

TABLE OF CONTENTS

	Pages
ACKNOWLEDGEMENT	i
ABSTRACT	iii
ABSTRAK	iv
TABLE OF CONTENTS.....	v
LIST OF TABEL	viii
LISF OF FIGURES	ix
TABLE OF APPENDIXES	x
CHAPTER I. INTRODUCTION	
1.1. The Background of Study	1
1.2. The Problems of the Study.....	6
1.3. The Objectives of the Study.....	7
1.4. The Scope of the Study	7
1.5. Significances of the Stdy.....	8
CHAPTER II. REVIEW OF LITERATURE	
2.1. The Nature of Reading	9
2.1.1.The Reading Comprehension.....	10
2.1.2.Concept of Reading.....	13
2.1.3.Concept of Reading Comprehension	14
2.1.4.Concept of Teaching Reading Comprehension	15
2.1.5.Types of Reading	17
2.1.6.The Assesment of Reading Comprehension	18
2.1.7.The Purpose of Teaching Reading	19
2.1.8.ProblemTeaching Reading Comprehension.....	19
2.1.9.Problem Reading Comprehension	21
2.2. Narrative text	22
2.3. Teaching Strategies	23
2.4. Think Pair Share Strategy	24
2.4.1.Definition of Think Pair Share Strategy	24
2.4.2.The Procedure of Think Pair Share Strategy	24
2.4.3.The Advantages of Think Pair Share Strategy.....	25
2.4.4.The Disadvantages of Think Pair Share Strategy ..	26
2.5. Directed Reading Thinking Activity.....	26
2.5.1.The Definition of DRTA Strategy	26
2.5.2.The Procedure of DRTA Strategy.....	27
2.5.3.The Advantages of DRTA Strategy	28
2.5.4.The Disadvantages of DRTA Strategy.....	29
2.6. The Differences bwtween TPS and DRTA Strategies	29
2.7. Motivation	30
2.7.1.The Concept of Motivation	30
2.7.2.Low and High Motivation	31
2.7.3.Assessment of Students' Motivation	32
2.7.4.The Interaction between teaching strategies and students motivatiob on reading comprehension ..	33

2.8. Relevant Studies	34
2.9. Conceptual Framework	38
2.10. Research Hypothesis	41
CHAPTER III. RESEARCH METHODOLOGY	
3.1. Research Design	43
3.2. Population and Sample	44
3.2.1. Population	44
3.2.1. Sample.....	44
3.3. Instrument of Data Colection.....	45
3.3.1. Questionnaire	45
3.3.2. Pre-Test and Post-Test	45
3.4. Procedure of Data Colection.....	46
3.4.1. Procedure of Treatment.....	46
3.4.2. Post test	47
3.5. Control of Treatment	47
3.5.1. Internal Validity	47
3.5.2. External Validity	48
3.6. Reading comprehension Test	48
3.6.1. Students' motivation questionnaire.....	49
3.7. Instrument validation	50
3.7.1. Validity.....	51
3.7.1.1 Validity of Reading Comprehension Test.....	51
3.7.1.2 Validity of Motivation Questionnaire	51
3.7.2. Reliability	52
3.7.2.1 Reliability of reading test.....	52
3.7.2.2 Reliability of Questionnaire	52
3.8. The Technique Analyzing Data	53
3.9. Statistical Hypothesis.....	53
CHAPTER IV. DATA ANALYSIS AND RESEARCH FINDINGS	
4.1 Description of Data	55
4.1.1 Students' Achievement in Reading Comprehension Taught by using Think Pair Share Strategy.....	57
4.1.2 Students' Achievement in Reading Comprehension Taught by using Directed Reading Thinking Activity	58
4.1.3 Students' Achievement in Reading Comprehension with High Motivation	60
4.1.4 Students' Achievement in Reading Comprehension with Low Motivation	61
4.1.5 Students' Achievement in Reading Comprehension with High Motivation Taught by using Think Pair Share Strategy.....	62
4.1.6 Students' Achievement in Reading Comprehension with Low Motivation Taught by using Think Pair Share Strategy.....	64
4.1.7 Students' Achievement in Reading Comprehension with High Motivation Taught by using Directed Reading Thinking Activity	65

4.1.8 Students' Achievement in Reading Comprehension with Low Motivation Taught by using Directed Reading Thinking Activity	66
4.2. Requirements of Data Anlysis	68
4.2.1. Normality Test.....	68
4.2.2.Homogeneity Test.....	69
4.2.2.1 Groups of Reading Strategies Homogeneity	69
4.2.2.2 Groups of Students Motivation	70
4.2.2.3 Groups of Interaction	70
4.2.2.4 The result of Homogeneity varience Among Group	71
4.3. Hypothesis Testing	71
4.3.1. Students' Achievement in Reading Comprehension Taught by using TPS Significantly Higher than Taught by using DRTA Strategies	73
4.3.2. Students' Reading Comprehension Achievement was Significant Difference with high motivation and that of Low Motivation taught by Using TPS and DRTA Strategies	74
4.3.3. The Interaction between Teaching Strategies and Students Motivation in Reading Comprehension Achievement.....	74
4.4. Discussion	77
4.4.1. Students' Achievement in Reading Comprehension Taught by using TPS Significantly Higher than Taught by using DRTA Strategies	77
4.4.2. Students' Reading Comprehension Achievement was Significant Difference with high motivation and that of Low Motivation taught by Using TPS and DRTA Strategies	80
4.4.3. The Interaction between teaching Strategies and Students Motivation in Reading Comprehension achievement.....	81
4.5. Limitation of Research.....	84
CHAPTER V. CONCLUSION, IMPLICATION AND SUGGESTION	
5.1 Conclusions	85
5.2 Implications	86
5.3 Suggestions	87
REFERENCES.....	88