

The Implementation of Interactive Reading Model to Teach Reading

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ABSTRACT

The objective of this research was to investigate (1) the utilization of the interactive reading model in the instruction of reading, (2) the factors that facilitate or impede the implementation of the interactive reading model, and (3) the student's perspectives on this implementation. A qualitative research approach was utilized, with individuals chosen through purposive sampling. The study comprised a single English instructor from the academic year 2023/2024 and a group of nineteen students from SMAN 2 Sinjai. The students were classified based on their reading abilities, with six being proficient readers, seven having moderate skills, and six struggling readers. The data were collected through classroom observations, instructor interviews, and student surveys. Hence, the results showed that the teacher initiated the discussion of the text subject before reading, elucidated the text organization, and fostered student engagement. While reading, the teacher prioritized pronunciation, intonation, comprehension, and grammatical explanations, motivating students to anticipate and apply the material. Besides, implementing the interactive reading model proved successful in improving students' enthusiasm, reading abilities, and active participation in the classroom. As a result, the interactive reading model is a viable method for teaching reading, demonstrating significant advantages in student involvement and proficiency enhancement. Nevertheless, it necessitates significant groundwork and adjustment to specific teaching environments.

1. INTRODUCTION

Reading is an activity that gets information and meaning from the text, and readers are expected to recognize and understand the written text to obtain the main idea conveyed by the author Aziz, I. N (2020). Reading has become an important subject in education, and students must study it systematically. Developing reading skills is a critical goal in education systems worldwide, as students' proficiency in reading allows them to understand and process information effectively and helps improve cognitive development, making students more knowledgeable and critical thinkers. By reading, someone can get and share information that can be obtained from various sources such as articles, books, newspapers, magazines, novels, etc.

There are many reasons why teaching reading English text is important for students worldwide, and the teacher should be facilitated. The first is for various purposes, such as for employment, education, or only for entertainment. According to Asrifan (2018), reading text has many positive impacts. When students read seriously, they will grow into writers and have broad insight, and they can develop grammar and punctuation, increase their English Vocabulary, etc. Second, In the curriculum, students are expected to be able to communicate in English, and teachers must create interesting learning to teach text to students. Teachers need to understand the learning model that will be applied when teaching so that learning is more conceptualized and the process will be suitable for achieving.

In the Indonesian curriculum, various types of text have been regulated to improve students' attitudes, knowledge, and skills in communicating using English that are suitable to the competencies that have been determined (Zulyetti, 2015). Some examples of these types of reading text are narrative, procedure, descriptive, report, procedural, news item, analytical exposition, persuasive exposition, explanation, discussion and review. The curriculum was established as a guide for achieving educational objectives. A curriculum collects plans and arrangements that specify objectives, topics of study, instructional material, and techniques for guiding the implementation of learning activities to achieve national educational goals.

According to Budiharso (2014), three strategies can improve students' reading ability. They are bottom-up strategies, top-down strategies, and interactive reading models. One approach that has attracted attention in teaching reading text is using an interactive reading model. This approach emphasizes students' active participation in the reading text process, building their understanding through dialogue, discussion, and text-based activities.

Implementing this model is expected to increase student motivation, improve their knowledge of text, and facilitate the development of critical thinking skills.

A study examined the implementation of an interactive reading model in teaching reading. Asrifan and Vargheese (2020) The results of data analysis show that there is a significant difference between students who use interactive multimedia and those who do not use interactive multimedia, specifically, the utilization of interactive multimedia that improves students' ability in reading comprehension and analysis in the questionnaires shows that students have a high interest in using interactive multimedia in reading.

After analyzing the background of the study above, it can be identified of problem such as:

1. How is the interactive model implemented in teaching reading?
2. What is support and hinders the implementation of an interactive reading model in teaching reading?
3. What are the students' perceptions of implementing the interactive reading model in teaching reading?

2. METHOD

The research employed a qualitative methodology, specifically a case study approach, as it is well-suited for in-depth exploration of a program and individual responses. Creswell (2012) explained that qualitative research involves an exploration of individual or group perceptions of a social problem, emphasizing opinions, perceptions, ideas, and beliefs that are not easily measurable. This approach allows for collecting significant, detailed data from participants, providing a comprehensive understanding of the topics examined in this study.

The study was conducted at SMAN 2 Sinjai in South Sinjai, involving one teacher and nineteen eleventh-grade students. The sampling technique used was purposive sampling, which involves selectively choosing individuals or units with specific characteristics considered important for the research. This approach ensured that the selected students were relevant to teaching reading texts and aligned with the curriculum implemented at the school. The students were categorized into three reading ability groups: proficient, moderate, and struggling.

The data collection process involved several steps:

- **Classroom Observation:** Permission was formally requested from the English teacher to observe the implementation of the interactive reading model in teaching reading texts. The observation aimed to capture the entire process from beginning to end.
- **Interviews:** Post-observation interviews were conducted with the teacher to gather perceptions regarding implementing the interactive reading model, including preparation, assessment, and identifying supporting and hindering factors.
- **Questionnaires** were distributed to students to collect their perceptions of the interactive reading model. The questionnaires were initially provided in Bahasa and then translated into English.

2.1. Data Analysis

The data analysis for observation and interview followed a structured qualitative approach based on the methods proposed by Miles and Huberman (1994). The process included:

- **Data Collection:** Gathering data from observation checklists and interviews.
- **Data Reduction:** Analyzing the activities by the teacher and students, filtering out irrelevant information, and focusing on the stages of implementing the interactive reading model.
- **Data Display:** Presenting the data in a clear and understandable format, such as tables, graphs, and other graphical representations.
- **Conclusion Drawing/Verification:** Interpreting and developing conclusions from the collected data and describing the results obtained from the observation checklists and interviews.

The questionnaire data were analyzed descriptively using a Likert scale to measure students' attitudes and opinions. The scale ranged from Strongly Agree (SA) to Strongly Disagree (SD).

3. RESULTS

The research was done to identify the implementation of an interactive reading model in teaching reading. This research used a descriptive qualitative method: one teacher and nineteen students of the eleventh grade of SMAN 2 Sinjai. The data of this study was obtained from classroom observation, interviews, and questionnaires.

3.1. The Implemented Interactive Model in Teaching Reading

3.3.1. Opening

Following the first meeting, the teacher started the class by asking the students to pray while greeting them and checking the attendance list. Then, the teacher reviews the previous material and asks students questions about the earlier material. The previous material was "Recount text," and the next meeting was "Narrative text". Before delving into the material, the teacher conveyed the teaching model that would be used. The teacher conveys motivation to students about what can be obtained or benefit from the reading goal.

In the second meeting, the teacher did almost the same activity as in the first meeting. The teacher started the class by asking students to greet and pray. Because this was the second meeting on the "Narrative text" topic, the teacher reviewed the previous material with the students before checking attendance. After that, the teacher checked the students' attendance.

3.3.2. Core activities (The syntaxes of the interactive reading model)

3.3.1.1. Pre-Reading

In the first meeting, the teacher explained the elements of narrative text. He presented the material using PowerPoint. Then, the teacher introduced the topic of the text to be read, which is a type of fairy tale text title "Snow White." The teacher gave an overview of the story and then asked the students to read the title and share their opinions. Next, the teacher identified the generic structure used in the story. Then, the teacher asked the students to predict what would happen in the text, and some students competed to raise their hands and answer the teacher's questions. Then, the teacher gives students the opportunity to participate in pre-reading activities actively. The teacher asks students to mention the generic structure of each Snow-white paragraph.

In the second meeting, the activity was almost the same as in the first meeting. However, the teacher only provided a brief explanation due to limited time and gave material about the legend with the title "Maling Kundang."

3.3.2.1. While-Reading

Meanwhile, for the activities, while reading, the first meeting began with the teacher grouping the students into small groups of 4 to 5 members. The teacher divided the students into eight groups. Each group consisted of four or five students. Then, the teacher read the story aloud and asked the students' understanding. The teacher requested each group to read the story aloud. The teacher listened carefully to the students reading and immediately corrected those those who mispronounced words. The teacher interpreted the reading process to explain grammatical structure and to predict what would happen next in the story. The teacher explained that "once upon a time" is an introduction phrase is often used in fairy tales to start a story that has already happened. The sentence structure "there was" uses the simple past tense, indicating an event that occurred in the past. Then, the teacher asked the students to predict the main conflict in the story based on the above sentence.

After all the students were finished reading the text, the teacher discussed the new words that the students found. However, the teacher did not ask the students to find the meaning of the unknown words in the dictionary, but the teacher asked other students to guess the meaning of the words that their classmates asked. After that, the teacher gave their opinion on engaging in interaction between the teacher and students. Next, the teacher asked the students to write down the new words they found in their notebook.

The reading activity in the second meeting was almost the same as in the first session, which involved using a narrative text. However, the teacher distributed papers containing a story title that was different from the previous meeting. In the second session, the story title given to the students was "Maling Kundang." Then, the teacher asked the students to read the text and ask students what the moral value of the story was and identify the general structure; then, the teacher requested students to determine the main idea of the story and note any words they found in the story.

The teacher remained students to find moral values from the Maling Kundang Story. Afterwards, the teacher asks each group to mention the generic structure in each paragraph.

3.3.3.1. Post-Reading

In the first session, students work in small groups to complete their assignments. The tasks in the first meeting involve asking students to write sentences in past tense from the story Snow White. After that, write the characteristics of each character in the story in the form of a table, and ask students to write the moral message and conclusion of the story of Snow White. Meanwhile, the second meeting is almost the same as the first meeting, but the students work on the tasks individually. The assignment given in this session is a multiple-choice test consisting of 10 questions.

3.3.4.1. Closing

In the last activity, the teacher closes the learning process. However, before closing the activity, the teacher carries out important activities. The teacher asks the students to provide conclusions for the first meeting, to memorize new vocabulary found in the story, to provide information about material in the next meeting, and to close the class. Due to limited time, the teacher forgets to give appreciation to the best group and asks students to look for relevant material and pray at the end of the meeting. The teacher did not apply every activity to the lesson plan in the second meeting. At the second meeting, the teacher did not carry out several activities of closes

activity, such as giving appreciation to students, asking students to look for references or relevant material about the narrative text, not providing information about material for the next meeting, and not praying at the end the class.

3.2. The Support and Hindrances of the Implementation of the Interactive Reading Model in Teach Reading

- Supporting the implementation of an interactive reading model is crucial to teaching reading. The researcher identified several supports that can aid in successfully integrating the interactive reading model into the learning process, such as providing tools like projectors for material visualization and printers for printing story texts for every student. In addition, teachers have experience applying the interactive reading model to teaching reading. Therefore, the teacher can more effectively manage the class. The challenges of implementing an interactive reading model to teach reading. From the interactive result, the teacher stated several challenges found when implementing the interactive reading model. That is, preparing interesting and varied lesson materials to keep the students engaged and interested through the learning process, especially in the afternoon class. Therefore, the teacher must be creative and know what students need so that the learning process in the class can be effective and enjoyable.
- They are exploring the obstacles to implementing the interactive reading model process. Many students are in the class, so the teacher cannot assess each individual during the learning process. Only a few students are active in the learning process. Additionally, some students lack participation in the process of teaching reading. Perhaps this happens because the students are shy and lack confidence in their interests, thus reducing the effectiveness of implementing the interactive reading model.
- They overcome the hindrance of implementing the interactive reading model in teaching. English teachers employ several strategies to overcome the hindrance of implementing interactive reading models. These include grouping students into small groups, providing support and positive encouragement, and providing suitable material and assignments to match the student's ability levels. These solutions can effectively address the challenges of implementing the interactive reading model. The benefit for the students using interactive reading model based on teacher opinion through the interview, teachers generally found the implementation of interactive reading in teaching of reading is effective for students. This model enhances students' motivation and enthusiasm, develops their analytical and critical thinking skills, and encourages active participation in the learning process.

3.3 The Students' Perception on the Implementation of the Interactive Reading Model in Teaching Reading

- **Students' interest:** Implementing the interactive reading model of teaching reading has successfully increased students' interest and engagement in learning. All students showed support. This indicates that the interactive reading model is an effective method and is accepted by students.
- **Learning Material:** The distribution of students' perception of learning material activity in implementing an interactive reading model shows that students agree and no one disagrees. This is based on the frequencies and percentage statement 13(68%). This indicates that the interactive reading model is a well-accepted and effective method for increasing students' interest and involvement in learning.

4. DISCUSSION

4.1. The implemented interactive reading model in teaching reading

4.1.1. Opening

Based on the classroom observation result, the teacher starts the class with greetings and prayers at each meeting and then checks attendance. This routine helps create a structured and disciplined learning environment. Richmond. C (2020) routines of greeting, prayers, and attendance checklists give students a clear sense of structure and purpose to begin the learning process, which is essential. Before the material begins, the teacher continuously reviews the material studied previously. This activity can help students focus on the material they have studied. It is in line with McCricckerd (2016), who stated that reviewing material before starting new material can help students build strong connections between previous material and new material, thus increasing overall understanding and helping the learning process be more meaningful.

4.1.2. Pre-reading

In the pre-reading stage, first meeting, the teacher explained the elements of narrative text, he presented the material using PowerPoint. Then, the teacher introduced the topic of the text to be read, which is a type of fairy tale text under the titled "Snow White". The teacher gave an overview of the story, then asked the student to read the title and share their opinions about the topic. Next, the teacher identified the generic structure used in the story. Then, the teacher asked the students to predict what would happen in the next story and students competed to raise their hand and try to answer the teacher's questions. In the second meeting, the activity was almost the same as the first meeting. However,

the teacher only provided a brief explanation due to limited time and gave material about legend with the title "Maling Kundang".

4.1.3. While-reading

The activities while-reading supporting students in improving their foreign language learning, reading strategy development, and comprehension of difficult text section, it can support students in using technique when reading because every student is unique and need a different strategy (Malika et al., 2023). Based on the research the first meeting began with the teacher grouped the students into small groups. The teachers divided the student into eight groups. Each group consisted of four and five students. Then, the teacher read the story aloud and ask the student's understanding.

The teacher interpreted the reading process at several points to explain the grammatical structure and predict what would happen next in the story. The teacher explained that the phrase.

After all the students had finished reading the text, the teacher discussed the new words that the students had found. However, the teacher did not ask the students to find the meaning of the unknown words in the dictionary but asked other students to guess the meaning of the words that their classmates asked. After that, the teacher gave their opinion on interacting with the teacher and students. Next, the teacher asked the students to write down the new words they found in their notebook.

The reading activity in the second session was almost the same as in the first session, which involved using a narrative text. However, the teacher distributed papers containing a story title that was different from the previous meeting. In the second session, the story title given to the students was "Maling Kundang". Then, the teacher asked the students to read the text and ask students what the moral value of the story was and identify the general structure; then, the teacher requested students to determine the story's main idea and note any words they found in the story.

Based on the theory, Grabe and Stoller (2002) stated that while reading involved guiding students through the text with grouped students, they gave questions, summaries, and discussions. This helps maintain engagement and allows for immediate clarification of any misunderstanding.

In line with the theory above, the reading activities of this research line with Grabe and Stoller's (2002) theory. Interactive reading, comprehension strategy, and critical thinking exercises effectively support students' language development and reading comprehension. Teachers create a comprehensive and engaging learning environment by combining group discussions, grammar explanations, vocabulary development, and critical analysis. These methods enhance students' comprehension of the text and equip them with various reading strategies tailored to their unique needs.

4.1.4. Post-reading

In the first meeting, students work in small groups to complete their assignments. The tasks in the first meeting involve asking students to write sentences in the past tense from the story Snow White. After that, write the characteristics of each character in the story in the form of a table, and ask students to write the moral message and conclusion of the story of Snow White.

The second meeting is almost the same as the first, but the students work on the tasks individually. The assignment given in this session is a multiple-choice test consisting of 10 questions.

Grabe and Stoller (2002) stated that post-reading activity helps students integrate and consolidate the information they have already read. These activities include summarizing the text, discussing its implications, connecting it to prior knowledge, and applying new vocabulary in different contexts.

Based on the theory of Anderson and Pearson (1952), post-reading activities that encourage students to connect the text and their own experiences, other texts, or knowledge of the broader world will help strengthen these connections and enhance comprehension.

The theory above is related to this study; the post-reading activity in this study effectively supports students in integrating and consolidating the information they have read, making connections with previous knowledge, and applying new understandings and concepts. By involving group and individual assignments, teachers ensure that students can collaboratively and independently reflect on and apply their learning, increasing their reading comprehension and overall engagement with the text.

4.1.5. Closes

The last activity, the teacher closes the learning process. however, before closing the activity, the teacher carries out important activities. The teacher asks the students to provide conclusions for first meeting and asks students to memorize new vocabulary found in the story, provide information about material in the next meeting and closes the class. Due to limited time, the teacher forgets to give appreciation to the best group and asks students to look for relevant material and pray at the end of the meeting.

At the second meeting, the teacher did not carry out several activities of closes activity, such as giving appreciation for students, asking students to look for references or relevant material about the narrative text, not providing information about material for the next meeting, and not praying at the end the class.

Based on the classroom observation, the researcher conclude that the teacher carries out the activities in line with his lesson plan sequence. He applied the interactive reading model mostly during the reading lesson. The teacher starts with opening, pre-reading, while-reading, post-reading, and closing. However, there were some missed activities, such as asking students to look up the meaning of words they didn't know in the dictionary and transferring the information they obtained from the text into tables or graphs. Additionally, the teacher had a good personality and

appearance. He was patient in responding to students' questions. He maintained eye contact with the students and sometimes conversed with humour to avoid student nervousness. His speech is very fluent and very well.

4.2. The supports and hindrances of the implementation of interactive reading model in teaching of reading

Implementing an interactive reading model in class, which involves active interaction between teacher and students, is very effective in increasing comprehension and understanding (Santoro et al., 2014). The teacher mentioned several supports that facilitate the reading learning model to be effective, such as the availability of a projector that allows visualization of the material so that all students can see and understand the material taught by the teacher. The printer and photocopiers also support the learning preparation process because the teacher can print story texts to distribute to all students. It is in line with the theory of Mosa et al. (2016) that effective learning involves using various models and media to help students understand the material. Using projectors for the material visualization helps students better visualize and understand the text, which supports their understanding as a whole. In addition, the teacher's previous experience in implementing an interactive reading model helps the teacher to manage the class effectively. Thus, implementing a successful and effective learning model depends on the teachers' infrastructure and experience.

There are two challenges in the implementation of the interactive reading model. First, the time is spent during the day, and students usually feel sleepy. Second, the teacher must be creative in preparing interesting materials to keep students' attention and avoid feeling bored during the learning process. This challenge shows how essential it is for teachers to be creative in creating engaging lesson plans to keep students interested.

Some of the hinders teachers experienced when implementing the interactive reading model include the many students in the class. According to (Swanson et al., 2014), although the interactive reading model has many advantages, there are several hindrances. The teacher found that evaluating each individual during the learning process was hindering because many students were in the class. Only a few are active in the learning process. In addition, some students may feel shy or not confident enough to interact, which can reduce the effectiveness of implementing the interactive reading model.

The teacher identified several strategies to overcome these hindrances, such as grouping students into small groups. So, they are more comfortable interacting, motivating and praising students for increasing their confidence and providing materials and tasks suitable to their ability levels so that all students can be active and confident. According to Brown (2004), developing interactive language can be done through teamwork. In a significant class situation, there are few options for individual discussion. In addition, the teacher provides positive support and encouragement and suitable material and tasks appropriate for students' ability level.

The teacher stated some of the benefits of implementing the interactive reading model. They increase students' enthusiasm for learning to read through discussion and interaction. This model helps develop students' analytical and critical thinking skills, and students are more motivated to participate in the learning process because they are actively involved.

4.3. The student's perception of the implementation of the interactive reading model in teaching reading

The first aspect, students answered strongly agree, with the students' opinions regarding their motivation after implementing the interactive reading model in teaching reading. The students' positive feedback came from the experience of implementing the interactive reading model in teaching reading. Based on the questionnaire, 17(89%) students strongly agreed with an interactive reading model, which was exciting and fun and aroused their curiosity in learning to read.

The second aspect regarding learning material was responded positively by students. The learning material (text) is related to their daily life. So that they could understand the material better and increase their vocabulary. Apart from that, the test given by the teacher was suitable for the material given, and the teacher's explanations were easy to understand.

This research shows that infrastructure support and teacher experience are crucial in implementing the interactive reading model in teaching reading. However, there are some challenges and obstacles. Suitable strategies can overcome these problems and improve learning effectiveness. Significant benefits for students, including increased enthusiasm, motivation and critical thinking skills, support the importance of this model in teaching reading.

5. CONCLUSION

Implementing an interactive reading model to teach reading has several stages, such as (1) opening, before the learning process begins, the teacher greeting, praying, and checking the students' attendance. The teacher also asks about the previous lesson, introduces the following material, and motivates students to read. (2) While reading, the teacher introduces the topic, clearly explains the generic structure, and provides opportunities for students to be active. Focus pronunciation on the students' errors and fix them; explain grammatical structure and ask students to express their opinions. They asked students to find new words and transfer them into the notebook. (3) Post-reading, the teacher provides tests for students. According to the teacher, suitable support, such as tools and experience in implementing an interactive reading model, effectively teaches the reading process. While challenges like material preparation and ensuring student engagement exist, the teacher avoids them with suitable strategies. The student's

perception of the implementation of the interactive reading model is primarily strongly agreed upon, particularly in terms of their motivation and learning material.

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