

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

English as a subject matter in school covering the four basic language skills: reading, speaking, writing and listening. In every activity in the English class, students learning activities involve reading. Reading as one of the English language skill that very significant in supporting people's way of thinking and as the interactive process between a reader and the text states by Alyousef (2005). Reading text in a foreign or second language is much more difficult than that in first language. In this process, the reader interacts with the text as he or she tries to elicit the meaning. This process need the ability of the person to understand what they have read. Reading ability is the reading speed and comprehension in reading contents overall, while Mikulecky (2008) claims that reading is a conscious and unconscious thinking process.

Reading comprehension is very important to be mastered by the students especially in SMA Muhammadiyah 8 Kisaran, but there are still most students who are able to read out loud some texts with appropriate pronunciation but they do not expect to get the main ideas and the detail information from the text well. It because they lack of motivation or concentration, lack of understanding words and sentences, how sentences relate to one another, how the information fits together in meaningful ways and then the way of teaching reading still monotonous based on observation the writer teacher in this school still using the traditional teaching strategy by read one by one of the students and then read the question of the text and answer.

Furthermore, based on preliminary observation conducted by researcher as English teacher of tenth grade students in SMA 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. It is showed from their achievement last year in the first semester that mostly (70.5) could not get the minimum passing grade (KKM) that is 75 in the academic year 2018/2019 can we see in Table 1.1 below

Table 1.1 The Reading Comprehension Score of Tenth Grade Students of SMA Muhammadiyah 8 Kisaran in academis year 2018/2019.

Class	Avarage score of students in Semester I
X IPA 1	71
X IPA 2	70
Average score classes	70.5

Table 1.1 shown that the scores of those two different classes are divided by the total number of the students that result the average scores of each class. From Table 1.1 it is concluded that in general the students' achievement does not achieve the minimal mastery criterion (Kriteria Ketuntasan Minimal: KKM)

determined which is 75. It means that the teaching reading comprehension by the teacher has not been successful because some factors. The first are use of teaching strategies in reading comprehension still have traditional teaching and not suitable with current condition. The 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. There are two teaching strategies which are selected in this study. They are Think Pair Share and Directed Reading Thinking Activity.

Think Pair Share (TPS) ones of the effective teaching strategy because can help the students problem in reading comprehension achievement beside that this strategy can improve the students communicative skills and make their critical thinking on working in pairs and gives an opportunity to orally their response with classmate and receive valuable feedback and perhaps this strategy can help the students problem and make increase students motivation especially in reading comprehension achievement.

Directed Reading Thinking Activity (DRTA) was developed by Stauffer as a framework for teaching reading, which stresses students' abilities to read reflectively and to use prediction. This strategy involves the students to be active in making prediction. The teacher can build their prior knowledge by asking them some questions related to reading text. Bos and Vaughn stated that the students can get a little information related to their prior knowledge they have already had from the teacher's question.

TPS had been proven by Sugiarto (2014:212) noted some important benefits of using TPS in his study. First, it improves communicative skill. Sharing

ideas to classmates helps students learning how exchanges ideas or opinion appropriately. Second, it makes them more actively participate in the classroom. They become more confident by working with a partner, and then sharing their work to other classmates. Third, it improves solidarity and tolerance amongst students. They learn how to respect each other if they have different opinions. Fourth, it helps teacher teaching big numbers of students. Teacher can facilitate and monitor the discussion and give assistance whenever they need” (aulia Nuridwan 2017).

Directed Reading Thinking Activity (DRTA) Strategy, which is firstly conceptualized and refined by Stauffer (1969), is an effective activity that helps students in understanding the text. This strategy guides students in asking questions about a text, making predictions, and then reading to confirm or refute their predictions. Tasnim (2016) conclude that there was a significant effect of using Directed Reading Thinking Activity (DRTA) Strategy of the tenth grade students’ reading comprehension achievement at MA Unggulan Nuris in the 2016/2017 academic year. It means that 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.

It is concluded that both of teaching strategies in previous research so far we can give significant effect for teaching in reading comprehension based on motivation in SMA Muhammadiyah 8 Kisaran because in this school some students in the class have low motivation such as Students difficult to completing assignments on which they are working, difficult to get started on their homework

and , students may not put much effort into assignments but some other students have high motivation such as likely have a stronger desire to learn, focus on goals and to putting forth the effort and doing what is necessary to benefit from school, work hard at participating in their

. TPS is teaching strategy have advantages such as give students more time to think, to respond and help each other and other advantages is being able to change the assumption that recitation and discussion methods need to be held in the overall class group settings and the writer sure Think Pair Share is more better than using Directed Reading Thinking Activity although many factor caused of low in reading comprehension

There are many factors causing the low reading comprehension. They can be from students' internal factors and external ones. The students' internal factors are motivation, intelligence, interest, attitudes, personality, habits, and also linguistic competence. Meanwhile, the students' external factors are the teaching material, the total program of reading comprehension, the environment outside their school and also teaching methods.

One factor is motivation. Motivation is the activation of goal oriented behavior. Bernard (2010) stated that motivation is vital in language learning. It makes language learners positive about their own learning. It also creates the drive in them to acquire the targeted language, enjoy the learning process, and experience. The students are at their most creative when they feel to motivate primarily by interest, satisfaction and challenge of the work itself and not by external pressure or incentives. In this case, the teacher must be more sensitive in perceiving the problem. One of ways is the teacher has to apply the teaching

strategies of TPS and DRTA for the students in teaching learning process, especially for reading comprehension. In the classroom context, the concept of student motivation is used to explain the degree to which students invest attention and effort in various pursuits, which may or may not be the ones desired by their teachers.

Based on the gap between the expectation and the reality and also the explanation of some theories above, there was an interest to conduct a research on the effect of teaching strategies and students' motivation on the students' achievement in reading comprehension. It means that the effect of applying teaching strategies will be proven whether they are effective towards the reading comprehension of the students with high motivation and low motivation.

1.2 The Problems of the Study

The problems of the study were formulated as follows :

1. Are students' reading comprehension achievement taught by using TPS significantly higher than that taught by using DRTA strategies?
2. Is there any significant effect of the students' reading comprehension achievement with high motivation is higher than that of low motivation taught by using TPS and DRTA strategies
3. Is there any significant interaction between teaching strategies (TPS and DRTA) with motivation high and low in reading comprehension achievement?

1.3 The Objectives of the Study

It is necessary to state clearly what the objectives of the study in relation to problem posed. The objectives of the study are:

1. To explain there are students' reading comprehension achievement taught by using TPS significantly higher than taught by using DRTA Strategies.
2. To explain there is any significant effect of the students' reading comprehension achievement with high motivation is higher than that low motivation taught by using TPS and DRTA strategies.
3. To explain there is any significant interaction between Teaching Strategies and motivation on the students' reading comprehension achievement.

1.4 The Scope of the Study

This study were limited on Think Pair Share and Directed Reading Thinking Activity on students' achievement in reading comprehension based on motivation. It means that this study gave the clear description on the effect of both Teaching strategies and motivation on students' achievement in reading comprehension. As they are clearly different in the process of interpreting the idea through written information. The types of text used as the sample of reading comprehension is narrative text. The students' achievement in reading comprehension was tested with the level of reading comprehension, they are literal, inferential, and critical comprehension.

1.5 The Significance of the Study

Theoretically, the significances of this study such as to enrich knowledge for the writer and who is interested in research especially English Teaching in Senior Education, To give the contribution for teaching improvement in the educational institution and To be input for the teacher and also lecturer in educational institution.

And practically, the result of this study to English language teachers in their attempts to decide the best method to improve students' reading comprehension. Students can also take benefit from being taught by the method which can improve their reading comprehension