ABSTRACT


The objectives of this study are to find out: (1) whether students’ achievement in reading comprehension taught by cooperative integrated reading and composition is significantly higher than team assisted individualization, (2) whether students’ achievement in reading comprehension that have high motivation is higher than that have low curiosity, (3) whether there is interaction between teaching techniques and motivation on students’ achievement in reading comprehension. An experimental research with factorial design 2 x 2 was used in this study. There were 120 students from IX of 2011/2012 academic year of SMP.METHODIST 1 MEDAN as sample of this study. The students were divided into two groups. The first group was treated by using cooperative integrated reading and composition and the second group was treated by using team assisted individualization technique. Motivation was measured by given questionnaire for classifying the students that have high motivation and low motivation. Students’ achievement in reading comprehension was measuring by given multiple choice test. The data were analyzed by applying Two-Way ANOVA. The result reveals that (1) Students’ achievement in reading comprehension taught by cooperative integrated reading and composition (x=28.87) is significantly higher than that taught by using team individualization (x=25.17) with F observed = 6.38 > F table = 3.92 at the level of significance α = 0.05 (2) Students’ achievement in reading comprehension that have high motivation (x = 78.5) is higher than that have low motivation (x= 40.88) with F observed= 14.1 >F table = 3.92 at the level of significance α = 0.05 (3) There is significant interaction between teaching techniques and motivation on students’ achievement in reading comprehension with F observed = 6.27 > F table=3.92. After the Tuckey Test was applied, it showed that students that have high motivation got higher result if they were taught by using cooperative integrated reading and composition and students that have low motivation got higher result if they were taught by using team assisted individualization.
ABSTRAK


Penelitian ini bertujuan untuk mengetahui apakah: (1) hasil belajar Reading Comprehension siswa yang diajarkan dengan teknik cooperative integrative reading and composition lebih tinggi daripada hasil belajar reading comprehension siswa yang diajarkan dengan teknik team assisted individualization, (2) hasil belajar reading comprehension siswa yang memiliki motivasi yang tinggi memperoleh hasil lebih tinggi daripada siswa yang memiliki motivasi rendah, (3) ada interaksi antara teknik pembelajaran dan motivasi terhadap hasil belajar reading comprehension siswa. Penelitian ini menggunakan design factorial 2 x2. Sample pada penelitian ini adalah siswa SMP. Metode yang digunakan 2 group yaitu group siswa yang diajarkan dengan menggunakan teknik cooperative integrated reading and composition dan team assisted individualization.

Penelitian ini menggunakan test pilihan ganda. Data dianalisis dengan menggunakan ANAVA dua jalur. Hasil penelitian menunjukkan bahwa: (1) hasil belajar reading comprehension siswa yang diajarkan dengan teknik cooperative integrative reading and composition (x = 28.87) lebih tinggi daripada hasil belajar reading comprehension siswa yang diajarkan dengan teknik team assisted individualization (x = 25.17) dengan F_{hitung} = 6.38 > F_{table} = 3.92 pada taraf signifikansi α = 0.05 (2) hasil belajar reading comprehension siswa yang memiliki motivasi yang tinggi (x = 78.5) lebih tinggi daripada hasil belajar reading comprehension siswa yang memiliki motivasi yang rendah (x = 40.83) dengan F_{hitung} = 14.1 > F_{table} = 3.92 pada taraf signifikansi α = 0.05 (3) terdapat interaksi antara motivasi terhadap hasil belajar reading comprehension siswa dengan F_{hitung} = 6.27 > F_{table} = 3.92 pada taraf signifikansi α = 0.05. Setelah uji lanjut dilakukan dengan menggunakan uji Tuckey, hasil penelitian menunjukkan bahwa siswa yang memiliki motivasi yang tinggi memperoleh hasil belajar yang tinggi jika diajarkan dengan menggunakan teknik cooperative integrated reading and composition dan siswa yang memiliki motivasi yang rendah memperoleh hasil belajar yang tinggi jika diajarkan dengan menggunakan teknik team assisted individualization.
ACKNOWLEDGEMENTS

First, all praised and grateful is expressed to God the Almighty who has blessed her so that she could finish her academic year in the State University of Medan. In the process of completing this thesis, the writer got so many guidance and suggestion from several people who always care and love to her and for which the writer would like to extend her sincere and special thanks.

To Prof. Dr. Berlin Sibarani, M.Pd, her first adviser for his excellent suggestions, comments and valuable time spent for consulting in the process of completing this thesis.

To Dr. I Wayan Dirgayasa, M.Hum, her second adviser for his valuable suggestion and comment for the improvement this thesis.

To Dr. Anni Holila Pulungan, M.Hum, as Secretary of English Applied Linguistics Study Program, for her support in completing this thesis and the administrative procedure.

To Prof. Dr. Busmin Gurning, M.Pd., Dr. Didik Santoso, M.Pd. and Dr. Anni Holila Pulungan, M.Hum, being her reviewers and examiners for their valuable suggestion and correction on the draft during seminar proposal and examination.

To all the lectures at English Applied Linguistics Study Program State University of Medan who have shared their experiences and knowledge to her during her academic year.
To the principle of SMP.METHODIST 1 MEDAN, Drs. Robinson Tampubolon, for his support and help in giving time and opportunity for her in conducting the research and collecting the data.

Her propound and sincere gratitude are directed to her beloved parents, S.Lubis and St. Delfi Samosir, S.Pd, and lovely sisters, Basa Esterlina Lubis, ST, Rika Imelda Lubis, AMAK, Lenni Situmorang, S.Pd and his brother Biptu Junri Tua Lubis, SH who have patiently given pray and never ending spiritual support.

Her endless special gratitude is specially addressed to her beloved husband, Bripka Anton Gilberd Simamora, for his full understanding, support and for being so good and continuous motivation.

Last but not least, to all her friends in the 2007 period or the level of XII for their friendship and cooperation. It would be difficult to find such beautiful words but above all thank you so much. May Jesus bless us.

Medan, June 2012

The writer,

OKPIRIANY BR LUBIS
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