

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

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Abstrak: *Artikel ini ditulis untuk mengetahui pengaruh dari Strategi Reader Response dan Minat Baca terhadap pemahaman membaca siswa dalam teks naratif. Penelitian ini merupakan semi experimental dengan menggunakan rancangan factorial 2x2. Data penelitian ini diperoleh dari tes pemahaman membaca dalam teks naratif dan angket Minat Baca siswa. Dalam menganalisis data digunakan analisis uji t dan anova dua arah. Hasil dari penelitian ini menunjukkan bahwa (1) Strategi Reader Response memberikan efek yang signifikan terhadap pemahaman membaca siswa jika dibandingkan Small Group Discussion yang biasa digunakan oleh guru dalam pengajaran membaca, (2) Tidak ditemukan adanya interaksi antara strategi pengajaran (Strategi Reader Response dan Small Group Discussion) dan Minat Baca siswa terhadap pemahaman membaca siswa, (3) Siswa dengan minat membaca yang tinggi yang diajarkan dengan Strategi Reader Response mempunyai pemahaman membaca yang lebih baik dalam teks naratif dibandingkan dengan yang diajarkan dengan Small Group Discussion (4) Siswa dengan minat baca yang rendah yang diajarkan dengan Strategi Reader Response lebih baik dari pada siswa yang diajarkan dengan Small Group Discussion.*

Keywords : *reader response strategi, reading interest, students' reading comprehension of narrative text*

INTRODUCTION

Reading is one of the skills that should be mastered by English students. By reading, the students can get much information to enlarge their knowledge. When students read many texts and comprehend them well, they would get some benefits of reading. Besides that, they can also get enjoyment by reading. Debat (2006:25) says that "reading is a crucial skill for students of English whether it is as a second language or a foreign language". Thus, by having the ability to read, they will be able to improve their knowledge and give a great deal of advantages in their daily

life. To be successful readers, the students should comprehend the text they read very well. So, when they have a good competence in reading English, it will help them to obtain and enrich their knowledge. Therefore, reading comprehension is important for the students.

In reading, the students should comprehend some aspects, such as main idea and details, word meaning and information. By comprehending them, the students will understand the content of the text easily.

However, comprehending a text in reading is often difficult for some

students. This also happens to the Tenth grade student at SMAN 2 Kota Bengkulu. Based on the preliminary data on August 2013 obtained, it was found that the students face 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 try 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 that 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.

To solve that problem, the teacher should use appropriate strategy in teaching reading. Long and Richard (1987:73) state that “strategy is an important component in education and instruction process”. Westwood (2008:4) 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, 2007:2).

Based on an 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. For the students that have good comprehension in reading, it is a kind of effective strategy, but this strategy difficult to be applied for the students that have lack comprehension in reading.

Besides, interest influence reading comprehension in the reading teaching learning process. As Syah (2003:151) 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.

Reading interest is an important factor of the students to success in learning reading. Wade (2006:4) says that “human reading interest is the effort to satisfy the needs by reading. So, it is very important that students are interested with and enjoy the books that they are reading. Based on at observation, 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 have different reading interest. Some of them that have high reading interest and there are some have low reading interest. Based on the research’s observation, some of them that have low reading interest did not want to read a text.

Based on the reasons above, the strategy that is used by the teacher and

reading interest of the students will give an effect for students in reading comprehension. Then, the strategy used by the teacher in teaching reading in SMAN 2 Kota Bengkulu is only effective for some students, for example the students which have good comprehension in reading and the students which have high reading interest.

There are many types of learning strategy in teaching reading. One of the appropriate strategies is reader response strategy. Actually, reader response strategy is one of strategy in teaching reading which is given many option to the reader how to response a text (Rosenblatt,1987:79). The reader response focus on reading experince personally, enabling the reader to live through what he is reading and engage in the reading experience, which allow him to connection to familiar experience in his own life.

According Beach and Marshall (1991:28), reader response consists of seven steps, namely: engaging, describing, conceiving, explaining, connecting, interpreting, and judging. And every steps can be applied by the reader in comprehend the text. Actually, reader response help the reader to comprehend the text easily because the steps used in reader response guided the reader to comprehend the text from the small thing to the the complicated one. So, if the students always practice these every steps of reader response, the students will realize that reading is enjoy and fun. And it is automatically encourage their interest in reading.

So, it can be assumed that by applying reader response strategy in reading class, not only encourage students' reading comprehension but also improve their interest in reading.

Considering on the explanation above, the researcher would like to conduct the research to find out the effect of reader response strategy and students' reading interest toward students' reading comprehension of narrative text at grade X SMA Negeri 2 Kota Bengkulu.

Based on those explanations, the purposes of the research are:

1. To find out whether Reader Response Strategy give significantly effect in reading comprehension of narrative text than those who are taught by small group discussion at grade X of SMA Negeri 2 Bengkulu or not.
2. To find out whether there is 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 are taught by using Reader Response Strategy get significantly higher result in reading comprehension of narrative text than those who are taught by small group discussion at grade X of SMA Negeri 2 Bengkulu or not.
4. To find out whether The students with low reading interest who are taught by using Reader Response Strategy get significantly higher result in reading comprehension of narrative text than those who are taught by small group discussion at grade X of SMA Negeri 2 Bengkulu or not.

Related to the purposes above, the hypotheses of this research are:

Hypothesis 1

H₀: The students who are taught by using Reader Response Strategy do not get significantly higher result in reading comprehension of narrative text than who are taught by small group discussion at grade X students of SMA N 2 Bengkulu .

H₁: The students who are taught by using Reader Response Strategy get significantly higher result in reading comprehension of narrative text than who are taught by small group discussion at grade X students of SMA N 2 Bengkulu.

Hypothesis 2

H₀: There is no an interaction between Reader Response Strategy and small group discussion and students' reading interest toward students' reading comprehension of narrative text at grade X of SMA N 2 Bengkulu .

H₁: There is 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 students of SMA N 2 Bengkulu.

Hypothesis 3

H₀: The students with high reading interest who are taught by using Reader Response Strategy do not significantly get higher result in reading comprehension of narrative text than who are taught by small group discussion at grade X students of SMA N 2 Bengkulu

H₁: The students with high reading interest who are taught by using Reader Response Strategy get significantly higher result in reading comprehension of narrative text than who are taught by small group discussion at grade X students of SMA N 2 Bengkulu.

Hypothesis 4

H₀: The students with low reading interest who are taught by using Reader Response Strategy do not get significantly higher result in reading comprehension of narrative text than who are taught by small group discussion at grade X students of SMA N 2 Bengkulu.

H₁: The students with low reading interest who are taught by using Reader Response Strategy get significantly higher result in reading comprehension of narrative text than who are taught by small group discussion at grade X students of SMA N 2 Bengkulu.

METHOD OF THE RESEARCH

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

The experimental class was treated by using Reader Response Strategy while the control group was used the common strategy that used by English teacher namely Small Group Discussion. This research also has moderate variable that is reading interest. So, this research used factorial 2x2 design.

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

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. The test was made by the researcher to find out the students reading comprehension effectiveness after the treatment. In this case multiple-choice test was used by the researcher. The test was constructed based on the material on the syllabus. It consists of 50 questions from 12 texts. While students' reading interest questionnaire was used to know the students' interest in reading. The questionnaire was used to measure students' interest in reading. This instrument was made based on the theory which is suggested by Chapman (2003:164). The questionnaire included all of the criteria of measuring students engagement and interest as suggested by Chapman (2003:164), namely: cognitive, affective and behavioral aspects of the task engagement. There were 50 items for questionnaires.

The data were analyzed statistically to identify whether the reading comprehension of experimental class was significant different from the control class. After the data were collected, the normality testing, the homogeneity testing, and hypothesis testing were analyzed. Hypothesis 1, 3

and 4 were analyzed by using t-test and for 2nd hypothesis was analyzed by using two ways ANOVA.

FINDING AND DISCUSSION

There are two sets of data to be described in this research, they are: the result of questionnaire and the students' answer in a test. Questionnaire of reading interest was used to measure students' interest in reading. Then, the data from questionnaire were analyzed to determine students with high reading interest and students with low reading interest. While, the test of reading comprehension was used to measure students' reading comprehension of narrative text.

Based on the statistical analysis of the hypothesis testing, the finding of the research can be explained as follows:

1. The result of first hypothesis in this research shows that the result of reading comprehension t-test for both of class (experimental class and control class) is 3.374 and $t_{table}=1.697$. It means the score of students' reading comprehension test which is taught through Reader Response Strategy is significantly higher than the score of students' reading comprehension test which is taught through small group discussion. It can be seen at table below:

Tabel 1. Summary of Students' Reading Comprehension of Experimental and Control class

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

From the data above, it can be concluded that $t_{observed} > t_{table}$. It means that the students who are taught by

using Reader Response Strategy get significant higher result in reading comprehension than those who are taught by using Small Group Discussion

2. The result of the second hypothesis showed that $F_{\text{observed}} = 0.040$. It is smaller than $F_{\text{table}} = 4.171$. It means there is no interaction between both teaching strategies and students' reading interest toward students' reading comprehension of narrative text. The result of the analysis can be seen on the table below:

Table 2. Result of ANOVA Two Ways

Sum of variation	Sum of square	D K	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		

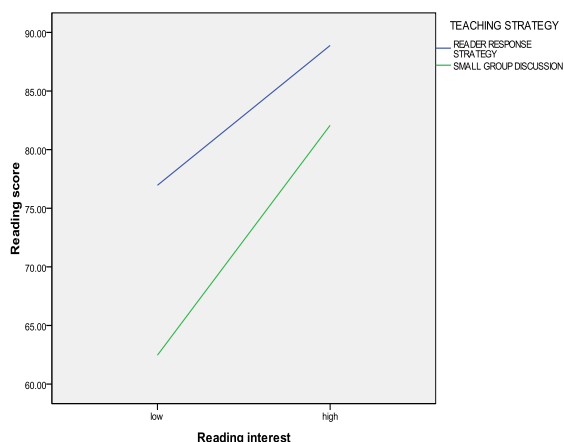
In addition, there are differences between students' reading comprehension score in experimental and control class. The average score of students' reading comprehension with high reading interest taught by using Reader Response Strategy is 115.55 while the average score of students' reading comprehension with high reading interest taught by using Small group discussion is 122.55. The average score of students' reading

comprehension with low reading interest which are taught through Reader Response Strategy is 94 while the average score of students' reading comprehension with low reading interest who are taught through Small group discussion is 88.33. The data from both classes shows that the students with high reading interest get higher reading comprehension score than students with low reading interest. The data above can be also seen on the following table:

Table 3. The Interaction between teaching strategies and Students 'reading interest

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

Based on the scores, it can be concluded there are significant differences between both classes. The statistical data shows that one of the strategies is more effective in teaching reading. The chart indicates that reader response strategy is more effective to improve students' reading comprehension. It is proven by interpreting the chart below:



The chart above shows that the lines do not intersect, which means that there is no interaction between the use Reader Response Strategy and small group Discussion toward students' reading interest in their reading comprehension. It also indicates that in order to improve students' reading comprehension, it can be done by using Reader Response Strategy.

3. The result of the third hypothesis testing shows that $t_{observed} = 2.191$ is higher than $t_{table} = 1.860$. So, Students with high reading interest who are taught by Reader Response Strategy get higher in reading comprehension than those who are taught by using Small Group Discussion. It can be seen at the table below:

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

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

4. The result of fourth hypothesis shows that $t_{observed} = 7.832$ and $t_{table} = 1.860$ ($t_{observed} > t_{table}$). It means that the score of students' reading

comprehension with low reading interest which is taught through reader response strategy get significantly higher result than those which is taught through small group discussion. It can be seen at the table below:

Table 5. Summary of Students' Reading Comprehension Score of Experimental Class who have Low Interest

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

The results of findings above are discussed as follow:

1. The Effect of Reader Response Strategy on Students' reading Comprehension of narrative text

Based on the result of the first hypothesis, it is found that the mean score of students' reading comprehension in experimental class taught by Reader Response Strategy is higher than the mean score of students' reading comprehension in experimental class taught by Small group Discussion. It indicates that Reader Response Strategy give significant effect toward students' reading comprehension. It is caused by the strategy used by researcher that focused on students' activeness, as Wang (2007:2) states that a good teaching strategy can motivate students and make them focus in the process of learning. It means that, Reader Response Strategy can encourage students' reading comprehension. This finding was in line with the findings of research which was conducted by Beach and Marshall (1991). They found that the score of students which were taught by using

Reader Response Strategy showed the progress of students' reading comprehension. They understand what the text written. Reader Response Strategy helps them to foster the comprehension.

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 enabling to live through what they are reading. In contrast, students in control class that were taught by Small Group Discussion were not able to share their ideas personally because the teacher divides 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.

From the discussion above, it can be concluded that students who are taught by Reader Response Strategy have better reading comprehension of narrative text than those who are taught by using Small Group Discussion.

2. The interaction between teaching strategies and reading interest on students' reading comprehension of narrative text

Based on the result of the second hypothesis, there is 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 (2001:5) 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. So, it can be said that this strategy can 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.

The significant interaction between strategies used and reading interest is 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 have high and low reading interest in experimental class were higher than the mean score of reading comprehension that have high and low reading interest in control class.

Based on the explanations above, there is no interaction between strategies and reading interest on students' reading comprehension in narrative text. Reader Response Strategy that used in experimental class is more effective than Small Group Discussion.

3. The Effect of Reader Response Strategy on students' reading comprehension of narrative text with High Reading Interest.

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

reading interest in the control class taught by using small group discussion.

The different reading comprehension which achieved by students with high reading interests from both classes was influenced by some aspects, they are: first, the experimental class which is taught by Reader Response Strategy get more opportunities to share their ideas personally and is able to live through what they are reading. In reader response classroom the students become active learners. Because their personal responses are valued. It is different by the control class. Students in the control class do not get the chance to develop and share their ideas personally. In that class, the learning process is only focus on one of the student as the leader of the group. Mora and Welch (2001:75) also state that "students in reader response based classrooms read more and make richer personal connections with texts than students using more conventional methods". They tend to be more tolerant of multiple interpretations, and because they learn techniques that help them recognize the ways in which their own arguments are formed, they are better equipped to examine the arguments of others. In short, reader response helps students to become better critical readers.

So, Reader Response Strategy could give significant effect for the students with high reading interest toward reading comprehension result than Small Group Discussion. This finding is 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: 11)" the connection made by reader between information and their prior knowledge or previous experience increase their interest.

From the discussion above, it can be concluded that students with higher reading interest who are taught by Reader Response Strategy have significant higher reading comprehension score than those who are taught by using Small Group Discussion.

4. The Effect of Reader Response Strategy on students' reading comprehension of narrative with Low Reading Interest

Statistically, the average of students' reading comprehension with low reading interests which are taught by reader response strategy is higher than those who are taught by small group discussion. The result of fourth hypothesis shows that Response Strategy give significant better effect toward students' reading comprehension with low reading interest than those who are taught by using small group discussing.

This result is influenced by some aspects. First, the experimental class who are taught by Reader Response Strategy get more opportunities to share their ideas personalising and enabling to live through what they are reading. 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 (2001:3) that Reader Response Strategy changes the passive learner into active one. It different with the students in the control class, Students in the control class 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 is 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 class is higher than the students with low interest in the control class.

From the discussion above, it can 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 give significant effect on students' reading comprehension of narrative. Next, teaching strategies (Reader Response Strategy and Small Group Discussion) and students' reading interest do not have interaction that brings impact toward the students' reading comprehension. Then, the students which have high reading interest who were taught through Reader Response Strategy have significant higher result on reading comprehension in narrative text than the students which have high reading interest who were taught by Small Group Discussion. Last, the students which have low reading interest who

were taught through Reader Response Strategy have significant higher result on reading comprehension in narrative than the students which have low reading interest who were taught by Small Group Discussion.

SUGGESTIONS

Based on the findings and conclusions above, there are some suggestions as follows:

1. It is suggested that to the English teacher of SMAN 2 Kota Bengkulu to use this strategy because it gives benefit for the students, the students can practice their reading comprehension more with their friend so that their interest in reading will increase.
2. It is also suggested for further researcher to develop this research on larger population and sample in order to get the knowledge and the empiric data. Besides, they also suggested to conduct the same research for other skill and other kind of text.
3. It is suggested to other researchers to conduct a research on other moderator variable such as reading motivation, reading attitude, reading self efficacy, and so on.

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