

**THE EFFECT OF EXTENSIVE READING AND MOTIVATION
TOWARD STUDENTS' GRAMMAR MASTERY
OF NEWS ITEM TEXT AT GRADE X
OF SMAN 1 KERINCI**

THESIS



By

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ABSTRAK

Harisah, 2012. Pengaruh Extensive Reading dan Motivasi Terhadap Penguasaan Tata Bahasa Teks News Item Pada Siswa Kelas X SMAN 1 Kerinci. Tesis. Program Pasca Sarjana Universitas Negeri Padang.

Sebagian besar siswa kelas X SMAN 1 Kerinci kurang memahami tata bahasa teks news item dan kurang motivasi untuk belajar. Penyebabnya adalah model pembelajaran yang di terapkan oleh guru dalam mengajar. Extensive reading salah satu solusi untuk mengatasi masalah tersebut. Penelitian ini bertujuan untuk mengetahui penguasaan tata bahasa siswa yang diajarkan dengan extensive reading dan siswa yang diajarkan dengan pengajaran konvensional; penguasaan tata bahasa siswa motivasi tinggi yang diajarkan dengan extensive reading dan siswa motivasi tinggi yang diajarkan dengan pengajaran konvensional; penguasaan tata bahasa siswa motivasi rendah yang diajarkan dengan extensive reading dan siswa motivasi rendah yang diajarkan dengan pengajaran konvensional; interaksi antara kedua model pembelajaran tersebut dengan motivasi terhadap penguasaan tata bahasa siswa pada teks news item.

Penelitian ini bersifat kuasi-eksperimen dengan desain *factorial 2x2*. Populasinya berjumlah 187 siswa dari 7 kelas. Kelas A dan G terpilih sebagai sampel dengan teknik *cluster random sampling*. Data diambil melalui tes dan angket.

Hasil penelitian menunjukkan 1) penguasaan tata bahasa siswa yang diajarkan dengan extensive reading lebih baik dari siswa yang diajarkan dengan pengajaran konvensional. 2) penguasaan tata bahasa siswa motivasi tinggi yang diajarkan dengan extensive reading lebih baik dari siswa yang diajarkan dengan pengajaran konvensional. 3) penguasaan tata bahasa siswa motivasi rendah yang diajarkan dengan extensive reading lebih baik dari siswa yang diajarkan dengan pengajaran konvensional. 4) tidak terdapat interaksi antara kedua model pembelajaran tersebut dengan motivasi terhadap penguasaan tata bahasa siswa pada teks news item. Berdasarkan hasil tersebut dapat disimpulkan extensive reading efektif untuk meningkatkan penguasaan tata bahasa siswa pada teks news item.

ABSTRACT

Harisah, 2012. The Effect of Extensive Reading and Motivation toward Students' Grammar Mastery of News Item Text at Grade X of SMAN 1 Kerinci. Thesis. Graduate Program. State University of Padang.

Most students at grade X of SMAN 1 Kerinci lack of understanding grammar of news item and motivation to learn. Those problems were caused by the model of teaching which was applied by teachers in teaching. Extensive reading was one of the solutions to solve those problems. This research was aimed at knowing the students 'grammar mastery who were taught through extensive reading and conventional teaching; the grammar mastery of high motivated students who were taught through extensive reading and conventional teaching; the grammar mastery of low motivated students who were taught through extensive reading and conventional teaching; the interaction between both model of teaching and motivation toward students' grammar mastery of news item text.

This was a quasi-experimental research by *factorial 2x2 design*. The population was 187 students from 7 classes. Class A and G were selected as the sample by *cluster random sampling technique*. The data were collected by using test and questionnaire.

The results of data analysis are: 1) the student's grammar mastery who are taught through extensive reading is better than conventional teaching. 2) the grammar mastery of high motivated students who are taught through extensive reading is better than conventional teaching. 3) the grammar mastery of low motivated students who are taught through extensive reading is better than conventional teaching. 4) there is no interaction between both models of teaching and motivation toward students' grammar mastery of news item text. It can be concluded that extensive reading is effective to improve students' grammar mastery of news item text.

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CHAPTER I

INTRODUCTION

A. Background of The Problem

Grammar is one of the language components that plays an essential role in the process of learning a second or foreign language. Grammar and language cannot be separated. Consequently, if language has no grammar, it will not be understood well, because people will be able to either use and learn a language if the language has its pattern as the grammatical rules. A language without grammar is no language at all.

Grammar can help someone to learn a language more quickly and efficiently. Moreover, grammar also helps someone to understand the meaning of language both in spoken and written. Beside that, grammatical structure can change the meaning of a sentence or text.

When a second language learner understands the grammar as a system of language, she/he will know how the language works. As a result, she/he will make sentences or statements grammatically correct and meaningful to other people. So it can be concluded that it is clear. Grammar is absolutely necessary needed in using language. Because of it is as the rules in a language for changing the form of words and combining them into sentences.

On the other hand, teachers need to be creative in choosing the technique or strategy to teach it. The effective technique or strategy will influence students' ability in mastering grammar. By using an attractive,

interested and dynamic technique or strategy students' grammar mastery can be improved. Therefore, an English teacher has to master the system of grammar well because the meaning of a sentence has a few benefits when it is not supported by a good grammatical rule.

Related to Genre Based Approach, every text has grammatical features. This research will investigate the grammatical features of news item text by using extensive reading. Through extensive reading students are expected to be able in mastering grammatical features of news item text. Then, they are able to understand the meaning of story of the text as whole.

In fact, when conducted preliminary research, the researcher found that students were not able master the grammatical features of some texts. Consequently, they could not understand the meaning of texts well. It was proved when the researcher gave the questions; most students could not answer the questions. However, they had learnt those grammatical features. Such as: tense of narrative text, descriptive and procedure and also news item text that they would learn.

Based on the interview with some students, they said that they got difficulties to remember the grammatical features of the texts that they had learnt. Although it was simple and easy and students also frequently met in teaching learning process but they could not master it. By knowing the meaning of its grammatical features, students will get more understand the meaning of text.

In addition, news item text is one of the texts which is taught by students in the second semester. It is a kind of text which provided much information for adding students' knowledge and also entertained the readers. The more information they get the more knowledge they know. Therefore, this text is very important to be taught for students. Besides, that text usually uses high frequency words where the words are frequently occurred in daily activity. Although, news item text was simple and easy words but students could not understand that text well. It was caused they did not master the grammatical features of the text. Through extensive reading, the researcher will try to solve that problem. Students will have chance to read a large number of texts and also find its grammatical features.

Moreover, in extensive reading activity students are independent in reading of a large quantity of material for information or pleasure but in fact, the teacher was still limited on using the text that had been provided in the textbook. Those materials had been set in the curriculum and syllabus.

In order to make the lesson more innovative and fresh, it is better for the teacher to provide many reading texts which belongs to the topic that they are learning. This needs to be considered to keep the grammatical features that they have learnt in their mind and also adding new vocabulary.

Most of students said that they were not interested to learn English because it was hard and uninterested lesson. It also limits on the texts from textbook only. It made them bored and confused in learning English. They had serious problem of motivation. They felt anything that had been explained by

the teacher could not be saved well in their memory. They also said that it was difficult to understand the reading text which was available on the textbook. They also expected that the teacher not to limit on the texts from textbook only. It could be from other sources. So they could get large opportunity to explore their grammar mastery by reading many texts. The more the text they read, the more grammatical features they get.

By knowing the meaning of story of the text, students will be more motivated to learn English. By this research, the researcher tries to do the experiment of one of the techniques of teaching grammar through reading. That is by doing extensive reading toward news item text. Reading has the purpose to get information and pleasure. By reading many texts of news item it will make them enjoyable with vary information and story that they got from the text. So, they will be more motivated to learn English.

Based on the explanation above the researcher was interested to conduct an experimental research to find out the effect of extensive reading toward students' grammar mastery of news item text. The title of that research is *"The effect of extensive reading and motivation toward students' grammar mastery of news item text at grade X of SMAN 1 Kerinci."*

B. Identification of the Problem

Based on the background of the problem, there are some problems which can be identified in this research. 1) Most of students lack of grammar, they do not know grammatical structure of word and also the meaning arouse. Consequently, it is difficult for them to comprehend the meaning of text.

Sometimes, they also do not know the meaning of some words. 2) They may have less motivation so that their English achievement is still low even most of them do not have dictionary. In addition, they are lazy to carry a dictionary when they are learning English. They consider that the teacher is a dictionary for them. 3) The problem also occurs in teaching technique used by teacher. It is monotonous. Based on the result of interview with English teacher, he never applies extensive reading. However, the lesson material is based on the kind of texts. He only uses the texts which are provided on the textbook only. 4) In order to translate some text or word students depend much on using dictionary. Students with low motivation will be bored to do it. It is not effective technique with such of students' condition.

C. Limitation of The Problem

The researcher limits this research on effect of extensive reading and motivation toward students' grammar mastery of news item text. In this research, motivation means pre-requisite motivation to learn. Then, the material investigated in this research is limited on the news item text. It is one of the texts which will be taught in the second semester of grade X of SMAN 1 Kerinci. It will be applied at experiment class.

D. Formulation of the Problem

Based on the background of the problem, there is a formulation of the problem which are formulated as follow”

1. Is students' grammar mastery who are taught through extensive reading better than that of conventional teaching?
2. Is high motivated students' grammar mastery who are taught through extensive reading better than that of conventional teaching?
3. Is low motivated students' grammar mastery who are taught through extensive reading better than that of conventional teaching?
4. Is there interaction between both models of teaching and motivation toward students' grammar mastery of news item text?

E. Purpose of the Research

The purposes of the research are:

1. To find out whether students' grammar mastery who are taught through extensive reading are better than those of students' grammar mastery who are taught through conventional teaching.
2. To find out whether high motivated students' grammar mastery who are taught through extensive reading are better than those of high motivated students' grammar mastery who are taught through conventional teaching.
3. To find out whether low motivated students' grammar mastery who are taught through extensive reading are better than those of low motivated students' grammar mastery who are taught through conventional teaching.
4. To find out whether there is interaction between both models of teaching and motivation toward students' grammar mastery of news item text.

F. Significance of the Research

The significances of this research are:

1. For the teacher, extensive reading can be an effective teaching model which can be used in teaching English particularly in improving students' grammar mastery and their motivation.
2. For the student, extensive reading is as input to improve their grammar mastery of news item text and their motivation.
3. For the researcher, the result of this research is expected to be foundation to develop the research into larger scope. Beside that, this research is to fulfill one of the requirements of graduated program of state university of Padang.
4. For the future researcher, this research is expected to be implemented on other field not be limited on the grammar mastery.

G. Definition of the Key Term

1. Extensive reading is an activity in class time where students independently read many news item texts suitable with their level. They can choose and switch difficult text to other text. Extensive reading is applied in experiment class.
2. Conventional teaching is traditional teaching learning process where the teacher is the learning-centered. This model of teaching has no theoretical background. It depends on the teachers' experience. It is applied in control class.
3. Students' grammar mastery is the grammatical features of news item text that have been mastered by grade X of SMAN 1 Kerinci.

4. News item text is the text which purposes to inform readers, listeners, or viewers about events of the day which are considered newsworthy or important with characteristics of grammatical features are action verb, saying verb, and adverb. Beside that it also can not be separated with vocabulary that is referent and synonym.
5. Motivation is a powerful energy of internal and external drive which pushes someone to do things in order to achieve something.

BAB V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusions

Based on the research findings and data analysis, it can be concluded that:

1. Students' grammar mastery who are taught through extensive reading are better than those of conventional teaching.
2. High motivated students' grammar mastery who are taught through extensive reading are better than those of conventional teaching.
3. Low motivated students' grammar mastery who are taught through extensive reading are better than those of conventional teaching.
4. There is no interaction between extensive reading and conventional teaching and motivation toward students' grammar mastery of news item text. It means that extensive reading and conventional teaching can be used without considering students' pre-requisite motivation. The data shows that extensive reading is more effective than conventional teaching. It could be concluded that students' grammar mastery is not affected by motivation but extensive reading.

In conclusion, extensive reading is effective to improve students' grammar mastery of news item text. Therefore, it is better for the English teacher to apply extensive reading in teaching English generally, particularly in teaching grammar of news item text in order to make students understand the grammatical features of news item text well and also the text as whole.

B. Implications

The result of this research has proved that extensive reading is more effective than conventional teaching in teaching English particularly grammar. It make students more relax and interested in learning English and also provides motivation, lower stress and gives them opportunity for mastering grammar. There are some steps to run successful extensive reading activity for an institution:

1. Providing a good library which has many references.
2. Providing a large number of text or book for every genre.
3. Providing additional time to do extensive reading after class time.
4. Providing an award for the largest reader based on the data that showed by their record sheet.
5. Extensive reading is one of the programs.

In extensive reading class students explore many texts of news item. It makes them easy to understand the meaning of text through mastering its grammar. News item text has grammatical features involved: headlines, action verb, saying verb and adverb. In addition, in order to make students more understand that text they are also taught synonym and reference. The English teachers wherever they can use extensive reading as one of choices in teaching English in order to improve students' grammar mastery. It has much contribution.

C. Suggestions

Since extensive reading is more effective in teaching grammar of news item text than conventional teaching, the writer proposes some suggestions to

English teacher, students and those who have interest in the study of extensive reading in order to improve students' grammar mastery of news item text as follows:

1. In teaching grammar of news item text, it is better for English teacher, especially at the SMAN 1 Kerinci to apply extensive reading; in order to make students understand the grammatical rule of news item text and also the story as whole.
2. It can motivate students to read and learn English. It also suggested that the teacher should apply the extensive reading for every kind of text.
3. It is suggested that students should do the extensive reading in learning activity which involves reading activities in order to master grammar and vocabulary. Extensive reading was a good reading habit for students.
4. It is suggested for future study to investigate other kind of text with many more number of texts and also can develop this research on the larger scope. Reading many books or text is the key to obtain most of science and knowledge.

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