COOPERATIVE INTEGRATED READING COMPOSITION TO IMPROVE
STUDENT'S READING COMPREHENSION ACHIEVEMENT,
MOTIVATION AND INTEREST

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# ABSTRACT

The study aimed to determine the effect of Cooperative Integrated Reading Composition (CIRC) to improve students' reading comprehension achievement, motivation, and interest. A quantitative approach with a quasi-experimental design was used for this study. Interviews were also used to support the quantitative data. A total of 54 fifth grade students from the district of Kalimantan, Banjar, Indonesiawere involved in the study. There were 28 students in the experimental group and 26 students in the control group. Quantitative data were collected from the pre and posttests and surveys, while the qualitative data came from the interviews. The quantitative data were analyzed by using descriptive and inferential analyses. Descriptive analysis showed the frequencies, means, and standard deviation, while the inferential statistics involved an independent t-test. The findings of the pre and posttests showed that there was a significant improvement in achievement for the experimental group ($M$=91.96, $SD$=5.33) when compared to the control group ($M$=85.38, $SD$=5.28), $t(52)$=4.55, $p$<0.05. The result also showed that the level of motivation for the experimental group ($M$=59.96, $SD$=6.40) was significantly higher than the control group ($M$=35.92, $SD$=6.29), $t(52)$=12.16, $p$<0.05. Analyses of students' interest in reading showed a higher rate of interest for the experimental group ($M$=55.92, $SD$=6.82) when compared with the control group ($M$=35.81, $SD$=6.02), $t(52)$=12.19, $p$<0.05. Interview data indicated that students enjoyed reading when the teacher used CIRC in the classroom. This study showed that the use of CIRC could enhance the students' reading comprehension in *Bahasa Indonesia*. In addition, CIRC had a positive impact on the students' reading comprehension of *Bahasa Indonesia* in terms of achievement, motivation and interest.

# KESAN KAEDAH *COOPERATIVE INTEGRATED READING COMPOSITION* (CIRC) UNTUK MENINGKATKAN PENCAPAIAN KEFAHAMAN MEMBACA, MOTIVASI DAN MINAT MURID

## ABSTRAK

Kaiian ini dijalankan untuk menentukan kesan penggunaan kaedah Cooperative Integrated Reading Composition (CIRC) untuk meningkatkan pencapaian kefahaman membaca, motivasi dan minat murid. Pendekatan kuantitatif dengan reka bentuk kuasi eksperimen digunakan dalam kajian ini. Data daripada temu bual juga digunakan untuk menyokong data kuantitatif. Pemilihan subjek kajian melibatkan 54 orang murid darjah lima di sebuah sekolah di daerah Kalimantan, Banjar, Indonesia. Subjek kajian terdiri daripada 28 orang murid kumpulan rawatan dan 26 orang murid kumpulan kawalan. Data kuantitatif diperoleh daripada ujian pra dan pasca dan soal selidik, manakala data kualitatif diperoleh daripada temu bual. Data dianalisis dengan menggunakan analisis deskriptif dan inferens. Analisis deskriptif menjelaskan kekerapan, min, sisihan piawai, manakala statistic inferens melibatkan ujian-$t$ bebas. Dapatan kajian mendapati bahawa terdapat peningkatan pencapaian yang signifikan pada kumpulan rawatan ($M$=91.96, $SD$=5.33) berbanding kumpulan kawalan ($M$=85.38, $SD$=5.28), $t$(52)=4.55, $p<$ 0.05. Dapatan kajian juga mendapati bahawa tahap motivasi murid kumpulan rawatan ($M$=59.96, $SD$=6.40) adalah lebih tinggi daripada kumpulan kawalan ($M$=35.92, $SD$=6.29), $t$(52)=12.16, $p<$ 0.05. Analisis tahap minat murid dalam membaca menunjukkan kadar minat yang lebih tinggi pada kumpulan rawatan ($M$=55.92, $SD$=6.82) berbanding kumpulan kawalan ($M$=35.81, $SD$=6.02), $t$(52)=12.19, $p<$ 0.05. Data temu bual menunjukkan bahawa murid seronok membaca apabila CIRC digunakan. Kajian ini menunjukkan bahawa penggunaan CIRC dapat meningkatkan keberkesanan kefahaman membaca dalam Bahasa Indonesia. Selain daripada itu, penggunaan CIRC juga mempunyai kesan positif terhadap kefahaman membaca murid dalam Bahasa Indonesia dari segi pencapaian, motivasi dan minat.

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| | |
|---|---|
| BSNP | Badan Standar Nasional Pendididkan |
| CIRC | Cooperative Integrated Reading Composition |
| IESS | International Organization Concerning Indonesian Elementary School Students |
| OECD | Organization for Economic Cooperation and Development |
| PIRLS | Progress in International Reading Literacy Study |
| PISA | Programme for International Student Assessment |
| SPSS | Statistic Package for Social Sciences |

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# CHAPTER 1

# INTRODUCTION

## 1.1    Introduction

Based on the Article 1 No.24 the Education and Culture Ministry Indonesia stated that

the learning processes in the primary and Islamic primary school are to be conducted

through the integrated thematic approach (*Tematik Terpadu*). The Integrated Thematic

approach is the approach which combines other subjects in one theme or topic. The

reason for implementing thematic learning, as suggested by Min, Rashid and Nazri

(2012), is that students will learn better because learning activities are initiated by

problems that have been presented under selected themes. The teacher will combine

multiple lessons into a single theme. For example, the teacher provides a theme of the

lesson and integrates the theme with other subjects such as science and religion.

A thematic curriculum is a set of organized learning experiences that provide students with the opportunity to explore widely the main learning theme (Finch, Frantz, Mooney and Aneke, 1997). Min, Rashid andNazri (2012) and Chen (2012) state that thematic learning has been one of the effective strategies for contextual learning that is related to students' daily experiences. In addition, teachers can support students in creating a connection among multiple problem solving methods. For example, in thematic learning, a teacher will design learning curricula, learning methods, and assessments and also associate materials with multiple domains of science within one theme. It emphasizes not only the multiple domains of science but also the multiple cognitive capacities such as reading, mathematics, science, writing and society (John, 2015; Finch, Frantz, Mooney & Aneke, 1997).In addition, thematic integrative learning in primary schools in Indonesia have been implemented together with the eighteen character values that has been compiled by the Ministry of education in the national action plan for the years beginning 2010. The eighteen character value comes from religion, pancasila, culture, and national education goals, namely: Religion, honesty, tolerance, discipline, hard working, creative, independent, democratic, curiosity, the spirit of nationalism, patriotism, respect for the achievements, communicative, peace-loving, reading, caring for the environment, social care, and responsibility (Ministry of Education, 2010). However, according to Sadri (2012), it was found that students still tended to be disinterested in the learning. This was more prominent in the learning of *Bahasa Indonesia* where there were four important components such as reading, listening, speaking and writing.

Based on the eighteen values from the Indonesia national action plan, reading has been given great importance (Suyadi, 2013). Palani (2012) stated that the effective

reading will contribute toward the effective learning and reading which is related to the learning process. Therefore, educational success requires successful reading skills. Reading activities are related to the National language of Indonesia. *Bahasa Indonesia* is the National and instructional language in teaching and learning in the classrooms. Therefore, *Bahasa Indonesia* is a compulsory subject in every level of education. The students must learn the subject from pre-school to secondary school. From the four components, reading, writing, speaking, and listening in learning *Bahasa Indonesia*, reading is given prominent because reading is a very important activity in which teachers and students have to deal with in daily academic life. The teacher often plays a significant role in mediating between the students as the readers, the reading text, and the text author (Wallace, 2003). In this way, the reading teacher is often a mediator of comprehension transferring meaning and moral lesson of a particular text to his or her students. At the same time, while attempting to comprehend the text, students engage with their attitudes, motivation, background knowledge, and even personal interests. This study situates itself towards improving reading *Bahasa Indonesia* among fifth grade students.

## 1.2 Background of the Study

Indonesia is a large country. The country has a diverse island archipelago consisting of around 17,508 islands and only around 6000 of which are occupied. The population is approximately more than 250 million (Asian Development Bank, 2015). The process of developing education in Indonesia has progressed since the era of Hindu Buddhist development and is influenced by religious or traditional principles. Then,

after Islam entered and spread all over Indonesia, education has moved from learning in mosque or Islamic boarding school to learning in schools and universities (Suratno, 2014).

*Badan Standar Nasional Pendidikan* (BNSP) (National Education Standards Agency) declares that the goal of learning *Bahasa Indonesia* is to facilitate the learners to learn and improve their Indonesian language proficiency in spoken and written forms for communication and appreciate some cultural features inherent to the language use (BSNP, 2015). The students who learn *Bahasa Indonesia* must acquire the four skills which is included in learning language. Article 33 of the 2003 Education system law specifies that *Bahasa Indonesia* as the language of the nation shall be the medium of instruction in the national education if needed in the delivery of particular knowledge and/or skills. A foreign language can be used as a medium of instruction to support the competency of the learners. About 700 languages are spoken in Indonesia, of which eight are considered the major ones (Javanese, Sundanese, Madurese, Batak, Minang, Balinese, Bugis, and Banjar). Local languages are mainly used at the oral level. As *Bahasa Indonesia* is an instructional language for teaching and learning in the classroom, it is important for students to master the language. However, reading is given priority because Grabe and Stoller (2013) stated that there are many benefits to read more often, it will improve students' understanding and comprehending of themselves and other people, it also introduces new information and idea. Furthermore, reading will improve students' vocabulary and increases their reading speed. It shows that reading is one of important skills that must be mastered (Grabe & stoller, 2013).

Currently, schools in Indonesia encouraged teachers to implement and improve various reading techniques among school students (Kamgar & Jadidi, 2016). Kamgar and Jadidi (2016) reported that there were many benefits for students when various strategies were implemented in learning. The benefits included the increase of students' motivation, promotion of autonomous learning, and the development of learning autonomy. Teachers were also encouraged to create fun and to motivate environment for students to learn in the primary schools.

In an effort to support the teacher towards creating various strategies workshops conducted by the Ministry of Education have included Cooperative learning. There are some reasons why cooperative learning is promoted by the Ministry of Education for teaching and learning. Maonde, Bey, Salam, Suhar, Anggo, Rahim and Tiya (2015) find that cooperative learning encourages students to support their classmates in a group rather than compete against one another. In this way, students can combine their talents and help one another. Cooperative learning provides the opportunity for higher achieving students to help students who are slow learners. These higher achieving students can probably communicate more easily with their peers. The help of these students also increases the amount of explanation that occurs in the classroom. Cooperative learning helps to improve the motivation of many students by offering the opportunity to students to experience the joy of winning (in the case of cooperative activities that requires game and academic success). In the classroom where the students are only allowed to compete individually, only the few high achieving students will likely have this experience. In classroom where the students are divided into cooperative teams, each with its high and low achieving students, the opportunity to succeed is more evenly distributed.

Gupta and Pasrija (2011) reveal that cooperative learning as an efficient technique to convert students into active learners in classroom and it makes teaching and learning more satisfying, momentous, enjoyable and effective. In the field of language, cooperative learning values the interactive view of language; it helps develop a combination of structural and functional views of the language. It considers knowledge of appropriate use of language and ability to structure discourse interactions.

## 1.3 Problem Statement

According to Richardson, Morgan and Fleener (2012), the primary goal of reading is to comprehend who, what, when and where of the story. In fact, there are many students who have difficulties in reading especially in comprehending or understanding the content of the text. Based on a research that was conducted by the Programme for International Student Assessment (PISA) in 2015, the reading ability of Indonesian students was in the in 69th position out of 76 countries. It showed that Indonesian students have low comprehension in reading (Abbas, 2017).

Although *Bahasa Indonesia* has been the main language in the level of education, it appears that they are not overly concerned about whether they can read well or not. Some students are less interested in reading activity (Maulidi, Sutarsyah & Suparman, 2014). According to the International Organization Concerning Indonesian Elementary School Students (IESS), it states that the reading comprehension abilities of the Indonesia students need to be considered (PISA report,

2015). The PISA reported the findings from IESS and found that the average score of reading comprehension among Indonesian students are low and it fell below the Organization for Economic Co-operation and Development (OECD) countries' average. The low score from IESS reading comprehension ability could have been influenced by their poor understanding of the main idea of a paragraph, poor reading, relationships between facts, and relationships of linguistic understanding. Another international organization featured similar daunting report. Progress in International Reading Literacy Study (PIRLS) also reports that students in Indonesia are poor at comprehending a reading situation (Puspita, 2017). These reports carried out by PISA and PIRLS have sent strong signals to the Indonesian government to take swift actions in resolving the problem (*Kementerian Pendidikan dan Kebudayaan* (the Ministry of Education and Culture, 2016).

Other issues identified are the students' reading interest and motivation (Maulidi, et.al, 2014). Palani (2012) states that because of the influence of the mass media, students do not show much interest in reading books, magazines and journals. One of the many issues confronting students at the present time is not their inability to read but their lack of interest (Maulidi, et.al, 2014).Interest has an important role as it will influence other factors of reading problems, such as motivation (Unsworth & Micmillan, 2013). As Guthrie and Cambria (2010, p.16) define motivation as "when we think of motivation our mind first turns to interest. Motivation is enjoying a book, being excited about an author, or being delighted by new information. So, if the motivation is important for interest, then if the students do not have interest, it is possible for them to be demotivated to read (Unsworth & Micmilan, 2013).

In the area of *Bahasa Indonesia* reading comprehension, an ideal teaching and learning activity must have materials to interest and motivate students to learn; so that they could become active and independent readers of *Bahasa Indonesia*. A suitable *Bahasa Indonesia* reading activity can make students enjoy reading in *Bahasa Indonesia*. At the same time they obtain language skill and knowledge. Such kind of activities must be attractive or pleasurable, so that students would be emotionally attracted to engage in the reading task (Maulidi, et.al, 2014).

According to Maulidi et al. (2014), there are some issues with reading task which influence the reading comprehension ability. The first problem deals with vocabulary size. Vocabulary is one of the key successes of comprehending text since the content of the text is dominated by words. However, students lack the vocabulary because they rarely use *Bahasa Indonesia* as their main tool of communication but rather use *Bahasa Daerah* (Local dialect) (Maulidi et al., 2014).Consequently, they do not capture the meaning of certain words. Further, students also find difficulties in comprehending the text which is given by the teacher (Maulidi et al., 2014).

Students also have problem identifying the topic sentences, interpreting, supporting sentences, and determining main ideas. Some students find that they are confused in interpreting the topics sentences and supporting sentences since sometimes both of these parts are not explicitly stated. Hence, it also influences their ability in determining ideas from certain *Bahasa Indonesia* text (Maulidi et al., 2014).

The students also find difficulties in making inferences. They inform that making inference need advance knowledge because they have to interpret the implicit

meaning from certain statement (Maulidi et al., 2014). The problem is that they have limited comprehension of reading to complete this activity. Meanwhile, this competence is really important for students to master in order to complete reading comprehension test.

Students assume that reading is a boring activity since they have to read long paragraph from the written text then answer the questions based on the text (Maulidi et al., 2014). When they are not familiar with the words in the content in the long paragraph they will ignore the questions and tend to do 'gamble' in choosing the answers from multiple choice tests. Considering the importance of interest and motivation, Maulidi et al. (2014) believes that the quality of language teaching and learning practices in the classroom is one of the important factors to students learning process, especially in reading comprehension.

Regarding to the problem indicated, there is a need for the improvement in teaching reading skills towards comprehension in the classroom in order to achieve the goals of learning that has been determined by the Ministry of Education in Indonesia. Towards this end, the researcher has undertaken a quasi experimental by implementing one of cooperative learning technique namely cooperative integrated reading composition (CIRC) technique in the reading class. The reason is that in CIRC technique, the students are able to cooperate and interact with one another in a group. Besides, two heads are better than one to help each other in learning, bydoing those activities, the students will enjoy and will be involved actively in the process of teaching and learning.

Based on the issue of how reading comprehension, motivation and interest, Astuti(2016) suggested that cooperative integrated reading composition (CIRC) technique might provide a structure to help teachers and students succeed in helping all students become effective reader. This technique has potential to be used during practice which is expected to enable students to practice and promote their reading comprehension. In addition, Rahmawati, Padmadewi and Ratminingsih (2014) state that one of the characteristics of this technique is that it might give maximum opportunities for meaningful output and input in highly interactive environment which can create interest and motivation. It happens because the students have a chance to work together with their friends in a group. The teacher plays as a facilitator during reading practice activities in the classroom. Further, it is possible to give meaningful input through these activities during the teaching and learning process.

Additionally, some previous related researches have been conducted by previous researchers. First, the study about CIRC technique was carried out by Durukan (2011). He studied the seventh grade students of a secondary school. This research was an experimental study in which the samples were assigned into two groups; experimental and control groups. After having received the treatments, the achievements of students' reading comprehension and writing skill in experimental group were superior compared to the control group. It showed that CIRC technique was effective towards improving students' reading comprehension.

Yudasmini (2015) carried out a cooperative learning research using CIRC technique to improve students' reading comprehension. The research was conducted in 'Gugus Buruan Primary' school with the sixth grade. The result of the study

revealed that CIRC was effective to be used to improve the students' reading comprehension ability.

## 1.4    Research Objectives

The researcher undertook a quasi experimental study by implementing CCIRC during fifth grade students practice session. This is in line with the need to improve achievement, motivation and interest among the fifth grade students. Therefore, the following objectives were formulated:

a)    To investigate if there was any significant difference using cooperative integrated reading composition (CIRC) and conventional (integrated thematic approach) teaching method in improving students' reading comprehension.

b)    To investigate if there was any significant difference using cooperative integrated reading composition (CIRC) and conventional (integrated thematic approach) teaching method in improving students' reading motivation towards reading.

c)    To investigate if there was any significant difference using cooperative integrated reading composition (CIRC) and conventional (integrated thematic approach) teaching method in improving students' reading interest.

## 1.5    Research Question

Based on the formulated objectives, the following research questions drove the research:

a)    Was there any significant difference using cooperative integrated reading composition (CIRC) and conventional (integrated thematic approach) teaching method in improving students' reading comprehension?

b)    Was there any significant difference using cooperative integrated reading composition (CIRC) and conventional (integrated thematic approach) teaching method in improving students' motivation towards reading?

c)    Was there any significant difference using cooperative integrated reading composition (CIRC) and conventional (integrated thematic approach) teaching method in improving students' interest in reading?

## 1.6    Hypothesis

The hypothesis of the proposed research was that there were a positive and significant improvement in achievement, motivation and interest when CIRC was used and compared to the conventional (integrated thematic approach) teaching methods. These following hypotheses were tested:

a) Hypothesis 1

H1: There was a significant difference in students' reading comprehension using cooperative integrated reading composition (CIRC).

b) Hypothesis 2

H2: There was a significant difference in students' motivation using cooperative integrated reading composition (CIRC).

c) Hypothesis 3

H3: There was a significant difference in students' interest using cooperative integrated reading composition (CIRC).

## 1.7 Significance of the Study

The findings of this study were expected to give some contributions towards teaching and learning. It was expected that there were improvement in education, such as students' learning, teachers' teaching and for the government.

### 1.7.1 The Teacher

It was expected that CIRC would motivate and challenge teachers to use it because it would be beneficed for them students' reading ability and improvement. The teachers

would be able to make reading practice more enjoyable and provide more active learning among their students.

### 1.7.2 The Student

Cooperative integrated reading composition (CIRC) technique provided students with an incentive and more effective and efficient way to help each other within the group. CIRC was also able to improve students' interest, motivation, comprehension in reading.

### 1.7.3 The Education Ministry

This study was expected to give a description of the way to improve students' interest and motivation to the education ministry. Moreover, the finding and discussion of the study could help the Education Ministry to evaluate the roles of the teachers in the education in primary school and to help teacher better understand the different technique in teaching reading comprehension.

## 1.8	Theoretical Framework

### 1.8.1	Social Theory

The theoretical framework for this study is based on the social theory. According to Slavin (1995) cooperative learning results in a number of gains in learning. This is because cooperative learning raises social cognition among students which results in better achievement, motivation and interest.

Vygotsky's social learning theory principle was that the child's development depended on the interaction with other children and adults. The social interaction which involved cooperation, supported cognitive development. Vygotsky claimed that a child might take a long time to absorb material or solve problem; however, it would be resolved and absorbed easily after interaction with parents or teachers or peers. Consequently, the child's competencies and skills could develop, which could be applied in the future. Vygotsky believed that students' interaction with their peers was an effective way to develop social skills. He suggested that teachers used cooperative learning where the child would develop his skills with help from peers.

Overall, cooperative learning allowed students to work with each other, exchanged ideas, and developed social skills that would serve them well in their lives. Teachers can use this theory to help their students to develop their social and academic skills.

### 1.8.2 Cooperative Learning

Slavin (1995) stated that cooperative learning is a set of instructional methods in which students are encouraged or required to work together on academic tasks, to help one another learn. According to Barkley, Cross and Major (2005), cooperative learning is the instructional use of small groups so that students work together to maximize their own and each others' learning. Furthermore, it is said that, cooperative learning as the name implies, requires students to work together on a common task, sharing information, and supporting one another. Cooperative learning supports Vygotski's social learning theory of Vygotsky's notion of the *Zone of Proximal Development.* It requires students to work together and help each other in achieving specific and attainable learning goals (Gonzales & Torres, 2015; McLeish, 2009; Pan & Wu, 2013).

According to Richards and Rodgers (2001, p.193), cooperative learning method is used in teaching content class. Richard and Rodgers (2001: 192) states that cooperative language learning is a part of a more general instructional approach which is also known as collaborative learning (CL). As a method of teaching and learning process, cooperative learning has been developed through various social learning theories. Those extents are put on the level of approach as theories on language and learning. On a practical level, cooperative learning has process for activities, learner role, teacher role, and the role of instructional materials play in cooperative learning.

## 1.9    Research Framework

The research was conducted to investigate the effectiveness Cooperative Integrated Reading Composition (CIRC) in students reading achievement, motivation and interest. The teaching and learning process as CIRC for experimental group and conventional for control group.
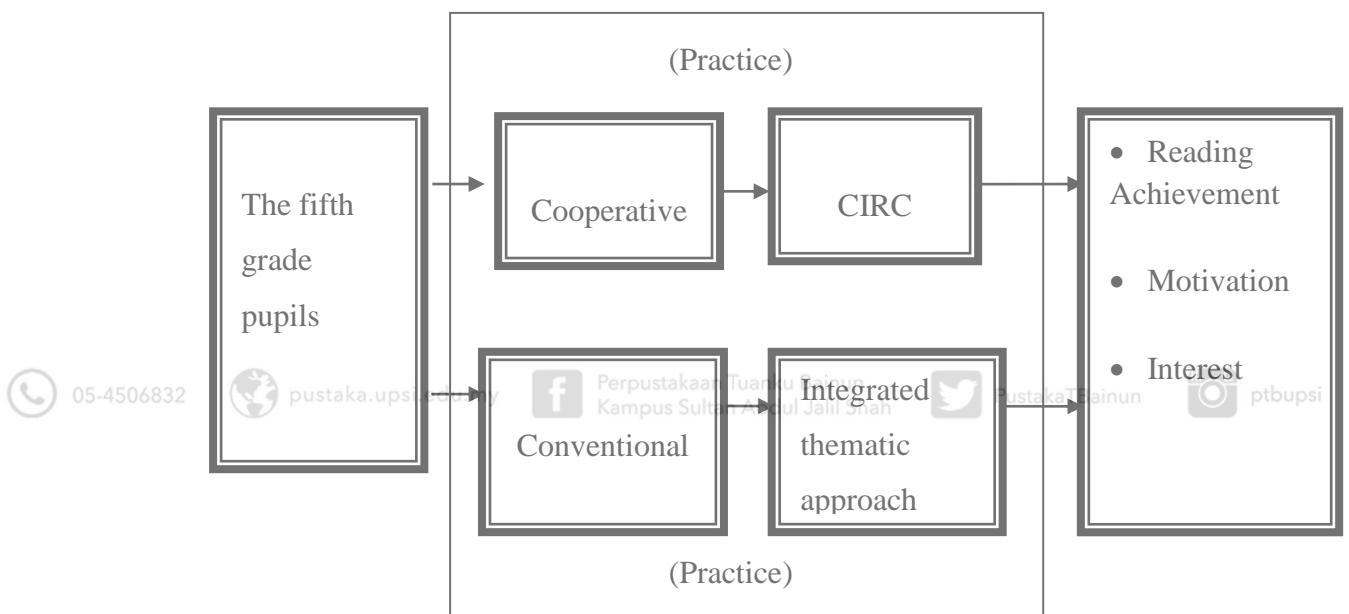


*Figure 1.1*. Research Framework

## 1.10   Limitation of the Study

The present study hoped to yield meaningful information regarding the use of cooperative integrated reading composition (CIRC) to improve students' reading comprehension achievement, motivation and interest. However, there were some limitations.

Firstly, there were individual differences among the students such as their level of language proficiency which might affect their learning process. Moreover, some students might be shy or too soft spoken and therefore, might not actively participate in the CIRC activities during practice as well as others.

Secondly, the time limit for the study might not allow the researcher to conduct a more thorough study on the topic as the  teaching time was confined to the number of weeks allocated the particular topic or syllabus.

Thirdly, students participating in this study were representatives only of the population from which they were sampled; generalizations to students of other age group, socio-economic backgrounds and geographical areas could only be made with caution.

## 1.11　Operational Definition

### 1.10.1　Cooperative Learning

Cooperative learning (formerly called students-team learning) is the term used to describe interactional procedures whereby learners work together in small groups and are rewarded for their collective accomplishments (Cruickshank, Jenkins, Metcalf, 2012). Cooperative learning in many other ways of teaching, encourages the students to work together which then cultivate motivation and interest and also provide the improvement of higher achievement (Cruickshank et al., 2012)

### 1.10.2　Teaching Cooperative Integrated Reading Composition

Cooperative integrated reading composition (CIRC) is mainly used to teach reading and composition. In the typically CIRC procedure, the teacher sets lesson in some specific area of reading or composition. The students are asked to work in pairs or in groups. To emphasize the individual competency, the teacher use quizzes which are taken individually.

### 1.10.3 Integrated Thematic Approach

The Indonesian government has changed the primary education curriculum from the current curriculum to the integrated thematic curriculum 2013. The change of education system at the level primary school to integrated thematic approach is for first grade to sixth grade (Hidayati, 2016). The thematic integrative learning to elementary school in Indonesia, based on an integrated thematic curriculum 2013 is an integration of intra-disciplinary (integrating the aspect of attitudes, knowledge, and skills into a unity in each lesson), inter-disciplinary (combining the competencies of a lesson to another lesson), multi-disciplinary (without combining the core competencies of each lesson so that each lesson still has its own basic competencies) and trans-disciplinary (relating various subjects that exist with the problems that were found in the locality so that learning becomes contextual) (Hidayati, 2016; Ministry of Education, 2013).

### 1.10.4 Students' Reading Comprehension

Reading comprehension is the process of constructing meaning involving the written language by interpreting textual information in the light of prior knowledge and experiences using appropriate and efficient comprehension strategies (Just, 2013).

In reading comprehension, the process of constructing meaning is the process in which the reader uses their prior knowledge with additional information about the

topic, language, structure, and text structure to understand the meaning (Just, 2013). Then, for understanding the message, the reader also needs to use various strategies such as predicting, clarifying, and confirming. From the definition above, reading comprehension can be defined as the process in which the readers construct meaning from a text connected to the background knowledge they have to get the clear understanding of the writer's message.

### 1.10.5   Students' Interest

Students' interest is the most important factor in teaching and learning process. The students who have high interest in a subject tend to learn harder to achieve their goals. They may get better success in the subject than those with lower interest.

There are some opinions related to the definition of interest. According to Renninger, Hidi and Krapp (2014) define interest as one's consciousness that an object, person, problem or situation has relation to him. A person's interest makes persistence feel effortless and increases the possibilities of achievement and creative contribution. A person who interest in some activities will involve her/his self in thinking about it and show their enthusiastic when do that (Renninger & Hidi, 2015).

### 1.10.6 Students' Motivation

One of the most influencing factors in learning is students' motivation. Govalan, Bakar, Zulkifli, Alwi and Mat (2017) declared that motivation provided the motive for students to respond and fulfilled their needs in learning. Previously, there is no standard definition for motivation in education. Motivation is a kind of feeling that always finds ways to go down and cultivate worry and anxiety in human mind and thoughts indeed, with the positive motivation; we can renew the positivism energy and apply it in performing tasks (Cook & Artino, 2016). Motivation is able to empower success but at the same time lack of motivation can discourage success. In this context, students' motivation was related to the respond and motive in reading.

### 1.12 Summary

This chapter presented the overall picture of investigation for the research. The researcher established the background of the study, problem statements and objective of the study in this research. There were three research questions which the researcher was focusing of. The significance of the study and operational definition were explained by the researcher in this study. However, this study would be explained in more details in chapter two which was known as literature review.