THE EFFECTIVENESS OF TEST TAKING TEAMS MODEL TO TEACH READING VIEWED FROM STUDENTS’ INTEREST
(An Experimental Study at the Eighth Grade Students of MTS NW Penedagandor Lombok Timur in the Academic Year of 2010/2011)

THESIS

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ABSTRACT


This research is aimed at finding out whether: (1) Test Taking Teams is more effective than Direct Instruction Model to teach reading at the Eighth Grader of MTs. NW Penedagandor in the Academic Year of 2010/2011; (2) the students who have high interest have better reading skill than those who have low interest at the eighth Graders of MTs.NW Penedagandor in the Academic Year of 2010/2011; and (3) there is an interaction between teaching model and interest for teaching reading at the eighth Graders of MTs. NW Penedagandor in the Academic Year of 2010/2011.

The method which was applied in this research was experimental study. It was conducted at the eighth graders of MTs. NW Penedagandor. The population of the research is the eighth graders of MTs. NW Penedagandor in the academic year of 2010/2011. The samples were two classes. In taking the sample, a cluster random sampling technique was used. Each class was divided into two groups; the students who have high and low interest. Then, the techniques which were used to collect the data were questionnaire of interest and a multiple choice test for reading skill. The two instruments were tried out to get valid and reliable items. The data were analyzed by using multifactor analysis of ANOVA 2x2 and tukey test.

Based on the results of the analysis, there are some research findings that can be taken: (1) Test Taking Teams is significantly different from Direct Instruction Model to teach reading and Test Taking Teams is more effective than Direct Instruction Model to teach reading. (2) The reading skill of the students who have high interest is significantly different from that of those who have low interest and the students who have high interest have better reading skill than those who have low interest and (3) There is an interaction between teaching models and interest in teaching reading; (a) for the students who have high interest, Test Taking Teams is more effective than Direct Instruction Model to teach reading; and (b) for the students who have low interest, Direct Instruction Model is more effective than Test Taking Teams to teach reading; and Direct Instruction Model is not effective than Test Taking Teams to teach reading.

Based on the findings, it can be concluded that in general Test Taking Teams is more effective than Direct Instruction Model to teach reading. For the students who have high interest, Test Taking Teams is more effective than Direct Instruction Model to teach reading but for the students who have low interest, Direct Instruction Model is not more effective than Test Taking Teams model to teach reading. In accordance with the above result, the English teacher is expected to be able to select the appropriate teaching models to teach reading for the students who have high or low interest.
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MOTTO
Believe to your ability to reach your dream
DEDICATION

This thesis is dedicated to:

My Parents, Wife, daughters, brothers,
close friends, and all families.
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First of all, the researcher wishes to express his deepest gratitude to the Almighty of Good (Allah SWT) that he can accomplish this thesis as a partial fulfillment of the requirements for getting the graduate degree of Education in English.

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Finally, the researcher is aware that this thesis is still far from being perfect. Therefore, constructive criticisms and suggestions are really needed for the perfectness of further research.

Surakarta,

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CHAPTER I
INTRODUCTION

A. Background of the Study

In learning English, there are four skills which are important to be learnt. They are listening, speaking, reading, and writing. All those skills are supported by some components such as vocabulary, grammar, pronunciation. Reading skill is one thing that should be mastered by the students in nearly all levels of school. In general the purposes of reading is to search for simple information, for skimming quickly, learning from texts, integrating information, writing, critique texts, and general comprehension (Grabe and Stoller, 2002: 16). The other purposes of reading is for pleasure such as reading a novel, reading for getting information such as reading newspaper, reading for getting knowledge such as reading secondary book or journal, and last reading for curiosity such as reading a guide book (Cross, 1995: 255)

In junior high school especially, the student’s reading skill is very crucial thing. There are many materials that are presented in the form of many texts. The teacher can use the texts to teach many topics that should be discussed such as teaching grammar through text, teaching vocabulary through text, writing integrated with reading text.

Reading skill is also important to help the students to understand many tests that are usually used to measure their ability such as mid-test and final test in which most of the questions are in the form of reading text. Besides, by reading
the students can get some information’s and knowledge. Through reading the students can meet and become familiar with the new grammar structures and in the same time they can widen their vocabularies.

Besides, reading is essential skill for learners of English as a second language. For most of these learners it is the most important skill to master in order to ensure success not only in learning English, but also in learning any content subjects in where reading is required. In short, with the strengthened reading skill, learners will make greater progress and development in all other areas of learning (Nunan, 2003: 69).

Reading is one English competence which should be taught to students at junior high school. Reading is categorized as receptive skill besides listening. Both of them coupled with the basic abilities of observing and thinking, which enable students to get information and develop the ideas that become ingredients in speaking and writing. The fundamental objective for reading instruction is to develop the students’ attitudes, abilities, and skills that will enable them to secure information, foster and react to ideas, develop interest and tastes, and derive pleasure through reading (Petty and Jansen, 1980: 212).

The survey in the field shows that teaching English in Junior high school is still considered to be far from being expected, especially in teaching reading. The students’ competence to recognize and interpret the reading material still can be considered unsatisfying. Most of students frequently fail in learning reading, particularly reading comprehension. The students fail to build the interaction between the writer and the reader. They don’t understand what they read even
though they have read the whole text. They can’t answers the questions related to the text as well. The students’ failure in learning reading is due to many things, for instance, they have weak linguistic skills and limited vocabulary, they don’t have an intuitive foundation in the structures of the language (because it’s foreign language), and they lack the cultural knowledge that is sometimes assumed in texts. Students may also have some difficulties in recognizing the ways in which texts are organized and information presented, leading to possible comprehension problems (Celce and Murcia, 2001: 188). Therefore, to handle the problems above, the teacher’s roles are strongly needed.

Furthermore, in order to achieve the objective of teaching reading, the teacher should be careful in designing and selecting the instructional materials used, because they are, in fact, essential elements within curriculum, and do more than simply lubricate the wheels of learning. At their best, the instructional materials can provide concrete models of desirable classroom practice. The instructional material can act as curriculum models and at their very best they fulfill a teacher development role. Good materials also provide models for teachers to follow in developing their own materials (Nunan, 2003: 98). The materials should be designed as well as possible so that they are capable of being used in variety of ways and also at different proficiency levels. Besides, instructional materials will determine the students’ motivation in learning process. If the material served by teacher is good or interesting, it will influence the good response for students. And if the students respond well the material which is
served by the teacher, it will, of course, help them to understand to the material given.

Teaching reading is heavily dependent on the reading material used. The choice of primary text used, and supporting material a major impact on students’ motivation to read and their engagement with the text. Therefore, teachers should provide the reading material appropriately and interestingly for students. Nuttal (1998: 170) gives three mains criteria for selecting the reading material used in classroom, they are: suitability of content, exploitability, and readability. Suitability of content can be considered to be the most important of the three, and that the reading material should interest the students as well as the relevant to their needs. The text should motivate as well. Exploitability refers to how the text can be used to develop the students competent as readers. A text that can’t be exploited for teaching purposes has no use in the classroom. Just because it is in English does not mean that it can be useful. Readability is used to describe the combination of structural and lexical difficulty of a text, as well as referring to the amount of new vocabulary and any new grammatical forms. It is important to assess the right level for the right students.

The teacher’s models in teaching reading are important factors that may affect the students’ ability in reading skill. There are some kinds of teaching models that can be applied by the English teachers to develop their students’ ability in reading skill. One of them is Test Taking Team. Test Taking Team is a kind of teaching model that allows the students to work in the team which is aimed at preparing for instructor-created exams and then take the exams first.
individually and next as a group. This teaching model applies three steps in the teaching and learning process such as; the group studies for the exam together, individuals take the exam, and the group takes the exam. In this case, the students work together to prepare for the exam and they helps each other to deepen their understanding to get the content of a certain text (Barkley, Cross, and Major, 2005: 163).

Another model that can be applied by the English teacher is Direct Instruction Model. Direct instruction model refers to a pattern of teaching that consists of the teachers explaining a new concept or skill to a large group of students, having them test their understanding by practicing under teacher direction and encouraging them to continue to practice under teacher guidance (Joyce, Weil, and Calhoun, 1986 : 339). This model makes the teacher as the center of the teaching and learning process. The teacher usually asks them to open their dictionary. The teacher discusses the text by translating word by word. All the activities in class are under the teacher’s direction and are usually done individually. These activities make the students get bored in joining the teaching and learning process.

Another factor that also determines the success of teaching reading is the students’ Interest. Interest refers to motivating force which causes individual to give attention to a person, a thing, or an activity (Crow and Crow, 1963: 159). The factors that can influence the students’ interest can be the relationship between new information in texts and their prior knowledge that increase their
interest. Interest is undoubtedly has strong emotional component (http://www.answers.com/topic/reading-interest). By having high level interest to learn something, students will have a big curiosity to learn and they also want to learn harder. In the other words, the students who have high interest will be more successful than those who have low interest.

Based on the above phenomena the writer intends to investigate about the effectiveness of Test Taking Team to teach reading viewed from students’ interest for the eighth graders of MTs. NW Penedagandor in the academic year of 2010/2011?

B. Identification of the problems

Based on the background of the study, there are many problems can be identified are as follows:

1. Why do the students have low reading competence?
2. What factors causes the students have low interest in reading?
3. Do the students have high interest in reading?
4. Does Test Taking Teams more effective than Direct Instruction Model in teaching reading?
5. Is Test Taking Teams able to develop the students reading competence for those having high interest?
6. Is Direct Instruction Model able to develop the students reading competence for those having low interest?
C. Limitation of the Problems

The writer realizes that it is impossible to answer all the problems which have been identified. Therefore, the writer only focused on the effect of Test Taking Teams and Direct Instruction Model to teach reading to the students reading competence.

D. Statement of the Problems

Based on the background of the study above, the writer formulates the problem of the study as follows:

1. Is Test Taking Teams more effective than Direct Instruction Model to teach reading for the eighth graders of MTs NW Penedagandor in the academic year of 2010/2011?

2. Do the students having high interest have better reading competence than those having low interest for the eighth graders of MTs NW Penedagandor in the academic year of 2010/2011?

3. Is there any interaction between the teaching models and students’ interest in teaching reading for the eighth graders of MTs NW Penedagandor in the academic year of 2010/2011?

E. Objectives of the Study

Based on the above statements of the problem, the objectives of this study are as follows:

1. Finding out whether Test Taking Teams more effective than Direct Instruction Model to teach reading for the eighth graders of MTs NW Penedagandor in the academic year of 2010/2011?
2. Finding out whether the students having high interest have better reading competence than those having low interest for the eighth graders of MTs NW Penedagandor in the academic year of 2010/2011?

3. Finding out whether there is an interaction between teaching model and students’ interest in teaching reading for the eighth graders of MTs NW Penedagandor in the academic year of 2010/2011?

F. Significance of the Study

The result of the study hopefully will be of some uses as follows:

1. For the English Teachers

   The result of this study is expected to be able to provide English teacher with current theory and research finding related to the foreign or second language teaching especially teaching reading at Junior High School.

2. For the Students

   The result of this study can help the students enhance their understanding in reading skill particularly in teaching reading.

3. For the researchers

   The result of this study can be used as a reference to study the technique and model in teaching reading in secondary school or Junior high school.
CHAPTER II

REVIEW OF RELATED LITERATURE

A. Reading

1. Definition of Reading

There are many reasons why reading is important for the teacher to teach to the students. First of all, many students want to read text in English. It can help them study about something and give them addition skill for their careers in the future. The teacher can use reading text as a media to teach vocabulary, grammar, punctuation, the way to construct sentences, paragraphs etc. Before we teach reading we have to realize that teaching reading can be integrated with other skills such as teaching reading integrated with writing.

There are some definitions of reading. First, reading is the ability of an individual to recognize a visual form, associate the form with a sound or meaning acquired in the past, and on the basis of past experience, understands and interpret its meaning (Kennedy, 1995: 5).

Another definition is stated by Stanferr, he states that reading is a mental process requiring accurate word recognition, ability to call to mind particular meaning, and ability to shift or reassociate meanings (Stanferr in Petty and Jensen, 1980: 208).

A good reading competence requires many components. The students should have some indicators that can indicate their reading competence such as: understanding reference in the reading text, understanding main idea,
understanding kinds of paragraph development, understanding the message of the story, understanding topic sentence, understanding the tone (of emotion) of the text, understanding vocabulary, understanding logical inference, distinguishing between general idea and topic sentence, making accurate prediction, making restatement, and understanding grammar (Bermuister, 1974: 83).

Rosenshine in Dupuis and Askov (1982: 186) says that reading comprehension commonly entails 7 skills. There are: recognizing the words in the context, identifying main ideas, recognizing the sequence, decoding details, drawing inferences, recognizing cause and effect and comparing and converting. Being able to state the main idea of what has been read is one the most important comprehension skills.

Meanwhile, Wallace (1992: 4) defines reading as interpreting means reacting to a written text as a piece of communication; in other words, we assume some communicative intent on the writer’s part which the reader has some purpose in attempting to understand.

Furthermore according to Marshefel (1969: 11), Reading can be defined loosely as the ability to make sense of written or printed symbols. The readers’ uses the symbols to guide the recovery of information from his or her memory and subsequently uses this information to construct a plausible interpretation of the writer’s message.

According to Petty & Jensen (1980: 16) reading is a process of deriving meaning from written language. It is not a process of deriving the exact meaning that an author intended since the meaning any reader obtains depends on language.
ability and the experiences that he or she brings to the reading act. Of course, if reading material is appropriate for the audience, the difference between intended meaning and meaning gained will be small, particularly if the audience has the skills to compensate for differences in language ability and experiences. Reading is not just a mechanical process of word calling or ‘decoding’: simply saying words or recognizing them in silent, reading does not constitute reading. Rather, reading requires the use of all of an individual’s capabilities in deriving meaning from print. It is the point of reading from the beginning.

Based on definitions above, it can be concluded that reading is the ability and mental process to recognize visual form, interpret meaning, identify explicit information, main idea and the topic, and make prediction of the text.

2. The Types of Reading

Other opinion is also stated by Brown (2004: 189). There are four types of reading:

a. Perceptive. Perceptive reading task involve attending to the components of larger stretch of discourse: letters, words, punctuation, and other grapheme symbols. Bottom – up processing is implied.

b. Selective. This category is largely an artifact of assessment formats. In order to ascertain one’s reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical task are used: picture cued – task, matching, true/false, multiple – choice, etc. stimuli include sentence, brief paragraph, and simple chart and graphs. Brief responses are intended as well. A combination of bottom – up and top – down processing may be used.
c. Interactive. Included among interactive reading types are stretch of language of several paragraphs to one page or more in which the reader must, in psycholinguistics sense, interactive with the text. That is reading is process of negotiating meaning; the reader brings to the text a set of schemata for understanding it, and intake is the product of that interaction. Typically genres that lend themselves to interactive reading are anecdotes, short narrative and description, direction, excerpts, from longer text, questionnaires, memos, announcements, directions, recipes, and the like. The focus on the interactive task is to identify relevant features (lexical, symbolic, grammatical, and discourse) within text of moderately short length with the objectives of retaining the information that is processed. Top – down processing is typically of such task, although some instances of bottom – up performance may be necessary.

d. Extensive. Extensive reading, as discussed in this book, applies to text of more than one page, up to and including professional articles, essays, technical reports, short stories, and books. (It should be noted that reading research commonly refers to “extensive reading” as longer stretch of discourse, such as log articles and books that are usually read outside classrooms hour. Here that definition is message a little in order to encompass any text longer than a page).
3. Micro and Macro skill for Reading comprehension

Reading comprehension involves some skill that can indicate the students’ competence in having good reading skill. Brown (2001: 188) states that there are Micro and Macro skill for Reading comprehension:

a. Micro skill for Reading comprehension

1) Discriminating among the distinctive graphemes and orthographic patterns of English.
2) Retaining chunks of language of different lengths in short-term memory.
3) Processing writing at efficient rate of speed to suit the purpose.
4) Recognizing a core of words, and interpret word order patterns and their significance.
5) Recognizing grammatical word classes (noun, verb, etc), system (e.g., tense, agreement: pluralization): atterns, rules, and elliptical forms.
6) Recognizing that a particular meaning may be expressed in different grammatical forms.

b. Macro skill for Reading comprehension

1) Recognizing cohesive devices in written discourse and their role in signaling the relationship between and among clauses.
2) Recognizing the rhetorical forms of written discourse and their significance for interpretation.
3) Recognizing the communicative functions of written texts, according to form and purpose.
4) Inferring context that is not explicit by using background knowledge.
5) Inferring links and connections between events, ideas, supporting ideas, etc., deduce causes and effects, detect such relations as main idea supporting idea, new information, given information, generalization, and exemplification.

6) Distinguishing between literal and implied meanings.

7) Detecting culturally specific references and interpret them in a context of the appropriate cultural schemata.

8) Developing and use a battery of reading strategies such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for interpretation of texts.

Based on the above theories, it can be concluded that reading is the ability and mental process to recognize visual form, interpret meaning, identify explicit information, main idea and the topic, and make prediction of the text. The following are the indicators of reading comprehension: (1) identifying main idea; (2) identifying explicit information (3) identifying implicit information (4) identifying word reference (5) identifying lexical meaning (synonym, antonym) (6) identifying the purpose of the text.

4. Principles for Teaching Reading

a. A reader’s background knowledge can influence reading comprehension (Carrell and Connor in Nunan, 2003: 74). Background knowledge includes all of the experiences that reader brings to a text. If the students are reading unfamiliar topic, teacher may need to begin the reading process by building up background knowledge (Nunan, 2003: 14).
b. Build a strong vocabulary base. Recent research emphasized the importance of vocabulary to successful reading (Nunan, 2003: 74). It is easier for the reader of academic texts to have high level of vocabularies to help them to understand the message of the text (Levine and Reves in Nunan, 2003: 74).

c. Teach for comprehension. Monitoring comprehension is essential to successful reading. Part of that monitoring process includes verifying that the predictions being made are correct and checking that the reader is making necessary adjustment when meaning is not obtained.

d. Work on increasing reading rate. One focus here is to teach students to reduce their dependence on dictionary skill such as scanning, skimming, predicting, and identifying main ideas. Get students to approach reading in different ways rather than develop only students’ speed in reading.

e. Teach reading strategies. It underscores the active role that students take in strategic reading. Teaching them now to do this could be a prime consideration in reading classroom (Anderson in Nunan, 2003: 76).

f. Encourage students to transform strategies into skills. The goal for explicit strategy instruction is to move readers from conscious control of reading strategies to unconscious use of reading skills.

g. Build assessment and evaluation into your teaching. It can be conducted in quantitative and qualitative assessment. Quantitative assessment will include information from reading comprehension test and qualitative assessment can include reading self esteem survey (Brindley in Nunan, 2003: 77).
h. Strive for continuous improvement as reading teacher. The teachers should view themselves as facilitators in the classroom, helping the students discover what works best.

Other principles of teaching reading are:

a. The students must have purpose and motivation to learn.

b. Learning must have meaning for the learner.

c. A background experience and knowledge is necessary for learning.

d. The learner must be active in his learning.

e. Learning requires the forming of habits.

f. Much learning by association.

g. Learning requires practice.

h. Favorable attitudes toward learning foster effective learning.

i. Students learn at different rates and in different methods.

j. Learning is more effective if the learner knows for what he is learning (Sherped in Simanjuntak, 1988: 16).

From the ten principles above, it can be stated that:

a. Reading requires meaning for the learner, reading must have meaning for the learner, the goal of reading is to enable the reader to get meaning from the printed material

b. The teacher must bring much background information to any reading task.

c. Reading is an active process, it requires learner to be active.

d. Reading requires practice (Simanjuntak, 1988: 18).
5. Approaches in Reading Process.

a. Bottom-up models

It is lower-level reading process. Students start with the fundamental basics of letter and sound recognition, which in turn allows for morpheme recognition followed by word recognition, building up to the identification of grammatical structures, sentences and longer texts. The students begin with the smallest and build up to comprehension of what is being read.

b. Top-down models

It begins with the idea that comprehension resides in the students. The students use their background knowledge and makes prediction. Rumelhart states that reader’s knowledge is systematically organized in schemata. The schemata can be used to anticipate text contents and structures to guide understanding during reading and to aid recall after reading (Rumelhart in Nunan, 2003: 71).

c. Interaction between top-down and bottom-up process.

The use of top-down and bottom-up process can be combined in reading process. By top-down process the students can activate their prior knowledge to make prediction about the text and then, it can be continued by using bottom-up process. In this process, the students can start with the smallest elements of reading text and build up to comprehension of what is being read. Both approaches support the students in reading process. The combination will usually facilitate attempts to arrive at comprehension.
B. Test Taking Teams

1. Definition of Test taking teams

“Test Taking Teams is students work teams that aim to prepare for instructor-created exams and then take the exams first individually and next as a group”. (Barkley, Cross, and Major, 2005: 163). They add that there are three steps in applying the technique: (a) the group studies for the exam together, (b) individuals take the exam, and (c) the group takes the exam. By working together to prepare for the exam, students helps each other deepen their understanding of the content. Because each student first takes the test independently, this Collaborative Learning Technique (CoLT) emphasizes individual accountability. By retaking the test as teams, individual students benefit from the collective knowledge of the group. Since the group score is generally superior to the individual scores, Test Taking Teams is useful for demonstrating the value of collaborative learning. Also Barkley et.al state that this technique may be used for short quizzes within a single class period or for test covering larger amounts of material.

Test Taking Teams is a model that seems to make most students shudder. However, this model is necessary to help students learn about their weaknesses so that they can improve and learn about their strength; they help give students a steady and encouraging measure of their growth; and tests are helpful for review. The more students know about tests, the better they can do on them. The information that follows on test is provided for you the teacher so that you can help your students to be better test. The amount of information that we present to
our students will depend on the grade level that we are teaching as well as on the students with whom we are working. Many intermediate grade level students are ready to learn about test taking teams and how to study for them. As a matter of fact, so are some primary grade level children. Although children today seem to be tested wise, most really are not. Teacher should help students to be better test.

The first thing that teachers should try to help students to understand is that the best way to do well on a test is to be well prepared. There are no shortcuts to studying. However research has shown that persons do better on tests if they know certain test taking teams and if they are familiar with the various types of test (Rubin, 1993: 343).

There are some types of general principles of Test Taking Teams:

a. Students should plan to do well. They should have a positive attitude.

b. Students should be well rested.

c. Students should be prepared. The better prepared an individual is the less nervous and anxious he or she will be.

d. Students should look upon tests as a learning experience.

e. Students should look over the whole tests before they begin. They should notice they types of questions asked and the points allotted for each question. (Students have to learn not to spend a long time on a one to five point question that they know a lot about. They should answer it and go on)
f. Students should know how much time is allotted for the test. (students need to learn to allot their time wisely and to check the time)

g. Students should concentrate

h. Students should read instructions very carefully. (Students need to be helped in this area because many times they read into the questions things that are not there. Students must learn that if a question asks for a description and examples, they must give the examples. Students also need to learn that if they do not understand something or if something does not make sense, they should ask the teacher about it because there may be mistake on the test)

i. Students should begin with the questions they are sure of. This will give them a feeling of confidence and success. However, as already advised, they must learn not to dwell on these at length.

j. If students do not know an answer, they should make an intelligent guess. As long as the penalty for a wrong answer is the same as for no answer, it pays to take a calculated guess.

k. After students answer the questions they are sure of, they should work on those that count the most, that is, that are worth the greatest number of points.

l. Students should allowed time to go over the test. They should check that they have answered all the questions. They should be leery about changing a response unless they have found a particular reason to while going over the test. For example, they may have misread the question, they...
may have misinterpreted the question is a straightforward one, it’s probably better for students to leave their first response.

m. After the test has been graded and returned, students should go over it to learn from the results. Unless students find out why an answer is wrong and what the correct answer is, they may continue to make the same mistake on other tests.

n. Students should study the test after they get it back to determine what their teacher emphasizes on test.

2. Group work and study Teams

The students learn best when they are actively involved in the process. Students working in small groups tend to learn more of what is taught and retain it longer than when the same content is presented in other instructional formats. Students who work in collaborative groups also appear more satisfied with their class. Various names have been given to this form of teaching, and there are some distinction among these cooperative learning, collaborative learning, learning communities, peer teaching, peer learning, reciprocal learning, teams learning, study circles, study group, and work groups. (http/teaching.berkeley.edu/teaching)

Other opinion is also stated by Gillies and Ashman (2005: 59) In line with theories of cognition it is expected that working in groups accelerates the learning process. The dynamics behind the effects of group work may be found in the following five factors inherent in this type of learning environment:

a. Students in small groups are confronted by their fellow students in the group with different solutions and points of view. This may lead to sociocognitive
conflicts that are accompanied by feelings of uncertainty. This may cause a willingness in students to reconsider their own solutions from a different perspective. The resulting processes stimulate higher cognitive skills. In principle, students can also conquer the uncertainty caused by different points of view with the help of other members of the group, particularly where difficult or complicated assignments are concerned.

b. Small groups offer group members the opportunity to profit from the knowledge that is available in the group as a whole. This may take the form of knowledge, skills, and experiences that not every member of the group possesses. Students use each other as resources under those circumstances (resource-sharing).

c. Collaboration in small groups also means that students are given the opportunity to verbalize their thoughts. Such verbalizations facilitate understanding through cognitive reorganization on the principle that those who teach learn the most. Offering and receiving explanations enhances the learning process. Group members not only profit from the knowledge and insights transmitted through peer tutoring, but they can also internalize effective problem-solving strategies by participating in the collective solution procedures.

d. Positive effects of group work can also be expected on the basis of motivation theory. Co-operation intensifies the learning process. Students in group are strongly oriented towards the peer group and very interested in interaction with their fellow students.
e. From the point of view of teaching methods effects may be expected from the kinds of assignment that are used in groups. Varied assignments, which appeal to different levels of cognition and experiences, offer students the possibility of applying their strengths in the search for solutions.

Furthermore, Lie (2008: 16) states that in cooperative learning is a teaching learning process which gives the opportunity for the students to cooperate with other students in systematic tastes. Cooperative learning is a set of instructional models in which student work in mixes ability groups to reach specific learning and social interaction objectives. It also helps the learners meet specific learning and social interaction objective in structured group. Group members must work together as a team to accomplish a common goals; each person depends on all the others. No students can succeed completely unless everyone works well together as a team.

In this model students will work heterogeneously in teams. This model gives opportunity to the students to learn something cooperatively. The students are assigned text to read and are given “expert sheets” that contain different topics for each team member to focus on when reading. In the model, each student becomes a member of one group as home group and also becomes an expert group in other group.

3. The Procedure of Test Taking Teams

According to Barkley, Cross, and Major (2005: 164) there are some techniques that can be applied in test taking teams as follows:
a. Ask the students to form groups of four to six members. Consider one of the instructor-determined stratification methods for forming groups.
b. Depending on the size and complexity of the material to be mastered, the groups may need for fifteen minutes for a full class session, or longer.
c. Administer the test for students to complete individually and to submit to the instructor for grading.
d. Before returning the graded individual tests, ask the students to rejoin their group to reach a consensus on the answers and submit a group response to the test.
e. Consider averaging individual test grades and group test grades to determine the individual grades. Weight scores, for example, two-thirds for individual plus one-third for groups.

4. The Advantages of Test Taking Teams

According to Barkley, Cross, and Major (2005: 167) the advantages of test taking teams are as follows:
a. Test taking team is useful for demonstrating the value of collaborative learning.
b. The students help each other deepen their understanding of the content.
c. By working in groups, students were able to fill in their knowledge gaps regarding his course while they learned additional passage identification techniques that prepared them for the comprehensive exam.
d. To encourage individuals to make a best effort and to assess progress over time, have individuals take quizzes to score against their own previous

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averages; award points for the degree to which they meet or exceed their own performances.

Furthermore, there are six advantages of test taking teams are as follows:

a. To get lots of idea knowledge from the member of the teams.
b. In group work the weak members could be persuaded to alter their weakness to strengthen.
c. A group can tackle the most difficult problem in which the individual is unable.
d. Group decisions help to combine individual strengths of the group members and hence has a set of varied skill sets applied in the decision making process.
e. A group decision always means enhanced collective understanding of the course of action to be taken after the decision is taken.
f. A group decision gains greater group commitment since everyone has his/her share in the decision making (http/www.idiom.com).

5. The Disadvantages of Test Taking Teams

Soejadi in Isjoni (2008: 55) states that there some disadvantages of test taking teams as follows:

a. The group setting should be heterogeneous based on the students’ characteristics such as gender and level of achievement and it should be not too big of each group. It gives obstacles because of the large number of the
students in the classroom. If the group setting is too big it will, make the group less effective in working among the members.

b. The wrong choice of choosing the member of each group will make conflict among the members that will not promote better learning, improve students’ motivation and decrease enjoyment of learning experience.

c. No students will succeed completely unless everyone works well together as a team.

On the other hand there are four disadvantages of test taking teams as follows:

a. One of the major of group decision making is that it is more time consuming than the process of individual decision making.

b. Group decisions take longer to be finalized since there are many opinions to be considered and valued.

c. In case of authoritarian or minority group decision making, the people whose opinions are not considered tend to be left out from the decision making process and hence the team spirit ceases to grow.

d. The responsibility and accountability of the decisions are not equally shared in some cases which lead to a split in the group and hence hamper the overall efficiency of the group (http://www.itbusinessedge.com).

C. Direct Instruction Model

1. Definition of Direct Instruction Model
The direct instruction model is particularly useful when teaching basic skills, and when the skills to be learned can be reduced to small, independent segments. This model is also useful when teaching facts or data for recall. Direct instruction can also include such things as instructional of teaching (http://www.instruction, models approach).

Direct instruction is used to describe a lesson where the teacher has control. Unfortunately, teachers and student teachers and students often mistake direct instruction for the only way to teach. When I was a faculty associate, I would tell interns when I was coming to visit them, and often the intern would say that s/he wasn’t teaching at that time. Direct instruction is an instructional method from the Transmission paradigm, and is based on the learning theories of behaviorism and developmentalism. In a direct instruction lesson: the teacher usually spends some time lecturing; then the teacher guides the students through a complex problem, with the problem broken down into simple steps; then the students are given, one by one, the simple steps to carry out on their own; finally, the students are given one or many sample problems to accomplish on their own (http://www./methods/direct.html).

Direct instruction model refer to a pattern of teaching that consist of the teachers explaining a new concept or skill to a large group of students, having them test their understanding by practicing under teacher direction and encouraging them to continue to practice under teacher guidance (Joyce, Weil, and Calhoun, 1986 : 339)
The purpose of direct instruction model is to help students learn basic academic content such as reading in the most efficient, straightforward way (Cruiskshank, Bainer and Metcalf 1999: 224). One of the characteristics of key element in direct instruction model is teacher centrality. It means that teacher exert direction and control. The teacher decides what is to be learnt and how, and is visibly in charge.

The teacher becomes the decision maker in this model. The teacher will be engaged in many planning decision, such as deciding what he/she wants to reach, when he/she wishes to each, and how he/she will go about the reading process (Parsons, Hinson, and Brown, 2001: 11). Direct instruction model is highly structured and teacher directed. The students are under the teacher control. The teacher direction and control occur when the teacher selects and directs the learning tasks, determines grouping patterns, maintains a central role during instruction, keeps student choice and freedom and minimizes the amount of nonacademic pupil ask.

The teacher also provides feedback and correction for the students’ mistake. Direct instructions model is also academic focus. It means that academic focus is one of the highest priorities on the assignment and completion of academic task in classroom (Joyce and wril, 1986: 326).

Petterson says that direct instruction model is similar to “traditional teaching”. Generally reading traditional teaching is directed toward learning academic content it also characterized by teacher centered and teacher dominated classroom (Petterson in Cruichkshank, Bainer and Metcelf, 1999: 231).
2. **Steps in the Direct Instruction Model**

There are some steps that can be applied in Direct Instruction Model as follows:

a. **Review previously learned material**

Making connections between what is already known and what is to be learned is a critical success factor for learning. Review previously learned material that:

1) Is prerequisite knowledge for the new material?
2) Has an important connection with the new material.
3) Learning strategies that are useful for learning the new material.

b. **State objectives**

Lesson objectives should be stated and written on the board. Use language that the students can understand. The purpose of stating the objectives is to set the student's expectations of what they will learn.

c. **Presented the new material**

Clear and detailed instructions will give the students the opportunity to begin absorbing new material. The material should be organized
step by step with each step building on the last. Here are two methods for presenting the content:

1) Lecture Method

A lecture can often be the best way to introduce new material. Here are five essential steps to the lecture model:

a) State the main points of the lecture.
b) Introduce a main organizing idea or theme.
c) Use examples to illustrate each idea.
d) Use repetition to reinforce the main points.
e) Summarize and refer back to the main organizing idea.

2) Demonstrations

Here, the teacher demonstrates the skill or principle involved in small segments. After each segment, check for understanding. Visual demonstrations will engage a greater number of students than simple auditory lecture.

d. Guided practice

Guided practice involves the student attempting the skill with the assistance of the teacher and possibly other students. Typically, the teacher will take the students through the skill step by step.

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Questions can be used both to verify understanding and allow the students to verbalize what they are learning. This verbalization is important, in that it moves the ideas being learned from short term memory to long term memory. Also, repetition and review are important parts of learning more than enough questions should be prepared in advance.

e. Independent practice

The teacher should closely monitor any independent practice to correct misconceptions and verify that the students have acquired the skill or knowledge. If any student has not acquired the skill, they could be practicing error. Two forms of independent practice are:

1) Worksheets

If you use worksheets for independent practice, make sure you introduce them during guided practice. Again, circulate and check for correctness to avoid the students practicing error.

2) Utilization and Automaticity

These are the two stages students pass through while learning a skill. Utilization refers to ability to use a skill with some focus and concentration. Automaticity refers to the student using the skill automatically. The more the students use the skill correctly, the more they from through utilization to automaticity. Review periodically for a concept or skill to be learned to master takes time and practice. This is why review is an essential part of direct instruction (B. Rosenshine, "Teaching

3. The Conducting of Direct Instruction Model

According to Arends (2000: 283) there are four types of conducting Direct Instruction Model:

a. Preinstructional planning tasks associated with the model put emphasis on careful preparation of objectives and performing task analysis.

b. Direct instruction model are; providing objectives and establishing, demonstration or explaining the materials to be learned, providing guided practice, checking for students understanding and providing feedback and providing for extended practice and transfer.

c. Direct instruction refers to teacher to explain things clearly to demonstrate and model precise behaviors, and to provide for practice, monitoring of performance and feedback.

d. The used of practice should be guided by several principles: assigning short, meaningful amounts of practice, assigning practice to increase over learning and making appropriate use of massed and distributed practice.

4. The advantages of Direct Instruction Model

a. The teacher has control of the timing of the lesson.
b. Students are physically easy to monitor.

c. The teacher has control over what will be learned, and who will learn. If you want to reward the middle class students, this is the kind of teaching method to use.

d. The curriculum can be covered, so the teacher can say that s/he taught the material.

e. Some material should be taught this way, any information for which there is one right answer, and for which that answer is relatively simple, can be taught efficiently and honestly by using direct instruction.

(http://www.usask.ca/education/coursework/mcvittiej324.3/html)

5. The Disadvantages of Direct Instruction Model

a. It is based on old learning theories: that we must learn simple tasks before complex ones, and that only measurable learning is worthwhile.

b. Students do not have a sense of the overall purpose of the simple steps. However, if you tell them the purpose, by using advance organizers, this disadvantage is overcome.

c. Teachers cannot assess what the students’ prior knowledge is, so will be unaware of why particular students cannot learn.

d. Retention of how to solve the problems is low, because the students have not struggled with the problem themselves. This disadvantage can be overcome by having the students do many complex problems on their own. However, this means that one of the advantages (time efficiency) is lost.
e. Direct instruction as an instructional method works for only a small percentage of students, not for a great variety. The students who have other than verbal or who come from different cultural worldviews will fail. (http://www.usask.ca/education/coursework/mcvittiej327/html)

D. Interest

1. Definition of Interest

There are many definitions of interest. Many experts present the definitions of interest that differ from one another but their ideas complete each other. According to Crow and Crow, the word interest may be used to refer to motivating force which causes individual to give attention to a person, a thing, or an activity (Crow and Crow, 1963: 159). Page states that interest is freely choosing activity, which holds the attention and is a source of satisfaction and pleasure (1978: 181).

Markshefel defines that interest is something that impels or motivates the learner to strive for a particular goal (Markshefel, 1969: 73) and Horby remarks that interest is a condition of wanting or learns about something (1974: 866).

The last, Hurlock states that interest means a learned motive, which drives the person to occupy him or herself with an activity when he or she is free to choose what he will do (Hurlock, 1956: 403). The psychological factors that can influence the students in reading process can be the students’ interest. Since early

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1980, research has shown that interest contributed to students reading comprehension and learning (http://www.answer.com/topic/reading-interest).

Furthermore, interest is an important thing in the field of education. It is also important thing in one’s activity in this daily life. A person’s interest will be show in his activity in reaching his purpose. There is person who is interested in something and there is another who is uninterested in the same, including learning activity. Interest is a characteristic, disposition organized through experience, which impels an individual to seek out particular objects, activities, understanding skill or goals for attention or recognition (Smith and Déchant, 1961: 273).

In accordance with the definition of interest above, it can be applied attention to some aspect as follows:

a. Interest is active psyche intentness

b. Interest is always in accordance with consciousness/awareness, willingness, pleasure and attention.

c. Consciousness/awareness, pleasure and attention are potential factor that enable the individual in reaching objects from his environment.

From the explanation above, it can be concluded that interest is an active psychological intentness that relate to consciousness/awareness, willingness, pleasure, and attention in responding a give object because it attracts him. Psychologically, interest has been variously defined as a kind of consciousness accompanying and stimulating attention, a feeling pleasant or painful directing attention the pleasurable. Thus it may be said, we attend to what interest us; and
again, that to be interested and to attend are identical. The term interest is used also to indicate a permanent mental disposition. Thus we may have an interest in certain subjects, though they are not an object of our present attention. However interest be defined, and whether it be described as a cause of attention, an aspect of attention, or as identical with attention, its special significance lies in its intimate connection with the mental activity of attention. Attention may be defined as cognitive or intellectual energy directed towards any object. It is essentially selective; it concentrates consciousness on part of the field of mental vision, whilst it ignores other parts. Attention is also purposive in character. It focuses our mental gaze in order to attain a clearer and more distinct view. It results in a deeper and more lasting impression, and therefore plays a vital part both in each cognitive act and in the growth of knowledge as a whole.

2. **Specific of Interest.**

That interest should be thought of as a complex cognitive phenomenon affected by multiple text and reader characteristic. A critical question is how the elicitation of interest leads to improved recall. One possibility is that interest activates text-processing strategies that result in readers being engaged in deeper-level processing. Colleagues reported that the connections readers made between information and their prior knowledge or previous experience increased their interest. Colleagues that interacting but separate cognitive systems (verbal and nonverbal) can explain the relationships among interest, comprehension, and recall. When verbal materials are encoded through both of these systems, comprehension and memory increase. The dual coding and colleagues seems to
account for the effects of some of the sources of interest that have been found to be associated with increased comprehension and memory, such as the processing of concrete, high-imagery materials. Nevertheless, some highly concrete and easily imaginable information is more interesting than other similar information. In addition, the informational significance of intensity, novelty, surprise, high personal relevance, and character identification reported in the literature to elicit interest do not seem to promote dual encoding prompted by concrete language and mental imagery. Another factor that has been associated with interest, reading, and increased learning is attention. Interest is associated with automatic attention that facilitates learning (http/www.reading-interest.htm).

3. Aspect of Interest.

People are said to be interested to a certain object if they have four aspect namely consciousness, willingness, pleasure, and attention. Each aspect will be explained as follows:

a. Consciousness

A person can be said to be interested in something if he has consciousness. It has to exist in an individual, because the individual will be interested in something if he conscious the objects catches is very interesting for him.

b. Willingness

Willingness means as a motivational desire to the purpose of life controlled by thought. This motivational desire will produce a will, attention and the attention concentrate to a give object, then, the interest of the
individual will appear. For example, a man who wants to be a policeman, he will have a strong will and full of attention to learn everything deals with his expected dream and to actualize it.

c. Pleasure

Pleasure seems to be derived from simply watching the movements of people and object. At first this activity is primarily biological, but as perceptions occur and concepts begin to form, the psychological components become more important. The children learn to avoid those activities perceived as unsatisfying and to repeat those that have proved be worthwhile (Skinner, 1984: 338).

d. Attention

Evidence of interest in the form of attention can be observed in the early behavior of infants. Stimulation produced by a sound or a touch cause awareness evidenced by movement of the baby and the fixation of the eyes. Infants have a need for sensory stimulation and seek to be stimulated by being alert to their surrounding (Skinner, 1984: 338)

4. Factors Influencing Interest

Crow and Crow classify factors influencing interest into three:

a. The factors on inner urges

This factor is closely related to pleasure and un-pleasure, like and dislike, and other feeling, which appear from inner urges.

b. The factor of social motives
Social motives are factors which appear from outside individuals. Those factors can be objects and activities in society.

c. Emotional factors

Emotional factors are closely related to feeling and emotion. If the individual succeeds in doing that activity, he or she will be satisfied and pleased. On the other hand, if he or she fails, it will cause a loss of interest. Emotion is a factor that makes interest unchanging (Crow and Crow, 1963: 159).

5. The Importance of Interest

Interest plays an important role in all activities. It is a factor that must be fulfilled before carrying out the activities. It can motivate someone to do them and to achieve the goal consciously. If one has a good interest, he or she likely to seek some books to learn.

In learning activity, interest determines one’s success. Hurlock (1956: 402) states that “interest provides a strong a strong to learn”. It is supported by Abraham (1964: 188) who states “Interest is the major factors in any learning situation”. It is to learn Srihastuti (1981: 3) also supports the same idea, stating that learning process involves someone’s interest. Without having interest, one will not succeed in learning. Furthermore, interest plays an important role to many activities. Being interested in an activity, enthusiasm will come up followed by pleasure and willingness, and further it wills one’s ability. If one is interested in doing something means that he has no motive to act, and if carries out an activity,
the result will not satisfy him. So, the interest can make the goals of something can be achieved.

From this statement above, it can be stated that interest has a high important role in influencing learning activity which includes emotion, feeling, attention, satisfaction and pleasure. The personal positive interest and attitudes of each learner will increase the chance for success.

Based on the various definitions above, the writer can formulate that interest refers to motivating force which causes individual to give attention to a person, a thing or an activity that strive for particular goal, a condition of wanting or learns about something, and it refers to attention, satisfaction, motivation, and pleasure.

E. Rationale

1. The difference between Test Taking Teams and Direct Instruction Model

Test taking teams is supposed more effective than the direct instruction model where the students will be more active. The teacher centrality no longer happens in this model. Student centrality is more considered in this model. The cooperation among the students while they are doing subsection of certain topic and understanding the material in the text given to them are also important thing in test taking teams. Test taking teams will automatically force the student to be more active in acquiring the academic content without neglecting their social and human relation with other students unconsciously. The teacher’s goal in holding the classroom, not only concern with teaching academic content but also consider making the students develop their social and human relation with others. When

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the reading process happens the writer will choose the topic of the text and ask the students to work cooperatively in understanding the message of the text.

Test taking teams will also make the students more interested in joining the teaching and learning process especially in reading. Interest gives big influence to the students to improve their reading competence. If the students have high level on interest they will have high interest in reading many texts that the teacher gives to them. They like to read anything that the teacher gives to them. They like to read anything that the teacher gives to them which is used interesting topic. They will be active in joining the teaching learning process especially in reading because they have high level of interest. Test taking teams and student’s interest are supposed to have interaction toward student’s reading competence.

Meanwhile, direct instruction model seems can satisfy the students in joining the reading class. They depend on the teacher’s explanation and translation almost all the times in reading class. They wait and wait until all the words are translated by the teacher to get the message of the text given to them. This does not promote achievement in interest, thinking and problem solving. In this model the students also have low level of interest to nearly all the activities, texts, tasks, and test given to them. That’s why direct instruction model is supposed more effective for students who have low level of interest toward students reading competence.

Thus, it can be assumed that test taking teams is more effective than direct instruction model in teaching reading.
2. The difference between Students having high Interest and Students having low Interest.

Interest refers to motivating force which causes individual to give attention to a person, a thing or an activity that strive for particular goal, a condition of wanting or learns about something, and it refers to attention, satisfaction, motivation, and pleasure. Based on these ideas the students are called having high interest when they have high willingness or desire to do something. Then, the students who have high interest also usually have better attitudes in joining the teaching and learning process. They have high desire to pay much attention to the teacher and all the activities which are done in the class. They are more active than those who have low level of interest. Otherwise, the students who have low interest usually have low willingness, motivation, and desire to do something especially in reading competence. Furthermore, they also have low desire to pay much attention to the teacher and all the activities which are done in the classroom activity.

Based on the above elaboration, it can be stated that the students who have high interest will be easier to understand the text being read because they are more interested in solving the problems when they are faced by the difficulties in reading competence. Otherwise, the students who have low interest will have difficulty in understanding the text being read because they are less willingness or desire in overcoming their problems. This is caused by their desire to do something, specifically in understanding the text itself.
Thus, it is supposed that the students who have high interest have better reading competence than those who have low interest.

3. The Interaction between teaching model and Students Interest

Teachers have to be more selective on how the students have to be taught. Selecting and using the appropriate models are believed able to teach the students to have high interest. In contrary, choosing improper models will bring them to have low willingness in learning, especially in understanding the reading texts. Based on the above elaboration, the students' reading competence can be influenced by the models used by the teacher. Therefore, the teacher should be more selective in selecting the teaching models used in the teaching and learning process.

In accordance with the above elaboration, test taking team is supposed suitable for the students who have high interest, because based on the characteristic of this model, the group studies for the exam together, individual take the exam, and the group takes the exam. By working together to prepare for the exam, students will help each other to deepen their understanding of the text content. So it can be stated that this model can only be done by the students who have high interest. Meanwhile, direct instruction model is supposed as an appropriate teaching model to teach the students who have low interest, because this teaching model cannot motivate the students well as it is only focused on the academic content. The students tend to be listeners and also depend on the teachers’ instruction. They wait for the teacher’s help to understand the reading text in order to understand the content of the text.
Thus, it is assumed that there is an interaction between teaching models and students’ interest for teaching reading.

E. Hypothesis

Based on the theoretical description and rationale above, the hypotheses can be formulated as follows:

1. Test taking teams is more effective than direct instruction model to teach reading for the eighth graders of MTs NW Penedagandor in the academic year of 2010/2011.

2. The students having high interest have better reading competence than those having low interest for the eighth graders of MTs NW Penedagandor in the academic year of 2010/2011.

3. There is an interaction between teaching model and students’ interest in teaching reading for the eighth graders of MTs NW Penedagandor in the academic year of 2010/2011.
CHAPTER III
RESEARCH METHODOLOGY

A. Place and Time of the Study

The research was conducted in MTs NW Penedagandor, at the eighth grade students in the academic year of 2010/2011. The research was exactly started in September 2010 until June 2011. The schedule of activities can be seen in table 1.

Table 3.1. Time Schedule of the Research.

<table>
<thead>
<tr>
<th>No</th>
<th>Month, year</th>
<th>Activities</th>
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<tbody>
<tr>
<td>1.</td>
<td>September - December 2010</td>
<td>Consultation and writing proposal</td>
</tr>
<tr>
<td>2.</td>
<td>December 2010 - January 2011</td>
<td>Arranging the research instrument and consultation</td>
</tr>
<tr>
<td>3.</td>
<td>February 21st 2011</td>
<td>Trying-out questionnaires of interest</td>
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<td>4.</td>
<td>February 22nd 2011</td>
<td>Try-out the reading test</td>
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<td>5.</td>
<td>February 23rd - 4th March 2011</td>
<td>Analyzing the result of try-out and consultation</td>
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<tr>
<td>6.</td>
<td>March 5(^{th}) - April 2011</td>
<td>Doing the research</td>
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<tr>
<td>7.</td>
<td>Mei 2(^{nd}) - 14(^{th}) 2011</td>
<td>Cultivating and collecting research data</td>
</tr>
<tr>
<td>8.</td>
<td>May 16(^{th}) - 31(^{st}) 2011</td>
<td>Consultation the result of the research.</td>
</tr>
<tr>
<td>9.</td>
<td>June 2011</td>
<td>Writing the research report</td>
</tr>
</tbody>
</table>

**B. Research Method**

The method applied in this research was an experimental method. Experimental research is a research in which the researcher manipulates the independent variable, as stated by Johnson and Christensen (2000: 23), the purpose of experimental research is to determine cause-and-effect relationships. The experimental research method enables us to identify causal relationships because it allows us to observe, under controlled conditions, the effect of systematically hanging one or more variables. In line with the above elaboration, Nazir (2005: 63) states that an experimental study is a study that is conducted by manipulating the research object. The purpose of an experimental study is to investigate the effectiveness between a certain treatments to experimental class and to control class as the comparison. Thus, the independent variable in experimental research is commonly called as experimental variable or treatment variable. Meanwhile, the dependent variable is known as the outcome variable.
Referring to this research, the writer chose the experimental research method because this research was related to the effectiveness of teaching model used as the independent variables and interest as the attribute variable in teaching reading skill for the eighth graders of MTs NW Penedagandor. This research involved three kinds of variables namely independent variable, dependent variable, and control variable. The independent variable of this research was the teaching model. The teaching model were the factors of this study which were manipulated, measured, and selected to know the effect and the relationship to the phenomenon investigated. The teaching model used in this study were test taking teams and direct instruction model. These two different models were related differently for the groups of students. In this way, the test taking teams group of students function as experimental group and direct instruction model of students function as control group.

Furthermore, the dependent variable of this research was students’ reading skill for the eighth graders of MTs NW Penedagandor in the academic year of 2010/2011. The control variable of this study was students’ interest in learning. This variable was also assumed as the secondary independent variable to the phenomenon investigated. In this study the writer is interested to investigate the effect of independent variable (X) or teaching models on dependent variable (Y) or reading skill, in which the relationship between X and Y is influenced by the attribute variable (Z) or students’ interest.

C. Population, Sample, and Sampling
This part presents about population of the study, sample of the study, and sampling of the study.

1. Population

The population of this study was all of the eighth graders of MTs NW Penedagandor in the academic year of 2010-2011. The eighth graders of MTs NW Penedagandor were divided into four classes that are VIII-A, VIII-B, VIII-C, VIII-D which consisted of 120 students and each class consisted of 30 students.

2. Sample

The sample of the research used was two classes of MTs NW Penedagandor, at the eighth graders in the academic year of 2010/2011.

The eighth graders of VIIIA was treated as experimental class which consisted of 30 students and class VIIIB was treated as a control class which also consisted of 30 students. From the result of interest questionnaire, 50% of low interest group and 50% of high interest group were taken from both classes of experimental class and control class. So, there were 15 students with high and 15 student’s low interest who were taught by test taking teams for experimental class, and 15 students with high and 15 students low interest who were taught by direct instruction model for control class.

3. Sampling

The sampling technique used in this study was cluster random sampling. Cluster sampling was used for determining which class was used as an
experimental class and which class was used as a control class. In this case, all members of selected groups have similar characteristic. Based on this idea, cluster sampling is a sampling technique that chooses the sample of study by taking certain classes that have similar characteristic.

Each class was divided into two groups, students who have high interest and those who have low interest. One of the two classes was taught by test taking teams and other class was taught by direct instruction model, so there were four groups: (1) students with high interest who were taught by test taking teams; (2) students with high interest who were taught by direct instruction model; (3) students with low interest who were taught by test taking teams; (4) students with low interest who were taught by direct instruction model.

D. Technique of Collecting Data

In order to know the level of student’s interest, the students were given interest questionnaire. The forms of the items were objective. It is used to make the students easier to answer. The questionnaire was used to classify students into two groups: the students who have high interest and those who have low interest. The questionnaire consists of statements about students’ interest and there were four options chosen in each item. In this case, there is no right or wrong answer because the students’ responds are based on their condition.

The writer used a Likert scale using 4 points scale in which the interval between each point on the scale was assumed to be equal. It was used to register the extent of agreement or disagreement to a particular statement. The items of the questions were in the positive and in negative directions. The four responses
consist of strongly agree, agree, disagree, and strongly disagree. For positive statement, the score is from 4 to 1, while for negative statement, the score is from 1 to 4. Furthermore, to know the student’s reading competence, the students were given reading test which was designed in the form of objective test. The items of student’s interest questionnaire and reading test were made and arranged based on indicators at blueprint which were formulated based on operational definition. The item of both interest questionnaire and reading test should be tried out first, in order to know the validity and reliability. The valid and reliable items would be used to get the data. Try out of instrument was conducted at the same school, in MTs NW Penedagandor, at the same graders, but at different class. The instrument was tried out to 30 students.

To know whether the instrument used in this study is valid or not the researcher used content and construct validity. Content validity is the degree to which a test measures an intended content area. To examine the validity of the student’s interest questionnaire, the formula used is as follows:

\[ r_{it} = \frac{\sum x_i x_t}{\sqrt{\left(\sum x_i^2\right)\left(\sum x_t^2\right)}} \]

Where:

- \( r_{it} \) : Coefficient of validity
- \( \sum x_i x_t \) : Total of items variance
- \( \sum x_i^2 \) : Total variance of item
- \( \sum x_t^2 \) : Total variance
In which:
\[ s_i^2 = \frac{\sum x_i^2}{n} \]

(Ngadiso, 2009: 1)

Based on the result of validity analysis of interest, the researcher found that 53 items were valid and there were 7 items invalid. To be clearer, the valid and invalid items are shown for each indicator as follows:

Table 3.2 Blue Print of invalid Items

<table>
<thead>
<tr>
<th>No</th>
<th>Indicators</th>
<th>Items</th>
<th>Valid</th>
<th>Total</th>
<th>Invalid</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Motivating force which causes individual to give attention to a person, a thing or activity that strive for particular goal.</td>
<td>11,23,25,26,29,37,38,45,51,57</td>
<td>10</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Interest is a condition of wanting/learning about something.</td>
<td>2,10,14,18,28,34,55,54</td>
<td>8</td>
<td>4</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Interest is closely related to attention, satisfaction, motivation and pleasure a. Attention</td>
<td>3,7,12,21,30,33,41,</td>
<td>7</td>
<td>44,60</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Satisfaction</td>
<td>8,15,17,20,35,42,49,53</td>
<td>8</td>
<td>27</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Motivation</td>
<td>5,6,22,31,32,39,40,43,45,46,47,56,58.</td>
<td>13</td>
<td>13, 48</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>
Furthermore, to know the reliability of the student’s interest questionnaire, the formula used is as follows:

\[
\rho_{kk} = \frac{k}{k-1} \left[ 1 - \frac{\sum s_i^2}{s_{ss}^2} \right]
\]

Where:
- \(\rho_{kk}\): Coefficient of reliability
- \(k\): Total of Valid items
- \(\sum s_i^2\): Total Variance of all items
- \(\sum s_i^2\): Total Variance

(Ngadiso, 2009: 2-3)

Based on the result of analysis, it was found that the \(\rho_0 (0.919)\) is higher than \(\rho_1\) at the level of significance (\(\alpha\)) 5% = 0.320. Because \(\rho_0 > \rho_1\) (0.361 > 0.320), so the test used was reliable.

Then, the reading instrument used was consulted to the experts’ judgment and correlated to the curriculum and books used, in this case was the course book for the junior high school for grade eight. Furthermore, to know the validity of test, the researcher applied the following formula.
\[ r_o = \frac{\bar{X}_i - \bar{X}_t}{S_i} \sqrt{\frac{p_i}{q_i}} \]

Where

- \( r_o \) : Coefficient of validity
- \( \bar{X}_i \) : Mean score of correct answer
- \( \bar{X}_t \) : Mean of total score
- \( S_i \) : Standard deviation of total score
- \( p_i \) : The proportion of correct answers
- \( q_i \) : The proportion of incorrect answers

In which:

\[ S_i = \sqrt{\frac{\sum x^2}{n}} \]

Table 3.3: Blueprint of invalid items of reading test

<table>
<thead>
<tr>
<th>No</th>
<th>Indicators</th>
<th>Items</th>
<th>Valid</th>
<th>Total</th>
<th>Invalid</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Identifying main ideas.</td>
<td>7,9,16,19,21,35,42,53,56,</td>
<td>9</td>
<td>5,49,</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Identifying explicit information.</td>
<td>1,2,13,15,20,22,24,25,27,31,37,38,40,43,45,52,55,</td>
<td>17</td>
<td>34,</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Identifying implicit information.</td>
<td>32,39,</td>
<td>2</td>
<td>59,</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Identifying references.</td>
<td>11,26,29,33,44,48,60,</td>
<td>7</td>
<td>3,8,</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>
5. Identifying lexical meaning synonym and antonym
   4, 10, 12, 14, 28, 30, 36, 47, 50, 54,
   10 17 1

6. Identifying the purpose of the text
   6, 18, 23, 41, 46, 51, 57, 58.
   8 0 0

| Total | 53 | 7 | 7 |

Then, to know the reliability of reading test, the formula used is as follows:

\[
r_{kk} = \frac{k}{k-1} \left[ 1 - \frac{\sum pq}{s_t^2} \right]
\]

Where:

- \( r_{kk} \): Coefficient of reliability
- \( k \): Total of valid items
- \( \sum pq \): Sums of all item variance
- \( s_t^2 \): Total Variance

Based on the result of analysis, it was found that the \( r_o \) (0.919) is higher than \( r_t \) at the level of significance (\( \alpha \)) 5% = 0.320. Because \( r_o > r_t \) (0.361 > 0.320), so the test used was reliable.

**E. Technique of Analyzing Data**

*commit to user*
In analyzing the data of this study the researcher uses descriptive and inferential analysis. A descriptive analysis is used to know the mean, median, mode, and standard deviation of students’ scores in reading by using inferential analysis.

Table 3.4 Factorial Design for ANOVA

<table>
<thead>
<tr>
<th>Teaching Model</th>
<th>Test Taking Teams</th>
<th>Direct Instruction Model</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A1</td>
<td>A2</td>
</tr>
<tr>
<td>High Interest</td>
<td>First group of Students</td>
<td>Second group of Students</td>
</tr>
<tr>
<td>(B_1)</td>
<td>((A_1B_1))</td>
<td>((A_2B_1))</td>
</tr>
<tr>
<td>Low Interest (B_2)</td>
<td>Third group of Students</td>
<td>Fourth group of Students</td>
</tr>
<tr>
<td>((A_1B_2))</td>
<td>((A_2B_2))</td>
<td>((A_1B_2))</td>
</tr>
</tbody>
</table>

In calculating the students score obtained after conducting test, the researcher uses 2 x 2 ANOVA by using some steps as designed in the form of metric or table as follows:

Table 3.5 Design for ANOVA

<table>
<thead>
<tr>
<th>1st effect</th>
<th>Test Taking Teams</th>
<th>Direct Instruction Model</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd effect</td>
<td>(\sum X)</td>
<td>(\sum X)</td>
<td>(\sum X)</td>
</tr>
<tr>
<td>High Interest</td>
<td>Group 1</td>
<td>Group 2</td>
<td>(\sum X_{hi})</td>
</tr>
<tr>
<td>(\sum X)</td>
<td>(\sum X)</td>
<td>(\sum X)</td>
<td></td>
</tr>
<tr>
<td>Low Interest</td>
<td>Group 3</td>
<td>Group 4</td>
<td>(\sum X_{rj})</td>
</tr>
<tr>
<td>(\sum X)</td>
<td>(\sum X)</td>
<td>(\sum X)</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>(\sum X)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

commit to user

55
Then the step used to calculate 2 x 2 ANOVA is as follows:

a. The total sum of squares:
\[ \sum x^2 = \sum X^2 - \frac{\left( \sum X \right)^2}{N} \]

b. The sum of squares between groups:
\[ \sum x^2_p = \sum \left( \frac{X^2}{n_i} \right) - \left( \frac{\sum X^2}{N} \right) + \left( \frac{\sum X^2}{n_j} \right) - \left( \frac{\sum X^2}{N} \right) + \left( \frac{\sum X^2}{n_k} \right) - \left( \frac{\sum X^2}{N} \right) \]

c. The sum of squares within groups:
\[ \sum x^2_w = \sum x^2 - \sum x^2_p \]

d. The sum between-columns of squares:
\[ \sum x^2_{bc} = \frac{\left( \sum X^2_{c1} \right)^2}{n_{c1}} + \frac{\left( \sum X^2_{c2} \right)^2}{n_{c2}} - \frac{\left( \sum X^2 \right)^2}{N} \]

e. The sum between-rows of squares:
\[ \sum x^2_{br} = \frac{\left( \sum X^2_{r1} \right)^2}{n_{r1}} + \frac{\left( \sum X^2_{r2} \right)^2}{n_{r2}} - \frac{\left( \sum X^2 \right)^2}{N} \]

f. The sum of squares interaction:
\[ \sum x^2_{int} = \sum x^2_p - \left( \sum x^2_{bc} + \sum x^2_{br} \right) \]

g. df for between - columns sum of squares = C – 1

   df for between - rows sum of squares = R – 1

   df for interaction (C-1) (R-1)
df for between - groups sum of squares = G – 1

df for within - columns sum of squares = \( \sum (n - 1) \)

df for total sum of square = N – 1

C = the number of columns

R = the number of rows

G = the number of groups

n = the number of subject of one groups

N = the number of subject of all groups

Below is the table for summarizing of 2 x 2 ANOVA:

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>SS</th>
<th>DF</th>
<th>MS</th>
<th>( F_0 )</th>
<th>( F_{0.05} )</th>
<th>( F_{0.01} )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between columns (Teaching Method)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between rows (Interest)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Columns by rows (Interaction)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between groups</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Within groups</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Between column

\[
q = \frac{\bar{X}_{c_1} - \bar{X}_{c_2}}{\sqrt{\text{error variance}/n}}
\]
2. Between row  \[ q = \frac{\bar{X}_{r_1} - \bar{X}_{r_2}}{\sqrt{error\ variance} / n} \]

3. Between column \((\text{HI}) = \frac{\bar{X}_{c_1r_1} - \bar{X}_{c_1r_3}}{\sqrt{error\ variance} / n} \]

4. Between column \((\text{LI}) = \frac{\bar{X}_{c_1r_2} - \bar{X}_{c_1r_3}}{\sqrt{error\ variance} / n} \) or \[ q = \frac{\bar{X}_{c_1r_2} - \bar{X}_{c_1r_3}}{\sqrt{error\ variance} / n} \]

5. The statistic test is obtained by dividing the difference between the means by the square root of the ratio of the within group variation and the sample size.

\[ TS : q = \frac{\bar{X}}{\sqrt{S^2_n / n}} \]

Tukey test is used to know the difference which teaching model is more effective or better to teach reading. (Ngadiso, 2009: 19).

CHAPTER IV
THE RESULT OF THE STUDY

This chapter discusses the result of the study. The result is divided into four discussions as follows: the description of the data, normality and homogeneity test, hypothesis test, and the discussion of the result of the study.

A. The Description of the Data

The data presented are result of the reading test. It includes the mean, mode, median, standard deviation, and frequency distribution then followed by histogram and polygon. The descriptions of data are based on the groups analyzed which are divided into eighth groups:
1. The data of reading test of the students who are taught by using Test Taking Teams (A₁).

2. The data of reading test of the students who are taught by using Direct Instruction Model (A₂).

3. The data of reading test of the students or the group who have high interest that are taught by TTT and DIM (B₁).

4. The data of reading test of the students or the group who have low interest that are taught by TTT and DIM (B₂).

5. The data of reading test of the students or the group who have high interest that are taught by using Test Taking Teams (A₁B₁).

6. The data of reading test of the students or the group who have high interest that are taught by using Direct Instruction Model (A₂B₁).

7. The data of reading test of the students or the group who have low interest that are taught by using Test Taking Team (A₁B₂).

8. The data of reading test of the students or the group who have low interest that are taught by using direct instruction model (A₂B₂).

**The data of each group are described as follows:**

1. The data of reading test of the data students who are taught by using Test Taking Teams (A₁).

   Descriptive analysis of data of A₁ shows that score is 50 up to 87. The mean is 70.50, the mode is 65.56, the median is 68.79, and the standard deviation is 10.99. Histogram and polygons are presented in figure 1.

   Tabel 4.1. Frequency distribution of A₁.
2. The data of reading test of the students who are taught by using Direct Instruction Model (A2).

Descriptive analysis of data of A2 shows that score is 55 up to 73. The mean is 74.00, the mode is 65.56, the median is 66.00, and the standard deviation is 5.02. Histogram and polygons are presented in figure 2.

Table 4.2. Frequency distribution of A2

<table>
<thead>
<tr>
<th>Class Limits</th>
<th>Class Boundaries</th>
<th>Mid</th>
<th>Tally</th>
<th>Freq</th>
<th>Percent</th>
<th>fX</th>
<th>fX^2</th>
</tr>
</thead>
<tbody>
<tr>
<td>55 - 57</td>
<td>54.5 - 57.5</td>
<td>56</td>
<td>1</td>
<td>1</td>
<td>3.33</td>
<td>56.0</td>
<td>3136.0</td>
</tr>
<tr>
<td>58 - 60</td>
<td>57.5 - 60.5</td>
<td>59</td>
<td>III</td>
<td>3</td>
<td>10.00</td>
<td>177.0</td>
<td>10443.0</td>
</tr>
<tr>
<td>61 - 63</td>
<td>60.5 - 63.5</td>
<td>62</td>
<td>IIII</td>
<td>6</td>
<td>20.00</td>
<td>372.0</td>
<td>13904.0</td>
</tr>
<tr>
<td>64 - 66</td>
<td>63.5 - 66.5</td>
<td>65</td>
<td>IIIIII</td>
<td>6</td>
<td>20.00</td>
<td>390.0</td>
<td>152100.0</td>
</tr>
<tr>
<td>67 - 69</td>
<td>66.5 - 69.5</td>
<td>68</td>
<td>IIII</td>
<td>4</td>
<td>13.33</td>
<td>272.0</td>
<td>7484.0</td>
</tr>
</tbody>
</table>

Figure 4.1. Histogram and Polygon Data A1
3. The data of reading test of the students of the group having high interest who are taught by using TTT and DIM (B1).

Descriptive analysis of data of B1 shows that score is 60 up to 87. The mean is 73.83, the mode is 66.75, the median is 73.10, and the standard deviation is 8.46 Histogram and polygons are presented in figure 3.

Table 4.3. Frequency distribution of B1

<table>
<thead>
<tr>
<th>Class Limits</th>
<th>Class Boundaries</th>
<th>Midpoint</th>
<th>Tally</th>
<th>Freq</th>
<th>Perce</th>
<th>fX</th>
<th>fX^2</th>
</tr>
</thead>
<tbody>
<tr>
<td>60 - 64</td>
<td>59.5 - 64.5</td>
<td>62</td>
<td>lllll</td>
<td>5</td>
<td>16.67</td>
<td>310.00</td>
<td>19220.00</td>
</tr>
<tr>
<td>65 - 69</td>
<td>64.5 - 69.5</td>
<td>67</td>
<td>lllll</td>
<td>6</td>
<td>20.00</td>
<td>402.00</td>
<td>26934.00</td>
</tr>
<tr>
<td>70 - 74</td>
<td>69.5 - 74.5</td>
<td>72</td>
<td>lllll</td>
<td>5</td>
<td>16.67</td>
<td>360.00</td>
<td>25920.00</td>
</tr>
<tr>
<td>75 - 79</td>
<td>74.5 - 79.5</td>
<td>77</td>
<td>lllll</td>
<td>5</td>
<td>16.67</td>
<td>385.00</td>
<td>29645.00</td>
</tr>
<tr>
<td>80 - 84</td>
<td>79.5 - 84.5</td>
<td>82</td>
<td>lllll</td>
<td>5</td>
<td>16.67</td>
<td>410.00</td>
<td>33620.00</td>
</tr>
<tr>
<td>85 - 89</td>
<td>84.5 - 89.5</td>
<td>87</td>
<td>lllll</td>
<td>4</td>
<td>13.33</td>
<td>348.00</td>
<td>30276.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>100</td>
<td></td>
<td>2215.00</td>
<td>165615.00</td>
</tr>
</tbody>
</table>

Figure 4.2. Histogram and Polygon Data A2
4. The data of reading test of the students or the group having low interests who are taught by using TTT and DIM (B₂).

Descriptive analysis of data of B₂ shows that score is 50 up to 73. The mean is 63.23, the mode is 63.14, the median is 63.24, and the standard deviation is 5.84. Histogram and polygons are presented in figure 4.

Table 4.4. Frequency distribution of B₂

<table>
<thead>
<tr>
<th>Class Limits</th>
<th>Class Boundaries</th>
<th>Mid point</th>
<th>Tally</th>
<th>Freq</th>
<th>Percen</th>
<th>fX</th>
<th>fX²</th>
</tr>
</thead>
<tbody>
<tr>
<td>50 - 53</td>
<td>49.5 - 53.5</td>
<td>51.5</td>
<td>II</td>
<td>2</td>
<td>6.67</td>
<td>103</td>
<td>5304.50</td>
</tr>
<tr>
<td>54 - 57</td>
<td>53.5 - 57.5</td>
<td>55.5</td>
<td>III</td>
<td>3</td>
<td>10.00</td>
<td>166.5</td>
<td>9240.75</td>
</tr>
<tr>
<td>58 - 61</td>
<td>57.5 - 61.5</td>
<td>59.5</td>
<td>IIIII</td>
<td>5</td>
<td>16.67</td>
<td>297.5</td>
<td>17701.25</td>
</tr>
<tr>
<td>62 - 65</td>
<td>61.5 - 65.5</td>
<td>63.5</td>
<td>IIIII</td>
<td>11</td>
<td>36.67</td>
<td>698.5</td>
<td>44354.75</td>
</tr>
<tr>
<td>66 - 69</td>
<td>65.5 - 69.5</td>
<td>67.5</td>
<td>III</td>
<td>3</td>
<td>10.00</td>
<td>202.5</td>
<td>13668.75</td>
</tr>
<tr>
<td>70 - 73</td>
<td>69.5 - 73.5</td>
<td>71.5</td>
<td>IIIII</td>
<td>6</td>
<td>20.00</td>
<td>429.0</td>
<td>30673.50</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30</td>
<td>100</td>
<td>1897.0</td>
<td>120943.50</td>
</tr>
</tbody>
</table>
5. The data of reading test of the students or the group having high interests who are taught by using Test Taking Teams (A₁B₁).

Descriptive analysis of the data of A₁B₁ shows that the score is 70 up to 87. The mean is 79.23, the mode is 76.22, the median is 78.78 and the standard deviation is 4.40. Histogram and polygon are presented in figure 5.

<table>
<thead>
<tr>
<th>Class Limits</th>
<th>Class Boundaries</th>
<th>Midpoint</th>
<th>Tally</th>
<th>Freq</th>
<th>Percent</th>
<th>fX</th>
<th>fX³</th>
</tr>
</thead>
<tbody>
<tr>
<td>70 - 73</td>
<td>69.5 - 73.5</td>
<td>71.5</td>
<td>l</td>
<td>1</td>
<td>6.67</td>
<td>71.50</td>
<td>511.25</td>
</tr>
<tr>
<td>74 - 77</td>
<td>73.5 - 77.5</td>
<td>75.5</td>
<td>lllll</td>
<td>5</td>
<td>33.33</td>
<td>377.50</td>
<td>28501.25</td>
</tr>
<tr>
<td>78 - 81</td>
<td>77.5 - 81.5</td>
<td>79.5</td>
<td>lllll</td>
<td>4</td>
<td>26.67</td>
<td>318.00</td>
<td>25281.00</td>
</tr>
<tr>
<td>82 - 85</td>
<td>81.5 - 85.5</td>
<td>83.5</td>
<td>lllll</td>
<td>4</td>
<td>26.67</td>
<td>334.00</td>
<td>27889.00</td>
</tr>
<tr>
<td>86 - 89</td>
<td>85.5 - 89.5</td>
<td>87.5</td>
<td>l</td>
<td>1</td>
<td>6.67</td>
<td>87.50</td>
<td>7656.25</td>
</tr>
</tbody>
</table>

| 15 | 100 | 1188.50 | 94439.75 |

Figure 4.4. Histogram and Polygon Data B₂
6. The data of reading test of the students or the group having high interest who are taught by using Direct Instruction Model (A₂B₁)

Description analysis of the data of A₁B₂ shows that the score is 50 up to 67. The mean is 60.57, the mode is 62.96, the median is 61.78 and the standard deviation is 5.12 Histogram and polygon are presented in figure 6.

<table>
<thead>
<tr>
<th>Class Limits</th>
<th>Class Boundaries</th>
<th>Midpoint</th>
<th>Tally</th>
<th>Freq</th>
<th>Percentage</th>
<th>fX</th>
<th>fX³</th>
</tr>
</thead>
<tbody>
<tr>
<td>50 - 53</td>
<td>49.5 - 53.5</td>
<td>51.5</td>
<td>ll</td>
<td>12</td>
<td>13.33</td>
<td>103.00</td>
<td>5304.50</td>
</tr>
<tr>
<td>54 - 57</td>
<td>53.5 - 57.5</td>
<td>55.5</td>
<td>ll</td>
<td>12</td>
<td>13.33</td>
<td>111.00</td>
<td>6160.50</td>
</tr>
<tr>
<td>58 - 61</td>
<td>57.5 - 61.5</td>
<td>59.5</td>
<td>III</td>
<td>18</td>
<td>20.00</td>
<td>178.50</td>
<td>10620.75</td>
</tr>
<tr>
<td>62 - 65</td>
<td>61.5 - 65.5</td>
<td>63.5</td>
<td>lllll</td>
<td>6</td>
<td>40.00</td>
<td>381.00</td>
<td>24193.50</td>
</tr>
<tr>
<td>66 - 69</td>
<td>65.5 - 69.5</td>
<td>67.5</td>
<td>ll</td>
<td>15</td>
<td>13.33</td>
<td>135.00</td>
<td>9112.50</td>
</tr>
</tbody>
</table>

Table 4.6. Frequency distribution of A₂B₁

commit to use
The data of reading test of the data students or the group having low interest who are taught by using Test Taking Team (A₂B₁).

Descriptive analysis of data of A₂B₁ shows that score is 60 up to 73. The mean is 66.20, the mode is 64.06, the median is 64.91, and the standard deviation is 3.30. Histogram and polygon are presented in figure 7.

![Histogram and Polygon Data A₂B₁](image)

Table 4.7. Frequency distribution of A₁B₂

<table>
<thead>
<tr>
<th>Class Limits</th>
<th>Class Boundaries</th>
<th>Midpoint</th>
<th>Tally</th>
<th>Freq</th>
<th>Percent</th>
<th>fX</th>
<th>fX³</th>
</tr>
</thead>
<tbody>
<tr>
<td>60 - 62</td>
<td>59.5 - 62.5</td>
<td>61</td>
<td>l</td>
<td>1</td>
<td>6.67</td>
<td>61.00</td>
<td>3721.00</td>
</tr>
<tr>
<td>63 - 65</td>
<td>62.5 - 65.5</td>
<td>64</td>
<td>llllii</td>
<td>7</td>
<td>46.67</td>
<td>448.00</td>
<td>28672.00</td>
</tr>
<tr>
<td>66 - 68</td>
<td>65.5 - 68.5</td>
<td>67</td>
<td>llllii</td>
<td>3</td>
<td>20.00</td>
<td>201.00</td>
<td>13467.00</td>
</tr>
</tbody>
</table>

7. The data of reading test of the data students or the group having low interest who are taught by using Test Taking Team (A₁B₂).
Figure 4.7. Histogram and Polygon Data A₂B₂

8. The data of reading test of the data students or the group having low interest who are taught by using Direct Instruction Model (A₂B₂).

Descriptive analysis of data of A₂B₂ shows that score is 55 up to 73. The mean is 65.83, the mode is 66.10, the median is 65.83 and the standard deviation is 4.45. Histogram and polygons are presented in figure 8.

Table 4.8. Frequency distribution of A₂B₂

<table>
<thead>
<tr>
<th>Class Limits</th>
<th>Class Boundaries</th>
<th>Midpoint</th>
<th>Tally</th>
<th>Freq</th>
<th>Percent</th>
<th>fX</th>
<th>fX³</th>
</tr>
</thead>
<tbody>
<tr>
<td>55 - 58</td>
<td>54.5 - 58.5</td>
<td>56.5</td>
<td>1</td>
<td>1</td>
<td>6.67</td>
<td>56.50</td>
<td>3192.25</td>
</tr>
</tbody>
</table>
| 59 - 62      | 58.5 - 62.5      | 60.5


66
B. Normality and Homogeneity Test

Before analyzing the data using inferential analysis, normality and homogeneity test must be done. The normality test is to know that the sample...
is in normal distribution and the homogeneity test is to know that data are homogeneous. Each test is presented in the following section:

1. Normality test

The sample is in normal distribution if \( L_0 \) (L obtained) is lower than \( L_t \) (L table) at the level of significance \( \alpha = 0.05 \) (L stands for Lilliefors).

<table>
<thead>
<tr>
<th>No</th>
<th>Data</th>
<th>The Number of Sample</th>
<th>( L ) Obtained ( (L_o) )</th>
<th>( L ) Table ( (L_t) )</th>
<th>Alafa ( (\alpha) )</th>
<th>Distribution of Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A_1</td>
<td>30</td>
<td>0.125</td>
<td>0.161</td>
<td>0.05</td>
<td>Normal</td>
</tr>
<tr>
<td>2</td>
<td>A_2</td>
<td>30</td>
<td>0.124</td>
<td>0.161</td>
<td>0.05</td>
<td>Normal</td>
</tr>
<tr>
<td>3</td>
<td>B_1</td>
<td>30</td>
<td>0.137</td>
<td>0.161</td>
<td>0.05</td>
<td>Normal</td>
</tr>
<tr>
<td>4</td>
<td>B_2</td>
<td>30</td>
<td>0.097</td>
<td>0.161</td>
<td>0.05</td>
<td>Normal</td>
</tr>
<tr>
<td>5</td>
<td>A_1B_1</td>
<td>15</td>
<td>0.135</td>
<td>0.220</td>
<td>0.05</td>
<td>Normal</td>
</tr>
<tr>
<td>6</td>
<td>A_1B_2</td>
<td>15</td>
<td>0.125</td>
<td>0.220</td>
<td>0.05</td>
<td>Normal</td>
</tr>
<tr>
<td>7</td>
<td>A_2B_1</td>
<td>15</td>
<td>0.151</td>
<td>0.220</td>
<td>0.05</td>
<td>Normal</td>
</tr>
<tr>
<td>8</td>
<td>A_2B_2</td>
<td>15</td>
<td>0.105</td>
<td>0.220</td>
<td>0.05</td>
<td>Normal</td>
</tr>
</tbody>
</table>

Based on the table above, it can be concluded that:

1. Normality test of scores of the students who are taught by using Test Taking Teams (A_1).

\textit{commit to user}
Based on the computation result of score of the students who are taught using group test taking teams, the highest score of $F(zi) - S(zi)$ or $L_o$ is 0.125. From the table of critical value of Lillifors test with the students number (N) of 30 at the significance level $\alpha = 0.05$ the score of $L_t$ is 0.161. Because $L_o$ (0.125) is lower than $L_t$ (0.161), it can be concluded that the sample is in normal distribution.

2. Normality test of scores of the students who are taught by using Direct Instruction Model ($A_2$).

Based on the computation result of score of the students who are taught using group direct instruction model, the highest score of $F(zi) - S(zi)$ or $L_o$ is 0.124. From the table of critical value of Lillifors test with the students number (N) of 30 at the significance level $\alpha = 0.05$ the score of $L_t$ is 0.161. Because $L_o$ (0.124) is lower than $L_t$ (0.161), it can be concluded that the sample is in normal distribution.

3. Normality test of scores of the students having high interest who are taught by using TTT and DIM ($B_1$).

Based on the computation result of score of the students having high interest, the highest score of $F(zi) - S(zi)$ or $L_o$ is 0.137. From the table of critical value of Lillifors test with the students number (N) of 30 at the significance level $\alpha = 0.05$ the score of $L_t$ is 0.161 because $L_o$ (0.137) is lower than $L_t$ (0.161), it can be concluded that the sample is in normal distribution.

*commit to user*
4. Normality test of scores of the students having low interest who are taught by using TTT and DIM (B_2).

Based on the computation result of score of the students having high interest, the highest score of F(zi) - S(zi) or L_o is 0.097. From the table of critical value of Lillifors test with the students number (N) of 30 at the significance level \( \alpha = 0.05 \) the score of L_t is 0.161 because L_o (0.116) is lower than L_t (0.161), it can be concluded that the sample is in normal distribution.

5. Normality test of scores of the students or the group having high interest who are taught by using Test Taking Teams (A_1B_1).

Based on the computation result of score of the students who are taught using test taking teams, the highest score of F(zi) - S(zi) or L_o is 0.135. From the table of critical value of Lillifors test with the students number (N) of 15 at the significance level \( \alpha = 0.05 \) the score of L_t is 0.220 because L_o (0.135) is lower than L_t (0.220), it can be concluded that the sample is in normal distribution.

6. Normality test of scores of the students or the group having high interest who are taught by using Direct Instruction Model (A_2B_1).

Based on the computation result of score of the students or group having low interest who are taught using group test taking teams, the low score of F(zi) - S(zi) or L_o is 0.125.

From the table of critical value of Lillifors test with the students number (N) of 15 at the significance level \( \alpha = 0.05 \) the score of L_t is 0.220 because L_o is lower than L_t (0.220), it can be concluded that the sample is in normal distribution.

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(0.125) is lower than Lt (0.220), it can be conclude that the sample is in normal distribution.

7. Normality test of scores of the students or the group having low interest who are taught by using Test Taking Teams (A₁B₂).

Based on the computation result of score of the students or the group having high interest who are taught by using group direct instruction model, the high score of F(zi) - S(zi) or L₀ is 0.151. From the table of critical value of Lillifors test with the students number (N) of 15 at the significance level α = 0.05 the score of Lt is 0.220. Because L₀ (0.151) is lower than Lₜ (0.220), it can be concluded that the sample is in normal distribution.

8. Normality test of scores of the students or group having low interest who are taught by using Direct Instruction Model (A₂B₂).

Based on the computation result of score of the students or group having low interest who are taught by using group direct instruction, the highest score of F(zi) - S(zi) or L₀ is 0.105.

From the table of critical value of Lillifors test with the students number (N) of 15 at the significance level α = 0.05 the score of Lₜ is 0220. Because L₀ (0.105) is lower than Lₜ (0.220) it can be concluded that the sample is normal distribution.

2. Homogeneity Test

Homogeneity test is done to know that the data are homogenous. If χ₀² is lower than χₜ² (0.05), so the data is homogeneous. Based on the computation result of the homogeneity test, χ₀² (2.548) and χₜ² (7.81) at
the level of significance 0.05. It can be concluded that the data are homogenous.

To make clearer, the computation of the homogeneity test can be seen as follows:

Table 4.10. The Result of Homogeneity Test.

<table>
<thead>
<tr>
<th>NO</th>
<th>GROUP 1</th>
<th>GROUP 2</th>
<th>GROUP 3</th>
<th>GROUP 4</th>
<th>X²</th>
<th>X²</th>
<th>X²</th>
<th>X²</th>
</tr>
</thead>
<tbody>
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<td>60</td>
<td>65</td>
<td>75</td>
<td>4900</td>
<td>2500</td>
<td>3600</td>
<td>3025</td>
</tr>
<tr>
<td>2</td>
<td>75</td>
<td>63</td>
<td>67</td>
<td>70</td>
<td>5625</td>
<td>2509</td>
<td>3969</td>
<td>3600</td>
</tr>
<tr>
<td>3</td>
<td>75</td>
<td>63</td>
<td>67</td>
<td>70</td>
<td>5625</td>
<td>3025</td>
<td>3969</td>
<td>3600</td>
</tr>
<tr>
<td>4</td>
<td>77</td>
<td>65</td>
<td>65</td>
<td>65</td>
<td>5929</td>
<td>3600</td>
<td>4225</td>
<td>4225</td>
</tr>
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<td>5</td>
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<td>65</td>
<td>65</td>
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<td>3600</td>
<td>4225</td>
<td>4225</td>
</tr>
<tr>
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<td>63</td>
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<td>70</td>
<td>6400</td>
<td>3600</td>
<td>3969</td>
<td>4489</td>
</tr>
<tr>
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<td>67</td>
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<td>67</td>
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<td>4225</td>
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<td>70</td>
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<td>4489</td>
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<td>65</td>
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<td>70</td>
<td>7225</td>
<td>4489</td>
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<td>5329</td>
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<td>65</td>
<td>67</td>
<td>73</td>
<td>7569</td>
<td>4489</td>
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<td>5329</td>
</tr>
<tr>
<td>∑X</td>
<td>1194</td>
<td>915</td>
<td>991</td>
<td>989</td>
<td>95366</td>
<td>56199</td>
<td>65647</td>
<td>65585</td>
</tr>
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<td>55815</td>
<td>65472.07</td>
<td>65208.07</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S²</td>
<td>23.114</td>
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<td>12.495</td>
<td>26.924</td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.11. The Homogeneity Test.

<table>
<thead>
<tr>
<th>sample</th>
<th>df</th>
<th>1/(df)</th>
<th>S²</th>
<th>logs²</th>
<th>(df)logs²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>14</td>
<td>0.0714</td>
<td>23.1143</td>
<td>1.3639</td>
<td>19.0943</td>
</tr>
<tr>
<td>2</td>
<td>14</td>
<td>0.0714</td>
<td>27.4286</td>
<td>1.4382</td>
<td>20.1348</td>
</tr>
<tr>
<td>3</td>
<td>14</td>
<td>0.0714</td>
<td>12.4952</td>
<td>1.0967</td>
<td>15.3544</td>
</tr>
<tr>
<td>4</td>
<td>14</td>
<td>0.0714</td>
<td>26.9238</td>
<td>1.4301</td>
<td>20.0219</td>
</tr>
</tbody>
</table>

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74.6055
\[ \sum (n_i - 1) \times \log(\sigma_i^2) = \sum df \times \log^2 \sigma_i^2 = 74.6055 \]
\[ \chi^2_0 = \ln(10) \times (B - \sum (n_i - 1) \times \log(\sigma_i^2)) = 2.3026 \times (75.712 - 74.6055) = 2.548 \]

\[ \chi^2_{(3, 0.05)} = 7.81 \]
Because \( \chi^2_0 \) is lower than \( \chi^2_{(3, 0.05)} \), it can be concluded that the data are homogeneous

C. Hypothesis Test

After the result of normality and homogeneity test are calculated, hypothesis test can be done. The data analysis is done by using multifactor analysis of variance (ANOVA) 2 x 2. \( H_0 \) is rejected if \( F_0 \) is higher than \( F_t \). It means that there is a significant difference. After knowing that \( H_0 \) is rejected, the further analysis is done to know the difference between the two groups (Group A and group B) and cells using Tukey test. Then, to know which group is better, the mean scores of the groups and cells are compared. Both ANOVA 2 x 2 and Tukey tests are presented as below:

a. Summary of a 2 x 2 Multifactor Analysis of Variance

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>( Fo )</th>
<th>( Ft(0.05) )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Columns (Stress)</td>
<td>277.35</td>
<td>1</td>
<td>277.35</td>
<td>12.332</td>
<td>4.016</td>
</tr>
<tr>
<td>Between Rows (Task)</td>
<td>1316.02</td>
<td>1</td>
<td>1316.02</td>
<td>58.514</td>
<td>4.016</td>
</tr>
<tr>
<td>Columns By Rows (Interaction)</td>
<td>1278.82</td>
<td>1</td>
<td>1278.82</td>
<td>56.860</td>
<td>4.016</td>
</tr>
<tr>
<td>Between Groups</td>
<td>2872.18</td>
<td>3</td>
<td>957.39</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Within Groups</td>
<td>1259.47</td>
<td>56</td>
<td></td>
<td>22.49</td>
<td></td>
</tr>
</tbody>
</table>
Based on the table above, it can be concluded that:

1) Because $F_o$ between columns (12.332) is higher than $F_t$ at the level of significance $\alpha = 0.05$ (4.016), the difference between columns is significant. Because the mean of $A_1$ (70.30) is higher than that of $A_2$ (66.00), it can be concluded that Test Taking Teams is more effective than Direct Instruction Model to teach reading.

2) Because $F_o$ between rows (58.514) is higher than $F_t$ at the level of significance $\alpha = 0.05$ (4.016), the difference between rows is significant. It can be concluded that the achievement of students who have high and those who have low interest are significantly different. Then, because the mean of $B_1$ (72.83) is higher than $B_2$ (63.47), it can be concluded that the students having high interest have better reading competence than those having low interest.

3) Because $F$ interaction columns by row (56.860) is higher than $F_t$ at the level of significance $\alpha = 0.05$ (4.016), it can be concluded that there is interaction between teaching models and students’ interest. It means that the effectiveness of teaching models depend on the levels of students’ interest.

b. Summary of Tukey Test

The Summary of Tukey test result is presented below:

Table 4.13. Summary of Tukey Test

| TOTAL | 4131.65 | 59 |   |

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<table>
<thead>
<tr>
<th>Between group</th>
<th>$q_0$</th>
<th>$q_t$</th>
<th>Meaning</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>A₁ - A₂</td>
<td>4.966</td>
<td>2.89</td>
<td>$q_0 &gt; q_t$</td>
<td>Significant</td>
</tr>
<tr>
<td>B₁ - B₂</td>
<td>10.818</td>
<td>2.89</td>
<td>$q_0 &gt; q_t$</td>
<td>Significant</td>
</tr>
<tr>
<td>A₁B₁ - A₂B₁</td>
<td>11.052</td>
<td>3.01</td>
<td>$q_0 &gt; q_t$</td>
<td>Significant</td>
</tr>
<tr>
<td>A₁B₂ - A₂B₂</td>
<td>4.029</td>
<td>3.01</td>
<td>$q_0 &gt; q_t$</td>
<td>Significant</td>
</tr>
</tbody>
</table>

1) Because $q_0$ between columns (A₁ - A₂) (4.966) is higher than $q_t$ at the level of significance $\alpha = 0.05$ (2.89), applying test taking teams differs significantly from direct instruction model to teach reading. Because the mean of A₁ (70.30) is higher than that of A₂ (66.00), it can be concluded that test taking teams is more effective than direct instruction model to teach reading.

2) Because $q_0$ between rows (B₁ - B₂) (10.818) is higher than $q_t$ at the level of significance $\alpha = 0.05$ (2.89), it can be concluded that the students who have high interest and those who have low interest are significantly different in their reading competence. Because the mean of B₁ (72.83) is higher than B₂ (63.47), it can be concluded that the students who have high interest have better reading competence than those who have low interest.

3) Because $q_0$ between cells (A₁B₁ - A₂B₁) (11.052) is higher than $q_t$ at the level of significance $\alpha = 0.05$ (3.01), applying test taking teams differs significant from direct instruction model for students who have high interest. Because the mean of A₁B₁ (79.60) is higher than that of A₂B₁ (66.07), it can be concluded that test taking teams is more effective than direct instruction model to teach reading for students having high interest.
4) Because $q_{A}$ between cells $(A_1B_2 - A_2B_2)$ (4.029) is higher than $q_t$ at the level of significance $\alpha = 0.05$ (3.01), applying direct instruction model differs significantly from test taking teams for students who have low interest. Because the mean of $A_2B_2$ (65.93) is higher than that of $A_1B_2$ (61.00), it can be concluded that direct instruction model is more effective than test taking teams to teach reading for students who have low interest.

Because Test Taking Team is more effective than Direct Instruction Model for students having high interest and Direct Instruction Model is more effective than Test Taking Teams for students who have low interest, it can be concluded that there is an interaction between the teaching model and students’ interest in teaching reading competence.

D. Discussion of the Result of the Study

a. Test Taking Teams is more effective than direct instruction model. Test taking teams is under Cooperative Learning. Test Taking Teams is a model that seems to make most students shudder. However, this model is necessary to help students learn about their weaknesses so that they can improve and learn about their strength; they help give students a steady and encouraging measure of their growth; and tests are helpful for review. The more students know about tests, the better they can do on them. The
information that follows on test is provided for you the teacher so that you can help your students to be better test. The amount of information that we present to our students will depend on the grade level that we are teaching as well as on the students with whom we are working. Teacher should help students to be better test. The first thing that teachers should try to help students to understand is that the best way to do well on a test is to be well prepared. There are no shortcuts to studying. However research has shown that persons do better on tests if they know certain test taking teams and if they are familiar with the various types of test (Rubin, 1993: 343). Otherwise, Direct Instruction Model is a form of explicit, stepwise instruction. The model illustrates the transition of the responsibility for the learning process from teacher to student. The basic of direct instruction model is to get the students to learn as much as academic content as efficiently as possible (Cruiskshank, Bainer and Metcalf, 1999: 23). The purpose of Direct Instruction Model is to help students learn basic academic content such as reading in the most efficient, straightforward way. One of the characteristics of key element in Direct Instruction Model is teacher centrality. It means that teacher exerts direction and control. Therefore, Test Taking Teams is more effective than Direct Instruction Model to teach reading.

b. The students’ having high interest have better reading competence than those having low interest. The students are said having high interest to a certain object if they have high consciousness, willingness, pleasure, and
attention. The student having high interest is also maintains the academic goal and at the same time encourages important social and human relation goals (Orlich, Harder, Callahan, and Gibson 1998: 274). Based on the above elaboration, it can be stated that the students who have high interest can be seen from their self awareness to do or join something or they like to do it without any force from others.

Meanwhile, the students are said having low interest when they have low consciousness, willingness, pleasure, and attention to do something. In this case, they have no desire to do everything given by their teacher, especially in understanding the reading text. This is sometimes caused by their internal or external motivation. Therefore, the teacher has to find the way to motivate his/her students in order that they can have high interest in learning, especially in reading. Therefore, it can be concluded that the students having high interest have better reading competence than those having low interest.

c. There is an interaction between teaching model and student’s interest. It cannot be denied that teaching model which is used by the teacher in the class gives a big influence for the success of the teaching and learning process. Test taking teams will automatically force the students to be more active in acquiring the academic content without neglecting their social and human relation with other students unconsciously. Test taking teams will also make the students are more interested in joining the teaching and learning process especially in reading. High interest gives big influence to
the student to improve their reading competence. In learning activity, high interest determines one’s success. Hurlock (1956: 402) states that high interest provides a strong motivation to learn. It is also supported by Abraham (1964: 188) that high interest is the major factors in any learning situation. Without having interest, someone will not succeed in learning. From those statements, it can be stated that interest has an important role in influencing learning activity which includes emotion feeling, attention, satisfaction, motivation, and pleasure. If the students have high level of interest they will have high interest in reading many texts that the teacher gives to them. Thus, Test Taking Team model is more effective than Direct Instruction model for the students who have high interest.

Otherwise, Direct Instruction Model is more effective for the students having low interest because in this model the teacher always helps the students to understand the text. Direct Instruction Model is a form of explicit, stepwise instruction. The model illustrates the transition of the responsibility for the learning process from teacher to student. The basic of direct instruction model is to get the students to learn as much as academic content as efficiently as possible. The teacher gives the explanation in the straightforward way and gives feedback and direct correction for the students’ mistake. It is in accordance with the characteristic for the students’ having low interest. The students are very passive in the class room and they just became the follower in the teaching and learning.
process. Thus, Direct Instruction Model is more effective than Test Team Taking Model for the students having low interest.

Finally, it can be concluded that there is an interaction between teaching models and the students’ interest for teaching reading.

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

Based on the description of the data analysis, the writer can come to the conclusion as follows:

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1. Test taking teams is more effective than direct instruction model for teaching reading for the eighth graders of MTs NW Penedagandor in the academic year of 2010/2011.

2. The students having high interest have better reading competence than those having low interest for the eighth graders of MTs NW Penedagandor in the academic year of 2010/2011.

3. There is an interaction between the teaching model and the students’ interest for teaching reading for the eighth graders of MTs NW Penedagandor in the academic year of 2010/2011.

**B. Implication**

Test taking teams is more effective than direct instruction model for teaching reading. Test Taking Teams is a model that seems to make most students shudder. However, this model is necessary to help students learn about their weaknesses so that they can improve and learn about their strength; they help give students a steady and encouraging measure of their growth; and tests are helpful for review. The more students know about tests, the better they can do on them. Test taking teams is presented by making group in the classroom where the students can study together. The groups are called home team and expert team. The expert group will discuss one topic of discussion and after that they have to share it with the members of their home team. This model not only enhances the mastery of academic content of the teaching learning process but also the social relationship among the students. This model also requires the students to be more active in the teaching learning
process. The students usually work together in a group to understand certain topic then they have to share it with their friends and exchange their understanding with others. Thus, it can be assumed that this model is appropriate to teach the students who have high interest.

Direct instruction model is more effective than test taking teams for the students having low interest. Direct Instruction Model is a form of explicit, stepwise instruction. The model illustrates the transition of the responsibility for the learning process from teacher to student. The basic of direct instruction model is to get the students to learn as much as academic content as efficiently as possible. The purpose of Direct Instruction Model is to help students learn basic academic content such as reading in the most efficient, straightforward way. One of the characteristics of key element in Direct Instruction Model is teacher centrality. Therefore, it can be assumed that this model is appropriate to teach the students who have low interest.

C. Suggestion

1. For the Teacher
   
a. The teachers can apply test taking team to teach reading in the class room to develop the students’ reading competence.
b. The teachers should consider that students’ interest is one of possible factors that may affect their reading competence in the teaching and learning process.

2. For the Students
   a. The students are hoped to be more active in joining the process of teaching and learning in order to improve their reading competence.
   b. The students who have low competence in reading are suggested to be more active in joining the teaching and learning process in the classroom.

3. For further researchers
   a. The result of this research is expected can be used as a starting point of conducting the further research.
   b. The result of this research is also expected can improve the teaching models applied in this research as a way of making correction to the weaknesses of this research.