

**IMPROVING STUDENTS' READING OF REPORT TEXT THROUGH  
INTERACTIVE APPROACH**

(Collaborative Action Research on X MIPA 5 at SMA Negeri 2 Semarang in the  
Academic Year of 2021/2022)

**A FINAL PROJECT**

Presented as Partial Fulfillment of the Requirements to Obtain the *Sarjana*  
*Pendidikan* Degree in English Education



**Composed by:**

**AMALIA NUR FAUZIAH**

**31801800007**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
FACULTY OF LANGUAGES AND COMMUNICATION SCIENCE  
SULTAN AGUNG ISLAMIC UNIVERSITY  
SEMARANG**

**2023**

**PAGE OF APPROVAL**

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Prepared and Presented by:

**AMALIA NUR FAUZIAH**

**31801800007**

Has been approved by the advisor and to be examined by the Board of Examiners.

Semarang, 20<sup>th</sup> February 2023

Advisor



Nani Hidayati, S.Pd., M.Pd.  
NIK. 210809016

## PAGE OF VALIDATION

A Sarjana Pendidikan Final Project on

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Prepared and Presented by :

**Amalia Nur Fauziah**

**31801800007**

Defended before the Board of Examiners

On 24<sup>th</sup> February 2023

and Declared Acceptable

Board of Examiners

Advisor : Nani Hidayati, S.Pd., M.Pd.

Examiner : Nur Ekaningsih, S.Pd., M.Pd

Member : Mega Mulianing Maharani, S.Pd., M.Pd.

Semarang, 28<sup>th</sup> February 2023

Faculty of Languages and  
Communication Science UNISSULA

UNIVERSITAS ISLAM SULTAN AGUNG  
FACULTAS BAHASA DAN ILMU KOMUNIKASI  
UNISSULA  
SEMARANG  
Dean  
Trimamah S.Sos., M.Si.  
NIK. 211109008

## STATEMENT OF WORK'S ORIGINALITY

Hereby, I honestly declared that the undergraduate thesis I wrote does not contain the works of other people, except those which were cited in the quotations and the references, as a scientific paper should. If my statement is not valid in the future, I absolutely agree to accept an academic sanction in the form of revocation of my paper and my degree obtained from the paper.

Semarang, 20<sup>th</sup> February 2023



## MOTTO AND DEDICATION

### MOTTO

**“Nobody is gonna hit as hard as life, but it ain’t how hard you can hit. It’s how hard you can get hit and keep moving forward. It’s how much you can take, and keep moving forward. That’s how winning is done”**

**(Rocky Balboa, 2006)**

### DEDICATION

**This final project is dedicated with the highest sense of pride to the people who have always been there to support and love me indefinitely.**



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In the name of Allah SWT, the most Gracious and the most Merciful. The writer would like to convey the deepest gratitude upon Him and the people who have contributed in completing this final project:

1. Prof. Dr Gunarto, SH., M. Hum. as the Rector of UNISSULA.
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8. Nada Bela Andresta, S.Pd., as the videographer and photographer of my research.
9. My beloved family and friends for the prayers and company.

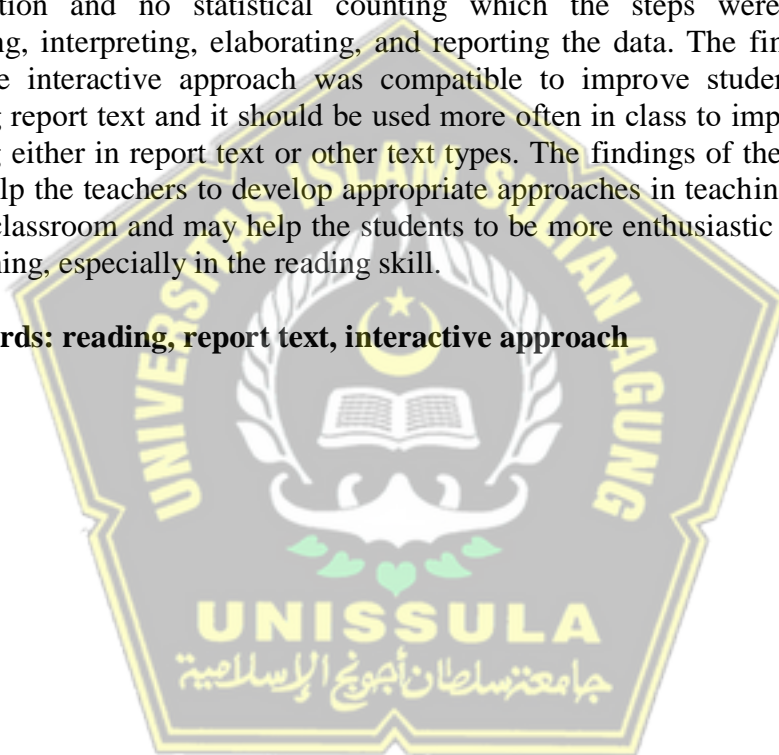
Lastly this final project is expected to bring benefit and advantages for the readers and future researcher.

## ABSTRACT

Fauziah, A.N. (2023). *“Improving Students’ Reading of Report Text Through Interactive Approach (Collaborative Action Research on X MIPA 5 at SMA Negeri 2 Semarang in the Academic Year of 2021/2022)”* (A final project). English Education study program. Faculty of Language and Communication Science, Universitas Islam Sultan Agung. Advisor: Nani Hidayati, S.Pd., M.Pd.

The study aims to describe students’ reading of report text and behaviour improvement through interactive approach on X MIPA 5 at SMA Negeri 2 Semarang. The participants of this study were thirty-six students of class X MIPA 5. The data were obtained by using test in two cycles and observation field notes that were analyzed through qualitative descriptive analysis that there was a cycle description and no statistical counting which the steps were: assembling, grouping, interpreting, elaborating, and reporting the data. The findings showed that the interactive approach was compatible to improve students’ ability in reading report text and it should be used more often in class to improve students’ reading either in report text or other text types. The findings of the present study may help the teachers to develop appropriate approaches in teaching and learning in the classroom and may help the students to be more enthusiastic and interested in learning, especially in the reading skill.

**Keywords:** reading, report text, interactive approach

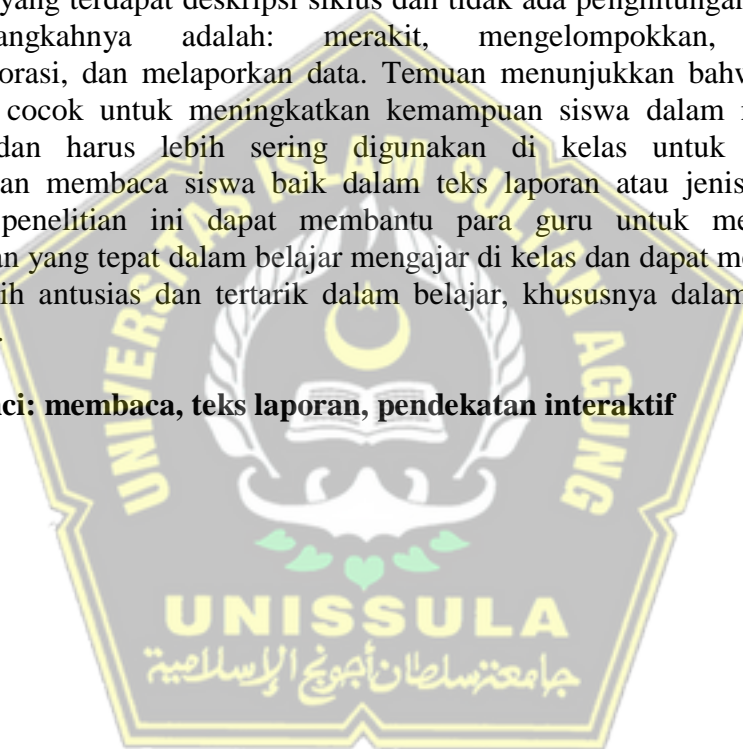


## INTISARI

Fauziah, A.N. (2023). *“Improving Students’ Reading of Report Text Through Interactive Approach (Collaborative Action Research on X MIPA 5 at SMA Negeri 2 Semarang in the Academic Year of 2021/2022)”* (A final project). English Education study program. Faculty of Language and Communication Science, Universitas Islam Sultan Agung. Advisor: Nani Hidayati, S.Pd., M.Pd.

Penelitian ini bertujuan untuk mendeskripsikan peningkatan membaca teks laporan dan perilaku siswa melalui pendekatan interaktif pada siswa kelas X MIPA 5 di SMA Negeri 2 Semarang. Partisipan penelitian ini adalah tiga puluh enam siswa kelas X MIPA 5. Data diperoleh dengan menggunakan tes dua siklus dan catatan observasi lapangan yang dianalisis melalui analisis deskriptif kualitatif yang terdapat deskripsi siklus dan tidak ada penghitungan statistik yang langkah-langkahnya adalah: merakit, mengelompokkan, menafsirkan, mengelaborasi, dan melaporkan data. Temuan menunjukkan bahwa pendekatan interaktif cocok untuk meningkatkan kemampuan siswa dalam membaca teks laporan dan harus lebih sering digunakan di kelas untuk meningkatkan kemampuan membaca siswa baik dalam teks laporan atau jenis teks lainnya. Temuan penelitian ini dapat membantu para guru untuk mengembangkan pendekatan yang tepat dalam belajar mengajar di kelas dan dapat membantu siswa untuk lebih antusias dan tertarik dalam belajar, khususnya dalam keterampilan membaca.

**Kata kunci:** membaca, teks laporan, pendekatan interaktif





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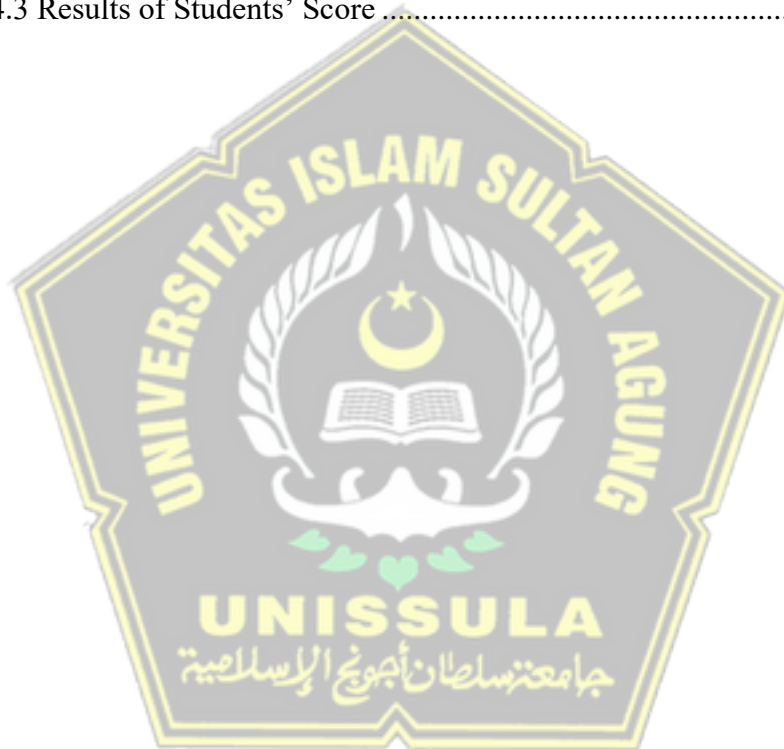
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# CHAPTER I

## INTRODUCTION

This chapter consists of the Background of the Study, the Reasons for Choosing the Topic, the Statement of the Problems, the Objectives of the Study, the Hypothesis of the Study, the Limitation of the Study, the Significance of the Study, the Definition of the Key Terms, and the Organization of the Study.

### 1.1 Background of the Study

The design of the high school education curriculum has included foreign language subjects such as English, Japan, France, Arabic, and Chinese. The English subject has been taught since the elementary school level, both in public and private schools (Sepyanda, 2017). The role of English itself for Indonesians is very important. In this 21<sup>st</sup> century, English has some functions to write a job application letter, work with foreign partners, student exchanges, and many things which prove that English is very important to know, be studied, and implemented in life.

In accordance with the purpose of communication, students need four important language skills such as listening, speaking, reading, and writing that must be mastered properly and smoothly. In the field of education, English is needed to be taught to students in various countries as a second language (Nishanthi, 2018). In improving students' English language skills, reading has an important role in the four skills. Especially in high school, reading is important for students today, not only for reading as a tool to access information, but also for

many learning resources or sites which are written in English. Therefore, the important role of the student reading skills is inseparable from the hard work of English teachers in teaching.

Students in mastering reading skill certainly has serious obstacles and need to find a solution. This is due to the lack of students' reading motivation, facilities, and students' self-confidence in using English itself. As claimed by Hasbaini et al. (2020), in the scope of reading skills, students are taught various content such as main ideas, vocabulary, references, facts, and opinions in which students will find lots of knowledge and practice to get information from various materials or facilities. Because in the end, it will ultimately be easier to develop what they have read. In reading skills, students have a significant case of being passive and lacking in the required reading skills (Younus & Khan, 2017).

The cause of the cases that occurred from the students' reading ability other than those mentioned above, was due to the inappropriate approach or learning design of the English teacher in the classroom. Sometimes teachers only provide lecture method to find out how far students can understand the material Hayati et. al. (2020). Meanwhile, not all students can immediately understand with one explanation without a special approach or design to improve their reading ability.

Based on internship 3 experience at SMA Negeri 2 Semarang, when students were given one of the text type materials, they could not fully understand and master it. Hence, from the daily assessment, there were still many who get scores below the Standard Minimum Score (*KKM*) and this is actually the core background used on this study. Nur and Ahmad (2017) state that the low score of

students is caused by the inability of students to explore a text and its material well. When students get exercises from the material of a genre text, it can be seen that they have difficulty in interpreting vocabulary and sentences, also in understanding the idea behind the text. Thus, they really need a special treatment in the form of an appropriate approach, model, or method in reading skill.

From the explanation above, to minimize problems that arise in students' reading skills and learning, teachers need to apply an interactive approach which has not used by the real English teacher of class X MIPA 5 in SMA Negeri 2 Semarang, so that students' attitudes and grades are better reached and learning objectives will be achieved. This interactive approach will be applied in this study. Broadly speaking, as stated by Brown (2007), this interactive approach refers to the role of the teacher which does not only focus on general learning but also actively participates in the mental and physical activities of students.

In the context of reading, the interactive approach is a combination of bottom-up and top-down approaches that will increase students' deeper understanding with effective learning models and strategies. In the bottom-up approach, students can learn from small things in the text such as words, also in the top-down approach, they can find and develop ideas on the content of a text. Therefore, this approach is considered effective to be applied to students (Brown, 2001).

Based on the background above, applying an interactive approach to the report text material to improve reading skill in class X MIPA 5 at SMA Negeri 2 Semarang is sufficient to be conducted, so that the objectives for the basic competencies of the material will be achieved and students will get a better score.



## 1.2 Reasons for Choosing the Topic

The topic used is improving students' reading skills through interactive approach which will be applied to X MIPA 5 at SMA Negeri 2 Semarang in the academic year 2021/2022. Some reasons are taken for choosing this topic as follow:

1. It is important to know whether interactive approach is effective in improving students' reading skill of report text.
2. The teacher as the person in charge and facilitator in learning, requires the use of appropriate models, methods or approaches to improve the reading skills of high school students.
3. There is a gap between the real score and the ideal score when students get text type material. There are still students who get a score below 75 which is the minimum score standard (*KKM*). For this reason, by using an interactive approach, hopefully students can get better grades than before.
4. By using the appropriate approach such as an interactive approach, the attitudes shown by students during learning can be as expected, like being active, confident, and understanding a text well. Therefore, if the behavior shown increases, the student's grades will also follow.

## 1.3 Statement of the Problems

Based on the background, the following problem questions are:

1. How can interactive approach improve students' reading skill of report text on X MIPA 5 at SMA Negeri 2 Semarang?



2. How effective is interactive approach to improve students' behavior in reading skill of report text on X MIPA 5 at SMA Negeri 2 Semarang?

#### **1.4 Objectives of the Study**

This study has the objectives as follows:

1. To describe the reading skill improvement of report text on X MIPA 5 at SMA Negeri 2 Semarang by using interactive approach.
2. To explain the effectiveness of interactive approach to improve students' behavior in reading skill on X MIPA 5 at SMA Negeri 2 Semarang.

#### **1.5 Limitation of the Study**

This study focuses on the teaching and learning process of students in the report text material, students' responses and behavior, also the effect of applying an interactive approach in order to improve students' reading skills in the class.

#### **1.6 Significance of the Study**

This research has two parts of significance of the study. They are pedagogical significance and practical significance, as will be explained as follows:

## 1. Pedagogical Significance

### a. For Teachers

The results of this research can provide guidance to teachers about students' reading abilities in the report text. Thus, teachers can pay more attention and develop appropriate approaches in teaching and learning in the classroom.

### b. For Students

Students can understand the text deeply, be creative, and develop ideas after getting the material using the right approach.

## 2. Practical Significance

### a. For Teachers

Teachers can apply appropriate and good learning approach to text material, so that their teaching can be success and improved.

### b. For Students

Students are expected to be more enthusiastic and interested in learning, especially in the reading skill. Thus, their learning achievement or score in the assessment can increase.

### c. For Researchers

Hopefully, this study can be used to support and contribute to other research. In addition, the results of this study can provide feedback in upgrading researchers' understanding of an interactive approach to improve reading skills.

## 1.7 Definition of Key Terms

The definitions of key terms are definitely crucial for the readers to avoid misunderstandings and ambiguities of the meaning of the topic. There are some definitions of the key terms in this study as follows:

### 1. Reading

Reading is a kind of the language skills which mastering and developing the meaning of written texts is the main goal (Kamal & Effendi, 2021).

### 2. Report text

Report text is a text that explains in detail about a factual thing, event, place, or human which is taken based on accurate observations (Batubara et al., 2021).

### 3. Interactive approach

The interactive approach is a combination of both bottom-up and top-down approaches which students can learn starting from simple things such as words, sentences, and phrases until they will be able to master and develop a text well (Nur & Ahmad, 2017).

## 1.8 Organization of the Study

This final project has five chapters. Every chapter has different sub chapters. The arrangements of the research are as follows:

The first chapter is introduction that consists of background of the study, reasons for choosing the topic, statement of the problems, objectives of the study,

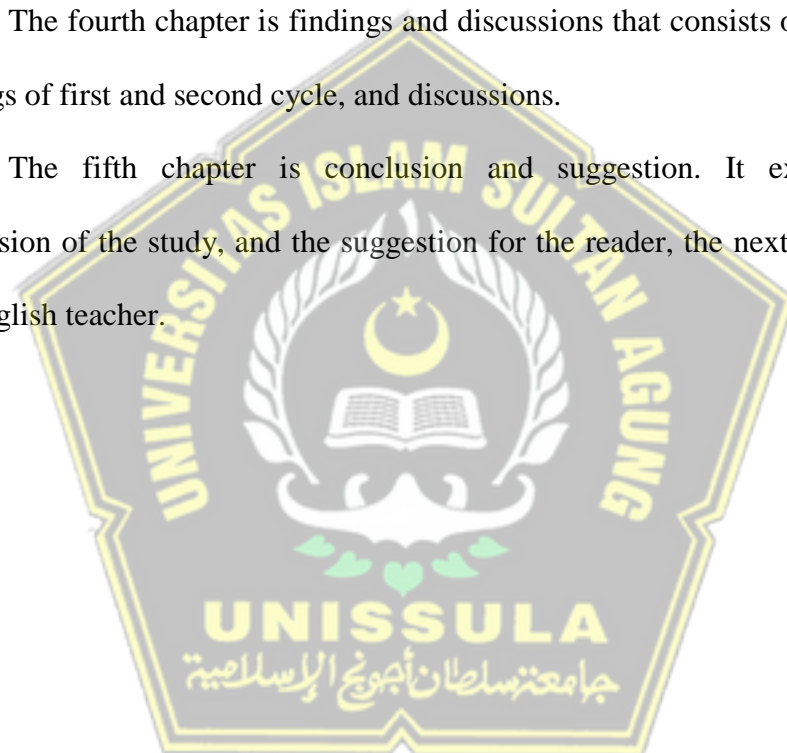
limitation of the study, significance of the study, definition of key terms, and organization of the study.

The second chapter is the review of related literature. It explains about reading, report text, and interactive approach for teaching English reading.

The third chapter is research method that consists of design of the study, subject of the study, instrument of the study, technique of collecting data, data collecting procedure, data analysis, and time schedule.

The fourth chapter is findings and discussions that consists of the research findings of first and second cycle, and discussions.

The fifth chapter is conclusion and suggestion. It explains about conclusion of the study, and the suggestion for the reader, the next research, and the English teacher.



## **CHAPTER II**

### **REVIEWS OF RELATED LITERATURE**

This chapter elaborates detail about Reading, Report Text, Interactive Approach for Teaching English Reading, and the Previous Study.

#### **2.1 Reading**

This sub chapter describes about definition of reading, the purposes of reading, and types of reading.

##### **2.1.1 Definition of Reading**

Reading is one of the abilities used to get information which needs an interactive action to deepen the meaning (Nur & Ahmad, 2017). Besides, Urquhart (1998) in Parmawati and Yugafiati (2017) states that reading is something related to messages in written or printed design. As stated by Putri et. al. (2019), an action of scanning a sequence of written symbols and getting a view from is the definition of reading. In line with previous definition, reading is getting information or view of written statement which is being humans' ability to be learned and practiced (Dewi et. al., 2020).

Based on the definitions above, it can be concluded that reading is the ability possessed by humans in obtaining, digesting, understanding, exploring, and developing ideas contained in written content. Hence, this study confirms that when reading a passage, the reader used cognitive abilities in understanding the explicit or implied meanings in it so that the goals, benefits, messages, and ideas

can be obtained perfectly. In addition, readers can develop and implement reading results in their daily life.

### **2.1.2 The Purposes of Reading**

Reading certainly has several purposes. As expressed by Cheon and Ma' (2014), reading has an important role as the main source of input, in which people need to read newspapers, books, advertisements, e-mails, also for formal contexts in academic learning or work which always involves reading in every process. Furthermore, in the realm of education, reading is very necessary for students to sharpen their critical thinking of solving a problem (Aliponga, 2013). Grabe and Stoller (2011) claim the purposes of reading are mentioned as follows:

1. to find information

It is a general purpose that every human usually does. Some researchers conclude that it is an independent cognitive process and is commonly used in assignments to determine someone's reading ability.

2. to read quickly

Also known as skimming, is a common activity used in reading skills which involves strategies to understand and filter important messages or statements in the text quickly, so that general ideas can be caught.

3. to study

In the academic and job context, people usually need to get and learn many sources of information in the form of text. It requires the ability to remember, recognize, and build general ideas which then narrowed down to specific knowledge.

4. to combine information

The amount of information obtained from various sources, of course, many similarities, differences, or even deficiencies are found. The reader then explores more to mix and match reading sources. Thus, the information needed can be complemented each other.

5. to create and analyze text

These activities are roles to combine understanding of some information obtained. The capability to organize, select, and criticize ideas or statements is necessary for this purpose.

6. for common comprehension

A fluent and expert reader usually uses fast and precise word processing. This purpose requires strong skills to create a general understanding representation of the main idea, as well as through many processes that are passed with a limited time.

In conclusion, reading turns out to have an important role for all human beings, both in the field of education and work. The purposes of reading include looking for information, speed reading which is also known as skimming, studying, combining information, crossing out, and analyzing texts, as well as for common comprehension.

Therefore, reading is a skill that has a very vital part in contributing the future generations who are increasingly great and advanced. Of course, it is agreed that reading can increase the intelligence and knowledge of all humans. Apart from reading as a means to obtain information that will affect the life



quality of the reader, it also can develop knowledge, make people think more critically, entertain themselves, and improve memory.

### 2.1.3 Types of Reading

As categorized by Patel and Jain (2008), there are four kinds of reading that explained as follows:

#### 1. Intensive Reading

This type is the base for expanding the understanding of vocabulary, phrases, or idioms. In the context of education, students usually get materials or sources for intensive reading in learning. The goal is to get certain information or knowledge from short texts which can be anatomized and discussed in detail using target language, sometimes the results are also used as writing material.

#### 2. Extensive Reading

This type of reading is used to gain basic knowledge about a subject that applies long text. Here the reader is not concerned with specific or important information, but there is only a desire to know. Mostly, people only read to stay updated.

#### 3. Reading Aloud

Reading aloud focuses more on how to read and pronounce the text by making a sound. Because basically reading is silent reading, so the implementation is sometimes not good. Moreover, if the reader does not have a basic mastery of the language, then this type can produce unnatural results. However, if the practice uses the appropriate and interesting method, the reader can be more motivated to succeed in reading.



#### 4. Silent Reading

Basically, silent reading is the main type of reading. Because in practice, the reader only reads for himself and for his own sake without sound or word of mouth. So that the reader can concentrate more on getting, understanding, and deepening the meaning of the text. Hence, readers can determine the length of time and their own pace while reading. Apart from the advantages above, the disadvantage of this type is that earlier reader found it more difficult and take longer to do. Especially if the text or subject being read is uninteresting.

From the explanation above, it can be concluded that there are several types of reading that the reader needs to know which types are commonly used, or which types are best for use. Furthermore, the types of reading above can be used according to the ability and convenience of the reader. Because actually, every human being has different basic abilities. Therefore, even though readers have the same reading success achievement, there are still different processes and types, depending on their basic abilities, willingness, and motivation. In this study, the students were given silent reading type as the implementation of whilst activities in interactive approach.

## 2.2 Report Text

This sub chapter consists of definition of report text, the social function of report text, the generic structure of report text, language features of report text, and the differences between report text and descriptive text.

### **2.2.1 Definition of Report Text**

Report text is a text that is created from a particular study or observation that expresses a situation, condition, either natural or artificial phenomenon in the environment (Ningsih & Rosa, 2013). Knapp and Watkins (2005) explain that report text is the result of an observation that has been satisfactorily researched and discussed to form some information which will be organized into a paragraph or text.

Based on the definitions from the experts above, it can be said that the report text is information in the form of text that is expressed based on the results of observations and discussions of things in the environment, either natural or artificial. Usually, report text becomes the material of the text genre in the subject of language, especially in English learning. Thus, learners can actively participate in analyzing and observing something which in its implementation, they can establish information that will be delivered to their social environment.

### **2.2.2 The Social Function of Report Text**

The report text has a function as stated by Gerot and Wignell (1994) in Pestaria et. al. (2014) which is to inform and explain a natural or artificial phenomenon, both living and inanimate objects on earth. In line with Gerot and Wignell, Farikhah (2009) assumes that the report text also describes in detail either natural, made-up, or social conditions in society.

From the description above, in essence, report text has functions to inform, proclaim, and spread truth in the form of a description of everything that exists in this universe that is written into the text. The functions above are certainly felt by readers or students to get the up-to-date information which is no doubt from the

source because it is based on valid data and observation. Reader must also be careful to filter the information obtained, whether it is in accordance with the facts, or just a hoax.

### 2.2.3 The Generic Structures of Report Text

Report text only has a general classification and description as the generic structures (Pestaria et. al., 2014). The following is the explanation:

#### 1. General Classification

It tells in general what things will be studied. Normally, it can be an animal, plant, social conditions, etc. which will be mentioned in common as people know.

#### 2. Description

This structure discusses, describes, and purifies in detail and clearly the previous general classification. This section is a specification of the things being discussed, it can be in the form of role, characteristics, habit, or behavior.

Therefore, it can be concluded that there are two general structures of report text, namely general classification which introduces an object which will be explained in more detail in the description section. At the end, a conclusion can be added which remains based on facts and references, not in the form of personal comments that have different views that are not common.

Hidayati (2016) exemplifies a text report along with part of the generic structure as follows:

**Table 2.1**  
**The Example of Report Text**

Example	Generic Structure
<p>Singapore is a city state; but it is also the state. It is a republic. Along with Indonesia, Malaysia, the Philippines, and Brunei, it belongs to ASEAN, the Association of South-East Asian Nations.</p>	<p>General Classification</p>
<p>Like Indonesia, Singapore is a country of “Bhineka Tunggal Ika”. Chinese, Malays, Indian, and Eurasians make up its citizens. Other Asians, including Indonesians, Japanese, Philippines, Korean, Thais, and Arabs also live on that tiny island. Singapore is sometimes called “Instant Asia” because you can see varieties of customs, cultures, and foods nearly all Asia in Singapore.</p>	<p>Description</p>

Source: Supersmart Book (Hidayati et. al., 2016)

#### 2.2.4 Language Features of Report Text

According to Silfia and Yonsisno (2015), language features of report text consist of the use of common nouns, present tense, behavioral verbs, technical terms, and relating verbs. Hidayati (2016) as an expert, identifies linguistic characteristics in the report text as follows:

1. Use of simple present tense: example: *belong, make, live, see.*
2. Use of passive voice: example: *Singapore is sometimes called “Instant Asia” because you can see varieties of customs, cultures, and foods nearly all Asia in Singapore.*
3. Use of general nouns.

Thus, the conclusion from the explanation above is that the language features commonly used in report texts are such as the use of the simple present tense in reporting and explaining an object or phenomenon, it can also use the simple past tense when revealing past events such as history or discovery. In

addition, the use of passive voice is also commonly used in text reports. And the use of general nouns which do not specify an object.

### 2.2.5 The Differences between Report Text and Descriptive Text

Although both descriptive text and report text have similarities in presenting a description of an object, it turns out that both have significant differences. According to Hidayati (2016), although both descriptive text and report text have similarities in the form of text that presents a description of an object, it turns out that both have significant differences. Judging from the nature of the object, the report text has a general object, while the object of descriptive text is specific.

Therefore, the characteristics of the report text are having a common noun, for example: *cat*. While in descriptive text, example: *my cat*. The report text does not detail the word "*cat*" whether what kind or whom it belongs to. Otherwise, the descriptive text has a specific object. In addition, descriptive text is subjective, which can be based on the author's comments or opinions. While the report text is objective which means general, without any comments from the author, and based on valid observation.

## 2.3 Interactive Approach

This subchapter explains about the application of the interactive approach for teaching English reading, also the advantages and disadvantages of the interactive approach.

### 2.3.1 Interactive Approach for Teaching English Reading

According to Hasbaini et. al. (2020), interactive approach or also called the interactive learning model is a student center learning model which uses various activities and learning strategies so that students can be challenged to express their thoughts, and all students have a stake in interacting with each other to get the same results or understanding of the material provided. Brown (2007) claims that there are three approaches to English reading; they are the bottom-up approach, top-down approach, and interactive approach in which the two models are combined. Interactive approach is an approach that incorporates both bottom-up and top-down approaches (Hayati et al., 2020).

Brown (2001) suggests the activities applied in the interactive approach to English reading which detailed in the following explanation:

1. Pre-reading
  - a. The teacher provides information: students are asked to read the title, predict the topic of discussion, see pictures, watch videos.
  - b. Students are asked to compare their mother tongue with the target language used.
  - c. Students are given an explanation of the generic structure, language features, and some of the concepts included in the material or text given.
  - d. Students are asked to fully participate in learning.
2. Whilst reading
  - a. Students look for the main idea, explicit or implicit information in detail.



- b. Students hone their critical thinking by providing opinions or ideas about the topics discussed.
  - c. In this process, the teacher focuses on students' grammar and pronunciation. Thus, the teacher can interrupt the reading process to explain the grammatical structure.
  - d. Students look for unfamiliar words or phrases, then try to find their meaning in the dictionary or predict the meaning according to the context in the text.
  - e. Students can ease in understanding by making mind maps, tables, or charts.
3. Post-reading

In this process, students focus on learning outcomes or reading assessments by doing exercises and given questions that hone grammatical. In addition, the teacher can also ask students to memorize important vocabulary and give them the opportunity to have an opinion on a topic. In the end, students summarize the material and conduct topic discussions.

Therefore, it can be concluded that the three stages that can be applied in the interactive approach include pre-reading in which the teacher conveys information on a topic that later students can develop their minds. The next stage is whilst reading which students can develop and explore a topic creatively by using their critical thinking skills. The last stage is post-reading, in which the teacher provides an assessment as a benchmark for the achievements achieved by students during the learning process.

Akbar (2013) explains in detail the steps for implementing the interactive approach to improve students' reading skills in learning English as follows:

1. Opening

The teacher starts the lesson by greeting and checking students' attendance. Thereafter, asking the students about the previous assignments or questions that have been given. Furthermore, the teacher applies pre-reading by asking questions to turn on their thoughts, guiding them to the text, and making sure they are ready to learn.

2. Content

There are several activities included in the content that can be applied by teachers, they are:

- a. Providing basic questions that lead students to a text.
- b. Showing the text to students that they must read. Therefore, general and specific information will be caught by them.
- c. Examining students' understanding of the topic.
- d. Inquiring students about unknown vocabulary.
- e. If they have no problem with the meaning, then asking about the general and specific information they get.
- f. Verifying students' cognition by giving them some exercises related to the text.
- g. Enhancing students' cognition by instructing them to convey general information, specific information, and moral values from the given text.



- h. Following up with students' discussions, answer correction, and assessment.

### 3. Closing

At this last stage, the teacher thoroughly ensures students' understanding of the material and text during learning by asking the students randomly. In addition, they summarize the material according to their understanding.

The core of the definitions and explanations of the experts above is an interactive approach which is a combination of bottom-up and top-down approaches that are very effectively applied to learning English, especially to improve students' reading skills. Undoubtedly, this approach is not only suitable to be applied to certain levels of students, but also low, intermediate, and advanced students. Thus, by applying the interactive approach, the learning objectives and reading achievement that are expected by the teacher can be achieved properly.

#### **2.3.2 The Advantages and the Disadvantages of Interactive Approach**

The interactive approach applied in the classroom certainly has not only advantages, but also disadvantages that need to be considered and evaluated for implementing it. Atanasescu & Dumitru (2013) mention the several advantages and disadvantages as follows:

1. The advantages:
  - a. Teacher can stimulate collaboration between students.
  - b. Teacher can stimulate students' creativity.
  - c. Students can take part in their own development.

- d. Students can lead discussions about what they are interested in.
  - e. Teacher can easily apply feedback.
  - f. Students can develop critical thinking
  - g. Teachers can help organize and systematize knowledge.
  - h. Teacher can offer supportive assessments for students.
  - i. Teacher makes use of the students' previous experiences.
  - j. Teachers and students can develop mutual motivation to learn.
  - k. Teachers and students can develop the capacity for deliberation and responsibility.
2. The disadvantages
- a. Discussion can lead to uninteresting topics.
  - b. There may be distractions during the lesson.
  - c. Time-consuming.
  - d. The result is unexpected.
  - e. Students cannot be managed.
  - f. The teacher can be placed in a situation that does not know how to handle.
  - g. It is difficult to determine the contribution of each student because not all students are involved.
  - h. It can only be applied to certain subjects.
  - i. Some details may be overlooked, resulting in errors in learning.
  - j. Often students do not have notes in their notebooks.

From the explanation above, it can be concluded that although it is expected that the application of the interactive approach is very suitable to be

used, there are still some drawbacks that usually become obstacles or fears when the teacher applies it during learning. It can be evaluated and developed again into a new strategy to improve previous results, so that learning objectives can be achieved.

#### **2.4 Review of Previous Studies**

The first article is entitled “Using Interactive Approach in Enhancing Students’ Reading Comprehension.” It was composed by Hayati et. al. (2020). It was aimed to investigate the effectiveness of implementing an interactive approach in teaching reading comprehension and the student's responses toward the implementation of an interactive approach in teaching reading. The authors used two classes of the first-grade students of SMPIK Nurul Quran in Aceh Besar as the sample with a total population sampling technique that was employed because of the limited individuals to be randomized as samples. Each group consisted of 20 students for the experimental class and 20 students for the control class. By applying a true-experimental design which was carried out along with pretest and post-test, the authors used test and questionnaire as the instruments. As results, the use of an interactive approach improved students’ reading scores and gave positive responses toward the use of an interactive approach in teaching reading. It is claimed that the application of an interactive approach can significantly improve students' reading scores compared to students who are taughtly using a bottom-up approach only. The students also had positive responses during their learning in reading comprehension. In conclusion, the

interactive approach is one of the effective approaches for teaching reading comprehension.

The second article, entitled “Developing the Students’ Reading Comprehension through Interactive Approaches by Using Short Stories (An Experimental Research at South Aceh Polytechnic),” was conducted by Hasbaini et. al. (2020). It was aimed to see the effectiveness of using short stories in teaching reading comprehension. The authors used two classes of the second-semester students at the Department of Computer Engineering, South Aceh Polytechnic that was divided into one class as the experimental class and the other one as the control class. By using the quantitative research method, the authors used pretest, post-test, and questionnaire as the instruments. The results show that the use of short stories in learning reading comprehension with an interactive approach model experienced significant progress in students' reading comprehension than conventional learning models.

Furthermore, the third article is entitled “Improving Students’ Reading Skill through Interactive Approach at The First Grade of SMAN 1 Mare, Bone.” It is compiled by Nur and Ahmad (2017). It is aimed to find out the improvement of the students’ reading skills at the first grade of SMAN 1 Mare Bone through the Interactive Approach method. The authors used the students of X6 class of SMAN 1 Mare which consists of 35 students as the participants. By using the qualitative research method, the authors used Classroom Action Research (CAR) to solve the students’ problems in English reading. The instruments of this research are both test and observation checklists. As result, the first criterion is that 70% of students can pass the target score of 70 based on the KKM. The results showed that 74.57

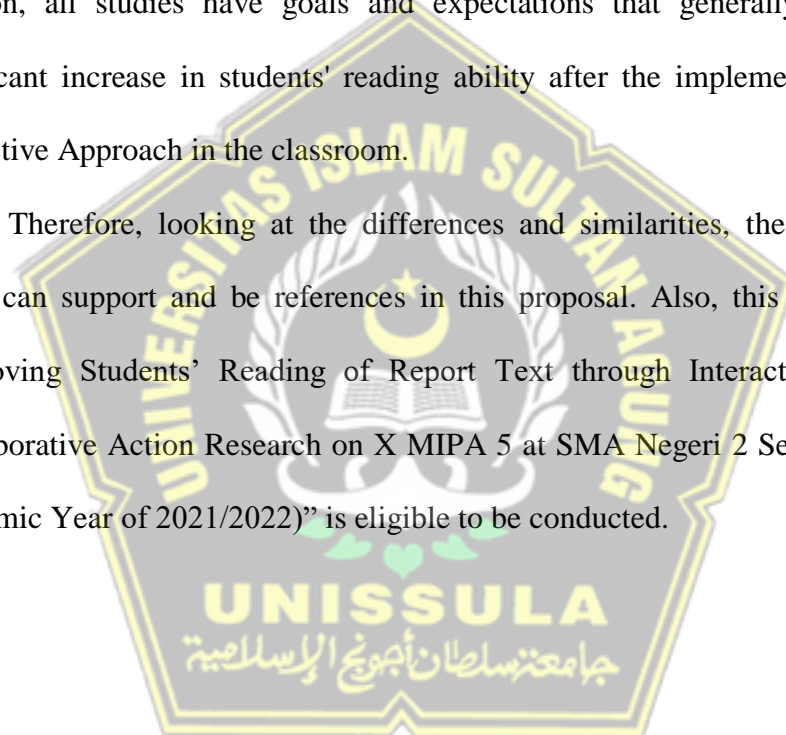
students had achieved the target score. In addition, the second criterion is that students become more actively involved in the teaching and learning process. The results of the checklist observations showed that through the Interactive Approach method students were more confident and creative in class, especially reading activities. Based on the findings above, the researcher suggests that English teachers can apply the Interactive Approach method in teaching reading to improve students' learning to read English.

There are some differences between the three articles above and this study. Judging from the objectives, the first and second research aimed to investigate the effectiveness of using the Interactive Approach in students' reading comprehension skills. Meanwhile, the aim of this study is the same as the third journal, which is to find the progress of students' reading skill through two cycles that will be carried out using the Interactive Approach. Furthermore, it can be seen that the first and second journals are quantitative studies using an experimental design with a test and questionnaire instrument. The difference with the first and second journals is that they use a quantitative method, while this study uses a qualitative research method. Meanwhile, this study uses Collaborative Action Research (CAR) which is almost similar to research in the third journal that uses Classroom Action Research (CAR). The difference is because this study is not carried out by the real teacher, then it is same as a collaboration with the English teacher in the class.

In the first and second articles, they used two classes which were divided into 1 class as the experimental class and the other class as the control class. Whereas this research is only enough to use one class as participants. Then for the

sample, the authors in the first article researched two classes of the first-grade students of SMPIK Nurul Quran in Aceh Besar. Authors in the second article used second-semester students at the Department of Computer Engineering, South Aceh Polytechnic. Authors in the third article use the First grade of SMAN 1 Mare Bone. While in this study will use a sample of class X MIPA 5 at SMA Negeri Semarang. Furthermore, for the similarities, both studies use the Interactive Approach to be applied in learning reading in the classroom. In addition, all studies have goals and expectations that generally focus on a significant increase in students' reading ability after the implementation of the Interactive Approach in the classroom.

Therefore, looking at the differences and similarities, the three articles above can support and be references in this proposal. Also, this study entitled “Improving Students’ Reading of Report Text through Interactive Approach (Collaborative Action Research on X MIPA 5 at SMA Negeri 2 Semarang in the Academic Year of 2021/2022)” is eligible to be conducted.





## **CHAPTER III**

### **METHOD OF STUDY**

This chapter presents Design of the Study, Subject of the Study, Data of the Study, Instrument of the Study, Technique of Collecting Data, Data Collecting Procedure, Data Analysis, and Time Schedule.

#### **3.1 Design of the Study**

This research used descriptive qualitative study with no enumeration counting and cycle description which was done through collaborative action research. As stated by Harmer (2003), action research is the steps or procedures applied by the teacher with the specific aim of improving teaching and evaluating learning success. It is also an investigation carried out by people with an interest in the learning environment, useful for exploring and gathering information about teaching and learning activities in a classroom or school (Mills, 2014). It can be stated that action research is conducted by the teacher or the person who is involved in the teaching process that focuses on increasing learning outcomes that occur in the classroom.

In action research, there are classroom action research and collaborative action research. Classroom Action Research (CAR) is a study conducted by educators in the classroom designed to address real problems during learning. Meanwhile, collaborative action research is carried out by collaborators who also have the same role as educators in the classroom and have the same cyclical process (Alek, 2016). After knowing and getting the results, the teacher can take

action to fix or add the teaching strategies or models for the better learning. According to Kember (2000), action research is carried out through two or more repeated cycles by including four main steps such as planning, action, observation, and reflection. During the implementation of the cycle, improvements were continued after reflection. Hence, this study used the cycle that was claimed by Kember.

### 3.2 Subject of the Study

This research was conducted at SMA Negeri 2 Semarang which is located on Jl. Sendangguwo Baru no.1 Pedurungan, Semarang. The subject of this study was the tenth graders of SMA Negeri 2 Semarang. Further, this sub chapter explains about population and sample.

#### 3.2.1 Population

Population is a set of groups in research that cover almost all areas, or only interesting ones, depending on how the researcher generalizes realistically in selecting subject in which accessible or available (Gay et. al., 2012). The population of this study is the tenth graders of SMA Negeri 2 Semarang. There were 432 students who were divided into 12 classes.

**Table 3.1**  
**The number of students of the tenth grade**

No.	Class	Number of Students	Sex	
			Male	Female
1.	X MIPA 1	36	19	17
2.	X MIPA 2	36	19	17
3.	X MIPA 3	36	18	18
4.	X MIPA 4	36	16	20
5.	X MIPA 5	36	16	20
6.	X MIPA 6	36	16	20
7.	X MIPA 7	36	16	20
8.	X MIPA 8	36	16	20



9.	X MIPA 9	36	16	20
10.	X MIPA 10	36	15	21
11.	X IPS 1	36	8	28
12.	X IPS 2	36	6	30

### 3.2.2 Sample

After determining the population in the study, the next was determining the sample in which the interactive approach was applied. According to Gay et. al. (2012), the sample is a small number of individuals used in research which is taken from a large number of identified populations. The sampling technique in this study was a non-probability technique that did not provide equal opportunities for every member of the population. One of the techniques used in the non-probability technique was using purposive sampling. Purposive sampling was used because the sample was taken intentionally based on certain criteria or considerations so that it did not go through the selection as in the random technique. Therefore, from the population described previously, this study used class X MIPA 5 which consists of 36 students.

### 3.3 Data of the Study

In accordance with the descriptive qualitative design that was used in this study, this sub-chapter describes the types of data and variables.

#### 3.3.1 Types of Data

This study used descriptive qualitative data. If separated, actually descriptive and qualitative types have differences. According to Gall et. Al. (2007) in Nassaji (2015), descriptive research is research that explains, describes, or describes a phenomenon or event where surveys and observations are used to

collect data. In addition, Nassaji (2015) states that descriptive can be derived from qualitative data obtained and is usually analyzed to determine the relationship. Meanwhile, qualitative research is research that requires a variety of information about individual participants in terms of opinions, perspectives, behaviors needed to gain in-depth understanding from various sources.

From the explanation above, it can be concluded that descriptive-qualitative data is obtained by describing a phenomenon that can be analyzed through survey data and deepening understanding from various sources in order to know the relationship and accurate results of the research.

### 3.3.2 Variable

The research variables are:

a. Independent variable

The independent variable or independent variable is a variable in which it affects the related variable. Thus, the use of the interactive approach is the independent variable of this study.

b. The dependent variable

The dependent variable or related variable is a variable that is influenced by the independent variable. Students' reading skill of report text is the dependent variable of this study.

### 3.4 Instruments of the Study

Sathiyaseelan (2015) states that research instrument is an important tool used to measure the selected research variables based on the need to collect data. Research instruments were used as a means to obtain and boost students to

provide their opinions, responses, and answers to find valid and reliable data for the survey.

#### **3.4.1 Test**

Tests in this study was carried out at the end of each learning cycle. The test given to students is in the form of a written test. The test conducted in each cycle aimed to see the student's learning achievement after the implementation of the learning strategy.

#### **3.4.2 Observation Field Notes**

All activities in the learning and teaching process were included in the field notes, the results then was analyzed. In this instrument, the real teacher as a collaborator who was invited to assist in filling the observation sheet during the learning process, both regarding the implementation of all the steps in the learning method, errors, or deficiencies. Juanda (2016) explains that field note or observation contains aspects of classroom learning activities, classroom atmosphere, classroom management, teacher and student interactions, or student and student interactions. Adapted from Nur & Ahmad (2017), this study used observation as an instrument to obtain teacher and students' aspects and the observation sheet can be seen in appendix 3.

#### **3.4.3 Credibility and Dependability**

This study used descriptive-qualitative research which of course required credibility and dependability as a reference that this research was feasible and reliable to be done. To obtain credibility, a representative verification of data related to the findings were checked. As stated by Creswell (2012), triangulation in qualitative research one of the process of confirm the data which is get from

observation field note and documentation. Juanda (2016) elaborates that triangulation is data analysis by collecting and considering the results of data from various sources into a valid synthesis. Data that was obtained from different sources certainly produced different information. Thus, triangulation was done by testing, comparing, or combining information from the collected data.

Denzin (1989) in Fusch et al. (2018) mentions four types of triangulation that can be used in action research, including data triangulation to correlate people, time, and place, investigator/observer triangulation to correlate findings from several researchers, theoretical triangulation to apply and connect various theoretical strategies, and methodology triangulation to connect data from some data collection methods. Therefore, this study only limited on the triangulation, namely: investigator/observer triangulation.

In qualitative research, dependability checks are carried out to audit the entire research process. In this study, the research was conducted systematically from the beginning to the conclusion of the findings guided by the supervisor. The question test validation can be seen in appendix 4. Meanwhile, the instruments that was used had been guided and approved by the English teacher at the school and the supervisor. The data were also checked to get certainty and stability of the data. Furthermore, to ensure that the data were coherent with the research question, it must be ensured that the process of data collection and data analysis was in accordance with the results of data collection. In this study, the results of triangulation of data findings were consulted and discussed with the final project supervisor as an expert.

### **3.5 Technique of Collecting Data**

Data had a very important role because the results and conclusions were made based on the data obtained. Hence, accurate data decided the quality of a study. The instrument used in this study was observation field notes. Thus, the technique used for collecting data was by recording the entire teaching and learning process in the classroom. This recording process included events during the learning process both from the students and teacher aspects, such as students' behavior and characteristics, as well as the implementation of interactive approach that applied by the teacher in every cycle.

### **3.6 Data Collecting Procedure**

The procedure for collecting data in collaborative action research was using two cycles by applying the same learning method. The implementation of action research was carried out in four stages in each cycle such as planning, action, observation, and reflection.

#### **3.6.1 Planning**

At this step, lesson plan and action plan were prepared as needed. Because the problem was determined beforehand, a lesson plan was prepared to apply the learning method as a solution. Therefore, all the needs for teaching such as materials, media, resources, and tools during learning were prepared. Furthermore, a research plan to collect the required data were prepared such as observer notes, teacher notes, and documentation tools. In the first cycle, planning was made based on the problems taken in this study, which is there were still students who got a score below 75 which is the minimum score standard (KKM).

While in the second cycle, re-planning was assembled to solve problems based on the results of reflection in the first cycle. A complete lesson plan of first cycle can be seen in appendix 1.

### **3.6.2 Action**

The action step was the implementation of the plan that had been prepared. Learning activities that were arranged in the lesson plan was given to students. In the first cycle, the activities planned at the planning stage were implemented with the hope that these activities can solve problems and improve student learning outcomes. Meanwhile, in the second cycle, the same activities or even additional activities were applied, depending on the problems that raised in the first cycle.

### **3.6.3 Observation**

This observation step was carried out during the teaching and learning process. The data was obtained from the real notes of the English teacher, the notes of the researcher, and the results of the documentation covering everything that happened during the lesson. Observation from the notes and results of the documentation contained the completeness of the stages of the lesson plan for the learning method that was applied by the teacher, the activities carried out by students during learning, as well as the activities and responses of students during learning. Observation in the first and second cycles were carried out in the same way after the implementation of the action, although getting different results.

### **3.6.4 Reflection**

Reflection was done after all observation. Reflection as a further study of the results of observation which was drawn conclusions, filtering the success and shortcomings in the learning process until finally the problems was found again.



In the first cycle, reflection produce new problems or even old problems that had not been resolved. Therefore, after reflection, re-planning was done as a solution to the problem. In the second cycle, reflection was carried out in order to all the research sets that were applied and activities in the teaching and learning process could solve the previous problems. Thus, both research and learning objectives achieved properly.

### **3.7 Observation Data Analysis**

Data analysis was carried out after data collection. This study used a qualitative descriptive analysis in which there was a cycle description and no statistical counting. Therefore, the data analysis steps were done as follows:

1. Assembling the data

After all the necessary data had been collected, the first step was to assemble the data. At this stage it was necessary to scan the data obtained from the field notes that had been used. Furthermore, this stage was the start of an in-depth analysis of the collected data.

2. Grouping the data

After assembling the data, the next step was to group the data. At this stage the data was categorized in contexts, themes, or certain types that were more organized.

3. Interpreting and elaborating the data

After all the data had been assembled and categorized, then the next step was to interpret and elaborate the data. This stage really required



creativity in thinking in order to make all data understandable and make sense.

#### 4. Reporting the result

The result report was the final stage in data analysis. The data that was gone through all step of analysis processes were described in detail at this stage. All data were containing the sequence of learning and research processes were explained and reported clearly with the final results depending to the findings that occurred in the field.

### 3.8 Time Schedule

This research was conducted in May, with the following details as follow:

**Table 3.2**  
**Time Schedule**

No.	Date	Activity
1.	12 <sup>th</sup> May – 16 <sup>th</sup> May 2022	Managing all license processes to conduct research, especially for school principal and English teacher at SMA Negeri 2 Semarang to use class X MIPA 5 students as research sample.
2.	17 <sup>th</sup> May – 31 <sup>st</sup> May 2022	Implementing the first cycle process.
3.	1 <sup>st</sup> June – 15 <sup>th</sup> June 2022	Implementing the second cycle process.

## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter explains all the details of the research results along with their discussion, based on the descriptive-qualitative research method with test instruments and field notes that have been used. The data was elaborated using investigator or observer triangulation to combine various data obtained on students' reading skills improvement of report texts through interactive approach in class X MIPA 5 at SMA Negeri 2 Semarang in the Academic Year 2021/2022. The research has been carried out offline and online according to school regulations.

#### **4.1 Findings of the Study**

This collaborative action research was done through 2 cycles as follows:

##### **1. First cycle**

The first cycle was started on Tuesday 17<sup>th</sup> May until Tuesday 31<sup>st</sup> May 2022. On Tuesday, the learning started at 07.30 am to 09.00 am and on Friday, it started at 01.00 pm to 02.30 pm.

##### **a. Planning**

In this step, the materials were prepared for reading lesson, especially in asking for opinion as the material plan at this cycle, lesson plan as guidance the reading activity in class and working on test as media for quantify reading ability of student.

##### **b. Action**

There were 5 meetings for this action step as follows:

### 1) **First meeting**

Based on the schedule of English subject at the class, the first meeting was conducted in Tuesday 17<sup>th</sup> May 2022 which was carried out at 01.00 pm to 02.30 pm. The first meeting was begun with introduction and explaining the aim of research study. After that, report text was being introduced which covered the aim, definition, and function of it. Followed by activities of asking the question and opinion to the students in order to know if they understood with the explanation of the report text. The last, introducing the method of analyzing the purpose of report text by using the silent reading and asked student to try practicing it.

### 2) **Second meeting**

The second meeting was conducted in Friday 20<sup>th</sup> May 2022 at 07.30 to 09.00 am. At the second meeting, the lesson was begun with praying. The next was the students were supposed to remember the last material that has been learned in class and were asked the question that related of it. The students were also given the task related to the report text in order to improve the students' ability in reading. The task was about the analysis of the purposes of report text with the silent reading method, then telling the result when being asked.

### 3) **Third meeting**

The third meeting was conducted in Tuesday 24<sup>th</sup> May at 01.00 pm to 02.30 pm. Before starting the lesson, it was opened

with pray and greeting. After that, it was continued with explaining the material of report text using the picture of animal. This method was used to create the fun and enjoy atmospheres in learning activities. Next, the students were asked the question and opinion about the picture that was shown on the slide of presentation. The students were also asked to be volunteer to read the text. Furthermore, the students were introduced with generic structure and language feature as a material in report text, including the definition, the function and the purposes of utilizing generic structure and language features in report text.

#### **4) Fourth meeting**

The fourth meeting was conducted at Friday 27<sup>th</sup> at 07.30 to 09.00 am. The lesson was started with praying and greeting and was continued by explaining the material about generic structure and language features to the students. The method was using scanning or skimming reading for generic structure and language features. Next, the students were tested toward the materials through individual test related to what they have been learnt about the report text. The test was the first test of reading test toward report text.

#### **5) Fifth meeting**

The last meeting in the first cycle was conducted at Tuesday 31<sup>st</sup> at 01.00 pm to 02.30 pm. As usual, it was started with praying and greeting. In this meeting, the students were done a task

to write and make a poster of the animal report text with analyzing and observing the information. The students wrote the report text by using presentation slide and they should add a picture as interesting as possible. The students were divided into 6 groups and they demonstrated the result in front of class with playing role as zoo keepers who were explaining to their classmates as tourists.

**c. Observation**

Based on the action of learning in cycle above, the following condition were found during the observation as follows:

- 1) At the first cycle, there were many students who confused with the reading especially in report content that used silent and scanning method. However, only some students who wanted to practice of read the text in slide.
- 2) During the learning activity, there were some students who did not active answering the question and they have been silent until their names were called to answer the questions.
- 3) The students were able to write and make the report text based on the theme of animals in the zoo.

**d. Reflection**

The result of the reading test that conducted in fourth meeting can be seen in the table below:

**Table 4.1**  
**Students' Score of First Cycle Test**

No	Students	Score
1	AGR	88
2	AAH	88
3	APA	96
4	AMD	32
5	AFP	88
6	ATA	64
7	APAD	96
8	BA	84
9	DAA	84
10	DNIR	24
11	ER	52
12	FLU	68
13	HPR	96
14	HRR	92
15	IBW	92
16	IM	96
17	JNS	92
18	MCZH	84
19	MPM	—
20	MAH	76
21	MFHA	40
22	MKF	84
23	NNP	96
24	NSM	92
25	NAATK	88
26	RAPW	84
27	RWSACR	84
28	RLAA	84
29	RKG	76
30	RAA	64
31	SRC	88
32	SDP	68
33	TFAS	96
34	VDA	56
35	WS	64
36	ZE	96
37	ILD	88

Based on the table of first score above, several students were not able to understand the reading comprehension of report text. It can be seen on the score that under and close from 75 which is Minimum Mastery Criterion (KKM) in school. The total number of students who got score under and close from Minimum Mastery Criterion (KKM) is twelve students. Meanwhile, the rest of student got a good score of reading.

The number of students who got score under or close from 75 was students who had difficulty on analyzing the purpose and observing the information from the report text. Those students disposed not active in class and just followed the process of learning whether they understand or not. In the other hand, they



still did not understand the method of scanning and silent in reading. Meanwhile, the rest of student who got good score were students who understood with the reading of report text both using the scanning and silent method. Although they sometimes active in the class, but they still understood with the material.

## 2. Second Cycle

This second cycle was conducted at 3<sup>rd</sup> June until 17<sup>th</sup> June 2022. On Tuesday, the learning was at 07.30 am to 09.00 am and on Friday was at 01.00 pm to 02.30 pm.

### a. Planning

Actually, the second planning had same steps with the first cycle. They were preparing learning material, lesson media, test and so on. This cycle focused on improving students' ability on reading comprehension especially in report text.

### b. Action

There were 5 meetings for this action step as follows:

#### 1) First meeting

The first meeting was conducted at Friday 3<sup>rd</sup> June 2022 at 07.30 am to 09.00 am. The activity was begun with praying and greeting. After that, the student demonstrated the group project task that was given in last meeting. The group students in group project became zoo keepers to report about the animal in the zoo. The demonstration was 7-10 minutes for every group. Furthermore,



the students answered the questions about generic structure and language features that used in report text.

## **2) Second meeting**

The second meeting was conducted at Tuesday 7<sup>th</sup> June 2022 at 01.00 pm to 02.30 pm. The lesson was started with praying and greeting. The students were given the lesson about the generic structure and language features with discussing again what the last topic that they have learnt. After that, every student was asked the question about the lesson in order to see the students' knowledge toward generic structure and language features in report text.

## **3) Third meeting**

The third meeting was conducted at Friday 10<sup>th</sup> June 2022 at 07.30 am to 09.00 am. The lesson was started with praying and greeting. The students were explained again about the lesson of report text in order to make student more understand with the report text. The students became more active by interactive approach of report text with utilizing the picture as learning media and short questions about the report text. The students were confident to answer the questions. Furthermore, the students were given the strategy of mind mapping.

## **4) Fourth meeting**

This meeting was conducted at Tuesday 14<sup>th</sup> June 2022 at 01.00 pm to 02.30 pm. The activity was started with praying and greeting. The activity was continued by giving the project about

the mind mapping. The students were able to do a project related to the topic that was given. The students could create the report text through the mind mapping method. At the end, the students were given the questions of multiple choice to see their understanding of the report text.

#### 5) **Fifth meeting**

The last meeting in cycle 2 was conducted at Friday 17<sup>th</sup> June 2022 at 07.30 am to 09.00 am. The lesson was begun with praying and greeting. The students were given the second test. This test has a purpose to improve students' ability in reading report text. The test consisted of short report text that must be read by the students before answering the questions. The questions were multiple choice and essay. The multiple choice had 10 questions and the essay had 5 questions which each has short report text that need to be read first.

#### c. **Observation**

Based on the action of learning in cycle 2, the data that found in observation are as follows:

- 1) Several students could improve their reading skill of report text toward the mind mapping method.
- 2) The students were able to analyze the generic structure and language features.
- 3) The students were able to explain the information of report text and to answer the questions properly.

- 4) Several students were able to answer the test both multiple choice and essay correctly and briefly. The rest of them could not answer correctly but it was close to the right answer.

**d. Reflection**

The reflection of this second cycle can be seen in the reading score of the student. The score of the student can be used as a base in order to know if the ability of students had improved or not. The score of second cycle can be seen in table below.

**Table 4.2**  
**Students' Score of Second Cycle Test**

No	Students	Score			
1	AGR	80	19	MPM	—
2	AAH	84	20	MAH	80
3	APA	88	21	MFHA	44
4	AMD	32	22	MKF	80
5	AFP	84	23	NNP	96
6	ATA	80	24	NSM	88
7	APAD	92	25	NAATK	92
8	BA	64	26	RAPW	76
9	DAA	92	27	RWSACR	88
10	DNIR	72	28	RLAA	72
11	ER	60	29	RKG	92
12	FLU	68	30	RAA	88
13	HPR	80	31	SRC	84
14	HRR	76	32	SDP	92
15	IBW	80	33	TFAS	100
16	IM	96	34	VDA	68
17	JNS	92	35	WS	72
18	MCZH	88	36	ZE	100
			37	ILD	84

Based on the table score of second cycle, several students got the good score than the previous test in cycle one. That students were improved their ability during the lesson activity and the pretest that hold as

a practice test. On the class, the students who improved themselves to be active to answer and wanted to read the report text when they were asked. They wanted to study hard in order to understand the lesson and the task that were give.

Besides, there were some students who got the same score with the previous test. The total students who got the same score with previous were 4 students, three students still got score under 75 (KKM) and 26 students got good score or above 75. It did not mean that the students were able to improve themselves, but they were still in the process of improving and could keep the score stable. The students were able to follow and understand the lesson easily. Through the learning media used, they could enjoy and improve their ability in reading.

However, there were some students who got score under 75. These students could not understand the lesson of report text but they did not dare to ask for it. These types of students wanted to study hard but still did not understand the lesson. Therefore, the interaction that developed in class could help them by asking it privately.

Based on the table score of tests in the second cycle, it can be concluded that some students were able to improve themselves with the prefect score and the rest of them could not improve themselves. In the other hand, several of the students got the same score, which mean that they still could improve themselves better.

## 4.2 Discussion

Based on the analysis in the result of the study, this sub chapter shows the total students who improved their ability of reading after experiencing 2 cycles.

The result of the data study can be seen in table below:

**Table 4.3**  
**Results of Students' Score**

No	Student Test Score	Number of students	
		First Cycle	Second Cycle
1.	Student Score Under 75	10	9
2.	Student Score Above 75	26	27
<b>Total Student in Class</b>		<b>36</b>	<b>36</b>

Based on the table above, the students had improved the ability of reading for report text. It can be seen on the table 4.3 above that the number of students who had score above 75 increased from 26 students to 27 students. That number increased in the reading test that conducted at second cycle of learning lesson. In other word, the second cycle could help the student improve their ability in reading especially in report text and solved the question about the report text itself. However, there were students who got score of reading report text under 75. The number of students who had score under 75 decreased from 10 to 9 students. It happened in second cycle of reading lesson, which was proven that the second cycle could help student to improve their ability in reading of report text and learn from it.

In conclusion, the interactive approach that used in this action research was able to improve the student reading skill of report text. In other word, interactive approach was compatible to improve students' ability in reading report text. Thus, this approach should be used more often in class to help student improve students' reading skill, either in report text or other text types.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

In this chapter discusses the result of the research based on the research of problem on how can interactive approach improve students' reading skill of report text on X MIPA 5 at SMA Negeri 2 Semarang and how effective is interactive approach to improve students' behavior in reading skill of report text on X MIPA 5 at SMA Negeri 2 Semarang.

The research is obtained to describe the reading skill improvement of report text on X MIPA 5 at Negeri 2 Semarang and explain the effectiveness of interactive approach to improve students' behavior in reading skill on X MIPA 5 at SMA Negeri 2 Semarang. To collect the data, the technique which used in this research is recording the activity of teaching and learning process in classroom for ten meetings in two cycles. This recoding activity included the event and activities being held during teaching and learning process from both the students and the teacher. The procedures of collection data in this research used two types of cycle which included of planning, action, observation, reflection.

The findings of this study was shown that the interactive approach of reading lesson can help the students to improve their ability in reading of report text. It was proven by the score that students got in first cycle and second cycle. The number of students who got the score under 75 decreased from 10 student to 9 students. Meanwhile, the number of students who got score above 75 increased from 26 students to 27 students.



As for the effectiveness of the interactive approach in improving student behavior, it can be said to be successful. It can be proven through the results of the elaboration of observation sheets, the activeness of students in answering questions without being asked, enthusiastic in every activity, expressing ideas confidently, working in groups in a compact manner, and doing tasks well is increasingly showing significant progress. Therefore, it can be said that the interactive approach is effective to help students increasing their ability in reading of report text.

## 5.2 Suggestion

### 1. For the Students

For the students as center in both Curriculum 2013 and *Merdeka Belajar* Curriculum, students should actively take their role in learning process and this interactive approach can be one of the approaches which can create conducive learning environment for students to be active in English lesson either for reading skill or other skills.

### 2. For the School

For school as provider of facilities in the scope of learning and teaching activities ought to support and facilitate the approaches to be used and to take an active role in the learning process including an interactive approach.



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