

# **THE EFFECTS OF TEACHING METHOD AND LEARNING MOTIVATION TOWARDS STUDENT'S READING SKILLS**

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## **Abstrak**

Tujuan dari penelitian ini adalah untuk mendapatkan data empirik dan menganalisis pengaruh dari metode pengajaran dan motivasi belajar melalui keterampilan membaca siswa Keseluruhan populasi kelas X SMA Bunda Kandung dan SMA Kharismawita. Jumlah sampel 30 siswa atau 20-25% dari populasi. Sampel dibagi menjadi 2 kelompok, kelompok pertama 30 siswa diajar dengan menggunakan Contextual Teaching dan Learning Motivation dan 30 siswa diajarkan dengan metode konvensional. Penelitian ini dilakukan dengan statistik deskriptif, uji Liliefors sebagai uji normalitas, uji Barlett sebagai uji homogenitas, dan ANOVAdua arah sebagai uji hipotesis. Pengumpulan data untuk uji reading skill melalui tes isian dan pilihan ganda sebanyak 20 soal, dan tes untuk learning motivation melalui angket sebanyak 20 butir soal diberikan pada kelas X di SMA Bunda Kandung dan SMA Kharismawita Jakarta Selatan. Hasil dari penelitian ini adalah tidak ada pengaruh interaktif yang signifikan antara metode pengajaran dan motivasi belajar melalui keterampilan membaca siswa ( $0.755 > 0.05$ ).

Kata Kunci: Keterampilan membaca, Metode Pengajaran, Motivasi Belajar

## **PENGARUH METODE MENGAJAR DAN MOTIVASI BELAJAR TERHADAP KEMAMPUAN MEMBACA SISWA**

### ***Abstract***

*The purpose of this study was to obtain empirical data and analyze the effect of the teaching methods and the motivation to learn through the reading skills of students overall population of class X SMA and SMA Kharismawita Mother bladder. Total sample of 30 students, or 20-25% of the population. The samples were divided into 2 groups, the first group of 30 students taught using Contextual Teaching and Learning Motivation and 30 students taught by conventional methods. This research was conducted with descriptive statistics, test Liliefors as normality test, Barlett as the homogeneity test, and ANOVAdua direction as hypothesis testing. The collection of data to test reading skills through field tests and as many as 20 multiple-choice questions, and tests for learning motivation through a questionnaire of 20 items was given to class X SMA and SMA Kharismawita Mother Bladder South Jakarta. The results of this study there was no significant interactive effect between teaching methods and motivation to learn through the reading skills of students ( $0.755 > 0.05$ ).*

*Keywords: reading skills, Methods of Teaching, Learning Motivation*

## INTRODUCTION

Language is a form of communication between people. People use many reason in their life. It plays an important role in the society. It is impossible to communicate with others without language. Someone who masters the first language in many occasions is also expected to master other languages. The languages, which is frequently used in international communication is English.

English which is most widely used is one of the international languages, taken as a native language, as a second language, or a foreign language in almost all over countries in the world. English is a language used in all aspects of communication, sciences and technology. In Oxford Advanced Learner's Dictionary the definition of English is the system of sound and words used by human to express their thought and feeling. Therefore a language is a system of visual, auditory or tactical symbols of communication the rules used to manipulate them. English is a language used in all aspects of communication, sciences and technology.

We can conclude that language is considered to be a system of communication with other people using sounds, symbols, and words in expressing meaning, idea or though. This language can be used in many forms, primarily through oral and written communication as well as using express on through body language. Language has four skills; those are listening, speaking, reading and writing. If someone has a desire to communicate well, he or she should conduct his/herself in these languages. By reading, we get the ability of bringing meaning and getting meaning from printed or written materials.

Reading is only one facet of language development, like the skill of listening, reading is a receptive skill and can be accomplished at a higher rate of speed that can speaking or composing, both of which require the human mechanism to “do something” physical. Although usually taught last, therefore, reading soon overtakes other language skills, particularly that of writing.

Many students do not realize the importance of reading. Therefore, the teachers are hoped to motivate their students to read literature, science, newspaper, magazine, or even comics. Reading is probably the most important skill needed for success in a study. Reading in fact is required for one to get information, through a text, in searching information and ideas, when students read slowly, they will have to much time reading their assignment, by reading more they are expected to be able to develop their English competence.

In teaching, a teacher is hoped not only to transfer the knowledge to the student but also to increase their interest especially in reading. Developing interest in reading is closely related to the teaching method and learning motivation for reading skill.

By the twenty-first century there has been a movement away from a preoccupation with generic teaching methods toward a more complex view of language teaching which encompasses a multifaceted understanding of the teaching and learning processes. The notion of teaching method has had a long history in language teaching, as in witnessed by the rise and fall of a variety of methods throughout the recent history of language teaching. There are so many methods that the teacher can used in teaching an learning process such as;

Communicative Language Teaching (CLT), Content-Based Language Teaching, Cooperative Learning, Lexical Approaches, Multiple Intelligence, Audiolingualism, Counseling Learning, Silent Way, Suggestopedia, Total Physical Response, and so on .

In this research, the researcher would like to limit the discussion to be a hot topic in education today is the Contextual Teaching and Learning (CTL). Contextual Teaching and Learning is a learning system based on the philosophy that students are able to absorb a lesson if they can capture the meaning in the material they received and they can grasp the meaning in schoolwork when they can relate new information with less knowledge and experience they already had before. CTL could be successful for several reasons. CTL is also capable of satisfying the brain to link new information with existing knowledge that stimulates the formation of the physical structure of the brain in order to respond to the environment and CTL in accordance with the workings of nature. We have known that motivation is one of the internal factors that can motivate students in learning. Motivation in the classroom affects both learning and behaviors of the students who are motivated to learn more. An English learning will go diligently if the learner is willing to learn. It will emerge the students' feeling that they need to. Such willingness is usually based on upon a necessity to understand or to be able to communicate in English. It is clear now that interest in reading has a very important role in learning process.

Students with higher interest in reading will have higher motivation in studying English. While those with less interest in reading will have lower motivation. It is very probable that the latter will face difficulties to learn the English language. Students with

higher interest are supposed to get better learning results, while those with lower interest will get lower ones, but sometimes we find that the students whose lower reading interest have higher learning results.

So if a teacher can implement two of the above, methods of teaching (especially CTL) and learning motivation well, it will create an optimal learning process so the students can achieve the target of learning. Based on the fact, the researcher is interested in finding out whether there is effects of teaching method and learning motivation towards reading skill at Private High Schools in South Jakarta.

## **DISCUSSION**

### **Theoretical Review**

#### **Reading Skills**

Reading is very important to develop knowledge in learning. Reading is a tool of learning in higher education, the student should read any kind of books to easy understand reference materials if a student did not read them, he or she will late the information of sciences and technology. In short summary, reading plays a great role in education, in work and in the real life in the community.

Reading is a process to establish a representation of meaning that involved more than merely identifying the word on the page, but what must be achieved is an understanding of the whole sequences of sentences. Reading in comprehension is not only in pronouncing or loudly but also understanding taken in consideration. Reading usually as a solitary activity in which the readers interact with the text in isolation. Because of its fundamental nature, reading is always attracted much

research interest. The interaction in reading is clearly rather different because the writer is not normally available, and this makes the task of both reader and writer more difficult. Since students can get no feedback, the writer cannot know which part of their text will cause misunderstanding. On the other hand, the statement said that reading is a very personal behavior. How we read is shaped by our personal characteristics, and how well we read is dependent upon our personal resources or reading potential. From the statement above, the writer tries to conclude that reading consists of the manipulation of a complex skill grasping meaning and getting meaning, and also reading has personal behavior that is related to the student's motivation and interest in reading. Different people use the term of reading in different ways, and much confusion can arise from consequent misunderstanding. Based on Eddie C. Kennedy (1981:5) stated that:

Reading is the ability of an individual to recognize a visual form, associate the form with a sound and or meaning acquired in the past, and, on the basis of past experience, understand and interpret its meaning. The statement above means that it is usually necessary to recognize, understand, and interpret several words in a series. This is not true of all reading. In some forms of reading only one or two symbols exist. For instance, a boy reads the expression on his mother's face to tell whether she is angry or pleased.

Reading involves the recognition of printed or written symbols which serve as stimuli for the recall of meaning built up through past experience, and the construction of new meaning through manipulation of concepts already possessed by the reader. The resulting meanings are organized into thought processes according to the purposes

adopted by the reader. Such an organization leads to modified thought and/ or behavior.

It can be seen that the behavioral outcomes of reading are highlighted in this definition. Although many experts had defined reading in many statements, it is not satisfying the writer's curiosity about reading definition. Therefore, from the statement above the writer tries to conclude in a simple statement that reading is activity to understand writer, idea through interpretation an interaction with existing knowledge. Reading is one aspect of communication by language and therefore has characteristics in common in listening, speaking and writing. According to Oxford Advanced Learners Dictionary (1987) state that skill is ability to do something expertly and well. In general, reading is positively correlated with all other aspects of verbal communication; the highest relationships are with spelling while the lowest are with formal grammar and with handwriting.

Most reading skills are necessary for reading both literature and content, but some of them are used in a more specialized way in reading subject matter, such skills can be grouped under two classifications are general content reading ability, for which the basic reading skills are needed, and specialized content reading ability, for which specialized skills which have unique functions in each area are necessary.

### **Teaching Method**

Teaching comes from the word "teach" which means to give lessons to students in a school, college, etc. A teacher is a person whose job is teaching, especially in school. According to Brown (2000:14), teaching is implied in the first definition of learning, may be defined as "showing or helping someone to learn how to do something, giving instruction, guiding in the study of

something, providing with knowledge, causing to know or understand”.

Teaching cannot be defined apart from learning. Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. We understanding of how the learner learns will determine our philosophy of education, our teaching style, our approach, methods, and classroom techniques. If, like B.F Skinner, we look at learning as a process of operant conditioning through a carefully paced program of reinforcement, we will teach accordingly. If we view second language learning as a deductive rather than an inductive process, we will probably choose to present copious rules and paradigms to our students rather than let them “discover” those rules inductively. Zahorik (1986:21) said that, “a view of a good teaching is developed through logical reasoning and previous research; good teaching is defined in terms of specific acts”. An example of research of this kind which has been used to develop theories of good teaching across both regular and ESL classrooms is research on teachers' question patterns and wait time.

Long (1984:vi) argued that research had established the contribution of these to the quality of classroom interaction in second language classroom. In applying this research to teacher preparation, a simple training model was developed in which teachers were taught the differences between display questions and referential questions. Teachers' question use and wait time before and after training were measured, and it was found that the training modules affected teaching behaviors, and that the new behaviors affected student participation patterns in ways believed to be significant for these students' language acquisition (Long, 1984:vi).

With approaches of this kind, if the specific teaching behaviors such as question patterns and wait time are effective in bringing about second language acquisition, a conception of good teaching will have been identified and validated. In a summary of research of this kind (Blum, 1984:3-6), twelve characteristics of effective teaching were identified:

1. Instruction is guided by a preplanned curriculum.
2. There are high expectations for student learning.
3. Students are carefully oriented to lesson.
4. Instruction is clear and focused.
5. Learning progress is monitored closely.
6. When student do not understand, they are retought.
7. Class time is used for learning.
8. There are smooth and efficient classroom routines.
9. Instructional groups formed in the classroom fit instructional need.
10. Standards for classroom behavior are high.
11. Personal interactions between teachers and students are positive.
12. Incentives and rewards for students are used to promote excellence.

An extended definition-or theory- of teaching will spell out governing principles for choosing certain methods and techniques. A theory of teaching, in harmony with our integrated understanding of learner and of the subject matter to be learned, will point the way to successful procedures on a given day for given learners under the various constraints of the particular context of learning. In other words, our theory of teaching is our theory of learning “stood on its head”.

A language teaching method is a single set of procedures which teachers are follow in

the classroom. Methods are usually based on a set of beliefs about the nature of language and learning (Nunan, 2003:5). While Brown (1994:7) said that teaching is guiding and facilitating learning, enabling the learner to learn and setting the condition for learning.

### **Learning Motivation**

The term of motivation is derived from Latin verb *movere* (to move). The idea of movement is reflected in such common ideas about motivation as something that gets us going, keeps us moving and helps us get jobs done. Motivation is as an important key in teaching learning process. The student the student who have higher motivation will get a better opportunity to succeed in their learning activities that the lower one, or a student who wants to master in English, he or she will motivate himself to study hard and reaches goals. This happened because there is an inner drive or motivation from student.

Most scientists agree that motivation is a concept that explains why people behave as they do. The definition of motivation is related to differing assumption and terminology. According to Oemar Hamalik (2008:158) said that “motivation is an energy change within the person characterized by affective arousal and anticipatory goal direction”. From the statement above, at least there are three important things as follows; motivation precedes the changes of energy in every people, motivation is signaled by affective arousal and motivation will direct action to particular goals. Another definition of motivation, according to MacKey (1965:121):

*“Motivation determines how much person will learn and when he will learn. This depends on what he wants*

*to learn it. It depends on what how he thinks he can learn it, and on what he believes to be his advantage. It depends on the needs, interest and sense of values of an individual. It is the justifications in language teaching methods and techniques of the efforts expended to make the learner want to learn the second language”.*

From the definition above, it could be concluded that motivation is a complex problem, because it is an abstract concept. Motivation is an important quality that affects all classroom activities because it can influence both learning of new behavior and performance of previously learned behaviors.

In teaching learning process, giving motivation to the student is process to support them to learn. It can change or influence not only in their learning process but also in their behavior. It is caused by a need, interest and goal. Motivation is a process rather than a product. Motivation involves goals that provide impetus for and direction to action, and motivation also requires activity, it means physical or mental such as effort, persistence, planning, organizing and monitoring, etc. Motivation in learning English can be divided in two kinds, namely intrinsic and extrinsic motivation.

### **Intrinsic motivation**

Intrinsic motivation refers to engage in an activity for its own sake. Students who are intrinsically motivated learn on tasks because they find them enjoyable. Task participation is its own reward and does not depend on explicit rewards or other external constrains. Oemar Hamalik (2008:162) said that the reward of a thing well done is to have done it. Oemar Hamalik (1995:12) stated that intrinsic motivation is a

motivation included in learning situation that originally comes from the need and goals of the student it self. Sardiman (2003:89) said that intrinsic motivation comes from the student itself and operates without any external stimulus.

### **Extrinsic Motivation**

In this case, many experts have defined extrinsic motivation differently, but generally those definitions have the same meaning and purposes. According to Oemar Hamalik (1995:113) said that extrinsic motivation is a kind of motivation caused by factors from the outside.

Sardiman (2003:90) said that extrinsic motivation is an active motives and functions because of the outside stimulation. And according to Penny Ur (1996:276) mentioned that definition that extrinsic motivation is that which derives from the influence of some kind of external incentives, as distinct from the wish to learn for its own sake or interest in tasks.

Extrinsic motivation is important in teaching learning process, to improve or to support their students. It is difficult to make sure which one is better between intrinsic motivation and extrinsic motivation. But some psychologists, Edgar Stone (1984:297) explained “..... Intrinsic motivation plays a vital part in mist students' success or failure as language learners”. However, it does not mean that extrinsic motivation is not important in teaching learning process, but this is still important for the teachers in which they should try to improve or to support their students' motivation in learning English. But not all of the learner have reinforcement in themselves. They could not stand on their own. So that extrinsic motivation reinforcement itself contributes to the development of intrinsic motivation.

### **Methodology**

The method that will be used in this research is an experimental method to find the data of respondent about the effects of Teaching Method and learning motivation toward the students' achievement in reading skill. Information is collected two group of learners in order to describe some characteristic of population of which group is apart. SMA Bunda Kandung as the experiment class taught in Contextual Teaching and Learning method and SMA Kharismawita taught in conventional method as a control class.

The information is gathered through questionnaire and final test. The data collected constitutes the data of study. The number of sample in this research is 30 students or 20-25% from the population. The sample is divided into two groups; first is 30 students as a group of students which are taught by Contextual Teaching and Learning and 30 students as a group of students which are taught by Conventional.

### **Findings**

The findings show that that the value of sig for interaction (MTD\*MTV) is 0.755. That score is more than 0.05 ( $0.755 > 0.05$ ), so the ( $H_0$ ) is accepted and ( $H_1$ ) is rejected. It shows that there are no significant interaction effects between teaching methods and learning motivation towards students' reading skills.

It can be concluded that there are no interaction effects between teaching methods and learning motivation towards students' reading skills. Reading skills is the ability which can be measured in knowledge of English, motivation, skills, and values of the students as the result of their learning process in schools. The ability of reading skills is one of the skills in English which connected with person's

thought related to logic and reasonable. In actualizing a good ability of reading, we need an appropriate methods, one of the method we can used is CTL Method. CTL method giving movement space to the students to dip into each problem which they have, whether it individually or group and giving the alternative of the problem solve.

Besides method, as likes the explanation before, the internal factor likes motivation is influencing in reading skills. Motivation of the students is the energy which arising from their personality to reach the goals. While, learning in this case is the process which conducts by the students to get a good change and as the experience result to interacts with their environment. Based on the summary of ANOVA test (output SPSS) has shown that the value of sig for interaction (MTD\*MTV) is 0.755. That score is more than 0.05 ( $0.755 > 0.05$ ), so the ( $H_0$ ) is accepted and ( $H_1$ ) is rejected. It shows that there are no significant interaction effects between teaching methods and learning motivation towards students' reading skills.

If we had seen the scores of four groups which are students who taught using CTL method with high motivation (71.50), students who taught using CTL method with low motivation is (69.75), students who taught using conventional method with high motivation is (67.00) and students who taught using conventional method with low motivation is (66.50) have the averages are not nearly as far as. So that it can be concluded that there are no interaction effects between teaching method and learning motivation towards students' reading skills.

## CONCLUSION

The writer suggests the teacher should have mastered of teaching methods which can apply in the classroom. Basically all of methods are good, but there are still have weaknesses. Based on that matter, selection in variance methods can be used to help students to produce good reading skills. One of these methods which can be used as referenced is CTL method. In addition to the first point, the teacher also should have aroused learning motivation of the students. The attitude of the students as a key of learning. It should be variance methods in order to arise learning motivation of the students.

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