The Effect of Teaching Strategies and Students Motivation on Reading Comprehension Achievement

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Abstract—**Teaching strategies especially Think pair Share and Directed Reading Thinking Activity (TPS) and (DRTA) model used to teach students motivation on reading comprehension achievement. The purpose of this study to find out the effect of Teaching Strategies on students' reading comprehension achievement. This study is experimental research design using the experiment and control groups. This research was experimental design, the instruments were questionnaire sheet and reading test. The result showed that from mean score of experimental class 87.8, and mean score of control class 84.67. The data were analyzed by using SPSS program for windows version 20.Based on the data analysis of reading score showed that *t-calculate* gained 2,42 more than *t-table*1,68 or sig gained 0,003 less than 0,05. This means H_0 refused and H_1 accepted to there is the effect of TPS and DRTA teaching strategies on students reading comprehension achievement.**

Keywords-teaching : teaching strategies; reading comprehension; narrative text

I. INTRODUCTION

English as a foreign language has been learned by Indonesian students since they are Secondary High School to university. It means that English is an important or compulsory subject in Indonesia curriculum. The students have to learn four skills to help them to understand English language. There are four skills namely listening, speaking, reading and writing. One of the four language skill is reading. It means that reading is a skill that has be learned by the students. By reading, the students can know the content of a text.

reading comprehension is someone ability making your eyes and brain work together to process words at a high rate of speed[1]. It is really clear information that to understand the text as efficient as possible, the reader should predict and understand the text first. After that, they can get the meaning and comprehend the text. Based on definition above, reading comprehension is the process of extracting and constructing meaning from the text. There are three interactive elements which impact comprehension: the reader, the text, and the context. The reader is doing the comprehension. The reader includes capacities, abilities, knowledge and experiences impact the act of reading. The text is anything that is read. The context is the activities of which comprehension is a part.

Based on preliminary observation conducted by researcher as English teacher of tenth grade students in high school Muhammadiyah 8 Kisaran there are a number of crucial issues concerning the teaching and learning of reading comprehension. Students in this level have difficulties in identifying the information of reading passage. First, the students could not find specific information which is included in the Narrative text that was given by the teacher. Second, some students always feel bored when they are studying reading because they do not know the language feature and generic structure to understand the reading material easily especially in narrative text. Third, the students were lack of vocabulary and the students have low motivation.

Beside on definiton above teaching strategies are needed to connect the student's background knowledge with the new information in given text and to overcome the student's lack desire of reading comprehension in order to increase their motivation in reading. In this case there are two teaching strategies which are selected in this study. They are Think Pair Share and Directed Reading Thinking Activity.

The think-pair-share technique was cooperative learning, developed by Lyman and associated to encourage students' classroom participation. The good things of the think-pair-share technique are that is a quick activities, does not take a long time, motivate students, can be adapted to all levels, engages the whole or parts of class, and allows teachers to circulate among the students to advice, correct, and evaluate them. It's also can make students sure that study English is easy by using TPS method. It's a teaching method introduced into the peer interaction of cooperative learning which has been demonstrated to be a powerful factor in improving students' response to the questions[2]

"The Direct Reading Thinking Activity is defined operationally as a reading strategy which consist of 6 steps. Ren Eilar (1999:i) stated that "the DRTA strategy is one of such approach, built around the core of components of direct, explicit reading comprehension instructions[3].

This is not the first study in the academic world. There have been some previous studies conducted by several researchers related to this research. They are inspiring the researcher to do a further study about it. Related to this study, the researchers found some previous researchers in the journals either national or international which are related to the title that is going to be conducted. Some of them discussed about Teaching reading by using Think-Pair-Share technique is an effective technique in the process of teaching and learning English, especially in students reading comprehension skills [4]and the experimental group who was taught reading comprehension by using Directed Reading Thinking Activity (DRTA) got better reading comprehension achievement than the control group that was taught by using conventional strategy[5].

Based on the problem of the study,the objectives of this study are following:

1. To describe there is significn effect teaching strategies and students' motivation on reading comprehension achievement.

II. THEORITICAL REVIEW

reading comprehension is a complex process that demands skills and strategies. Reading comprehension is an evaluating process.There are many types in reading comprehension in order to read a text. Each type has a different advantages and disadvantages for the reader. And it depends on what type of reading that will used by the reader to read a text. Patel and Jain (2008: 117) says there are some types of reading: a.Intensive Reading, b. Extensive Reading c. Aloud Reading, and the last Silent Reading. for example in this case using narrative text.

In reading comprehension we can use some strategis for teaching reading, in this case researcher use TPS and DRTA strategies.TPS strategy is a part of cooperative learning. To make a case for collaborative learning seems easy. Research on learning in small groups exists than on any other instructional method, including lecturing.TPS consists of some steps. Kagan (2009) states there are five steps in TPS. They are: a) Organizing students into pairs by dividing the students into pairs randomly. The purpose of choosing randomly is to avoid the gap between high students and low students[6].

b).the topic or a question is posing a question or a topic to the students. This question should be in general and has many kinds of answers. It makes the students think deeper and deeper, and they can give their opinions in many aspects. c).Giving time to students to think meanwhile the teacher should give the students several minutes to think an answer of the question given before. d)Asking students to discuss with their partner and share their thinking. In this section, each students share his or her own answer to his or her partner in pairs. They share their thinking and discuss each other to find the best answer. e)Calling on a few students to share their ideas with the rest of the class. This last step is calling some students to share their ideas with the rest of the class. Some

students give their answer, and the others can give their opinion or other answers.

These some advantages of Think-Pair-Share technique: a.The notion of the positive effects of "wait time" upon the quality of student responses in the classroom. b.Nonnative speakers must first linguistically decipher the question itself and then cognitively from a response to it c.Wait time not only offers time for linguistic interpretation of the question but also response formation. d.Pairing with another student gives an opportunity to orally share their response with a classmate and receive valuable feedback.

The Think-PairShare technique also has some disadvantages, they are as follows:

a. Not all students focus on the topic given, because they can share everything with their partner out of the topic (question) given.
b. There is a possibility that the students who have low understanding about the topic given likely chat to the other pairs

As stated by El-Koumy (2006:3) "The Direct Reading Thinking Activity is defined operationally as a reading strategy which consist of 6 steps.This are the steps of Direct Reading Thinking Activity (DRTA) says El-Koumy (2006:3) as follows:

1. The teacher writes the title of the reading passage on the board and asks students to read it,
2. The teacher asks students to make predictions about the title using these questions:
a) What do you think a passage with a title like this might be about? b) Why do you think so?
3. The teacher lists predictions on the board and initiates a discussion with the students by asking them to respond to the following questions:
    a. Which of these predictions do you think would be the likely one?
    b. Why do you think this prediction is a good one?
4. The teacher invites students to work in small groups to complete the discussion following the same format.
5. The teacher asks students to read the passage silently and to confirm or reject their own predictions. Then he asks them the following questions:
    a) Were you correct? b) What do you think now? c) Why do you think so?
6. The teacher asks students to reflect on their predictions through responding to the following questions:
    a) What prediction did you make?
    b) What made you think of this prediction?
    c) What in the passage supports this prediction?
    d) Do you still agree with this prediction? Why?[7]

Each teaching strategy certainly has advantages and disadvantages, as well as advantages of DRTA are: a)Students

– centric : This encourages critical thinking in students, and gives them a chance to come forward and demosntrate what they have learned. b)Raises the Bar : Educators have they liberty to set up classroom and devise method that would aid all students in thinking,analyzing and comprehending the teaching contents easily. c).Meeting the needs and interests of diverse learnrs. d)Provides the opportunity for students to learn at their own pace, in their own way, and be successfu. d)Recognizes students' varying background knowledge, readiness, language, preferances in learning, ineterest, and to react responsively.

Disadvantages of DRTA Stratgey

Each teaching strategy certainly has advantages and disadvantages, as well as disadvantages of DRTA are: a)Time constaints and chopped-up schedules are an obstacle, b) Class size and teaching load ar two of the bigger constraints, c)Teacher preparedness

Motivation is a theoritical construct used to explain the initiation, direction, intensity, presistence and quality of behavior, especially goal-directed behavior (Maehr & Meyer,1997 in Brophy,2010) Motives are hypothical construct used to explain why people do what they do. The characteristics of students with low motivation are :

1) Students may be easily distracted when listening to their teacher or completing assigments on which they are working, 2) Students may find it difficult to get started on their homework or other class project, 3) students may not put much effort into assigments and they may find in difficult to participate in class and to stay focused on learning information being taught, 5) students are more likely to blame someone ore something else for their poor performances.

On the other hand, the characteristics of students with high motivation toward learning are highly-motivated studens: 1) likely have a stronger desire to learn2) focus on goals to help them stay commited to putting fort the effort and doing what is neccesary to benefit from school, 3) are more likely to work hard at participating in their classes and at learning the material presented, 4) are more likely to keep working in the face of difficulties when trying to understand a concept or complete a long, complex assigment, 5) tend to see succes as a fumction of their effort 6) understand that there are factors they can't control, and focus on the factors that are controllable.

III. METHOD

This research was an experimental design. According to Gay, the purpose of experimental design is to establish cause-effect relationship between two variables[8]. They also said experimental research involves a comparison of two groups, an experiment and control group. In this research, we took two samples group. One group as experimental class consisst 36

students will give treatment by Think Pair Share and other one as control class consist of 36 students will give directed reading thinking strategies. The population of the research is first year students of First High School Muhammadiyah 8 Kisaran in the academic year of 2018/2019.

In this research, we used two classes as the sample. The sample of this research consists of two groups are experimental group and control group. In this research, we will choose sample by giving test to all population. Then, we gave normality and homogeneity test to find whether data which is collected come from normal distribution or not. Next, we used cluster sampling technique. We used cluster sampling because the population is very large which is distributed into three classes.

The instrument of this research was reading test and observation. This reading test was constructed in multiple choice by using 1 genre, narrative text, the test consist of 30 items. We gave eight meetings. The text consists of sixnarrative texts. The students were given 60 minutes to do the try out test at non sample before that the students must complete questionnaire sheet given by teacher consist 20 items. The instrument should have validity, reliability and items difficulty and items discrimination to get the research finding. The observation was used to record and to collect real information of teaching and learning process during conducting the research. The data is collected through direct observation on both teacher and students during teaching and learning proces

IV. FINDINGS AND DISCUSSION

After doing pretest, we taught reading to the students by think pair share in several times and followed by posttest. There were 36 students who were taught by think pair share. The students got score 76-80 was 4 students, the students got score 84-88 was 15 students, and the students got score 92-96 was 11 students. The total of students' score were 2636 with the mean score 87.87, the standard deviation 5.704. The highest score students' reading 96 and lowest score was 76.

There were also 36 students who were taught by directed reading thinking activity. The students got score 72-76 was 3 students, the students got score 80-84 was 16 students, the students got score 88-92 was 9 students, the students got score 96 was 2 students. The total of students' score were 2540 with the mean score 84.67, the standard deviation 6.042. The highest score students' reading 72 and lowest score was 96.

At experimental class, the total score students before using picture series was 2060, and after using picture series the total score students was 2636. Therefore using think pair share could increase the total score students as many as 576. While at control class, the total score students before using power point was 1980, and after using directed reading thinking activity the total score students was 2540. Therefore using directed reading thinking activity can increase the total score students as many as 560.

Based on explanation above, it showed that teaching reading using think pair share can increase reading

comprehension students about narrative text. The students can improve their reading comprehension about coherence, vocabulary and background knowledge on the text through think pair share. The students find coherence of the text between sentences of one and another and they can see the story directly. The students know vocabulary from malin kundang story and the legend of tangkuban perahu and the legend of toba lake by using think pair share the students can improve their background knowledge about the phenomenon by the group.

The result of Kolmogrov-Smirnov statistics analysis showed that the significant score for all groups are higher than 0.05, it means that the data of the students' reading comprehension were obtained from normal distributed samples. Based on the results of the output variance test for normality using the one sample kolmogorov - smirnov test, significant value in the data experimental group 0.575 and control class 0,302, because of significant value both classes take more than 0,05 it can be said that class control and experimental with normal distribution

In this study, the homogeneity was tested to know whether each class had the same variance or not. It was tested by variance formula.It can be concluded that F observed for students' reading comprehension was bigger than ratio F table (Fobserved > Ftable) and Sig < 0,05. It means that both of variance were homogenous.

V. CONCLUSION

Based on the data analysis above, it can be concluded that teaching reading by Think Pair Share was more effective for students to comprehend the text. It is shown the result of this research that the mean score of experimental class (87,87) was higher than the mean score of control class (84,67). Furthermore, t-calculated (2,42) at the degree (70) of level significant 0,05 was bigger than $t-table$ 1,69 or sig 0,03<0,05. Thus, the hypothesis of this research is accepted. In other words, teaching reading using Think Pair Share gave significant effect on students' reading comprehension of Narrative text atHigh school Muhammadiyah 8 Kisaran in academic years 2018/2019.

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