

**THE EFFECT OF IMPLEMENTING KWL AND QAR STRATEGIES ON
STUDENTS' READING COMPREHENSION WITH DIFFERENT
MOTIVATION**

(A Thesis)

Oleh

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ABSTRACT

THE EFFECT OF IMPLEMENTING KWL AND QAR STRATEGIES ON STUDENTS' READING COMPREHENSION WITH DIFFERENT MOTIVATION

By

Yuli Anita Pakpahan

This study was intended to examine the implementation of KWL and QAR strategies on students' motivation in reading comprehension. The research was an experimental research with factorial design 2x2. The population was 216 students of the ninth grade of SMPN 1 Natar, Lampung Selatan in academic year 2016/2017. The sample were 72 students selected by Random Sampling technique. The data were collected through motivation questionnaire and reading comprehension test and analyzed by using Two-Way ANOVA. The finding showed that (1) the students' reading comprehension who were taught by QAR strategy was 85.33 higher than those who were taught by using KWL strategy was 77.56 with $t_{\text{count}} = 7.837 > t_{\text{table}} = 1.67$, (2) the students having high motivation was 83.67 higher than low motivation was 79.22 with $t_{\text{count}} = 3.551 > t_{\text{table}} = 1.67$ and (3) there was an interaction between teaching strategies and motivation on students' reading comprehension with $F_{\text{observed}} = 4.670 > F_{\text{table}} = 3.98$. The students having high motivation got higher scores if they were taught by KWL strategy, while students having low motivation got higher scores if they were taught by QAR strategy.

Keywords: *KWL, QAR strategies, motivation, reading comprehension*

ABSTRAK

PENGARUH PENGGUNAAN STRATEGI KWL DAN QAR PADA KEMAMPUAN MEMBACA SISWA DENGAN MOTIVASI YANG BERBEDA

Oleh
Yuli Anita Pakpahan

Tujuan penelitian ini adalah untuk mengetahui pengaruh pembelajaran KWL dan QAR terhadap motivasi siswa dalam membaca. Metode menggunakan rancangan desain faktorial 2x2. Populasi berjumlah 216 siswa kelas IX di SMPN 1 NATAR, Lampung Selatan tahun akademik 2016/2017. 72 siswa sebagai sampel dengan menggunakan teknik Random Sampling. Data menggunakan kuisioner motivasi dan tes membaca dengan ANAVA dua jalur. Hasil diperoleh: (1) hasil belajar membaca siswa yang menggunakan QAR= 85.33 lebih tinggi dibandingkan dengan KWL= 77.56, $t_{hitung} 7.837 > t_{tabel} = 1.67$, (2) Hasil membaca siswa yang memiliki motivasi tinggi = 83.67 lebih tinggi dibandingkan yang memiliki motivasi rendah = 79.22, $t_{hitung} 3.551 > t_{tabel} = 1.67$, dan (3) terdapat interaksi antara strategi mengajar dan motivasi, $F_{observasi} = 4.670 > F_{tabel} = 3.98$. Siswa bermotivasi tinggi memperoleh hasil lebih tinggi dengan strategi KWL, sedangkan bermotivasi rendah mendapat nilai lebih tinggi dengan strategi QAR.

Keywords: strategi KWL, QAR, motivasi, kemampuan membaca

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MOTIVATION**

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YULI ANITA PAKPAHAN

A Thesis

Submitted in a Partial Fulfillment of
the Requirements for S-2 Degree



**MASTER IN ENGLISH LANGUAGE TEACHING STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
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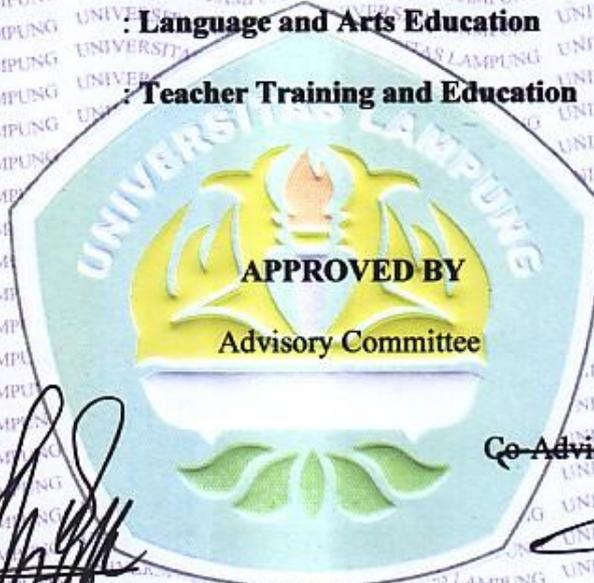
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LEMBAR PERNYATAAN

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Yang membuat pernyataan,



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CURRICULUM VITAE



Yuli Anita Pakpahan was born in Sibolga on July 10th, 1964. She is the second child of a lovely couple Drs. Sumurung Pakpahan and Dra. Tiurlan Siahaan. She has two daughters. Her husband's name is Victor, M. Purba, SE. She started her study in Elementary School at SDN 87 Medan, North Sumatra in 1970. In 1976, she continued her study in SMP Budi Murni Medan, North Sumatra and graduated in 1979. In the same year, she continued her study at SMAN 3 Medan, North Sumatra. In 1982, she was registered as a student of University of North Sumatra in Medan but she didn't finish her study. Later, she continued her study in PGSMTP Palembang in Art Department , and graduated in 1986. In 1987, she taught at SMPN 1 Talang Kelapa, Palembang, South Sumatra. In 1992, she continued her study at STKIP PGRI Palembang, South Sumatra, and finished in 1997. She taught at SMK Swa Karya Palembang since 1997 until 2002. Then, she moved to SMPN 1 Natar as an English teacher since 2002 until now.

.

DEDICATION

This paper is proudly dedicated to:

My beloved parents, Drs. Sumurung Pakpahan and Dra. Tiurlan Siahaan with full of love, support, pray and never ending sincerity.

My husband, Victor .M. Puba, SE

My daughters, Ismi Purba, SP., M.Sc and Eveline, S.Pd

My beloved friends

My Almamater University of Lampung

MOTTO

Knowledge cannot be gained at once, but little by little.

Learn from a simple one before you learn a difficult one.

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All praises are only to the Almighty God, for the abundant mercy and blessing that enables the writer to finish her thesis. The thesis entitled “The Effect of Implementing KWL and QAR Strategies on Students’ Reading Comprehension with Different Motivation” was submitted as a compulsory fulfillment of the requirement for S-2 Degree at the Language and Arts Education Department of Teacher Training and Education Faculty Lampung University.

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Finally, the writer believes that this thesis is still far from perfect. There may be weaknesses in this research. Thus, comments and suggestions are always welcome for better research. Somehow, the writer hopes that this research can give a positive contribution to reading learning process, the readers and those who want to do further research.

Bandar Lampung, 04 Mei 2017
The writer,

Yuli Anita Pakpahan

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I. INTRODUCTION

This chapter concerns with introduction of the research dealing with background of the problems, identification of the problems, limitation of the problems, the research questions, the objectives of the research, uses of the research, scope of the research, and definition of terms.

1.1. Background of the Problems

Reading is one of language skills that can change the people's life. Reading can enrich people with knowledge and the key to successful education. In order to gain knowledge of sources, people need to read any literatures related to any fields of study. According to Nunan (2003: 68) reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. In other words, we use strategies to decode written forms in order to arrive at meaning. Getting the main idea and understand what is being read is one of the most important ends of reading in all fields. Widdowson (1979) discusses reading as "the process of combining textual information with the information a reader brings to a text. Reader uses a variety of reading strategies to assist with decoding (to translate symbols into sounds or visual representations of speech) and comprehension.

Chastain (1988) states that reading skill like other language skills is a process in which individuals activate their background knowledge in order to exchange

information from one person to another. In other words, the readers consider reading materials and combine their background knowledge and skills in order to understand the meaning of written materials. Reading was considered as a passive skill, that is, the readers did not have any message production or active mental process like speakers or writers.

Furthermore, Richards (1996: 164) affirms that comprehension activities may address different levels of comprehension, including literal comprehension (understanding meanings stated explicitly in a text), inferential comprehension (drawing conclusions and making predictions based on information in the text), and evaluation (making judgement about the content of a text based on personal or other values).

Based on the School Based Curriculum (SBC) *Kurikulum Tingkat Satuan Pendidikan (KTSP)* for Junior High School, the purposes of English subject are to develop communicative competence in the form of spoken and written language, namely listening, speaking, reading, and writing. Meanwhile, learning reading comprehension, is a complicated task to do by the students of junior high School since Educational Unit Level Curriculum (Kurikulum Tingkat Satuan Pendidikan (KTSP) requires them to know various text genres based on their levels. For example, procedure, descriptive, recount, narrative, and report are exposed to Junior High School students as stated in Content Standard (Standar Isi: SI, 2006) of KTSP. As the evaluation, Standard Committee of National Educational (Badan Standar Nasional Pendidikan: BSNP) will formulate genre-based questions to test

students' reading comprehension in State Examination (Ujian Nasional: UN). Those questions are dominated by testing reading comprehension skill.

Knowledge of text genres, in terms of how texts are organized, how information is signaled and how changes of content might be marked, has long been thought to be of importance in comprehending reading (Alderson, 2000). In other words, knowing where to look for the main idea in a paragraph, being able to find determinant meanings (author intent and implicit meaning of text), and being able to identify how subsidiary ideas are marked really help the students process the information and comprehend the whole text. Being familiar with the text genre taught since the first grade Junior high School.

The students' achievement in comprehending a text is influenced by some factors that interact with each other. Nyoman & Nyoman (2013) identified two factors to understand the text: the inside factors include students' learning motivation, age, aptitude, and learning style. The outside factor is related to the teacher's techniques which are used to create a good classroom atmosphere. The teachers should be able to recognize the students' problems and to create an encouraging atmosphere in the classroom that will increase the students' competency to understand reading comprehension. Consequently, English teachers are expected to apply the appropriate technique which will surely work to accomplish learners' need of reading comprehension. The situation as the time of reading and the place of reading that interact with each other.

Related to the explanation above, the researcher comes to conclude that reading does not merely mean to understand the meaning of words or recognize new

words of English but comprehend the content of information or message explicitly and implicitly as well. It requires the readers to have good comprehension to obtain message or information from the materials he or she reads. For that, he or she must equip him/herself with reading skills including mentioning the main idea, getting explicit message, recognizing communicative function, interpreting implicit meaning, and making prediction.

Then, to sustain reading comprehension, the teacher should introduce students with strategies of reading. Richards (2002: 289) proposes the aim of reading strategies as follows:

1. Strategies can help the students to make their reading comprehension getting better.
2. Using strategies, the way of students read will be like that of an expert.
3. Strategies also can help students to be more active in processing the text, to control their comprehension, and make the text of reading connected with their own knowledge.

In other word, it can be concluded that the strategies of reading help students to improve their performance on test of comprehension.

Based on the researcher's observation at SMPN 1 Natar Lampung Selatan, the teachers' techniques to teach reading often make the students get bored and less motivated to join the instructional activity. Consequently, during the instructional activity, most of the students are noisy and they are not interested in the material of reading. This condition may be one of the reasons why the students' reading competence are low. The researcher found some students' difficulties in reading

comprehension: the students still got difficulties in answering their reading comprehension questions such as understanding the content of the paragraph; difficulties in understanding the content, determining the main idea of the paragraph. They are unable to response when they are asked questions and consequently they came to reading class reluctantly. All of the facts above indicated that the class is not an inspiring class.

The problems above caused by several factors; it could be the students or teachers. Based on my informal interview, (1) the students' vocabulary mastery was poor, so the students had difficulty to comprehend the text. Besides, the students had lack of motivation in language learning since the students get bored with teaching method used by the teacher, (2) In the process of teaching learning, the teacher seldom gave motivation to the students. So, it made students unmotivated to join the instructional process. Furthermore, the teacher still used conventional method in the process of teaching learning. As the result, students' reading comprehension was not satisfying. Besides, the fact that the students' reading comprehension was low, it could be associated with students less recognizing how to find the answer of comprehension questions. The students assumed that the answer of every question can only be found in the text, whereas, the answer of questions, sometimes, can only be found in the readers' head.

In SMPN 1 Natar, it was found that the major achievement of students in reading comprehension were still under Minimum Passing Grade Criteria (KKM=*Kriteria Ketuntasan Minimal*) is 72. The result showed that the mean score of the students' achievement in reading comprehension was very low. The lowness of

students' achievement in comprehending reading text was influenced by some factors. Ngalim Purwanto (1986) cited in Uniroh (1990: 2) identifies two factors that affect reading comprehension: internal and external. Internal factors, called reader variable, refers to everything related to the readers that includes cognitive ability and strategy, background knowledge, and affective characteristics such as self-esteem, self efficacy, willingness, interest and motivation. External factors, called text variable, context variable and writer variable, refer to all factors external to the reader. Text variable includes such elements as text modality and text-characteristics such as lexical density and structural complexity, context variable refers to all situational elements such as the time of reading and the place of reading and writer variable refers to the text-producer. Those factors interact to each other.

The harmonious interaction between internal and external factors that affect reading comprehension achievement will lead the readers to interaction regarded meaning as a product of the information encoded in the text and the knowledge and experience of the reader. McNeil (1992) defines that it was acknowledge that the reader's background influenced the perception of the text and meanings generated. In other words, the closer the match between what the reader already knew and the content and structure of the text, the greater the comprehension. Considering the reasons above, the researcher is interested in implementing two teaching strategies which encounter interactive perspective of students' achievement in reading comprehension, namely KWL (Know, Want to Know, Learn) and QAR (Question-Answer Relationships).

Ogle (1986) states that KWL is a three-phase strategy that develops students' independent skill in comprehending a text. It helps the students engage with texts in deliberate and purposeful ways. In the first phase (What I know?), students activate their prior knowledge which then help them develop a curiosity on the subject and gets them interested in learning more about it. This can be done individually or in a group. Then, in the second phase (What I Want to Know?), learners generate what they want to learn about the subject that gives them motivation to read and make up their own questions to predict that additional information they are needed and developed a plan to gather that information. In the final phase (What I have Learned?), students generate what they have learned an excellent way to compare prior knowledge which might have been accurate or retrieved knowledge. In KWL, the teacher functions as facilitator for this teaching strategy is student-centered.

Meanwhile, Question-Answer Relationship (QAR) proposed by Raphael (1986) is aimed at improving students reading comprehension skill. It helps students realize that the answers they seek are related to the type of questions that are asked: it encourages them to be strategic about their search for answers based on an awareness of what types of questions look for. Even it is more important in understanding the answer. Conner (2006) cited in Fard (2014) stated QAR teaches students three comprehension strategies: reading the lines; by which students obtain information explicitly; reading between the lines; by which the students discover implicit meaning of texts; and reading beyond the lines, where by students interpret text in terms of their own personal value. QARs strategy has three kinds of questions; Right There, Think and Search and On My Own. In

Right There, the answer is explicitly found in the text and it is easy to find. It means that the words used to make the question and the words that make the answer are Right There, in the same sentence. In Think and Search, the answer is in the story, but a little harder to find. The students would never find the words in the questions and words in the answer the same sentence but they would have to Think and Search for answer in their heads. In QAR, the teachers control the process of students' reading comprehension. The students only answer the questions proposed by the teachers. There is no need for them to read the passages beyond the questions given.

Both KWL and QAR acquire the concepts of meta-cognition theory. The theory emphasizes the importance of two components in facilitating reading comprehension; knowledge and regulation. Meta-cognitive knowledge include knowledge about oneself as a learner and the factors that might impact performance, knowledge about reading strategies, and knowledge about when and why to use the strategies; whilst meta-cognitive regulation is monitoring students' cognition. It includes planning activities, awareness of comprehension and task performance, and evaluation of the efficacy of monitoring processes and strategies. In other words, when the students are taught reading comprehension by using KWL and QARs strategies, they are regarded as self-regulated learners who set goals for extending knowledge and sustaining motivation. One of personal factors that provide motivational fuel for learning reading comprehension is motivation.

Motivation is one of the foremost problems in education, is often inadequately addressed in typical foundational (educational psychology) courses. According to Noels et. al. (2001) cited in Tsai (2013) stated motivation is a drive which causes somebody to learn and factors vital to success in learning. We can infer that if somebody acts or behaves, it may be caused by something from inside. So, if someone has motivation in learning English, he will act to do learning activity. It means there something that causes somebody or student to learn English.

Furthermore, motivation has an important role upon the student's learning activity. The teacher should always try to strengthen the students' motivation because great motivation, the students can achieve their objective satisfactorily. As Frandsen cited in Uniroh (1990: 10) said that motivation as internal condition arouses, directs, sustains, and determine the intensity of learning afford, and also defines the satisfying or unsatisfying consequences of goal. When the students are exposed to KWL and QARs strategies in comprehending a text, they, actually are treated to be information-seekers of what they know and what they believe by self-questioning and they must confront what they know and believe with the information conveyed by the writers in a text by self-clarifying. So, it is undeniable that KWL and QARs can motivate in comprehending a text for the students.

In short, although KWL and QAR have numerous similarities, they have basic differences; QAR is teacher-centered, while KWL is student-centered, QAR is convergent (it focuses on the answer) while KWL is divergent (it focuses on the process of getting the answer), and QARs treats the students to be active and

dependent learners, while KWL treats the students to be passive and independent learners. Based on the explanation above, it is believed that teaching strategies and the level of students' motivation significantly affect reading comprehension achievement of students. That is why in this research, KWL and QAR strategies were associated with high and low levels of students' motivation.

1.2. Identification of the Problems

Based on the background of the problems above, the researcher identifies the problems as follows:

1. The process of teaching and learning in SMPN1 Natar is still teacher oriented.
2. The process of teaching and learning is not interested, so the achievement of the study is still not optimal.
3. The interaction of the students in the process of teaching and learning is uninteresting.
4. Most of the students in the ninth year of SMPN 1 Natar are still under Minimal Passing Grade Criteria in reading comprehension.
5. The achievement of English in reading comprehension in the ninth year SMPN 1 Natar is still under minimum passing grade criteria.
6. Students' motivation in learning English is still low, especially in reading comprehension.
7. The students' ability in answering the reading comprehension could not improve with the real life.
8. The knowledge and the teachers' experience to present the teaching strategies are limited.

1.3. Limitation of the Problems

There are many strategies used by the teachers in teaching reading comprehension to improve students' achievement. In this study, the researcher restricts the study to two teaching strategies, namely KWL and QAR strategies. Dealing with the strategies used, the researcher also limited reading materials. The students were given Report text taken from UN and students' handbook which consisted of identify the main idea, specific information (supporting details), reference, inference and vocabulary. Besides, the researcher identified the level of students' motivation. Motivation is the act or process of motivating force, such as a need or desire that causes a person or students to act. That's why the measurement of high and low levels of motivation was done before the treatments of teaching strategies implemented to the students. It was expected that this research gave clear description on the effect of teaching strategies and motivation on students' achievement in reading comprehension.

1.4. Research Questions

Dealing with issues above, the research questions can be formulated as follow:

1. Is there any different achievement of students' reading comprehension based on the teaching strategies (KWL and QAR)?
2. Do different levels of motivation of two groups, KWL and QAR have different reading achievement?
3. Is there any interaction between teaching strategies and motivation on students' achievement in reading comprehension?

1.5. Objectives of the Research

The main objective of this research is to answer the questions posed in the research questions. The objectives are:

1. To find out whether there is any different achievement of students' reading comprehension based on the teaching strategies (KWL and QAR).
2. To find out whether different levels of motivation of two groups, KWL and QAR have different reading achievement.
3. To find out whether there is any interaction between teaching strategies and motivation on students' achievement in reading comprehension.

1.6. Uses of the Research

By doing this research, the researcher hopes:

1. Theoretically, this study will extend students knowledge of the world, develop their knowledge of decoding skills and expand their ability to comprehend what they read from the literal level to inferential and critical level based on their motivation.
2. The result of this study is expected to be useful information for the students and the teachers about the effect of the KWL and QAR strategy. So they will know how to learn language not only from one strategy, but also from others as basic in teaching process.
3. For the researchers, based on the finding of this research, they will have series guides of reading strategies (KWL and QAR) in teaching reading comprehension. So, the teachers can practice both strategies in their

classroom according to the conditions of their class when they are teaching reading. Then, it is also hoped that the finding of this study can lead the teachers, students, and other researchers to give beneficial solution to the problems faced by them so that they can follow up the strategies in other settings.

1.7. Scope of the Research

From the problems mention above, the researcher limits the problems as follows:

1. The different achievement of students' reading comprehension by using KWL and QAR strategies.
2. The effect of two teaching strategies KWL and QAR strategy dealing with the students' motivation (high and low) in reading comprehension achievement.
3. The interaction between teaching strategies and motivation on students' achievement in reading comprehension using KWL and QAR.

The researcher also limited the reading materials, the students in this study were given report texts which were taken from UN and students' handbooks. The investigation was done at the ninth grade students of SMP Negeri 1 Natar, South Lampung.

1.8 Definition of Terms

In order to specify the topic of the research, the researcher provides some definition of terms related to the research. These are some terms which are related to the research:

- a. Reading is the act to understand graphic symbol in order to get an information from the text which done by the students.

- b. KWL strategy is a strategy that facilitates the students' achievement in reading comprehension. The categories of KWL chart are K stand for Know denoting what the students know about the topic, W stand for Want denoting what the students want to know more about the topic, and L stands for Learn denoting what the students learn about the topic after reading.
- c. QAR strategy is the strategy that focuses on students and teachers in developing a common language for discussing questions, and their relationship to the text. QAR taught students to use the questions and answers relationship to improve reading comprehension.
- d. Motivation is the most important factor that educators can have in order to improve learning. Motivation is optimized when students are exposed to a large number of motivating experiences and students should have many sources of motivation in their learning experience in the class.

II. FRAMES OF THEORIES

This chapter discusses the review of the related literature concept of reading, concept of KWL strategy, concept of QAR strategy, students' reading comprehension achievement, the concept of motivation, framework for thinking, the previous research, the theoretical assumption and hypotheses of the research.

2.1. Concept of Reading

Reading is important in our life. Through reading we can enhance our experience, develop new concept, solve our problems, and see the changes in the world. In Indonesia National Curriculum, English is one of the compulsory subjects from elementary to university. Reading is one of the English skills that must be mastered by the students. The students have to read their hand books or other materials written in English related to their lesson. However, most students considered reading as one of the most difficult subject. The students can be successful in studying English if they are able to read well because they can get information from their reading materials.

Reading is the process of exchanging information between the writer who brings new informations and the reader who combines the new information with the previous information he or she has got before. Nuttal (1982) defines that reading as the meaningful interpretation of printed or written word verbal symbol. It means that reading is a result of the interaction between the preception of graphic

symbol that represent language and the readers' language skill, cognitive skills, and the knowledge of the world. In this process, the reader tries to create the meanings intended by the writer.

Moreover, Smith (1982) states that reading is the instantaneous recognition of various written symbols, simultaneous, association of these symbols with existing knowledge and comprehension of the information and ideas communicated. Identifying letters in order to recognize words in order to get the meaning from what are read, involving making connection among words and ideas present in the text and the readers' own background knowledge. It means that the reading process involves what the reader wants to know about the texts by consulting questions appear in their head.

Clark and Silberstain (1979) cited in Sutarsyah (2005) states that reading is as an active cognitive process of interacting with print and monitoring comprehension to establish meaning. Reading is the instantaneous recognition of various written symbols, with existing knowledge, and comprehension of the information and ideas communicated. It means that when a reader interacts with printed-material, his/her prior knowledge combines with the visual (written) information resulting in his/her comprehending the message.

The ability to understand the content of the text is an essential thing in reading activity. Reading as one of language skills is considered as one of the important subject of teaching. It is one of the most important academic skills in teaching and learning process. Addison (1996) cited in Riswanto et. al. (2014) states that the reading ability plays a central role in teaching and learning success at all

education stages. It means that the students need to improve their reading skills in order to understand the teaching and learning materials.

From the statements above, it can be inferred that reading is a process of understanding the text by categorizing questions to make the students realize the need to consider both information in the text and information from their own background knowledge.

2.2. Concept of Reading Comprehension

Block, Gambrell & Pressley (2002) states that reading comprehension is defined as the ability of readers to understand the surface and the hidden meanings of the text. It is the process of unlocking meaning from written text, not only understanding it's direct meaning, but also comprehending implied ideas. Reading comprehension is a thinking process used to make meaning of what a person reads and specifically, enabling students to think about and react to what they read. It involves process and ability such as rapid word recognition, vocabulary development, text structure awareness and strategy.

A good way to understand reading is by considering what is required for fluent reading. Related to this, the readers draw on very large vocabulary store, integrate text information with their own knowledge, recognize the purpose of reading, comprehend the text as necessary, shift purpose and read strategically, use strategy to monitor comprehension, recognize and repair miscomprehension and read critically to evaluate information. These strategies will help readers in enhancing their reading comprehension ability.

In academic setting, the students are expected to learn new information from various texts. That is why it is very important that the students must have awareness of text structure and discourse organization in order not to become confused by the larger organization such as problems, solution, and classification. When the students are not familiar with these characteristics, it is very hard for them to understand the reading text.

Reading comprehension is as a complex process. It demands cognitive process decoding process and motivational process to extract meaning from the text. The readers are comprehensive to understand a passage when they can infer the meaning from the text, to decide the writer's purpose and intention and to compare information with another source of information. It means that the readers are comprehensive enough to understand a passage when they can infer the meaning from the main idea, specific information, references, inference and vocabulary.

2.3. Reading Comprehension Assesment

According to Gronlund & Waugh (2009) assesment is a crucial part of teaching. It is developed to identify what the students know and how deep their understandings are in relation to learning goals. It intended to overcome the learning outcomes of the instruction. The importance of assesment, for feedback to aid learning and for comparable measure of measuring the competence. As there appears to be no best method for testing reading, then teachers should be aware of what they need to test in terms of selecting the most appropriate testing

method for their students; discrete-point techniques when they intend to test a particular subject at a time, or integrative techniques when the aim is to see the overall picture of a reader. Following is a brief survey of the most frequently used testing techniques (*Alderson, 2000: 204*):

a. Cloze tests

According to Aldersn (2000: 207), cloze tests are typically constructed by deleting from selected texts every word (usually being a number somewhere between 5 and 12), and simply requiring the test taker to restore the word that has been deleted. In some scoring procedures, credit may be also given for providing a word that makes sense in the gap, even if it is not the word which was originally deleted. One or two sentences are usually left intact at the beginning and end of the text to provide some degree of contextual support. What an individual cloze test measure will depend on which individual words are deleted. Since the test constructor has no control over this once the starting point has been chosen, it is not possible to predict with confidence what such a test will measure.

b. Gapp filling tests

Gapp filling tests are somewhat different from cloze tests. In these tests, test constructors do not use pseudo-random procedure to identify words for deletion. They decide, on some rational basis, which words to delete, but try not to leave fewer than five or six words between gaps (*Alderson, 2000*). It was introduced in which the test-takers read a text for a limited time period, and then read a summary of the same text that includes some missing key words without referring to the text. Students must restore the missing words

from the original text. The advantage of this technique is that the test-takers are not tested for their writing abilities. Scoring can be done by following the same process as in cloze or gap-filling tests.

c. Multiple-choice test

Multiple-choice is a common device for text comprehension. It is defined as multiple-choice questions as consisting "... of a stem and a number of options (usually four), from which the tester has to select the right one" states that multiple-choice test items are so popular because they provide testers with the means to control test-takers' thought processes when responding; they "... allow testers to control the range of possible answers ..." On the other hand, he argues that distractors may trick deliberately, which results in a false measure. Being a good reader does not guarantee being successful in a multiple-choice test since this type of test requires a separate ability also criticises the way that test-takers do "...not necessarily link the stem and the answer in the same way..." that the tester assumes. So the test-takers may reach the correct answer by following false reasoning. Points out that test-takers are provided with possibilities that they might not otherwise have thought of. However time-consuming it is to prepare a multiple-choice test, it is easy to evaluate, as it is a machine-markable technique (Alderson, 2000)

d. Matching test

In this technique, test-takers are provided with two sets of stimuli that need to be matched against each other. Multiple-matching items are similar to multiple-choice test items since there are distractors. In multiple-matching tests, each item acts as a distractor except one. He also mentions that they are

difficult to construct because of the need to prevent unintentional choices. Matching questions have also been criticised since they offer distractors that the test-takers would not otherwise consider. The scoring process of this task is easy as the test-takers gain points for each correct matching (Alderson, 2000).

e. Ordering task item

In ordering tasks items test-takers are asked to put the scrambled words, sentences, paragraphs or texts into correct order. Although they test "... the ability to detect cohesion, overall text organisation or complex grammar..." there are problems in administering this test type. Alderson (2000) argues that firstly, the test-takers may propose another sensible order different from the testers. The tester is recommended to accept all unexpected but sensible orders or rewrite the test in order to provide only one possible correct order.

The second problem in ordering tasks occurs while scoring. The tester will probably have difficulties in giving marks to those who answer only half the test in the correct order. Alderson concludes that if ordering tasks are marked in terms of partial credit, then the marking process becomes unrealistically complex and error-prone. Since ordering tasks are difficult to construct and the scoring process is problematic, they are rarely used.

f. Dichotomous items test (true-false test)

Test-takers are asked to state whether the given statement is true or false by referring to the text. This technique is well known as the true or false technique, the ease of construction makes this technique popular. Argue that the problem with this technique is a 50% possibility of guessing the right

answer without comprehending the target text. The tester may reduce this chance to 33.3% by adding one more statement such as 'not given'. However, such statements actually tend to test the ability of inferring meaning rather than comprehension. Testers therefore need to make sure what they intend to measure. Another alternative to solve the guessing problem is asking the test-takers firstly to state whether the statements are true or false, and secondly asking them to correct the false ones (Alderson, 2000)

g. Editing Tests

It is also possible to present tests in which errors have been introduced deliberately similar to a proof-reading task in real life. The nature of the error identifies whether it is testing the reading skill or linguistic ability. In these editing tests, the test-takers are asked to identify the errors and then correct them. Testers can manipulate the test by deleting a word from the text without replacing it with a gap so test-takers are required to find out where the missing word is first, and then write it in the place it belongs. Although similar to editing tasks, professionals criticise these since they provide wrong information to learners of a foreign language. In the scoring process, the test-takers may be given points for each error that they identify (Alderson, 2000)

h. C-tests

As an alternative integrated approach the C-Test is acceptable in that it "... is based upon the same theory of closure or reduced redundancy as the cloze test". Test-takers are asked to restore the second half of every second word deleted beforehand. C tests are more reliable and valid than cloze tests in terms of assessing but are thought to be more irritating than cloze tests. In the

marking process, the testers do not face difficulties since they expect to see the restored word (Alderson, 2000)

i. Cloze elide tests

This technique was introduced as the ‘Intrusive Word Technique’ and is also called as “...‘text retrieval’, ‘text interruption’, ‘doctored text’, ‘mutilated text’ and ‘negative cloze’...” The tester inserts words and the test-taker is asked to find the words that do not belong to the text. It is important to be sure that the inserted words do not belong to the text. Otherwise, the test-takers will not be able to identify the inserted words. This type of test is likely to be used, not for comprehension, but for a measure of comprehension. “The number of correctly identified items was taken as a measure of reading speed”

j. Short-answer tests

Points out that short-answer tests are extremely useful for testing reading comprehension, are seen as ‘a semi-objective alternative to multiple choice’. In this test, test takers are simply asked a question which requires a brief response, in a few words, the justification of this technique is that is possible to interpret students’ responses to see if they have really understood (Alderson, 2000).

k. Questions and Answers Tests

In order to check the comprehension of any reading text, the teacher may ask ‘openended’ or ‘closed’ questions related to the text. In open-ended questions, test-takers are asked to write down every detail related with the question (Alderson, 2000). On the other hand, the tester needs to prepare a

detailed answer key for such tests. It is important to decide whether to take into account or ignore.

1. Summary Tests

Summarization tasks are more direct, since test-takers are required to use the strategies that they do not tend to use in non-test conditions. In the free-recall test (also called immediate-recall test), the test-takers are given a text, asked to read it, then leave it and write down everything they can remember (Alderson, 2000). On the other hand, the Summary Test is accepted as a more familiar variant in which the test-takers are expected to summarise the main ideas of the text they read beforehand. It is possible to score them like free-recall tests or the summary can be scored on a scale. The problem with summary tests is whether the writing skill or the reading skill is being tested. The solution to this problem proposed is asking the test-takers to write the summary in their first language or by presenting a number of summaries and asking them to select the best summary. The latter is appropriate if the tester does not speak the same native language as the test-takers or if the aim is to test first language reading.

2.4. Aspects of Reading

There are five aspects of reading, which the students should understand to comprehend a text well, they are: determining main idea, finding specific information, reference, inference and vocabulary. Therefore, in order to make the students were able to understand about the text, they should master the five aspects of reading comprehension.

1. Main Idea

Main idea is the most important thing the paragraph says about the topic. The topic is what a paragraph is all about. Most teachers recognize that teaching the concept of “main idea” is very difficult. Students are not always able to determine the gist of a passage in one reading. The main idea of a reading passage is best described as finding the gist, or identifying what the passage is mostly about. Teachers can begin teaching this concept by asking students to identify the main idea of small paragraphs first. By talking aloud with practice paragraphs, teachers can model their thinking process for students. This process is also known as guided reading practice.

According to Mc. Whother (1986:36) states main ideas are called the topic sentence. He added that the topic sentence tells what the rest of the paragraph is about. In some paragraphs, the main idea is not explicitly stated in any one sentence. Instead, it is let to the reader to infer or reason out. In other words, the main idea is the most important idea that the author develops throughout the paragraph.

2. Specific information

Specific information is the generic name given to family of state-dependent measures that in expectation converge to the mutual information. Supporting sentence or specific information develops the topic sentence by giving definitions, example, facts, an incident, comparison, analogy, cause and effect statistics and quotation.

3. References

The definition of a reference is someone who will give a recommendation for a position on behalf of another. According to Latulippe (1986:20) defines that reference is a word or phrase used before or after the reference in reading material. They are used to avoid unnecessary repetition of words or phrases. It means that, such words are used they are signals to the reader find the other meaning in the text.

4. Inference

An inference is a conclusion that you draw about something by using information that you already have about it. In relation to make inferences, when a reader adds information that he or she already knows to what is stated, the reader is making an inference (Beech, 2005). In other words, the readers can make conclusion after reading the text. It is the logical connection that the reader draw between the observe or known and what he does not know.

5. Vocabulary

Vocabulary is important because it allows you to communicate clearly with other people. A larger vocabulary lets you speak with greater precision than a person who has a small vocabulary. Barnhart (2008: 697) states that stock of words are used by person, class of people, profession is called vocabulary. Concerning with the statements indeed vocabulary is fundamental for everyone who wants to speak or to produce utterance for reading. Concerning with those statements indeed vocabulary is fundamental for everyone who wants to speak or to product utterances for reading.

According to five aspects of reading comprehension above, that are determining main idea, finding specific information, reference, inference, and vocabulary. This research used these aspects to measure the students' comprehension an English text.

2.5. Concept of Report Text

Generally, report text is one kind of factual texts, which looks like descriptive text. Therefore, it often makes the students confused to distinguish those kinds of texts. The term report text can be called informational report. Report can be defined as an account given of a matter after investigation or consideration or as a piece of information about an even or situation. It can be concluded that report text is a text which has a function to give information about an event or situation after the investigation which has been conducted by some perspective.

On the other book, report text is defined as a text which presents information about something, as it is. It is as a result of systematic observation and analyses. Based on those statements, report and descriptive text have a clear difference, though both of them are often called a twin. In report text involve the facts which can be proved systematically.

A report text looks like a descriptive text; it has also two generic structures which are classified as follow:

1. General classification: stating classification of general aspect of thing; animal, public place, plant, etc which will be discussed in general.

2. Description: describing the thing which will be discussed in detail; part per part, customs or deed for living creature and usage for materials.

Its social purpose is to present information about something. It generally describes an entire class of things, whether natural or made: mammals, the planets, rocks, plants, countries of region, culture, transportation, and so on.

Every text has its own characteristic of language. The grammar pattern commonly use in report text can be classified as follow:

- a. use of general nouns, e.g. *hunting dogs*, rather than particular nouns, e.g *our dog*;
- b. use of relating verbs to describe features, e.g *Molecules are tiny particles*;
- c. some use of action verbs when describing behavior, e.g *Emus cannot fly*;
- d. use of timeless present tense to indicate usualness, e.g *Tropical cyclones always begin over the sea*;
- e. use of technical terms, e.g *Isobars are lines drawn on a weather map*;
- f. use of paragraphs with topic sentences to organize bundles of information; repeated naming of the topic as the beginning focus of the clause.

Example of Report Text:

Text 1

Spiders

Spiders are not insects, as many people think, nor even nearly related to them. One can tell the difference almost at a glance for a spider always has eight legs and an insect never more than six.

How many spiders are engaged in this work on our behalf? One authority on spiders made a census of the spiders in a grass field in the south of England, and he estimated that there was more than 2,250,000 in

one acre; that is something like 6,000,000 spiders of different kinds on a football pitch. Spiders are busy for at least half the year in killing insects.

It is impossible to make more than the wildest guess at how many they kill, but they are hungry creatures which not content with only three meals a day. It has been estimated that the weight of all the insects destroy by spider in Britain in one year would be greater than the total weight of all the human beings in the country. (taken from: <http://fitriyani-diah.blogspot.co.id/2012/03/contoh-teks-report-serangga-report-text.html>)

Example of Question's Report Text:

1. The text above mainly discussed about ...
 - a. The history of spider in general
 - b. A breif description about spider
 - c. The understanding about spider
 - d. A brief description about spider in general

Answer : **D**

2. We can find the information about the number of spiders in paragraph...
 - a. 1
 - b. 2
 - c. 3
 - d. 3 and 4

Answer: **B**

3. “ ... nor even nearly related to them ...”. The word “them” in the first paragraph refers to ...
 - a. Spiders
 - b. Meal
 - c. Insects
 - d. Grass field

Answer : **C**

Text 2

FLOODS

A natural disaster is a terrible accident, e.g. a great flood, a big fire or an earthquake. It usually causes great suffering and loss of a large sum of money. The casualties are injured or died. Some people are homeless and need medical care.

Floods occur when the water of rivers, lakes, or streams overflow their banks and pour onto the surrounding land. Floods are caused by

many different things. Often heavy rainstorms that last for a brief can cause a flood. But not all heavy storms are followed by flooding. If the surrounding land is flat and can absorb the water, no flooding will occur. If, however, the land is hard and rocky, heavy rain cannot be absorbed. Where the banks are low, a river may overflow and flood adjacent lowland. In many part of the world flood are caused by tropical storms called hurricanes or typhoons. They bring destructive winds of high speed, torrents of rain, and flooding. When a flood occurs, the destruction to surrounding land can be severe. Whole villages and towns are sometimes swept away by water pouring swiftly over the land. Railroad track blocked and uprooted from their beds. Highways are washed away. (taken from: <http://web2.uvcs.uvic.ca/elc/studyzone/490/reading/floods2-reading.htm>)

4. What can possibly prevent rivers and lakes from overflowing?
- An absorbent bed.
 - A rocky surrounding.
 - A low land.
 - A high bank.

Answer: **A**

5. We know from the text that
- River can sweep heavy flood
 - The destruction by flood is always less severe
 - Water flood is absorbed by land
 - Typhoons caused heavy flood

Answer: **D**

2.6. Teaching Strategies in Reading Comprehension

The reader and what the reader brings to the reading tasks are important for comprehension. But let's face it, the reader has to be read something for reading comprehension to occur. The text and the information in the text are also important. Readers need to process the information in the text. This is done, to some extent, through the fluent decoding and understanding of words in the text.

Teaching strategies refers to an elaborate and systematic plan of action done by a teacher. It involves pre-planning, the plan, and using the plan in the classroom (Harmer, 2001). In pre-planning stage, the teachers need to consider four main

planning elements; what activities will be done in the classroom, what skills want to be achieved, what materials that have a good chance in provoking students' interest, and what strategies are appropriate for the selected activities, skills, and materials. Having done some pre-planning, the teachers need to reconsider whether all pre-planning are suitable for the circumstances in which the lesson takes places and conditions of the students.

If the pre-planning is suitable enough, the teachers may go on with the plan, they may continue pre-planning elements and add the other elements such as lesson aims, detail activities, procedures, timing, problems and possibilities, but if it is not, the teachers should fix it again. At using the planning stage, the teachers act on all the plans made and see the reaction of the students. If the students react positively, the teachers may continue with the plan. But if the students react negatively, the teacher should modify it as the teachers go along.

In teaching reading comprehension, the strategies must support reading process. According to the stages of the reading process, the strategies in teaching reading comprehension are divided into four phases:

1. Activating, expanding and refining prior knowledge
1. Retrieving information
2. Interpreting texts
3. Reflecting and creating personal knowledge

2.6.1. Concept of KWL Strategy

KWL is a strategy that facilitates the students' achievement in reading comprehension. Through KWL strategy, the students can activate their prior knowledge, retrieve the information from the text, interpret the text, and reflect and create personal knowledge. Ogle (1986) asserts that KWL strategy can help the students become active readers and also help the teachers become interactive in teaching reading comprehension.

In KWL strategy, the students begin by brainstorming everything they Know about a topic. This information is recorded in the K column of a K-W-L chart. Students then generate a list of questions about what they Want to Know about the topic. These questions are listed in the W column of the chart. During or after reading, students answer the questions that are in the W column. This new information that they have. Learnt is recorded in the L column of the K-W-L chart. In the KWL "reading to learn" process students learn how to learn from texts.

This process involves students in three cognitive steps: assessing what we know, what we want to find out, and what we learned. Through a process of brainstorming, students call up what they know about a topic. Questions are raised about what we want to find out and are recorded. Teachers may ask students to find general categories of information by charting what they already know and by predicting how they think the text will be organized. After reading, students record what was learned and discuss questions that may not have been answered.

In teaching reading comprehension by using KWL strategy, Ogle (1986) suggests the sequences of implementation to the teachers. The procedure goes as follow :

1. Discuss

Before reading, students discuss what they already know about the topic of the article to be read. As the student volunteer information, list on the board what they have already known. Ask the students to list these informations in the K column on their own worksheets.

Tabel 2.1 KWL Chart

K What do I know?	W What do I want to know?	L What have I learned ?

2. Categorize

Ask students to find information that are related on the same topic or category. The teachers might want to give them an example. Then ask students to find out information that can be chunked.

3. Anticipated Structure

Ask students to think about the categories of information they would expect an article on this topic to cover. Explain that this article on spiders should include information. List the expected categories on the board as students volunteer them.

4. Question

Ask the students to use their own worksheets and write down any questions in the W column that they want to answer as they read. As they read the article they may add any new questions that have come to their minds as they read.

5. Learnt

Ask the students to read the article, that join down the answers to their questions in the L column on their worksheet.

6. Reflect

When the students have completed the article and their worksheets; discuss what they have learned from reading. Review their questions to find any that have not been dealt with satisfactorily. Suggest the students could continue their search for information.

In short, KWL strategy helps the student to be active thinkers before, while and after reading (Ogle, 1986). Besides, it also encourages the students to become independent while the students work individually on the passage and become communicative and collaborative while they are discussing their finding with their friends.

2.6.2. Concept of QAR (Question-Answer Relationship) Strategy

Question-Answer Relationship (QAR) is a strategy to be used after students have read. QAR teaches students how to decipher what types of questions they are being asked and where to find the answers to them. It encourages students to be active, strategic readers of texts (Raphael and Au, 2005). In QAR, the students

obtain information explicitly stated in the text by reading the lines to achieve literal meaning, discover implicit meaning from the text by reading between inferential understanding, and interpret text in term of the own personal values by reading beyond the lines to achieve critical thinking.

The Question-Answer Relationship (QAR) strategy presents a three-way relationship between questions, text content, and reader's knowledge. Simply, put the QAR strategy shows that students who understand how questions are written are better prepared to answer questions. These activities help students "demystify" the question-building process as a step toward better reading comprehension.

Similar to KWL, QAR strategy also activate students' prior knowledge, provoke motivation, and reflect their personal knowledge. The main important difference between KWL and QAR is that in KWL, students control their own comprehension on the text while in QAR the teachers dominantly control students' comprehension on the text by giving series of question based on related topic.

The QAR strategy divides questions into two broad categories; "In the Book" (text-explicit) questions and "In My Head" (text-implicit) questions:

1. "In the Book" questions are generated directly from a reading selection. These explicit questions fall into two subcategories: "Right There"—questions found in one place in a selection and "Think and Search"—questions built around cumulative information found throughout a document.

2. "In My Head" questions are created by the reader when confronting a text. These questions are not explicitly found in the reading; rather, these questions arise as the reader engages the selection's content through active thought, comparison, evaluation, etc. These implicit questions fall into two subcategories: "Author and You"—questions that the text provokes in the reader and "On My Own"—questions arising from the reader's prior knowledge and experiences.

According to Raphael (1984) states that there are four types of questions are examined in the QAR. They include:

- a. Right there questions:

Literal questions whose answers can be found in the text. Often the words used in the question are the same words found in the text.

- b. Think and search questions:

Answers are gathered from several parts of the text and put together to make meaning.

- c. Author and you:

These questions are based on informations provided in the text but the student is required to relate it to their own experience. Although the answer does not lie directly in the text, the student must have read it in order to answer the question.

d. On my own:

These questions do not require the student to have read the passage but he/she must use their background or prior knowledge to answer the questions.

Table 2.2 QAR Stages

In the Book	In My Head
<p>Right There</p> <p>The answer is easily found in the text. The exact words for the questions and answers are located in the same sentence.</p>	<p>Author and You</p> <p>The answer is not in the text. The reader combines previous knowledge with text information to create a response.</p>
<p>Think and Search</p> <p>The answer is in the text, but requires gathering information from different places in the selection.</p>	<p>On My Own</p> <p>The answer is not in the text. The reader uses previous experience to respond.</p>

Little divergence is expected in answering Right There questions. However, more divergence occurs when the students deal with Think and Search and On My Own. In learning reading comprehension by using QAR strategy, the students should progress from the shorter to longer texts, from the group to independent activity, and from easier task of recognizing the answer to the more difficult task of creating a response for more than one source of information. The procedures of QAR is a simple strategy to teach students as long as you model. They include:

1. Depending on your students, you may choose to teach each type of question individually or as a group. Explain to students that there are four

types of questions they will encounter. Define each type of question and give an example.

2. Read a short passage aloud to your students.
3. Have predetermined questions you will ask after you stop reading. When you have finished reading, read the questions aloud to students and model how you decide which type of question you have been asked to answer.
4. Next, show your students how to find information to answer your question (i.e., in the text, from your own experiences, etc.).
5. After you have modeled your thinking process for each type of question, invite students to read another passage on their own, using a partner to determine the type of question and how to find the answer.
6. After students have practiced this process for several types of questions and over several lessons, you may invite students to read passages and try to create different types of questions for the reading.

Teachers need to keep the following three ideas in mind (see Table 2.3) whenever they want to teach a strategy to independence (Raphael & Au, 2005) :

- a. The zone of proximal development

Raphael states that students of different age levels benefit from different amounts and types of QAR instruction. Students prior to second grade seem to respond best when introduced initially to a two category distinction of sources of information: the book or story just completed, and the reader's background knowledge. Middle school students can learn all of the categories in a single lesson, but would

benefit from more extensive use of the category system, such as using it as a framework for considering text structures.

b. The gradual release of responsibility

The easiest way to describe this is by using Jeff Wilhelm's model of show me, help me, let me. First, the teacher models the desired behavior. In this case, the desired behavior is asking questions, finding answers, and then categorizing the question-answer relationship. Then, the teacher guides students as they practice the desired behavior, gradually releasing the responsibility for learning to them. Finally, the teacher provides opportunities for the students to try the strategy on their own as he/she observes and evaluates student performance to inform instruction.

c. Metacognition

Students need to be explicitly taught the answers to these four questions to increase the likelihood of independent strategy use: What is the strategy? How do you perform the strategy? When would you use the strategy? Why would you use the strategy? The first two are literal and the second two are metacognitive. The answers to all four questions should be explicitly taught at the same time as the strategy is explicitly taught. The answers are taught as think alouds during instruction.

Table 2.3 QAR Framework below will be used to frame the teacher's modeling of question-asking practices during the reading cycle (Raphael & Au, 2005)

Reading Cycle	QAR	Comprehension Strategies	Questions
Before reading	On My Own	Activating prior knowledge	From the title, what do I already know that can connect me to the text?
	Author & Me	Predicting Visualizing	From the title or illustrations, what might this text be about?
During reading	Author & Me	Making simple and complex inferences	What do you think will happen next? How would I describe the mood of the story and why is this important?
	Right There	Scanning to locate information	Who is the main character? What are some words that describe the setting?
	Think & Search	Summarizing Clarifying Making simple inferences	What is the problem and how is it resolved? What are the important events? What role do the characters play in the story?
After reading	Author & Me	Distinguishing fact and opinion	What is the author's message? How well does the author make his argument?
	Think & Search	Identifying important information	Find evidence in the text to support an argument.

QAR provided a framework that students can use to link strategies at appropriate points in the reading cycle. Furthermore, the framework guides teachers' modeling of question-asking practices before (e.g., eliciting relevant background knowledge), during (e.g., focusing on important information, locating key terms, making inferences about key plot events or character motivation), and after reading (e.g., considering themes, building arguments about author intent supported by text evidence). QAR strategy provides a chance for every student to dig and find facts or information, also provides a responsible approach in preparing students for higher stakes tests as different grade level. Besides, it will also trigger the students' motivation in reading and shows the students that learning about questions and their answers will help them, as a reader become better at understanding a text.

2.6.3. Difference of Students' Achievement in Reading Comprehension Taught by KWL and QAR Strategies

KWL is a strategy used to control and monitor students' reading comprehension. This strategy will facilitate the students in activating their prior knowledge and retrieving information from the text, interpreting the text, and exploring self-knowledge. Before the students are exposed to the text, the teacher will tell the topic and require the students to write down their prior knowledge about the topic in K (Know) column. After that, they will write down their expectation in terms of what they want to know or what they need to know about the topic in W (Wants to know) column. Then, they will read a text. After reading that text, they will retrieve the information from the text in L (Learnt) column. This is the last phase of KWL. To see whether their prior knowledge, awareness and memory can control and monitor their own reading comprehension, the teacher will set several questions on the topic. This strategy is student-centered. The teachers function as facilitator in this strategy.

QAR strategy stressed the same intention on students' achievement in reading comprehension and it is very different in many ways. In QAR, students' comprehension are fully controlled and monitored by the teachers. That is why it is called teacher-centered strategy. Students will expose to text and read the line, between the line, and beyond the line. It means that the students will require to comprehend the text well, they will determine main idea, finding specific information, reference, inference and vocabulary. After reading that text, the teachers will control and monitor their understanding by asking several questions. In the first phase (Right There), the teachers will ask questions in which the answers are explicitly found in the text. Then, the teachers will increase the

difficulty of the questions in phase of Think and Search. They will ask questions in which the answers are implicitly stated in the text. In the last phase (On My Own), the teachers will ask the students to answer the questions based on their prior knowledge related to the topic. Such questions are called schema-implicit questions. In this strategy, the students are extremely dependent on teachers. They will not be able to control and monitor their reading comprehension without the role of teachers. The comparison of both strategies (KWL and QAR) can be seen from the following table:

Table 2.4 Similarities and Differences of KWL and QAR

No	Strategies	Similarities	Differences
1.	KWL	<ul style="list-style-type: none"> • Emphasize the importance of knowledge and regulation • Evaluate the readers' efficacy • Provoke the readers' motivation • Monitor readers' comprehension 	<ul style="list-style-type: none"> • Student-centered • Divergent • Traits the readers to be independent • Traits the learners to be independent
2.	QAR	<ul style="list-style-type: none"> • Activate prior knowledge • Retrieve information • Reflect and create personal knowledge 	<ul style="list-style-type: none"> • Teacher-centered • Convergent • Traits the readers to be passive information-seekers • Traits the learners to be dependent

2.7. Concept of Motivation

Based on Gardner (1985) states that motivation is “the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in the activity”. It means that motivation is the reason to do something in a particular something. The students can succeeded in task is simply due to the fact that they are truly motivated. Huit (2001) in Aprilia (2011) said that “motivation refers to internal state (sometimes described as a need, desire, or want) that serves to activate or energize behavior and give it direction”. He also says that “most motivation theorist assume that motivation is involved in the performance of all learned resposes, that is, a learned behavior will not occur unless it is energized by motivation”.

Motivation is one of the factors that can influence the students’ ability in learning language so that the teachers have to know how to motivate the student. According to David McClelland (1985) in Aprilia (2011), “motivation is associated with a need for achievement. According to him, there are three factors that cause motivation, those are: (1) command that is given to somebody (2) task that is given to someone and asked to do it (3) successful or failure from doing task given from him.

2.7.1. Categorization of Motivation

The two models of motivation discussed in this literature review also concentrate on specific factors that influence motivation. One of the models is Gardner’s Model. Gardner was one of the pioneering researchers in second language

acquisition (SLA) to focus on motivation. He chooses to define motivation by specifying four aspects of motivation based on Gardner and Lambert (1972):

1. A goal
2. Effortful behavior to reach the goal
3. A desire to attain the goal
4. Positive attitudes toward the goal

A goal, however, was not necessarily a measurable component of motivation. Instead, a goal was a stimulus that gave rise to motivation. Gardner focused on classifying reasons for second language study, which he then identified as orientations. The learner can be categorized into two levels of motivations, they are:

1. Integrative Motivation

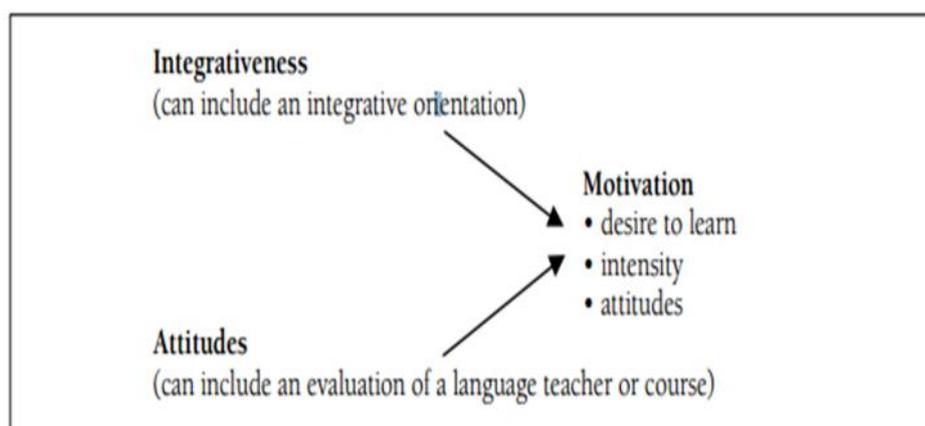
Integrative motivated learners want to learn the target language so that they can better understand and get to know the people who speak the language and mix up in their culture. Integrative motivation refers to “an openness to identify at least in part with another language community“ explains that learners learn target language in order to fulfill the desire to mix up in the people and culture of the target language.

2. Instrumental Motivation

A Learner with an instrumental motivation is characterized by learning the language for practical purposes, such as gaining employment or passing a test and

more interested in how the language can be a requirement based on Gardner (1985).

Figure 1 Gardner's Model of Motivation



The first is integrative motivation, motivation to integrate to another culture, and the second is instrumental motivation, motivation to acquire a language as a means for attaining intrumental goals: furthering career, getting a job and so forth. Many researchers looked at integrative and instrumental motivation as intrinsic and extrinsic motivation. As it has been discussed earlier. So, the types of motivation vary from context to context. So this study was only investigated the type of motivation that is more popular among the students in learning English as a second language.

2.7.2. Motivation in Learning

Motivation is considered as an integral part in the achievement of any goal. It is an important factor that has a positive influence in any educational learning process especially in learning second language. If a learner actually does learn,

and does not just want to or intend to learn, the learner could be described as being motivated to learn.

Motivation to learn involves more than wanting or intending to learn. It includes the quality of the learner's mental efforts. It implies the use of thoughtful and active study strategies such as summarizing, elaborating and drawing graphs. The students' motivation to learn is defined by Brophy (1987), motivation to learn is a competence acquired "through general experience but stimulated most directly through modeling, communication of expectations, and direct instructions or socialization by significant others (especially parents and teachers)."

According to Abin Syamsudin Makmun (1983) cited in Uniroh (1990: 32) learning motivation consist of some aspects, they are: (1) learning duration, that is how long someone is able to use the time to do an activity, (2) activity frequency, that is how often an activity is done in a period, (3) persistency, that is the continuity at the purpose of the activity, (4) perseverance, that is the ability in facing hindrance and difficulty, (5) devotion, that is sacrifice to achieve the aim, (6) aspiration level, that is the target that will be be achieve with the activity that will be done, (7) qualification level, that is achievement which is achieved from the activity and (8) attitude, that is the target of learning activity.

For studying we really need a motivation. Learning achievement will be optimal if there is motivation. The higher motivation which students have, the higher his learning will be success. Learning motivation is a very supporting factor of students' English ability. If the students have the desire to be success, so that students will be diligent to study. That desire also pushes the students to choose

important and relevant activity to fulfill his desire and will ignore the activity which is not relevant with his purpose.

Nanang (2009) cited in Aprilia (2011) states that to measure motivation can be seen from: (1) learning duration, how long the time that students used to study, (2) attitude toward learning that is tendency of student behavior to study, (3) frequency, how often learning process is done, (4) consistency, the continuity of students toward the achievement, (5) the diligent in learning and the ability in solving the problem, (6) loyalty, the faithfulness and braveness to invest the cost, energy and thought optimally, (7) vision in learning, learning target which is creative, effective and enjoyable, (8) achievement that is produced.

From the experts opinion about motivation, learning motivation is activator energy whether internal or external in students in learning process to make the change of attitude through every effort with some indicators, there are: (1) learning duration, (2) frequency, (3) persistency, (4) endurance/toughness, (5) students' aspiration, (6) qualification, (7) devotion and (8) students' attitude.

2.7.3. Motivational Cycle

Desire for something is followed by the action to get the desired thing which leads to attainment the thing or same type of thing. If the need moving in cycle is not fully satisfied, it moves again to find its end. And if it is achieved then new need crops and follows the same pattern. This circular movement is known as motivation cycle (Abin Syamsudin Makmun, 1983). The individual always tries to satisfy his wishes or desires following:

1. Need

The physical or psychological deprivation in the body creates the needs. It is the lack of what we want. When the stimuli remains constant we don't feel need. The tendency to restore a balanced condition in the body is known as Homeostasis. It is characterized by physiological functioning. The aroused condition motivates the organism to imitate behavior to remedy the need. For example, the person who is hungry needs food. Similarly, a person may desire for power. This shows motivational need has two categories: physiological (primary) or psychological (secondary). Physiological needs are basic necessities without which organism cant live, for example need for food, rest, oxygen, water etc. psychological need are related to the individual happiness and wellbeing. For example, love, power, prestige, recognition, status etc.

2. Drive

An internal motivational state that is created by a need is a drive. For example, a hungry person seeks for food to satisfy his or her need. Drives are the action oriented component or the motion to fulfill the desire of the motivated behavior. Search for food by a hungry person can be translated into hunger drive. Drive can activate more than one response. Drive is the internal tension state that builds up until they are satisfied.

3. Incentive

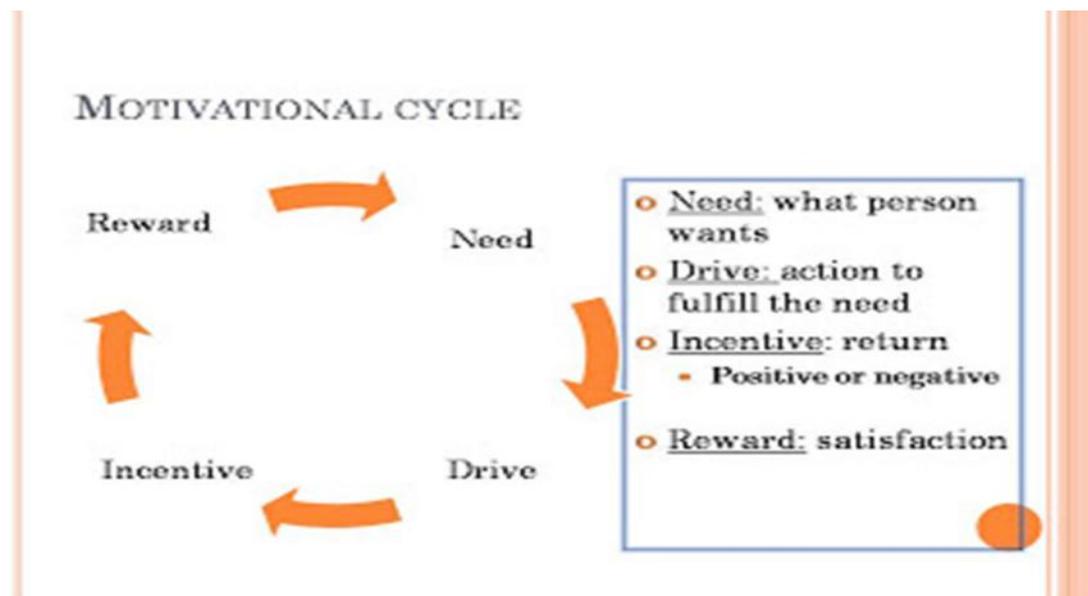
Incentive is the appropriate object or situation toward which motivated behavior is directed. Incentive eases a need and reduces a drive. It can provide satisfaction for the aroused drive. For example, food is the incentive for the hungry person. It can be anything we have learned to value like money, status,

and the approval of the others. Incentives control much of human behavior. An organism will approach positive incentive, and avoid negative incentives. For example cooked food is the positive incentive for the hungry person and chocolate is negative incentive as it will not satisfy the hunger of the person. Incentive either directs behavior towards or away from them.

4. Reward

Once the organism has obtained the incentive it drives pleasantness or satisfaction, which is the reward. Reward restores the homeostatic condition. It brings readjustment. If the reward is achieved, the individual feels inspired, and his or her performance will improve. For example, food is reward for hungry person who feels relieved and satisfied with it. Chocolates may not be his reward as it will not satisfy his hunger. If a person is fully satisfied the homeostasis state is achieved for that particular need.

Figure 2 Motivational Cycle (Abin Syamsudin Makmun, 1996)



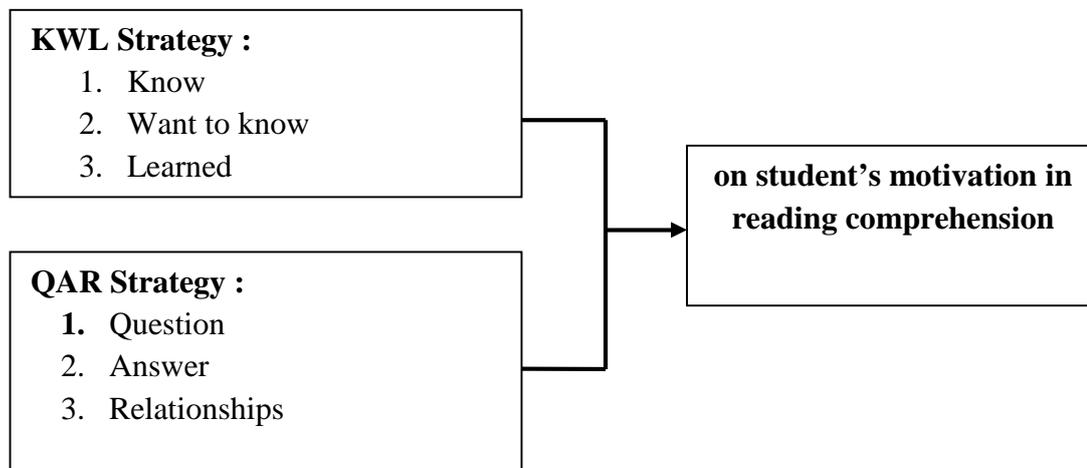
2.7.4. Students' Motivation in Reading Comprehension

Students' motivation naturally has to do with students' desire to participate in the learning process. But it also concerns the reasons or goals that underlie their involvement or noninvolvement in academic activities. Although students may be equally motivated to perform a task, the sources of their motivation may differ.

A student who is intrinsically motivated undertakes an activity "for its own sake, for the enjoyment it provides, the learning it permits, or the feelings of accomplishment it evokes". An extrinsically motivated student performs "in order to obtain some reward or avoid some punishment external to the activity itself," such as grades, stickers, or teacher approval. The term motivation to learn has a slightly different meaning. It is defined by one author as "the meaningfulness, value, and benefits of academic tasks to the learner-regardless of whether or not they are intrinsically interesting.

Students with low motivation to achieve in school most likely also have very low reading comprehension. Whether the focus of an approach is directed at parents, teachers, students, or some other influence such as the curriculum or choice of text, there has always been a critical area of attention for reading comprehension. That area is the motivation of students. It seems that teachers are constantly striving to find ways to motivate children to read. One cannot expect students to comprehend printed material if they have not read that material. It is just as unreasonable to expect them to want to read without any motivation. When students are highly motivated to read, they will comprehend the reading material increases.

Figure 3 Dependent Variable and Independent Variable



2.8. Framework for Thinking

In this study, researchers ought to determine the relationship between students' motivation and reading achievement of students. It departs from the theory that motivation. Learning is one of the factors that affect a student's learning process. The existence of motivation also affect on students' achievement. Another thing that is not less important is the motivation to learn inside the student in a subject will enable the learning process becomes easier because there is an interest and encouragement that emerged from the students.

Motivation makes the students encouraged to pursue a subject that interested him without a compulsion. Student's motivation can be shown with the passion and desire succeed, the urge and the need to learn, their hopes and dreams of the future, the award in the study, the activity of interest in learning, the existence of a conducive learning environment allow one learns well. The existence of motivation on students is also influenced by several factors, both factors inside and factors originating from outside of the students.

Intrinsic motivation is encouragement within the individuals themselves to learn or master the subject matter being followed. Those who have intrinsic motivation will have the goal of becoming the educated, knowledgeable, skilled in a particular field. And the only way to get to the destination they want to achieve is to learn. The impetus that drives it rooted in a need, the need to be educated and knowledgeable. So intrinsic motivation come from his own self-aware.

Extrinsic motivation is encouragement from outside individuals to learn. This includes the extrinsic motivation, reward, praise, a conducive environment, engaging learning activities and others. So, intrinsic motivation to learn in learning activities initiated and passed by a push from outside. Many students who study do not correspond with the expected learning objectives, because school teachers sometimes pay less attention to students' motivation to learn.

Thus the teacher is expected to build motivation to learn their students in the learning process so that students can easily understand the lesson explained by the teacher, the student be happy to follow the lesson and be lazy to learn. Motivation to learn is to do with the learning achievement, because every student that has the same potential theoretically considered to be the most likely or the highest level of truth.

2.9. The Previous Research

There were several researchers have conducted the researches. There were numerous studies on KWL and QAR. Sudiana and Adi Jaya Putra (2013) cited in Fard (2014) had an experimental study on the comparative effect between QAR

and directed reading thinking activity (DRTA) techniques on reading comprehension on the tenth year students. The research's result indicated that (1) there was a significant difference in reading achievement between students who are taught by using QAR technique and those taught difference in students' reading achievement between the students who were taught by QAR technique and those taught by DRTA technique. Moreover, the difference of the mean score indicated QAR technique was more effective than DRTA technique.

Peng, Hoon, Khoo, and Joseph (2007) studied of Question – Answer Relationships (QAR) on reading comprehension. The study was carried out based on Raphael's (1984) recommendation to introduce and practice the use of QARs Strategy, Findings showed that students taught through the QARs strategy had some improvements in their reading comprehension test scores after intervention compared to the control group.

Moreover, there were also some researchers that focused on other teaching strategies, namely KWL. Smaikomusk (2012) cited in Hamdan (2014) conducted a study with the purpose to investigate the effect of the KWL-Plus technique on grade 9 students' reading comprehension. Data analysis revealed there were no significant difference between the overall mean score of students' pre- and post-reading comprehension tests. However, the students' opinions toward using KWL-Plus technique showed that they were satisfied with KWL-Plus technique.

Roorkhool et. al. (2013) designed a study on an experimental and a control group of Persian students to examine the effect of using KWL strategy on their comprehension of culturally unfamiliar English text. The experimental group was

treated with the KWL strategy for the reading classes and the control group was introduced in a traditional way. The researcher concluded that the KWL strategy did not have any significant effect on the reading comprehension performance of the two.

Sasson (2008) cited in Hamdan (2014) employed the KWL strategy to help struggling readers. The results brought evidence that the strategy helped the learners to become strategic readers. Casey (2009) in Hamdan (2014), with the presentation of reading activities through the KWL strategy, found out that the learners improved their ability in grasping meaning.

2.10. Theoretical Assumption

Based on the previous theory above, the research assumes that reading comprehension is a complex and multifaceted ability that involves the reader's with written text. The process of reading comprehension is primarily affected by readers' prior knowledge, purpose, content, features of the text and strategies used to accomplish the tasks. Realizing that there are many students are still difficult in comprehending a text, the teacher should find appropriate and suitable strategies in teaching reading comprehension in order that the students are able to extract the meaning from the text, integrate information with their own knowledge, comprehend the text deeply, use the strategies to monitor comprehension and evaluate expectations. KWL and QAR are believed can be alternative to increase students' achievement in reading comprehension. Motivation is also the factor that affect the reader in comprehending a text. Less motivation to read and to spend

time in improving their reading ability will lead the readers to poor readers. Better reading comprehension and motivation are related to the quality of the reading.

2.11. Hypothesis of the Research`

The hypotheses that will be used to propose the research by using statistic formula, as follow:

Hypothesis 1:

Ho: There is no different achievement of students' reading comprehension based on the teaching strategies (KWL and QAR) strategies.

Hi: There is different achievement of students' reading comprehension based on the teaching strategies (KWL and QAR) strategies.

Hypothesis 2:

Ho: There is no difference achievement of students' reading comprehension based on the students' motivation (high and low).

Hi: There is difference achievement of students' reading comprehension based on the students' motivation (high and low).

Hypothesis 3:

Ho: There is no interaction between teaching strategies and motivation on students' achievement in reading comprehension.

Hi: There is an interaction between teaching strategies and motivation on students' achievement in reading comprehension.

III. RESEARCH METHODS

This chapter deals with the research design, population and sample, instruments of the data collection, the procedures of the research, the data analysis, the technique of analyzing the data and statistical hypotheses.

3.1. Research Design

Research design refers to a description of procedures to be followed in testing the hypotheses and a listing of the measures or instrument to be used in gathering the data. It serves two functions: it established the conditions for the comparison required by the hypotheses of the experiment and experimenter through statistical analysis of the data to make a meaningful interpretation of the results of the study (Ary, 1979).

This research was carried out by applying experimental research and the design used was factorial design 2x2. A factorial design is one in which two or more variables are manipulated simultaneously in order to study the independent effect of each variable on the dependent variable as well as the effects due to interaction among the several variables (Ary, 1979).

This design was chosen because two teaching strategies, KWL (Know, Want to Know, and Learnt) and QAR (Question-Answer Relationship) compared to students' motivation (High and Low). There are three variables in this research,

namely independent variables (KWL and QAR) strategies, moderator variables (students' motivation high and low), and dependent variables (readers' achievement in Reading Comprehension). The explanation of the design can be seen in Table 3.1 below:

Table 3.1 Factorial Design 2 x 2

R.C Strategy Motivation	Teaching Strategies	
	KWL (A1)	QARs (A2)
High (B1)	A1B1	A2B1
Low (B2)	A1B2	A2B2

Note:

- A = Teaching strategies
- B = Motivation
- A1 = KWL (Know, Want to know, and Learnt) strategy
- A2 = QAR (Question-Answer Relationships) strategy
- B1 = Students that have high motivation
- B2 = Students that have low motivation
- A1B1 = The students' reading comprehension achievement with high motivation that is taught by KWL strategy.
- A2B1 = The students' reading comprehension achievement with high motivation that is taught by QAR strategy.
- A1B2 = The students' reading comprehension achievement with low motivation that is taught by KWL strategy.
- A2B2 = The students' reading comprehension achievement with low motivation that is taught by QARs strategy.

3.2. Population and Sample

3.2.1. Population

The population of this research was the ninth grade students at SMPN 1 Natar 2016/2017 academic year. The research took two classes in the school as the sample. In determining the sample, the class was selected randomly by using lottery. Population is defined as "all members of any well-defined class of people, events, or objects" (Ary, 1979: 129). The population of this research comprises of

6 classes consist of 36 students of each classes. Three classes were involved in this research. So, the total number of the population is 92 students, 20 students as try out class and 36 students as experimental class I, and 36 students as experimental class II.

3.2.2 Sample

Sample is defined as the small group that is observed (Ary, 1979: 129). The sample of this research used random sampling because all members of the population have and equal and independent chance of being included in the sample. Based on the population above, the researcher used a lottery to determine the sample of the population. So, only 72 students will be the sample of this research. They will be divided into two groups. The first group that consisted of 36 students (IXB) was given a treatment by using KWL strategy and the second group that also consisted of 36 students (IXD) was given treatment by using QARs strategy. Before they were treated, they were given questionnaire to measure their levels of motivation, whether they have high or low motivation.

KWL as an experimental group I (IXB) and QAR as an experimental group II (IXD). Furthermore, each group was divided into two groups of students whose members have high and low motivation. The sample had an average score of motivation was not taken as the sample because less able to identify the members of samples include high or low motivation, only in the implementation of the learning with KWL and QAR all students were involved. Based on the explanation above, the composition of the sample as follows:

1. The group of students who had high motivation was taught by using KWL strategy as many as 18 students.

2. The group of students who had low motivation was taught by using KWL strategy as many as 18 students.
3. The group of students who had high motivation was taught by using QAR strategy as many as 18 students.
4. The group of students who had low motivation was taught by using QAR strategy as many as 18 students.

Table 3.2 Population of Sample

Variable	KWL	QARs	Total
High motivation	18	18	36
Low motivation	18	18	36
Total	36	36	72

In the implementation of experiments in the classroom, those chosen were 36 students per class and spread all of the groups. Those who had high motivation joined with those who had low motivation. At the time of beginning and end of the test, students' scores were analyzed and only the value of students who were already registered his name, which is 18 students for each cell. Furthermore, they divided into two groups, the first group consists of 36 students were given KWL strategy and the second group that also consists of 36 students were given treatment by using QAR strategy. Before they were treated, they were given questionnaire to measure their levels of motivation whether they had high or low motivation. The determination of students' motivation was done by using ability tests adapted by Abin Syamsudin Makmun (1983).

3.3. Place and Time of the Research

This research conducted in SMPN 1 Natar at Jl. Negara Ratu No. 36 Merakbatin Natar Lampung Selatan. The research was done in the ninth class in English subject. The time was related to the time of the school in Academic Year of 2016 / 2017.

3.4. Instruments of Data Collection

The instrument is a tool used in collecting the data. There is also mention that the instrument is a tool used to detect the data, measure the frequency, and magnitude of the phenomenon. Thus it can be said that the data needed a device to detect. In this study, there were two instruments used to collect the data, namely, achievement test and questionnaires. Achievement test is used to measure students' achievement in reading comprehension while questionnaire was used to measure levels of students' motivation.

3.4.1. Motivation Questionnaire

Questionnaire is one way of obtaining data by asking questions. It is used to measure the students' motivation in learning English. In this study, motivation questionnaire was used to classify the levels of students' motivation. To decide whether the students have high or low motivation, they were given 30 questions, this study used Likert Scale which presents a number of statements to be answered by the students to get the information about the students' motivation and their reading comprehension achievement. The researcher gave a set of close – ended questionnaire means the options were provided and there was no other alternative.

Close-ended questionnaire was used to help the researcher in selecting the data, so that the researcher was not waste the time for the data which was not relevant to the research problem.

The students' motivation was a score taken after they answered the questionnaires about motivation which covered the encouragement which emergences the willingness to do the activity as a student determined the action they wanted to do and the purpose achieved in the process of learning. The questionnaire was in Indonesian language in order to make easier for the students to answer it. The questionnaire provided 4 alternatives answers, each alternative scored as the following:

A = 4; for the high motivation answer.

B = 3; for the middle motivation answer.

C = 2; for the low motivation answer.

D = 1; for the lowest motivation answer.

In addition to the indicators of motivation in learning, the researcher took the indicators from Abin Samsudin Makmun (1983) cited in Uniroh (1990) in which the scores were based on the Likert Scale and the range of 1 to 4. The last scores were taken from the total answers given so that the high and the low score showed the motivation range. The indicators from Abin Samsudin Makmun, (1983) cited in Uniroh (1990) as a reference as:

- 1) The duration of students' English learning; how long was the ability of students to use time in doing the activities in learning English.

- 2) The frequency of students' activity in learning English, for example, how often does the activity take place?
- 3) The persistence of students in learning English; how functual in doing activity; how strong his tenacity is, etc.
- 4) The toughness or endurance of students in solving the difficulties of learning English and facing its problems or obstacles.
- 5) The aspiration of the students, for instance: purpose target, etc.
- 6) The qualification level of students' achievement in learning English.
- 7) The devotion of students to get the objective of learning English, for instance: thought, time, money, effort, etc.
- 8) The students' attitude to the purposes of learning English based on Abin Samsudin Makmun (1983) cited in Uniroh (1990).

Table 3.3 Specification of Motivation Questionnaire

No.	Indicators	Sub Indicators	Statements	Total Number	Percentage of Statements
1	Learning duration	The duration of learning time	1,3,23	3	7.5%
2	Frequency	Learning done often or not	2,5,13,26	4	10%
3	Persistency	The students' punctual and tenacity	4,9,27,28,37,40	6	15%
4	Endurance/ Toughness	The students' difficulties in solving and passing the problems	8,17,25,36,39	5	12.5%
5	Students'	The students'	6,10,11,20,30,32	6	15%

	Aspirations	learning target and purpose			
6	Qualification	The level of students' achievement in learning English	12,21,31,33,34	5	12.5%
7	Devotion	The students' objective in learning	15,16,18,19	4	10%
8	Students' attitude	The students' purpose of learning English	7,14,22,24,29,35,38	7	17.5%
Total Number				40	100%

After the students' motivation try-out test was done the researcher took 30 items that administered to use in pretest and posttest, while 10 items were dropped (see appendix 5).

3.4.2. Reading Comprehension Test

A test is a set of stimulate presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned (Ary, 1979). In testing the students achievement in reading comprehension, multiple choice technique was used by the researcher in consideration that it was an objective and common test used in reading comprehension. This test consisted of 40 questions for 90 minutes and the questions were about report text. The multiple choice items were created based on two criterias made by Wolf cited in Aprilia (2011): (a) All items were passage dependent, and (b) some of the items required the reader to make inference.

In addition correct responses could not be determined by looking at the other question on the page. For each multiple choice questions, there were four possible responses, one correct response and three distracters. All distracters in multiple choice questions were possible, and multiple choice questions could not be answered correctly by the students without having read and understand relevant parts of the passage.

Reading comprehension test will be administered after the questionnaire was given. The researcher used five aspects of reading comprehension in this test. The five aspects of reading comprehension are main idea, specific information (supporting details), reference, inference, and vocabulary.

Table 3.4 Reading Test Specification

No	Skills of Reading	Item Number	Total of Items	Percentage of Items
1	Identify the main idea	1,13,17,24,26,32,33	7	17.5%
2	Specific information	2,4,5,7,14,16,28,30,35	9	22.5%
3	Reference	10,18,20,23,25,34,38	7	17.5%
4	Inference	8,11,21,22,31,37,39	7	17.5%
5	Vocabulary	3,6,9,12,15,19,27,29,36,40	10	25%
Total		40 items	40	100%

After the students' reading comprehension try-out test was done, the researcher took 25 items that administered to use in pretest and posttest, while 15 items were dropped (see appendix 12).

Table 3.4.1 Specification of the Reading Try-out

No.	Skills of Reading	Item Number	Total of Items	Percentage of Items
1	Identify the main idea	1,13,24,32,33	5	20%
2	Specific information	2,4,5,7,14	5	20%
3	Reference	18,25,34,38	4	8%
4	Inference	11,22	2	4%
5	Vocabulary	3,6,9,15,19,27,29,36,40	9	25%
Total		25 items	25	100%

3.5. Procedures of Treatment

Before treatment was implemented, the students were divided into two groups. The first group which consists of 36 students was treated by using KWL Strategy and the second group which consists of 36 students was treated by using QAR strategy. The treatment held once a week and it took 90 minutes for each treatment. The researcher treated samples for 3 times, it predicted 3 weeks to accomplish the treatment.

Table 3.5 Procedures of the Treatments in the Two Groups

KWL Strategy	QARs Strategy
1. Ask the students to make KWL chart before they are reading certain text.	1. Students are divided into several groups
2. Tell the student's the topic that is going to be learnt, then ask them to fill K column with their prior knowledge (what they have already known about the topic).	2. In groups, they are given text plus questions and answers. The students discuss why the questions and answers represent particular QAR.

3. Ask the students to write down what they want or need to know about the topic to W column	3. After the discussion, the teacher explains the answer for each question and the relationships between them (questions and answers) as clear as possible
4. After K and W column are filled with the students' ideas, ask them to read the text.	4. Then, the students are given the other text plus questions. The students must search the answer for each question and discuss their finding with their friends in groups.
5. After reading the text, the students are asked to fill L column with what they have gained from the text.	5. The teacher clarifies their findings by giving detail explanations on the answers.
6. After these series of individual works are completed, the students are divided into several groups. In the groups, they discussed what they have written in K, W and L column. In their groups, the students are free to communicate their ideas with their friends. The teacher then facilitates the discussion.	6. After that, the teacher gives the students another longer text. They are asked to answer the questions individually.
7. After discussing with their friends, the students go back to their previous seats to answer the questions related to the topic given by the teacher. They do these work individually.	7. The students find the answers individually and then report the answers to the class.

3.6. Procedures of the Research

The procedure of the research used in this research as follows:

1. School orientation, it was needed to see the condition of the class, total number of the students and the way to teach English at the school.
2. Do the instrument research to class IXB, and IXD in reading comprehension test to know the validity and reliability of the test.

3. Make the lesson plan, the students' worksheets, for experimental class I using KWL and for the class experimental II by using QAR in reading comprehension.

Before conducting the research, the students were given a test to know their ability. The test was in the form of multiple choice items. This test used to know the group of the students, if they had high/low motivation.

4. Provision of the test result to learn. Students' achievement test was given on each group. They were given after the end of the learning process that aims to determine the increase mastery experienced by students during the learning process. Further, statistical test to learn reading comprehension outcomes and draw conclusions and make suggestions.

3.7. Control of Treatment

In order that the hypotheses of the research did not appear large biases, control of treatment was really needed to external validity.

3.7.1. External Validity

External validity refers to the extent to which a research's result could be generalized or applied to other people or settings. According to Ary (1979) identified four factors that can affect external validity of the research, they are: interaction, pretesting, setting and multiple treatment. In this research, the researcher only conceived three factors, they were: interaction, setting, and multiple treatment. Pretesting was not considered by the researcher due to the absence of pretest in this research.

1. Interaction. Interaction between how the subjects were selected and the treatment can occur in the research. To control the interaction, this research chose the subjects from population randomly with various intelligence. If it was not done, their characteristics might bias their performance.
2. Setting. The performance of subject, in some studies, was more a product or reaction to the experimental setting such as the situation where the study was conducted than it was to independent variable. For instance, subjects who realized that they were being observed will perform differently to the treatment than subjects who experienced the treatment but they were not aware of being observed. That's why in this research, the subjects were not told that they were being researched to control research setting.
3. Multiple treatments. Studies that use multiple treatments/interventions might limited generalize ability because the early treatment might have cummulative effect. For instance, if a group was treated by treatment A, then followed by treatment B, their measured performance after treatment B would be affected by both treatments, not only treatment B because the effect of A cannot be erasable. That's why in this research, each group was only treated with one treatment.

3.8. Instrument Try-out of Data Collection

Before conducting the research, instrument try-out of data collection was extremely needed. The purpose of try-out was to know the extent to which an instrument measures what it is intended to measure, called validity and to know

the extent to which a measuring device was consistent in measuring whatever it measures called reliability (Ary, 1979).

Evidence of validity and reliability is especially important in educational research because most of the measurement attempted in this area was obtained indirectly. If the researcher's data were not obtained with valid and reliable instrument, one would have little faith in the result obtained or in conclusion based on the result.

3.8.1. Validity of Reading Comprehension Test

A good test can be seen from its validity. Ary (1979) concerned the validity refers to the extent to which an instrumental measures what one thinks it is measuring. The result of the procedure serves the uses for which they were intended. Construct validity was used in this research. The validity of the test could be seen from the type validity.

While construct validity, according to Ary (1979), was concerned with the extent to which a test measures a specific trait or construct. In this research, the researcher used reading comprehension that supposed to be able to comprehend by grade nine students of Junior High School. The materials were based on the curriculum that used in Junior High School.

To obtain the validity of reading comprehension test, Pearson Product Moment Formula was used in this research. The formula was drawn as follow:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{(N \sum X^2 - (\sum X)^2)(N \sum Y^2 - (\sum Y)^2)}}$$

Where:

r_{xy} = coefficient correlation between x and y variable

X = total score of X variable

Y = total score of Y variable

X^2 = total square score of X variable

Y^2 = total score of Y variable

N = total sample

Table 3.6 Result of Validity Reading Comprehension Test

No	Validity = 0,05, $r_{\text{tabel}} =$ 0,3783		Decision	No	Validity = 0,05, $r_{\text{tabel}} =$ 0,3783		Decision
	Result	Criteria			Result	Criteria	
1	0,545	Valid	Administered	21	-0,223	Not valid	Dropped
2	0,459	Valid	Administered	22	0,380	Valid	Administered
3	0,380	Valid	Administered	23	0,047	Not valid	Dropped
4	0,508	Valid	Administered	24	0,459	Valid	Administered
5	0,481	Valid	Administered	25	0,380	Valid	Administered
6	0,400	Valid	Administered	26	0,355	Not valid	Dropped
7	0,479	Valid	Administered	27	0,524	Valid	Administered
8	0,194	Not valid	Dropped	28	0,211	Not valid	Dropped
9	0,420	Valid	Administered	29	0,461	Valid	Administered
10	-0,216	Not valid	Dropped	30	0,256	Not valid	Dropped
11	0,459	Valid	Administered	31	-0,133	Not valid	Dropped
12	-0,193	Not valid	Dropped	32	0,471	Valid	Administered
13	0,462	Valid	Administered	33	0,481	Valid	Administered
14	0,558	Valid	Administered	34	0,419	Valid	Administered
15	0,459	Valid	Administered	35	0,025	Not valid	Dropped
16	0,277	Not valid	Dropped	36	0,401	Valid	Administered
17	-0,115	Not valid	Dropped	37	-0,103	Not valid	Dropped
18	0,494	Valid	Administered	38	0,459	Valid	Administered
19	0,471	Valid	Administered	39	-0,241	Not valid	Dropped
20	-0,043	Not valid	Dropped	40	0,481	Valid	Administered

3.8.2 Reliability of Reading Comprehension Test

Ary (1979) stated that the reliability of measuring instrument is the degree of consistency with which it measures whatever it is measuring. The reliability of a test can be defined as the extent to which a test procedures consistent result when administered under similar conditions. To estimate the reliability of the test, the split-half method is used in order to analyze the odd (x) and even (y) of the test items. To measure the coefficient of the reliability between odd and even group, Spearman-Brown formula will be use:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{(N \sum X^2 - (\sum X)^2)(N \sum Y^2 - (\sum Y)^2)}}$$

Where:

r_{xy} = coefficient reliability between odd and even number

N = number of students

X = square of X

Y = square of Y

X = total score of odd number

Y = total score of even number

Y = total score of even number

The criteria are:

0.80 up to 1.00 is very high.

0.60 up to 0.79 is high.

0.40 up to 0.59 is average.

0.20 up to 0.39 is low.

0.00 up to 0.19 is very low.

After the reliability of the half test had calculated, the researcher used Spearman Brown's Prophecy formula to measure the reliability of the test as a whole as follows:

$$r_k = \frac{2r_{xy}}{1+r_{xy}}$$

Explanation:

r_k = the reliability of the entire test

r_{xy} = the reliability of half test

The criteria of the reliability are:

0.90 – 1.00 = high

0.50 – 0.89 = moderate

0.00 – 0.49 = low

For reliability of reading comprehension try-out 25 items of reading comprehension test was administered in the try-out session. The reliability of the test calculated 0.857 (see appendix 13). That showed that the reading comprehension try-out test has high reliability and was therefore proper to be used in the research. It indicated that the instrument of this research was reliable and good to be taken in the research.

3.8.3. Difficulty Index of Reading Comprehension

The test item is good if it is not too difficult or too easy. Numbers that gives guidance about levels of difficulty is known as difficult index symbolized with P (proportion). It indicates the level of difficulty of the item based on students'

answers. Computation of difficulty index of students' achievement test uses the following formula:

$$P = \frac{B}{JS}$$

Where:

P = difficulty Index

B = the total of students who answer test items correctly

JS = the total of students

The criteria are as follows:

Table 3.7 Difficulty Index Criteria

Proportion value	Description
< 0.31	Difficult
0.31 – 0.70	Average
> 0.70	Easy

Difficulty level of reading comprehension test, after the researcher analyzed the level of difficulty of the reading comprehension test, found out there were 4 easy items, 19 average items, and 2 difficult items in this instrument (see appendix 14). Below is the table displaying the difficulty level of the reading comprehension.

Table 3.8 Difficulty Level of Reading Comprehension Test

Classification	Items	Total
Difficult	22, 29	2
Average	1, 2, 3, 5, 6, 7, 9, 11, 15,18, 19, 24,25,27, 32,33,34,36,38	19
Easy	4, 13, 14,40	4
Total		25

3.8.4. Discrimination Power of Reading Comprehension Test Items

The discrimination is the proportion of high group students getting the items correct minus the proportion of the low-level students who get the items correct.

The discrimination power of students' achievement test used the following formula:

$$DP = \frac{U - L}{\frac{1}{2}N}$$

Where:

DP = discrimination power

U = the number of students from the upper who answer correctly

L = the number of students from the lower who answer correctly

$\frac{1}{2}N$ = the total number of the students in upper or lower classes

The classification of discrimination power is shown in the following table:

Table 3.9 Discrimination Index Criteria

Discrimination Power	Description
0.00 < 0.20	Poor
0.21 – 0.40	Satisfactory
0.41 – 0.70	Good
0.71 – 1.00	Excellent

The criteria are:

1. If the value is positive discrimination – a large number or more knowledgeable students than poor students get the item correct. If the value is zero, it means that there is no discrimination.
2. If the value is negative, it means that more low students than high level students get the item correct.

3. In general, the higher, the discrimination index, the better the item. In classroom situation most items should be higher than 0.20 indexes.

Discrimination power of the reading comprehension try-out test was analyzing. The researcher found out there was 2 excellent items, 19 good items, and 4 satisfactory items (see appendix 15). The following table presents the distribution of discrimination power of this instrument.

Table 3.10 Discrimination Power of Reading Comprehension Try-out Test

Classification	Items	Total
Poor	-	0
Satisfactory	3, 6, 22, 29	4
Good	2, 4, 5, 7, 9,11, 14, 15, 18, 19, 24, 25,27,32,33,34,36, 38,40	19
Excellent	1, 13	2
Total		25

Analyzing the data, the researcher found out that were 15 invalid items (item 8, 10, 12, 16, 17, 20, 21, 23, 26, 28, 30, 31, 35, 37 and 39) (see appendix 12). Hence, the researcher deleted those items and only tested 25 items (item 1, 2, 3, 4, 5, 6, 7, 9, 11, 13, 14, 15, 18, 19, 22, 24, 25, 27, 29, 32, 33, 34, 36, 38, and 40) to the sample class.

3.8.5. Validity of Motivation Questionnaire

Face validity of the questionnaire was achieved by arranging the questionnaire into the form of multiple choices like arrangements. It made easier to the students to understand when they were trying to answer the questionnaire. That was the reason why the researcher used face validity in the questionnaire. The content validity was achieved by simply looking at the table of specification. It was clear there that the questionnaire wanted to know what kinds of motivation is on each

students. Meanwhile, the construct validity focused on the kind of test that issued to measure the ability. Since the purpose of the test was to measure as well as to know students' motivation, the researcher applied questionnaires that dealt with motivation developed by Abin Samsudin Makmun (1983) in Uniroh (1990).

Table 3.11 Result of Validity Motivation Questionnaire

No	Validitas butir = 0,05, r _{tabel} = 0,3783		Decision	No	Validitas butir = 0,05, r _{tabel} = 0,3783		Decision
	Result	Criteria			Result	Criteria	
1	0,801	Valid	Administered	21	0,288	Not valid	Dropped
2	0,488	Valid	Administered	22	0,402	Valid	Administered
3	0,618	Valid	Administered	23	0,581	Valid	Administered
4	0,421	Valid	Administered	24	0,552	Valid	Administered
5	0,453	Valid	Administered	25	0,418	Valid	Administered
6	0,612	Valid	Administered	26	0,610	Valid	Administered
7	0,350	Not valid	Dropped	27	0,478	Valid	Administered
8	0,504	Valid	Administered	28	0,173	Not valid	Dropped
9	0,760	Valid	Administered	29	0,500	Valid	Administered
10	0,666	Valid	Administered	30	0,713	Valid	Administered
11	0,448	Valid	Administered	31	0,474	Valid	Administered
12	0,392	Valid	Administered	32	0,453	Valid	Administered
13	0,572	Valid	Administered	33	0,023	Not valid	Dropped
14	0,753	Valid	Administered	34	-0,178	Not valid	Dropped
15	0,124	Not valid	Dropped	35	0,096	Not valid	Dropped
16	0,515	Valid	Administered	36	0,561	Valid	Administered
17	0,662	Valid	Administered	37	0,327	Not valid	Dropped
18	0,923	Valid	Administered	38	0,569	Valid	Administered
19	0,322	Not valid	Dropped	39	0,580	Valid	Administered
20	0,619	Valid	Administered	40	-0,136	Not valid	Dropped

3.8.6. Reliability of Motivation Questionnaire

The researcher gained the data by using quantitative description. First of all, the result of questionnaires scored based on Likert scale, the score ranges 1 to 4. To measure the consistency of items of the questionnaires the researcher used Alpha

Cronbach formula since it was the most common used to measure the consistency among the indicators of the questionnaires. Arikunto (1986) in Aprilia (2011) explains the way to examine the reliability level or questionnaire reliability by using Alpha Cronbach Formula, as follow:

$$r_{11} = \left(\frac{n}{n-1} \right) \left(1 - \frac{\sum \sigma_1^2}{\sum \sigma_t^2} \right)$$

Explanation:

r_{11} = the coefficient of questionnaire items reliability

n = the number of questionnaire items

σ_1^2 = the number of items scores variance

σ_t^2 = the number of total variance

To find the variance, the researcher used the formula as follow:

$$s^2 = \frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N}$$

Explanation:

s^2 = Variants

$\sum X^2$ = the number of data quadrate

$(\sum X)^2$ = the number of date being quadrate

N = the number of data

And for knowing the classification of reliability are as follows:

- a. Between 0.800 to 1.00 = very high reliability
- b. Between 0.600 to 0.800 = high reliability
- c. Between 0.400 to 0.600 = moderate reliability
- d. Between 0.200 to 0.400 = low reliability

- e. Between 0.00 to 0.200 = very low reliability

The researcher administered the questionnaire for the purpose of estimating the students' motivation and their reading comprehension achievement. The questionnaire that was used in this research consists of 40 items; those questionnaires items measured about students' motivation.

The researcher analyzed the reliability to know whether or not the questionnaire was reliable. The questionnaire was considered reliable if it has good level of reliability. A reliable measure was one that provided consistent and stable indication of the characteristic. To measure the reliability of the questionnaire, the researcher used Alpha Cronbach formula after the researcher found the variance of all items. The result of this questionnaire reliability is 0.933 (see Appendix 6). The score showed that the motivation questionnaire had high significant level (0.91-1.00).

3.8.7. Scoring Reading Test

The researcher used multiple choices test in order to gain the objectivity of the result. In scoring the students' work, the researcher used Arikunto's formula (1989) in Aprilia (2011). The deal highest score was 100. The score of reading test calculated by using the following formula:

$$S = \frac{R}{N} \times 100$$

Where:

S = the score of the test

R = Number of the right answer

N = total number of the items on the test

3.9. Variables of the Research

Based on the formulation of the problems, the basic assumption and hypothesis, it can be determined variables and research paradigm, making it easier to determine the types and sources of the data used. The variables in this research consisted of independent variables, the dependent variable and variable attribute. Based on the formulation of the problems that created and then formulated the research variables as follows:

- a. Independent variables (X): the learning strategies used at the time of the study that was KWL and QAR strategies.
- b. Moderator variable: students' Motivation (high and low). Motivation was estimated to have a potential influence on the dependent variable.
- c. Dependent variable (Y): students' achievement in reading comprehension on the subject of the report text.

3.10. Data Analysis Technique

The data analysis technique is a way to find and organize systematically test data, questionnaires, and record documentation to improve the understanding of the researcher who investigated the case and present the findings to others. The hypothesis was analyzed by using Independent Group T-Test and Two Way ANOVA through Statistical Package for Social Science (SPSS) version 16 for window. The researcher used the level of significance 0.05 in which the hypothesis was approved if $\text{Sign} < .$ It means that the probability of error in the hypothesis was only 5%. Technically, the analysis of the data performed in this study through two stages.

3.10.1. Normality Test

The testing of normality was being used to know whether the sample taken was normally distributed or not.

Testing for normality in this research used a *Kolmogorov-Smirnov test* through SPSS 16 (Appendix 36). Test performed on each group, including the data about:

- (1) the groups of students having high motivation taught by using KWL strategy,
- (2) the groups of students having low motivation taught by using KWL strategy,
- (3) the groups of student having high motivation taught by using QAR strategy,
- (4) the groups of students having low motivation taught by using QAR strategy.

Before the data was analyzed by using SPSS 16.0 program, the data was put into the cell as follow:

The criterias are:

1. If the numbers *Kolmogorov-Smirnov* test of significance > 0.05 then the normal distribution of data.
2. If the numbers *Kolmogorov-Smirnov* test of significance < 0.05 then the distribution of data is not normal.

3.10.2. Homogeneity Test

Test of homogeneity of variance between the experimental group 1 with the experimental group 2 were tested with *Levene's test* with SPSS 16.0 program (Appendix 37). The test conducted on the homogeneity of variance score variable

Y after X. This test was very important because the variance was a reflection of the actual state of the population. Therefore, the assumption of homogeneity of variance was things to consider in doing the research. The interactions between both independent variables toward dependent variable were proven by using F-observed analysis. The further tests were done to verify the accurateness of the effect of teaching strategies and motivation on students' achievement in reading comprehension.

3.11. Hypothesis Testing

The hypothesis was tested by using Anova two ways to test the hypotheses. In this research, hypothesis testing was done by using analysis of variance of two ways. In calculation of SPSS 16.0 (appendix 38) was used to prove whether the hypothesis which was proposed in this research was accepted or not. The following are the hypothesis of this research:

Hypothesis 1 : $H_0: \mu_{A1} = \mu_{A2}$

$H_a: \mu_{A1} > \mu_{A2}$

Hypothesis 2 : $H_0: \mu_{B1} = \mu_{B2}$

$H_a: \mu_{B1} > \mu_{B2}$

Hypothesis 3 : $H_0: \mu_A \times \mu_B = 0$

$H_a: \mu_A \times \mu_B \neq 0$

Where:

μ_{A1} = the mean of students' achievement in reading comprehension taught by using KWL strategy

μ_{A2} = the mean of students' achievement in reading comprehension taught by using QARs strategy

μ_{B1} = the mean of students' achievement in reading comprehension that have high motivation

μ_{B2} = the mean of students' achievement in reading comprehension that have low motivation

$A \times B$ = interaction between teaching strategies and students' motivation

1. The first hypothesis, which states there is different achievement of students' reading comprehension based on the teaching strategies (KWL and QAR).

The hypothesis of this study can be formulated as follows:

Ho: there is no different achievement of students' reading comprehension based on the teaching strategies (KWL and QAR).

Hi: there is different achievement of students' reading comprehension based on the teaching strategies (KWL and QAR).

2. The second hypothesis, which states there is different achievement of students' reading comprehension based on the students' motivation (high and low). The hypothesis of this study can be formulated as follows:

Ho: there is no different achievement of students' reading comprehension based on the students' motivation (high and low).

Hi: there is different achievement of students' reading comprehension based on the students' motivation (high and low).

3. The third hypothesis: there is an interaction between teaching strategies and motivation towards their reading comprehension achievement. The hypothesis of this study can be formulated as follows:

Ho: there is no interaction between teaching strategies and motivation on students' achievement in reading comprehension.

Hi: there is an interaction between teaching strategies and motivation on students' achievement in reading comprehension.

V. CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

This chapter is divided into three sub chapters. They are conclusion, implication and suggestion.

5.1. Conclusion

Based on the findings of the data analysis, some of the conclusion could be drawn that there were statistically significant differences between KWL and QAR strategy on their performance on the pre-reading comprehension tests. The result indicated a higher reading comprehension in QAR strategy. KWL is useful and effective for students in improving their reading experience. The students are more capable of summarizing the reading passages, mapping the main ideas and better comprehending the text. This conclusion is consistent with Norasing's study (1997) cited in Hamdan (2014) who stated that almost all students were interested in KWL-Plus method as it increased the students' read ability power towards reading comprehension.

There is significant interaction between teaching strategies and motivation in students' reading comprehension at the ninth grade of SMPN 1 Natar. It means that motivation is a factor that can influence students' activity in their reading comprehension achievement in learning English. According to Brophy (1987),

motivation to learn is a competence acquired through general experience but simulated most directly through modelling, communication of expectations, and direct instruction or socialization by significant others. The teachers should do any effort to motivate the students in learning English. The higher motivation the students have, the more comprehensive they read the text. It means that when students have high motivation, they are eager to read more and more, store the ideas and create personal knowledge.

The strategies used by the teachers in teaching reading comprehension and the levels of students motivation are connected to each other because suitable strategy applied by the teachers will determine the success of provoking students' motivation. The result of the research in the ninth year students of SMPN 1 NATAR reveals:

1. There is significant difference of students' reading comprehension between the students taught by KWL and QAR strategies. QAR strategy has more advantages than KWL strategy in affecting students' reading comprehension achievement because it treated the students to be active, independent, and detail information-seekers. The result of the mean of group taught by using KWL strategy is 77.56 while the mean score of group taught by using QAR strategy is 85,33. As the result, the first hypotheses formulated the students' achievement in reading comprehension taught by QAR strategy is higher than taught by KWL strategy is really true.

2. The higher the motivation the students have, the more comprehensive they read the text. It means that when students have high motivation, they are eager to read more and more, store the ideas and create personal knowledge. The students' achievement in reading comprehension having high motivation is higher than those of having low motivation is proven. It is found that, the mean score of students having high motivation is 83.67, while the mean score of students having low motivation is 79.22.
3. The students taught by using QAR strategy with high motivation and the students taught by using KWL strategy with high motivation have the most significant difference among others. The mean score of students taught by using QAR strategy with high motivation is 83.67 and the mean score of students taught by using KWL strategy with low motivation is 79.22. The students taught by using QAR strategy with high motivation have higher achievement in reading comprehension than those taught by using KWL strategy with high motivation. Meanwhile, the students taught by using QAR with low motivation have higher achievement in reading comprehension than those taught by using KWL strategy with low motivation. The score of students taught by using QAR strategy with low motivation is 80 and the score of students taught by using KWL strategy with low motivation is 70.
4. The result of reading comprehension of students taught by QAR strategy is higher compared to the students' taught by KWL strategy. The strategy used by the teachers in teaching reading comprehension and the level of students' motivation are connected to each other because suitable strategy applied by

the teachers will determine the success of provoking students' motivation. Motivation is factor that can influence the activity, students' motivation in learning English can also influence their reading comprehension achievement.

5.2 Implications

This research in teaching reading comprehension can give some implications. The teacher should realize that motivation in learning English really influence the students' learning achievement, and the teacher should always give more attention to the students' weakness in reading comprehension. The teachers and students who want to develop the reading comprehension skill should takes part in the classroom during learning and teaching process. This research has examined two reading strategies, namely KWL and QARs. They are applied to the students with high and low motivation in order to know which teaching strategy is more suitable for them in improving their reading comprehension achievement.

In this research, it implies that English teacher should try to apply this strategy for it can activate students' prior knowledge, retrieve information from the text, interpret it, and reflect their understanding by creating their personal knowledge. This strategy really helps the students become active readers. Moreover, QAR strategy can make English teachers easier in managing learning activity because they just function as facilitator. At the end of QAR session, the teacher clarifies the findings of the students during reading process. Therefore, the strategy can be a good choice for English teacher in teaching reading comprehension.

Seeing that reading comprehension achievement of students with high motivation is higher than those with low motivation. It gives implication for English teacher that before teaching reading comprehension, the teacher should identify their students' motivation. The identification of students' motivation can determine the teachers in deciding what efforts they will do to make the students pay more attention when they are teaching reading comprehension. So, understanding that the students have different motivation is the key to success in teaching reading comprehension since the teacher can choose which strategy is more suitable to apply in the classroom.

The research reveals that there is significant interaction between teaching strategies and motivation on students' achievement in reading comprehension. It implies that any teaching strategy applied by the teachers should be to the levels of students' motivation. The ways the teachers provoke students' motivation determine the attitude of the students in learning reading comprehension. Finally, the students with high motivation who were taught by KWL strategy had significantly higher reading comprehension than the students with high motivation who were taught by QAR strategy. While, the students with low motivation who were taught by KWL strategy do not have significantly higher reading comprehension than the students with low motivation who were taught by QAR strategy. QAR strategy is applied to students with low motivation while KWL strategy is applied to students with high motivation to achieve their reading comprehension achievement significantly.

5.3 Suggestions

English teachers are recommended to use KWL and QAR strategy because both strategies can improve students' reading comprehension achievement. In accordance with the conclusions and implications, some suggestions are proposed as follows:

1. English teachers should be very creative to stimulate students' motivation in order that the students have great desire in learning and completing the tasks and activities during learning.
2. Other researcher can develop further study in the area of KWL and QAR strategies in order to improve students' achievement in reading comprehension.
3. Other researchers can have research other factors that also affect reading comprehension achievement because in fact, there are so many variables that can stimulate the success of teaching and learning reading comprehension. The performance of the teachers, the attractiveness of the media, or other personal traits as self-esteem, personality, or efficacy are some example of variables that extremely influence the teaching and learning of reading comprehension.

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