

**THE EFFECT OF SIOP MODEL AND LEARNING INTEREST TOWARD  
THE STUDENTS' READING COMPREHENSION OF REPORT TEXT AT  
SECOND GRADE OF SMAN 1 BUNUT PELALAWAN RIAU**

**THESIS**



**By**

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## ABSTRAK

**ABDUL RAHMAD, 2017. PENGARUH SIOP MODEL DAN MINAT BELAJAR TERHADAP PEMAHAMAN BACAAN SISWA TENTANG TEKS REPORT PADA KELAS SEBELAS SMAN 1 BUNUT PELALAWAN RIAU**

Penelitian ini bertujuan untuk mengetahui pengaruh SIOP Model dan minat belajar terhadap pemahaman membaca siswa tentang teks report. Dirancang dalam bentuk “Penelitian Eksperimental Quasi” dengan rancangan factorial 2x2. Populasi dari penelitian ini adalah siswa kelas XI SMAN 1 Bunut Pelalawan Riau Tahun Pelajaran 2015-2016. Data dianalisis melalui validitas, reliabilitas, normalitas, indeks kesulitan, homogenitas dan pengujian hipotesis dengan menggunakan T-test dan Anova Dua Arah.

Hasil penelitian menunjukkan bahwa: (1) *SIOP Model* memberikan hasil yang lebih tinggi dalam pemahaman membaca siswa tentang *report text* pada siswa di kelas XI SMAN 1 Bunut Pelalawan Riau dibandingkan dengan *strategi Fire Up*, karena *nilai signifikansi* lebih kecil dari *nilai alpha*. (2) *SIOP Model* memberikan hasil yang lebih tinggi dalam pemahaman membaca siswa tentang *report text* pada siswa dengan minat belajar tinggi dibandingkan dengan *strategi Fire Up*, karena *nilai signifikansi* lebih kecil dari *nilai alpha*. (3) *SIOP Model* memberikan hasil yang lebih tinggi dalam pemahaman membaca siswa tentang *report text* pada siswa dengan minat belajar rendah dibandingkan dengan *strategi Fire Up*, karena *nilai signifikansi* lebih kecil dari *nilai alpha*. (4) Dapat disimpulkan bahwa SIOP Model menghasilkan nilai yang lebih tinggi dalam pemahaman membaca *report text* daripada Fire Up dan tidak adanya interaksi antara strategi pengajaran dan minat belajar siswa terhadap pemahaman membaca *report text* pada siswa kelas XI SMAN 1 Bunut Pelalawan Riau, karena *nilai signifikansi* lebih besar dari *nilai alpha*.

## ABSTRACT

**ABDUL RAHMAD, 2017. THE EFFECT OF SIOP MODEL AND LEARNING INTEREST TOWARD THE STUDENTS' READING COMPREHENSION OF REPORT TEXT AT SECOND GRADE OF SMAN 1 BUNUT PELALAWAN RIAU**



This research was aimed to find out the effect of SIOP Model and Students' Learning Interest on Students' reading comprehension of report text. The design of this research is in form of quasi experimental with 2x2 factorial design. The population of this research was the second grade of SMAN 1 Bunut Pelalawan Riau academic year 2015-2016. The data were analyzed through validity, reliability, normality, difficulty index, homogeneity and hypothesis testing used T-test formula and Two Ways Anova.

The result of this research shows that: (1) *SIOP Model* provided significantly higher result on students' reading comprehension of *report text* at the second grade of SMAN 1 Bunut Pelalawan Riau as compared to *Fire Up strategy*. The result shows that the *value of significance* was lower than the *value of alpha*. (2) *SIOP Model* provided significantly higher result on students' reading comprehension of *report text* for high learning interest students as compared to *Fire Up strategy*. The result shows that the *value of significance* was lower than the *value of alpha*. (3) *SIOP Model* provided significantly higher result on students' reading comprehension of *report text* for low learning interest students as compared to *Fire Up strategy*. The result shows that the *value of significance* was lower than the *value of alpha*. (4) In conclusion, *SIOP Model* provided significantly higher result on students' reading comprehension of report text than *Fire-Up* and there was not interaction between teaching strategies and students' learning interest towards students' reading comprehension on report text at the second grade students of SMAN 1 Bunut Pelalawan Riau. It was shown by the *value of significance* was higher than the *value of alpha*.

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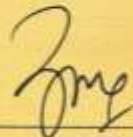


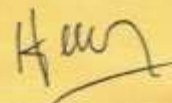

  
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# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the Problem**

English instructional process principally refers to four language skills, namely; reading, speaking, listening and writing. They are interrelated to consecutively evolve the learners' English acquisition at regular interval of learning period based on National Curriculum for English which is elaborated tangibly in English syllabus for Senior High School.

One of those English skills is reading which plays the important role for the learners to acquire a lot of information on the issue in relation to evolving their insight corresponding to the topic, obtaining many sentence patterns which are simply adopted for communicative purposes, and getting new English vocabularies by which they are expected to employ them for constructing English sentences of their own. Furthermore, as the learners are exposed to certain English texts, they are expected to understand the overall content of reading materials.

Reading is a hard thing to do for many learners particularly in Senior High School because it needs a critical thinking to understand the core of a reading material and the overall content. In reference to writer's observation and empirical knowledge of teaching reading to the learners, they frequently found themselves difficult to understand and comprehend the reading text being taught. They are in trouble to answer the questions of identifying main idea, getting general information and some detailed and certain information, acquiring new English vocabularies, words reference, synonyms and antonyms belonging to report texts.



The difficulty is also faced by the learners of SMAN 1 Bunut Pelalawan especially by the second grade. The writer found some phenomena that was seen from their score achievement through the test after such reading material was given and taught by the teacher, especially on report text. For instance, when the school conducted the odd semester test of academic year 2015/2016 in June 2015, the fact that from the total of 88 second grade learners, only 15 of them got score above minimum achievement criterion (KKM) while others got beneath and they might join the remedial program.

Previously, the writer had applied instructional strategy called FIRE-UP Strategy in teaching reading material to the second grade learners of SMAN 1 Bunut Pelalawan Riau. Unfortunately, the application of FIRE-UP Strategy did not provide a significant improvement on the part of learners' reading skill particularly on report text content properly in such terms of finding main idea, getting explicit and implicit information, major and minor characters, acquire new English vocabularies, words reference, synonyms and antonyms. In short, they gain unsatisfactory marks in reading skill.

Whereas, the application of this strategy has been followed up by the teacher with giving firstly few questions to lead them to the topic which is going to be learned; teacher asks the learners to read themselves the reading material; teacher then explains the generic structure of the text, its purpose and its language features. After explaining the lesson, teacher divides students to groups and asks them to read, to study, to discuss the material and to share information one another. In running their activities, students are free to see dictionary, use tools or materials and other resources which have relevant relationship with the reading material being learned. At last, the teacher together with the students make a conclusion about the lesson, then asks them

to do the exercises. Teacher also gives them time to construct at least four questions to each group which are relevant to the content of reading text. Every student is free to answer the questions, while some other may correct or encourage the answers.

Based on such empirical phenomena and the observation of the writer as the factual findings in the field where encountered during instructional process in the real classroom situation, there were still many problems faced, such as students don't have dictionary, they don't understand most of vocabularies in text given so they are difficult to comprehend the content of the text. They also have low learning interest and they don't have interest for reading English text especially about report texts.

The phenomena above made the writer intentionally proposed to apply SIOP Model for teaching reading skill in report text to those learners in relation to eliminating their difficulties in reading components. It aimed to enhance the learners' reading comprehension of report text in term of having good understanding of main idea, getting general, detailed and certain information, acquire new English vocabularies, words reference, synonyms and antonyms belong to report texts. By doing so, they are expected to gain good comprehension of overall content of report text which in turn they can simply gain good marks in reading skill.

Actually, there are various strategies that have been applied in teaching students to improving their abilities, interest, and motivation in learning process and to enhance the learners' language skills, such as fire-up, SQ3R, cooperative learning, cooperative integrated reading and composition, SIOP Model and so forth. Here, the writer is interested to use and apply the SIOP Model due to some reasons. There are some strengths of this instructional strategy as a valuable one to use in teaching and learning process particularly in teaching reading. The following are the strengths of SIOP

Model : 1) SIOP can help educators work effectively with English language learners (Achevarria : 2003). 2) SIOP is a professional Model in Development to work effectively with English language learners (Himmel and Ricards : 2008). 3) Using the SIOP Model can improve the learning process (Short : 2009). 4) SIOP allows for natural variation in classroom implementation while it provides teachers with specific lesson features (Powers and Short : 2006). They also suggest that SIOP Model can make content comprehensible for English learners. 5) SIOP is an effective Instructional strategy for English language learners (Wallace : 2012).

Based on the writer's observatory activities concerning the learners' learning interest during teaching and learning process, some phenomena were also seen. The students had less efforts in teaching and learning process. They had low attention to the material because of the lackness of their interest. These are the phenomena found as follows: (a) some learners payed less attention to the teachers' elaboration on topics of reading materials; (b) some of them inactively involved into learning activities, yet being inclined to do some thing else rather than focusing upon reading materials; (c) some of them did not bring English text book and dictionary for learning purposes; and (d) some of them were not being motivated to learn English text. It could be seen that some learners in the rearwards tended to talk lowly with their classmates out of the topic of reading material during learning and teaching process taking time.

Furthermore, learning interest in the real process of teaching and learning is an essential aspect to which the English teachers compel a great highlight during carrying out instructional process in the classroom. Learners' interest in a topic holds so much power. When a topic connects to what they like to do, engagement we deepened as they willingly spend time thinking, dialoguing, and creating ideas in meaningful ways.

Making learning contextual to real-world experiences is a key learning technique with differentiating for student interests. The writer saw that learning interest is needed in teaching reading comprehension of report text to the students by applying a suitable strategy. The students should have a great learning interest to encourage them in joining the learning process.

Based on the writer's long observation since he taught English at this school, students still have low learning interest and low ability in reading comprehension though some ways, strategies, and methods have been applied and done. But, the writer always did several efforts to make students have a good ability in reading comprehension. After seeking and studying some teaching strategies, the writer finally got an instructional model which has a systematic steps and a good manner to make students learn and understand the topic or material given or taught by the teacher based on the English curriculum of Senior High School, it is SIOP Model. Jane Achevarria (2003) said that SIOP Model application was proved stronger, more effective and English learners' academic performance improved when the teachers fully implemented it. Actually, it can be more comprehensible by following of students' learning interest. SIOP Model made students easy to understand the topic of report texts given, more interested in joining the reading class and they could achieve good score in reading comprehension.

Based on the explanation, some phenomena and the prove mentioned above, so that why the writer is deeply interested in carrying out the research entitled : The Effect of SIOP Model and Learning Interest toward the Students' Reading Comprehension of Report Text at Second Grade of SMAN 1 Bunut Pelalawan Riau.

## **B. Identification of the Problem**

After having preliminary research, there were some problems found in the classroom related to the teaching and learning process that come from the teacher and students. The problem that comes from the teacher is the teaching strategy (Fire-Up) which teacher used. Not all students involved in learning and teaching process, but only few of them can follow the process. It makes the process of learning and teaching becomes ineffective. The teacher couldn't bring and stimulate the students to be active and follow the process well, also the teacher couldn't manage the students to be involved in teaching and learning process so that the learning objectives can't be achieved.

The other problems were faced by the students in the learning and teaching process by using fire-up strategy are that some of the second grade learners of SMAN 1 Bunut Pelalawan Riau found themselves difficult in determining the main idea of report text paragraphs which makes them unable to answer the question correctly, they encounter difficulties in getting explicit and implicit information belong to report text which makes them unable to figure out the overall content of report text properly, they set themselves in trouble to apprehend the meaning of words in context in synonym and antonym which makes them unable to develop their English vocabularies which in turn drives them to comprehend the content of report text partially only, they set themselves in trouble to determine words references being asked in questions which induces their misunderstanding of the flow of the story in report text chronologically. Consequently, they get marks beneath minimum achievement criterion (KKM) which drives them to join remedial programs.

To support the factual information above, there were also some problems found in students themselves such as :

1. Some of them pay less attention to the teachers' elaboration on topics of reading materials. They tend to be somewhat regardless of the teacher's elaboration of reading materials;
2. Some of them inactively involve into learning activities, yet being inclined to do some thing else rather than focusing upon reading materials;
3. Some of them are not being motivated to learn English text. It can be seen that some learners in the rearwards tend to talk lowly with their classmates out of the topic of reading material during learning and teaching process taking time.

### **C. Limitation of the Problem**

By looking at the problems identified above, the writer limits the problem on SIOP Model that is used by the teacher in teaching reading at the second grade students of SMAN 1 Bunut Pelalawan Riau and students' learning interest that influence their reading skill. In relation to the identified problem above, the researcher is interested to find out the effect of SIOP Model and learning interest toward the learners' reading comprehension on report text at second grade of SMAN 1 Bunut Pelalawan Riau academic year 2015/2016.

### **D. Formulation of the Problem**

In relation to the problem mentioned above, the writer states the formulation of the research as follows : “ How effective is the use of SIOP Model and students'

learning interest toward the students' reading comprehension on report texts at second grade students of SMAN 1 Bunut Pelalawan Riau academic year 2015/2016?

#### **E. Research Questions**

Due the limitation of the problem, the problems are then formulated as follows:

1. Does the use of SIOP Model provide a better result on students' reading comprehension of report texts than the use of Fire-Up Strategy at second grade students of SMAN 1 Bunut Pelalawan academic year 2015/2016?
2. Does the use of SIOP Model provide a better result to the students with high learning interest on students' reading comprehension of report texts than the use of Fire-Up Strategy at second grade students of SMAN 1 Bunut Pelalawan academic year 2015/2016?
3. Does the use of SIOP Model provide a better result to the students with low learning interest on students' reading comprehension of report texts than the use of Fire-Up Strategy at second grade students of SMAN 1 Bunut Pelalawan academic year 2015/2016?
4. Is there any interaction between both strategies (SIOP Model and Fire Up) and students' learning interest to students' reading comprehension of report texts at second grade students of SMAN 1 Bunut Pelalawan academic year 2015/2016?

#### **F. Purpose of the Research**

The fundamental purposes of carrying out this research are as follows:

1. To find out whether the use of SIOP Model provides a better result on

students' reading comprehension of report texts than the use of Fire-Up Strategy at second grade students of SMAN 1 Bunut Pelalawan academic year 2015/2016

2. To find out whether the use of SIOP Model provides a better result to the students with high learning interest on students' reading comprehension of report texts than the use of Fire-Up Strategy at second grade students of SMAN 1 Bunut Pelalawan academic year 2015/2016?
3. To find out whether the use of SIOP Model provides a better result to the students with low learning interest on students' reading comprehension of report texts than the use of Fire-Up Strategy at second grade students of SMAN 1 Bunut Pelalawan academic year 2015/2016?
4. To find out whether there is any interaction between both strategies (SIOP Model and Fire Up) and students' learning interest to students' reading comprehension of report texts at second grade students of SMAN 1 Bunut Pelalawan academic year 2015/2016?

#### **G. Significance of the Research**

The significances of the research are as follows:

1. To provide some meaningful information to the English teachers to apply suitable instructional strategy for teaching reading materials to the learners of Senior High School level in term of enhancing their reading skill in many types of English texts, particularly report text to second grade learners is very important. The English teachers are also argue to put a high awareness of significance of imparting learning interest towards the learners during



learning process by driving their involvement and activeness in learning session.

2. To provide source and reference to the next research who are eagerly interested in carrying out the research in educational realm of English teachings in similar notions.
3. To provide some valuable contribution to the educational institution in developing the quality of education through the use of effective method and strategy in teaching.
4. To produce more qualified human resources through mastering of many subjects of English especially in students' reading comprehension.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

After having carried out statistical analysis upon the data of the research concerning the students' learning interest and reading comprehension of both the experimental and control groups at SMAN 1 Bunut Pelalawan Riau Province, the writer eventually came to final conclusion as research findings as follows :

1. SIOP Model provides significantly higher result in reading comprehension of report text as compared to FIRE-UP strategy at second grade students of SMAN 1 Bunut Pelalawan. Statistically, it was found that significance value was lower than alpha value.
2. SIOP Model provides significantly higher result in reading comprehension of report text as compared to FIRE-UP strategy for the students with high learning interest at second grade students of SMAN 1 Bunut Pelalawan. Statistically, it was found that significance value was lower than alpha value.
3. SIOP Model provides significantly higher result in reading comprehension of report text as compared to FIRE-UP strategy for the students with low learning interest at second grade students of SMAN 1 Bunut Pelalawan. Statistically, it was found that significance value was lower than alpha value.
4. There is no interaction between the learning strategies and students' learning interest toward reading comprehension. at second grade students of SMAN 1 Bunut Pelalawan. Statistically, it was found that significance value was higher than alpha value.

#### **B. Implication**

Based on the conclusion above, it is implied that (Sheltered Instruction Observation Protocol) SIOP Model has positive implication to both of teacher and also students in order to improve the students' reading comprehension of report

text. This strategy can be applied as alternative teaching strategy to teach reading comprehension. Dealing with the students' learning interest, this teaching strategy is good to be applied for both groups of students, either for high or low learning interest students. The data shows that these two strategies produce different gain on students' reading comprehension.

(Sheltered Instruction Observation Protocol) SIOP Model also implies that teaching reading comprehension become more enjoyable and meaningful for students, since it provides the activity with clear instruction and worksheet. Despite the result indicates that the two strategies are not interacting with the moderator variable the students' learning interest, the two strategies are able to maintain the students' reading comprehension without concerning on high and low learning interest students. Hence, the two strategies indicate excellent strategies for improving students' reading comprehension of report text at SMAN 1 Bunut Pelalawan Riau.

In addition, the teachers at second grade of SMAN 1 Bunut Pelalawan Riau have to realize that the use of Fire-Up Strategy needs to be improved through (Sheltered Instruction Observation Protocol) SIOP Model in which this strategy provides the students to be more active and step by step can be independent students. In the future, by using this strategy will show that the students' center is more effective than the teachers' center as required by curriculum thirteen. Active students is needed than passive students in the future.

### **C. Suggestion**

In this point, the writer provided some meaningful suggestions pertaining to the research activities and its findings as followed:

1. The writer strongly suggested to the overall English teachers at SMA level to eagerly apply SIOP Model for instructional purposes in term of enhancing the students' learning comprehension on report text in specific and any kinds of text in general. The students are academically driven to figure out the whole content of reading materials, particularly in term of: (a) Identifying the purpose of report text; (b) Identifying the generic structure of report text including title, general classification, and the description; (c) Identifying the language features of report text such as the participant, verb form, tenses, or type of words used; (d) Finding general information such as topic and main idea of the report paragraphs; (e) Getting specific information and details information in report text; (f) Finding meaning of words through synonymous and antonymous words; and (g) Determining words reference belonged to report text.
2. The research findings hopefully provide meaningful information, a valuable reference and source for the next researchers who will someday be interested in carrying out the research activities in different topic of discussion by using the same Strategy with different moderator variable.

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