The Influence of Interactive Strategy and Student Motivation on Reading Comprehension ability of the Eighth grade Students of State Junior High School 3 of Rambang Dangku

Dwi Okti Silviana

dwioktisilviana97@gmail.com

STATE JUNIOR HIGH SCHOOL NUMBER 2 RAMBANG NIRU

Abstract: This research was concerned with the The Influence of Interactive Strategy and Student Motivation on Reading Comprehension ability of the Eighth grade Students of State Junior High School 3 of Rambang Dangku". In this study 60 students of Eight grade students of SMPN 3 Rambang Dangku in the academic year 2020/2021 were chosen as samples by means of two stage random sampling. This study applied factorial research design. The data were collected by using questionaire and test. The data were analyzed by using Paired Sample t-test, Independent Sample t-test, and Two-Way ANOVA. The results showed that, first, there was a significant influence in students' reading comprehension taught by using intertactive strategy technique. Second, there was not any significant influence in students' reading comprehension taught by conventional teaching technique. Third, there was significant influence in students' reading comprehension students who have high and low learning motivation by using intertactive strategy technique and conventional teaching technique. Last, there is not any significant interaction effects of motivation on students' narrative text comprehension taught by using intertactive strategy technique and learning motivation towards the students' reading comprehension of SMPN 3 Rambang Dangku. So, intertactive strategy technique was effective for students who have high and low learning motivation.

Keywords: intertactive, strategy, *Technique*.

1. INTRODUCTION

Language is a sound or written means of communication. According to Littlejohn and Metha (2012), the use of word language, a defining feature of what it means to be human, is fundamental to virtually every type of human operation. Languages, according to McWhoter (2004), are more than just words; they are also the way words are placed together. Fluency is the capacity to use flue gases in a variety of situations.

People nowadays must be able to communicate in English, which is regarded as a global language. According to Crystal (2003), English is the global language. Furthermore, Rohma (2005) noted that English is more than just a foreign language asa world language. Any international contact that includes people from two or more countries is referred to as international communication.

Listening, speaking, writing, and reading are the four skills in English. One of the most significant competencies for students to have in order to communicate effectively is language skills. One of the language skills is reading. It is characterized as cognitive prose that entails decoding symbols in order to arrive at a meaning or for a specific reason. It will assist the reader in directing knowledge toward a specific goal. "Reading is a method of interpreting words from the text by communicating with contexts and requiring the readers' background information to comprehend them,"

Yulianti (2014) says. When students read a text, they must consciously apply their previous knowledge of the meaning to it, and when they read a passage, they must comprehend it (p.11).

The primary aim of English instruction in Indonesia is for students to be able to communicate in English and read English- language reference books. As a result, English has been taught as a local subjectin junior high schools, senior high schools, and even elementary schools. Language is one of the most critical aspects of human life, so its use cannot be removed from it.

Most students believe that reading is a difficult activity that necessitates a diverse set of abilities since it entails not just assigning English sounds to written words but also comprehending what is written. The object of reading, according to Zwiers (2004:2), was to create meaning. If students are reading, it is because they need reading material. The reading materials themselves can be very expensive.

Simaibang (2016:63) claims that "One of the four language skills is reading. It falls under the category of receptive capacity, which deals with the ability to understand the meanings

of written or printed materials ".. Students should expand their awareness through reading and it can provide a valuable input to readers who are eager to learn. Oliver and Boyd (1986:12) say that. Reading entails more than just pronouncing written words, sentences, or even signs; readers and students must be able to comprehend what they are reading.

The knowledge written by the. writer must be understood by the students. The primary goal of reading is to gain comprehension. Since the aim of reading is to derive meaning from the text, there is no reading without comprehension. Readers and writers communicate with the written text in this process, and no text can be completely appreciated as a meaning object without the reader's understanding of that meaning.

Students should learn to read comprehension as a necessary component of their reading activities. Reading is meaningless without comprehension, since comprehension is the most critical indicator of a student's reading ability. Reading and comprehending what we are reading is one of the ways to obtain new ideas and knowledge. comprehension is also crucial for success.

Reading comprehension is the ability to comprehend a text when reading it. According to Kirby (2014), reading comprehension is the mechanism by which we comprehend the text we read. It is the reason why we teach reading and why we care about it. It's also a requirement for deriving meaning from text. Reading comprehension, unlike listening comprehension, is not something that our brains have developed for. Reading comprehension is more difficult and requires deliberate guidance, while oral comprehension seems to grow "naturally" with little deliberate interference (p.1).

"How do we inspire students to learn English?" English teachers at school always wonder. Since students'motivation is important for the efficacy of teaching and learning English, English teachers have long

been concerned about their students' motivation.

Many experts have different concepts of motivation. Motivation, according to Harmer and Simaibang (2017:207), is an intrinsic force that inspires people to take action. Students are driven to achieve their objectives and will go to great lengths to achieve them. Motivated language learners can see a variety of goals. The process of initiating, guiding, and maintaining goal-oriented activities is referred to as motivation.

There are two forms of learning motivation, according to Harmer in Simaibang (2017:208):

extrinsic motivation and intrinsic motivation. Extrinsic motivation is concerned with events that occur outside of the classroom, while intrinsic motivation is concerned with events that occur within the classroom. Drives that significantly inspire people to follow their lives are internal and external factors that stimulate motivation and energy inpeople to be consistently interested and committed to learning a topic, or to make an effort to achieve a goal. Extrinsic motives are those that come from outside of the person and often include trophies, money, social recognition, or praise as incentives.

Extrinsic motivation, on the other hand, happens when we are motivated to perform an action or participate in an activity in order to receive a reward or escape punishment (Simaibang, 2017:208). Extrinsic motivation can lead to activities such as: (1) studying hard toget a good grade on an exam, (2) cleaning your room to avoid being reprimanded by your parents, (3) participating in sports to win trophies, and (4) competing in a contest to win scholarship.

Furthermore, intrinsic motivation entails engaging in action because it is personally rewarding; in other words, doing something for the sake of doing it rather than for the sake of receiving an external reward. In the end, it is intrinsic motivation that will have a long-term impact on students. It will motivate them to understand the learning process and apply what they've learned, as well as increase their enthusiasm for reading and learning about writing, speaking, listening, reading, and other academic subjects (Simaibang, 2017:210).

Motivation is an important factor to have in class if you want to develop your speaking skills. "Motivation is the most significant element that driveslearning," according to harmer et al (2001-p.3). When inspiration wanes, so does learning, and so does playing. Though one concept of motivation islearners' ability to make a long-term commitment to participate in a new field of study, cognitive science has struggled to define it. Students are highly motivated to accomplish their objectives by doing whatever it takes. Motivated language learners can perceive a variety of goals; motivation is the most important aspect of

learning.

2. LITERATURE REVIEW

Many experts have different meanings of reading. Reading is an active cognitive process of communicating with print and controlling comprehension to determine context, according to Bromly in Indah (2013: 25).

Grabe and Sabouri (2016: 230) described reading as an interactive process between readers and text that leads to fluency in reading. The main purpose of reading, it could be said, is to extract the correct meaning from a text that the author intended for the reader to receive While reading is defined as the act of responding to written materials with appropriate meaning, it can also be defined as the reader's process of interpreting the writer's idea. In addition, Simaibang (2017: 72) states that there are some types of reading when it comes to comprehending the contents of the texts (1) Scanning is the process of extracting unique information from a document; (2) skimming is the process of extracting general information from a text. (3) To be interested in critical reading and pay attention to relative clauses, conjunctions,andadverbials, reflective or critical reading is required; (4) rapid reading is unlikely to function for reflective and critical reading. Based on the above, the writer concludes that reading is not only an important skill for students because it allows them to derive meaning and learn new vocabulary from written texts, but it is also a dynamic relationship between the text and the reader and the reader, who is influenced by the reader's prior information, perceptions, and attitude, as well as the reader's culturally and socially situated language group.

Concept of learning Motivation Many experts have different concepts of motivation. Motivation, according to Harmer in Simaibang (2017:207), is an internal drive that drives someone to take action. Furthermore, according to Okumbe in Ritho (2015: 20), motivation is a mechanism that starts with a deficit That is psychological, or a desire to achieve a goal. As a result, motivation can be described as a collection of needs (deficiencies) that elicit drives (motives) that help in the acquisition of incentives (goals).

Incentives isolate a need, while motivations are action-oriented. From a different perspective, Marques in Ritho (2015: 20) described motivation as "what people need to improve their performance in anyoperation." Motivation is something that any educator should be concerned with It is a characteristic that students,teachers, parents, and community members must possess if the educational system is to prepare young people for a brighter future.

Students are highly motivated to accomplish their objectives by doing whatever it takes. Motivated language learners can perceive different types of goals. The process of initiating, guiding, and maintaining goal-oriented activities is known as

motivation.Motivation is what drives us to take action, whether it's drinking a glass of water to lose weight or reading a book to learn more.

Extrinsic and intrinsic motivation are kind of motivation. According to Harmer in Simaibang (2017:208), suggest two types of learning motivation namely: 1) extrinsic motivation and 2) intrinsic motivation. Extrinsic motivation is concerned with factors outside the classroom while intrinsic motivation is concerned with what takes place in the classroom. Internal and external factors that stimulate desire and energy in people to be continually interested and commited to learn subject, or to make an effort to attain a goal are drives that significantly empower people to pursue their lives. Extrinsic motivations are those that arise from outside of the individual and often involve rewards such as trophies, money, social recognition or praise.

In other hand, extrinsic motivation occurs when we are motivated to perform a behavior or engage in an activity to earn a reward or avoid punishment (Simaibang, 2017:208). Examples of behaviors that are the results of extrinsic motivation include Azizah (2020). Motivation is what drives us to act, whether it is having a glass of water to lower hunger or reading a book to acquire information. Motivation includes the biological, mental, social and cognitive factors that trigger behavior.

Djamarah in Azizah (2020) that motivation is split into two motivations intrinsic and extrinsic. Intrinsic motivation is a drive that is active without external stimulus, because each person has the drive to do something. Intrinsic motivation motivated by an interest or gratification in the job itself and there are expectations or a desire for reward Individuals with innate motivation Intrinsic motivation is therefore important and necessary because it can make individuals do things happily and honestly without any expectation of obtaining reward or fear of punishment.

Long-lasting and self sustaining may be intrinsic motivation Efforts to develop this kind of inspiration are often usually efforts to promote learning for

students. Such efforts often concentrate rather than rewind on the topic. Long-lasting and self sustaining may be intrinsic motivation. Efforts to develop this kind of inspiration are often usually efforts to promote learning for students Such efforts often focus more on the topic than on rewards or punishments.

There needs to be incentive to understand. Motivation is an important learning condition which will maximize the learning outcomes. The lesson would be more effective by

giving the students more specific encouragement.Motivation, too, will help to assass the learning effort rate. Motivation may be a catalyst for initiative and accomplishment. Strong learning incentive can produce positive results. To put it another way, hard work, based on motivation, would help students do well. The strength of the motivated students' behavior would decide the degree of academic achievement achieved.

3. METHOD

In this study, the researcher used an experimental research in term of factorial design and he divided the students' reading comprehension scores into two groups. They were the experimental group received interactive strategy and the control group received conventional teaching technique. Before both techniques were implemented, the researcher classifed the students' motivation scores into two categories, namely; high students' learning motivation and low students' learning motivation. The learning motivation was as a moderator variable. For this reason, the researcher used factorial design. According to Fraenkel et al (2012: 277)

factorial designs extend the number of relationships that may be examined in an experimental study. This study involved one treatment variable as experiment (X) and one moderator variable, also there were two level of motivation, high learning motivation (Y1) and low learning motivation (Y2). Here is shown in Table 3.4 diagram of factorial design.

4. FINDINGS AND DISCUSSION
FINDINGS
A. Findings.
1. Descriptive Statistics

This part presents the descriptions of the data obtained from the pre-test in the experimental group, the post-test scores in the experimental group, the pre-test in control group, the post-test scores in control group, the result of the questionnaires to the students' learning motivation in experimental group, and the result After the pre-test scores obtained of high and low learning motivation students in experimental group was administered, it was found that there were four students who got the lowest score 50 (13.3 %), two students got the score 53 (6.7 %), fourteen students got the score 60 (46.7 %), six students got the score 63 (20.0 %), three students got the score 70 (10.0 %), one student got the score 73 (3.3 %).

B. Discussions
1. Hypothesis one The score of pretest in students' reading comprehension in experiment group before treatment shows that the mean score was 60.23,

standard deviation 5.929, and standard error of mean was 1.082. While the posttest that the mean score was 84.77, standard deviation score was 7.951, and standard error of mean score was 1.452.

Based on Table 4.40, it was found that the significance score was 0.000. This value is lower than 0.05. It shows that there was significant difference between the scores of pretest and those of posttest because the score was lower than 0.05. It meant the null hypothesis (HO) is rejected. Therefore, there was significant influence of interactive strategy on students' reading comprehension ability.

2. Hypothesis two

From the score of pretest in students' reading comprehension in control group before treatment shows that the mean score was 60.27, standard deviation 5.413, and standard error of mean was 0.988. While in the posttest that the mean score was 63.27, standard deviation score was 6.918, and standard error of mean score was 1.263.

Based on Table 4.42, it was found that the value of Sig. (2-tailed) 0.073 was higher than 0.05, it was not any significant. It meant the null hypothesis (HO) is accepted. Therefore, There was not any significant influence of conventional teaching technique on students' reading comprehension ability.

3. Hypothesis three

From the score of posttest in experiment goup that the mean score was 84.77, standard deviation score was 7.951, and standard error of mean score was 1.452. While in posttest score

in control group that the mean score was 63.27, standard deviation score was 6.918, and standard error of mean score was 1.263.

Based on Table 4.44, it was found that the value of sig.(2-tailed) 0.000 is lower than α (0.05). it means that there is significant different on high and low learning motivation students by using interactive strategy technique and conventional teaching technique. It can be conclude that interactive strategy technique applied to develop students' reading comprehension was more effective in experimental group.

4. Hypothesis four

Based on Table 4.46 above, it was found that the p-output was 0.085. This value is higher than 0.05, it is not significant. Therefore null hypothesis (Ho) is accepted while the alternative hypothesis (Ha) is rejected. It can be interpreted that there is not any significant interaction effects of interactive strategy technique and motivation on students' narrative text reading comprehension of the eighth grade students of SMPN 3 Rambang Dangku.

References

Andyani. Hanna. 2012. *Using Fun Activity To Improve Listening Skill. Journal on English as a foreign language. Madrasah Tsanawiyah Negeri Mojokerto.* Volume 2, Number. 2. Issued September 2012.

Arikunto, S. 2013. *Prosedur Penelitian. Jakarta: Rineka Cipta.*

Berry, James H. (2005). *Levels of Reading Comprehension. Accessed* from: jberry@sc4.edu.on Monday, 5 November 2018.

Brown, H. Douglas. 2001. Teaching by Principles: An interactive Approach To language Pedagogy. Second Edition. New York: Longman.

Brummit, & Yale, J. (2008). An article:

What is Reading Comprehension?. Accessed from

http://EzineArticles.com/?expert=C yn thia_Joffrion. On Monday,

Fraenkel et al. 2012.How to Design and Evaluate Research in Education. New York:

Mcgraw Hall, Inc.

Nuralisah. 2017. *The Influence of Running Dictation Technique towards Students' Descriptive Writing Ability at The First Semester of The Eight Grade of SMP Negeri 1 west Kota Agung in the Academic Year 2017/2018.* TheUnpublished Thesis. Tarbiyah and Teacher Training Faculty, Raden Intan State Islamic University Lampung.

Oliver, J., & Boyd, R. (1986). Reading Comprehension its Nature and Development; Encyclopedia of Language and Literacy and Literacy Development (pp. 1-8).

Ritho. *Robinson. 2015. The Influence of Student Motivation on Academic Performance in Public Secondary Schools in Dagoreti Subcounty, Nairobi, Kenya. A Research Project Report of The Requirement for The Award of post graduate Diploma in Education of The University of nairobi.*

Ruslaini. Dia. 2018. The Influence of Jig Saw Technique and Learning Motivation

towards The Tenth Grade Students' Reading Comprehension to State Senior

High School 2 Muara beliti.

Simaibang,   *Baginda.   2017.*
English Language Teaching
in   a   Foreign   Situation.
Palembang: CV Citrabooks
Indonesia.

Snider,   V.E.L.   (1989).
Reading   Comprehension
Performance of Adolescents
with   Learning   Disability.
Learning   Disability
Quarterly, 12, 87-96.

Zwiers,   Jeff.   (2004).
Building   Reading
Comprehension Habits
in Grade 6-12. Menco.
Park Califor.