THE IMPLEMENTATION OF COMPETITIVE LEARNING STRATEGY TO IMPROVE STUDENTS' ACHIEVEMENT IN READING COMPREHENSION AT THE SECOND GRADE OF SMP MUHAMMADIYAH 3 BANDAR LAMPUNG

(A Script)

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ABSTRACT

THE IMPLEMENTATION OF COMPETITIVE LEARNING STRATEGY TO IMPROVE STUDENTS' ACHIEVEMENT IN READING COMPREHENSION AT THE SECOND GRADE OF SMP MUHAMMADIYAH 3 BANDAR LAMPUNG

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The aims of this research are to find out if competitive larning strategy can improve the students' reading comprehension achievement in narrative text and to find out which aspect of the students' reading improve the most after they are taught by competitive learning strategy.

The subject of the research were 30 students of VIII C class at SMP Muhammadiyah 3 in 2017/2018 academic year. In this research, the researcher administered five meetings. The beginning of the meeting, the researcher conducted the pretest to find out the students' initial ability in reading narrative text. Then, the researcher had three time meetings of the treatments. At the end of the meeting, the researcher conducted the post test to find out the students' reading ability after having the treatments which used competitive learning strategy. The result of the students' reading test was measured in terms of main idea, specific information, vocabulary, inference, and reference. The data were analyzed by using Repeated Measures t-test in which the significance was determined by sign < 0.05.

The result of the reasearch shows that there is an improvement of the students' reading comprehension of narrative text from pre test to post test after being taught through competitive learning strategy. The mean score of pre test was 59.60 and the mean score of post test was 75.80. The score is increase about 16.2. The improvement includes all aspects of reading: specific information (39%). The second is references (21%), main idea (12%), vocabulary (9%), and inferences (8%). The result of computation shows that the value of two tailed significance is 0.000. It means H_1 is accepted and H_0 is rejected since $0.000 < 0.05$. It proves that that competitive learning strategy can improve students' achievement in reading comprehension of narrative text.

Keywords: Competitive Learning, reading comprehension, narrative text.

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A Script

**Submitted in a Partial Fulfillment of
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Research Title : **THE IMPLEMENTATION OF COMPETITIVE LEARNING STRATEGY TO IMPROVE STUDENTS' ACHIEVEMENT IN READING COMPREHENSION AT THE SECOND GRADE OF SMP MUHAMMADIYAH 3 BANDAR LAMPUNG**
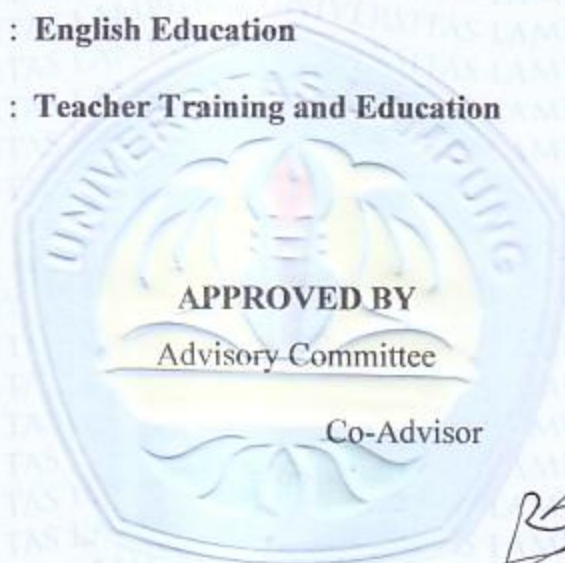
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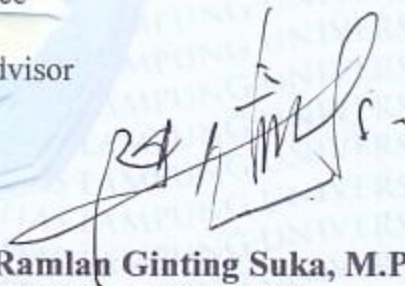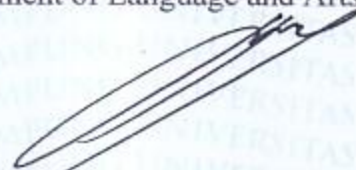Faculty : **Teacher Training and Education**

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CURRICULUM VITAE

KamiliaQadarina was born in Padang Panjang, on February 18th, 1996. She is the second child in the family of Editanand Desiana. She has one older brother and one younger sister, Abdul Manaf and FitriaInsani.

She started her study at TK Qurrotaa'yun, Bandar Lampung in 2001. Then, she continued her study at SDN 1 Raja Basa. After she graduated from elementary school in 2008, she continued her study at SMPN 19 Bandar Lampung and graduated in 2011. Then, she continued to senior high school at SMAN 5 Bandar Lampung. In 2014, she passed*SNMPTN*program at English Education Study Program of Language and Arts Education, Faculty of Teacher Training and Education, University of Lampung.

During her study in the university, she actively took part in university unit of students' activity, UKM-U English Society (ESo). She was the staff of Human Resource Development (HRD) of ESo for 2016-2017period and she was trusted to take position as the Treasurer of UKM-U English Society (ESo) for 2017-2018 period. She often joinedscrabble and newscasting competition, such as EEC in Action Southern-Sumatera Region, Radar Hunt, and SEC. In 2016, she was a freelance tour guide for ladies program P2B2 PABI 2016 Bandar Lampung.

From August to September 2017, she did KKN in Suka Jaya, West Lampung and she conducted PPL at SMK N 1 PagarDewa. To complete her study, she undertook a research related to students readingcomprehensonthrough competitive learning strategyat SMPMuhammadiyah3Bandar Lampung.

DEDICATION

The writer dedicates this work to:

1. Her beloved parents – Ir.Editan and Desiana

2. Her brother and sister – Abdul Manaf and FitriaInsani

3. Her Almamater – Lampung University

4. Her friends in English EducationStudy Program

5. UKM-U English Society (ESo)

6. English Teachers

MOTTO

"You will never know what you are doing until and unless you have done it."

- **SantoshKalwar**

" If there is a desire, there must be a way to reach it. "

- KamiliaQadarina

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Finally, the writer believes that her writing is still far from perfection. There might be weaknesses in this research. Thus, comments, critics, and suggestions are always open for better research. Somehow, the writer hopes this research would give a positive contribution to the educational development, the readers and to those who want to conduct further research.

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I.   INTRODUCTION

In order to introduce this research, this chapter discusses about background of the research, research questions, objectives of the research, uses of the research, scope of the research, and definition of terms

1.1. Background of The Research

Reading is one of language skill that must be mastered by the learners. Cline et.al (2006: 2), states that reading is decoding and understanding written texts. Decoding requires translating the symbols of writing system (including Braille) into the spoken words which they represent. Understanding is determined by the purposes for reading, the context, the nature of the text, and the readers' strategies and knowledge. It means that students need good in reading comprehension for acquiring knowledge and learning new information from the text that they read. Because of that, reading is important skill to be taught by the students.

In addition, reading is also very important in the curriculum of high school. Based on the syllabus of junior high school, students have to understand several types of the text such as narrative, recount, and descriptive. In comprehending the text, according to Harris and Smith (as cited in Sutarsyah, 2001:38) there are seven major that can affect a reader to comprehend a text. These factors are basically divided into two categories. The first one comprises five factors which are internal to the students, that are, background experience, language abilities, thinking abilities, affection (interest, motivation, attitudes, beliefs, and feelings),

and reading purposes. The other one includes two external factors and they are nature of the text and physical factor.

As stated by Grabe (2009:5), reading as the process in which readers learn something from what they read and involve it in academic context as a part of education. In this case, the researcher choose strategy as facilitator in teaching English in reading. In learning activity, the strategy will make the teaching-learning process more easier. However, the circumstance which will find in Junior High School show that the students unfortunately had some difficulties in comprehending the reading material. So, the competitive learning can be the alternative strategy to motivate students in reading comprehension.

Competitive learning strategy is a method of education that relies on competition among students (for grades or other rewards) as a way of enhancing motivation. Johnson and Johnson (1991) define that Competitive learning exists when one student goal is achieved, all other students fail to reach that goal Competitive learning can be interpersonal (between individuals), where rows are most important or intergroup (between groups), where a group setting is appropriate. Groups can be arranged to host interpersonal competitions seperately from one another. This is one strategy to maximise the number of winners the class. Competitive learning is most appropriate when students need to review learned material. Intergroup competition can be seen as an appropriate competitive strategy as it maximises the number of winners. It is also important to ensure homogeneous grouping to maximise the chance of winning for all groups. Homogeneous grouping allows the groups to be as evenly matched as possible to provide a challenging environment for competition. One particular grouping strategy is called bumping (Johnson and Johnson1991).

There are some researchers who have done the research related about the competitive strategy. The first research was conducted by Okereke and Ugwuegbulam (2014) showed that competitive learning strategies enhanced students' learning outcome in chemistry. Based on the findings it was recommended that chemistry teachers should inculcate competitive learning strategies in the classrooms. The second research was conducted by Kolawole (2008) the findings revealed that cooperative learning strategy is more effective than competitive learning strategy and that boys performed significantly better than girls in both learning strategies. Based on the findings, cooperative learning strategy should be introduced in our secondary schools in Nigeria. The last research was conducted by Fekri (2016) the results revealed that cooperative and competitive strategies were effective in English vocabulary development by Iranian EFL intermediate students. Furthermore, the findings indicated that the performance of the experimental group via cooperative strategy was better than their counterpart in the experimental group whom was taught via competitive strategy.

As a matter of facts, the competitive learning strategy have not been tried in reading skill. Not only that but also, the researcher want to find out that the competitive learning strategy can be used in teaching process. So, the researcher expected that Competitive learning startegy can also be useful in improving the students' reading comprehension. This is mainly because this strategy can provide them with such a friendly atmosphere in learning. Considering the problems above and the advantages of applying Competitive Learning Strategies as a technique in improving students' reading comprehension, the research is needed on using Competitive learning strategies to improve reading comprehension of second year of Junior High School. It is also expected by the researcher that

Competitive Learning Strategies can give a good impact in students' learning achievement in reading comprehension.

1.2. Research Questions

Concerning the background above, the problems formulated as follows:

1. Is there any improvement of students' achievement in reading comprehension after the implementation of competitive learning strategy?

2. What aspect of reading improve the most students' achievement after the implementation of competitive learning strategy?

1.3. Objectives of the Research

Based on the problems above, the objectives of this research as follow:

1. To find out whether there is any improvement of students' achievement in reading comprehension after the implementation of competitive learning strategy.

2. To find out what aspects of reading will improve the most in students' achievement after the implementation of competitive learning strategy.

1.4. Uses of the Research

In relation to the research questions and objectives, the finding of the research may beneficial not only theoretically, but also practically. The uses of the research are as follows:

Theoretically, the result of this research is expected to confirm previous theories about teaching reading through the competitive learning strategy.

Practically, the results of this research will make as input for English teacher, especially about the process of teaching reading through the competitive learning strategy.

1.5. Scope of the Research

This research is a quantitative research. Particularly, reading comprehension is important to the students to understand kind of the texts. This focus of this research is on using competitive learning strategy to improve students' reading comprehension, especially about finding main idea, identifying detail information, revealing the meaning of the word, determine the reference of words and inferring information of the text. The reading test is limited to narrative text. The second grade students of junior high school must be able to comprehend text in form of narrative. So, this research will be focus on find out the result of The implementation of competitive learning strategy in narrative text to improve students' achievement in reading comprehension in the second year of Junior High School.

1.6. Definition of Term

1. Reading is the process of constructing meaning through the dynamic interaction among the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation (Anthony et.al. as citied in Farrel, 2012).

2. Reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences (Wooley, 2011: 15).

3. Competitive learning strategy is a method of education that relies on competition among students (for grades or other rewards) as a way of enhancing motivation.

There are explanation about background of the research, research questions, objectives of the research, uses of the research, scope of the research, and definition of terms. The explanation uses as the main problem why the researcher conducts the research.

II. LITERATURE REVIEW

In this chapter, the researcher discusses the terms related to the study, they are: reading, aspect of reading, teaching of reading, narrative text, competitive learning as strategy, competitive learning strategy in teaching reading, the advantages and disadvantages of competitive learning strategy, the procedure of applying competitive learning strategy in narrative text, theoretical assumption and hypotheses.

2.1. Reading

Reading is an activity of getting information from the text. In this sub chapter, the researcher will explain the definition of reading according to three different experts. They are Aebershold and Field, Nuttal, and Kazemi. The first definition of reading is from Aebershold and Field. According to Aebershold and Field (as citied in Khalaji, 2012), reading is what happens when people look at a text and assign meaning to the written symbols in that text. It means that reading is the process of reader's mind or process of mind activity in trying to interpret the perception of symbols that present language. Besides, in this definition, there are two necessary entities for the process: the text and the reader.

Meanwhile, Nuttal (1982: 14) defines reading as the meaningful interpretation of printed or written verbal symbol. It means that reading is a result of interaction between the perception of graphic symbols that represent language and the reader's language skills, cognitive skills, and the knowledge of the world. In this

process, the reader tries to create meanings intended by writer. The last definition of reading is from Kazemi (2012). According to him, reading is considered as an active process where the readers utilize their cognitive and mental capacities to figure out the internal meaning of the text. It is an interaction between the reader and the writer who has tried to convey a message to its readers. Therefore, in this process, the readers should be provided with instructional opportunities that allow them to successfully derive the meaning intended by the writer.

Based on definitions above, it can be concluded that reading is an interactive and a thinking process of transferring printed letters into meaning in order to communicate certain message between the writer and the reader. In reading actively, a reader brings her or his background knowledge, emotion, and experience to construct his or her idea in understanding the meaning of the text.

Reading is not only an activity to interpret the written text, but also the readers need to comprehend the material too. According to Harris and Hodges (as citied in Torgesen, 2006) define reading comprehension as the construction of the meaning of a written text through a reciprocal interchange of ideas between the reader and the message in a particular text. It means that in reading comprehension the readers have to construct the meaning of written text by substituting ideas between the reader and the message in the text. In addition, Moonly (as cited in Inayati, 2011: 21) defines reading comprehension as the ability of readers to understand the surface and the hidden meanings of the text. From the definitions above, it can be said that reading comprehension is readers' ability in getting meaning or understanding what the reader has been read from the content of the text. Besides, reading comprehension also can be said as the reader's ability to understand hidden meanings from the text.

2.2. Aspects of Reading

Reading is a complex cognitive process. According to Nuttal (1985), there are five aspects of reading which help the students to comprehend the English text: main idea, specific information, reference, and vocabulary. These aspects are explained below:

1. Determining Main idea

In line with Mc Whorter (1986:36) the sentence which states a main idea is called topic sentence. Finding the main idea of a paragraph is one of the most important reading comprehension skills. In some paragraph, the main idea is not explicitly stated in one sentence. Instead, it is left to the reader to infer or reason out. It can be said that main idea has the most important information developed from author throughout the paragraph. The example question about main idea can be: *what is the main idea of the text?*

2. Finding the Specific Information or Part of Text

There is some information that covers as the specific information that develops the topic sentence. They are definition, examples, facts, comparison, analogy, because, and effect statistics and quotation (Mc. Whorther, 1986:36). The question of finding supporting detail is as follows: *what are the characteristic of the rabbit?*

3. Finding Reference

According to Latulippe (1986:20) references are words or phrase which are used before or after the reference in the reading material. They are used to avoid unnecessary repetition of words or phrases. It means that, such words are used, they are signal to the reader find the meaning elsewhere in the text. Besides,

references can be used to make the text coherent. The following question is the example: " …and they have…" (*paragraph 4*). *The bold word refers to…*

4. Finding Inference

In relation to inferences, Kathleen (1983:31) stated that an inference is an educational guess or prediction about something which is unknown based on available facts and information. It is needed a logical connection that bridges the thing that readers know and the thing they do not know. Example question of making inference can be: *what is the first paragraph talking about?*

5. Vocabulary

According to Machado (2012:56), a child's vocabulary is strongly related to his comprehension. It makes the learner ease to read. Reading comprehension involves applying letter sound correspondence to a pretend word and matching it to a known word in the readers' oral vocabulary. Vocabulary is essentially needed when the reading process is going. It consists of the stock of word used for anyone in speaking or even producing the utterance for reading. The question consisting vocabulary aspects can be drawn as follow: "she is **smart**." (paragraph 1). The bold word is the synonym of…

In summary, reading comprehension is basically about determining main ideas, finding the specific information, finding references, finding inference and vocabulary.

2.3. Teaching of Reading

Teaching reading is the activity to teach students how to interpret the written text. In this sub chapter, the researcher will explain about teaching reading in further way. In teaching reading, the teacher should be able to control the class activities

in order to make the students can master the material. It is line with Alyousef (2005) who says that in reading, there are three-phases procedures. They are pre-, while-, and last-reading process. The pre-reading stage helps in activating the relevant schema. For example, the teacher asked the questions while previewing the text.

The aim of while-reading stage (or interactive process) was to develop students' ability in tackling text by developing their linguistics and schematic knowledge. The last, in post-reading included activities, which enhance learning comprehension using exercise, close exercises, out-up sentences, and comprehension question. The aim of teaching reading is to develop students' reading comprehension of English texts effectively. To develop students' reading comprehension, the students should have specific purpose in their mind before they read the text.

Appropriate technique in teaching reading can interest the students to interact with various types of texts, i. e. functional and monologues text. In short, in teaching reading the teacher should use appropriate technique. Therefore, technique in teaching reading should be matched with reading purpose to read efficiently and effectively.

From the explanation above, the researcher concludes that teaching reading is the teaching activity to engage students in comprehending text. The researcher also assumes that the using of appropriate strategy in teaching reading will increase students' interest in reading. Furthermore, the students' reading comprehension is also improved too.

2.4. Narrative Text

Narrative is a kind of genre which has social function to amuse, entertain and to deal with actual or vicarious experience in different ways. Narrative deals with problematic events which lead to a crisis or a turning point of some kind, which in turn finds a resolution (Gerrot and Wignel, 1998:192). Based on Competency Based Curriculum 2006, the aim of narrative is to entertain and to amuse the listeners and readers with the real experience or fancy. According to Nunan (1991), a narrative tells a story, a series of connected incident, or an action. Every genre has it is own structure that depends on the function of the text. It is because language exists to fulfil certain functions and that these functions will determine the structure of the text and the language content.

One way to understand narrative text is by identifying the generic structure of that text. The simple generic structure is divided into the following four elements, namely orientation, complication, resolution, and the last event re-orientation (cited in Competency Based Curriculum, 2006). *Orientation*, in theintroduction or orientation the writer or narrator explains where is the story happened. In this level, the writer usually produces the atmosphere that can make the readers follow the story. In other words, it also has a function as the stimulus to the readers the narrator's literature. By reading the introduction of the text, readers will understand first the contents of the text before they read it. The second, *Complication*, in this part, the crisis arises. It is the climax of the narrative. In the middle of story, generally, the narrator shows the complication. Complication makes the story more interesting because the main character is prevented to rich his or her wants. In this part, the narrator brings up the issues occurred in the story. The third, *Resolution* is the description of real life and they tell the readers that every issue or problem can be solved. After spilling many issues in the climax

of the narrative, the narrator will tell the readers the resolution of the issues or the problems The last is *Re-orientation*or the last event. This is the closing remark to the story and it is optional. It consists of moral value and advice from the writer.

Furthermore, grammar is one of language competences which has an important role in communication. This is very reasonable since studying grammar means also studying something which tells about something in the past. Consequently, the correct tense to use is past tense. Simple past tense is the form of time that is used to explain the event at a certain time in the past and the time has known. Based on Competency Curriculum 2006, there are also typical common linguistic features to narrative. Those features are:

a. They are sequenced in time and are often signaled by conjunctions or connections. Like: once upon time, one day, then and others.

b. They usually use "action" verbs that describe what people do. It is usually past form, like studied, stayed, went and others.

c. They often contain of dialogues and saying verbs that explain how people spoke, said, and replied and others.

d. They used adjective that make a noun phrase. Like long black hair, two red eyes and others.

e. They used adverbs and adverbial phrases that refer to setting of action like here, in the mountain, happily ever after and others.

f. They use nouns like stepsister, house work and others.

To be clear, here is the example of Narrative text:

ALI BABA AND FORTY THIEVES

*(**Orientation**): Once upon a time there were 40 cruel thieves who put their stolen money and treasures in a cave. They went in the cave by saying "Open Sesame" to the cave entrance. A poor person, named Ali Baba saw them while they were doing that, so he heard the opening word. After they left, he went toward the cave and opened it. Suddenly he found a very large quantity of money*

and golden treasures. He took some of it and went back home. After that he became a rich man and his brother wanted to know how he became rich.

*(**Complication**): Ali Baba turned into the richest man in his village. His evil brother was really jealous of him, and wanted to know how he could get such a lot of money. Therefore, when Ali Baba went to the cave again to take some more money, his brother followed him. He saw everything, and decided to go back the next day to take some money for himself. The next morning he found a lot of money in the cave, and he wanted to take all of them. Unfortunately, when he was busy carrying the money to his house, the thieves came. The boss of the thieves asked him how he knew about the cave. He told everything, but unluckily they killed him and went to Ali Baba"s house.*

After finding Ali Baba's house, they made a plan to kill him the following night. Some of the thieves hid in big jars, and the boss pretended that he was a merchant who wanted to sell the jars to Ali Baba. Ali Baba who was a kind man invited the boss of the thief to have lunch together.

*(**Resolution**): After lunch they took a rest. Luckily, the house maid went out of the house, and found that there were thieves inside the jars. She finally boiled hot oil and poured it into the jars to kill all of them. The boss of the thieves was caught, and put into prison.*

*(**Re-orientation**): Ali Baba was saved from the danger, and he finally lived happily ever after with his maid who became his wife shortly after.*

(http://www.bartleby.com/16/905.html)

2.5. Competitive Learning Strategy

In this sub chapter, the researcher will explain the definition of competitive learning strategy according to some different experts. In the last part, there will be a conclusion of definition of competitive learning strategy from the writer.

In a traditional competitive classroom students are concerned with their individual grades and where they fit into grade curve. Stahle (1986) opined that emphasis is placed on doing better than everyone else. Competition fosters in a win-lose situation where superior students reap all rewards and recognition and mediocre or low- achieving students reap none (Johnson and Johnson 1989). Typical teaching paradigms consist of individual student's effort, characterized by competitive testing to assess student competence and create an evaluation hierarchy based upon grades. This approach leads to a performance goal as the desired outcome of the educa- tional experience. Competitive learning is most

appro- priate when student need to view learned materials. It can be interpersonal (between individuals) or inter-group (between groups), (Johnson et al., 1986). When compe- tition occurs between well-matched competitors, is done in the absence of a norm-referenced grading system, and is not used too frequently, it can be an effective way of motivating students to cooperate with each other (Cohen,1994).

Saunders (1992) contended that learning can only be formed by learners in their own minds using competitive learning strategy. Competitive learning strategy occurs when one student goal is achieved and all others may fail to reach that goal. Competitive learning strategy can be used or applied between individuals or groups, where a group setting is appropriate. This strategy is most appropriate when students are reviewing learned materials.

Typical teaching paradigms consist of individual student's effort characterized by competitive testing to access their competence and create an elevation hierarchy based on grades. This leads to a performance goal a the desired outcome of the educational experience.

There is some subscription to the position that there is no such thing as healthy classroom competition. While it can be debated whether competition should be incorporated in schools at all, it is a prevalent practice and will likely continue. With that in mind, lets distinguish healthier forms of competition from those that are less healthy. There are a few principles to consider when judging whether a competitive classroom situation is more beneficial or less.

First: competition for valuable outcomes will have more detrimental effects on a class than competition for trivial and/or symbolic outcomes. There are essentially three types of valuable or real outcomes. They are: a) material things of value --

this includes privileges that have a substantive impact; b) the teachers conspicuous and/or lasting affection; and c) recorded grades. When we give students a meaningful reward for winning, the winning becomes important, and we make a statement that students should care at least as much about getting the reward as they do about the quality of their effort. Recall the discussion of motivation: when we do this we have extracted the intrinsic motivation from the situation by introducing an extrinsic reward.

 Second: the shorter the life of the competition the more likely it is to have a beneficial effect. The length of the contest increases its sense of prominence and decreases its sense of intensity and fun -- both undesirable effects. For example, if we keep track of the number of books each student has read over the course of the semester and post the tally on the classroom wall, the initial effect may be an increased motivation to read. We initially may assume the strategy is effective. However, as the contest goes on we notice that students are reading books just for the sake of winning the contest and will have an incentive to falsify the number of books they have read. Over time we will notice the competition is becoming less fun and increasingly burdensome. At the end of the year the competition will have produced one somewhat happy and very relieved student, many students who feel unhappy about losing, a good number who will feel a little unhappy but highly relieved that the chart is no longer being held over their heads to shame them.

Third: the leader of the competition must place a conspicuous emphasis on process over product. If winning is the point, students will take on a just do what it takes attitude. If students are encouraged to value the process, they will feel justified in staying focused on the learning outcome and feel assured that it is okay to put their attention into quality as the primary goal. However, facilitating this mindset is only possible when the context itself does not place so much value

on winning that the leaders emphasis falls on deaf ears. The two first principles are prerequisite.

The most healthy and beneficial competitions are:

a. exclusively undertaken for symbolic value (e.g., good job, you won, polite applause for the winners, congratulations to group four they came up with some great ideas and won the contest)

b. short and sweet

c. characterized by all participants feeling that they have a chance to win

d. have the process and quality of work given conspicuous value and the product of the winning given a conspicuously low level of importance

There are lists the principles that create more healthy or less healthy competitive contexts.

1. In Healthy Competition

   a. The primary goal is fun.

   b. The competitive goal is not valuable/real nor is it characterized that way.

   c. The learning and/or growth goal is conspicuously characterized as valuable.

   d. The competition has a short duration and is characterized by high energy.

   e. There is no long-term effect from the episode.

   f. All individuals or groups see a reasonable chance of winning.

   g. The students all firmly understand these points.

h. Examples include: trivia contests, short-term competitions for a solely symbolic reward, lighthearted challenges between groups where there is no reward

2. In Unhealthy Competition

   a. It feels real. The winners and losers will be affected.

   b. The competitive goal/reward is valuable/real, and is characterized that way.

   c. The learning task is characterized as a means to an end (winning the competition).

   d. Winners are able to use their victory as social or educational capital at a later time.

   e. Competition implicitly or explicitly rewards the advantaged students.

   f. Over time students develop an increasingly competitive mindset.

   g. Examples include: long-term point systems, competition for grades, grading on a curve, playing favorites, awards for skill-related performance.

Johnson & Johnson (2006), To accomplish competition in education, teacher incorporate three factors. First, make certain all competitive contexts are healthy. If teacher create unhealthy contexts (e.g., we get excited about or give meaningful rewards to the winners or we place a great deal of emphasis on the outcome as important) teacher create confusing messages and undermine results. Second, help students be aware of their competitive feelings in low stakes contexts. Third, help students test their ability to stay conscious and intentional in higher stakes competitive situations. Competitive learning strategy sometimes called individualistic learning, the competitive learning strategy is the more traditional form of learning. Students study alone and complete their own assignments while

trying to learn the presented subject matter. Tests and quizzes measure each student's progress, and letter grades or percentages are given for both assignments and tests. In this type of setting, students may become competitive with each other for the best grades and for your recognition.

2.6. Competitive Learning Strategy in Teaching Reading

According Akinbobola, (2006), Nigerian present educational system is based on competition among students for grades, social recognition, scholarships and admissions to higher schools. He continued by saying that in a traditional competitive classroom, students are concerned with their individual grades and their place in grade curve. Based on this fact, competitive learning strategy can be used to teach chemistry in our secondary schools since according to Okereke, (2010), the primary goal of every educational institution is to achieve effective teaching and learning. This can be possible if efforts are put in place to ensure that students actively participate in the learning processes.

Competition exists when there is a scarcity of a desired learning outcome, students are then positioned to vie for the attainment of that outcome (Webster, 2007). Teachers in the schools prepare students for the real world by putting them in artificially constructed competitive situation, this makes them to think about others and treat one another well. The act of using competitive learning strategy in learning creates a sense of external urgency and drama in students.

Competitive learning strategy as contented by Johnson and Johnson, (2006), brings a variable into the equation that shifts the participants attention to the cost of their performance in the task. In teaching if the task were to assemble a model of periodic table with a declaration to see the group that could finish the task first. The purpose of the activity moves from the learning goals to efficiency, speed,

and the outcome relative to others. Furthermore, introducing competitive learning strategy into the classroom brings a shift in students' attitude. It gives students an air of importance and motivates them to perform better especially when rewards are attached to it (Emmer & Gerwels 2006). In using competitive learning strategy, the grouped students tend to place increased value on the outcomes of their efforts and tend to decrease their focus on the process. That is, students will increase attention on what it takes to outshine others and decrease attention on learning for its own sake. Competitive element has an effect on a group dynamics because it is often motivated by a competition that develops creativity and problems solving skills.

In this study, competitive learning strategy used is where students work in subgroups. Members of each sub-group work strictly on his or her own, strive to be the best in the sub-group. The competitive learning strategy in teaching chemistry provides a combination of learning opportunities and chance to have fun on the part of students. Students do not fear the potential consequences which is a good indicator that competitive learning strategy initiates social skills and managerial abilities (Johnson, 1989).

Competitive learning strategy is about teaching students how to learn without fear of failure or letting their ego's become too involved. Students can access the joy of the moment, involvement, challenge, adventure, and suspense can be fun if students feel free and the situation supports fun over comparison. Fun during this learning strategy occurs when students see that competition as the game, the fleeting reality and the learning relationships, and self-respect as the lasting reality.

2.7. Procedure of Competitive Learning Strategy in Teaching Reading

The researcher will explain the way to implement Competitive Learning strategy in teaching reading as follows:

1. Pre activity
a. Teacher ask students about their previous material
b. Teacher give a new topic about kind of narrative text to the students. Then, teacher ask students opinion about it.
c. Teacher ask students to make groups consist of 5 person each group. Then, teacher show video.

2. Whilts activity
a. Teacher ask students to wacth and remember each of part of the story in the video.
b. Teacher ask questions students related to the video. (CLS)
c. Teacher ask every group to divide their representatif to compete with other groups to see piece of the text. Then, students should be arranged the paraghraph to be a good story. (CLS)

3. Post activity
a. Teacher will check students group answers.
b. Teacher will give point plus to the group who will be the winner.
c. Teacher review the material.

2.8. Advantages and Disadvantages of Competitive Learning Strategy

In the implementation of competitive learning strategy, there are some advantages and disadvantages. There are:

1. Advantages of competitive learning strategy:
a. Students face the real-world challenge of competition.
b. Students are encouraged to do their very best.
c. Independent thinking and effort are encouraged and rewarded.
d. Students can still work in teams, but compete against other teams—it can be a great way to enliven the classroom environment.

2. Disadvantages of competitive learning strategy:
a. Some students may become frustrated and even apathetic if they fall too far behind the rest of their classmates.
b. Earning high grades and teacher approval may come to be seen as more important than actual learning.
c. Getting along with others is de-emphasized.

In short, competitive learning strategy have advantages and disadvantages. But, we can see above that the advantage of competitive learning strategy is more than the disadvantage of competitive learning strategy.

2.9. Theoretical Assumption

In teaching reading, there are some strategies that can help the teacher to reach the aims of teaching learning process. There are many ways in teaching reading and teacher should have the ability to choose the appropriate strategy and implement it in the teaching learning process to obtain the goal. If the teacher does not use the appropriate strategy, the result of students' reading comprehension is not good. Competitive learning strategy may be the strategy that can be used in teaching reading.

In the first step of the implementation of competitive learning strategy, the students are asked to brainstorm words, terms, or phrases that relate to the topic. This activity will motivate students to call their background knowledge of the topic in the given text. As we know that the readers will be easier in comprehending the text if they have background knowledge. Besides, in the second activity, students are asked to read all of the text to comprehend the text. Teacher ask students about the text they have alredy read. This step will guide the students to focus on the information in the text. In the last, the students will compete with other groups to take right text. After that, students will arrange their text to be the right text of snow white and get a score. In addition, the teacher motivate them to find out the right text of snow white with compete to other groups.

Furthermore, the researcher believes that teaching reading using competitive learning strategy can improve students' reading comprehension. It is because competitive learning strategy can motivate students to read the text . It implies that students have interesting way to make class enliven while reading. In addition, through the implemantation of competitive learning strategy, the researcher also believes that it can improve students' reading aspects especially such as main idea and supporting details.

2.10. Hypotheses

Based on the theories and the assumptions above, the researcher proposes two hypotheses in this research as follows:

1. There is significant improvement in the students' reading comprehension after they are taught through competitive learning strategy.

2.   Specific information is the reading aspect that improve the most after the students are taught through competitive learning strategy.

In conclusion, according those explanations above, this chapter discusses certain points that relates to the theories that are used in this research. They are reading, aspect of reading, teaching of reading, narrative text, competitive learning as strategy, competitive learning strategy in teaching reading, the advantages and disadvantages of competitive learning strategy, the procedure of applying competitive learning strategy in narrative text, theoretical assumption, and hypotheses.

III. METHODS

This chapter deals with the design and procedures of the research. This refers to design, variables, population and sample, research procedure, data collecting technique, research instrument, data analysis, data treatment, and hypo thesis testing.

3.1. Design

The research is quantitative research. The aimed of this research is to find out whether there is any improvement in students' reading comprehension after being taught by using CLS strategy or not and which reading aspect that is most improved after being taught by using CLS strategy. The design in this research is one group pretest-posttest design. The research design can be presented as follow:

T1 X T2

T1   : Pretest

T2   : Posttest

X   : Treatment (teaching reading using competitive learning strategy)

(Hatch and Farhady (as cited in Setiyadi 2006:132)

In a word, the research design that is used in this research is one group pretest and posttest design.

3.2. Population and Sample

The population of this research is the second grade of SMP Muhammadiyah 3 Bandar Lampung that consisted of eight classes and there are 30 students in each class. For the sample of this research, the researcher take one class as the tryout class. It is VIII D and VIII E as the experimental class. In determining the experimental class and tryout class, the researcher ask the teacher to choose two of eight classes; for, the researcher do not uses random sampling because it will disturb students' learning activity.

In conclusion, the population and sample that are used in this research is the second grade of SMP Muhammadiyah 3 Bandar Lampung. There are two classes that used in this research, there are VIII C as experimental class and VIII D as tryout class.

3.3. Variables

There are two kinds of variables. They are dependent variable and independent variable. Dependent variable is a variable that the researcher observes and measures to determine the effect of the independent variable. Independent variable is the major variable that a researcher hopes to investigate. This research consists of the following variables:

1) Students' reading comprehension is as dependent variable (Y), because this variable is observed and measured to determine the effect of independent variable.

2) Competitive Learning strategy is as independent variable (X) because this variable can influence or have effects to the dependent variable.

In conclusion, there are two variables in this research. They are students' reading comprehension is as dependent variable (Y) and Competitive Learning Strategy is as independent variable (X).

3.4. Instruments

The instrument in this research is *reading* test. The reading tests is provided to check the comprehension of students in reading. There are pre-test and post-test. The pre-test is given in the first meeting before the treatments. While the post-test is conducted after the students receive the treatments. The questions are in form of multiple choices in which the students are asked to choose one correct answer from the option a, b, c, d, or e. In this test the students are given 30 items of reading and it is conducted within 90 minutes for the test. The purpose of the pre-test is to see the understanding of reading comprehension at the first step before the treatments are given. On the other hand, the purpose of the post-test is to find out whether or not there is an increase of students' achievement after the students received the treatments.

- Try-out of the Instrument

The purpose of try out test is to measure whether the test is good and applicable to be used during the research. A measurement of a good test considered several factors, such as validity (content validity, face validity and construct validity), reliability, level of difficulty and discrimination power.

3.4.1. Validity of the test

The most simplistic definition of validity is that is the degree to which a test measures what is supposed to measure (Gay, 1992: 155). To measure whether the

test has good validity, the researcher analyzed the test from content validity and construct validity.

    a. Content Validity

To measure students' reading comprehension ability so the test used was a reading test. It means that test is said to have content validity if it is represented the content of universe. In this research, the test, pre test and post test were in the form of multiple choices. The students must answer the test related to narrative text.

In this case, the researcher made three indicators of the test, pre test and post test. They are: (a) determining the topic and main idea of descriptive text correctly, (b) Finding specific information from descrptive text correctly, (c) Inferring, (d) Referring, and (e) vocabulary. In this case, to make sure that the content validity of the test is good.

    b. Construct validity

Construct validity is one kind of validity that is measures the ability which is supposed to measure. Based on theory above, in the test, the researcher asked the students to answer the multiple choice based on narrative text to measure the students' comprehension in reading and this fulfill the construct of reading test and therefore valid in term of construct validity.

3.4.2. Reliability of the test

Reliability show whether an instrument is reliable and can be used as a device to collect the data with the stability of test scores. A good test must be valid

and reliable. Besides the index of validity, the researcher also calculated the reliability.

Setiyadi (2006) says that reliability is a consistency of a measurements or how far that measurements can be measured the similar subjects in different time but showed the same result. In this research, Split-Half Method; odd and even number had been applied to find the coefficient of the reliability of the first and the second half group

$$r1 = \frac{\Sigma xy}{\sqrt{(\Sigma x^2)(\Sigma y^2)}}$$

Where:

$r1$: Reliability between odd and even

x : The total number of odd number items

y : The total number of even number items

Lado (1961) in Hughes, 1991: 3)

$$r\ 1 = \frac{\Sigma xy}{\sqrt{(\Sigma x^2)\,(\Sigma y^2)}}$$

$$r_{xy} = \frac{8521}{\sqrt{9010.8062}}$$

$$r_{xy} = \frac{8521}{\sqrt{72638620}}$$

$$r_{xy} = \frac{8521}{8522}$$

$$r_{xy} = 0.98$$

After getting the reliability of half test, the researcher then use Spearman Brown's Prophecy formula (Hatchy and Farhady, 1982) to determine the reliability of the whole test as follows:

$$r\_k = (2r\_xy)/(1 + r\_xy)$$

Where:

r_k : The reliability of the whole test

r_{xy} : The reliability of half test

The criteria of the reliability are:

0.90-1.00 : High

0.50-0.89 : Moderate

-.49 : Low

(Shohamy, 1985: 79)

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

$$r_{k=} \frac{2.\ 0.98}{1+\ 0.99}$$

$$r_{k=} \frac{1.98}{1.99}$$

$$r_{k=}\ 0.99$$

Based on the criteria of reliability, it is found that the test items have high reliability that is 0.99.

3.4.2. Others features of a good test

1. Level of Difficulty

To see the level difficulty, the researcher will use the following formula:

$$LD = \frac{R}{N}$$

LD   : Level of difficulty

R   : the number of students who answer correctly

N   : the number of students who join the test

The Criteria are:

<0.30   : Difficult

0.30-0.70   : Average

>0.70   : Easy

(Shohamy, 1985)

2. Discrimination Power

The discrimination power is used to discriminate between weak and strong examinees in the ability being tested. The students of try out class will be divided into two group upper and lower students. The upper students are the students that answer the questions correctly and the lower students are students that answer the questions wrongly. To determine the discrimination power, the researcher will use the following formula:

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

Where:

DP   : discrimination power
U   : the proportion of upper group students

L   : the proportion of lower group students

N   : total number of students

The criteria of discrimination power are:

0.00 – 0.19: poor

0.20 – 0.39: satisfactory

0.40 – 0.69: good

0.70 – 1.00: excellent

- (negative): bad items must be omitted

(Shohamy, 1985)

3.5. Data Collecting Technique

Since the data is in the form of students' reading comprehension, the data are collected by using three reading tests; tryout test, pretest and post test. Each student have to answer reading comprehension test of narrative text in each test. The students' scores from pretest and post test are analyzed to find out the students' ability before and after having the treatments. The technique of collecting the data are clarified as follows:

1. Tryout

This test is given in order to find out the reliability, level of difficulty and discrimination power. It used an objective test in form of 50 items in 90 minutes.

2. Pretest

The pre-test will be administered to the students before giving the treatment in order to know the basic of students' reading comprehension and to see the students mean score in reading comprehension before treatment. Multiple choice questions will be given in which the students are asked to choose one correct

answer from the option a, b, c, d, or e. In this test the students are given 40 items of reading test and it will be conducted within 90 minutes for the test.

3. Post-test

After conducting the teaching through competitive learning strategy as the treatment, the researcher administered a post test to the students as the last steps. It is done in order to know the students' development in reading comprehension test after having the treatment. In the pre-test, students are also asked to answer 30 items of reading comprehension test.

The test administered after conducting the treatments for the students. The post-test will be given in order to know the result of teaching learning process whether they had progress or not after being taught through competitive learning strategy. The aim of the test is to find out the students' reading comprehension achievement after giving the treatments. Multiple choice questions will be given in which the students were asked to choose one correct answer from the option a, b, c, d, or e. In this test the students will be given 40 items of reading and it will be conducted within 90 minutes for the test.

3.6. Research Procedure

In order to ensure that the result deals with its best procedures to maintain a good process, there are several steps as follows:

1) Determining the research instrument

    The test will be made for pre-test and pos-test. The multiple choices are form of the test. The texts of the test are various such as; fable, legend, fairytale of narrative text. The questions which are presented in the test

consisted of five aspects of reading, which related to main idea, inferences, specific information, references, and vocabulary.

2) Try out of the instrument

Try out of the instrument will be conducted before the pre-test and the post-test to investigate the quality of the test items, whether the test is appropriate for the students or not. The test is in form of multiple choices. There are 50 items that should be answered by the students with the options a, b, c, d or e. It requires 90 minutes for the try-out.

3) Administering the pre-test

Pre-test is conducted to find out the students' basic reading comprehension, how far is the students' proficiency toward mastering reading comprehension. The test is given before conducting the treatment. The multiple choice test was prepared which was consisted of 30 items with the options a, b, c, d or e. The text of the test is narrative text. It requires 90 minutes for the test.

4) Conducting the treatments

After giving the pre-test, the treatment is conducted in six meetings. It takes 90 minutes for each meeting of the treatment. The researcher will be teach narrative text by applying competitive learning strategy.

5) Administering the post- test

After the treatments are given, the post- test is administered to find out whether there is any increase between their score in the pre- test and the post- test. The questions are in form of multiple choice in which the students are asked to choose one correct answer from the option a, b, c, d, or e. In this test the students are given 30 items of reading. The material is narrative text. It is conducted within 90 minutes for the test.

6) Analyzing the data

   After conducting the pre-test and post-test, the data of students' answers are analyzed by using t-test. It is used in order to know whether or not competitive learning strategy technique able to improve the students' ability in reading comprehension.

3.7. Data Analysis

In order to know the students' progress in comprehending the text, the students' score are compute by doing two activities:

1. Scoring the pre-test and post-test.

The scoring system that will be used in this research is dividing the right answer by total items timed 100. In scoring the students result of the pre-test and post-test, the formula by Arikunto (1997: 212) is employed:

$$S = \frac{R}{N} \text{ x } 100$$

Are :

S   : score of the test

R   : number of right answer

N   : total number of items on test

2. Tabulating the result of the test and calculating the mean of pre-test and the post-test. The mean is calculated by applying the following formula:

$$M = \frac{\sum X}{N}$$

Notes:

M   = mean (average score)

$\sum$x   = the total students' score

N   = total number of students

(Hatch and Farhady: 1982)

3.8. Data Treatment

In order to find out the improvement of students' reading comprehension after being taught by using competitive learning strategy, the researcher uses statistical to analyze the data using the statistical computation i.e. repeated measures T – Test of SPSS.

a. Normality Test

This normality test will be used to measure whether the data from students score is normally distributed or not. Here, the researcher will use SPSS to analyze the data. So, the hypothesis for the normality test is as follow:

H_0 : the data do not distributed normally

H_1 : the data is distributed normally

While the criteria for the hypothesis is H_1 is accepted if sign > , with the level of significance 0.05.

3.9. Hypothesis Testing

After analyzing and collecting the data, the reseacher is determined whether the hypothesis is accepted or refused.

1. The researcher analyze them to find out whether there is significant improvement of competitive learning strategy on students' reading comprehension. The researcher will use repeated measure t-test is calculated by using SPSS 16.0 for windows. This hypothesis is analyzed at significant level of 0.05 in which the hypothesis is approved if sig < . The hypothesis will be described as follows:

$H_o=$ There is no significant improvement toward students' reading comprehension before and after being taught through competitive learning strategy. The criteria is H0 is accepted if alpha level is higher than 0.05 (>0.50).

$H_1=$ There is a significant improvement toward students' reading comprehension before and after being taught through competitive learning strategy. The criteria H1 is accepted if alpha level is lower than 0.05 (< 0.05).

2. Competitive learning strategy is useful to improve students' achievement in reading comprehension especially in reading aspects.

From the research by using this strategy it is found that competitive learning strategy could improve students reading significantly and the most improve aspect in reading was specific information.

This chapter has elaborated the method which will be used in the research later. It also reveals how the data is analyzed after the treatment. The data will be taken from the result pre – test and post – test.

From the explanation above, competitive learning strategy have not been tried in English skill, especially in reading. Competitive learning strategy never tried to find out the improvement of reading aspects. So, in this research the researcher find out that competitive learning strategy improve the aspect of reading. It is concluded that the implementation of competitive learning strategy can significantly improve students' achievement in reading aspects , especially in terms of specific information.

V. CONCLUSION AND SUGGESTIONS

This chapter presents the conclusions of the results in the research and also several suggestions which are elaborated in the following section

5.1. Conclusion

In line with the result of the data analysis and discussion which have elaborated the answer to two research questions presented in the first chapter, the researcher draws the conclusions as follows:

1. Competitive Learning Strategy shows there was an improvement of students reading comprehension achievement. It can be seen from their score of pre-test and post-test. From both test, it was found that the students' score increased. And the increase showed that there is a difference from the previous test to the other test.

2. Specific information is the aspect that improves the most among the other aspects. The major improvement could be seen significantly on specific information aspect, because during the treatment students have to find out the specific information in the video implicitly in order to answered the question from the teacher and help them to arrange a piece of text became a good story. Competitive learning strategy made students more active and more fun during the activity.

5.2 Suggestions

Referring to the conclusion above, the researcher would like to propose some suggestions as follows;

5.2.1. For English Teachers

1. English teachers are recommended to apply Competitive learning strategy as an alternative of the appropriate strategy in teaching reading comprehension of narrative text. It is because this strategy can built up students' confidences and also activate students' background knowledge which is related to the text.

2. English teachers may apply some regulation in order to control the class to avoid too much noise during the process and consider the time allocation for the treatments. There must be well preparation of the material and time allocation from the researcher, because the material should be delivered and explained to the students completely and clearly.

5.2.2. For Researchers

It is suggested for further researchers to apply *Competitive Learning Strategy* in teaching learning process and using by other kinds of text and also different skills.

In short, competitive learning strategy can improve students' achievement in reading comprehension and specific information is the aspect of reading that improve the most. There are conclusion and suggestion of competitive learning strategy, I hope it will be useful for English teachers and further researchers.

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