

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Definition and Foundational Concept of Interactive Reading

Interactive reading is broadly defined as an instructional approach that actively involves learners in constructing meaning from texts rather than passively decoding words. Grabe and Stoller (2020) emphasize that interactive reading is a dual process where bottom-up and top-down processing happen simultaneously to achieve comprehension. Unlike traditional reading models that emphasize one way processing, interactive reading highlights a reciprocal relationship between the reader and the text. Readers are considered active participants who employ prior knowledge, contextual awareness, and interpretive strategies to make sense of the material (Yenesew & Lule (2023)).

From a cognitive perspective, interactive reading encompasses processes such as schema activation, inference making, and prediction testing while engaging with textual information. From a social perspective, it involves collaborative interaction with teachers and peers, in which dialogue and discussion contribute to the refinement of understanding. Qasserras (2023) explains

that interactive reading integrates bottom-up processes such as decoding linguistic forms with top-down processes, where readers rely on background knowledge and expectations to interpret meaning.

Therefore, interactive reading can be proposed not merely as a strategy for comprehension but as a holistic approach that integrates cognitive processes with social collaboration, making it highly relevant for language learning contexts.

2. Models of Interactive Reading

The theoretical foundation of interactive reading lies in the synthesis of two influential models: the bottom-up and top-down approaches. The bottom-up perspective regards reading as a hierarchical decoding process, beginning from the smallest linguistic units letters and sounds toward the comprehension of sentences and discourse. Accuracy and fluency in decoding are considered central to this model. On the other hand, the top-down perspective highlights the role of prior knowledge, schemata, and contextual expectations. According to this view, readers construct meaning by testing predictions and applying their experiences to interpret the text.

Interactive reading integrates these two perspectives simultaneously, allowing students to decode linguistic

elements while also applying interpretive strategies. Research has shown that proficient readers combine these processes naturally, using textual cues to support predictions and refining their understanding through contextual reasoning Irmawati et al., (2024). Teachers play a crucial role in supporting this integration, often by structuring reading into three phases: pre-reading, during-reading, and post-reading. The pre-reading stage activates background knowledge and sets purposes, the during reading stage encourages active processing and questioning, and the post-reading stage consolidates understanding through reflection, discussion, and application.

Thus, interactive reading can be positioned as an integrated model that provides learners with both precise decoding abilities and advanced interpretive skills, thereby supporting a comprehensive approach to reading comprehension.

3. Characteristics, Principles, and Variations of Interactive Reading

Interactive reading is characterized by several distinctive features. It is multimodal and flexible, employing a variety of activities that extend beyond silent reading or multiple choice comprehension tasks. Classroom practices may include brainstorming,

prediction, skimming, choral reading, group discussion, dramatization, and collaborative problem solving. Such activities appeal to diverse learning modalities verbal, visual, auditory, and kinestheti thus accommodating differences in students' learning styles and preferences.

A central principle of interactive reading is scaffolding. Teachers guide students through the reading process by providing support such as modeling strategies, posing questions, clarifying key concepts, and gradually reducing assistance as students gain independence. This principle is particularly relevant in mixed ability classrooms, where students bring different levels of proficiency and need differentiated support. Another principle is reflection: learners are encouraged not only to extract information but also to connect it with their own experiences, evaluate its meaning, and discuss it with peers. Through this process, interactive reading cultivates linguistic competence alongside critical, reflective, and collaborative skills.

Variations of interactive reading have also emerged with the integration of technology. Multimodal interactive reading combines texts with images, videos, and animations to support comprehension. For instance, Irmawati et al., (2024) highlight that integrating multimedia helps learners visualize abstract ideas and

sustain engagement. From a constructivist perspective, these variations reinforce the view of reading as an active process of knowledge building where learners engage individually and collectively in making sense of texts.

Thus, it can be proposed that the varied and flexible nature of interactive reading allows teachers to adapt instruction to diverse student needs, while technological integration further strengthens engagement and understanding.

4. Types of Interaction in Interactive Reading

To address the practical application in the classroom, Duke and Pearson (2021) and contemporary literacy trends (2024-2026) categorize interactive reading into several distinct activities:

- 1) Read-Aloud Interactive: The teacher reads a text aloud, pausing strategically to pose open-ended questions. This serves to model "Think-Alouds" and critical thinking for junior high students.
- 2) Shared Reading: Teachers and students engage with a common text simultaneously, often using digital projectors to build confidence in pronunciation and collective comprehension.
- 3) Collaborative Strategic Reading (CSR): Students work in small groups where each member assumes a specific role, such as The Leader, The Clunk

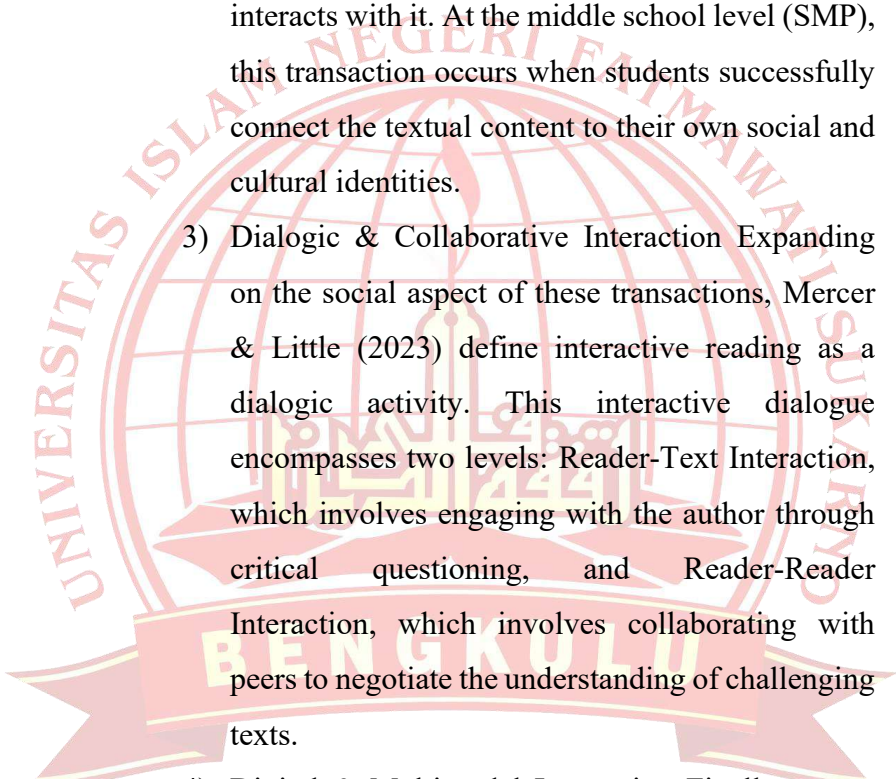
Expert (vocabulary), or The Gist Expert (summarization).

- 4) Guided Reading: The teacher provides targeted "scaffolding" to small groups of students with similar proficiency levels to address specific learning gaps.

5. Modern Types (Digital and Multimodal)

In the 2025/2026 era, several interactive reading types have emerged that are particularly relevant to the digital habits of Gen Z students in junior high school. These modern approaches include Hypertextual Interaction, where students read digital texts with clickable links, and Social Annotation, where they use platforms like Kami or Perusall to collaborate in real time. To understand these modern types more deeply, they are categorized into the following theoretical and practical perspectives:

- 1) Interaction as a Cognitive Social Process
According to Grabe & Stoller (2020) in their latest reading study, interactive reading is not merely a one-way process from text to brain, but an active dialogue. In this process, readers continuously utilize top-down processing (background knowledge) and bottom-up processing (analysis of vocabulary and grammar) simultaneously to construct meaning.

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- 2) The Transactional View Building upon the idea of active dialogue, Duke, Ward, and Pearson (2021) emphasize that interactive reading is essentially a "transaction." They argue that a text does not possess a fixed meaning until a reader actively interacts with it. At the middle school level (SMP), this transaction occurs when students successfully connect the textual content to their own social and cultural identities.
 - 3) Dialogic & Collaborative Interaction Expanding on the social aspect of these transactions, Mercer & Little (2023) define interactive reading as a dialogic activity. This interactive dialogue encompasses two levels: Reader-Text Interaction, which involves engaging with the author through critical questioning, and Reader-Reader Interaction, which involves collaborating with peers to negotiate the understanding of challenging texts.
 - 4) Digital & Multimodal Interaction Finally, as we progress into the 2024-2026 period, experts like Leu et al. (2024) have introduced "new literacies" into the definition of interactive reading. They define it as the reader's ability to navigate and interact with multimodal texts those accompanied

by video, hyperlinks, or audio. For junior high students, this means moving beyond static text to interact with visual and auditory elements to build a more comprehensive understanding.

6. The Impact of Interactive Reading

The benefits of interactive reading can be seen both in students' motivation and in their reading skills. In terms of motivation, interactive reading creates a participatory classroom environment where students feel more involved in the learning process. Unlike teacher centered methods that rely heavily on explanation and memorization, interactive approaches promote student agency and collaboration. This sense of ownership strengthens intrinsic motivation and fosters a positive emotional climate that supports learning Irmawati et al., (2024). Psychologically, students become more confident in expressing their opinions, more willing to participate in discussions, and more secure in taking risks when interpreting texts Selamawit & Solomon, (2023).

From the perspective of reading skills, interactive reading helps students move beyond literal comprehension toward deeper level of comprehension activities such as group discussion, text based questioning, and reflective writing enable students to develop inferential and evaluative comprehension. Social interaction also plays a

vital role: by sharing perspectives, students refine their understanding and construct deeper meanings collectively. Moreover, interactive reading fosters metacognitive awareness by training students to plan strategies, monitor their comprehension, and evaluate their progress. These skills are essential for the development of independent and critical readers.

Accordingly, interactive reading may be proposed as an constructive approach to not only support the development of literacy skills but also foster confidence, autonomy, and collaborative learning among students.

The volume highlights that sensitive reading, defined as reading with sensitivity to others, may bring about satisfaction, comfort, and pleasure as well as discomfort and disapproval Anita, (2024).

7. Barriers to Implementation

Despite its clear advantages, the implementation of interactive reading in junior high classrooms continues to face several persistent obstacles. One of the most critical is the constraint of instructional time. In many educational contexts, teachers are required to follow dense curricula while also preparing students to meet standardized assessment requirements. This condition leaves little room for extended, interactive reading sessions that emphasize deep engagement with texts. Duke and Cartwright (2021)

similarly point out that curricular pressures often reduce opportunities for teachers to implement innovative reading practices, thereby limiting students' chances to develop higher level comprehension skills.

In addition to time constraints, infrastructural limitations create another significant barrier, particularly in rural or under resourced schools. Many of these schools lack consistent access to authentic reading materials, multimedia tools, or even stable internet connectivity. A study by Rintaningrum (2022) highlights that inadequate facilities, outdated technology, and insufficient maintenance systems are among the most common issues hindering interactive approaches in Indonesian schools. Similarly, Ratnasari and Mu'in (2023) emphasize that the digital divide disproportionately affects rural areas, where low internet penetration and limited device availability significantly reduce the feasibility of technology supported interactive reading. These findings demonstrate that the lack of infrastructure is not simply a logistical issue but a systemic challenge that continues to limit equitable access to interactive learning.

Another prominent challenge relates to teacher readiness. While interactive reading requires teachers to shift from lecture based methods to more student centered strategies, many educators struggle with this transition due

to a lack of professional development. Research by Sari and Margana (2021) indicates that teachers often remain unfamiliar with interactive pedagogies because training programs rarely integrate digital literacy with instructional practice. As a result, even when schools are equipped with technological tools, their use remains superficial. Likewise, Kusumawardhani (2023) found that educators frequently express hesitation in adopting interactive strategies, citing a lack of confidence and insufficient institutional support as primary factors.

Professional development challenges further extend to issues of innovation and institutional culture. A recent study by Pratama and Purba (2025) revealed that while teachers generally recognize the potential benefits of interactive reading, they continue to face barriers such as resistance to change, limited access to updated training materials, and minimal follow up support from school leaders. This study concluded that continuous professional development, supported by clear institutional policies and leadership engagement, is essential to ensure sustainable adoption of interactive methods. Moreover, leadership in rural schools plays an especially important role in bridging infrastructural and capacity related gaps by involving stakeholders, including parents, local communities, and policymakers.

Finally, institutional and policy frameworks also shape the success of interactive reading implementation. In many educational systems, evaluation still focuses on measurable outcomes such as test scores, which tends to marginalize interactive, process oriented approaches. Without systemic reforms that balance outcome based assessments with an appreciation for process driven learning, interactive reading will struggle to achieve long term sustainability in school contexts.

8. Relevance to Junior High School English Learning

Although challenges remain in its implementation, interactive reading continues to hold significant relevance for English learning at the junior high school level. The curriculum in this stage emphasizes the integration of listening, speaking, reading, and writing skills, and interactive reading aligns well with this holistic orientation. By prompting students to predict, question, discuss, and reflect on texts, the method not only strengthens comprehension but also develops communicative competence. In this way, interactive reading resonates with the principles of Communicative Language Teaching (CLT), which underscores the use of language in real world contexts.

The relevance of interactive reading is further supported by several theoretical frameworks. Duke &

Cartwright,(2021) Active View of Reading (AVR) conceptualizes reading as a dynamic process shaped by motivation, cognition, and sociocultural context. This perspective is consistent with the objectives of interactive reading, which actively engages learners in constructing meaning. Likewise, Vygotsky's concept of the Zone of Proximal Development (ZPD) emphasizes that students can achieve higher levels of comprehension through collaborative learning and the support of teachers and peers. Both frameworks highlight the interactive and socially constructed nature of reading, making them highly applicable to junior high English instruction.

As a result, interactive reading can be seen as an especially relevant approach for junior high school students, as it matches their cognitive development, social needs, and emotional growth. In this method, students are not treated as passive recipients of information but as active participants in the reading process. The integration of the four essential skills listening, speaking, reading, and within a unified framework ensures that learners gain a comprehensive language experience.

Several strategies characterize the implementation of interactive reading in practice. Students may begin by activating prior knowledge through previewing titles, illustrations, or themes, linking these elements to their own

experiences to anticipate new ideas. They are then encouraged to make predictions about the text, sharpening attention and curiosity. Close and repeated reading helps deepen comprehension of structure, vocabulary, and meaning, while critical questions posed by teachers guide learners toward higherorder thinking. Group discussions enable students to share interpretations, express ideas, and negotiate meaning collaboratively, which in turn strengthens speaking competence. Reflection activities further encourage learners to connect readings with their personal lives and broader social contexts, promoting empathy and critical literacy. Finally, the integration of multimedia tools such as videos, audio recordings, and online platforms enriches the reading experience and sustains engagement.

Teacher's Role in English Reading Instruction In the context of interactive reading, the role of the teacher extends far beyond simply transmitting knowledge. Teachers act as facilitators, mentors, and emotional supporters, shaping the overall learning experience of their students. By fostering an inclusive classroom environment, they encourage curiosity, dialogue, and the exchange of ideas. They provide clarity when students face difficulties and direct discussions toward deeper comprehension.

Teachers also function as strategic mentors who introduce learners to a variety of reading strategies, such as skimming, scanning, inferencing, and self monitoring. These techniques allow students to engage with texts more proficiently and independently. At the same time, teachers interpret the context of texts by helping learners navigate complex vocabulary and structures, linking them to real life situations in order to make lessons more meaningful. Through consistent feedback, teachers reinforce student progress while addressing weaknesses constructively.

Equally important, teachers act as sources of motivation and emotional support, boosting learners' confidence and reducing anxiety about making mistakes. This positive climate encourages active participation and sustained engagement. Moreover, teachers facilitate collaborative learning by designing group activities that allow students to benefit from peer to peer interaction within their zone of proximal development (ZPD). In this way, they ensure that comprehension is not only individually achieved but also socially constructed.

Supporting Aspects in Interactive Reading Instruction
Interactive reading contributes to the development of broader communication skills, as it requires students to engage in speaking and listening while interpreting texts. By encouraging learners to ask questions, share insights,

and participate in discussions, the method goes beyond developing reading comprehension and fosters oral communication competence.

The use of multisensory approaches also plays a crucial role in supporting interactive reading instruction. Visual aids, audio resources, and practical activities cater to different learning styles while enhancing students' retention of material. Teachers may further adopt differentiated approaches, adjusting materials and strategies according to varying levels of proficiency so that every learner receives appropriate support.

Another key supporting aspect is the connection between interactive reading and digital literacy. In the digital age, teachers increasingly integrate technology into reading instruction by sourcing materials online, using language learning applications, and encouraging students to respond digitally to texts. These practices make learning more engaging and relevant to the experiences of modern learners.

The theoretical foundations of interactive reading further reinforce its value. Duke and Cartwright's (2021) Active View of Reading (AVR) highlights reading as a multifaceted process involving motivation, cognitive engagement, and sociocultural contexts. Vygotsky's Zone of Proximal Development (ZPD) emphasizes

collaborative learning, underscoring the role of peer and teacher support in advancing comprehension. Meanwhile, Communicative Language Teaching (CLT) stresses authentic use of language, which is reflected in interactive reading activities that encourage discussion, questioning, and the negotiation of meaning.

In conclusion, interactive reading stands out as a highly relevant and powerful strategy for teaching English in junior high schools. This method not only deepens students' understanding of texts but also cultivates communicative competence, critical thinking, and socio-emotional growth. Teachers play a central role in facilitating this process, acting as guides, motivators, and assessors who ensure that learning is both productive and meaningful. Through the integration of strategies such as prediction, questioning, discussion, and reflection, combined with the use of multimedia and collaborative tasks, interactive reading transforms the classroom into an engaging and supportive space where language learning flourishes.

9. Characteristics of Junior High School Students and Instructional Implications

The developmental characteristics of junior high school students further underline the importance of interactive reading. At the age of 12 to 15, students enter

Piaget's formal operational stage, where they begin to develop abstract and logical reasoning. Interactive reading supports this stage by encouraging learners to analyze texts critically, test predictions, and draw inferences. From a social perspective, adolescents are in Erikson's stage of identity versus role confusion, where peer interaction plays a central role. Group discussions and collaborative tasks in interactive reading help meet these social needs by fostering cooperation and perspective taking Sugrah (2020).

On the emotional side, students in this age group are developing self awareness and emotional regulation. Reading activities that involve stories, role playing, or reflective journals provide opportunities for students to connect texts with their own emotions and experiences. This strengthens not only literacy but also socio emotional skills such as empathy and self expression Hamdah, (2025). Taken together, these developmental traits suggest that interactive reading is particularly well suited for junior high school contexts, as it accommodates cognitive, social, and emotional needs while providing an engaging and meaningful environment for developing English literacy.

At the junior high school stage, learners are moving from concrete forms of reasoning to more abstract modes of thought. According to Piaget's theory of formal

operations, students at this level begin to develop the ability to think hypothetically, plan systematically, and make reflective judgments. Teachers can make use of these abilities by designing reading activities that require students to look beyond literal meaning such as interpreting underlying themes, identifying potential bias, or anticipating possible outcomes within texts. Engaging in these higher level tasks strengthens students' analytical capacity, which is essential not only for academic achievement but also for lifelong intellectual growth. From a social perspective, Erikson's developmental framework suggests that adolescents are particularly concerned with building their sense of identity and understanding their role within peer groups. Interactive reading supports this need because it involves group work, peer discussions, and cooperative debates. These social learning environments support comprehension while simultaneously cultivating communication skills and respect for differing viewpoints, both of which are vital during this identity forming stage. On an emotional level, adolescents are becoming increasingly self aware and capable of reflecting on both their own emotions and those of others. Activities such as role playing scenes from reading passages or maintaining reflective journals about characters and events enable students to exercise empathy

and emotional intelligence. These practices not only help to reduce stress and strengthen resilience but also foster students' motivation and engagement in the learning process Hamdah (2025).

In addition to developmental characteristics, current educational research identifies several key trends among junior high learners that directly influence how reading instruction should be structured. One of the most notable is the reality that today's adolescents often have different learning preferences compared to previous generations. Growing up in a rapidly changing information environment, they often prefer quick access to information rather than engaging in extended, monotonous reading. This calls for instruction that not only develops basic reading skills but also encourages deeper and more reflective reading practices to improve their comprehension and focus.

Another trend is the emphasis on multimodal learning, as students are more engaged when lessons incorporate multiple modes of input, including visuals, audio, video, and interactive tools. By weaving these elements into reading instruction, teachers can sustain student interest, reach diverse learning styles, and strengthen comprehension. Motivation also plays a central role, as learners are far more engaged when reading materials

connect to their daily experiences, cultural identity, or global issues that matter to them. Providing texts that reflect students' worlds or current concerns makes reading more meaningful and encourages active discussion. Peer influence continues to shape adolescent learning, meaning that collaborative reading tasks not only reinforce understanding of texts but also nurture vital social skills such as teamwork, empathy, and problem solving. Equally important is the growing attention to social emotional learning, as incorporating reflective activities, empathy building tasks, and role playing into reading instruction enables students to build resilience and strengthen their capacity for positive interaction.

An awareness of these developmental characteristics and educational trends provides educators with a strong foundation for applying interactive reading strategies in the junior high school classroom. Such strategies support comprehension while at the same time developing critical thinking, collaboration, and emotional awareness. By integrating higher order thinking tasks, collaborative activities, multimodal resources, culturally relevant materials, socio emotional learning practices, and digital literacy skills, teachers ensure that reading instruction remains relevant and responsive to the realities of today's learners. Ultimately, interactive reading becomes not only

a method for developing comprehension but also a holistic approach that prepares students for academic success and equips them with essential skills for broader social and intellectual life.

B. Previous Related Studies

Several studies have been conducted regarding the implementation of interactive reading strategies in various educational contexts. First, Awaliyah et al., (2025) conducted a qualitative case study with elementary students in Indonesia. The study found that strategies such as group discussions and text analysis significantly fostered students' active participation and reading comprehension. Similar to the present study, Rianto et al. emphasize the teacher's facilitator role, although their focus was on Bahasa Indonesia for elementary levels, while this research targets English for junior high school students.

Second, Sari and Wulandari (2023) investigated the implementation of interactive reading in rural schools with limited facilities. Their findings show that teachers must adapt strategies and use available resources creatively to overcome challenges. This mirrors the current study's focus on resource constraints and teacher adaptability in Central Bengkulu, though this research provides a more specific look at one particular junior high school's dynamics. Unlike Sari and Wulandari who focused on rural schools generally, this study

focuses specifically on the students' characteristics in a resource constrained junior high school.

Third, Dewi (2022) explored teachers' experiences applying interactive reading strategies through a phenomenological approach. The study highlighted the importance of teacher flexibility in meeting students' cognitive and emotional needs. Like the present study, Dewi recognizes the pivotal role of the teacher, but this research goes further by also investigating the students' perspectives to provide a more holistic view.

Lastly, Umanahu and Ekhsan (2022) conducted classroom action research using interactive media, finding significant gains in student engagement. While sharing a focus on interactive strategies, their research used a quantitative model at the elementary level, unlike the current study which employs a qualitative descriptive design to provide a deeper understanding of the interaction process rather than just measuring numerical gains.

In summary, these studies collectively demonstrate that interactive reading strategies foster critical thinking, engagement, and comprehension. However, research remains lacking on the specific implementation of interactive reading for students at the junior high school level in Central Bengkulu. This study addresses that gap by comprehensively examining English instruction through both teachers' and

students' perspectives amid limited resources, thereby offering valuable insights into adapting interactive reading in a resource constrained environment.

C. Conceptual Framework

Reading instruction in Indonesian junior high schools continues to face challenges such as limited student motivation, reliance on traditional teaching methods, and insufficient integration of technology. Interactive reading offers a potential solution by emphasizing active student engagement through dialogue, prediction, questioning, and reflection. In the digital era, this approach becomes even more relevant when combined with multimedia tools such as e-books, videos, and interactive applications, which foster engagement and accessibility.

This study is grounded in the assumption that the integration of interactive reading strategies with digital media can substantially support students' motivation, participation, and comprehension. Rather than focusing solely on measurable outcomes, this research emphasizes the processes of interaction between teachers, students, and learning media in shaping reading experiences. By employing a qualitative approach, the study aims to capture how interactive reading is implemented in practice at SMP Negeri 30 Bengkulu Tengah and to identify the factors that either support or hinder its effectiveness.

The conceptual framework guiding this study therefore connects three key dimensions: (1) the interactive reading approach as the instructional strategy, (2) digital learning media as the supporting tool, and (3) the contextual characteristics of junior high school students as the learning environment. Together, these elements are expected to contribute to students' development of English reading literacy, particularly in terms of motivation, comprehension, and narrative understanding.

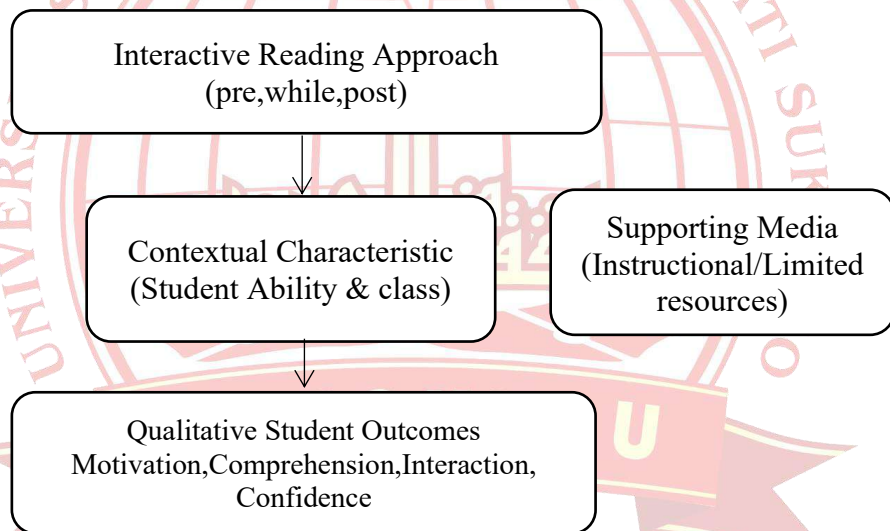


Figure 2.1 Note/Description of Figure 2.1:

1. Interactive Reading Approach: Represents the primary instructional method used in the study, consisting of pre, while, and post-reading activities.

2. Contextual Characteristics: The arrow indicates that the method is applied based on the students' specific ability levels and classroom environment.
3. Supporting Media: This box shows that the teaching process is supported by available instructional media and resources within the school.
4. Student Outcomes: The final stage describes the qualitative impact on students, specifically their motivation, classroom interaction, and self-confidence.

Accordingly, the conceptual framework of this study posits that interactive reading, when supported by digital resources and tailored to junior high school contexts, operates as a bridge linking theoretical insights with classroom application. It further highlights that interactive reading is projected to foster student motivation, comprehension, and overall English literacy skills. In conclusion, this study proposes a conceptual framework that integrates interactive reading strategies with digital media, adapted to the contextual characteristics of junior high school students, as a pathway to contributing to fostering motivation, comprehension, and overall English literacy.

This study is expected to enrich the theoretical understanding of interactive reading by providing contextual insights specifically for junior high school level students in Indonesia, particularly in rural areas. The findings of this

research can serve as a practical guide for English teachers to design more interactive learning activities. It can also assist curriculum developers in adapting learning strategies to more effectively meet student needs and support policymakers in promoting equitable access to quality English language education.

