

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

The development of knowledge and technology demands the people to be eager to study. The effective of study can be done by reading. The people who like reading will get knowledge and new insight which improve their intelligence so that they are more ready to face life challenge in the future.

Reading is one of the most important objects of the four skills in English as a second or foreign language. In the final national examination (UAN), most of the questions which tested are reading. It becomes big problem for the students who do not like reading and do not know the content of the texts.

Reading is a very important skill that students need to master as early as possible. However, the process of mastering reading is actually very complex and this is clearly shown by the large number of students who are not skilled in reading. The problem of helping these students and those who would join them is not the task of the teachers alone because teacher-student contact time is only minimal. Much time is spent by the student with family and the community. Partnerships between all sectors — students, teachers, parents and community ~ will encourage the simultaneous reform of schools and this synergy will help accomplish more than each group could achieve alone.

Hood et al (1996) state that reading ability is a vital thing in educated society. However, the students who do not know the importance of learning how

to read do not have motivation to study. Learning to read is a continuously effort. The children who know the importance and the value of reading will study more diligently compare to those who do not know.

Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read.

Reading becomes more important in our lives because in every aspect of life, reading activity is always involved. Traffic signs give the people information the jeopardy on the street and remind them about the rule of the traffic. Catering entrepreneur does not need go to the market to know the price of the needed materials because they can get the information from the newspaper. Then, he plans whatever he needs based on the information about the needed materials.

Sukyadi, et., al (2003:2) stated that research on reading skill in Indonesian students, particularly in reading comprehension are still far from satisfactory. Sixty nine percent (69%) of 15-year-old Indonesian students have worst reading performance internationally; and around 37.6% of them only afford to read the texts without understanding the meaning of it. Only 24.8% out of them are able to correlate the texts with their prior knowledge. The finding indicated the students have love ability in reading comprehension.

The other finding is also happened to the students in reading comprehension in Indonesian. It is reported in *Kompas*, a daily newspaper in Jakarta (2007) that around 37.6% of 15-year-old students are merely able to read

texts without understanding the meaning carried by the text. Only 24.8% out of them are able to correlate the texts with their prior knowledge. It means that many students still have insufficient ability to comprehend the texts.

The same problem also happened to the students of SMP Negeri 2 Bahorok. It is revealed by reading comprehension score of grade seven students at SMP Negeri 2 Bahorok during the first and second semester in 2010/2011 academic year. From 115 students, there were only 32 students got score 70 to 90 in the first semester and 34 students got score 70 to 90 in the second semester. It means that it is only 28% students in the first semester and 30% students in the second semester that got high score in reading comprehension.

Many students are failed in reading because they are not taught reading well. More teachers focus on teaching “reading” not “understanding”. Moreover, many teachers do not employ effective and efficient teaching reading strategies, as the consequence, the students seem hard to comprehend the reading text

In reading theory, there are some reading strategies. Basically, reading strategies describe how the readers process the text so that he gets the comprehension of the texts.

In the effort to obtain the comprehension toward the text, the readers use certain strategy. Selecting the strategy related to some factors in comprehension, such as, text and context reader.

Adler (2004) stated that comprehension strategies are conscious plans sets of steps that good readers use to make sense of text. Comprehension strategy

instruction helps students become purposeful, active readers who are in control of their own reading comprehension.

There are numerous factors that affect the use of reading comprehension strategies. One of these factors is Motivation. In psychology, motivation is a force that energizes and directs behaviour toward a goal (Paul Eggen & Don Kauchak, 1994).

The role of motivation in children's reading comprehension is not thought to act separately from the cognitive skills underpinning their performance; rather it is thought to act as an energizer (Taboada et al., 2009), which engages children's cognitive skills and leads to greater levels of success. Therefore motivation may not only lead to improved performance, but may lead to growth in skills over time, as those children who are more motivated may put more cognitive effort into understanding texts and decoding unfamiliar words. This would confer advantages for reading comprehension skills if this additional effort was put in over time.

Ryan and Deci (2000) have explored the differences between intrinsic motivation (internal motivation within an individual, e.g., curiosity) and extrinsic motivation (external motivating factors, e.g., grades). Children who are intrinsically motivated tend to show greater persistence and put more effort into task through their own volition. On the other hand, students who are extrinsically motivated may perform tasks with resentment and disinterest, through coercion of an external goal or reward. Wang and Guthrie (2004) found that whilst intrinsic reading motivation had a positive direct association with text comprehension, extrinsic motivation was negatively related to text comprehension. Similarly,

Lepper, Henderlong Corpus, and Iyengar (2005), found that intrinsic motivation correlated positively with children's academic performance, whilst extrinsic motivation correlated negatively with academic outcomes. In addition, Lau and Chan (2003) have illustrated that good and poor readers differ significantly in their levels of intrinsic reading motivation but not extrinsic motivation. One of the most common measures of motivation within the domain of reading is the Motivation for Reading Questionnaire (Wang & Guthrie, 2004; Wigfield & Guthrie, 1997). Therefore a questionnaire based on these constructs measuring intrinsic reading motivation was used in the current study. In addition, measures of verbal ability and decoding skill were used so that the importance of motivation could be examined when included with cognitive skills commonly associated with reading.

Therefore, in this study the researcher is interested in discovering the effect of DRTA and QAR strategies in improving the students' reading comprehension for those who have high and low intrinsic motivation of SMPN 2 Bahorok where the researcher teaches English.

1.2 The Identification of the Study

Based on the background above, it is formed that the present study evolves a large area are specified as the following:

1. What are the factors which influence the students' achievement in reading comprehension?
2. Does Directed Reading Thinking Activity (DRTA) significantly affect on the students' achievement in reading comprehension?
3. Does Question Answer Relationship (QAR)

significantly affect on the students' achievement in reading comprehension? 4. Does the intrinsic motivation significantly affect the students' achievement in reading comprehension? 5. How is the students' achievement taught by using Directed Reading Thinking Activity (DRTA)? 6. How is the students' achievement taught by using Question Answer Relationship (QAR)? 7. Is the students' achievement in reading taught by Directed Reading Thinking Activity (DRTA) higher than that of the students taught by using Question Answer Relationship (QAR)? 8. Is the students' achievement in reading of the students with high intrinsic motivation higher than that of the students with low intrinsic motivation? 9. How is the students' achievement with high intrinsic motivation taught by DRTA? 10. How is the students' achievement with high intrinsic motivation taught by QAR? 11. Do the teaching strategy and intrinsic motivation significantly affect on the students' achievement in reading comprehension?

1.3 The Problems of the Study

The research problems of this study are formulated as follows :

1. Is the students' reading comprehension achievement taught by using DRTA strategy significantly higher than that taught by using QAR strategy?
2. Is the students' achievement in reading comprehension with high intrinsic motivation higher than that with low intrinsic motivation?

3. Is there any significant interaction between DRTA and QAR strategies with motivation on students' reading comprehension?

1.4 The Objectives of the Study

In the line with the problems, the objectives of the study are

- 1) to investigate if the students' achievement in reading comprehension taught by using DRTA strategy is higher than that of taught by using QAR strategy,
- 2) to investigate if reading comprehension achievement of high intrinsic motivation students is higher than reading comprehension achievement of low intrinsic motivation, and
- 3) to investigate if there is interaction between teaching strategies and students' motivation on students' achievement in reading comprehension.

1.5 The Scope of the Study

There are many strategies that are used in teaching reading, especially reading comprehension. In this study, the writer focused his research only on the use of the two strategies, they are DRTA and QAR strategies.

Motivation influences reading comprehension. That's why the writer chooses motivation as the moderator variable. The students in junior high school of SMP Negeri 2 Bahorok, where the researcher teaches English have different motivation. The students are those who have high and low motivation because they have different background. The different background such as in their basic

education in elementary school, interest, economy, family, environment, etc may affect the students' reading comprehension.

1.6 The Significance of the Study

The findings of the study are expected to be useful theoretically and practically. Theoretically the significances of this study are

- 1) to be the input for the teachers and educational institutions,
- 2) to enrich everyone who is interested in research specifically related to English teaching method in Junior High School,
- 3) to give a lot of contribution to improve of teachers' capability in teaching, the educational institutions and other researchers who want to apply the teaching strategies,

Practically the significances of this study are :

- 1) for the English teachers as one of strategies when teaching reading,
- 2) to help the students who have problem in reading and to be more fun in learning English,
- 3) to assist the English teachers in improving students' achievement in reading comprehension.