

# **IMPROVING STUDENTS' ABILITY IN READING COMPREHENSION THROUGH THE INTERACTIVE COMPENSATORY MODEL**

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## **ABSTRACT**

This research aimed at improving the students' reading comprehension of the first grade at Wahdah Islamiyah Makassar junior high school, which contains 25 students used a learning model called the interactive compensatory model. This research used Classroom Action Research (CAR) with two cycles. Each cycle consists of steps to planning, acting, observing, and reflecting. The data had collected by the form of quantitative and qualitative data. Quantitative data obtained by analyzing the observation checklist result, while quantitative data obtained through score processing used a particular formula. This research's findings proved that applied the instructional model called the interactive compensatory model successfully improved students' learning abilities, especially in reading comprehension. The test results in the first cycle, was 1,660 or 66,4% and increased to 2,120 or 84,8%. In the first cycle, 14 students (56%) out of 25 students got the point under the minimum standard score (KKM), while those who reached the minimum standard (KKM) score were only 44%. However, after being given treatment in the second cycle, it was seen that 100% of the students exceed the minimum standard (KKM) score. The observation checklist results showed that students' participation in the first Cycle increased in the second cycle. They became more active and dared to expressed their opinion.

**Keywords:** Reading comprehension, classroom action research, students, English teacher

## **INTRODUCTION**

The students' success in the English subject depends on their ability to read and understand the context. Reading activity is a tool used in the learning process and convey learning objectives. The learning process in question is related to the process of introducing vocabulary, knowledge of grammar and syntax, how to ask questions and trigger imagination.

Reading activity is an activity that must be pursued in order to understand the meaning of the text. there are many students who have engaged in reading activities, but it is likely that

just a few of them have a good understanding of the reading process or understand the text that has been read.

In reading, someone tries to combine many cognitive processes working together at the same time. According to Dalman (2013: 3), reading is an act or a method to look for information on a text. He added a complex physic activity that implicates imaging, observing, and recall connecting to the reader's prior knowledge.

Reading became crucial in the language curriculum that was applied at this moment. However, the students frequently found some problems when they were reading, especially in comprehending the text. One of English teachers at SMP IT Wahdah Islamiyah Makassar said that students did not have a significant result in reading and comprehension. The students just focused on point or score oriented even though students' score remained under the minimum standard score. On learning process, they have some difficulties when tried to find out the main ideas from each paragraph. Therefore, the students felt bored in the class. Consequently, the students did not interest and low motivation to learn in the class. Thus, the result was the students did not act or just kept silent during the teaching process till the lesson end. The students' average score was 60 or 65, while the minimum standard score was 75. It implied low score category.

The causes of those problems are the teachers rarely improve their ability to comprehend the text and lack variation to deliver the material. In this case, the teaching model and the absence of the media on the reading process. Learning systems had applied at the school only presented materials and literature to the students for a long time. The teacher also explained the reading materials without noticed how students understand the text's meaning in context. The teacher perceives that reading ability developed as a natural process as long as the students know the meaning of the text's words. This argument was contradictory to Rapp (2007). Vocabulary mastery did not help students understand a text; however, students need to learn about techniques and strategies to understand the text. The teachers were doing the process in a conventional style. The teacher only read the text, completed it, and answered the passage's questions together, and the teacher did not give treatment to improve their knowledge. According to the issues, the teacher requested the researcher to apply a teaching reading model, which will enhance students' ability in reading comprehension.

The teacher should give an alternative to making various and better conditions in the learning process. The teachers need a new model to make students feel comfortable comprehending reading materials and completing the task. Teachers' learning media in teaching should be based on students' mental abilities to achieve the learning goals.

The researcher attempted to propose the term "The Interactive Compensatory Model" in the reading learning process. According to Ekawati (2010), a model or design consists of the abstract pattern and procedure or systematic steps in organizing learning experience to reach learning goals. Some theories developed by some views based on the root of main arguments in teaching reading, such as the reading approach concept, both the Part-Centered Skills Approach and the reading approach Socio-Psycholinguistic Approach in English Subject junior high school.

The researcher discussed the literature review, which deals with previous related research findings and pertinent ideas. Many researchers reported students' achievement in learning reading comprehension to be more effective. For more detailed information, the explanations as follows:

Ekawati (2010) found that the interactive compensatory model positively and significantly affected students' reading comprehension ability based on validation testing on three school categories: Top School, medium, and low. The Interactive Compensatory Model is more effective than the conventional learning model.

Carol (2009), in his book "*Reading in a Second Language*." This model predicts that increasing reading skills will lead to less dependence on context facilitation. The model argues that all processes in reading have the potential to be supported interactively.

The interactive compensatory model's conclusion significantly improved the students' reading comprehension ability from some related findings above. To improve students' reading comprehension ability not only on their skill of comprehending but also on their experience and prior knowledge related to what they had read.

This research has a difference from the previous findings above. In this research, the researcher applied how the students can learn English as a foreign language, especially in reading comprehension quickly. Students are accustomed to forming their knowledge to understand the text in the interactive compensatory model even though they are limited in vocabulary mastery. Also, teaching materials and practical learning situations are essential for the success of this model.

The students' daily life at school did not separate from religious orientation. For instance, teaching materials or reading materials delivered synonymous and correlate with Islamic values. The researcher was expected that students' ability in reading comprehension would be better. It is caused by using the Interactive Compensatory Model makes the students easy to understand the paragraph and find out the main idea and other information. According to Bahri & Zain (2010), media is a learning resource, and it means media can be purpose as a human,

thing, or event that can make students gain knowledge and skill. So, they will be able to solve the problem in their life.

In the learning process, sometimes just to point oriented. Teachers rarely develop reading skills because, according to perception, these abilities were naturally processing. According to Winograd and Greenlee (1986), "Teachers were spending too much time to managed children through materials by assigning them activities and asking questions and too little time engaged in the kind of teaching that will help them become independent readers."

Based on the competencies standard and essential competencies recommended by the government, English learning in junior high school also refers to the ability of students to grasp contextual meanings related to social functions, text structure, and literacy elements of descriptive texts and to find the main idea in short and simple texts. Therefore, to achieve this goal, students must understand the contents of the reading text.

In the classroom, the students had difficulties understanding the meaning of the text and could not answer questions. Students were confused about finding answers when it came out of the text as a whole or about literal comprehension.

Teachers need a learning model that will help teachers explore students' reading ability. By applying this learning model, students can cultivate cognitive processes in themselves. Torgesen (2000) states that reading comprehension is a process that involves cognitive and affective processes.

To solve the problems above, the teacher needs to use a teaching model. Using the interactive compensatory model, students involved in complex intellectual processes; besides, they understood the meaning of words and thought about verbal concepts. According to Rubin (1982), the reading process will take place in a two-way concentration on the reader's mind simultaneously. Because in reading activities, readers will respond actively and express written sounds and the author's language. The readers must also show the meaning in the text or the purpose that the writer wants to convey through the passage he reads.

## **RESEARCH METHOD**

In this research, the researcher used the CAR principles to collect the data. The researcher conducted two cycles. In the first cycle, the researcher collected data in the form of scores on students' worksheets and recorded student activity levels. Whereas in the second cycle, the researcher did the same thing, and by giving treatments, the students' grades had increased, and their participation rates also changed, so the research stopped. Phillips & Carr (2010) stated

that the classroom action research is a part of various kinds of action research out of some other themes like participatory research, critical action research, and action learning.

In this research, the cycles stopped after the criterion of success had been achieved. Achievement in this research used the indicator based on the Standard Minimum Score (KKM) from the school. The minimum score criteria completeness was 80. If 75 % of the students get the school's KKM standard score, they get excellent responses to using the interactive compensatory model in teaching reading; this research stopped and considered successful.

## **FINDINGS AND DISCUSSION**

### **Increasing Students' Literal Reading Comprehension through the Interactive Compensation Model.**

This research found that students' scores was increased, and they became active than before. The initial test results in cycle one were 1,660 or 66.4%, and the average increased to 2,120 or 84.8%.

At this time, there are many students' have difficulties in understanding reading. This difficulty occurs because the reading process is only value-oriented. Westwood (2008: 32) explained that a reader was categorized as a good reader if they can use cognitive and metacognitive skills.

In the second cycle, the researcher was applied a way to master the text to increase students' scores. Students learned to find each paragraph's main idea and not only those related to the questions provided. Thus, students become better at understanding the flow and the purpose of the text content.

The results of the research above showed a significant increase. Zaidah (2011), in her *Humanity Journal "Critical Review of Reading Model and Theories in First and Second Languages,"* said that since they (Rummelhart,1990) and (Stanovich,1980) combined characteristics of both top-down and bottom-up model. Readers are to play an active role in reading because they constantly hypothesize about the text's meaning. They can use their orthographic, syntactic, semantic, and lexical knowledge.

These excellent results indicated that the learning model of The Interactive Compensatory Model has a good effect, make it suitable for teaching in the scope of junior high schools and senior high schools. Students dare to take advantage of every potential they have during learning. Not only how to read the text and then answer questions according to the text, but it is more courageous when the teacher asked about information that was broader and not

included in the text. Besides reached a good score, students learned about attitude—the Attitude about how to respond if the question or command leads to students.

This research was limited to how students able to understand reading in a literal context. Because reading lessons in Junior High School are still focused on making students have discourse competence. Hopefully, by this understanding of literacy, students have an affected skill for people's lives. Literacy skills are the essential capital to analyzed and synthesize information. Bernhart (1991: 154) said that the involvement of text, readers, and social contexts in interaction and the socio-cognitive process is the definition of reading.

The interactive Compensatory Model had applied successfully involved all elements in the reading process, including students' experiences. Students read what the author presented from the text and tried to remember and then write down and express them.

The basic competence of the reading learning process was achieved in junior high school. Students can find every main idea in each paragraph to present information about social functions, text structure, and linguistic elements in oral descriptive texts. The reading technique is needed to make it easier for students to organize their thoughts and synchronize their initial understanding and the meaning of the reading.

The reading and communication processes occur during the learning process and involve accuracy, details, and perceptions to identify letters, words, and other language units. So, it did not rely entirely on initial understanding, but students' attention directed to the words and parts of speech, and new meanings arise in their reading process.

### **The Application of Interactive Compensation Model in Improving Reading Comprehension**

The learning process created a teacher not only as a supplier or provider of the information and provides new abilities to students, but teachers must determine the type of information and analyze what students' abilities should have so the new knowledge to help them and solve problems in life will come.

Students' motivation throughout the learning process is a need. Students learned to read not only how to get scores above the standard Minimum Score (KKM) but how to become more active in the learning process. With prior knowledge, the class's reading process was undoubtedly very close to the interactive process, and exchanged information continued during the learning process.

In reading comprehension learning, students should be able to use all the skills they have. This statement was in line with Westwood (2008), who read ted and all cognitive skills are

good readers. Torgesen (2000) also states that the cognitive and affective processes of reading are involved.

The observation checklist showed us the average “very active” category during learning with the first cycle's interactive compensatory model. There was only 16%. Then it had increased to 49% in the second cycle. Likewise, in the first cycle, the "not active” category percentage was 84%, and the second cycle decreased significantly, the remaining 12%. The decrease indicated that the interactive model's application successfully improved students' reading comprehension skills.

The discussion above concluded that improving students' reading comprehension ability is very suitable for implementing the interactive compensatory model.

## **CONCLUSION**

The Interactive Compensatory Model fit a positive and significant effect in improving students' literal reading of junior high school students. The research findings showed the cycle's achievement, how the second cycle increased, and significantly. Half of the students scored below the Minimum standard (KKM) score in the first cycle, namely 14 students out of 25 students or as many as 56%, who reached the Minimum standard (KKM) score. However, according to the first cycle, reflection had been repaired, in the second cycle, it is seen that 100% of the students exceed the Minimum standard (KKM) score, and all categories had been completed.

The implementation of the interactive Compensatory model had proved to make students more active in learning. To find main ideas and strange words, students use every medium to support the learning process, like reading techniques, reviewing and marking certain words or phrases. After the literacy process, they were followed by the communicating process. The result of the interactive compensatory model implementation was created by the students very enthusiastic and is evidenced by the level of students' participation in each cycle. The first cycle was only 16%, and it became 49% in the second cycle. This point indicates had increased. The “active” participation category also increased by 1% because it had changed from 24% to 26%.

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