

**THE EFFECT OF COLLABORATIVE STRATEGIC READING AND  
LEARNING MOTIVATION ON READING COMPREHENSION OF  
EXPOSITION TEXT ACHIEVEMENT AT GRADE XI  
STUDENTS AT SMAN 6 PADANG**

**THESIS**



*By*

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**ENGLISH EDUCATION SECTION  
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## ABSTRAK

**Riri Anggraini. 2016. Pengaruh Strategi CSR dan Motivasi terhadap kemampuan pemahaman membaca dalam teks ekspositori pada siswa kelas XI SMAN 6 Padang. Tesis. Program Pascasarjana Universitas Negeri Padang.**

Dalam pembelajaran reading, strategi pembelajaran dan motivasi mempengaruhi kemampuan membaca siswa. *CSR strategy* dapat digunakan sebagai variasi dari strategi pengajaran membaca. Tujuan dari penelitian ini adalah untuk menemukan pengaruh dari *CSR strategy* dan motivasi siswa terhadap kemampuan membaca mereka didalam memahami teks.

Penelitian ini adalah penelitian eksperimen. Penelitian ini telah dilaksanakan di SMAN 6 Padang. Penelitian ini merupakan semi experimental dengan rancangan factorial 2x2. Populasi dari penelitian ini adalah siswa kelas XI IPA dengan jumlah populasi 155 orang. Pemilihan sampel dilakukan dengan cara *cluster sampling*; jumlah sampel adalah 60 siswa. Kelas XI IPA 4 sebagai kelas eksperimental dan kelas XI IPA 3 sebagai kelas kontrol.

Hasil penelitian ini menunjukkan bahwa (1) siswa yang diajarkan dengan pengajaran *CSR Strategy* memberikan hasil yang lebih baik dibandingkan siswa yang diajarkan dengan strategi konvensional, (2) *CSR Strategy* memberikan hasil yang lebih tinggi terhadap pemahaman membaca siswa dibandingkan dengan yang diajarkan dengan strategi konvensional, (3) siswa dengan motivasi yang rendah yang diajarkan dengan *CSR Strategy* mempunyai pemahaman membaca yang lebih baik dibandingkan dengan yang diajarkan dengan strategi konvensional, (4) tidak terdapat interaksi antara kedua strategi dan motivasi siswa terhadap pemahaman membaca siswa. Berdasarkan temuan di atas dapat di simpulkan bahwa teknik CSR yang diterapkan pada siswa yang memiliki motivasi tinggi ataupun rendah memberikan hasil yang lebih baik terhadap pemahaman membaca siswa pada teks ekposisi kelas XI SMAN 6 Padang.

## **ABSTRACT**

**Riri Anggraini, 2016. The Effect of Collaborative Strategic Reading and Learning Motivation on Reading Comprehension of Exposition Text Achievement at Grade XI Students at SMAN 6 Padang. Graduate Program of State University of Padang.**

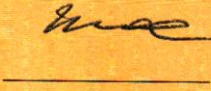

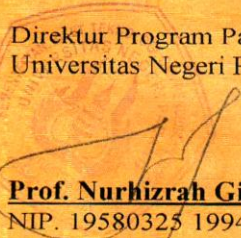
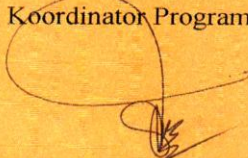
In teaching reading comprehension, strategy in learning and motivation influences reading comprehension. CSR strategy can be used as a variation of teaching strategy in teaching reading comprehension. The purpose of this research is to find out the effect of collaborative strategic reading and learning motivation on reading comprehension of exposition text achievement.

This research was an experimental research. It was conducted at Eleventh Grade of SMAN 6 Padang. The design of this research was quasi experimental with factorial design 2x2. Population of this research was eleventh grade students with the total population was 155. The sample was taken by cluster sampling; the total number of sample was 60. XI IPA 4 was experimental class and XI IPA 3 was control class.

The result of this research (1) student who were taught by CSR strategy had better result than the students' who are taught by conventional strategy. (2) CSR has higher results on students' reading comprehension achievement of exposition text for students with high motivation than who are taught by conventional strategy, (3) students with lower motivation who are taught by CSR strategy have better reading comprehension than who are taught by conventional strategy, (4) there is no interaction between strategy and students' motivation toward reading comprehension. In short, CSR strategy implemented toward students' having high or low motivation has higher result toward students' reading comprehension at class XI SMAN 6 Padang.

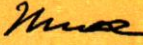


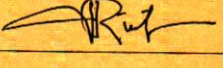

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Saya yang menyatakan,

  
  
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## TABLE OF CONTENTS

	Page
<b>ABSTRAK .....</b>	<b>i</b>
<b>ABSTRACT .....</b>	<b>ii</b>
<b>PERSETUJUAN AKHIR TESIS.....</b>	<b>iii</b>
<b>PERSETUJUAN KOMISI UJIAN TESIS.....</b>	<b>iv</b>
<b>SURAT PERNYATAAN .....</b>	<b>v</b>
<b>ACKNOWLEDGMENT .....</b>	<b>vi</b>
<b>TABLE OF CONTENTS.....</b>	<b>vii</b>
<b>LIST OF APPENDICES .....</b>	<b>ix</b>
<b>LIST OF TABLES .....</b>	<b>x</b>
<b>LIST OF CHART.....</b>	<b>xii</b>
 <b>CHAPTER I INTRODUCTION</b>	
A. Background of the Problem .....	1
B. Identification of the Problem .....	5
C. Limitation of the Problem .....	5
D. Formulation of the Problem .....	5
E. Purpose of the Research .....	6
F. Significance of the Research .....	7
G. Definition of the Key Terms .....	7
 <b>CHAPTER II REVIEW OF THE RELATED LITERATURE</b>	
A. Overview of Reading Comprehension .....	9
B. Motivation in Teaching and Learning Process.....	18
C. The Teaching Strategy .....	25
1. The Concept of CSR Strategy .....	25
2. Conventional Teaching of Reading Comprehension .....	33
3. Comparison between CSR and Conventional strategy.....	35
D. Theoretical Framework of CSR Strategy .....	37



E. Review of Related Findings .....	38
F. Conceptual Framework .....	39
G. Hypothesis .....	40
 <b>CHAPTER III RESEARCH METHOD</b>	
A. Research Design .....	42
B. Operational Definition .....	44
C. Population and Sample .....	44
D. Instrumentation .....	45
E. Technique of Data Collection .....	55
F. Technique of Data Analysis .....	55
G. Procedure Of The Research .....	65
 <b>CHAPTER IV RESEARCH FINDINGS</b>	
A. Research Finding .....	68
1. Data Description .....	68
a. Reading Comprehension .....	68
b. Motivation .....	71
B. Data Analysis .....	73
C. Discussion .....	94
D. Limitation of the Research .....	99
 <b>CHAPTER V CONCLUSIONS, IMPLICATION, AND SUGGESTIONS</b>	
A. Conclusions .....	100
B. Implication .....	101
C. Suggestions .....	102
 <b>BIBLIOGRAPHY</b> .....	104
<b>APPENDICES</b> .....	109

## LIST OF APPENDICES

Appendix 1 Research Schedule .....	109
Appendix 2 Data of Students Reading Score .....	110
Appendix 3 Normality Testing .....	115
Appendix 4 Homogeneity Testing .....	119
Appendix 5 Sample Class .....	120
Appendix 6 Lesson Plans .....	121
Appendix 7 Reading Comprehension Test For Try Out .....	145
Appendix 8 Questionnaire .....	157
Appendix 9 Validity Score of Reading Comprehension Test .....	161
Appendix 10 Reliability of Reading Comprehension Test .....	165
Appendix 11 Validity of Students' Motivation Questionnaire .....	168
Appendix 12 Reliability of Students' Motivation Questionnaire .....	173
Appendix 13 Reading Comprehension Test .....	177
Appendix 14 Questionnaire .....	188
Appendix 15 Students' Score of Experimental Class .....	192
Appendix 16 Students' Score of Control Class .....	194
Appendix 17 Test of Normality for Experimental Class and Control Class in Reading Comprehension .....	196
Appendix 18 Normality Motivation .....	202
Appendix 19 Hypothesis .....	209
Appendix 20 Letter of Research and Documentation .....	214

## LIST OF TABLES

Table 2.1 Indicators for Hortatory Exposition Text.....	18
Table 2.2 comparison between CSR and conventional strategy .....	35
Table 3.1 Post Test Only Control Group Design .....	43
Tabel 3.2 Indicators of Reading Comprehension of Exposition Text.....	46
Table 3.3 Validity Testing of the Test .....	48
Table 3.4 Indicators of Learning Motivation Questionnaire.....	52
Table 3.5 Validity Testing of the Questionnaire .....	54
Table 3.6 The Result of Normality Testing .....	54
Table 3.7 Analysis of Two Ways Classification with n is Different .....	64
Table 3.8 Table of Procedures in Teaching Reading of Exposition Text in Control and Experiment Class .....	68
Table 4.1 The summary of students reading test in experimental and control Class .....	69
Table 4.2 The summary of students' high and low reading comprehension in experiment and control clas.....	70
Table 4.3 The Summary of Students' Motivation in Experimental and Control Class.....	71
Tabel 4.4 The Summary Of Students High And Low Reading Motivation Questionnaire in Experiment And Control Class.....	72
Table 4.5 Normality Testing Of Students Reading Ability In Experimental And control Class.....	73
Table 4.6 Normality Testing Of Students Reading Ability With High And Low Reading Comprehension in Experiment and Control Clasess.....	75
Table 4.7 Normality Testing Of Students Reading Ability With High And Low Motivation in Experiment and Control Clasess.....	80
Table 4.8 The Homogeneity Testing Of Population .....	85
Table 4.9 The Homogeneity Testing Of Students Reading Ability	

In Experiment And Control Class .....	85
Table 4.10 The Homogeneity Testing Of Students Reading Ability With High reading Comprehension In Experiment And Control Class .....	86
Table 4.11 The Homogeneity Testing Of Students Reading Ability With Low reading comprehension In Experiment And Control Class .....	86
Table 4.12 The Homogeneity Testing Of Students Reading Ability With high motivation In Experiment And Control Class .....	87
Table 4.13 The Homogeneity Testing Of Students Reading Ability With Low motivation In Experiment And Control Class .....	87
Table 4.14 The Summary of t-test Students' Reading Comprehension of Experimental and Control Class .....	89
Table. 4.15. Summary of t-test Students' Reading Comprehension Score Of Experimental Class who have High Motivation .....	89
Table. 4.16. Summary of t-test Students' Reading Comprehension Score of Experimental Class who have Low Motivation .....	90
Table 4.17 Tests of Between-Subjects Effects.....	91
Table 4.18 The interaction between strategies and motivation toward reading Comprehension .....	92

## LIST OF CHART

Chart1. Chart of students reading ability normality testing of experimental Class .....	74
Chart 2. Chart of students reading ability normality testing of control class.....	75
Chart 3. Chart of students reading ability with high reading comprehension normality testing of experimental class .....	76
Chart 4. Chart of students reading ability with low reading comprehension normality testing of experiment class .....	77
Chart 5. Chart of students reading ability with high motivation normality testing of experiment class.....	78
Chart 6. Chart of students reading ability with low motivation normality testing of experiment class.....	79
Chart 7. Chart of students reading ability with high reading comprehension normality testing of control class.....	81
Chart 8. Chart of students reading ability with low reading comprehension normality testing of control class.....	82
Chart 9. Chart of students reading ability with high motivation normality testing of control class .....	83
Chart 10. Chart of students reading ability with low motivation normality testing of control class .....	84
Chart 11. Interaction between strategies and motivation .....	93



## **CHAPTER I INTRODUCTION**

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

Students in Indonesia learn English as a foreign language. The students do not use English in daily communication. They need English to continue their study at university or aboard or if they want to work in the international business. According to Richards and Renaldya (2004:273) many foreign language students have reading as one of their most important goals. They want to be able to read for information and pleasure, for their career and for study purposes. It shows that reading is important skill to mastery for English foreign language students like Indonesia students.

Reading is a compulsory subject should be taken by students to learn language. In reading activity, the comprehension of reading passage becomes the purpose. Therefore, students should have the basic skills of reading comprehension, find topic sentences, practices on scanning and skimming, practice to get the paraphrase, make conclusion, practice to analyze the book report.

In teaching and learning activities, students often got some problems. The students often difficult to find topic of the text, main idea, supporting details, meaning of the phrase and sentences. Besides that they also difficult to explore their related experience, background knowledge, and structure knowledge. These problems affect the students to build the bridge from what

their already know to the unknowing the text. The problems were assumed reflect in the low score of students reading comprehension text.

At SMAN 6 Padang, the teacher usually guided the students in reading just on word recognition and infrequently guided students to get the comprehension of the text well. It made the students feel difficult to identify meaning and information of the text well. Usually after read the text, the teacher guided students to identify the unknown words and their meaning of the text. But, they did not identify the collective meaning of the words. These activities made students felt that reading is the heaviest task and bore activity.

Moreover, when the students had problems in learning, they will get difficult to reach the learning purpose and the point based on the criterion of minimum point or KKM (kriteria ketuntasan minimal). Based on the preliminary reseach at Grade XI students of SMAN 6 Padang on March 12<sup>th</sup> 2015, the researcher found that English achievement was low. It was proved the students score of a test randomly administered to two of nine classes, XIA3 and XIA4 class. The data show that about 25% students (9 out of 30) were able to answer comprehension question of exposition text with score ranging from 60 to 70, while others got fewer than 60. It showed that the students got difficult to reach high score for reading comprehension of exposition text.

In daily activity of teaching and learning reading, the english teacher at SMAN 6 Padang used the conventional strategy. The strategy involved teacher's explanation about the material, teacher modeling, students reading,

discussing related to the text meaning and structure and answering questions based on the text. The conventional strategy can give the positive effect on student reading comprehension achievement as follow: first, the conventional strategy derives students to acquire new knowledge. The knowledge aids comprehension, vocabulary acquisition, and concept formation (O'malley and Pierce, 1996: 95). Second, the conventional strategy makes students read and think the meaning of the text aloud. reading and thingking aloud present very high cognitive load for learner (Richard and Renandya, 2004: 290). Third evaluate progress on conventional strategy help the students see the progress they are making in class (Nunan, 2003: 81).

Beside that the conventional strategy cannot be able to increase students' interest on learning reading. That why did not all students involve on learning process and only dominant students can follow the process well. Moreover, the conventional strategy cannot be able to engage most of students to active on learning in the classroom activity. Therefore, the result of the reading achievement of the second grade still un-satisfied.

Actually, there are various ways to be used on teaching reading to students and this research was applied collaborative strategic reading strategy on teaching reading and to find out the effect of collaborative strategic reading strategy toward student reading comprehension. Collaborative Strategic Reading (CSR) can help the students to use comprehension strategies while working cooperatively. However, before anything else, we would like the students in our classroom to become excited in and enjoy learning, including

learning new language. Klingner and Vaughn (1999) mention that Collaborative Strategic Reading (CSR) is a set of four strategies struggling readers can use to decode and comprehend as they read content area text. At SMAN 6 Padang, English teacher had not yet used this strategy on teaching reading. Because of that the research applied the strategy at the school.

Moreover the other problem could be seen from the students' motivation. The researcher observed that only about 40% did their task directly. The other 60 % did other activities such as some of them talked to each other, others drew some pictures on their note book or on the text given and other asked for permission to go outside or tended to come late. In addition, they were only some students who get involved in discussion. Some of them looked afraid of making mistakes and felt in doubt in commenting others groups' answer. Besides, there were not many of them did reading task instructed by the teacher. Moreover, it was quite difficult to manage them. Some of the problems happened because the teacher did not give the student motivation in teaching reading and students feel bored. So they did not focus with the subject.

Based on the explanation above, the research was conducted about the effect of collaborative strategic reading strategy and learning motivation on student reading comprehension of exposition text and compared the collaborative strategic reading strategy with the onventional strategy at the second grade of SMAN 6 Padang. Because of these, the title of this research was, "the effect of Collaborative strategic reading and learning motivation on

reading comprehension of exposition text achievement at Grade XI at SMAN 6 Padang”.

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

Based on the background of the problem of the research, there were some phenomena that become problems as follow: first the students got problem to figure out ideas in the text, the second, students reading comprehension was low, the third teacher tended to use conventional strategy in learning reading, the fourth, the students’ motivation in reading comprehension class. Therefore, the research applied the collaborative strategic reading strategy to see whether the collaborative strategic reading strategy can be effective to increase students’ achievement on reading comprehension.

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

Based on the identification above, the research was limited to find the effect of using collaborative strategic reading strategy and student learning motivation on study reading comprehension of exposition text at second grade students of SMAN 6 Padang. Moreover this research had been through the experimental research on how the effect of Collaborative strategic reading and learning motivation on reading comprehension of exposition text achievement at Grade XI at SMAN 6 Padang.

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

Based on the limitation of the problem above, the researcher formulates research questions as follows:



1. Do the students who are taught by CSR get better result in reading comprehension of exposition text than those who are taught by conventional strategy at grade XI of SMAN 6 Padang?
2. Do the students with high motivation taught by CSR have better result in reading comprehension of exposition text achievement than those who are taught by conventional strategy at grade XI of SMAN 6 Padang?
3. Do the students with low motivation taught by CSR have better result in reading comprehension of exposition text achievement than those who are taught by using conventional strategy at grade XI of SMAN 6 Padang?
4. Is there interaction between both models of teaching (CSR strategy and conventional strategy) and students' motivation toward students' reading comprehension achievement of exposition text at grade XI of SMAN 6 Padang?

#### **E. Purposes of the Research**

The purposes of the research are as follows:

1. To find out whether the student who are taught by using CSR have better result in reading comprehension of exposition text than who are taught by using conventional strategy at grade XI of SMAN 6 Padang.
2. To find out whether the students with high motivation who are taught by CSR have better result in reading comprehension achievement of exposition text than who are taught by conventional strategy at grade XI of SMAN 6 Padang.

3. To find out whether the students with low motivation who are taught by CSR have better result in reading comprehension of exposition text than who are taught by using conventional strategy at grade XI of SMAN 6 Padang.
4. To find out whether there is any interaction between learning strategy (CSR strategy and conventional strategy) and motivation toward students' reading comprehension achievement of exposition text at grade XI of SMAN 6 Padang.

#### **F. Significance of the Research**

The result of this research is expected to give theoretical and practical valuable significance. Theoritically, it is expected that the result of this research can enrich the theories of language teaching strategy in teaching reading. Then, practically, it is expected that this research can be a guideline or information for English teacher about the effect of collaborative strategic reading strategy and students learning motivation on reading comprehension of exposition text. Besides, it is expected for students that they have good reading comprehension and for the next researcher, it is useful as a reference in doing the relevant research.

#### **G. Definition of Key Term**

In this research, the researcher had used many terms. To avoid misunderstanding about them, they were defined as follows:

1. Effect is the result of giving treatment (collaborative strategic reading) toward students' hortatory exposition text at grade XI of SMAN 6 Padang.
2. CSR is a kind of reading strategy that involves the students to work in groups in doing the reading task. In this study, collaborative strategic reading given at grade XI of SMAN 6 Padang.
3. Reading comprehension is the students' activity done to understand, comprehend and construct the meaning from hortatory exposition text through the language and the situation which the text is read by the students at grade XI of SMAN 6 Padang.
4. Hortatory exposition text is a kind of argumentative text which comprises into three generic structures; thesis, arguments, and recommendation. It convince and recommended the students at grade XI of SMAN 6 Padang about something.
5. Conventional strategy is a strategy of teaching learning process based on the teacher controller in the classroom at grade XI of SMAN 6 Padang.
6. Motivation is an internal force that actuates a behavioral pattern, thought process, action, or reaction of the students at grade XI of SMAN 6 Padang.

## **CHAPTER V**

### **CONCLUSIONS, IMPLICATION, AND SUGGESTIONS**

#### **A. Conclusions**

Based on the research findings above that were done for second grade students of SMAN 6 Padang, it could be concluded that:

1. The students' who are taught by CSR strategy get better result in reading comprehension than conventional teaching strategy. Based on the findings and data analysis, CSR can give beneficial effect to create students' learning experience. CSR encompasses every group member's effort and participation at every step of reading process, from planning through composing to revising. The students can learn more about reading by cooperative learning group activity they provide support for one another through difficult points in the reading learning. Although, conventional strategy is teacher centered, which teaching and learning process is handled by the teacher. The teacher explains the material and asks the students to do the task individually. So the students cannot share with their friends if they have difficulties in reading.
2. Students with higher motivation taught by CSR strategy had better reading comprehension than those with higher motivation taught by conventional strategy. The concept of motivation is linked closely to other constructs in education and psychology such as constructs of attention, needs, goals and interests who are all contribute to stimulating students' interest in learning and their intention to engage in particular activities and achieve various

goals". It means that the students with high motivation do better work in attention, needs and goals in learning reading comprehension to achieve various goals. Students with higher motivation had more attention to the teacher than students with lower motivation. They tended to be active in class as a result they have high motivation. Higher motivation made the students interested in sharing their ideas with their confidence.

3. Students' reading comprehension that had low motivation that were taught by CSR strategy was higher than students' reading comprehension that had low motivation that taught by conventional strategy. The students with low motivation had not much pay attention on the teacher and all the activities in the class. They tend to be passive in class than high learning motivation. High motivation make the students can share their ideas and background knowledgewith their friend.
4. There was no interaction between both strategies used and students' motivation toward students' reading comprehension. it shows that no matter what teaching strategy is, students having low motivation got lower score than those having high motivation. It also indicates no matter what the level of students' motivation, the students taught by CSR strategy got higher score than those taught by conventional strategy.

## **B. Implication**

Based on the result of the research, this research has some implication for the teacher in teaching English especially teaching reading. In CSR activity, the center of learning was the students and the teacher just a facilitator. It was



proved that students' center is more effective than the teacher center. By applying this strategy, the teacher can be more creative in updating the learning in order to produce a better result in English learning achievement especially reading skill. Beside that, this strategy can make the teaching and learning process more fun and enjoyable. Furthermore, it can be motivation for English teachers to use this strategy in teaching and learning process to create fun and enjoyable learning.

### **C. Suggestions**

Based on the findings and conclusions above, the researcher would like to propose suggestions as follows:

1. This research finding indicates that CSR was one of the effective way to help the students in reading comprehension at the second grade of SMAN 6 Padang. Therefore, it is suggested that English teachers at SMAN 6 Padang apply CSR strategy as a variation of teaching reading comprehension strategy.
2. In teaching reading, English teacher need to find the appropriate strategy for the students, by consider that the students become the center of learning.
3. The moderator variable in this research is learning motivation. It is suggested to the other researcher to conduct a research on other moderator variable like reading habits, participation and so on.

4. It is suggested for further researcher to develop this research on larger population and sample in order to get the knowledge and the empiric data. Beside that, it also suggested to conduct the same research for skill and other

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