THE EFFECT OF *SCORE* STRATEGY AND READING MOTIVATION TOWARD STUDENTS' READING COMPREHENSION OF NARRATIVE TEXTS

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Abstrak

Penelitian ini merupakan penelitian semi eksperimen dengan rancangan factorial 2x2. Populasi dari penelitian ini adalah siswa kelas X dengan jumlah 224 siswa. Pemilihan sampel dilakukan dengan menggunakan cara cluster random sampling. Untuk mengetahui pemahaman membaca siswa peneliti menggunakan tes pemahaman membaca mengenai teks naratif sedangkan untuk mengetahui motivasi siswa dalam membaca peneliti menggunakan angket motivasi membaca. Kemudian, data yang telah diperoleh dianalisa menggunakan chi-square untuk uji kenormalan data, tes varian untuk uji kesamaaan data, t-test dan ANOVA untuk menguji hipotesis. Hasil analisa penelitian menunjukkan bahwa (1) siswa yang diajarkan dengan strategi SCORE memiliki kemampuan membaca yang lebih baik dari pada siswa yang diajarkan dengan strategi Guided Reading, (2) siswa bermotivasi membaca tinggi yang diajarkan dengan strategi SCORE memiliki kemampuan membaca yang lebih baik daripada siswa bermotivasi membaca tinggi yang diajarkan dengan strategi Guided reading, (3) siswa bermotivasi membaca rendah yang diajarkan dengan strategi SCORE memiliki kemampuan membaca yang lebih baik daripada siswa bermotivasi membaca rendah yang diajarkan dengan strategi Guided Reading, (4) tidak terdapat interaksi yang signifikan antara kedua strategi dan motivasi membaca siswa terhadap kemampuan pemahaman membaca. Dalam hal ini dapat disimpulkan bahwa strategi SCORE lebih efektif dalam membantu siswa untuk meningkatkan pemahaman membaca dibandingkan dengan strategi Guided Reading. Disarankan bagi siswa baik yang memiliki motivasi membaca yang tinggi maupun rendah untuk meningkatkan keterampilannya dalam membaca melalui strategi SCORE. Untuk peneliti selanjutnya disarankan melakukan penelitian mengenai strategi ini pada jenis teks selain naratif dan populasi serta sampel yang lebih besar.

Abstract

This research was quasi experimental research with factorial 2x2 design. Population of the research was grade X students with the total population was 224. The sample was taken by using cluster random sampling, class MIA 2 as experimental group and class MIA 3 as the control group. To collect the data, the researcher used reading comprehension test while questionnaire was used to collect the data about students' reading motivation. Then, the collected data were analyzed by Chi-Square for normality data testing, variance test for homogeneity data testing, t-test formula and ANOVA for hypothesis testing. The analysis of the research reveals that: (1) students who are taught by SCORE strategy get better reading comprehension on narrative text than the students who are taught by Guided Reading strategy, (2) the students with high reading motivation who are taught by SCORE strategy do not get better reading comprehension on narrative text than who are taught by using Guided Reading strategy, (3) the students with low reading motivation who are taught by SCORE

strategy get better reading comprehension on narrative text than who are taught by using Guided Reading strategy, (4) there is no interaction between both strategies and students' reading motivation toward their reading comprehension on narrative text. In conclusion, SCORE strategy is an effective way on students' reading comprehension compared with Guided Reading. It is suggested for the students that have high and low reading motivation to improve their skill in language learning through SCORE strategy.

Keywords: SCORE Strategy, Reading Comprehension, Reading Motivation

INTRODUCTION

Students will not be able to write if they never read about what they write, for instance. Moreover, the thinking of writer and the reader connected in reading process. The connected thinking is the result of interaction between the reader and the writer. It resulted, after having interaction, reading then provides opportunity students to gain vocabulary, grammar, sentence structure, and others. This is the logical idea that reading can develop other skills in many ways.

Reading comprehension is reading in advance which actively involves students in the process and use their background knowledge, vocabulary, grammatical knowledge and strategies to understand texts. After the activity, comprehending all contents and information of the text is the result. In comprehending the contents and the information, the students should have strategies to apply. Strategies used will lead them to obtain information and apply the concepts to their reading process

easily. These are what differentiate reading and reading comprehension.

In teaching reading comprehension, teacher may teach students to use available beneficial strategies. A strategy can be the guidance for students to reach the goal in learning, because it has some fixed activities of learning process in the classroom that are needed. Moreover, the compatibility between strategy which is used by students and reading comprehension will enable them to face barriers in the process of learning. Last, strategy used also emerges motivation which will make them become active and competitive learners.

In addition, teaching reading comprehension needs more attention since the students should comprehend text from the beginning to the end in reading. In common reading class activity, reading is divided into three phases they are: pre-reading, whilst-reading, and post-reading. Pre-reading tends to be those that activate students' prior knowledge to incorporate and let students tell what they know before begin the process of teaching the students. By spending a considerable

amount of time on pre-reading, it increases student involvement in the learning process, and allow teaching to be more directed toward students levels and needs. Next, whilst-reading is the phase that helps students to process and manage complex information as they read and learn. Last, post-reading is the phase that employs organizers or frameworks which allow students to reflect and to share what they have learned. Teacher can see the effectiveness of strategy students apply in this last phase.

Experts develop strategies in accordance to the three phases of reading activities above. Some strategies are related to bottom-up procedures, and others enhance the top down processes. As stated in Brown (2001:306), they are identifying the purpose in reading, using graphic rules and patterns, using efficient silent reading technique for relatively rapid comprehension, skimming the text for main ideas, scanning the text for specific information, using semantic mapping, guessing, vocabulary analysis, distinguish between liberal and implied meaning, and capitalize on discourse markers to process relationship. Another expert, Duffy (2009:19) explains some strategies that the readers can use various combinations over from one reading situation to another. They include making predictions, monitoring and questioning what is happening,

adjusting predictions as go reading, creating images in the mind, removing blockages to meaning, and reflecting on the essence or the significance or the importance of what has been read.

Several strategies in reading comprehension have been defined by experts above. Relating to the previous idea, the researcher would apply a new strategy, *SCORE (Skim and Scan, Connect your ideas, Organize your thinking, Respond to the text, be the Expert)*, in reading comprehension. The strategy was published in a Literacy Learning journal on late 2010. This would increase students' critical thinking and participation in the learning process and will make them become independent learners in the learning process of reading comprehension. The strategy then would be compared to the usual strategy which is called Guided Reading strategy. Because, Guided Reading strategy is the strategy which commonly used by the teachers to teach grade X students of SMA Negeri 2 Padang.

Moreover, reading comprehension is the product of three main factors: considerate texts, the compatibility of the reader's knowledge and text content, and the active strategies the reader employs to enhance understanding and retention. In fact, there are several problems that affected the teaching and learning of reading comprehension process. First

is students' low ability in comprehending texts. They spend much time to read the text, because they have to find the meaning of the unknown word using a dictionary word. One of the causes is because they do not relate their background knowledge with the topic and think what will be described.

Then, teacher does not share strategy to students to use. The lack of creativity and exploration of teacher become the matter. Strategy used should motivate students to participate and to think critically in the process of teaching and learning. Last, the paradigm that a new strategy is difficult to apply becoming the limitation which influences the teacher in applying it in reading comprehension. Wrong paradigm must be diminished is the way to urge teacher to use new strategy in reading comprehension.

According to what has been stated in background, there are some strategies proposed by experts that can be applied in reading comprehension process. They are asking questions, making prediction, making connection, visualizing, determining important information, synthesizing, and making inference. In this research, the researcher would apply *SCORE* strategy and would be compared to Guided Reading strategy in reading comprehension.

This research was limited on finding out the effect of *SCORE* strategy in reading comprehension. Students' reading motivation was used to seek the interaction which generalizes the effect despite of motivation in general. Then, the material investigated in this research was limited on narrative text because this was one of text types which was learned by the grade X, and the problems was remaining existed when students try to comprehend this kind of genre. This research has been conducted on grade X students of SMA Negeri 2 Padang.

Duffy (2009: 18-19), reading comprehension is a proactive, tentative, personal, transactive, thoughtful, imagistic, inferential, and relective one. It means that a reader needs the whole packages of their capability to conduct the process. Meanwhile, Snow (2002: 11) also defines reading comprehension as the process of simultaneously constructing and extracting, to emphasize both importance and the insufficiency of the text, meaning through interaction and involvement with written language. Snow in the definitions stresses the focus of reading comprehension on the process of constructing and extracting the meaning of texts.

SCORE strategy is a sequence of pneumonic abbreviations which stands for 'Skim and scan, Connect and question, Organize your thinking,

Respond to the text, be the Expert". The origin of the strategy derived about as a result of need analysis identified by teacher to prepare their pupils for testing situations. According to Hammilton, et.al (2010), *SCORE* is a kind of individual reading comprehension strategy which is weighted towards pre-reading strategies that tap into prior learning and past experiences. It means that before a student is asked to read closely and to demonstrate their expertise, they are encouraged to take several steps to access and utilize their prior knowledge. The importance of this step is highlighted by Fogarty (1999, pp. 18–19), 'when teachers stress pre-learning strategies with their students, increased student achievement is the result'.

In teaching reading comprehension, the teacher should apply strategies. Guided reading strategy is a strategy that is used by many teachers as usual. Guided reading strategy is a strategy that supports students to discover the meaning of a text for them. The amount of guidance varies according to the ability and confidence of the students. In guided reading, students with similar reading abilities or students who need to acquire similar skills to be successful readers are grouped together. Groups can also consist of students with common interests or experiences. The groups are flexible and are kept small to encourage interaction among the students and to follow teachers to observe individual reading behavior.

According to Cambrie and Guthrie (2010), reading motivation are the values, beliefs, and behaviors surrounding reading for an individuals. Where, reading motivation plays an important role in factoring students in reading. Reading motivation can be an effort of someone to create a wanted condition to gain willingness in reading. This is supported by Jamestown (2006: 7), reading motivation is an effort to create certain conditions in order someone want and willing to read and gain the meaning from the text. The wanted condition will also lead in an interesting one which makes interest. According to Guthrie et.al (2006:284) interest in reading is a motivational construct that has been described as a personal investment. It means that, the students who have reading motivation, of course have interest first.

Narrative text tells an imaginary story, although some narratives may be based on facts. They are written in much different form and each form has distinctive characteristics. West (1986) says that narrative deals with events that constitute a problem for one or more of the characters who are motivated to confront the problem and attempt to overcome it. Syamsudin (1997: 15)

adds that narrative text is a text that tells about events or things by sticking character in story out in order to enlarge reader's knowledge.

RESEARCH METHOD

Type of this research is a quasi-experimental research, because it tested the hypotheses about the effect of *SCORE* strategy and reading motivation toward students' reading comprehension in narrative text.The researcher needed to manipulate at least one independent variable and control other relevant variables and observed its effect on dependent variables.

To seek the effect of the treatment, the researcher compared two selected classes which were called experimental group and control group. The experimental group was given new treatment that is called *SCORE* strategy and the control group was given the Guided Reading strategy that commonly used by the teacher. The experimental group was needed in order to investigate the effect of *SCORE* strategy toward dependent variable namely students' reading comprehension, while reading motivation as a moderator variable.

The researcher used post-test only control group design toward the two groups (experimental and control). The population of the research consisted of seven (7) classes by the

number of 224 students. Two selected classes will be the sample. The samples were the classes that have similar characteristics.

RESEARCH FINDINGS

Discussion

1. ***SCORE* strategy was better than Guided Reading strategy to improve students' reading comprehension in narrative text.**

From the result of the first hypothesis, it could be seen that the mean score of experimental group which was taught by *SCORE* was higher than control group which was taught by Guided Reading. It can also be concluded that *SCORE* gave significant effect toward students' reading comprehension. This finding is in line with the findings of research which was conducted by Sandra (2013). He found that the progress of students' reading comprehension can be seen when *SCORE* strategy plays its role.

The average score of students' reading comprehension in the experimental group was 78,32 while in control group was 66,93. As we can see from the average score of reading comprehension both groups, experimental group was higher than control group. This figures out that *SCORE* strategy gives opportunities for students to enlarge the functions of

their own prior knowledge. The strategy stimulates the function of prior knowledge while they are wrestling with the text. Students have superiority communicate their background knowledge, questions in them, graphics they make to the text they read. As Shanahan (2014) says that de-emphasizing existing knowledge is that reading comprehension depends on reader knowledge.

2. **Students with high reading motivation who were taught by *SCORE* strategy and students with reading motivation who were taught by Guided Reading strategy had as same as reading comprehension in narrative text.**

The students with higher motivation in reading who were taught by *SCORE* strategy had as same as reading comprehension than those with higher motivation who were taught by Guided Reading. The previous statement occurs because of the calculation of t-test. The result of t-test indicated that *SCORE* did not significantly make students' reading comprehension higher than Guided Reading. Despite, the average score of reading comprehension of experimental group (77,23) was higher than the average score of reading comprehension of control group (7,14).

Regarding to the t-test result, the researcher found none of the previous related findings in line with it. In fact, the students with high reading motivation have the same effect on their reading comprehension even they were given different treatment. The statements were supported by the old say "you are finished when u say give up".

3. **Students with low reading motivation who were taught by *SCORE* strategy and Guided Reading strategy get better reading comprehension in narrative text.**

The students with lower reading motivation who were taught by *SCORE* had better reading comprehension than those with lower reading motivation who were taught by Guided Reading. Reading comprehension average score of students low reading motivation in experimental group (79,91) was higher than the students low reading motivation in control group (66,5).

The prior knowledge of the students with low reading motivation in experimental group will also be stimulated when they are taught by *SCORE*. It means that *SCORE* is compatible with every type of students. The previous statement is in line with this idea "They can use

SCORE strategy easily even they do not have enough reading motivation".

In control group, students did not pay attention to what the teacher have said. Because they were not interested to read by using the strategy. In Guided Reading, students were passive, while the teacher was active in the class, especially students of lower reading motivation. Moreover, Guided Reading did not support students with useful stages of reading activities.

In short, Krause (2003) explains that motivation is linked closely to other constructs in education and psychology; constructs attention, needs, goals, and interests which are all contribute to stimulating students' interest in learning and their intention to engage in particular activities and achieve various goals.

4. **There was no interaction between both strategies and students' reading motivation towards students' reading comprehension in narrative text.**

The significant interaction both of the strategies used showed that motivation F_{stat} was lower than the F_{table} value. It means that H_0 was accepted, there was no interaction between both strategies and students' motivation toward students reading comprehension of narrative text. In other words, the strategy can be applied without considering students' prerequisite motivation. This phenomenon showed that motivation is not the only variable that moderate students' reading comprehension.

Besides that, the average reading comprehension between experimental and control group were different. The average score of reading comprehension in experimental group was higher than the average score of reading comprehension in control group. In addition, the average score of students' reading comprehension that have high and low reading motivation in experimental class was higher than the average score of students' reading comprehension that have high and low reading motivation in control group.

Based on statistic analysis, it can be said that both of these strategies can be used in teaching reading comprehension without considering the prerequisite of students' motivation.

From those explanations, *SCORE* strategy which was implemented in experimental group was more effective than Guided Reading strategy. *SCORE* strategy can be applied by any teachers in any classes since it is adjusted with the level of students. Also, the students can develop their reading comprehension and fulfill the minimum score of the subject.

CONCLUSION

Based on the research findings above that were done on grade X of SMA Negeri 2 Padang, it could be concluded that:

SCORE strategy gives a significant effect on students' reading comprehension of narrative text compared to Guided Reading strategy.

Students with high reading motivation who are taught by using *SCORE* strategy get as same as result in reading comprehension of narrative text than the students with high reading motivation who are taught by Guided Reading strategy.

Students with low reading motivation who are taught by using *SCORE* strategy get better result in reading comprehension of narrative text than the students with low reading motivation who are taught by guided reading strategy. here is no any interaction between strategies used and students' reading motivation on the students reading comprehension achievement on narrative text. Both strategies can be used without considering the level of students' motivation in reading.

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