

**THE EFFECT OF INTERACTIVE-READ
ALOUD STRATEGY ON THE EXTROVERTED AND INTROVERTED
STUDENTS'READING COMPREHENSION**

By

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ABSTRACT

This research investigated the most effective strategy of interactive reading aloud on the students' personality types in reading comprehension. In this research, the researcher employed quantitative research by using factorial design. Population in this research were the fourth semester students of English intensive program in middle level and the sample were 40 students from experimental and control classes. Try out was conducted to measure validity and reliability of instrument. Two ways ANOVA was conducted to test the hypotheses, two-way analysis of variance with F-test at the 5% (0.05) level of significance. The probability based on the personality was $0.043 < 2.024$, meaning that there was difference between personality types and the use of strategy. The probability based on strategy was $0.374 < 2.024$, meaning that there was difference result between extroverted and introverted learners. And the probability based on interaction was $0.001 < 2.024$, meaning that there was interaction between strategy and personality types. In conclusion, there was interaction among interactive reading aloud strategy, students' personality types and reading comprehension. The used of interactive reading aloud significantly influenced to the extroverted students rather than introverted students.

Key words: Reading Comprehension, Interactive Reading Aloud, Extrovert and Introvert

Introduction

In English foreign language teaching, reading is one of the most important factors in assessing a learner's linguistic competence. When a student starts school, reading becomes a primary way of learning. Reading is a means of understanding the world and a fundamental skill required to succeed. On the other hand, it

is a skill that takes years to fully develop. For some students, those years can be arduous and frustrating. It is a common problem for some students to complain about having trouble with how to read efficiently. Students always feel confused about the main idea of the passage even if they can get a full mark to the questions following the passage. In addition,

some teachers also find difficulties in increasing efficiency in reading classes.

Helping students who are struggling with reading begin with understanding the difficulties. In general, a reading difficulty represents a breakdown somewhere in the process of learning to read. However, individual difficulties are as individual as the child, and other factors may be related. Due to many such reasons the students fail to comprehend textbooks properly. These are largely reflected in the poor performance of the students both in their classes, as well as in their everyday life. So, it is important now to point out the problems existing in the present reading learning and provide some proposals for how to teach reading efficiently. Furthermore, there are approaches for teaching reading and some of reading strategy that teacher has to follow.

Reading aloud is one of the most important things parents and teachers can do with children to get rid of their difficulties. *Reading is not always a silent activity and that the experience of reading aloud can be enjoyed by people at any age. Harmer (2007: 117) suggests that reading aloud can be extremely motivating and enjoyable for a class, especially when students have been encouraged to predict what they are going to hear.* More importantly, reading aloud has great effect on the success of students' studies since it builds many important foundational skills, such as introduces vocabulary, provides a model of fluent, expressive reading, and helps students recognize what reading for pleasure is all about.

Reading comprehension research has almost always focused on reading to

understand or recall the contents of a passage (Calfee & Drum, 1986). Notwithstanding the fact that there have been enormous researches on reading comprehension; conversely, these have been inadequate number of research studies conducted to investigate the effective application of reading aloud in different perspective. This perspective has anything to do with the personality type theory; it was introduced by Hirsh & Kise. Furthermore, the accomplishment of this research, the effectiveness of interactive reading aloud was measured by applying it to the students only from the two categories of personality types, they are extroverted and introverted learners.

Hirsh and Kise define extroverted and introverted from the way how people draw energy to themselves. They perceptively state that Extravert refers to the people who prefer to work with people and things, welcoming interactions with others and the outer environment. They prefer to do their thinking aloud in the company of others (Hirsh and Kise, 2006: 5). In other words, extrovert is a type of personality or behavior that is oriented outside, for surroundings. Extrovert tends to be manifested in outgoing, talkative, and energetic behavior.

Hirsh and Kise have indicated that people who prefer introversion, known as Introverts, tend to enjoy working alone or with one or two other individuals (Hirsh and Kise, 2006: 5). In other words, introvert is a type of personality or behavior that is oriented inside or to oneself. This allows them to do their work or to create something alone. They do not have the critical need in communication with other people, they feel comfortable alone. In brief,

introvert is manifested in more reserved, quiet, and shy behavior.

In addition, the basic and most important reason for adopting those two types is both of them have great concerning with the language and the technique of teaching reading comprehension by which the researcher will conduct to the students within the group of experiment and control. On the whole, this study will investigate the most effective technique in teaching reading comprehension; two different technique and two different personality preferences will be applied in this research. Firstly, the teaching using loud reading and secondly the teaching using silent reading toward the students of introvert and extrovert personality.

Method

The main purpose of this research introduces some important fundamental concepts of quantitative research by which the researcher employed. It comprises some definitions of quantitative research; furthermore, the main focus is on the assumptions underlying the quantitative research that many researchers have when they are conducting a research study.

Moreover, Creswell (1994) has given a very concise definition of quantitative research as a type of research that is “explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics).” On the other hand, Burns & Grove (2005:23) have expressed a similar view concerning the definition, they state “Quantitative research is a formal, objective, systematic process in which numerical data

are used to obtain information about the world”.

In this study, the researcher employed a quantitative research by using Factorial design. Factorial design is often used by scientists wishing to understand the effect of two or more independent variables upon a single dependent variable. Reference to the following definition taken from Gall at al. (2007: 418), describes what the researcher means by factorial design very well:

“A factorial design is an experiment in which the researcher determine the effect of two or more independent treatment variables—both singly and in interactive with each other—on a dependent variable. The effect of each independent variable on the dependent variable is called a main effect. The interaction of the effect of two or more independent variables on the dependent variable is called an interaction effect”

In a factorial design, all levels of each independent variable are combined with all levels of the other independent variables to produce all possible conditions.

Language and Culture Centre (PBB) of IAIN SyekhNurJati Cirebon in English Intensive Program as a superior program was chosen as the research site. This institution is accessible in which the researcher is the teacher and has maintained good relationship since 2010. For those reasons, the institution offers accessible administration for the researcher to conduct his research.

In this study, the population were the IAIN students from the forth semester. They come from two classes which are nearly homogenous in their English ability. They are purposively chosen as the researcher believes that they were representative. It means that they can provide the information to address the purposes of the research (McMillan and Schumacher: 2001).

In this study, there were approximately 40 students of IAIN from the third semester took part. Thus, the researcher is relatively confident in choosing them as the participants of the study. The selected participants were divided into two groups; 20 students were grouped into experimental group and other 20 students were grouped into control group. The experimental group got some treatment using read aloud and the control group got treatment using silent reading.

According to Best (1995:137), "In educational research an independent variable may be a particular teaching method, a type of teaching material, or an attribute such as sex or level of psychological types." Then, in this study, the independent variable will be about students' interactive read-aloud strategy.'

A moderator variable is known as the second independent variable. In this case, Sugiyono (2008: 39) points out that a moderator variable refers to variable that is influential in strengthening as well as weakening the relationship between independent and dependent variable. In other words, a moderator variable (M) is a variable that alters the strength of the causal

relationship. Most moderator analysis measure the causal relationship between **X** and **Y** by using a regression coefficient. Although classically, moderation implies a weakening of a causal effect, a moderator can amplify or even reverse that effect. Thus, the moderator variable in this study is students' personality types.

The dependent variable is the variable that is being measured as well as affected by the independent variable in an experiment and it is also well known as the variable of output or criterion (Sugiyono, 2008: 39). In this study, the dependent variable is reading comprehension.

To test the hypotheses, Two-way analysis of variance with *F*-test at the 5% (0.05) level of significance were used. Two-way ANOVA requires two basic things including normal distribution score for each cell and homogeneity of the score variation (Irianto, 1989). It is to answer the problem that claimed whether there is any effect of the use of interactive read aloud and psychological types on the development of students' reading comprehension.

Findings and Discussion

From the result of counting on independent sample *t* test towards the grade of post test which is obtained from the result of students' learning process in experimental class can be recognized that the value of *F* is 2.146 with the degree of significance = 0.160. On the basis of this result, the degree of significance is therefore bigger than 0.05. It indicates that the variant of post test coming from the

experimental class which is comprising of extrovert and introverted students is the same. Based on the result above it can be known that in *t test* will use the assumption of both variants are the same.

From the table 4.9, it can be observed that the *t* value of post test for the same variance is 3.553 with the degree of significance 0.02. Based on the table the value of *t* for $df = 18$ is 2.101. Because of $t_{count} \geq t_{table}$ is $t_{count} = 3.553$ which is bigger than $t_{table} 0.05 = 2.101$, it indicates that H_0 is rejected. From the degree of counting, the degree of significance is 0.02 from which it has the smaller score than 0.05. As a result, it can also be concluded that H_0 is rejected.

From the explanation above it can thus be recognized that the value of *t test* for the remark of post test on the result of students' learning process in experimental class indicates that H_0 is rejected. Based on that result it can be concluded that the result of students learning process of both extrovert and introverted students provided the significant differences just in case they get treatment of the interactive reading aloud.

Given the result of counting the independent sample of *t test* on the mark of post test from the results of students' learning process in control class, it thus may be inferred that the value of *F* is 0,619 along with the degree of significance is 0.442. Therefore, the degree of significance is bigger than 0.05. Based on this result, so it can be seen that the variance of the result on students learning process in control class, which is comprised mainly of extrovert and introverted students, are

similar.

Based on the result above, the *t test* will thus use the assumption that both variances are the same; in other words, the test uses so-called 'equal variances assumed'. Being based on the table 4.11, it can be seen that the *t* value of post test for the same variance is -1.882 with the degree of significance of 0.076. Based on the assumption on the table the value of *t* for $df = 18$ is 2.101; the $t_{count} \leq t_{table}$ is $t_{count} = -1.882$ which is smaller than $t_{table} 0.05 = 2.101$. given this calculation, it can be inferred that H_0 is accepted. The degree of significant counting is 0.117 which has bigger score than 0.05, it can thus also be concluded that H_0 is accepted.

From the explanation above, thus it can be recognized that the value of *t test* for the mark of post test coming from the result of students' learning process in control class indicates that H_0 is accepted. Those calculations can be the basis for the assumption that the result of students learning process, comprising of extrovert and introverted students, provided no significant differences if they get the treatment of silent reading. The evidence seems to be strong that the extroverted students are not appropriated to deal with the treatment of silent reading; on the contrary, the introverted students are considerably appropriated in employing the treatment of silent reading.

Given the result of counting the independent sample of *t test* on the mark of post test from the results of students' learning process in control class, it thus can be known that the value of *F* is 2.865 along

with the degree of significance is 0.099. Therefore, the degree of significance is bigger than 0.05. Based on this result, so it can be seen that the variances of the result on students learning process in experimental and control class, which is comprised mainly of extrovert and introverted students, are the same.

Based on the result above, the *t test* will thus use the assumption that both variances are the same; in other words, the test uses so-called 'equal variances assumed'. Being based on the table 4.13, it can be seen that the *t* value of post test for the same variance is 0.751 with the degree of significance of 0.457. Based on the assumption on the table the value of *t* for *df* = $n-2 = 40-2 = 38$ is 2.024; the $t_{count} \leq t_{table}$ is $t_{count} = 0.751$ which is smaller than $t_{table} 0.05 = 2.024$. Given this calculation, it can be inferred that H_0 is accepted. The degree of significant counting is 0.099 from which the score is bigger than 0.05; therefore, it can also be concluded that H_0 is accepted.

From the explanation above, thus it can be recognized that the value of *t test* for the mark of post test coming from the result of students' learning process in experimental and control class indicates that H_0 is accepted. Those calculations can be the basis for the assumption that the result of students learning process, comprising of extrovert and introverted students, provided no significant differences when they employ the different method. The evidence seems to be strong that the extroverted students are appropriated to deal with the treatment of interactive reading aloud; on the other

hand, the introverted students are considerably appropriated in employing the treatment of silent reading.

To make it easy, the value of probability is used to come to a decision. The value of probability is positioned in the column of Sig. If the probability_value > 0.05, it means that H_0 is accepted. If the probability_value < 0.05, as a result H_0 is rejected.

The probability which is based on the methods and students' personality type is 0.043; hence, H_0 is rejected ($0.043 < 2.024$). accordingly, the decision which is being made is H_1 , namely: the mean of the result on students' learning process between extrovert and introverted students is not the same on account of the existence of differences.

The mean test of post test which is performed based on the methods and students' personality type is firstly made by suggesting some hypothesis as follows:

H_0 = There is no different mark obtained by extrovert and introverted students.

H_1 = There is different mark obtained by extrovert and introverted students.

To make it easy, the value of probability is used to come to a decision. If the probability_value > 0.05, it means that H_0 is accepted. If the probability_value < 0.05, as a result H_0 is rejected.

The probability which is based on the personality is 0.374; hence, H_0 is rejected ($0.374 < 2.024$). Accordingly, the decision which is being made is H_1 , namely: the mean of the result on students' learning process between extrovert and introverted

students is not the same on account of the presence of differences.

The interaction test between the variable of given method and personality types. Now the interaction test will be examined to recognize whether there is any interaction amongst the variable which is considered as calculating factor. In this regard, knowing whether there is any interaction amongst the variable of the method and personality types. To examine the interaction test amongst other variables, if the probability_value > 0.05, it thus indicates that there is no interaction in-between the variable.

If the probability_value < 0.05, it means that there is interaction in-between the variable, where $0.001 < 2.024$.

The researcher uses the probabilities in the line of the personality types to see the interaction of probability. It can be inferred that the probability is 0.001. On the whole, it can thus be drawn the conclusion that there is interaction between the given method and personality types.

Conclusion

Firstly, the finding indicated that teaching reading comprehension through the use of interactive reading aloud to extroverted students was effective. It was conducted in experimental group.

Secondly, teaching reading comprehension through the use of interactive reading aloud to introverted students was less effective in experimental class. It can be seen from the result of post test.

Thirdly, teaching reading comprehension to the introverted students by using the strategy of interactive reading aloud was less effective

Fourthly, teaching reading comprehension to the introverted students by using the strategy of silent reading. The statistical data proved that teaching reading comprehension to the introverted students employing silent reading was effective.

Fifthly, the result of students' reading comprehension in experimental group demonstrated that the use of interactive reading aloud as the strategy of teaching reading comprehension was more effective for extroverted students rather than introverted students.

Sixthly, the result of students' reading comprehension in control group demonstrated that the use of silent reading as the strategy of teaching reading comprehension was more effective for introverted students rather than extroverted students.

And the last, there was interaction among interactive read-aloud strategy, psychological types and students' reading comprehension.

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