

The Effect of Teaching Strategies and Students' Interest in Reading Comprehension

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ABSTRACT

This study deals to the impact of teaching strategies and the students' interest in analyzing comprehension which changed into supposed to talk about approximately using teaching strategies (INSERT and K-W-L) and the interest stage of achievement students in analyzing comprehension. The reason of this research have been 1) to look at whether or not the students' interest in reading comprehension changed into drastically better taught through the usage of INSERT strategy than taught through the usage of K-W-L strategy; 2) to look at whether or not the students' achievement with high interest in reading comprehension changed into drastically better than with low interest; and 3) to discover whether or not any substantial interplay among teaching strategies and students' interest towards students' achievement in reading comprehension. This study used quantitative research design. The sample of this research was students of MTs. Al-Ulum at VIII-1 (INSERT strategy) and VIII-2 (K-W-L strategy) which was each class had 30 students. The mean score of reading comprehension achievement after the students were taught using INSERT strategy was 17.60 and after the students were taught using K-W-L strategy was 16.15. From the two strategies were used to examined the students' achievement in reading comprehension, INSERT was to be most effective strategy.

Keywords: *Teaching strategies, students' interest, reading comprehension.*

1. INTRODUCTION

In educational field, reading is the material that could not be eschewed especially in English, because almost all of the topic which discussed in that subject is about the text. That is why the students who will graduate from schools, they should do the simultaneous examination (National Examination).

Focus on the eight grades, it was clearly that the students did not achieve the Minimum Exhaustiveness Criteria, it was 70. When the writer did the interview, almost all of the students stated that they were not interest to learn English, because its subject made them felt bored which was always discuss about the text. It means that they were not had the interest in doing the reading comprehension. The teacher also usually applied the same strategy as long as they teach in the class, such as just explaining then giving a task to the students as the teachers confirmed.

In fact, it is difficult to construct the students' interest in reading but it should be done because interest has a vital portion in reading activity. In creating the

students' attention the teachers need to add their information about the strategies and the usage. Hayes (2002) and Munck (2007) stated that teachers in schools must have the knowledge and ability to enhance students' achievement by using modern teaching strategies.

Then, Zouhor, Bogdanović, Skuban, and Milica (2017) confirm that the use of appropriate teaching strategies and methods of teaching is directly related to the achievements of students during their studies. It can be said that the achievement which is had by the students depends on the strategy that is used by the teacher in the classroom.

There are lots of strategies that can be applied by the teachers, for example INSERT strategy (Interactive Notation System for Effective Reading and Thinking). This strategy needs to use the symbols or notation like check mark or sign. Meanwhile, the other strategy that can be applied is Know, Want, Learn or called K-W-L. It is used to explore the learners' need toward activity of learning which is they will make the concept about what

information they know, they want to know and what they already know, it is also related to the narrative text material so it could help them in answering the question by making its mapping based on the topic discussed.

Both of INSERT and K-W-L strategy are suitable to use in comprehending the narrative text. They are as same as good and simply to apply in teaching the students and easy to construct the interest of students in order to increase the achievement in comprehending of writing especially narrative types. From those problems, the writer intended to conduct the study entitled “The Effect of Teaching Strategies and the Students’ Interest in Reading Comprehension”.

2. METHOD

This study used quantitative approach with an experimental research. Experimental research is a research that conducted by experiments on the experimental group. In conducting this study writer used a simple factorial design.

The writer used the multi cluster random sampling to choose the sample in conducting this research. It was used because the total of population was large enough, thus the writer only chose two classes of sample from the seventh classes of population totally. Arikunto (2006) argues that samples can be used if the number of population is too large to be observed.

In this study, the writer chose the students in MTs. Al-Ulum Medan at the class of VIII-1and VIII-2 as the sample. Both of two classes consist of 30 students which are those class has a different students’ quality in learning. The first experimental group (VIII-1) was taught by using INSERT strategy and the second experimental group (VIII-2) was taught by using K-W-L strategy.

3. RESULT AND DISCUSSION

Based on the methodology of research, the data of this study described the students’ achievement in reading comprehension with the score of post-test research sample. It was showed after applying the two teaching strategies either with INSERT strategy or K-W-L strategy. Thus, the recapitulation data of post-test each group of teaching strategies could be seen by the table 4.1 below:

Table 1. Summary of Students’ Achievement in Reading Comprehension

Values of Statistical	INSERT Strategy	K-W-L Strategy
	Class VIII-1	Class VIII-2
N	30	30
Mean	17.60	16.15
Median	15.65	15.55
Mode	22	19

The table above was the summary of students’ achievement in reading comprehension. It was the data of students’ score that was taken from the post-test. Towards did the test, there were 30 students that were

used as the sample of experimental and control class. In the section of treatment, the mean score of students’ achievement in reading comprehension that was gotten after were taught by using INSERT strategy was 17.60.

Then, for the students that were taught by using K-W-L strategy, the mean score of students’ achievement in reading comprehension was 16.15. It meant that after did the treatment, the high score was obtained by applying INSERT strategy and the low score was from applying K-W-L strategy. Thus, it could be concluded that the teaching strategy could give the effect for the students’ interest in reading comprehension which based on those data, INSERT strategy was to be most effective.

Based on the data of the hypotheses testing in this research, it can be said that between the teaching strategies and the students’ interest in reading comprehension had the interaction as in figure below:

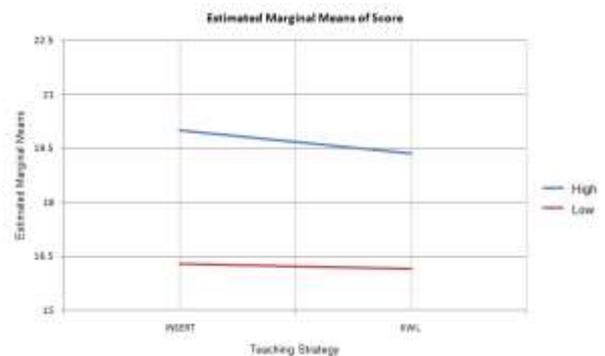


Figure 1. Interaction between Teaching Strategies and Students’ Interest

Based on the figure above, the comparison between the two lines (INSERT strategy and K-W-L strategy) shows the interaction between teaching strategies and students’ interest pattern was not on a line, but they were disparate each other.

In accepting the hypotheses, the regulation must be completed which was if $Q_{observed} > Q_{table}$ so in the level significant $\alpha = 0.05$ there were the significant differences. Based on the result of dual comparison that was used by using Tuckeys’ test, it can be explained that the comparison of group sample were:

1. There were differences between the students’ achievement in reading comprehension with high interest taught by using INSERT strategy and low interest taught by INSERT strategy, it can be seen from the score of $Q_{observed} = 7.40 > Q_{table} = 2.86$.
2. There were differences between the students’ achievement in reading comprehension with high interest taught by using INSERT strategy and low interest taught by K-W-L strategy it can be seen from the score of $Q_{observed} = 7.05 > Q_{table} = 2.86$.
3. There were differences between the students’ achievement in reading comprehension with high interest taught by using K-W-L strategy and with low interest taught by K-W-L strategy, it can be seen from the score of $Q_{observed} = 6.40 > Q_{table} = 2.86$.

4. There were differences between the students' achievement in reading comprehension with low interest taught by using K-W-L strategy and with low interest taught by INSERT strategy, it can be seen from the score of $Q_{\text{observed}} = 0.35 > Q_{\text{table}} = 2.86$.
5. There were differences between the students' achievement in reading comprehension with high interest taught by using INSERT strategy and with high interest taught by K-W-L strategy, it can be seen from the score of $Q_{\text{observed}} = 0.65 > Q_{\text{table}} = 2.86$ with higher at $\alpha = 0.05$ significances level.
6. There were differences between the students' achievement in reading comprehension with high interest taught by using K-W-L strategy and with low interest taught by INSERT strategy, it can be seen from the score of $Q_{\text{observed}} = 6.40 > Q_{\text{table}} = 2.86$.

Based on data analysis there were some findings that was produced in this research, those are:

1. Teaching strategy constructed the students' interest in reading comprehension, but by using the strategy of INSERT is better than K-W-L strategy. It can be seen from the students' achievement which was they got higher score when they taught by using INSERT strategy than K-W-L strategy.
2. The students with high interest got higher achievement than the students with low interest in reading comprehension.
3. There is the interaction between teaching strategies and students' interest in reading comprehension. The interest affected the students' achievement in reading comprehension especially in narrative text which was the students got different achievement when they were taught using different strategies.
4. The finding of this study showed that INSERT Strategy has significant effect on students' interest in reading comprehension especially in narrative text. It can be seen from the total mean both of the teaching strategies. It showed that the students that were taught by using INSERT strategy have higher achievement than students taught by using K-W-L strategy.

4. CONCLUSION AND IMPLICATION

Based on the result of the research and discussion that have stated in previous chapter, it is concluded that:

1. Students' interest in reading comprehension that was taught by using INSERT strategy is higher than taught by using K-W-L strategy.
2. Students' achievement in reading comprehension with high interest is higher than the students with low interest.
3. There was significant interaction between teaching strategy and students' interest towards students' achievement in reading comprehension. The students' interest in reading comprehension influenced their achievement. The students with high interest showed the significant effect on their achievement in reading comprehension when they were taught by using INSERT strategy, while the students with low interest showed the significant

effect on their achievement in reading comprehension when they were taught by using K-W-L strategy.

Based on the findings of this research, it can be stated that between both of teaching strategies that was applied, INSERT strategy was more effective to be used in improving the students' interest in reading comprehension than K-W-L strategy. It was as the information to the teacher and the students to create the interest in learning especially reading narrative text.

Furthermore, at the result of this study showed that students' interest in reading comprehension that were taught by using INSERT strategy was higher than the students that were taught by using K-W-L strategy. It because of its strategy helped the students in understanding the text and answering the questions easily.

Moreover, this study also showed that the students' achievement in reading comprehension with high interest is higher than with low interest. Therefore, the teachers were asked to pay attention more to the students' interest because it can influence the students' achievement in learning, especially reading narrative text.

Finally, this study showed that there was significant interaction between teaching strategies and students' interest towards the students' achievement in reading comprehension. It means that the teaching strategies that were used by the teacher can influence the students' interest in learning and give the impact to their achievement.

AUTHORS' CONTRIBUTIONS

Based on the conclusions and implications that was explained above, there are some suggestions stated as follow:

For teacher:

- a. It is highly recommended for teachers to use INSERT strategy and K-W-L strategy because these two teaching strategies are helpful to effect of the students' interest in learning English, especially reading comprehension.
- b. It is highly recommended for teachers to use INSERT strategy to improve the students' interest in reading comprehension especially narrative text for the classroom that was dominated by the students with high or low interest, while K-W-L strategy is recommended to be used only in the classroom that was dominated by the students with low interest.
- c. The teacher should know the students' characteristic to synchronize the using of teaching strategy in learning process, so the material was discussed easily to understand. Thus, every student could have knowledge clearly and would have achievement maximally.

❖ For students:

- a. The students are suggested to create the interest in learning English, especially in reading comprehension.
- b. The students are suggested to improve reading skill by doing the exercise with reading a lot and comprehending them, then trying to answer every question that is presented.

❖ For the researchers:

For the researchers who intend to conduct the study that is related to the teaching strategies, students' interest and/or reading comprehension especially in narrative text, hopefully this research could be used as

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This study was presented to the other who intended to conduct the study that is related to the teaching strategies, students' interest and/or reading comprehension especially in narrative text, hopefully this research could be used as the additional information for the researchers who have some obstacles to complete the research.

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