

**THE EFFECT OF READER RESPONSE STRATEGY
AND STUDENTS' READING INTEREST TOWARD STUDENTS' READING
COMPREHENSION OF NARRATIVE TEXT AT GRADE X SMAN 2 KOTA
BENGKULU**

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Abstract: Teaching strategy and students' reading interest influence students' reading comprehension. Reader response strategy can be used as a variation of teaching strategy in teaching reading comprehension. The aim of the research were 1) to find out whether reader response strategy gave significantly effect in reading comprehension of narrative text than those who were taught by small group discussion at grade X of SMA Negeri 2 Bengkulu or not, 2) to find out whether there was an interaction between teaching strategies (reader response strategy and small group discussion) and students' reading interest toward students' reading comprehension of narrative text at grade X of SMA Negeri 2 Bengkulu or not, 3) to find out whether the students with high reading interest who were taught by using reader response strategy got significantly higher result in reading comprehension of narrative text than those who were taught by small group discussion at grade X of SMA Negeri 2 Bengkulu or not, and 4) to find out whether the students with low reading interest who were taught by using reader response strategy got significantly higher result in reading comprehension of narrative text than those who were taught by small group discussion at grade X of SMA Negeri 2 Bengkulu or not. This research was an experimental research with factorial design 2x2. It was conducted at SMAN 2 Kota Bengkulu. The population of this research was all students at X science grade of SMAN 2 Kota Bengkulu which consisted of 6 classes. By using cluster random sampling, class X IPA A was selected as the experimental group and class X IPA D as the control group. To collect the data, reading interest questionnaire and reading comprehension test were used. T-test analysis and two way Anova analysis were used in analyzing the data. The results showed that: 1) reader response strategy gave significant effect toward students' reading comprehension compared to small group discussion, 2) there was no interaction between reader response strategy and small group discussion and students' reading interest towards students' reading comprehension, 3) students with high reading interest who were taught by reader response strategy had significant result in reading comprehension than students who were taught by small group discussion, and 4) the students with low reading interest who were taught by reader response strategy had significant result in reading comprehension than students who were taught by small group discussion.

Keywords: reader response strategy, reading interest, students' reading comprehension of narrative text.

INTRODUCTION

Reading is one of the English skills that should be mastered by students. According to Debat (2006, p.25), reading is a crucial skill for students of English whether it is as a second language or a foreign language. By reading, the students can get much information to enlarge their knowledge. When students read many texts and comprehend them well, they can get some benefits of reading and get enjoyment. Thus, by having the ability to read, students will be able to improve their knowledge and have a great deal of advantages in their daily life. To be successful readers, the students should comprehend the text they read very well. When they have a good competence in reading English, it will help them to obtain and enrich their knowledge. In short, reading skill is one of the English skill that must be learned and mastered by the students in order to enlarge their knowledge.

However, some students get difficulty in comprehending the text in reading. It was happened to the tenth grade students at SMAN 2 Kota Bengkulu. Based on the preliminary

data obtained on August 2013, it was found that the students faced difficulties in comprehending texts. According to the English teacher, students who had low interest toward reading activity would consider reading activities as a burden or compulsion from the teacher, they would not get the advantage of reading for themselves. They read without any planning and tried to catch the idea conveyed. In addition, they also got difficulties in understanding the message in each paragraph or the whole text because they had lack of vocabulary. They just read the text without knowing the meaning of the word. Furthermore, based on an interview with some students, it was found that most of them considered reading activities on English subject as a less interest activity as they had to figure out so many difficult words on the text that they did not know and also had to answer complicated comprehension questions.

Besides, based on the observation at SMA N 2 Kota Bengkulu, it was found that the teacher only used small group discussion. In applying small group discussion, the

teacher divided the students into small groups, gave a text and asked the students to answer the question of the text. The students who had good comprehension in reading said that this activity was effective strategy. Nevertheless, the students who had lack comprehension in reading said that this strategy was difficult to be applied.

In teaching and learning process of reading, interest influence reading comprehension. As Syah (2007, p.151) indicates "Interest as the high tendency or desire towards something". This tendency or desire can drive person to achieve the target and it is usually satisfying. He also emphasize that when a person has an interest toward something, he will show a tendency to behave positively and change. Moreover, reading interest is an important factor of the students to success in learning reading. Wade (1999, p.4) says that human reading interest is the effort to satisfy the needs by reading. In short, it is very important for students to have interest in reading and enjoy the books that they read.

In relation to the students' reading interest, most of the students did not pay attention to the teachers in

teaching reading. In addition, when the teachers asked the students to read texts and answer the question related to the texts, most of them did not accomplish the task. In learning reading English text, the students had different reading interest. Some of the students had high reading interest and the rest had low reading interest. Based on the research's observation, some of them had low reading interest and did not want to read a text.

To solve that problem, the teacher should use appropriate strategy in teaching reading. Long and Richard (1987, p.73) state that strategy is an important component in education and instruction process. Westwood (2008, p.4) believes "Strategy as a most powerful way to solve students' difficulties to read, write, and spell". It means that a good strategy can increase the students' achievement in reading, writing, and speaking. In addition, a good teaching strategy can motivate students to learn and make them focus in the process of learning (Wang, 2007, p.2).

There are many types of learning strategy in teaching reading. One of them is reader response strategy. Reader response strategy is one of strategy in

teaching reading which is given many options to the reader how to respond to a text (Rosenblatt, 1987, p.79). The reader response focuses on reading experience personally, enables the reader to live through what he is reading and engages in the reading experience, which allows him to connect the familiar experience in his own life.

According to Beach and Marshall (1991, p.28), reader response consists of seven steps, namely: engaging, describing, conceiving, explaining, connecting, interpreting, and judging. Every step can be applied by the reader in comprehending the text. Reader response also helps the reader to comprehend the text easily because the steps used in reader response guide the reader to comprehend the text from the small thing to the complicated one. Therefore, the students always practice every step of reader response in order to get enjoyment and fun. It automatically encourages their interest in reading. It can be assumed that by applying reader response strategy in reading class can encourage students' reading comprehension and improve their interest in reading.

Based on those explanations, the aim of the research were 1) to find out

whether reader response strategy gave a significant effect in reading comprehension of narrative text than those who were taught by small group discussion at grade X of SMA Negeri 2 Bengkulu or not, 2) to find out whether there was an interaction between teaching strategies (reader response strategy and small group discussion) and students' reading interest toward students' reading comprehension of narrative text at grade X of SMA Negeri 2 Bengkulu or not, 3) to find out whether the students with high reading interest who were taught by using reader response strategy got significantly higher results in reading comprehension of narrative text than those who were taught by small group discussion at grade X of SMA Negeri 2 Bengkulu or not, and 4) to find out whether the students with low reading interest who were taught by using reader response strategy got significantly higher results in reading comprehension of narrative text than those who were taught by small group discussion at grade X of SMA Negeri 2 Bengkulu or not.

METHODOLOGY

This study was an experimental study. In this experimental study, there were two groups involved: control and experimental groups which were given different treatment in doing the research.

The experimental group was treated by using reader response strategy while the control group was taught by using small group discussion which is commonly used by the teacher. This research also had moderate variable that was reading interest. Consequently, this research used factorial 2x2 design.

The population of this research was all the grade X IPA of SMAN 2 Kota Bengkulu in academic year of 2013/2014. There were six classes which consisted of 184 students. Then, the samples were chosen by using cluster random sampling strategy. As a result, X IPA A class was chosen as the experimental group and X IPA D class was chosen as the control group.

Furthermore, there were two instruments that were used in this research, namely reading comprehension test and reading interest questionnaire. The reading comprehension test was used to

measure the students' comprehension in reading. In this case written test in the form of multiple-choice test consisted of 50 questions from 12 texts was used. The test was constructed based on the tenth English syllabus. While students' reading interest questionnaire was used to know the students' interest in reading. The 50 items of questionnaire were made based on the Chapman's theory that included all of the criteria of measuring students engagement and interest, namely cognitive, affective, and behavioral aspects of the task engagement (Chapman, 2003, p.164).

The data were analyzed statistically to identify the significant difference of the reading comprehension of experimental group and that of the control group. After the data had been collected, the normality testing, the homogeneity testing, and hypotheses testing were analyzed. Hypotheses 1, 3, and 4 were analyzed by using t-test and hypothesis 2 was analyzed by using two ways ANOVA.

RESULTS AND DISCUSSION

There were two sets of data to be described in this research; the result of questionnaire and the students' answer in a test. Based on the statistical

analysis of the hypothesis testing, the finding of the research can be explained as follows. 1) The result of the first hypothesis showed that the result of reading comprehension t-test for both groups (experimental and control groups) was 3.374 and t_{table} was 1.697. It meant that the students' score in reading comprehension test which was taught through reader response strategy was significantly higher than the score of students' reading comprehension test which was taught through small group discussion. The result of students' reading comprehension of experimental and control group can be seen in table 1.

Tabel 1
Summary of Students' Reading
Comprehension of Experimental and
Control Groups

Strategy	$t_{observed}$	t_{table}
Reader Response Strategy	3.374	1.697

From the data above, it could be concluded that $t_{observed} > t_{table}$. It meant that the students who were taught by using reader response strategy got significant higher result in reading comprehension than those who were taught by using small group discussion.

Based on the result of the first hypothesis, it was found that the mean score of students' reading

comprehension in experimental group taught by reader response strategy was higher than the mean score of students' reading comprehension in experimental group taught by small group discussion. It indicated that reader response strategy gave significant effect toward students' reading comprehension. It was caused by the strategy used by researcher that focused on students' activeness. As Wang (2007, p.2) states that a good teaching strategy can motivate students and make them focus in the process of learning. It meant that reader response strategy could encourage students' reading comprehension. This finding was in line with the findings of research which was conducted by Beach and Marshall (1991) who found that the score of students which were taught by using reader response strategy showed the progress of students' reading comprehension. In brief, reader response strategy helped students to foster the comprehension so that students understood what the text written.

Reader response strategy gave more opportunity for the students to share their idea on personalising to answer the question of reading. Students were trained to share the ideas

and enable to live through what they read. In contrast, students in control group that were taught by small group discussion were not able to share their ideas personally because the teacher divided a class into small group and took one as the leader of the group to answer the questions. This strategy made the students bored and frustrated in learning reading comprehension. It could be concluded that students who were taught by reader response strategy had better reading comprehension of narrative text than those who were taught by using small group discussion.

2) The result of the second hypothesis showed that $F_{\text{observed}} = 0.040$. It was smaller than $F_{\text{table}} = 4.171$. It meant that there was no interaction between both teaching strategies and students' reading interest toward students' reading comprehension of narrative text. The result of Anova two ways can be seen in table 2.

Table 2
Result of ANOVA Two Ways

Sum of Variation	Sum of Square	DK	Prediction	F_{observed}	F_{table}
Row	2756.25	1	2756.25	0.405	4.171
Column	1406.25	1	1406.25	0.206	4.171
Interaction	272.25	1	272.25	0.040	4.171
Within Cell	217705.81	32	6803.30		

In addition, there were differences between students' reading comprehension score in experimental and control groups. The average score of students' reading comprehension with high reading interest taught by using reader response strategy was 115.55, while the average score of students' reading comprehension with high reading interest taught by using small group discussion was 122.55. The average score of students' reading comprehension with low reading interest which were taught through reader response strategy was 94, while the average score of students' reading comprehension with low reading interest who were taught through small group discussion was 88.33. The data from both groups showed that the students with high reading interest got higher score than students with low reading interest. The data above can be also seen in table 3.

Table 3.
The Interaction Between Teaching Strategies and Students' Reading Interest

Teaching Strategies \ Students' Reading Interest	Reader Response Strategy	Small group discussion
High Reading Interest	115.55	122.55
Low Reading Interest	94	88.33
Average Score	104.77	105.44

Based on the scores, it could be concluded that there were significant differences between both groups. The statistical data showed that one of the strategies was more effective in teaching reading. The chart indicated that reader response strategy was more effective to improve students' reading comprehension. It was proven by interpreting the chart 1.

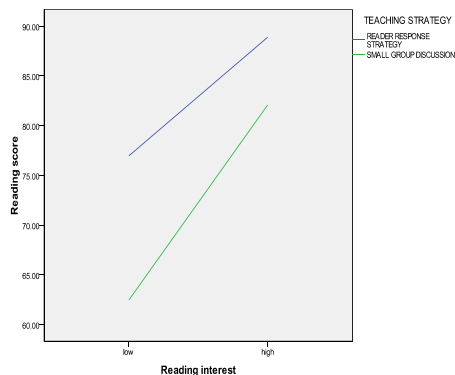


Chart1. The Interaction between the Use Reader Response Strategy and Small Group Discussion toward Students' Reading Interest in their Reading Comprehension

The chart above showed that the lines did not intersect, which meant that there was no interaction between the use reader response strategy and small group discussion toward students' reading interest in their reading comprehension. It also indicated reader response strategy could improve students' reading comprehension.

Based on the result of the second hypothesis, there was no interaction between both teaching strategies and reading interest toward students' reading comprehension. It also could be seen from the result of the second hypothesis. As stated by Mishra (2001, p.5), reader response is providing opportunities to the learners in the process of the interpretation of a text, it will also provide them opportunities to participate in a number of activities based on their personal experience, opinion, background knowledge, and interest. It could be said that this strategy could be used in teaching reading without considering the prerequisite of students' reading interest in learning. In this case, it showed that reading interest is not one of the variables that influence students' reading comprehension.

Moreover, the significant interaction between strategies used and reading interest was described in the interactive graph. Students who were taught by reader response strategy had higher mean score than the mean score of students' who were taught by small group discussion. The mean score of students reading comprehension that had high and low reading interest in

experimental group were higher than the mean score of reading comprehension that had high and low reading interest in control group. In short, there was no interaction between strategies and reading interest on students' reading comprehension in narrative text.

3) The result of the third hypothesis testing showed that $t_{\text{observed}} = 2.191$ was higher than $t_{\text{table}} = 1.860$. The students with high reading interest who were taught by reader response strategy got higher in reading comprehension than those who were taught by using small group discussion. See table 4.

Table 4
Summary of Students' Reading Comprehension Score of Experimental Group with High Interest

Strategy	t_{observed}	t_{table}
Reader Response Strategy	2.191	1.860

Based on the result of the third hypothesis, it was found that the average score of students' reading comprehension with high reading interest in the experimental group taught by using reader response strategy was higher than average score of students' reading comprehension with high reading interest in the control

group taught by using small group discussion.

The different reading comprehension achieved by students with high reading interests from both groups was influenced by some aspects, such as the experimental group which was taught by reader response strategy got more opportunities to share their ideas personally and to live through what they read. In reader response classroom, the students became active learners because their personal responses were valued. It was different by the control group. Students in the control group did not get the chance to develop and share their ideas personally in that class. The learning process was only focused on one of the student as the leader of the group. Mora and Welch (2001, p.75) also state "Students in reader response based classrooms read more and make richer personal connections with texts than students using more conventional methods". They tended to be more tolerant of multiple interpretations and learned techniques that help them recognize the ways in which their own arguments were formed. In short, reader response strategy helped students to become better critical readers.

Reader response strategy could give significant effect for the students with high reading interest toward reading comprehension result than small group discussion. This finding was in line with the theory from advocates of reader response (Bleich, 1975) which states that students with higher reading interest had much pay attention on the text given by the teacher. They tended to be active in class and had more reading interest than the students with low reading interest. According to Wade (1999, p.11), the connection made by reader between information and their prior knowledge or previous experience increase their interest. It could be concluded that students with higher reading interest who were taught by reader response strategy had significant higher reading comprehension score than those who were taught by using small group discussion.

4) The result of fourth hypothesis showed that $t_{\text{observed}} = 7.832$ and $t_{\text{table}} = 1.860$ ($t_{\text{observed}} > t_{\text{table}}$). It meant that the score of students' reading comprehension with low reading interest which was taught through reader response strategy got significantly higher result than those

which was taught through small group discussion. See table 5.

Table 5
Summary of Students' Reading Comprehension Score of Experimental Group Who Have Low Interest

Strategy	t_{observed}	t_{table}
Reader Response Strategy	7.832	1.860

Statistically, the average of students' reading comprehension with low reading interests which were taught by reader response strategy was higher than those who were taught by small group discussion. The result of fourth hypothesis showed that response strategy gave significant better effect toward students' reading comprehension with low reading interest than those who were taught by using small group discussing.

This result was influenced by some aspects. First, the experimental group who were taught by reader response strategy got more opportunities to share their ideas personalising and enabling to live through what they read. In reader response classroom the students become active learners. Because their personal responses are valued. The interaction between students can avoid their anxious to share their ideas, although they have low reading interest. As stated by Mishra (2001, p.3) that Reader

Response Strategy changes the passive learner into active one. It different with the students in the control group, Students in the control group do not get the chance to develop and share their ideas personally. In that class, the learning process is dominated by the leader of the group.

This findings was in line with the findings of research which was conducted by Alpansyah (1998), he found that the average score of students with low interest are taught by Reader Response Strategy in the experimental group is higher than the students with low interest in the control group.

From the discussion above, it could be concluded that students with low reading interest who are taught by Reader Response Strategy get significant higher result reading comprehension score than those who are taught by using Small group discussion.

CONCLUSION

Based on the research that was done on tenth grade of SMA N 2 Kota Bengkulu, reader response strategy gave significant effect on students' reading comprehension of narrative. Next, teaching strategies (reader response strategy and small group discussion)

and students' reading interest didnot have interaction that brings impact toward the students' reading comprehension. Then, the students which had high reading interest who were taught through reader response strategy had significant higher result on reading comprehension in narrative text than the students which had high reading interest who were taught by small group discussion. Last, the students which had low reading interest who were taught through reader response strategy had significant higher result on reading comprehension in narrative than the students which had low reading interest who were taught by small group discussion.

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