CHAPTER I

INTRODUCTION

In this chapter, the topic that will be discussed about: background of the research, problem of the research, purpose of the research, the operational definition of theterms, significance of the research, operational definitions, and scope and limitations of the research.

1.1. Background of the Research

Rahim (2018) states that reading skill is increasingly important in an increasingly complex society and reading skill is a business continuously and students who see high reading value in their personal activities will be more active in learning compared to students who do not find benefits from activities. It means that reading is the reader'sway in interpreting the printed words That is, reading can be constructed by connecting the words on the printed page with background information and the reader's experience. Therefore, learning to read must include activities that relate text ideas to what students already know. The problems that are often facedby students in learning English are lack of self-confidence when reading in English textbecause they are afraid or embarrassed to make mistakes when expressing sentences, problems in learning vocabulary that is difficult to memorize, difficultiesin pronunciation, and difficulties in learning. Where there are many grammatical rules to remember when using verbs and so on.

The interactive approach is learning technique that is potentially expected to improve students' reading skills. Therefore, I believe that this technique is superior

because students are encouraged to work together in a well-structured process, but also because it maximizes their involvement and responsibility in different roles and of course different tasks. That the interactive learning model is designed to create a student-centered teaching and learning atmosphere so that theyactively build their knowledge through investigation of the questions they ask themselves. The interactive learning media approach uses a system of delivering visual, sound and video learning materials which are presented under computer control for reviewers who not only see and hear images and sounds but also make active responses (Limbong and Janner Simarmata, 2020, p. 9). In the interactive approach learning method students are given the opportunity to involve their curiosity by asking questions about the topics to be studied, then conducting investigations of the questions they ask themselves, so they can find answers to these questions themselves. These questions were then answered by the students themselves through investigation. Therefore, the teacher needs to collect questions from students, then write down each of these questions, then these questions are then selected together by students to investigate the answers. Several questions thathave the same intent are also selected one. Maybe there are some questions that need to be changed so that students can easily understand them. In an interactive learning approach, the teacher's task here is to assist students in expressing spokenlanguage into written language. So, of the many questions that arose, only a few remained. After being selected in accordance with the agreement with the students,then the questions are outlined in an activity and conclusion. Therefore, taking considering account the explanation above, this research needs to be conducted to test interactive learning approaches that can improve students' reading skills. In

conclusion, this research is feasible because it is in this research that the researchers aim to provide empirical evidence for the use of interactive reading approaches that may be appropriate for secondary school reading learning and secondary school reading instruction.

The novelty of this research from previous research conducted by Andi Herdiana Nur (2017) is Andi Herdiana Nur's research using classroom action researchmethods, while this research emphasizes that the ineffectiveness of reading skills only exists in one school, even though reading skills are relatively low, therefore itmust be investigated by general research, namely experimental method. With reference to the above phenomenon, this study attempts to explore the application of the proposed interactive approach as a reading strategy. Based on background above, to solve problems in reading skills by taking an interactive approach in learning to read and gave birth to a thesis entitled **"Effectiveness of Interactive Approaches to Reading Skills in SMA Muhammadiyah 3 Jember".**

1.2. Problem of the Research

Based on the research background, the formulation of the research problem is as follows: Is there any significant difference in reading skills between of students who are taught with an interactive approach and those who are taught with student worksheets.

1.3. Purpose of the Research

The purpose of the research is to find out whether there is significant differenceof students reading skill between students who are taught by using interactive approaches and those who are taught using student worksheets of SMA Muhammadiyah 3 Jember.

1.4. The Operational Definition of the Terms

To order avoid understanding about, it is necessary to provide some explanation about some of the terms that will be used in this research.

1.4.1 Reading Skill

The readers obtain the title "Effectiveness of Interactive Approaches to Reading Skills in SMA Mummadiyah 3 Jember". Reading skill is to lookat and understand the meaning to discover or find out about something, and to interpret the text.

1.4.3 Interactive Approach

Interactive approach is that focuses on questions asked by students which is the teacher also does not only play a role in general learning but is activity involved in the mental and physical aspect of the student.

1.5. Significance of the Research

This result of this study is expected to make improvement in teaching English especially in reading skill. This paper also hopefully can give a contribution to the four groups of people, they are described as follows:

1.   For Teacher

The author provides benefits for determining the right learning media to

teach reading skills and improve students' reading results. It is very useful for teachers to create a good teaching-learning environment that makes students more comfortable and involved.

2.   For Students

This research is expected to increase students' motivation and comprehension in learning English, especially in relation to reading comprehension.

3.   For School

This study is expected to be taken into consideration in making policies to effectiveness the quality of teaching and learning processes. This also includes teaching strategies, teaching media, and classroom environment.

4.   For Writers

The results of this study are expected to provide valuable input and information to other researchers regarding the use of interactive approaches in the process of teaching and learning English.

1.6. Operational Definitions

The operational definitions contained in this study are English learning improvisation, Interactive approach models, and Reading Skill abilities.

1.   Learning effectiveness is an activity carried out by a teacher in learning by developing and enriching learning preparations made with better and quality learning objectives.

2.   The Interactive Approach model is a learning model that focuses on the questions posed by students where the teacher also does not only play a role in general learning but is actively involved in the mental and physical

aspects of students. So here the focus is on active activities or discussions between students and teachers.

Reading Skill is an ability that must be possessed by students in understanding a text given by the teacher, students' ability to understand a text (reading) is seen from students' ability to find main ideas, think critically and creatively in answering questions in the text, both implicit and explicit.

1.7. Scope and Limitation of the Research

The scope of this research is to find out that the implementation of Interactive Approach can effectiveness for students' recount text reading skill by English students of SMA Muhammadiyah 3 Jember in academic 2022/2023 year.