

ABSTRACT

Okpiriany, Registration Number: 072188330036. The Effect of Teaching Techniques and Students' Motivation in Reading Comprehension. A Thesis. English Applied Linguistics Study Program, State University of Medan. 2012.

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 $F_{\text{observed}} = 6.38 > F_{\text{table}} = 3.92$ at the level of significance $\alpha = 0.05$ (2) Students' achievement in reading comprehension that have high motivation ($x = 78.5$) is higher than that have low motivation ($x = 40.88$) with $F_{\text{observed}} = 14.1 > F_{\text{table}} = 3.92$ at the level of significance $\alpha = 0.05$ (3) There is significant interaction between teaching techniques and motivation on students' achievement in reading comprehension with $F_{\text{observed}} = 6.27 > F_{\text{table}} = 3.92$. 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

Okpiriany, NIM. 072188330036. Pengaruh teknik Pembelajaran dan Motivasi Siswa terhadap Hasil Belajar Reading Comprehension Siswa. Tesis. Program Studi Linguistik Terapan Bahasa Inggris, Universitas Negeri Medan. 2012.

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 x 2. Sample pada penelitian ini adalah siswa SMP. Methodist 1 Medan, tahun ajaran 2011/2012 sebanyak 120 siswa. Siswa dibagi menjadi 2 group yaitu group siswa yang diajarkan dengan menggunakan teknik cooperative integrated reading and composition dan team assisted individualization. Instrument penelitian untuk mengukur rasa ingin tahu adalah dengan memberikan kuisioner kepada siswa dan untuk mengukur hasil belajar Reading Comprehension digunakan test pilihan ganda. Data dianalisa dengan menggunakan ANAVA dua jalur. Hasil penelitian menunjukkan bahwa : (1) hasil belajar reading comprehension siswa yang diajarkan dengan teknik cooperative integrated 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 $\alpha = 0.05$ (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 $\alpha = 0.05$ (3) terdapat interaksi antara teknik pembelajaran dan motivasi terhadap hasil belajar reading comprehension siswa dengan $F_{hitung} = 6.27 > F_{table} = 3.92$ Pada taraf signifikansi $\alpha = 0.05$. 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.

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OKPIRIANY BR LUBIS

TABLE OF CONTENTS

Page	
ABSTRACT	i
ACKNOWLEDGMENTS	iii
TABLE OF CONTENTS	v
LIST OF TABLE	viii
LIST OF FIGURES	x
LIST OF APPENDIXES	xi

CHAPTER I INTRODUCTION

1.1 The Background of the Study	1
1.2 The Problems of the Study	6
1.3 Objective of the Study	6
1.4 The Scope of the Study	7
1.5 The Significances of the Study	7

CHAPTER II REVIEW OF RELATED LITERATURE

2.1 Reading Comprehension	8
2.2 Reading as a process	12
2.3 Students' Achievement in Reading Comprehension.....	14
2.4 The Assessment of Reading Comprehension.....	18
2.5 The Levels of Comprehension	20
2.5.1 Literal Reading.....	20
2.5.2 Interpretive Reading.....	21
2.5.3 Critical Reading	21
2.5.4 Creative Reading.....	21
2.6 Teaching Techniques	22

2.7 Cooperative Reading.....	24
2.8 The Basic Element of Cooperative Learning.....	26
2.8.1 Positive Interdependence	26
2.8.2 Face to Face Promotive Interaction.....	27
2.8.3 Individuals Accountability	27
2.8.4 Social Skill	27
2.8.5 Group Processing	28
2.9 Team Assisted Individualization (TAI)	28
2.9.1 Steps-Step of Team Assisted Individualization	29
2.10 The Principal Team Assisted Individualization	30
2.10.1 Teams	30
2.10.2 Placement Test	30
2.11 Cooperative Integrated and Reading Composition	31
2.11.1 The Major Component of CIRC	31
2.12 Students' Motivation.....	35
2.12.1 Motivation.....	35
2.12.2 Kinds of Motivation.....	36
2.12.3 Impacting Motivation in the Classroom.....	41
2.13 High and Low Motivation.....	42
2.14 Previous Research.....	43
2.15 Conceptual Framework	46
2.15.1 The Differences of students' achievement in Reading Comprehension that taught by using Cooperative Integrated Reading and Composition and Team Assisted Individualization.....	46
2.15.2 The Differences of students' achievement in reading comprehension that have high motivation and that have low motivation.....	47

2.15.3 Interaction between teaching techniques and motivation on students' achievement in reading comprehension	49
2.16 Hypotheses of Study	52

CHAPTER III METHODOLOGY OF RESEARCH

3.1 Research Design.....	53
3.2 Population and Sample of the Study	54
3.2.1 Population	54
3.2.2 Sample.....	54
3.3 Treatment Implementation	55
3.4 Control of Treatment.....	59
3.4.1 Internal Validity	59
3.4.2 External Validity	60
3.5 The Instrument of Data Collection.....	60
3.5.1 Motivation Questionnaire	60
3.5.2 Reading Comprehension Test	61
3.6 Instrument Tryout of Data Collection	63
3.6.1 Validity of Reading Comprehension Test.....	63
3.6.2 Reliability of Reading Comprehension Test.....	64
3.6.3 Difficulty Index of Reading Comprehension Test Items.....	64
3.6.4 Discrimination Index of Reading Comprehension Test Items.....	65
3.6.5 Validity of motivation questionnaire.....	66
3.6.6 Reliability of Motivation Questionnaire.....	66
3.7 The Technique of Analyzing Data.....	67
3.8 Statistical Hypothesis.....	67

CHAPTER IV DATA AND DATA ANALYSIS

4.1 Description of Data.....69
4.2 Requirement of Data Analysis.....83
 4.2.1 Normality Test.....84
 4.2.2 Homogeneity Test..... 84
4.3 Testing of Hypothesis.....87
4.4 Research Findings.....93
4.5 Discussion.....94
4.6 The Limitation of the Research.....100

CHAPTER V CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

5.1 Conclusions.....101
5.2 Implications.....102
5.3 Suggestion.....104

REFERENCES..... 105

APPENDIXES..... 109

LIST OF TABLES

TABLE	page
1 Reading Comprehension Score of ninth Grade Students of SMP.Methodist 1 Medan in 2011/2012 Academic Year.....	3
2 Intrinsic and Extrinsic Motivation.....	41
3 Factorial Design.....	53
4 Specification of Students' motivation.....	61
5 Specification of Reading Comprehension Test.....	62
6 Summary of Data Description	69
7 Frequency distribution of students' achievement in reading comprehension taught by using cooperative integrated reading and composition (CIRC)....	70
8 Frequency distribution of students' achievement in reading comprehension that was taught by using team assisted individualization (TAI).....	72
9 Frequency distribution of students' achievement in reading comprehension that has high motivation.....	73
10 Frequency distribution of students' that has low motivation.....	75
11 Frequency distribution that has high motivation taught by using cooperative integrated reading and composition.....	76
12 Frequency distribution of students' achievement in reading comprehension that has low motivation taught by using cooperative integrated reading and composition.....	79
13 Frequency distribution of students' achievement in reading comprehension that has high motivation taught by using team assisted individualization.....	81
14 Frequency distribution of students' achievement in reading comprehension that has low motivation.....	82
15 Summary on the result on normality test.....	84

16	Result of Homogeneity Variance.....	85
17	Summary on the result of Homogeneity Test.....	86
18	Result of Homogeneity Test on Each Sample Group.....	86
19	Two-Way ANOVA with 2 x 2 Factorial Design.....	87
20	Summary on Calculation Result of Two –Way ANOVA.....	88
21	Summary Result on Tuckey-Test.....	91

LIST OF FIGURE

FIGURES

- 1 Histogram on students' achievement in Reading Comprehension taught by using cooperative integrated reading and composition (CIRC).....71
- 2 Histogram on students' achievement in reading comprehension that was taught by team assisted individualization.....72
- 3 Histogram on students' achievement in reading comprehension that has high motivation.....73
- 4 Histogram on students' achievement in reading comprehension that had low motivation.....76
- 5 Histogram on students' achievement in reading comprehension that has high motivation.....78
- 6 Histogram on students' achievement in reading comprehension that has low motivation taught by using cooperative integrated reading and composition.80
- 7 Histogram on students' achievement in reading comprehension that has high motivation taught by using team assisted individualization.....81
- 8 Histogram on students' achievement in reading comprehension that has low motivation taught by using team assisted individualization.....83
- 9 Interaction between teaching techniques and motivation.....93

LIST OF APPENDIXES

APPENDIX	PAGE
A Computation of Instrument testing.....	106
B Motivation questionnaire.....	115
C Reading Comprehension Test.....	117
D Description of Students' Score.....	125
E Students' Score on Each Group.....	127
F Testing Hypotheses.....	128
G Tuckey Test.....	133
H Description of Basic Statistic Calculation.....	135
I Normality Test of Data.....	151
J Homogeneity Test of Variance.....	160