

The Effect of Shared Reading Strategy Using Digital Photo Story and Achievement Motivation on Students' Reading Comprehension on Seventh Grade Students of SMP Negeri 6 Singaraja in the Academic Year 2012/2013

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Abstract

The main purpose of this study is to know the effect of shared reading strategy using digital photo story and achievement motivation on students' reading comprehension. This study was conducted at SMP Negeri 6 Singaraja, specifically on the seventh grade students of the academic year 2012/2013. There were two independent variables (Shared reading strategy using digital photo story and achievement motivation) and one dependent variable (reading comprehension). The data were analyzed using two-way ANOVA and Tukey Test. The results showed that: (1) there was a significant difference on students' reading comprehension between students who were taught by shared reading strategy using digital photo story and conventional reading strategy, and (2) there was a significant interactional effect between shared reading strategy using digital photo story and students' achievement motivation on reading comprehension, (3) there was a significant difference between the students' reading comprehension achievement of the students with high achievement motivation when they were taught by shared reading strategy using digital photo story and conventional reading strategy, and (4) there was a significant difference between the students' reading comprehension achievement of the students with low achievement motivation when they were taught by shared reading strategy using digital photo story and conventional reading strategy.

Kata kunci: Reading comprehension, shared reading, digital photo story, achievement motivation

INTRODUCTION

The teaching of English in Indonesia focuses on four language skill, namely listening, speaking, reading, and writing. Reading is one of the importance skills that should be mastered by the students. Reading is the process of constructing meaning from text, whether written or graphic, paper based or digital (Winch, et al., 2006: 3). Reading plays the crucial role in all fields of studies because the learners can acquire a great deal of knowledge through reading activities (Carrell and Eisterhold, 1983 in Khathayut

and Karavi, 2011: 1). The importance of reading is also supported by some experts. Burns, et al. (1996: 5) state reading situations are inescapable. Some people need reading to read the menus in the restaurants, labels on can, printed advertisements, newspapers, magazines, insurance forms, income tax forms and campaign and travel brochures. Beside that, they also stated that people need reading to read the road sign that direct traveler to particular destinations, inform drivers of hazard and remind people about the traffic regulation. It shows that reading

is needed in our life. People can get much knowledge by reading many sources and can also improve their ability in language.

Cahyono and Widiati (2011: 49) state reading can be classified into two types, namely initial reading and reading comprehension. According to William (1998) as cited by Cahyono and Widiati (2011: 49) initial reading focuses on the process of reading and reading comprehension is not only reading process but a process of understanding content or the detail of the text.

The process of understanding content is difficult for students without frequent exercises. Logsdon (2012: 2) states many students have some problems in their reading comprehension. This situation is usually called as reading disability in reading comprehension. According to Gunning (2010: 127) there are some factors that influence students' difficulty in reading comprehension, namely, inadequate background, lack necessary concepts or vocabulary, poor use of strategy, lack of decoding skills or fluency, lack of concentration or attention, and poorly developed thinking skills. To have a good comprehension toward a text the reader in this case students need to have prior knowledge about what they read. If students have lack information about what they read it will make poor comprehension process. Lack necessary concepts or vocabulary affect the reading comprehension process. If students have limited vocabulary it will very difficult to understand the text. The students cannot get the point of the text because they do not know the language. The next factor is poor use of strategy. This factor comes from the teacher. The teacher needs to find an interesting strategy in teaching reading comprehension. An interesting strategy can also make students have good concentration or attention during the reading process. By having good concentration or attention the students can develop their thinking skills. If they have high motivation in learning and really interested in the strategy used by the teacher, the comprehension process is easier. Beside that, the way or the strategy used by the teacher in teaching reading

comprehension gives big influence toward the students' motivation in reading.

The problems of reading comprehension and achievement motivation occur at SMP Negeri 6 Singaraja. Based on the informal observation done on the teacher and seventh grade students of SMP Negeri 6 Singaraja, there were several problems faced by students and the teacher in reading comprehension and achievement motivation. The problems were related to inadequate background, lack of necessary concepts or vocabulary, lack of decoding skills or fluency, lack of concentration or attention, and poorly developed thinking skills. Reading strategy also became a problem. The writer did an observation in the class when one teacher taught reading. The teacher seemed not to use an appropriate strategy in teaching reading comprehension. The teacher taught the students by using traditional strategy. The traditional reading class was conducted using the reading and translation method.

To help the teacher in finding the solution of the problems above, the researcher try to apply shared reading strategy using digital photo story because the use this strategy involves students' participation to be more active in the reading class and make them interested in reading comprehension activity. Hubbard (2012: 1) defines shared reading as sharing story and reading together activities. Shared reading is a group reading lesson where all students have access to the text, and also pictures. In term of digital photo story, Robin (2012: 1) defines digital photo story as the idea of combining the art of telling stories with a variety of digital multimedia, such as images, audio, and video. Just about all digital stories bring together some mixtures of digital graphics, text, recorded audio narration, video and music to present information on a specific topic. In this study, shared reading strategy is combined with digital photo story on students' reading comprehension. The combination was done because between shared reading strategy and digital photo story support each other. For example, in

shared reading strategy the picture is showed to guide students to focus on the text. It can be showed using photo story programme through LCD projector and all students can see the picture and discuss it together.

By applying this strategy, the researcher would like to find out whether there is a significant difference in reading comprehension between shared reading strategy using digital photo story and conventional reading strategy, to find out whether there is a significant interactional effect between shared reading strategy using digital photo story and students' achievement motivation on students' reading comprehension, to find out whether there is a significant difference between the students' reading comprehension achievement of the students with high achievement motivation when they are taught by shared reading strategy using digital photo story and conventional reading strategy, and to find out whether there is a significant difference between the students' reading comprehension achievement of the students with low achievement motivation when they are taught by shared reading strategy using digital photo story and conventional reading strategy.

The subject of this study is the seventh grade students of SMP Negeri 6 Singaraja in the academic year 2012/2013. The outcome of this study will be beneficial for both English teacher and students. The English teacher can apply this strategy in the class to make a variation of the teaching strategy, and for students, this strategy can make them enjoy during the learning process and help them to improve their reading comprehension.

RESEARCH METHOD

The subject of this study is the seventh grade students of SMP Negeri 6 Singaraja in the academic year 2012/2013. The outcome of this study will be beneficial for both English teacher and students. The English teacher can apply this strategy in the class to make a variation of the teaching strategy, and for

students, this strategy can make them enjoy during the learning process and help them to improve their reading comprehension.

2 x 2 factorial arrangement design was used in this study to investigate the effect of independent on the dependent variables. This study studied two independent variables and one dependent variable. The independent variable in this study was shared reading strategy using digital photo story (A) as treatment variable. In this study the treatment variable was classified into Shared reading using digital photo story and conventional reading. The second variable was achievement motivation in reading comprehension (B) as moderator variable. The moderator variable also be classified into two, high and low achievement motivation. There were two types of instrument used in this research namely, reading comprehension test was used to measure students' reading comprehension achievement and questionnaire was used to measure students' reading motivation.

FINDINGS AND DISCUSSION

In this part of discussion there were four hypothesis tested, (1) there is a significant difference on students' reading comprehension between students who were taught by shared reading strategy using digital photo story and those who were taught by using conventional reading strategy, (2) there is a significant interactional effect between shared reading strategy using digital photo story and students' achievement motivation on reading comprehension, (3) there is a significant difference between the students' reading comprehension achievement of the students with high achievement motivation when they are taught by shared reading strategy using digital photo story and conventional reading strategy, and (4) there is a significant difference between the students' reading comprehension achievement of the students with low achievement motivation when they are taught by shared reading strategy using

digital photo story and conventional reading strategy.

The result of the analysis shows that coefficient of ANOVA or $F_A = 68.65436$, while $F_{cv(0.05)} = 3.96$, and $F_{cv}(0.01) = 6.96$. Therefore H_0 was rejected because $F_A > F_{cv}$ (F_A was higher than F_{cv}). Therefore H_a "There is a significant difference on students' reading comprehension between students who were taught by shared reading strategy using digital photo story and those who were taught by using conventional reading strategy" was accepted. It indicates that shared reading strategy using digital photo story was superior to conventional strategy in teaching reading comprehension in grade seventh in SMP Negeri 6 Singaraja in the academic year 2012/2013. Shared reading strategy using digital photo story gave better achievement towards students' reading comprehension and also could motivate students to read. It is supported by Hubbard (2012: 1) who states that shared reading is sharing story and reading together activities where all students have access to the text, and also pictures. By seeing the pictures on the book and listening to the teacher, it makes students enjoy the reading process. It is also supported by the result of an experimental research which was done by Sutarsa (2011). The result showed that by applying shared reading strategy in the class, the students were more enthusiastic and interested during the learning process. It shows that shared reading strategy is appropriate to be implemented in the class to teach reading comprehension.

Meanwhile, in term of digital photo story, Cavanaugh (2006: 1) states that photo story not only creates the images and video, but the program can also add narration, which will require a microphone connected to the computer. This finding is also in line with Kimura (2012) who found that the students more enjoy when they are taught by using digital photo story rather than translation teaching method. Students can see the story together and read it together, and enjoy verbalizing their interpretation of the context. The combination between shared reading strategy and digital photo story was

appropriate to be implemented in teaching reading. Shared reading strategy using digital photo story was appropriate since it could give the students a chance to predict the picture which could encourage their creative thinking using modern technology.

On the other hand, the analysis of the first hypothesis also shows that the control group which was taught by using conventional strategy gained lower mean score. The activities conducted in this group were the teacher gave text to students, asked students to read the text by their self, translated the difficult words and answered some questions below the text. Based on the result of the analysis, those activities could not encourage students to read as much as could be given by the activities by applying shared reading strategy using digital photo story in seventh grade students of SMP Negeri 6 Singaraja in the academic year 2012/2013. Conventional strategy could not encourage students to read and students' creative thinking. Therefore, the seventh grade students of SMP Negeri 6 Singaraja got better score on reading comprehension when they were taught by shared reading strategy using digital photo story rather than conventional strategy.

The second finding on the interactional effect between shared reading strategy using digital photo story and students' achievement motivation on reading comprehension showed that the value of F_{AB} on the interactional effect was 7.06087, while $F_{cv(0.05)} = 3.69$ and $F_{cv}(0.01) = 6.96$. F_{cv} was lower than F_{AB} , it means that there was a significant interactional effect between shared reading strategy using digital photo story and students' achievement motivation on reading comprehension in seventh grade students of SMP Negeri 6 Singaraja in the academic year 2012/2013.

The students who had high achievement motivation could follow the lesson easier than those who had low achievement motivation. They were also more active and creative in stating their opinion, and tended to get higher satisfaction by making innovative way to get their goals. They work hard for the best achievement and tried to get deeper

understanding toward the text. It is supported by Atkinson (1964) in Rozhkova (2011) who stated that high-achievers have a great desire to succeed and are not put off by the fear of failure. It shows that a person who had high achievement motivation was more enthusiastic to learn, never gave up when got a failure, and had higher spirit to get their goals.

On the other hand, the students who had low achievement motivation tended to ignore the process of learning because they were not challenged by the process of learning. They were unmotivated to get the best result. Since they could not use the language fluently, they tended to keep silent and inactive in the class. The students who had low achievement motivation were not creative and tended to follow the conventional way of doing something. It means that conventional strategy was ineffective to be implemented in the class in which the class consisted of unmotivated students. It can be concluded that students who had high achievement motivation got better achievement in reading comprehension when they were taught by shared reading strategy using digital photo story than conventional strategy. It also happened to the students who had low achievement motivation. They got better achievement when they were taught by shared reading strategy using digital photo story than conventional strategy.

The third finding showed that Q_{ob} was 11.12, while Q_{cv} in 0.05 level of significant was 2.83. $Q_{ob} > Q_{cv}$, it means that there was a significant difference between the students' reading comprehension achievement of the students with high achievement motivation when they are taught by shared reading strategy using digital photo story and conventional reading strategy in seven grade students of SMP Negeri 6 Singaraja in the academic year 2012/2013. The students who had high achievement motivation who were taught by Shared Reading strategy using Digital Photo Story showed a better achievement in which the mean score (X_{A1B1}) was 90.875 than those students who were taught by using

conventional strategy and the mean score (X_{A2B1}) was 78.125.

The students who belonged to control group was taught using conventional strategy. The teacher gave students a text, asked them to read, find some difficult words, find the meaning of the difficult words that were gotten by the students, and answered some questions below the text. Therefore, the students who had high achievement motivation did not have chance to explore or state their best opinion.

The students in experimental group were taught by shared reading strategy using digital photo story. The students in this group had wide opportunity to explore their ability at their best. They had chance to state their creative thinking and became more active in the class. Therefore, the students who had high achievement motivation who were taught by shared reading strategy using digital photo story got higher result than those who had high achievement motivation but were taught by using conventional strategy.

Aravindan (2011: 1) defines achievement motivation is something that causes a person to make an effort to become successful and be goal oriented. It means that when someone has high achievement motivation, there will be an effort that encourages someone to achieve the goal and become success. Atkinson (1964) in Rozhkova (2011) states that achievement motivation not only affected by someone desire to achieve the goal but can also be affected by some factors such as task difficulty (the percentage probability of failure), the strategy or condition of the environment, and the incentive value of success (how much do you stand to gain by succeeding?). It shows that there are some other factors that can influence students' motivation in learning. In this study, students' motivation is also affected by the strategy used by the teacher. The results of this study showed that result of students' reading comprehension was affected by students' motivation, and students' motivation in achieving the goal is also affected by the strategy used by the teacher in teaching.

The fourth finding showed that Q_{ob} was 5.45, while Q_{cv} in 0.05 level of significant was 2.83. The H_a which states "there is significant difference between the students' reading comprehension achievement of the students with low achievement motivation when they are taught by shared reading strategy using digital photo story and conventional reading strategy" was accepted. The conclusion is: there was a significant difference between the students' reading comprehension achievement in seven grade students of SMP Negeri 6 Singaraja in the academic year 2012/2013 between students who had low achievement motivation when they were taught by shared reading strategy using digital photo story and conventional reading strategy. The students who had low achievement motivation who were taught by Shared Reading strategy using Digital Photo Story showed a better achievement. The mean score (X_{A1B2}) was 82.5 higher than those students who were taught by using conventional strategy in which the mean score (X_{A2B2}) was 77.

The students who had low achievement motivation tended to be inactive during the process of reading. They tended to ignore the process of learning because they were not challenged by the process of learning. They had difficulty in using the language fluently and they did not like expressing themselves with languages. They never tried their best effort to make the best achievement and they were unmotivated to get the best result. However, the implementation of shared reading strategy using digital photo story in this study gave a good effect toward students' reading comprehension. The students who had low achievement motivation became active in the class when they were taught by using this strategy (shared reading strategy using digital photo story). They were more active when the teacher showed a picture and ask them to guess what the teacher would do with the picture. They could make and answer some questions based on the text given and even they could retell the text in a god way.

Hubbard (2012: 1) states that trough shared reading the students will feel free from under pressure. Holdaway, (1979) in Herrell and Jordan, (2004:69) states that shared reading strategy helps students when they face a difficult text. Then, Robin (2012:1) states that digital photo story is the combination of art with digital technology and it can be used to create digital story. Kimura (2012) did a research in relation with digital story telling by using the preview function of photo story programme is also supported this study. The result showed that by using digital story telling the Japanese students learnt to read deeply, visualize the story, and enjoy verbalizing their interpretation of the context. It shows that, this media or programme makes students enjoy and interested in reading process because the students can see the text together and read it deeply. The combination of shared reading strategy and digital photo story is appropriate to be implemented for the students with low motivation. Low achievement motivation students will feel free of under pressure because the teacher helps them in reading and more interesting because of the media used during the reading process.

Therefore, the implementation of shared reading strategy using digital photo story was more effective in teaching reading comprehension in seven grade students of SMP Negeri 6 Singaraja in the academic year 2012/2013, whether for students who had high or low achievement motivation.

COCLUSIONS AND SUGGESTIONS

The findings in this research answered those four research problem which can be concluded below:

First, there was a significant difference on students' reading comprehension between students who were taught by shared reading strategy using digital photo story and those who were taught by using conventional reading strategy in SMP Negeri 6 Singaraja in the academic year 2012/2013. The students who were taught by shared reading strategy using digital photo story got better

result rather than those who were taught using conventional strategy.

Second, there was a significant interactional effect between shared reading strategy using digital photo story and students' achievement motivation on reading comprehension in seven grade students of SMP Negeri 6 Singaraja in the academic year 2012/2013.

Third, there was a significant difference between the students' reading comprehension achievement in seven grade students of SMP Negeri 6 Singaraja in the academic year 2013/2014 between students with high achievement motivation when they are taught by shared reading strategy using digital photo story and conventional reading strategy. The students who have high achievement motivation who were taught by Shared Reading strategy using Digital Photo Story showed a better achievement than those students who were taught by using conventional strategy.

Fourth, there was a significant difference between the students' reading comprehension achievement in seven grade students of SMP Negeri 6 Singaraja in the academic year 2012/2013 between students who had low achievement motivation when they were taught by shared reading strategy using digital photo story and conventional reading strategy. The students who had low achievement motivation who were taught by Shared Reading strategy using Digital Photo Story showed a better achievement than those students who were taught by using conventional strategy.

Based on the results above, there are some suggestions proposed for the English teacher, the institution, and other researchers.

First, it is suggested to the English teacher of the seventh grade students of SMP Negeri 6 Singaraja in the academic year 2012/2013 to minimize the usage of conventional strategy in reading comprehension. The teacher is suggested to use shared reading strategy using digital photo story since it has been proven as an effective strategy in teaching reading comprehension. This strategy allows students to have high imagination

and state their opinion freely by predicting picture given by the teacher or guessing the next story of the text. Besides, the English teachers are also suggested to be aware of students' motivation that the students bring into the classroom. They may have different motivation, there are some students who have high motivation and some other have low motivation.

Second, for the institution, this study is expected to give a great contribution and support the postgraduate program as a reference

Third, for the next researchers who want to conduct the study related to reading comprehension using different strategies, different moderator and different students, hopefully this study can be used as reference.

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