THE EFFECTIVENESS OF MEMORIES AND DRAW TOWARDS STUDENTS' MOTIVATION IN READING COMPREHENSION

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Abstract

This research was aimed to find out "The Effectiveness of Memories and Draw Towards Students' Motivation in Reading Comprehension". The research was experimental research in form of quasi-experimental and the design that was used was the non-equivalent control group design. The population of this research was the second grade students of SMP Al-Ashriyah Sesela which consisted of two classes. The samples were VIII A as experimental class, and VIII B as control class where experimental class was treated by using Memories and Draw, and control class was treated by using matching picture. The data was analyzed using descriptive statistic (mean score, median, mode, and standard deviation). The researcher found that the motivation of the second grade students in reading comprehension effective by using Memories and Draw technique by the increase of mean score of experimental class that is 50.2 in the pre-test and 73.6 in the posttest. The result of the research was significant because the t-test also showed that Memories and Draw method effective to improve students' motivation in reading comprehension especially in reading descriptive text, because the value of t-test = 2.705 > t-table = 1, 697. It means that memories and draw towards students' Motivation in reading comprehension at second grade of SMP Al-AsriyahSesela was accepted. Therefore, using Memories and Draw has effective on the students' motivation in reading comprehension, so it is recommended to the teachers to use Memories and Draw to improve their students' motivation in reading comprehension.

Keywords: *Memories and Draw, Motivation, Reading Comprehension*

INTRODUCTION

Learning English is important for the students because it is an international language. By considering the important of English, Indonesian government put English as compulsory subject matter. There are four core skills in English, namely; listening, speaking, writing, and reading. Those skills should be mastered by the students especially, in mastering reading skill.

According to Johnson (2008: 3) "Reading is the practice of using text to create meaning. The two key words here are creating and meaning. If there is no meaning being created, there is no reading taking place". In order to get the intended meaning from the text, a reader has to comprehend what they have read during the process, a reader combines their language skills and background knowledge of the word to understand the meaning. This process involved feelings as well as knowledge and experience. Students need to understand how texts work and what they did when they read, and they must be able to monitor their own comprehension.

Therefore, Spangler (2000: 15) in order to become mature and effective reader that can understand and grasp the

reading content, students must have the skill and the will. The will to read, or later will be mentioned as motivation, will influence students interest in reading, whether they will engage and engross in their reading. Motivation, as a subjective factor, always affects students" learning behavior. Spolsky, an American linguist mentioned motivation as the combination of effort plus desire to achieve the goal of learning, plus favorable attitudes towards learning the language, could make a successful achievement in language learning. Lacking in desire or favorable attitudes, namely lacking in motivation, is one of the most important factors that progress in reading class.

The problems about students' motivation to read are also faced by the second grade of the students of SMP Al-Ahsriyah Sesela. The researcher found out that some of the students were not "in love" in books so that they felt difficult to read. They have difficulties to understand what the English text about moreover to understand the content of reading material such as find out the topic, main idea, and answer the question that related with the text. The student also less participation in learning process because most of them have low motivation in learning especially in English subject. Those are caused when the teaching-learning process the teacher just conveyed the English material and the end of the lesson the teacher gives the assignment to the students. It making students to be passive, bored and not enjoys the lesson moreover to interest and motivated them in learning English. The teacher still does not realize that using methods and technique in teaching English is very important thing to be paid attention.

The availability methods in teaching reading comprehension will create the learning atmosphere as enjoyable as possible in order the process of transferring English knowledge and skill will be easier and more interesting in the classroom. Such as: technique, media, approaches, and games, here the researcher decided to take Memories and Draw because this game is cooperative learning game as an effective instructional game, it also a successful way to enhance social and academic development among students.

Cooperative learning is part of a group of teaching/learning techniques where students interact with each other to acquire and practice the elements of a subject matter and to meet common learning goals. The Memories and Draw Game to gives the students chance to share their ideas, arguments, and information to other groups.

Thus, it is assumed that the application of learning Memories and Draw able to make the learning environment becomes more active, participatory, conducive and fun. This is because the students are also given opportunity to discuss actively in discussing the material, in this case mainly discussed about texts, digging each other and then share the information about what they get. So that, learners will gain an understanding about reading comprehension but focused on descriptive text.

Memories and Draw is type of cooperative selected in this study because through the learning model able to increase the activity of students and make learning more fun. Students are taught skills especially to be able to work well within a group such as being an active listener,

provide an explanation to the good friends, discuss, and so on. Cooperative learning arranged in an effort to increase student participation, facilitating students to experience leadership attitudes and make decisions in groups, as well as provides the opportunity for students to interact and learn together students of different backgrounds.

As any other study, the problem study was absolutely necessary to be answered. The problem dealing with this study: To what extent is using Memories and Draw effective toward students' motivation in reading comprehension?

The significance of study are theoretically and practically. (1) Practically significant. (a) For the students: This study will be able to help students easier to comprehend descriptive text and able to answer the question of descriptive text that related with the text. (b) For the teacher: Practical significant as input to the English teachers in order to apply the Memories and Drew especially to overcome the students' problems in teaching reading descriptive text. (2) Theoretically: (a) For the students: the result of this study is expected to give the students the theoretical information of the effectiveness of Memories and Draw in learning reading descriptive. (b) For the teacher: the result of this study as input and information for the teacher how to use Memories and Draw in teaching and learning process to make students more interest in learning reading descriptive text.

Review of Literature
Reading

According to Jhonson (2008: 3), reading is the practice of using text to create, meaning. The two key words here are creating and meaning. Reading is

certainly an important activity for expanding knowledge of a language. Thus Reading and writing reinforce each other and consolidate the aural-oral learning. The teaching speaking, provides for greater variety of classroom activity for both teacher and students than a purely aural-oral programmed. Reading habits not only help the student to get knowledge and wisdom from the cultural of heritage but are also very helpful in passing for leisure period. Leisure hours are not only, during the active period of life but also, more significantly, during the period when man has retired from active life.

Reading is a source of joys. Good reading is that which keeps students regular in reading which provides him both pleasure and profit. According to Gee (1999) in Richardson et al. (2009: 431) encourages teachers to remember that reading is the best way to become a good reader.

Based on the statement above, reading is active process that requires a great deal of practice and skill. It can be concluded that reading is an active process of guessing, and a complex interaction between the text and the reader, which is shaped by the reader's prior knowledge, experience, attitude, and language community.

Based on the explanation above, Reading is an act of reading something or a particular way in which the students understand a book. After the students reading a book, the students can know the main idea of the text.

Indicators of Reading : (a) Finding General Idea, The general idea is the general subject of a written passage. General idea in a piece of writing is the point the author is making about a topic. In

this case, the reader must provide the general idea by considering all of the support the examples, details, facts, and discussion about the topic provided by the writer. The general idea will be a general statement which incorporates the information presented by all of the sentences in the paragraph. (b) Finding Main Idea. Main ideas help readers remember the important information. The main idea of paragraph tells the topic of the paragraph. The topic tells what all or most of the sentences are about. (c) Finding Detail InformationThere are some techniques to find detail information. The technique that chooses will depend on the purpose for reading. Many people consider skimming and scanning search techniques rather than reading strategies. However, when reading large volumes of information, they may be more practical than reading. For example, they might be searching for specific information, looking for clues, or reviewing information. (d) Finding Explicit Information. During the act of reading found the explicit information on the text. Explicit information its' mean the information that expresses on the text. It can be found directly when the reader read the text. (e) Finding Implicit Information. In the process of reading is not only to obtain explicit information but also implicit information. The implicit information is not expressed in a passage. To find the implicit information hoe the reader should be able to read all of information and analyze the information implied by the information obtained. (f) Identifying Word References

Textual reference allows the reader to establish the relationships which exist between two linguistic expressions in a sentence or text, certain expression does not have meaning out of the immediate context, they refer to some other words or phrases in text. Writer's uses reference to avoid repetition. (g) Finding Specific Information

The technique scanning or looking for specific information is very useful when you know exactly what you are looking for in a text. Since you have very specific goals in mind, when read, only read the relevant parts and ignore the irrelevant part. (h) Making Inference. Inference is just a big word that means conclusion or judgment. There are some forms of making inferences, for example, infer the meaning of an unknown word from context and propositional informational inferences, answering questions beginning with who, when and what.

Motivation

According to Harmer (2001: 98) "Motivation is some kind of internal drive which pushes someone to do things in order to achieve something." According to Williams and Burden (1997: 120) in Harmer (2001: 51) suggest that motivation is a state of cognitive arousal which provokes a decision to act, as a result of which there is sustained intellectual or physical effort so that the person can achieve some previously set goal. They go on to point out that the strength of that motivation will depend on how much value that the individual places on the outcome he or she wishes to achieve. Motivational deficits can prevent people from seizing opportunities that would enable them to lead fulfilling lives. The deficits can interfere with people's work productivity and their satisfaction with life. They can cause people to seek alternative but self-

defeating was to obtain satisfaction, such as through alcohol or other drug abuse.

Motivation has been defined as the process of initiating, directing, and sustaining behavior. Motivation is viewed as a drive toward competence that is sustained and augmented by the feelings of efficacy that accompany competent interaction with the environment (Connell & Ryan, 1984) in Richardson et al. (2009: 401).

Motivation is a complex psychological construct influenced by environmental and conscious or subconscious personal factors, acting individually or in combination. These factors include challenge, competition, compliance, curiosity, grades, importance, interest, recognition by others, self-efficacy, social reasons, and work avoidance (Baker & Wigfield, 1999; Watkins & Coffey, 2004) in Wood & Blanton (2009: 56).

According to Discroll (1994 in Saputra 2016: 18), there are indicators of motivation. (a) Attention. Gaining and maintain attention follows many of the same principles as discussed in providing a stimulating learning environment and coursing curiosity. Often is easy to gain attention at beginning of a lesson. Sustaining the attention is a challenge. Provide variety in presentation through media, demonstration, and small group discussion or whole class debates. Likewise, printed can be varied though different type sizes of fronts or the inclusion of diagrams of picture. (b) Relevance. Helping students fine relevance while learning can be daunting task for some subjects. Linking what is being taught to something that is familiar and relevant to the student helps in the motivation of that student. Motivation amounts the persuasion for knowledge based subject that provide the basis for learning future concepts. Often assurances are given that the student will eventually see the relevance of what they are learning. (c) Confidence. Confidence and self-efficacy are closely aligned. Three strategies for developing confidence are outlined by Discroll (1994 in Saputra 2016: 19). (1) Create a positive expectation for success by making it clear just what is expected of students. Break complex goal into smaller chunks. It is easier to eat an elephant you do it in small chunks. (2) Provide success opportunities for students. Learners gain confidence if they are given enough assistance to perform a task they are not quite capable of doing on their own. (3) Provides learners with a reasonable degree of control over their own learning. Help them to recognize that learning is direct consequence of their own effort. (d) SatisfactionSatisfaction can be enhanced in a learner by celebrating success. We fall to realize the impact of this on learners. Publicly celebrating a success provides reinforcement for the learners receiving the acknowledgment. Praise is often overlooked as a strong motivator for learners. In a classroom setting is the important to fine something to celebrate with all students.

Memories and Draw

Memories and draw is a kind of games that make students more active in reading and they can collaborate with his friend to solve the problem. According to Wright (2006:91) "Memorise and Draw is Skimming and Description of an image, scanning it for detail, then memorizing it in order to draw the most accurate replica possible".Procedure: (a) Divide the class

into groups of about four learners. (b) Invite the learners to leave their desks and read the description posted on the wall, skimming at first, for the general idea, then scanning for detail and memorizing the essential points of the description. (c) Ask the learners to return to their desks and draw a picture of what has been described. (d) Let them return to re-read the description as often as they need. (e) Display all the pictures and discuss which relate well to the text and which less well. (f) Finally, show picture or map upon which the description was based. Ask the learners whose picture or map is the most accurate replica.

RESEARCH METHOD
Research Design

According to Kothari (2004: 3), there are two basic approaches to research, *quantitative approach,* and the *qualitative approach*. The research design used in this study was quantitative approach. Quantitative approach is based on the measurement of quantity or amount. It is applicable to phenomena that can be expressed in terms of quantity.

In this study, the researcher used experimental research. In Kothari (2004: 5) "Experimental research is characterized by much greater control over the research environment and in this case some variables are manipulated to observe their effect on the variables". This study was an experimental with Quasi-Experimental (Non-equivalent Control Design) in order to examine the effectiveness of Memories and draw towards students' motivation in reading comprehension. The researcher divided two groups of sample and treated differently. The first group as an experimental group was treated by using memories and draw meanwhile the second

group as a control group was treated by using Matching picture (the previously teacher method). Based on two groups, the researcher used pre-test and post-test, where the researcher gave pre-test to the students to find out the ability of the student before the treatment, and then the researcher gave the treatment to the students.

Population, Sample, and Sampling Technique

According to Arikunto (1993: 130) said that population is the whole subject of the research. Another idea was mentioned by Sudjana (1984:5) he said that population is totally of all possible values, the result of calculation for certain characteristic regarding a set of complex and clear objects to be studied.So, the population is total number of subjects that should be observed in this research.

In this research, the population consisted of the second grade students of SMP Al-AsriyahSesela in academic year 2018/2019. The second grade was divided into two classes. Then, the total numbers of the second grade students were 35 participants.

According to Arikunto (1993: 31) sample is small proportion of a population selected for observation and analysis. From the statement above the writer can conclude that the sample the large numbers that is population and the group that is investigate is sample. In this research, the samples were taken by using cluster random sampling.

In doing the research, researcher got two classes as the sample, class VIII-A consist of 20 students as a experimental class and VIII-B consist of 15 students as a control calls.

To determine the sample of this study, the researcher used sampling technique. According to Sugiyono (2011: 81) Sampling Technique is technique to choose the sample. Based on the explanation previously, the researcher used purposive sampling. In Sugiyono (2011: 84) Purposive sampling is sampling technique with the consideration something. The researcher took VIIIA and VIIIB as a sample where VIIIA became an experimental group that consisted of 20 students and VIIIB became a control group that consisted of 15 students.

Research Instrument

In this study the instrument that the researcher will use are : (1) Reading Test. In this research, the researcher used a kind of instrument to collect the data with reading test. Reading test used to know the effectiveness of memories and draw towards students' motivation in reading comprehension, The researcher gave the objective test multiple choices that consisted of 20 items. (2) Questionnaire. The instrument for motivation is questionnaire. Questionnaire is important to know student's motivation in learning reading. The questionnaire consists of 20 statements with five alternatives of answer; (a) strongly agrees, (b) agrees, (c) undecided, (d) disagrees (e) strongly disagrees.

Techniques of Data Collection

According Sugiyono (2011: 137) "Techniques of data collection is one of category concerning the ways in which data is collected, can be done in a several of settings, in various sources and in various ways". Technique of data collection is one of category to find out data with statistic, this study; data means all of information that is directly gathered from the subject. The technique of data collection that the researcher was used; (1) Pre-test was the first step to collect the data. At the first meeting, the researcher gave the same pre-test to both of group (experimental group and control group) as the sample of study. Pre-test was given before having treatment. The aimed of giving pre-test was to know the ability of the students in reading before given treatment. (2) Post-test was the second step to collected data in this study. This step was conducted after given the treatment. This test was given to find out the result of the students' reading comprehension after treated by using different method. Before the researcher gave the students post-test, the researcher gave treatment to the experimental class used memories and draw with the activities worked in small group. After the students are given the treatment, the researcher gave Post- Test to the experimental class and control class. The test was similar to the Pre-Test, but different redaction. (3) Questionnaire**.** In this study, questionnaire was given to the students after the Post-Test to know the responses of students' self-esteem after they were touch by using team games tournament in reading comprehension. The researcher was used questionnaire in the form of Likert scale to measure students' motivation.

Techniques of Data Analysis

In this research, the technique of data analysis divided into descriptive statistic, questionnaire, and inferential statistics to calculate all of data. In descriptive statistics consisted mean, mode, median, and standard deviation. Meanwhile, inferential statistics is the one used to analyze the data with the purpose of

conclusion or generalization the result of analysis for the population. This step was to know result of hypothesis if accepted or rejected. In this study, the researcher used t-test to compute the data which is the interval and derived from two samples. If the result of or t-test > t-table, the alternative hypothesis is accepted but if the result of t-test < t-table then the null hypothesis is rejected.

FINDING AND DISCUSSION
Research Finding

The data obtained from result of post-test both groups (experimental and control). The post-test accomplished to the both groups after the instruction of the material finished. By having the post-test to the students at the end of instrument and get further explanation, the researcher known how the comparison between experimental and control.

After obtaining the score from both groups, the researcher tried to find out the descriptive statistics for reading test of the pre-test and post-test. After getting the score of the both groups, the researcher computed result of data of experimental group and control group. The maximal score in reading test for experimental group before the researcher gave the treatment of memories and draw were 60 and the students got the score after the researcher applying the treatment the maximum score of the students was 80 point. The mean score of pretest (before treatment) for experimental group were 50,2 and after the treatment, the mean score became 73,6. While for control group the maximum of score reading for pre-test were 50 and post-test were 70. The mean score of pretest (before treatment) for control group was 43,4 and after treatment, the mean score was 62,8.

After the researcher showed reading scores the researcher continued to find out score of questionnaire. It is showed the maximal score of questionnaire for experimental group was 90 and the students got score of control the maximum score the students got 83. The minimal score of experimental was 47 and control was 47. Mean score of experimental was 77,25 and mean score of control was 67. Based on the computation, it concluded that the mean scores of experimental group was higher than the mean scores of control group (77,25 > 67).

Discussion

There was only one statement of the problem proposed as follows: "to find out the effectiveness memories and draw towards students motivation in reading comprehension at second grade students of SMP Al-AsriyahSesela"?. This statement of the problems had been answered based on the research result above. According to Stephenson and Harold (2009: 14) "Reading is a part of the way we use language in daily life to gather information, communicate with others and also for enjoyment". It concluded that reading is an active process of getting new information which is needed by readers. It is an activity to understand the meaning of writing.

Therefore, in teaching reading the researcher used one of cooperative learning method namely Memories and Draw. Memories and draw is a kind of games that make students more active in reading and they can collaborate with his friend to solve the problem. According to Wright (2006: 91) Memorise and Draw is Skimming and Description of an image, scanning it for detail, then memorizing it in

order to draw the most accurate replica possible.

Based on previous chapter, it was explained about the comparison between t-test and t-table, if t-test is higher than t-table or t-test equal with t-table, therefore Ho is accepted and Ha is rejected, but if t-table smaller than t-test, Ho is rejected and Ha is accepted.

Based on those resulted, then the small group interaction was effective towards students motivation, it can be inferred that used small group interaction in teaching reading comprehension given many advantaged for students to increase their own ability in improved students motivation. In addition, the students' participation in their motivation can be increased by using this technique small group interaction is also an appropriate technique can be used to make students feel comfortable to learn in group. Generally, students give many reasons to avoid their chance in learning if teacher asks them to give their idea orally. While using the teaching of Type point illustration prefers an explanation from a teacher rather than student activity because the teacher was not given an opportunity to the students to develop their confidence, it made students have low motivation in reading because less active students to convey their ideas.

So the resulted of this research that the memories and draw was an effective towards students motivation in reading, because from my research that used memories and draw stated for motivation students, it knows that motivation is kinds of internal drive, pushing someone to do things in order to active something, Harmer (2001: 51).

It raised after the teacher applied memories and draw than applied Type point illustration. It's because memories and draw is one of technique learning that focus on the students to establish the students 'belief and motivate their self in learning, This proves that the theory is the same as the characteristics of high motivation.

Based on the result of data analysis, memories and draw was effective in reading comprehension. It was proven that t-test $\geq$ t-table. When the researcher taught the students in the classroom by using memories and draw, the students were active, enjoyed the teaching-learning process to share.

Thus, the researcher could be concluded that memories and draw was effective in reading comprehension. It was found that the value of t-test = 2.705 > t-table = 1, 697. It means that memories and draw towards students' Motivation in reading comprehension at second grade of SMP Al-AsriyahSesela was accepted.

CONCLUSION AND SUGGESTION

Based on the statistical analysis, the value of t-table was 1.697 from (df) 20 + 15 − 2 = 33, it was clear that the t-test was higher than t-table. It means that the alternative hypothesis was accepted meaning that memories and draw has effective in towards students' motivation in reading comprehension at the second grade students of SMP Al-AsriyahSesela in academic 2018/2019.

All of the students who had very strong motivation score. It indicated that the motivation affects to students' reading comprehension. There is significance effect using memories and draw to stimulus students motivation because all of

the indicators in motivation covered memories and draw.

The researcher should give some suggestion related to the finding of the study. The researcher expects that there were beings useful for English teacher, the students, and the researcher. (1) To English teacher. The teacher should be more creative to make students Motivation increased in using media or strategy that students do not feel bored in the class. (2) To the students. The students became more confident in their own abilities, and they can motivate themselves to resolve the difficult situation because they have high motivation. (3) To the next researcher, the researcher hoped that other researchers had to find a more effective strategy for making motivation in reading comprehension of students increased, because of Memorise and Draw that teachers was used only able to control the students only in the class.

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