

## TABLES OF CONTENT

ACKNOWLEDGEMENT .....	i
ABSTRACT .....	ii
TABLES OF CONTENT .....	iii
LIST OF TABLES .....	vii
LIST OF FIGURES .....	ix
LIST OF APPENDICES .....	x
CHAPTER I INTRODUCTION .....	
1.1. Background of Study .....	1
1.2. Problems of Study .....	7
1.3. Objectives of Study .....	7
1.4. Scopes of Study .....	7
1.5. Significances of Study .....	8
CHAPTER II LITERATURE REVIEW .....	9
2.1. The Nature of Reading .....	9
2.1.1. The Reading Comprehension .....	9
2.1.2. Concept of Reading .....	10
2.1.3. Concept of Reading Comprehension .....	10
2.1.4. Level of Reading Comprehension .....	10
2.1.5. The Assesment of Reading Comprehension .....	11
2.1.6. The Purpose of Teaching Reading .....	12
2.1.7. Problems in Teaching Reading Comprehension .....	12
2.1.8. Problems in Reading Comprehension .....	13
2.2. Narrative Text .....	14
2.2.1. Definition of Narrative Text .....	14
2.2.2. Legend .....	14
2.2.3. Social Function of Narrative Text .....	15
2.2.4. Generic Structure of Narrative Text .....	15
2.2.5. Language Features of Narrative Text .....	16
2.2.6. Example of Narrative Text in Legend .....	17
2.3. Teaching Strategies .....	18
2.4. Student Team Achievement Division Strategy .....	19
2.4.1. Definition of Student Team Achievement Division Strategy .....	19
2.4.2. Procedures of Student Team Achievement Division Strategy .....	19
2.4.3. Advantages of Student Team Achievement Division Strategy .....	21
2.4.4. Disadvantages of Student Team Achievement Division Strategy .....	21
2.5. Think Pair Share Strategy .....	22
2.5.1. Definition of Think Pair Share Strategy .....	22
2.5.2. Procedures of Think Pair Share Strategy .....	22
2.5.3. Advantages of Think Pair Share Strategy .....	23

2.5.4. Disadvantages of Think Pair Share Strategy .....	23
2.6. The Differences of Student Team Achievement Division Strategy And Think Pair Share Strategy .....	24
2.7 The Similarities Student Team Achievement Division Strategy And Think Pair Share Strategy .....	24
2.8. Motivation.....	25
2.8.1. The Concept of Motivation .....	25
2.8.2. High and Low Motivation.....	26
2.8.3. Assesment of Students' Motivation.....	26
2.9. Relevant Studies.....	27
2.10. Conceptual Framework.....	30
2.11. Research Hypothesis.....	32
 CHAPTER III RESEARCH METHODOLOGY .....	 34
3.1. Research Design.....	35
3.2. The Population and Sample .....	35
3.2.1. Population.....	35
3.2.2. Sample.....	35
3.3. Instrument of Data Collection.....	36
3.3.1. Questionnaire.....	36
3.3.2. Pre Test and Post Test.....	36
3.4. Procedures of Data Collection .....	37
3.4.1. Procedures of Treatment .....	37
3.4.2. Post Test.....	37
3.4.3. Internal Validity.....	37
3.4.4. External Validity.....	38
3.5. Reading Comprehension Test .....	38
3.6. Students' Motivation Questionnaire.....	39
3.7. Instrument Validation.....	39
3.7.1. Validity of Reading Comprehension Test.....	41
3.7.2. Validity of Motivation Questionnaire .....	42
3.7.3. Reliability of Reading Comprehension Test .....	44
3.7.4. Reliability of Questionnaire .....	44
3.7.5. The Category of Students' Motivation .....	45
3.8. Technique of Analyzing Data .....	45
3.9. Statistical Hypothesis .....	46
 CHAPTER IV DATA ANALYSIS AND RESEARCH FINDINGS.....	 48
4.1. Students' Achievement in Reading Comprehension Taught by Using STAD and TPS Strategies.....	48
4.2. Students' Achievement in Reading Comprehension with High and Low Motivation Taught by Using STAD and TPS Strategies.....	55
4.2.1. Students' Achievement in Reading Comprehension with High Motivation Taught by STAD Strategy.....	57
4.2.2. Students' Achievement in Reading Comprehension with Low Motivation Taught by STAD Strategy.....	58
4.2.3. Students' Achievement in Reading Comprehension with High Motivation Taught by TPS Strategy .....	59

4.2.4. Students' Achievement in Reading Comprehension with Low Motivation Taught by TPS Strategy .....	60
4.3. Interaction between Teaching Strategies, Students' Motivation in Reading Comprehension .....	61
4.3.1. Requirement of Data Analysis.....	61
4.3.2. Normality Test.....	61
4.3.3. Homogeneity Test.....	62
4.3.3.1. Groups of Teaching Strategies Homogeneity .....	62
4.3.3.2. Groups of Students' Motivation.....	63
4.3.3.3. Groups of Interaction.....	63
4.3.3.4. The Result of Homogeneity Variance Among Group.....	63
4.4. Hypothesis Testing .....	64
4.4.1. Students' Reading Comprehension Achievement Taught by Using STAD Strategy Higher than Taught by Using TPS Strategy .....	65
4.4.2. Students' Reading Comprehension Achievement with High Motivation Was Higher than Low Motivation Taught by Using STAD Strategy and TPS Strategy .....	65
4.4.3. Interaction between Teaching Strategies and Students' Motivation On Reading Comprehension .....	66
4.4. Discussion .....	69
4.5.1. Students' Reading Comprehension Achievement Taught by Using STAD Strategy was Higher than Taught by Using TPS Strategy .....	69
4.5.2. Students' Reading Comprehension Achievement with High Motivation Was Higher than Low Motivation Taught by Using STAD Strategy and TPS Strategy .....	71
4.5.3. The Interaction between Teaching Strategies and Students' Motivation on Students' Achievement in Reading Comprehension .....	72
4.5. Limitations of the Study .....	74
 CHAPTER V CONCLUSION, IMPLICATION, AND SUGGESTION .....	 76
5.1. Conclusions.....	76
5.2. Implication .....	77
5.3. Suggestions .....	77
 REFERENCES.....	 79
APPENDICES.....	83