

**THE EFFECT OF “GIVE ONE GET ONE” STRATEGY AND
MOTIVATION ON STUDENTS’ READING COMPREHENSION OF
NARRATIVE TEXT AT GRADE X OF SMAN 7 PADANG
2014/2015 ACADEMIC YEAR**

Windi Chersia, Desmawati Radjab, Refnaldi

**Pascasarjana
Universitas Negeri Padang**

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh strategi “*give one get one*” dan motivasi terhadap pemahaman membaca siswa kelas X MIA SMAN 7 Padang. Jenis penelitian ini adalah eksperimental semu dengan rancangan faktorial 2x2. Instrumen yang digunakan dalam penelitian adalah tes membaca dan angket motivasi belajar. Pemilihan sampel dilakukan dengan cara *cluster random sampling*; dengan total 64 orang. Data kemampuan membaca diperoleh setelah melakukan perlakuan terhadap kedua sampel dan data motivasi belajar diperoleh melalui pembagian angket kepada kelas sampel. Data diolah secara manual dengan menggunakan *Analisis of Variance* (ANOVA). Hasil analisis menunjukkan bahwa siswa yang diajar dengan menggunakan strategi “*give one get one*” memperoleh hasil lebih baik dalam *reading comprehension* dibandingkan dengan siswa yang diajar dengan strategi *small group discussion*. Hasil penelitian juga menunjukkan bahwa tidak adanya interaksi antara strategi yang digunakan dengan motivasi belajar siswa. Hal ini ditunjukkan oleh *reading comprehension* siswa yang bermotivasi rendah tidak melebihi *reading comprehension* siswa yang bermotivasi tinggi. Ini berarti bahwa strategi “*give one get one*” mampu meningkatkan *reading comprehension* siswa.

Keyword: Give one get one, small group discussion, motivation, reading comprehension.

INTRODUCTION

Reading is one of the important skills that should be mastered well by the students. By reading students can improve their knowledge. The students will get the benefit of reading if they read much and comprehend it well. Smith (2004: 178) argues that reading is never abstract, meaningless activity, and involves feeling as well as knowledge and experience. Seyler (2004: 36) states that reading is a process of obtaining or constructing meaning from a word or cluster of words.

In reading activity the reader need a comprehension to make them understand of the text. According to Murcia (2001: 77) comprehending reading matters involve the correct association of meaning with words, symbols, evaluated the meaning which are suggested in context, the selection of correct meaning, the organization the correct ideas as they read, the retention of these ideas and their use in some present or future activity. As Linse (2005: 88) states that, “reading comprehension means read for the meaning as well as analyze and

synthesize what the students have read.” Furthermore, Shanahan (2006: 28) states that reading comprehension is an active and dynamic act to build and interpret the information which is involved the own knowledge while reading.

Based on 2013 curriculum that has been applied to the students at grade X of SMAN 7 Padang, one of the skills that should be taught to the students is reading skill. Klingner (2007: 3) states that “teaching reading comprehension is a multi-component and highly complex process.” The process itself involves the interaction between students and teacher. Harmer (2004: 69) states that “teaching reading for the students needs to provide them to understand it more about the text that they read.”

In teaching reading, the students demand to comprehend some of text types. One of them is narrative text. According to Pardiyono (2007: 16) narrative text draws moral or message from the event of the text. More than it, Pardiyono (2007: 16) explains “the three elements of narrative text are first orientation that include about the topic of the story, second complication tells about the problem and the event of the story, third resolution tells about ending of the story.” Besides that, Derewianka (1991: 21) states “narrative text begins with an orientation where the writer attempts to sketch a possible word of his particular story. It is followed by series of event that is complication brought about.”

In order to know students’ comprehension of narrative text, it is important to arrange the indicator of assessing reading comprehension of narrative text. Brown and

Abeywicrama (2009: 228) state the indicators of reading comprehension include main idea (topic), expression/idioms/phrases in context, inference (implied detail), grammatical features, detail (scanning for a specifically stated detail), excluding facts not written (unstated detail), supporting ideas, and vocabulary in context. According to Cain et.al (2004: 32) in assessing reading the components are making inference, comprehension monitoring, and understanding text structure.

Teaching and learning also influence by students’ motivation. Motivation will affect the students in learning. According to Pritchard and Elissa (2008: 6), “motivation is the process used to allocate energy to maximize the satisfaction of needs.” In the other word, motivation is the effort to do something maximally to get the better result. Besides that, Reid (2007: 14) says, “motivation is the key success in learning”. Next, Dörnyei (2001: 5) argues that “motivation is a very important of human characteristic.” According to Based on Williams and Burden’s (in Dörnyei 2001: 20) framework of motivation it can be seen that motivation influence by intrinsic and extrinsic factors. The intrinsic factors involve the interest activity, sense, mastery, self-concept, and attitude, while the extrinsic factors involve the significant others, the interaction between the significant others, the learning environment, and the boarder context.

The other factors that influence the students in learning are teaching strategy. Strategy is an activity in the classroom that will help the students get better in their learning. One of the strategy help the

students in learning is “give one get one” strategy. It can be used in teaching and learning, especially for reading. Besides, this strategy that can be used to invite the students are active in learning Commander (1997: iv) explains that active learning gives the chance to the students to work with other students. According to Tolbert (1997:3) “give one get one strategy provides the great review and enables students to gather information from each other.” Meanwhile, Lim (2009: 22) explains that “give one get one is a reading strategy that can get every student to participate every time. It allows the students to engage in discussion with group or peers. It is also stimulate the students before they share the idea in the classroom. Furthermore, Guillaume (2007: 176) states that, “give one get one strategy invites the learners move around the room in sharing an idea and collecting it from the peers.”

Strategy and motivation are considered to give a contribution on students’ learning therefore it was important to conduct a research to find out whether the implementation of strategy namely “give one get one” strategy and motivation give a significant effect toward students’ reading comprehension of narrative text or not. The research was conducted at SMAN 7 Padang at grade X MIA 2014/2015 academic year.

The aims of this study were first, find out whether “give one get one” strategy gives the significant effect on students reading comprehension of narrative text or not, second find out the high motivated students who were taught through “give one get one” strategy get better result in reading

comprehension of narrative text or not, third find out the low motivated students who were taught through “give one get one” strategy get better result in reading comprehension of narrative text or not, finally find out an interaction between strategies used and students’ motivation toward students reading comprehension of narrative text or not.

The theories of reading, reading comprehension, teaching reading, and assessing reading comprehension of narrative text were taken from Smith (2004: 178), Seyler (2004: 36), Murcia (2001: 77), Linse (2005: 88), Shanahan (2006: 28), Klingner (2007: 3), Brown and Abeywicrama (2009: 228), Cain et.al (2004: 32). The theories of narrative text were taken from Derewianka (1991: 21), Pardiyo (2007: 16). The theories of motivation were from Dörnyei (2001: 5), Pritchard and Elissa (2008: 6). “Give one get one” strategy were from Commander (1997: iv), Guillaume (2007: 176), Tolbert (1997:3), Lim (2009: 22).

METHOD

This research was a quasi-experimental research, involving an experimental and control groups. The factorial 2x2 design for analysis was applied in this study. There were three variables, two independent variables, and one dependent variable.

The population of the study was the grade X MIA students of SMAN 7 Padang 2014 /2015 academic years. Cluster random sampling technique was applied in this study. In order to decide the experimental and the control group, the following procedure was done such as first, doing normality and the homogeneity test, second, did lottery

to take the sample. The result of lottery determined X MIA 3 as experimental class and X MIA 1 as control class. Finally, in order to know the validity and the reliability of the instruments the researcher took class X MIA 2 for trying out.

There were two kinds of research instruments used in this study, namely: Reading comprehension as dependent variable instrument, and adapted version of motivation of learning as moderator variable instrument. Besides that, there were two treatments used in this study, namely: "give one get one" strategy and small group discussion strategy.

For reading test was made into multiple choice test, the validity of the instrument includes content, construct, items, discrimination power, and discrimination power. The obtained data were then analyzed by using two forms of statistic analysis; descriptive analysis and inferential statistic analysis using two-way ANOVA.

The validity of the questionnaire, the looked for the construct validity and content validity, in which the expert judges examined the instruments at the same time they examined the content validity. The reliability of the questionnaire, it was analyzed by using Alpha formula.

RESULT AND DISCUSSION

The result of students' motivation in experimental class showed that the high student's motivation is 119 and the low motivation is 67. While in control class the high motivation is 113 and the low motivation is 74.

For highest score of reading comprehension in experimental class

is 96.6 and the lowest score is 65.5, while the highest score of reading comprehension in control class is 93.1 and the lowest score is 62.1.

After getting the highest and the lowest score of students' motivation and reading comprehension, it was continued to show students reading comprehension based on the motivation. In this case, 27% of high motivated and low motivated students were taken. As the result, the reading score of the high motivated students in experimental class is 96.6 and the lowest score is 79.3. The highest score of low motivated students in experimental class is 89.7 and the lowest score is 65.5. For the highest score of high motivated students in control class is 89.7 and the lowest score is 75.9, while the highest score of low motivated students in control class is 79.3 and the lowest score is 62.1.

Based on the data, it can be seen that the students who were taught through "give one get one" strategy get better result in reading comprehension of narrative text than the students who were taught through group discussion strategy.

There were four hypotheses proposed in this research. The finding showed that the students who were taught by using "give one get one" strategy get better result in reading comprehension of narrative text compared with the students who were taught by using small group discussion strategy. Second, the high motivated students who were taught through "give one get one" strategy get better result in reading comprehension of narrative text than the high motivated students who were taught through small group discussion strategy. Third, the low

motivated students who were taught through “give one get one” strategy get better result in reading comprehension of narrative text than the low motivated students who were taught through small group discussion strategy. The results can be seen in the table below:

Table 1:
Hypotheses Result

Hypothesis	t_{test}	t_{table}	Conclusion	Note
1	3.11	1.66	$t_{test} > t_{tab}$	H_1 was accepted and H_0 was rejected
2	1.78	1.74	$t_{test} > t_{tab}$	H_1 was accepted and H_0 was rejected
3	1.86	1.74	$t_{test} > t_{tab}$	H_1 was accepted and H_0 was rejected
4	0.06	4.20	$t_{test} < t_{tab}$	H_1 was rejected and H_0 was accepted

In addition, the average score of high motivated students and low motivated students who were taught through “give one get one” strategy was 93.15 while the students who were taught through group discussion strategy was 84.05. Based on the score, it can be concluded that there was a significant difference both of classes. As seen in the table below:

Table 2:
Average Score of the Students in Experimental and Control Class

Motivation	Strategy	
	Give One Get One	Group Discussion
High	96.6	89.7
Low	79.3	79.3
Average	93.15	84.05

Based on the average score of students reading comprehension above, it can be seen that “give one get one” strategy was an effective strategy than Group Discussion strategy. The average score of the students both of the classes were different.

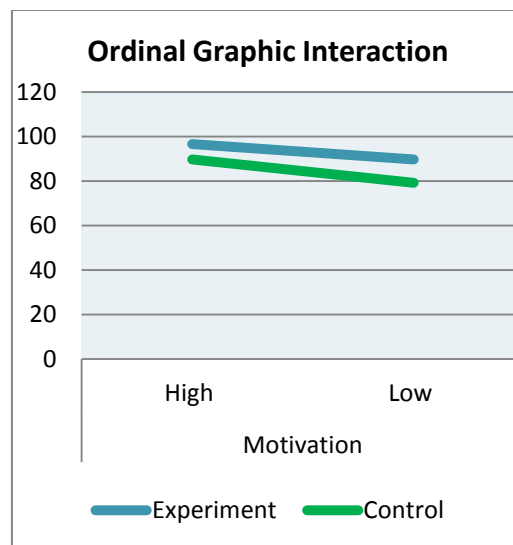


Figure 1: Ordinal Graphic of Interaction

The figure shows there are two lines of ordinal line not diagonal. It indicated that the high motivated students got the better result in reading comprehension than the low motivated students. However, in order to help the students in comprehending a text, it can be done by using “give one get one” strategy.

“Give one get one” strategy gave the opportunity to all of students to share the idea while learning. As Commander (1997: 4) states that “give one get one” strategy used to promote students to think divergently and find the idea quickly. It was line with Guillaume (2007: 176), “give one get one” strategy make the students easier in understanding the lesson, besides the students can develop their

background knowledge in learning. As Tolbert (1997: 3) said that “give one get one” provides the great review and enables students to gather the information from each other. This theory shows that “give one get one” strategy ask the students to think creatively in order to solve the problem in reading a text.

Motivation is one of the key factors to make the students are successes or not. The teacher should consider the differences of student’s motivation in learning. It is supported by Dörnyei (2001: 5) motivation is a very important of human characteristic. Motivation also affects the students in their learning. It can be seen from the research finding of the research. As Reid (2007: 14) says, “motivation is the key factor to success in learning.” It is supported by Pritchard & Elissa (2008: 6) theory that argues the high motivated students use their maximal effort to support their learning in getting the satisfaction. It can be seen that “motivation is the process to allocate the energy to maximize the satisfaction of the students need.” It proved that students’ motivation is the crucial thing that should be considered by the teacher in teaching and learning process.

CONCLUSION

Based on the research finding of students’ reading comprehension of narrative text at grade X MIA students of SMAN 7 Padang, it can be concluded that:

1. “Give one get one” strategy gave a significant effect on students reading comprehension of narrative text compared than group discussion strategy.
2. The high motivated students who were taught through “give one get

one” strategy got better result in reading comprehension of narrative text rather than high motivated students who were taught through group discussion strategy.

3. The low motivated students who were taught through “give one get one” strategy got better result in reading comprehension of narrative text rather than low motivated students who were taught through group discussion strategy.
4. There was no interaction between strategies used and students’ motivation on students reading comprehension of narrative text.

The results of the research have some implications for teaching English in general, and especially for reading. The research finding showed that “give one get one” strategy is more effective than group discussion strategy in reading comprehension at grade X students MIA of SMA N 7 Padang. It was proved by the mean score of students at experimental class who were taught through “give one get one strategy” had the good achievement in reading comprehension of narrative text. In applying this strategy the students were asked to work cooperatively and share the idea with others. Each student had the worksheet that they share to others. The students can give their idea related to the question which was given by the teacher. The students “give” the idea to other group, or member and they also “get” the idea from others. Then, the students decided the possible answer from the idea that they got in learning. Besides that, the students were invited to show their comprehension related to the

questions in the text. This activity helped the students and the teacher in teaching and learning process.

Suggestion

Based on the finding, conclusion, and the implication the researcher suggests that:

1. The research finding indicates that “give one get one” strategy was the effective way to help the students in improving reading comprehension at grade X MIA of SMAN 7 Padang. Therefore, the English teacher in teaching reading can apply this strategy.
2. The application of “give one get one” strategy asked the students cooperate. Besides the students got the same opportunities to share the idea, “give” the idea and “get” the idea while learning. Therefore, English teacher is suggested to engage the all member of the class during teaching and learning process.
3. Students’ achievement in learning was influence by some factors. One of the factors is students’ motivation. In this case, the teacher is suggested to consider students’ differences in learning. The teacher is hoped to give more exercise to low motivated students in order to improve their reading comprehension.
4. This research limited on independent variables; strategies used and motivation as variable moderator. Motivation was divided into high and low motivation. The research was done at grade X MIA of SMAN 7 Padang. Furthermore, it is suggested to the future researcher to develop this research on larger population and sample in order to

get the knowledge and empiric data.

NOTES:

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