



THE INFLUENCE OF USING CUE CARDS IN THE PEER GROUP ACTIVITIES AND LEARNING MOTIVATION TOWARDS SEVENTH GRADE STUDENTS' READING COMPREHENSION OF NARRATIVE TEXTS AT JUNIOR HIGH SCHOOL 3 PALEMBANG

Nevy Aflidayanti

University of PGRI Palembang

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Corresponding

Author: Nevy
Aflidayanti

Email

Corresponding :
nevymersifarma@gmail.com

ABSTRACT

The main objective of this study to find out whether or not there was any significant effect on the eight grade students' learning motivation toward the reading ability after being taught by using cue card. the population of this study was the eight grade students at Junior High School Palembangin academic 2021/2022. The total number of the population was 150 students, The sample consisted of 30 students of R1 and 30 students of R2. The method of the study was the experimental method and the data were collected through written test in multiple choice form. The test was administrated twice as the pre-test and post-test. The result were analyzed by using t-test. The students' Mean score of pretest and post-test in control class of R1 were 53,13 and 73,30. While the students' Mean score of Pretest and post test in experimental class of R2 were 47,50 and 66,33. The null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted.

Keywords: *Cue Cards, learning motivation, reading comprehension*

1. INTRODUCTION

Reading is one of the skills that one has to master beside speaking, listening and writing. Reading is very important to learn in school. Through the teaching and learning of reading. The students are expected to be able to comprehend the written text they read. By understanding and interpreting the written texts, the leaners can transfer the information of text. But in fact, some of the student still save some difficullties in finding general information in the passage.

Finding specifics information, identifying explicit and implicit information. This condition might because by several factors such as students' low intelligence, students' low ability in mastering the reading skills and the monotonous teaching reading technique done by the teachers. In teaching reading a

teacher should be able to motivate and support their studentsdevelopment in their reading skill. Teaching reading is not an easy ask for a teacher of English due to the complex nature of the reading process. The teacher should make the atmosphere of reading lesson more attractive so that the students are motivated to study.

"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. According to Harmer in (Simaibang,2017) claims that motivation is an internal drive that drives someone to take a specific action. Students are strongly motivated to accomplish their goals by doing whatever

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it takes. Different types of targets may be perceived by motivated language learners. The process of initiating, directing, and managing goal-oriented activities is referred to as goal-oriented activity management.

According to Harmer in (Simaibang,2017) quotes that there are two types of learning motivation: There are two types of motivation: extrinsic and intrinsic. Extrinsic motivation is concerned with events that take place outside the classroom, while intrinsic motivation is concerned with events that take place within the classroom. Internal and external forces that create inspiration and enthusiasm in people to be constantly engaged and dedicated to learning a subject or making an effort to accomplish a goal are drives that profoundly motivate people to pursue their lives. Extrinsic motivations are those that come from outside of the individual and are often used as rewards, such as trophies, money, social recognition, or praise.

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). Extrinsic motivation can lead to activities such as: (1) studying hard to get 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 a 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 and apply what they are learning, as well as increase their desire to read and learn about writing, speaking, listening, reading, and other academic subjects, according to (Simaibang,2017).

In the junior high school 3 Palembang , in this case Junior High School level, reading is one of the learning requirements for the students to be successful in their study and one of important skill in learning language, The researcher finds the students are bored and lazy to read English texts at Junior High School 3 Palembang. Moreover, based on the average score of the result of final exam on seventh grade students at Junior High School 3 Palembang was 68.They should have gotten an average score based on cut score of English subject is 75.It can be caused by the students doesn't know about the meaning of the English texts especially in narrative texts. In this case, the teachers should find alternative solution to make the students interested and understand about the meaning of the written texts.

Based on the problem above, the writer chose Cue Card strategy as an alternative solution to increase the students' motivation and their performance in learning English especially in reading. Cue cards are cards with pictures and some written cues. They are used in pair or group work to help students learn reading skills. Cue cards can be easily creative by the teacher and easily understood by students. They are effective in helping students describe pictures and cues on the cards and, Thus support reading activities. Cue cards are interesting, visible and easy to be made by teacher and easy to understanding by the students. Cue cards are also effective which used to describes something picture in the cards to help the reading activities.

According to (Simaibang,2016:63) states that "Reading is one of the four language skills. It is categorized under receptive skill that is concerned with ability to apprehend the meaning of the written or printed materials". By Reading, students can increase their knowledge because it can give a great contribution to the readers who are willing to get information. In learning reading

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comprehension, the students learn how to read well and sometimes the students have also to learn how to translate the reading passage into Indonesian and the students learn how to comprehend the reading passage.

Based on the explanation above, the writer will be used conduct a research entitled The influence of using cue cards in peer group activities and learning motivations toward seventh grade students' reading comprehension of narrative text during the "New Normal" at junior high school 3 Palembang

Literature Review**1. The Concept of Traditional Teaching Method**

Traditional teaching is the activities that focus from teacher and stand in front of the classroom to explain material. The students only follow the instruction from the teacher.

According to (Simaibang,2017:101) says that traditional teaching method is concerned with the teacher being the controller and limelight of the learning in the environment. Traditional teaching methods also are described as being teacher-oriented. In traditional teaching style, teaching situations are inflexible. Lessons are usually taught by the teaching in front of classroom.

According to (Simaibang,2016:102) mentions that Traditional method may be also deemed restricted to some degree. Traditional, classroom setting are teacher-centered where the teacher often ask to control the student is the classroom instead of encouraging them to interactive, ask question or make them understand the lesson thoroughly:. Most classes involve rote learning, where students depend on memorization and little interaction in the classroom often leave students is attentive and less engaged in teaching situation.

They are pront to skip classes and missing lessons altogether. Moreover,

students in a traditional class have little opportunity to interact with their classmates or their teacher.

According to (Simaibang,2017:102) quotes that traditional teaching represent the stereotypical image of a classroom full of students all focused in in teacher as a limelight. Oftentimes, the teacher is the only activate presence u the room whereas the students adopt a more passive stance, taking notes on the topic at hand. This traditional model has been heavily criticized over the years for falling to engage students are offering a one size fits all approach, regardless of the learning styles one abilities in the room. This teaching approach promotes a passive way of learning as students peer down at one central figure in the classroom without the potential for collaboration or interaction.

According to (Simaibang,2017:102) mentions that traditional teaching can be extremely effective, if the classroom is conevered by the teacher that present the subject with enthusiasm. Teacher can teach their subject in great deal of depth which arguably could be lost when relying on fasher-faced, innovation visual or digital technique

The teacher certainly appeal to those who learn by reading and a well structure instruction can be orgaues to meet the needs of the students. Teacher also offer classification of complex problem or information and access ti the lecture's personal overview of the material based in their extensive knowledge. Here traditional teaching methods that are still adhered to the schools have the following characteristic : teacher centered instruction, chalck and talk method. Lack of collaboration and group learning, information delivery and passive learning. The conclusion in traditional teaching method, teacher illustration the concept to the students with the helped of board marker and whiteboard. Every important thing regarding the topic is written on the white board and the students made

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important notes from the whiteboard. After the teachers are over students revised their notes and tried to memorize the notes, the main objective of traditional teaching is only to pass the examination.

2. The Concept of Learning Motivation

Many experts have different concepts of motivation. Motivation, according to Harmer in (Simaibang,2017) says that it is a form of internal drive that encourages someone to follow a course of action. Furthermore, (Okumbe claimed in Ritho,2015) that motivation is a process that starts with a deficit. That is psychological motivation 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) described motivation as "what people need to improve their performance in any operation." Motivation is something that any educator should be worried about. 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 motivates us to do things, whether it's having a glass of water to quench our thirst or reading a book to broaden our horizons. There are two types of motivation: extrinsic and intrinsic motivation. Based on (Harmer in Simaibang,2017) proposed that there are two forms of learning motivation: 1) extrinsic motivation and 2) 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 in people to be consistently interested and committed to learning a topic, or to make an effort to achieve a goal. Extrinsic motives are those that originate out side of the personality and often include retaliation.

Extrinsic motivation, on the other hand, occurs when we are motivated to perform a behavior or participate in an action in order to receive a reward or escape punishment, according to Simaibang (2017). Extrinsic motivation can lead to activities such as: (1) studying hard to get 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 a 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 make sense of the learning process and put what they've learned into practice, as well as increase their desire to read and learn about writing, speaking, listening, reading, and other academic subjects Simaibang 2017.

According to (Suhana,2014:6) explains that learning is the process of changing interaction behavior with its environment. Behavioral changes include cognitive, affection and psychomotor aspects. The meaning of the environment is to include the family, school and community where the learners are located Based on (Witherington,1952:165) in (Suhana,201:7) says that learning is a change in personality manifested as new patterns if response in the form of skills, attitude, habits, knowledge and abilities”

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From definition above, the writer can infer that learning is a process to get a new knowledge and the process to be better. In line with the definition above, the writer also explain about learning motivation.

According to (Suhana,2014:24) says that Learning motivation is a power, driving force, a powerfull desire-building telling the learner to learn actively, creatively, effectively, innovatively and fun in order to change their behavior in cognitive, affective and fun in order to change their behaviour in cognitiver, affective, and psychomotor aspects. There are two kind of motivation , first intrinsic motivation is the motivation that comes naturally or purely from the learner themselves as a dorm of self awareness from the bottom of their heart and second is extrinsic motivation that comes due to factors outside of learners such as advice of teachers, reward, punishment and others.

3. The Concept of Reading Narrative Text

According to (Smith,2004:179) claims that Reading is extracting information from prints. reading is the fundamental skill upon which all formal education depending. Reading is a complex process that requires the analysis, coordination and interpretation of a variety of sources if information. In order to effectifly meet the needs or literacy learner, especially those two struggle, instruction needs to take account of this complexity.

Another expert according to (Nuttal,2000:2) states that “Reading is the result of interaction between writers mind and the readers mind. It is the way how the readers tries to get message or intended meaning from the writer. The reader tries to creates the meaning intended bt the writer. The reader can get message and the writer’s meaning sense”

According to (Rubin,1993:5) explains that Reading is a complex process to involves the bringing of meaning to and getting idea from the printed page. It can

also said that reading functions as the act of responding appropriated meaning to writer materials.

The process of reading needs to be co narrative is popular I everyday life since through narrative people construct social reality and make sense of their past experiences.

Based on (Keraf,2007:136) states that narrative is a story which describe an action in the past time explicitly to the reader so narrative is tried to answer the question “What had happened?”. Narrative as a story therefore it should have the elements that can make story more interesting to the reader such as a conflict, conclusion of the story and many others.

4. The Concept of Reading Comprehension

According to (Richard & Schmidt,2002:454) mentions that Reading is perceiving a written text in order to understand its contents. This can be done silently (silent reading). The understanding that result is called reading comprehension. It also saying written text aloud (oral reading), this can be done with or without an understanding of the content.

Methods

In relation the problems, the objectives of the study start as follows :

1. Was there any significant difference in reading comprehension achievment between high learning motivation who were taught use cue cards and those who were taught o no treatment?
2. Was there any significant difference in reading comprehension achievement between high learning motivation and low learning motivation who were taught using cue cards strategy?
3. Was there any significant difference in reading comprehension achievement between high learning motivation and low learning motivation who were taught no treatment?
4. Was there any significant interaction effect of cue cards strategy and learning

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motivation on students' reading comprehension achievement ?

Place and Time of the Study

The writer did the study at Junior high school 3 Palembang at Dwikora Street. Then, the writer also did this study on August, 2021 to apply Cue cards strategy in classroom.

Methods

In this part, the writer conducted an experimental research. According to (Fraenkel, et al,2012:265) claims that Experimental research is the only one type of research that directly attempts to influence a particular variable, and when property applied, testing hypotheses about cause and effect relationships with experimental research is the best kind of research."

The writer will use 2 x 2 (two by two) factorial designs because there were two factors (cue cards strategy and learning motivation) and two levels (low and high motivation). In addition, (Creswell,2012:311) quotes that The purpose of this design is to study the independent and simultaneous effects of two or more independent treatment variables on an outcome. The design of te study is as follows:

Factorial Design

Experimental Group	R O1 X Y1 O2
Control Group	R O3 C Y1 O4
Experimental Group	R O5X Y2 O6
Control Group	R O7C Y2 O8

Source: (Fraenkel, et al (2012, p.277))

In which:

- R refers to random all samples of groups encompassing experimental group and control group are selected at random.
- X refers to teaching treatment experimental group using hypnoteaching strategy.
- C refers to conventional strategy (without treatment).

- O refers to observed variables (O1, O3, O5, O7, and O2, O4, O6, O8).
- O1and O3 refers to pre test for experimental group and control group in high reading motivation.
- O2 and O4refers to post test for experimental group and control group in high reading motivation.
- O5 and O7refers to pre test for experimental group and control group in low reading motivation.
- O6 and O8refers to post test for experimental group and control group in low reading motivation.
- Y1 refers to students with high reading motivation.
- Y2 refers to students with low reading motivation.

This design is a design of the study where the sample is taken randomly (R). After selecting the sample of the study, the writer gives a test called pre test (O1). Before giving Post test(O2), the writer gives treatment (X) for experimental group. moderator variables are students' high reading motivation and low reading motivation. Meanwhile, the control group is taught by conventional strategy (C). The design related to the study is called 2 x 2 designs and it can be illustrated below:

		Cue Cards strategy (experimental group) (X)	Without Treatment (control group) (C)
Reading motivation	High learning motivation (Y1)	X, Y1	C, Y1
	Low learning motivation (Y2)	X, Y2	C, Y2

Source: Fraenkel, et al (2012, p.277)

Population and Sample**1. Population**

The large group to which one hopes to apply the results is called the population

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(Fraenkal, et al,2019:91). Besides according to (Richards et al,2002:405) mentions that population is any set of items, individuals, which share some common and observable characteristic and from which a sample will be able to be taken. Population is a whole group where the data will be obtained (Arikunto,1994:115). The population of this study as all the classes of the seventh grade state high school 3 Palembang in the academic year of 2020/2021. The reason why the writer chooses them because based on the data from the interview with their English teachers. They think that their students especially those who are in the seventh grade get low achievement in reading. In average , most of them always far the reading achievement test below the minimum criteria of achievement or *kriteriaketuntasan minimal (KKM)* or under 75. The population of this study is 150 students of junior high school 3 Palembang as shown in table :

POPULATION OF THE STUDY

No	Class	Total
1	VII.1	30
2	VII.2	28
3	VII.3	30
4	VII.4	32
5	VII.5	30
Total		150

(Source: Junior high school 3 Palembang the Academic Years of 2020/2021) .

2. Sample

Sample is the part of the population which is investigated (Arikunto 1993:117). According to (Frankael and Wallen,2012:91) claims that sample is group on which information is obtained, preferably selected is such a way that the sample represent the larger group (population) from which it was selected.

The writer took the sample for this study from the population by using cluster random sampling, where the writer used the lottery system. The writer wrote the name of class on small pieces on the paper and rolled them. Besides the writer also took randomly one paper.

In selecting the sample, the writer selected five classes from the accessible population of seventh grade students of Junior high school 3 Palembang with total number of the students is 150 students. After the students who had been randomly selected, the writer classified the students who had high reading motivation and low reading motivation, the writer gave the reading motivation questionnaire for the students and they filled the questionnaire. then, the writer choose the number of the sample each of group is 30 students. So, the sample of this study is 60 students.

The Sample Of The Study

No	Group	Number of Students
1	Experimental Group	30
2	Control Group	30
Total		60

(Sources :Junior high school 3 Palembang the Academic Years of 2020 – 2021)

From sixty randomly selected students, the writer selected eleven students's high reading motivation for experimental group and nineteen students' low reading motivation. Its mean that the writer selected eleven students who have high reading motivation and nineteen students who have low reading motivation of sixty students. the writer combined eleven students's high reading motivation for experimental group and nineteen students' low reading motivation also in this study.

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The sample above shows there are one class experimental and one class control group. The selected students is divided into two groups. There are experimental and control group. experimental group is taught by using cue cards strategy. Meanwhile, the students in control group is non experimental.

Stage 1

The writer distributed the questionnaire on students' learning motivation to all population. It was done to know the students' learning motivation as a sample in this research.

Stage 2

After the questionnaire was given, the researcher took 60 students by classifying them based on their score. The writer categorized the students into two groups. They were:

- a. The students' high learning motivation consisted of 30 students.
- b. The students' low learning motivation consisted of 30 students.

Then the writer divided the sheets into two groups which have the same total number. The researcher chose 30 students for experimental high group who were taught reading comprehension by using running dictation technique and 30 students for control group who were taught reading comprehension by using cue cards technique.

Results and Discussion**Result**

The researcher presents the data description obtained from pre-test and post-test on reading ability test in Experimental Group and Control Group and those from questionnaire in this findings of the study. They are as follows: (1) the data of pre-test and post-test scores obtained by the students with high learning motivation in the Experimental Group; (2) the data of pre-test and post-test scores obtained by the students with low learning motivation in the Experimental Group; (3) the data of pre-test and post-test scores obtained by the students with high learning motivation

in the Control Group; (4) the data of pre-test and post-test scores obtained by the students with low learning motivation in the Control Group.

Data Descriptions

This part presents the descriptions of the data obtained from the pre-test in the Experimental Group, the post-test score in the Experimental Group, the pre-test in the Control Group, the post-test score in the Control Group, the result of the questionnaire to the students' learning motivation in Experimental Group, and the result of the questionnaire to the students' learning motivation in Control Group.

The data of the students who have high and low learning motivation on post-test both the Experimental Group and Control Group were analyzed to find out the homogeneity of two samples. Meanwhile, the data of the students on the post-test both Experimental Group and Control Groups were analyzed by using the independent t-test formula to find out the significant difference in means between the Experimental and in Control Group. then, the data of the students' about their motivation was used to classify them on the basis of whether they were classified in high learning motivation or low learning motivation level and the strategy used were analyzed by two-way ANOVA.

It shows the result of post-test score obtained by the students with high learning motivation in the Experimental Group, the mean score was 84.00, the median score was 85.00, the standard deviation score was 5.654, and the variance score was 31.964. score obtained by the students with high reading motivation in the Experimental Group, one students (6.7%) got the lowest score, the score was 72.5; one student (6.7%) got 77.5; three students (20.0%) got 80; two students (13.3%) got 82.5; three students (20.0%) got 85; two students (13.3%) got 87.5; two students (13.3%) got 90; and one students (6.7%) got the highest score, the score was 95.

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The Result of Pre-test and Post-test Obtained by the Students with High Learning Motivation in the Experimental Group

The writer calculated pre-test and post-test scores obtained by the students with high learning motivation in the Experimental Group by using SPSS 20. Pre-test score in Experimental Group with high reading motivation, the writer found that the mean score was 55.50, the median was 55.00, the standard deviation score was 9.829, the variance score was 96.607, the minimum score was 40, the maximum score was 75, and the sum score was 832.

Discussion

After the writer conducted this study, it can be concluded that using the cue cards technique can increase students' motivation in reading comprehension and improve students' ability in reading comprehension. Cue cards are cards with pictures and some written cues. They are used in pair or group work to help students learn reading skills. Cue cards can be easily creative by the teacher and easily understood by students. They are effective in helping students describe pictures and cues on the cards and, Thus support reading activities. Based on the findings above, the interpretation are presented as follows:

First, the calculation of the t-test analysis showed that there was significant different in the reading comprehension between students who had high learning motivation was taught by using cue cards strategy and those who were taught by using conventional technique. There are several factors that influence different students' reading comprehension who had high learning motivation in experimental group and control group, such as curiosity and challenge factors. From the result of questionnaire, the students who had high learning motivation in experimental group was curious about new word or vocabulary. It can make the students know about the meaning of new vocabulary what

they have read, mean while the control group was opposite. Beside that, challenge component. The students who had high learning motivation in experimental group was pleasure to do things well and promote their competence in a field of the study, meanwhile the control group was opposite. Moreover, the result of the calculation same as previous related study (Zuhri and Sukarnianti,2015) entitled "Using cue cards Strategy to Improve the Students' Writing Ability". The result of their study is the calculation showed the students' ability after applying cue cards strategy is significantly improve.

Second, the calculation of t-test analysis found that there was a significant difference in learning comprehension between students who had low learning motivation taught by using cue cards strategy and those who were taught by using conventional technique. There is a factor that influence different students' reading comprehension who had low learning motivation in experimental group and control group. It is self-efficacy. From the result of questionnaire, the students' self-efficacy who had low learning motivation in experimental group is better than control group. It is caused by cue cards strategy made them motivated and active in learning. Meanwhile conventional technique made them have less motivate in learning.

Moreover, the result of the calculation same as previous related study Abuhaer, etal (2020) entitled "Using Cue cards Method to Improve Learning Motivation and Speaking Skill of the Students of SMAN 3 Pangkajene." The result of their study is Cue cards method can improves students' motivation in learning.

Third, the calculation of t-test analysis found that there was significant different in reading comprehension between students taught by using Cue cards strategy who had high learning motivation and low reading motivation. There are several factors that influence different students'

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reading comprehension who had high and low learning motivation in experimental group such as curiosity and challenge factors. From the result of questionnaire, the students who had high learning motivation in experimental group was curious about the meaning of new vocabulary. It can improve their skill to comprehend the text, meanwhile the students who had low learning motivation in experimental group is less curious to know about the meaning of the text. Beside that, challenge factor. The students who had high learning motivation in experimental group is more active and motivate to learn than the students who had low learning motivation to promote their skill. Moreover, the result of the calculation same as previous related study (Lismalinda & Moriyanti, 2019), entitled "The Influence of Cue Cards Method on Student's Learning Motivation and Achievement in Secondary". The result of their study is there was significant influence of Cue Cards method on students' learning motivation.

Fourth, the calculation of the t-test analysis found that there was significant difference in reading comprehension between students taught by using conventional technique who had high reading motivation and low reading. There is a factor that influence different students' reading comprehension who had high and low learning motivation in control group. It is challenge factor. It caused by intrinsic motivate of the students' who had high learning motivation in control group is better than the students' who had low learning motivation in control group. The last, the calculation of analysis by using two-way ANOVA showed that there were any interaction effects among Cue Cards strategy (independent variable), conventional technique and learning motivation (moderator variable) towards students' reading comprehension and the writer found that Cue cards strategy was effective and appropriate for one certain group (the students who had

high learning motivation group). In conclusion, students' reading comprehension was not only caused by cue cards strategy but it was also caused by the students' learning motivation.

After the writer conducted this study, it can be concluded that using the cue cards technique can increase students' motivation in reading comprehension and improve students' ability in reading comprehension. Cue cards are cards with pictures and some written cues. They are used in pair or group work to help students learn reading skills. Cue cards can be easily creative by the teacher and easily understood by students. They are effective in helping students describe pictures and cues on the cards and, Thus support reading activities. Based on the findings above, the interpretation are presented as follows:

First, the calculation of the t-test analysis showed that there was significant different in the reading comprehension between students who had high learning motivation was taught by using cue cards strategy and those who were taught by using conventional technique. There are several factors that influence different students' reading comprehension who had high learning motivation in experimental group and control group, such as curiosity and challenge factors. From the result of questionnaire, the students who had high learning motivation in experimental group was curious about new word or vocabulary. It can make the students know about the meaning of new vocabulary what they have read, mean while the control group was opposite. Beside that, challenge component. The students who had high learning motivation in experimental group was pleasure to do things well and promote their competence in a field of the study, meanwhile the control group was opposite. Moreover, the result of the calculation same as previous related study (Zuhri and Sukarnianti, 2015) entitled "Using cue cards Strategy to Improve the Students' Writing Ability". The result of their study is the

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calculation showed the students' ability after applying cue cards strategy is significantly improve.

Second, the calculation of t-test analysis found that there was a significant difference in learning comprehension between students who had low learning motivation taught by using cue crads strategy and those who were taught by using conventional technique. There is a factor that influence different students' reading comprehension who had low learning motivation in experimental group and control group. It is self-efficacy. From the result of questionnaire, the students' self-efficacy who had low learning motivation in experimental group is better than control group. It is caused by cue cards strategy made them motivated and active in learning. Meanwhile conventional technique made them have less motivate in learning.

Moreover, the result of the calculation same as previous related study (Abu haer, et al,2020) entitled "Using Cue cards Method to Improve Learning Motivation and Speaking Skill of the Students of SMAN 3 Pangkajene." The result of their study is Cue cards method can improves students' motivation in learning.

Third, the calculation of t-test analysis found that there was significant different in reading comprehension between students taught by using Cue cards strategy who had high learning motivation and low reading motivation. There are several factors that influence different students' reading comprehension who had high and low learning motivation in experimental group such as curiosity and challenge factors. From the result of questionnaire, the students who had high learning motivation in experimental group was curious about the meaning of new vocabulary. It can improve their skill to comprehend the text, meanwhile the students who had low learning motivation in experimental group is less curious to know about the meaning of the text.

Besidethat, challenge factor. The students who had high learning motivation in experimental group is more active and motivate to learn than the students who had low learning motivation to promote their skill. Moreover, the result of the calculation same as previous related study (Lismalinda& Moriyanti,2019), entitled "The Influence of Cue Cards Method on Student's Learning Motivation and Achievement in Secondary". The result of their study is there was significant influence of Cue Cards method on students' learning motivation.

Fourth, the calculation of the t-test analysis found that there was significant difference in reading comprehension between students taught by using conventional technique who had high reading motivation and low reading. There is a factor that influence different students' reading comprehension who had high and low learning motivation in control group. It is challenge factor. It is caused by intrinsic motivate of the students who had high learning motivation in control group is better than the students who had low learning motivation in control group. The last, the calculation of analysis by using two-way ANOVA showed that there were any interaction effects among Cue Cards strategy (independent variable), conventional technique and learning motivation (moderator variable) towards students' reading comprehension and the writer found that Cue cards strategy was effective and appropriate for one certain group (the students who had high learning motivation group). In conclusion, students' reading comprehension was not only caused by cue cards strategy but it was also caused by the students' learning motivation.

Conclusion

Based on the conclusions above, the writer concluded that (1) There was any significant difference in reading comprehension achievment between high learning motivation who were taught use

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cue cards and those who were taught no treatment. (2) there was any significant difference in reading comprehension achievement between high learning motivation and low learning motivation who were taught using cue cards strategy. (3) there was any significant difference in reading comprehension achievement between high learning motivation and low learning motivation who were taught no treatment. (4) Was there any significant interaction effect of cue cards strategy and learning motivation on students' reading comprehension achievement

Implication

Based on the conclusions above, Based on the conclusions above, the Implication of this study (1) Cue cards technique gave the significant different in average score between student's narrative reading than the students who were taught conventional technique and (2) motivation also gave any significant difference for the student's narrative reading achievement because the result of this research was lower than the significant level (0,05). In other word, the writer also concluded that the null hypothesis is rejected and alternative hypothesis is accepted, Besides, Cue cards technique is effective to the teacher in teaching narrative and improve student's narrative reading achievement.

Suggestion

Based on the findings, the writer would like to offer some suggestion to the teacher of English because this research also can be an alternative teaching since it has shown that the teaching of reading cue cards can develop the student's reading skill achievement in narrative reading. Besides, the teacher also must focus on the organization and language since they were very poor in reading especially in narrative reading. Not only for the teacher of English but also for another researcher, the other researchers must conduct similar study using more samples where there are still

many unexplained factors to the students, and investigated cue cards in narrative reading achievement.

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