THE EFFECTS OF THE REFLECTION-BASED INTERACTIVE TEACHING APPROACH ON THE ACHIEVEMENT OF STUDENTS' READING COMPREHENSION IN ENGLISH

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The main objective of this paper was to investigate the effects of the reflection-based interactive teaching (RBIT) approach on students' reading comprehension achievement in English language teaching. Interactive teaching is the combination of a top-down strategy (a process of connecting information in the text with the knowledge the reader brings to the act of reading) (Debat, 2006) and a bottom-up strategy (a process of reading first the various linguistic signs, such as letters, morphemes, syllables, words phrases, grammar structures, and discourse mark, then using a processing mechanism that makes these reasonable, coherent, and meaningful) (Ardhani, 2016). In this study, the interactive teaching method was applied in the framework of Oo and Habók's (2020) reflective teaching model for reading comprehension (RTMRC) involving four stages such as planning, acting, reflecting, and evaluating. In the planning stage, teachers designed the interactive learning steps. In the acting stage, teachers taught students by using the interactive teaching method; and (1) encouraged students to think about the organizational pattern of the text; (2) supported students in the recall of the text with educational tools and aids, such as text-related pictures, or questions; furthermore, (3) encouraged students to select and identify information in the text and to make personal connections between their everyday life and the message of the text (Lo et al., 2013). In the reflecting stage, teachers used a student questionnaire and an observation scheme to reflect the instructional context (Brookfield, 2017). Finally, during the evaluation stage, teachers explored students' achievement, reviewed the strengths and weaknesses of the teaching process, and drew conclusions. We conducted a quasi-experimental research using the RBIT approach. 458 Grade 9 students were involved in the research. We used the cluster sampling technique, and randomly assigned the students to the groups (experimental and control). The experimental group participated in the reflection-based interactive teaching approach. The control group did not receive any extra developmental sessions. As for the instruments, pretest and post-test were used for measuring the participating students' reading achievement. Moreover, the student questionnaire and the observation scheme were administered to reflect on the teaching-learning process of reading comprehension. During the analysis, we applied descriptive and inferential statistics. We found a statistically significant difference ($p<.001$, and Cohen's $d=1.07$) between the results of the two groups; the experimental group performed significantly higher by the end of the program. Results indicated that the reflection-based interactive teaching (RBIT) approach was very effective in teaching reading comprehension in English learning.