking and acting are all concepts that could be associated with the orientation. The fundamental idea is that people must move to a focus and concern for other people to achieve the highest level of human nature (A. Maslow, 1971).

Students' reading habit and their self actualization play an important role in the success of life as well as in studying. According to Sangkaeo (1999) reading habit is one of the keys in life succeeds. It refers to the behaviour, which expresses the likeness of reading and tastes of reading. The researcher finds that some English students are really reluctant to read English textbook. They tend to read handout given by the lecturers. In this preliminary research, researcher reveals the fact that some third semester students have no a member card of library yet for they never borrow the book from library. This bring to the questions, how do they study so far in order to fulfill their necessity in a term of academic achievement?

Song in 2007 investigated the effect of teaching reading with an interactive approach on the comprehension achievement of Korean university students. It showed that writing dialogue journals improved students' comprehension more than answering comprehension questions, supporting adoption of the interactive approach in EFL reading courses. Aghata Gifty Larson and M. Owusu-Acheaw in 2014 assessed the reading habits among students and their effects on their academic performance. The study confirmed that reading habit has influence on academic performance and there is a relationship between reading habit and academic performance. The study recommended among others that

lecturers should be advised to stop providing handouts to students but rather encourage them to use the library.

Based on the background of study, the research problems can be formulated as follow; (a) Do the students who are taught using interactive approach have better reading comprehension than those taught using grammar translation method? (b) Do the students have high self-actualization have better reading comprehension? (c) Do the students have high reading habit have better reading comprehension? (d) Is there any significant interaction between the teaching learning methods, reading habit and students' self-actualization to reading achievement?

Reading Comprehension

It is commonly believed that comprehension is the primary objective of reading. Without comprehension, reading would be empty and meaningless (Casper, Catton, and Westfall, 1998). Ruddel defines comprehension as a process in which a reader constructs meaning, while, or after, interacting with text through the combination of prior knowledge and previous experience, information in text, the stance she or he takes in relationship to the text, and immediate, remembered, or anticipated social interactions and communication (Ruddel R B & H. Singer, 1994). In general concept, Rumelhart says that reading involves the readers, the text, and the interaction between the readers and the text (Aebersold and Field, 1997).

Interactive Approach Concept

The term *interactive* may take on a number of meanings and conceptions for reading researchers. Grabe emphasizes two conceptions of interactive approaches. The first relates to the interaction that occurs between the reader and the text. This suggests that meaning does not simply reside in the text itself but that as readers interact with the text of their own. Background knowledge facilitates the task of comprehending. The second conception of interactive approaches relate to the interaction between bottom-up and top-down processes. The word 'interactive' in this study refers not to the interaction between the reader and the text, but to the interaction between bottoms -up and top-down.

The first essential component of interactive approach is based on bottom-up approach. This approach was influenced by the behaviorist psychology of the 1950s, which claimed learning was based upon "habit formation, brought about by the repeated association of a stimulus with a response" (Omaggio, M.A, 1993).

Regarding to bottom-up approach, Segalowitz, Poulsen & Komoda point out that this approach consists of: word recognition and include recognition of letter features, letter identification, the generation of grapheme-phoneme correspondences, utilization of orthographic redundancies such as regularities in letter sequences, the association of words to their semantic representations, possibly the identification of basic syntactic structure within the portion of text currently being read, and with the generation of propositional units (Anderson, 1999).

Second approach- top-down approach- gives benefit to the interactive approach in terms of developing the readers' background knowledge so that the readers can interpret the text by making prediction, relating the texts to readers' knowledge.

These new cognitive and top-down processing approaches revolutionized the conception of the way students learn to read. (Smith, 1994). In this view, reading is not just extracting meaning from a text but a process of connecting information in the text with the knowledge the reader brings to the act of reading. Reading, in this sense, is "a dialogue

between the reader and the text" (Grabe, 1988). It is seen as an active cognitive process in which the reader's background knowledge plays a key role in the creation of meaning.

The simple idea behind the *Interactive approach* is that one can take useful ideas from a bottom-up perspective and combine them with key ideas from top-down view. Thus, word recognition needs to be fast and efficient, but background knowledge is a major contributor to text understanding, as is inference and predicting that will come next in the text (Grabe and Stroller, 2002).

Self-actualization

Self-actualization is reached when all needs are fulfilled, in particular the highest need. Because of the positive feedback, self-actualization is not a fixed state, but a process of development which does not end. The word derives from the idea that each individual has a lot of hidden potentialities: talents or competences he or she could develop, but which have as yet not come to the surface. Self-actualization signifies that these potentialities of the self are made actual, are actualized in a continuing process of unfolding. According to Maslow, self-actualization corresponds to ultimate psychological health. On the psychological level, diseases correspond to neuroses due to the frustration of one of the basic needs.

An interesting case is the situation where all the lower level needs have been satisfied, but the highest need, self-actualization, has not. In that case you have a person who apparently has everything to be happy: a comfortable and safe environment, a loving family, friendship and respect from peers, a sense of personal achievement (Maslow, 1971). Therefore it is important to study his observations in detail, and to try to correlate them with theoretical explanations.

Reading Habit

Reading habit refers to the behaviour, which expresses the likeness of reading and tastes of reading. It is a way of how the reader organizes his or her reading. Similarly, Iftanti identifies reading habits, as how often, how much, and what the readers read. Researchers in the past have devoted efforts to examining learners' reading habits (Iftanti, 2012).

A good reading habit is important for the development of personalities and mental capacities. This habit is necessary for a healthy intellectual growth and plays a very crucial role in enabling a person to achieve language proficiency (Fredricka L. Stoller, 2011).

Accordingly, good reading habits in English of the EFL students are defined as a repeated desired reading behavior that becomes the second nature of the EFL students (Iftanti, 2012). A good reading habit is indicated by fluency, automaticity, accuracy, highly enjoyable reading practices, vast amount of reading, good proficiency in English (Renandya 2007 in Iftanti 2012). On the other hand, poor reading habits can be classified as poor mental habits identified as passive reading, purposeless reading, and regressing.

II. METHOD

To find out the effectiveness of interactive approach, the design used in this research is a quasi-experimental design. This design is used because the treatment is not random assignment of participants to groups (Creswell, 2008). The groups from second semester are divided into experimental (interactive approach) and control groups (GTM) with pre-test and post-test to identify the effectiveness of the treatment.

The control group is taught without using the interactive approach (using the grammar translation method or GTM). Grammar translation is a way of studying a language that approaches the language first through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and texts into and out the target language. (Richards & Rodgers, 1986) This method emphasizes on reading and writing skill. During the treatment, the experimental group and control group are also asked to fill the questionnaire in self-actualization and reading habit. To obtain the students data on reading comprehension the researcher used reading comprehension test as the instrument. The test is 50 multiple choice items (Alderson, 2000).

The second data is gained from the questionnaires. The questionnaires were given to know the level of students' self-actualization and reading habit. It was given to both experimental group and control group to know whether there is an interaction between interactive approach, students' self-actualization and reading habit among students.

Meanwhile, the correlation coefficient value (r) is from the two variables. Those variables are variable X that is students' self-actualization and variable Y is students' reading comprehension score. The analysis is also used to measure the correlation between the students' reading habit and students comprehension score.

III. FINDINGS AND DISCUSSION

A. FINDINGS

Distribution presented is the average, standard deviation, and minimum value, maximum value, includes data from the pre-test and post-test (control class), pre-test and posttest (experimental class), and the result of self-actualization and reading habit questionnaire.

Table 1. Score of Pretest and Post-test Experimental and control group in reading.

Variable		Mean	SD	The lowest-highest score
Experiment	Pre-test	54,97	9,232	38-76
	Post-test	80,09	7,278	70-96
Control	Pre-test	55,29	7,578	40-68
	Post-test	77,35	6,963	65-90

The table above shows the mean of experiment group pretest is 54,97, with a standard deviation of 9,232. The lowest individual pre-test score is 38 and highest is 76. Meanwhile, the mean of experiment group post-test score is 80,09, with a standard deviation of 7,278.

On the other hand, the mean of control group pre-test is 55,29, with a standard deviation of 7,578. Meanwhile, the mean of control group post-test score is 77,35, with a standard deviation of 6,963, the lowest individual post test score is 65 and the 90.

The Results of T-test for Reading Comprehension

The post-test score is depicted for the purpose of comparing the score obtained from both experimental and control classes. The comparison of the result from both classes is aimed at identifying the effect of the treatment of interactive approach to the experimental class meanwhile; the statistical technique of t-test is used to find out a significant

difference between the scores gained by both classes in line with the influence of the treatment for experimental class.

The Test of Different Mean (T-test)

To know whether the difference between the two means is significant or not, the researcher should obtain the significant value of 2-tailed, independent sample t-test. This 2-tailed significant value is then compared with the value of alpha 0.05, if the significant values is 0.05 or less, reject the null hypothesis, if it is bigger than 0.05, the null hypothesis can be accepted.

Table 2. The analysis of t-test between control group and experiment post-test score.

Independent Samples Test									
	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
ni la i								Lower	Upper
Equal vari	5,105	,027	2,425	67	,018	3,71429	1,53176	,65689	6,77169
ance s									
assu									
med									
Equal vari			2,416	62,164	,019	3,71429	1,53741	,64121	6,78736
ance s not									
assu									
med									

Based on the statistical computation, it is known that the mean of posttest in the experiment group is 80,09, while the control group is 77,35, it means that there is difference between the two means. And the significant value (2-tailed) is 0,018, so it is lower than α 0.05, so **Ho is rejected** and **Hi is accepted**, the results reveal that there is significant difference between post-test score obtained by experiment group and control group.

The Correlation Between Reading Comprehension, Reading Habit And Self-Actualization

Table 3. The correlation among three variables of experimental group

Correlations				
		reding habit	self act	reading comp
reding habit	Pearson Correlation	1	,206	,132
	Sig. (2-tailed)		,235	,449
	N	35	35	35
self act	Pearson Correlation	,206	1	,621**
	Sig. (2-tailed)	,235		,000
	N	35	35	35
reading comp	Pearson Correlation	,132	,621**	1
	Sig. (2-tailed)	,449	,000	
	N	35	35	35

** . Correlation is significant at the 0.01 level (2-tailed).

From the output, the score of Pearson correlation between post-test score and self-actualization score of experiment group is 0,621. Based on the criteria of correlation, this value is considered as enough correlation. And the correlation is significant at the 0.01 level (2-tailed), so it can be concluded that the correlation between post-test score of experimental group and self-actualization is enough. Unfortunately, the correlation between post-test score and reading habit score of experiment group is 0,132. It means that the correaltion between students’ reading comprehension and students reading habit is in low correlation.

Table 4. The correlation among three variables of control group

Correlations				
		reding habit	self act	reading comp

		reding habit	self act	reading comp
reding habit	Pearson Correlation	1	,672**	,694**
	Sig. (2-tailed)		,000	,000
	N	35	35	35
self act	Pearson Correlation	,672**	1	,845**
	Sig. (2-tailed)	,000		,000
	N	35	35	35
reading comp	Pearson Correlation	,694**	,845**	1
	Sig. (2-tailed)	,000	,000	
	N	35	35	35

** . Correlation is significant at the 0.01 level (2-tailed).

The score of Pearson correlation between post-test score and self-actualization score of control group is 0,845. And the correlation is significant at the 0.01 level (2-tailed), so it can be concluded that the correlation between post-test score of control group and self-actualization is high. Furthermore, the correlation between post-test score and reading habit score of control group is 0,694, and it is considered as enough correlation.

B. DISCUSSION

The Application of Interactive Approach in Teaching Reading Comprehension

Based on the data obtained from the result of comparative analysis of the posttest score of the two group, the mean is different. The difference is significant, and the progress of the score is quite significant as it is also supported by the improvement of the mean obtained by the experimental group from pretest and posttest scores in which the mean of the pretest score is 54,97whereas the mean of the post test score is 80,09. It shows that there are variances between the student’s starting skill and the student’s achievement after getting the treatment. This result supports the earlier researches done by Liu, et.al (2007) and song (2007).

Based on interactive activities, the students become accustomed to process the text actively, in order to become efficient readers, the students need to employ both the lower-level bottom up strategies and top-down strategies. The student needs to read interactively with the bottom-up and top down strategies functioning harmoniously as suggested by Rumelhart. This is also supported by Nuttal (Brown, 2001).

The Correlation between Student Reading Skill, Student’s reading habit and self-Actualization

The students who have high self-actualization have better reading skill than those having low one. the students having high self-actualization referred to individual’s desire to become the best that they are able to - that is to develop all the abilities and talents that they possess to their fullest potential. The students having high self-actualization are strongly characterized with awareness, spontaneity, the capability of free choice among the ego-states, uncensored and authentic feelings, and high knowledge to improve,

recognize and realize oneself, especially in reading skill. In this case, what they want to be, they must be.

So, the students who have high self-actualization have better reading skill. This conclusion occur in both experimental and control group. For, the correlation between self actualization and reading comprehension are high or positive correlation. On the other hand, the students' reading comprehension of experimental group have such a very low correlation with the students' reading habit. It can be summed up that there is little interaction between students reading habit and interactive approach. Yet, the interactive approach can improve students reading comprehension effectively.

Meanwhile the students of control group who have good reading habit, have higher score in comprehension. The correlation is very high. In addition, the score of students' reading comprehension for control group is not too lower than experimental. Thus, their reading habit is one of the factors - besides self actualization- in improving the students' reading comprehension. This is new phenomena, when we believe that those who likes to read must have good ability in comprehending. By then, the application of interctive approach is effective eventhough the students have low reading habit.

The Interaction between Interactive Approach, Reading habit and Students self-Actualization

Interactive approach demands students to actively use their background knowledge applied to rading. On the other hand, interactive approach makes the students try hard to know the meaning of the passage from the context. Interactive approach let students enjoy to use their potential in reading rather than they get meaning of text from the teacher. Therefore, interactive approach is more effective than GTM for the students who have high self-actualization. And interactive approach is still effective for the students who have low reading habit.

Based upon the above explanation between methods of interactive approach and GTM and self-actualization, it can be summed up that interactive approach is more effective to teach reading for students having high self-actualization. GTM has good impact applied for the students who have high reading habit. Therefore, there is an interaction between teaching methods and students's self-actualization in teaching reading. And, little interaction between interactive approach and students' reading habit.

IV. CONCLUSION

The findings of this study indicate that interactive approach is more effective for reading instruction for second semester of experiment group than the control group. The use of interactive approach makes students develop their ability in reading comprehension. They regard it very helpful for them in term of developing their reading comprehension.

The students having high self-actualization have better reading skill than those having low self-actualization for the second semester students of IAIN Kediri. The students have low reading habit, yet their reading comprehension is still high due to the application interactive approach. Meanwhile the students have high reading habit also have high score reading comprehension with the application of GTM.

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