THE EFFECTIVENESS OF BUZZ GROUPS METHOD TO TEACH READING COMPREHENSION VIEWED FROM STUDENTS’ LEARNING MOTIVATION
(An Experimental Study at the Eighth Grade Students of SMPN 1 Jaten, Karanganyar in the 2012/2013 Academic Year)

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ABSTRACT

ELISABETH MILANINGRUM. NIM: S891108040. The Effectiveness of Buzz Groups Method to Teach Reading Comprehension Viewed from Students’ Learning Motivation (An Experimental Study at the Eighth Grade Students of SMPN 1 Jaten, Karanganyar in the 2012/2013 Academic Year). First Consultant: Prof. Dr. Sri Samiati Tarjana; Second Consultant: Dr. Sumardi, M. Hum. English Education Department, Graduate School, Sebelas Maret University.

This research is aimed at finding out whether: (1) Buzz Groups Method is more effective than Direct Instruction Method to teach reading comprehension; (2) the students who have high motivation have better reading comprehension than those who have low motivation; and (3) there is an interaction between teaching methods and students’ learning motivation for teaching reading comprehension.

The method which was applied in this research was experimental study. It was conducted at SMPN 1 Jaten, Karanganyar in the 2012/2013 academic year. The population of the research is the eighth grade students of SMPN 1 Jaten, Karanganyar in the 2012/2013 academic year. The samples were two classes. In taking the sample, cluster random sampling technique was used. Each class was divided into two groups (the students who have high and low motivation). The data were analyzed by using multifactor analysis of variance 2x2 and tukey test.

Based on the results of the analysis, there are some research findings that can be taken: (1) Buzz Groups Method is significantly different from Direct Instruction Method to teach reading comprehension because $F_0 > F_t$ and $q_0$ between columns ($C_1$ and $C_2$) > $q_t$ and Buzz Groups Method is more effective than Direct Instruction Method to teach reading comprehension because the mean of $C_1 > C_2$; (2) The reading comprehension of the students who have high motivation is significantly different from that of those who have low motivation because $F_0 > F_t$ and $q_0$ between rows ($R_1$ and $R_2$) > $q_t$ and the students who have high motivation have better reading comprehension than those who have low motivation because the mean of $R_1 > R_2$; and (3) There is an interaction between teaching methods and students’ learning motivation for teaching reading comprehension because $F_0 > F_t$: (a) for the students who have high motivation, Buzz Groups Method is significantly different from Direct Instruction Method to teach reading comprehension because $q_0$ between cells ($A_1B_1$ and $A_2B_1$) > $q_t$ and Buzz Groups Method is more effective than Direct Instruction Method to teach reading comprehension because the mean of $A_1B_1 > A_2B_1$; (b) for the students who have low motivation, Direct Instruction Method is significantly different from Buzz Groups Method to teach reading comprehension for the students who have low motivation because the mean of $A_2B_2 > A_1B_2$. The effectiveness of the method depends on the degree of the students’ motivation.

Key word: Teaching Methods, Reading Comprehension, Students’ Learning Motivation.
APPROVAL

The Effectiveness of Buzz Groups Method to Teach Reading Comprehension Viewed from Students’ Learning Motivation

An Experimental Study at the Eighth Grade Students of SMPN 1 Jaten, Karanganyar in the 2012/2013 Academic Year

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PRONOUNCEMENT

This is to certify that I myself wrote this thesis entitled “The Effectiveness of Buzz Groups Method to Tenth Reading Comprehension Viewed from the Student’s Learning Motivation” (An Experimental Study at the Eighth Grade Students of SMPN 1 Jaten, Karanganyar in the 2012/2013 Academic Year).

It is not plagiarism or抄袭 by others. Anything related to others’ work is written as quotation, the source of which is listed on the bibliography. If this pronouncement proves wrong, I am ready to accept any academic punishment, including the withdrawal or cancellation of my academic degree.

Signed...

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MOTTO

“Keep on smiling no matter what, because yesterday is the past. You will never know what you will get. Enjoy your life”

(Carpe Diem, Anonymous)

“Loving life by working hard is answering the deepest mystery of live”

(XX)  

“Do the best”

(Mila)

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DEDICATION

This thesis is whole-heartedly dedicated to those who support her to keep struggling to get a better future:

- My beloved late father and mother
- My beloved older brothers (Fx.Banu Resiawan, Thomas Banu Yudanto, and Lukas Banu Aji) and my younger brother (Matheus Banu Leksono)
- Yohanes Eko Dedi Kurniawan
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She does believe that this thesis still needs others’ touch to make some improvements. Therefore, suggestions and criticisms are always needed for its betterment. Hopefully, this thesis will be useful for all readers.

Surakarta, , 2013

Elisabeth Milaningrum
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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is a set of arbitrary symbol. Language is used for communication (Brown, 2000:5). Think about the importance of language in our everyday life. Language is needed to speak to others, listen to others, read and write. Our language enables us to describe past events in detail and plan for the future. Language lets us pass down information from one generation to the next. One of the languages that is acceptable and spread in the world is English language. English is called as international language. It is used to help people to communicate in doing their daily activities such as education, politics, trading, etc.

English is regarded as a foreign language in Indonesia. It is a compulsory subject taught from elementary school up to university. There are four major skills which are important to be learnt in learning English, they are: listening, speaking, reading, and writing. Reading and listening are said to be passive or receptive skills, while writing and speaking are said to be active and productive skills.

In the 2006 KTSP curriculum of Junior High School, the ultimate objective of English instruction is to develop English communicative competence in the form of oral and written language, namely: listening, speaking, reading, and writing. It is clear that the aim of English instruction in Junior High School is emphasized on developing the students’ communicative competence as stated as follows:

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“Mata pelajaran bahasa Inggris di SMP/MTs bertujuan agar peserta didik memiliki kemampuan sebagai berikut: (1) Mengembangkan kompetensi berkomunikasi dalam bentuk lisan dan tulis untuk mencapai tingkat literasi functional, (2) Memiliki kesadaran tentang hakikat dan pentingnya bahasa Inggris untuk meningkatkan daya saing bangsa dalam masyarakat global (3) Mengembangkan pemahaman peserta didik tentang keterkaitan antara bahasa dan budaya.”

Based on the statements above, it can be concluded that teacher should teach students how to use the language to communicate, both in oral and written forms. One of the aims of English instruction in Junior High School is to achieve functional literacy. According to Kern (2000: 304), functional literacy in English instruction does not only learn about the grammar (language usage), but also focus on how students can use the grammar in real life to communicate with other. Functional literacy in English instruction correlates language usage and language use that is related to culture and discourse analysis. Functional literacy in English instruction in Junior High School prepares students to participate in modern life and globalisation era. It gives students life skills, therefore students can survive in the globalisation era.

Reading is one of the ways to communicate in written forms. Reading implies both a writer and a reader. A writer puts his ideas onto the page and the reader tries to understand the author’s meaning and thinks about what he has read. Because it is used to communicate, when reading one needs to figure out what is being read. In other words, one should comprehend or understand the ideas. Reading enables people to find out information from a variety of texts, written or printed information from newspapers, magazines, advertisements, brochures, and so on. Reading is an important activity and becomes more important in this
modern world, where the development in every life aspect occurs very quickly. As a part of language skills, reading plays an important role for the success of language learning.

According to Aebersold and Field (1997: 15), reading is what happens when people look at a text and assign meaning to the written symbols in that text. Moreover, William (1999: 12) defines reading as a process whereby one looks at and understands what has been written. From both definitions, it can be concluded that reading is a process of assigning the meaning to get information by comprehending the written text. Comprehending is the ability of the reader to understand and gain meaning from what has been read in written texts. Reading and understanding are related to each other. Reading itself contains the activity to understand the text and information in the text. In order to understand or to get points from text, we need comprehension for it. Therefore, reading cannot be separated from comprehension.

In Junior High School, the students’ reading skill is crucial. Reading is one of language skill which should be developed in the teaching-learning process in Junior High School. Among the four skills, reading takes the most portions in national examination of Junior High School. It is in line with Permendiknas No. 78 year 2008 about the standard competence of national examination for Junior High School that contains reading as the main core tested.

Based on the preliminary research (Monica, 2011:3) states that the students of SMPN 1 Jaten, Karanganyar still have many problems and difficulties in improving their reading comprehension. The phenomenon of the difficulties of
reading comprehension has also been experienced by the English teacher of SMP N 1 Jaten, Karanganyar. Students in the eighth grade of SMP N 1 Jaten, Karanganyar still have low English achievement, they have difficulties to comprehend and to deduce the meaning of the text, and they tend to be lazy to read the reading text.

According to Johnson and Pearson in Darmiyati (2007:16), there are two causes of low learning English reading achievement. They are coming from external and internal factors. External factors can be classified into two groups social and non-social factors. Social factors can come from the students themselves and non-social factors can be the place or location, the weather, and time when the learning process happens. Internal factors can also be classified into two groups. They are physiological factors and psychological factors. The physiological factors include the function of certain organs that students have. The psychological factors can be the students’ motivation to read and interest.

Teaching method as external factors used by the teachers also influence the success of the learning of English reading. Teaching method is also one factor that creates a tense classroom. Many teachers in SMP N 1 Jaten, Karanganyar still use direct instruction method in a classroom. According to Borrich (1996:224), direct instruction method is a teacher-centered method in which teachers are the major information providers. This method is focused on providing verbal explanation by the teacher to large group of the students in order to make them understand the material optimally. In the direct instruction method, students are generally concerned with improving their own grade, and goals are
individualistics rather than group wide. The students have a little chance to use the language. In teaching reading, direct instruction method is quite passive and tense since the teacher just asks the students to translate the reading text and do the worksheet in the textbook.

Sanjaya (2009: 191) also state that the weaknesses of direct instruction method are: 1) it makes the students passive; 2) it makes the students bored; 3) it only works well for the students who have good reading skill.

While direct instruction method is a teacher-centered method in which teachers are the major information providers, Buzz Groups method offers a method which makes the students as a center of the teaching learning process rather than the teacher-centered. Buzz Groups method is a small discussion group formed for a specific task such as generating ideas, solving problems or reaching a common viewpoint on a topic within a specific period of time. Large groups may be divided into buzz groups in order to cover different aspects of a topic or maximize participation. Unlike direct instruction method that focused on reading translation and task, Buzz Groups method allows students to be actively involved in reading discussion, fostering positive interdependence among groups, and developing communicative skill. The students can elaborate their knowledge to solve the reading problems within the groups.

Buzz Groups method is particularly useful in larger classes and also encourages shyer students to participate. In fact, some students have trouble participating in large group discussions or meetings, so by dividing the whole class into small groups, more students have the opportunity to express their
thoughts because students have a chance to practice their comments and to increase their repertoire of ideas in their buzz groups. Group interaction in buzz groups method is an effective problem solving because the interaction involves others to contribute ideas and perception for solution to a problem. When one individual gives response to the problem, she/he stimulates further analysis for another member of the group. This will lead other students to refine their thinking by giving feedback or share their different ideas. Students will create interaction to each other in discussing text. By applying buzz groups method, students will learn by themselves, learn more, feel more confident, feel more dedicated, enjoy the class, teach others and become independent learners.

Besides the teaching method, the students’ reading skill is also influenced by motivation. Motivation is one of the internal factors that is very important in teaching and learning process. According to Weiner in Elliot, et al (2000: 332) states that motivation is an internal state that arouses us to action, pushes us in particular direction, and keep us engaged in certain activities. It assumes that motivation has a great role in determining the success of learning process to reach the goal of learning and the students’ activeness. It means that the students with low motivation or unmotivated students probably will face difficulties in learning process while students with high motivation or highly motivated students can reach the learning’s objectives easily. High motivation students tend to participate actively in learning process. They often ask questions and like to share ideas with their friends.
In this study, the writer focuses on the two teaching methods above, direct instruction method and buzz groups method. It is derived for some reasons. First, both teaching methods are applicable in Junior High School level. Second, both of them share different perspective and principles in teaching procedures. In order to investigate the effects of teaching methods, direct instruction method and buzz groups method, viewed from the students’ learning motivation to teach reading comprehension, the writer adopts an experimental research. Buzz Groups method used as experimental variable and direct instruction method as control variable. Meanwhile, reading comprehension is placed as a dependent variable. This investigation is to know the difference of both methods and which one is effective or better applied in teaching reading in SMP N 1 Jaten, Karanganyar. Then, the writer also considers students’ learning motivation as simple effect or moderator variable (high or low) to know whether direct instruction method and buzz groups method is suitable for students who have high or low motivation.

Based on the background of this study, the writer is interested in conducting an experimental research entitled: “The Effectiveness of Buzz Groups method to Teach Reading Comprehension Viewed from the Students’ Motivation.”

B. Problem Identification

The problems can be identified as follows:

1. Why do the students have difficulties to understand the text?

2. What factors cause low understanding of text?
3. Is buzz groups method effective to teach reading comprehension?

4. Does the students’ motivation influence their reading comprehension?

5. Is there any interaction between motivation and teaching method to teach reading comprehension?

C. Problem Limitation

It is impossible for the writer to investigate all problems identification above, therefore, the writer limits the problems of the research which are supposed to influence the students’ reading comprehension, namely: the methods that were used by the teacher (buzz groups method and direct instruction method) and the students’ motivation.

D. Problem Statement

This research focuses on the problems formulated as follows:

1. Is buzz groups method more effective than direct instruction method to teach reading comprehension to the eighth grade students of SMP N 1 Jaten, Karanganyar in academic year of 2012/2013?

2. Do students who have high motivation have better reading comprehension than those who have low motivation of the eighth grade students of SMP N 1 Jaten, Karanganyar in academic year of 2012/2013?

3. Is there any interaction effect between teaching methods and students’ motivation to teach reading comprehension to the eighth grade students of SMP N 1 Jaten, Karanganyar in academic year of 2012/2013?
E. Objectives of the Study

This research aimed at finding out the influences of the teaching method and the students’ motivation on the students’ reading comprehension.

In detail, this research has the objectives to find out:

1. Wheter Buzz groups method is more efective than direct instruction method to teach reading comprehension;

2. Wheter students who have high motivation have better reading comprehension than those who have low motivation;

3. Wheter there is an interaction effect between teaching methods and students’ motivation on the students’ reading comprehension.

F. Benefits of the Study

1. For the teacher

   The writer expects that this study give contribution to other teacher to use an alternative method in teaching and learning process. Buzz Groups method is the method to comprehend the text. This method can improve the students’ reading comprehension.

2. For the students

   Students are expected to enrich their insight, and get better learning by which they are able to improve their reading comprehension. The students are highly motivated by various methods applied in the classroom.

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3. For the headmaster

It is expected that the headmaster get information as an input in leading the teachers to create an effective teaching and learning process in improving the quality of English learning.

4. For the researcher

To develop the researcher’s knowledge on the development of knowledge of various methods that implemented in teaching reading comprehension in secondary school. Other researchers can develop this research and use it as one of references in reading comprehension research in the future.
CHAPTER II

REVIEW OF RELATED LITERATURES

A. Reading

1. Definition of Reading

Reading is a very important activity in human’s life. This is due to the fact that people mostly get information through reading. Reading is more than simply referring to the activity of pronouncing the printed material or following each line of written page. It consists of various and mixed activities. People have their own activities to do the reading activities. They have different purposes when they read. It is also more than recognizing words within a sentence; but includes whole activity of thinking process to evaluate the information. The following are some definitions of reading proposed by some experts:

According to Heilman (1981: 182), reading is a complex process in requiring not only the ability to recognize words, but also the ability to comprehend and evaluate the meaning of written text. Similarly, Petty (1980: 207) states that reading is a complex process to get information from the written text, in which the ability to pronounce and comprehend the written text is needed to interpret sign, letters, or symbol by assigning meaning in receiving ideas and intuition from the author via printed words. It means that reading is a process to get information by comprehending and evaluating the written text. Comprehending is the ability of the reader to understand and gain meaning from what has been read in written texts.
Aebersold and Field (1997: 15) say that reading is what happens when people look at a text and assign meaning to the written symbols in that text. The text and the reader are the two physical entities necessary for the reading process to begin. It is, however, the interaction between the text and the reader that constitutes actual reading. Granted, the meaning the reader gets from the text may not be exactly the same as the meaning the writer of the text wished to convey. Likewise, the meaning that one reader gets from a text may be different from that of other readers reading the same text.

William (1999: 12) defines reading as a process whereby one looks at and understand what has been written. It means that reading is a process of getting meaning from written text. The key word here is ‘understand’. Only reading aloud without understanding does not count as reading. Understanding is a process in reading comprehension. Reading can often be a struggle after understanding, especially where language learners are concerned. Again, although reading has been defined as a process whereby one looks at and understands what has been written, the reader doesn’t necessarily need to look at everything in a given piece of writing. The reader is not simply a passive object, faced with letters, words, and sentences, but is actively working on the text, and able to arrive at understanding without looking at every letter and words. Moreover, Grellet (1998: 7) defines reading as an active skill that constantly involves guessing, predicting, checking, and asking oneself questions. It means that a reader not only understands a printed material but also needs background knowledge on the field of the text.
According to Nunan (1989: 32), reading is a process of decoding written symbol, working from smaller units (individual letter) to larger ones (words, clauses, and sentences). In other words, it is a process of understanding the meaning of written forms. Furthermore, Nuttal (1988: 4) states that reading is a process of communication between the writer and the reader. Here, the writer encodes the message in his mind. It might be an idea, a fact, a feeling, and argument while the reader decodes the message from the text. So, reading is not only a passive process but also an active communication process because reading is a result of interaction between the perception of graphic symbols that represent language and the readers’ language skills and knowledge of the world.

Based on the definitions above, it can be concluded that reading is a process of interaction between the reader and the text which includes constant process of guessing, decoding written symbols that involves reacting to a written text in order to get message or information from a written text.

2. Definition of Reading Comprehension

Reading is not only to get information but it needs understanding and comprehension to get some points from the text. In this case, reading and understanding are related to each other. Reading itself contains the activity to understand the text and information in the text. In order to understand or to get points from text, we need comprehension for it. Therefore, reading cannot be separated from comprehension.
According to Kennedy (1981: 192), reading comprehension as a thought process through which reader become aware an idea, understand it in terms of their experiential background, and interpret it in relation to their own needs and purposes. He also adds that reading comprehension is not a skill or an ability that can developed once and for all at any level of instruction. It is cumulative process that begins in early childhood and continues as long as an individual’s thinking process and enhances the background for learning and understanding. On the other hand, Smith and Robbinson (1980: 54) state that reading with comprehension is the understanding, evaluating and utilizing of information and idea through an interaction between the reader and the author.

Similarly, Grellet (1998: 182) states that reading comprehension means understanding a written text to extract the required information from it as efficiently as possible. He emphasizes the importance of obtaining the required information in reading. The ultimate goal in reading is to make the meaning from the text and to comprehend the information that is conveyed in the text.

To be able to comprehend a text, reader must use appropriate reading skills. Brown (2004: 187-188) proposes the following microskills and macroskills of reading comprehension:

a. Microskills

1) Discriminate among the distinctive graphemes and orthographic patterns of English.
2) Retain chunks of language of different lengths in short-term memory.

3) Process writing at an efficient rate of speed to suit the purpose.

4) Recognize a core of words, and interpret word order patterns and their significance.

5) Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms.

6) Recognize that a particular meaning may be expressed in different grammatical forms.

7) Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

b. Macroskills

1) Recognize the rhetorical forms of written discourse and their significance for interpretation.

2) Recognize the communicative functions of written texts, according to form and purpose.

3) Infer context that is not explicit by using background knowledge.

4) From described events, ideas, etc., infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

5) Distinguish between literal and implied meanings.

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

(commit to user)
7) Develop 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 the interpretation of texts.

From those theories above, it can be concluded that reading comprehension is a process of interaction between the reader and the text which includes a process of understanding, evaluating and utilizing of information to get an idea or meaning from a written text, understand it according to experiential background or prior knowledge, and interpreting it in relation to their own needs and purposes to extract the required information from a written text by finding word meaning from context, finding detailed information, finding reference, determining main idea, and determining implied information.

3. Levels of Reading Comprehension

According to Kennedy (1981: 224) the skills of comprehension are grouped under three major divisions of reading: literal reading, inferential reading, and critical reading.

a. Literal Reading

Literal reading is related on what a writer says. It involves acquiring information that is directly stated in a selection and is also prerequisite for higher levels understanding. It requires ability to:

1) Locate specific facts
2) Identify happening that are described directly
3) Find answers to questions based on given facts
4) Summarizing the details expressed in a selection
b. Inferential Reading

Inferential reading involves reading between the lines or making inferences. It is the process of deriving ideas that are implied rather than directly stated. Skills for inferential reading include:

1) Finding implied meanings
2) Anticipating outcomes
3) Making generalization
4) Detecting the author’s purpose
5) Drawing conclusion


c. Critical Reading

Critical reading is evaluating written material, comparing the ideas discovered with known standards and drawing conclusions about their accuracy and appropriateness. The critical reader must be an active reader, questioning, searching for facts and suspending judgment until he or she has considered all of the material.

Based on the opinions above, it can be concluded that to comprehend well, readers must have literal reading, inferential reading, and critical reading. The researcher do not discuss three levels of reading comprehension but only discusses literal and inferential reading because the texts for Junior High School students particularly cover literal and inferential reading.

Based on the curriculum of Junior High School and level of reading comprehension above, the researcher can get some indicators required to the students, they are literal reading (finding word meaning, finding detailed information of the text) and inferential reading (finding reference, determining main idea, and determining implied information of the text).
4. Models of Reading

In looking for ways to describe the interaction between reader and text, experts have also created models that describe what happens when people read (Aebersold and Field, 1997: 17). Barnett (in Aebersold and Field, 1997: 17-18) provides a thorough summary of three main models of how reading occurs. They are bottom-up model, top-down model, and the interactive model.

a. Bottom-up model argues that the reader constructs the text from the smallest units (letters to words, phrases to sentences, etc) and becomes automatic that readers are not aware of how it operates.

b. Top-down model argues that reader brings a great deal of knowledge, expectation, assumption, and questions to the text and given a basic understanding of the vocabulary and check when new information appears.

c. The Interactive model argues that both bottom-up and top-down processes occur either alternately or at the same time. It describes a process that uses both bottom-up and top-down depend on the type of the text as well as on the readers’ background knowledge, language proficiency level, and culturally shaped beliefs about reading.

From the theories above, we can said that there are three kinds models of reading. The reader should use both of processes, they are: bottom up process and top down process to comprehend the reading text depending on the situation that the reader faced. Before the reader reads the passage, he/she should has background knowledge about the content of the passage to guess from his/her assumption. The reader has known about the passage so he/she just want to know
if there is any new information in the passage. To know about the information of the passage, the reader has to understand the passage by reading word by word to reach the whole understanding. The reader uses both models in their reading activity.

5. Strategies of Reading

Some experts have proposed many ways of reading. Grellet (1998: 40) summarizes the way of reading including the following:

a. Skimming

Skimming is quickly running one’s eyes across a whole text to get the gist of it. The reader goes through the text extremely quickly. The purpose of skimming is simple, to see what a text is about. The reader skims in order to satisfy a very general curiosity about a text. It also helps the learners to recognize learners’ thought and specify what information they can get from a book, so their subsequent reading is more efficient.

b. Scanning

Scanning is reading quickly, going to a text to find a particular piece of information. Williams (1996: 100) states that scanning occurs when a reader goes through a text very quickly in order to find a particular point of information. It involves these steps:

1) Determining what key words to look for

2) Looking quickly through the text for those words

3) When you find each word, read the sentence around it to see if they provide the information being sought.
4) If the texts provide the information being sought, don’t read further.

If they do not provide the information being sought, continue scanning.

c. Extensive Reading

Extensive reading is reading longer text usually for someone’s pleasure. This is a fluency activity, mainly involving global understanding.

d. Intensive Reading

Intensive reading is reading shorter text to extract specific information. This is more an accuracy activity involving reading for detail. In this course, each text is read carefully and thoroughly for maximum comprehension.

From the theories above, it can be said that there are four strategies of reading, such as skimming, scanning, extensive reading, and intensive reading. Skimming is used to get the gist; seeing what a text is about. The reader uses skimming for finding the main idea of the text. Scanning is used to find a particular point of information. It is used for finding detailed information of the text. Extensive reading focuses on fluency activity for global understanding in reading activity. However, intensive reading focuses on accuracy activity involving reading for detail.
6. Teaching Reading

Brown (1994: 7) says that teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning. Teaching may be defined as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with the knowledge, causing to know or understand. From this definition, it can be concluded that teaching is a process of helping and guiding students to learn and develop their knowledge.

Teaching reading is not only giving a text to the students but also building their consciousness of reading skill. Teaching reading especially to read English text is very important. However, there are many students that have low motivation in reading class because of the teacher’s poor method in presenting and carrying out reading activities may appear. Therefore, teacher should be skillful in motivating learners by selecting and devising material, and choosing appropriate method.

One of the aims of teaching reading in Junior High school is to achieve functional literacy. Literacy needs to be understood by the students to use the language communicatively and meaningfully that is not only concerns on the grammar (language usage), but also focus on the language use that is related with the culture. Therefore, functional literacy is very important for students.

Kern (2000: 16) states literacy as follows:

Literacy is the use of socially, historically, and culturally-situated practices of creating and interpreting meaning through texts. It entails at least a tacit awareness of the relationships between textual conventions and their contexts of use and
ideally, the ability to reflect critically on those relationships. Because it is purpose-sensitive, literacy is dynamic—not static—and variable across within discourse communities and cultures. It draws on a wide range of cognitive abilities, on knowledge of written and spoken language, on knowledge of genres, and on cultural knowledge.

From the statement above, we can see that literacy emphasis on doing and reflecting, doing in terms of knowing, communicative appropriateness informed by metacommunicative awareness, focus on language usage/use relations, and form-functions relationship. Teacher and students in literacy has three characteristics in teaching-learning process, such as: responding, revising, and reflecting. Moreover, Kern explains more about seven principles of literacy that can be applied in reading class as follows:

1. Literacy involves interpretation
2. Literacy involves collaboration
3. Literacy involves convention
4. Literacy involves cultural knowledge
5. Literacy involves problem solving
6. Literacy involves reflection and self reflection
7. Literacy involves language use

From the explanation above, Kern (2000: 312) concludes some important points from functional literacy as the goal of English instruction especially in reading class. They are:

1. Role models for teachers and learners; literacy emphasis on ‘discourse analysts’ and intercultural explorers’.
2. Primary instructional role of teacher: literacy emphasis on organizing critical framing as well as situated practice, overt instruction, and transformed practice.

3. Primary mode of teacher response: Literacy emphasis on responding (to language as used), focusing attention for reflection and revision.

4. Predominant learner roles: Literacy emphasis on active engagement that are focus on using language reflecting on language use, and revising.

7. Principles of Teaching Reading

Harmer (1998: 70) suggests five principles in teaching reading. They are:

a. Reading is not a passive skill.

The teacher should motivate the students to be active in reading. The teacher can ask the students to guess what the word mean, see the picture and understand the arguments. Then work out in order that they do not forget it quickly.

b. The students need to be engaged with what they are reading.

The students who are not engaged with the reading text and not actively interested in what they are doing will not get benefit from it. Hence, the teacher should select an interesting topic.

c. The students should be encouraged to respond to the context of a reading text, not just to the language.
In studying reading text the students not only study the number of paragraph but also the meaning and the message of the text. The teacher must give the students a chance to respond to that message of the text.

d. Prediction is a major factor in reading.

When the students read texts, they often look at hints, such as the content or book covers, photographs, and headline. These hints are useful for the students to predict what they are going to read. The teacher should give the students “hints” so that they can predict what is coming.

8. Steps of Teaching Reading

According to Eddie Williams (1996:51) there are three main phases need to be followed in teaching reading activity:

a. Pre-reading activities

Pre-reading activities are aimed to introduce and arouse interest in the topic. Giving reason to read and some questions related to learners’ background knowledge, ideas, and opinion would motivate learner’s eagerness to read the whole text.

b. While-reading activities

While reading activities begin with a general or global understanding of the text, and then move to the smaller units such as paragraphs, sentences, and word. The aims of this activities are (1) to help understanding of the writer’s purpose; (2) to help understanding of the text structure; and (3) to clarify text content. There are some while-reading activities.
Comprehension question making lists, and taking notes are while reading type work.

c. Post-reading activities

Traditionally the major, often only, kind of post reading activity consisted of questions which followed a text. The aims of post-reading activities are (1) to consolidate or reflect upon what has been read; and (2) to relate the text to the learners’ own knowledge, interests, or views.

B. Buzz Groups Method

1. Definition of Buzz Groups Method

Buzz Group method was used first by Dr. Donald Philips at Michigan State University. He would divide his large classes into six-member clusters asking them to discuss a certain problem for specific period of time. It was not long until the new approach became known on campus as the “Phillips 66” method. Now the use of buzz groups method is quite popular, and varying formats and arrangements have been introduced to add a great deal of flexibility to this type of discussion teaching. Buzz group teaching, like other forms of discussion, takes advantage of that significant teaching principle, “interaction”.

The term “buzz” comes from the hive of verbal activity. Buzz groups method is a small discussion group formed for a specific task such as generating ideas, solving problems or reaching a common viewpoint on a topic and followed by whole class discussion in the specific period of time.
Groups may be divided into buzz groups or 4-6 persons after an initial presentation in order to cover different aspects of a topic or maximize participation. These small groups meet for specific period of time without any time for preparation or reflection to consider a simple question or problem. Each group appoints a spokesperson to report the results of the discussion to the larger group. Buzz groups method is a form of brainstorming and is good for overcoming students who are shy to talk and share their idea about the problems (http://peopleteam.homestead.com/Module_3.Cooperative.pdf).

Many language experts have many opinions about buzz groups method. According to Barkley, et al. (2001: 112), buzz groups method is a team of four to six students that are formed quickly and extemporaneously to respond to course-related questions in order to get ideas that are generated with the feedback and discussed by whole group. Each group can respond to more questions. Barkley adds that using buzz groups method in reading class, the students can discuss with their friends to exchange simple ideas from the reading text. Typically, Buzz Groups method serves as a warm-up to whole-class discussion. It is effective for generating information and ideas in short period of time. In fact, some students have trouble participating in large group discussions or meetings. So by dividing the whole class into small groups, more students have the opportunity to express their thoughts. Because students have had a chance to practice their comments and to increase their repertoire of ideas in their buzz groups, the whole-class discussion that follows is often richer and more participatory.
Capella and Ors in their journal entitled *Educational Innovation: A Learning Oriented Methodology for the Industrial Computer Networks Discipline* (1999) say that buzz groups method is a method consists of forming groups of six students that will discuss a topic during the specific period of time to reach a conclusion. Each group chooses a team leader and a recorder. The team leader functions to control the work time and the total participation of the members; while the recorder functions to write the conclusions from the result of group discussion. All students in each one of the group members should expose their ideas. To finish the activity, the teacher outlines a general summary on the blackboard highlighting the important points. Buzz groups method favors the active and total participation, stimulates the responsibility and enthusiasm. On the other hand, the speed (few minutes for each phase are given) develops the time effectiveness.

According to Diffundo, Buzz Groups method is a small, intense discussion group usually involving 4 to 6 persons responding to a specific question or in search of very precise information. It is called a ‘buzz’ groups because it mimics the sound of people in intense discussion. It is an extremely useful method in learning, as these small groups can be divided into participants with wide ranging experiences or those with highly specialized positions (depending on the topic and the desired outcome). Obviously, a broadly experienced group brings a wider understanding of the problem. (http://diffundo.com/instructions/resource15.pdf).
McKeachie, W. J (1993: 232) defines buzz groups method as a method to ensure student participation in large classes. They state that in teaching learning process, when the teacher becomes to a concept that lends itself to discussion, teacher asks students to form groups of five to six people to talk about the topic in reading text. Teacher instructs students to make sure each member of the group contributes at least one idea to the discussion. After 10 -15 minutes, some of the groups report the ideas and teacher records their main points on the blackboard and make the conclusion. Using buzz group method, students will have a fantastic forum for sharing ideas in reading classroom.

Moreover Hall in her journal entitled Teaching Folio states that buzz groups method is a way to get all members of a group to participate. Members of the group are divided into smaller clusters of four to six people and the clusters are given one or two questions on a subject. One member of the cluster is chosen to record and report the cluster’s ideas to the entire group. This method is particularly useful in larger classes and also encourages shyer students to participate.

Based on the language experts’ opinion above, it can be concluded that buzz groups method is a method of groups discussion that consists of four to six students within a specific period of time to respond to course-related questions in order to get ideas that are generated with the feedback and discussed by whole group. Buzz groups method is very useful for large groups to get feedback from a large number of students on specific topic in a
formalised way and within specific time. The procedure of this research consists of generating idea, solving a problem or reaching a common viewpoint on the topic, then followed by whole class discussions in larger groups to summarize the topic.

2. Procedure of Buzz Groups Method

There are some procedures before starting buzz groups method. Gangel (1995) states that the procedures of buzz groups method are explained:

a. Teacher divides the class into groups that consist of four to six students into sub groups.
b. Every buzz group chooses a leader and a recorder. The leader keeps the discussions going and later report the groups’ ideas to the class and the recorders list their groups’ responses during the discussion.
c. Teacher distributes reading text for each group and asks all of the groups to discuss the content of the text.
d. Teacher assigns each group worksheet that relates to the text. The teacher asks all the groups to do all of the task on the worksheet.
e. Teacher gives the groups a set amount of time to discuss the task on the worksheet. Make sure that students stay on task. Teacher will alert students one or two minutes before they finish.
f. Teacher asks the students to return to whole class discussion.
g. Teacher invites each group leader to present the ideas generated from the group’s discussion.
h. Teacher asks another groups to give feedback and share their different ideas.
Teacher and all of the students summarize the presentations, making sure that the topic has been discussed sufficiently. Teacher has to ensure that learners understand how their discussions relate to the principles of teaching.

From nine steps of procedure above, it can be known that the procedure of buzz groups method consists of generating idea (step c), solving a problem or reaching a common viewpoint on the topic (step d and e), then followed by whole class discussions in larger groups to summarize the topic (step f,g,h,and i)

3. Objectives of Buzz Groups Method

According to Cameron in his article entitled Active Learning, there are some objectives of using Buzz Groups Method. They are:

a. Allow clarification of unclear points in the lesson. Small groups discussions allow students to clarify points for each other and group reports indicate what needs further explanation by the teacher.

b. Give the teacher feedback on students’ understanding of a topic.

c. Give students time to consolidate and clarify learning and understanding that has taken place earlier in the lesson.

d. Provide an opportunity for lesson material to be applied to a situation or problem that is particularly relevant to students.

e. Encourage reticent students to put their ideas into works.

f. Foster a cohesive class spirit through the exchange of ideas.
4. Advantages and Disadvantages of Buzz Groups Method

According to McKeachie (1994: 44), Buzz Groups Method is one of the popular methods for achieving students participation in groups. They are effective for generating information and ideas in a short period of time. By dividing the class into small groups, more students have the chance to express their thoughts. The students have had an opportunity to practice their comments and to increase their repertoire of ideas in the buzz group. The whole-class discussion that follows is often richer and more participatory.

Cameron says that there are several advantages of Buzz Groups method. They are:

a. **Buzz Groups method can change the pace of the lesson and allow active participation in the learning process.**

b. **It gives students time to mentally organize and assimilate new material.**

c. **It provides the teacher with feedback on the extent to which students understand the material presented in the lesson.**

d. **Buzz Groups method also has the advantages of breaking the lesson into more easily absorbed sections.**

However, According to Gangel (1995), buzz groups method has some disadvantages too. They are:

a. **Buzz Groups method takes time.**

The teacher should use and plan more time to cover the same amount of material that if he was teaching monologically. Nevertheless, the emphasis
 should be on creating learning in the minds and living the students, not necessarily in covering the greatest amount of material in the shortest time.

b. Sometimes the use of Buzz Groups method will threaten a class.

In fact as problem, the first time the teacher uses the method, he should expect his class members to be someone afraid of the group interaction. Nevertheless, they will soon discover that learning is enjoyable when the learner is directly involved.

c. Sometimes a weakness shows up in the selection of the group leader.

If the leader of the group fails to take the responsibility to keep his group, then the effectiveness of the method will be in danger.

d. Sometimes the groups will not arrive at the conclusions which the leader might have desired.

If he has left himself some time to “pull together” the issues, he may be able to solve this problem. An honest discussion should not predetermine what conclusions the group is to reach. The process should be as inductive as possible.

5. Principles for Effective Buzz Groups Method

When buzz groups method is applied in teaching and learning process, some pitfalls can be avoided if the teacher will carefully observe some basic principles which facilitate the effectiveness of buzz group teaching.

According to Gangel (1995), there are some principles for effective buzz groups method. They are:
a. Plan the classtime to allow for moving chairs, explaining the method, and hearing reports. These items will usually take longer than you anticipate.

b. Make clear to the class what the roles of group leader and recorder should be. This is done before the entire group so that everyone will know how he is to react to the leader and recorder in his group.

c. Set a definite time limit for discussion. The general tendency is to think that groups will be able to do more in a certain amount of time than they can actually handle effectively. If five group members have 15 minutes to deal with their question, each member of the group can speak to the question only three minutes.

d. The teacher should “float” from group to group to motivate better involvement, help them over any hurdles, and generally spread enthusiasm around the room.

6. Role of the Teacher in Buzz Groups Method

Role of the teacher in buzz groups method as follows:

a. Assists in determining the issue or problem;

b. Divides the group into sub-groups of 3 to 6 persons;

c. Gives instructions to the sub-groups;

d. Defines the task clearly

e. Informs the group members of the time limit (from 5 to 10 min) to accomplish the task

f. Suggests that each sub-group select its own leader and recorder
g. Requests suggestions for solving problems, clarifying the issue, or answering the question;

h. Gives a two minute warning signal for sub-groups to terminate their task;

i. Calls time for the sub-groups to reassemble;

j. Requests a report from each sub-group, to be given by its recorder;

k. Requests any additional comments from any members of the group;

l. Summarizes the findings of the group, or suggests that someone else do it.

From the explanation above, it can be said that the teacher’s role in buzz groups method is facilitating and guiding rather than controlling. The teacher should resist dominating or controlling a discussion and limit intervention for guiding and focusing. The most important thing in using buzz groups method is getting discussions started and getting students to participate actively. In the beginning the discussion and getting the students involved in sharing ideas, teacher does some of the following strategies: 1) teacher allows students to get prepared for discussions; 2) teacher provides encouragement and praise for participation and risk-taking; 3) teacher handles disagreements creatively; 4) teacher begins discussions with a common experience or a question.

7. Role of the Students in Buzz Groups Method

When Buzz Groups method is used in reading class by the teacher, all of the students have to participate in sharing their ideas in solving the problem in discussion. The role’s of the students in buzz groups method are explained:

a. Assist in determining the issue or problem facing them;
b. Help to select a leader and recorder in each sub-group;

c. Restate and define the issue or problem;

d. Give suggestions for discussing the issue or solving the problem;

e. Listen intently and appreciatively to the other group members’ contributions;

f. Build upon the contributions of other persons;

g. Determine how this information is to be recorded;

h. Record all contributions in their sub-groups;

i. Summarize the contributions of the sub-group;

j. Report the findings of the sub-group.

Based on the explanation above, in buzz groups method, the team leader’s role is to facilitate the discussion to control the work time and the total participation of the members, the recorders’ role is record the solution devised and write the conclusion, all students in each of group members should expose their ideas and listen appreciatively to the other group members’ contributions. Giving feedback is very important thing in buzz groups. By giving feedback for another group, it is necessary done if they have different ideas in order to generate ideas and solve problems.
C. Direct Instruction Method

1. Definition of Direct Instruction Method

Direct instruction method is a method which is widely used by the teachers in the classroom. According to Borrich (1996: 244), direct instruction method is a teacher-centered method in which teachers are the major information provider. Their role is to pass facts, rules, or action sequences on to the students in the most directly way possible. Direct instruction method usually takes the form of a lecture-recitation with explanations, examples, and opportunity for practice and feedback.

In line with Borrich, Joyce, Weil, Caihoun, and Wolf (2000: 339) define direct instruction method as a pattern of teaching that consists of the teacher’s explaining a new concept or skill to a large group of the students, having them test their understanding by practicing under teacher direction (that is, controlled practice), and encouraging them to continue to practice under teacher guidance (guided practice).

Sanjaya (2009: 177) also stated that direct instruction method is a kind of method that emphasize on verbal explanation from teacher to the students in order to master the learning material optimally.

In direct instruction method, teacher tell, demonstrate, explain, and assume the major responsibility for a lesson progress, and they adapt the work to their students’ age and abilities. Thus, there are many activities involved in
this method. These include giving class presentations, guiding practice, grading work, providing feedback, and monitoring students’ work.

The basic of direct instruction method 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 method is to help students learn basic academic content such as reading in the most efficient, straightforward way (Cruickshank, Bainer and Metcalf, 1999: 224). One of the characteristics of key element in Direct Instruction method is teacher centrality. It means that teacher exerts direction and control. The teacher decides what is to be learnt and how, and is visibly in charge.

Good and Brophy (1990: 328) state that direct instruction method is commonly used because it is efficient in a brief time, the teacher can expose students to content that might take them much longer to locate on their own. It can be used with groups or entire classes rather than just with individuals, it gives the teacher control over the content, and it is easily combined with other methods and adjustable to fit the available time, the physical setting and situational constraints.

Direct instruction method has been known as method usually used by teachers. The teacher becomes the decision maker in this teaching process. The teacher will be engaged in many planning decision, such as deciding what the teacher wants to teach, when he/she wishes to teach, and how the teacher will go about the reading process (Parsons, Hinson, and Brown, 2001: 11). Direct
Instruction method is highly structures 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 task.

The teacher also provides feedback and correction for the students’ mistake. Direct Instruction method is also academic focus. It means that academic focus is one of the highest priorities on the assignment and completion of academic tasks in the classroom (Joyce and Weil, 1986). Petterson says that direct instruction method is similar to “traditional teaching”. Generally speaking traditional teaching is directed toward learning academic content it also characterized by teacher centered and teacher dominated classroom (Petterson in Cruichshank, Bainer and Metcalf, 1999: 231).

Based on the language experts’ opinion above, it can be concluded that direct instruction methods is a method emphasizes on verbal explanation from teacher to the students in order to master the learning material optimally that consists of the teacher’s explaining a new concept or skill to large group of the students, having them test their understanding by practicing under teacher direction, and encouraging them to continue to practice under teacher guidance.
2. Procedure of Direct Instruction Method

According to Slavin (1997, 231-249), the procedure of direct instruction method is as follows:

a. Teacher states the objectives of the lesson.
b. Teacher activates students' prerequisite knowledge.
c. Teacher presents the new material by giving the students explanation, models, illustration, and clear instructions.
d. Teacher conducts learning probes in order to check students’ understanding by using give some question.
e. Teacher provides guided practice.
f. Teacher provides independent practice. Teacher monitors independent work, assess performance, and provide feedback.
g. Teacher gives homework related to the lesson.

3. Advantages and Disadvantages of Direct Instruction Method

According to Sanjaya (2009: 66), there are some advantages of direct instruction method, namely:

a. This method can be followed by a large number of students.
b. This method is economic in time, source and fee.
c. Enables learners to improve their skill of listening accurately and critically while doing appreciation.
d. Gives clear view on how knowledge is delivered where in general it is not contained in book.
e. Arouses students to read and look for other reference books after following the learning process.

f. Gives a wide concept of knowledge than other sources, because the teacher is able to explain the topic being learned by relating it with the real life.

g. It is easier for the teacher to control the class.

h. Classroom organization becomes simple.

However, there are also some disadvantages of direct instruction, namely:

a. There is only the teacher who is active in the teaching and learning process.

b. Memorizing tends to be the primary aspect of learning where students must remember facts, which are presented by the teacher.

c. Concerning with facts that students should remember, they become bored and lose their interest of the lesson.

d. The teacher finds difficult in mastering students’ learning result and interest, foremost when the learning process is in progress.

e. The information is limited on the teacher’s memory.

f. It does not stimulate the development of students’ creativity

D. Teaching Reading Comprehension Using Buzz Groups Method

Compared to Direct Instruction Method

In this research, the researcher uses two teaching methods in teaching reading comprehension: Buzz Groups Method and Direct Instruction Method. The following are the steps how to teach reading by using those strategies.
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<tr>
<td></td>
<td>according to the role of buzz groups method. They are leader, recorder, and members.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7. Teacher asks the students to record what they have discussed.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8. Teacher helps the students to analyze the content of the text and monitoring the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>discussion process.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Solving problems or reaching a common viewpoint on topic</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9. Teacher gives worksheet to each group.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10. Teacher asks the students in group to answer the questions in their worksheet</td>
<td></td>
</tr>
<tr>
<td></td>
<td>related to the text.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Whole class discussion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>11. Teacher asks the students to return to whole class discussion.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>12. Teacher asks the leader of each group to report the result of their discussion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>in front of the class.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>13. Teacher asks each group to give opinion to the other groups’ answer.</td>
<td></td>
</tr>
</tbody>
</table>
based on the answer of each leader from each group. Other groups give feedback and share their different ideas.

Post-Reading Activity

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>14.</td>
<td>Teacher asks the students to summarize the text to another group.</td>
</tr>
<tr>
<td>15.</td>
<td>Teacher gives assessment for the result of group discussion.</td>
</tr>
</tbody>
</table>

14. Teacher asks the students to summarize the text to another group.  
15. Teacher gives assessment for the result of group discussion.

1. The Definition of Motivation  

Motivation is an important aspect in every occasion. It influences someone’s work on its process and result. Someone’s success because he or she is motivated. Motivation also has an important role in learning. However, not all learners, in learning, have the same quality of motivation. Thus, it is important for the teachers to understand about motivation.

Some experts suggest some definitions of motivation. According to Weiner in Elliot et al (2000: 332) defines that motivation is an internal state that arouses us to action, pushes us in particular direction, and keep us engaged in certain activities. Brophy (1993: 3) defines that motivation refers to students’ subjective experiences, especially their willingness to engage in lesson and learning activities and their reasons for doing so. Motivation represents psychological processes that emerge volunteer activities to achieve a certain objective (Winarno, 2002: 1). Sorrentiono and Liggins (1990: 4) explain that motivation is a process pushing someone to act as his desire. The

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first is that motivation pushes and activates behavior, while the second is that it pushes someone to do something insides. Winardi, Beck (1990: 28) also defines that motivation is a psychological aspect dealing with behaviour differences among individual from time to time. It is a process to push someone to act based on a certain objective.

From the definition above, it can be concluded that motivation is subjective experiences or internal stimulus that arouses to an action, pushes us in particular direction, especially willing to engage in lesson and learning activity.

2. The Elements of Motivation

Motivation has an inner and outer component. The inner component is the change that takes place in the person, the state of dissatisfaction, or psychological tension. The outer component is what the person wants, the goal towards which his behaviour is directed (McDonald, 1960: 79). Keller and Reigluth (1983: 395) are in their opinion that there are four elements of motivation that stimulate, improve, and maintain students’ motivation through interested learning process. They are as follows:

a. Attention. It caused by students’ curiosity about something.
b. Relevance. It shows the relationship between materials delivered and student’s needs.
c. Confidence. Motivation will improve along with the students’ confidence to search the goal.
d. Satisfaction. The success of achieving the goal will result in satisfaction. The students, consequently, will always be motivated to achieve other goals.

From the explanation above it could be stated that the crux of elements of motivation is that motivation can be shown and conditioned through and toward the students themselves from the students’ behaviors to achieve the goal.

3. The Kinds of Motivation

Elliot et al (2000: 233) distinguish two types of motivation: intrinsic motivation and extrinsic motivation. Intrinsic motivation is the desire of students themselves to learn, without the need for external motivation. When motivation generates interest and enjoyment, and a reason of performing the activities lies within the activity itself. Then the motivation is to intrinsic. This indicates that the motivation comes from the learners’ needs, wants, and desires for their own purpose. This motivation exists when the learner learns because of an inner desire to accomplish a task successfully, whether it has some external value or not.

Extrinsic motivation is rewards and inducements external to students such as scores, prizes, and other rewards. Students’ reason for doing an activity is to gain something outside the activity itself, such as getting the best score, obtaining financial rewards. The motivation is likely to be extrinsic. Thus, it is clear that the extrinsic motivation exists when the learners are motivated by an
outcome that is external. Externally motivated students carried out tasks in anticipation of reward from outside and beyond themselves.

Intrinsic motivation gives more contribution to students for learning than extrinsic motivation. But in motivation students to learn, the external stimulus is also needed by the students to reach their goals. This stimulus is used to improve students' motivation in the teaching learning process.

4. The Function of Motivation
Elliot et al. (2000:332) sums up that motivation is an important psychological construct that affects learning and performance in four ways:

a. Motivation increases an individual's energy and activity level. It influences the extent to which an individual is likely to engage in a certain activity intensively or half-heartedly.

b. Motivation directs an individual toward certain goals. Motivation affects choices people made and the result they find rewarding.

c. Motivation promotes initiation of certain activities and persistence in those activities. It increases the possibility that people will begin something on their own, persist on the face of difficulty, and resume a task after a temporary interruption.

d. Motivation affects the learning strategies and cognitive processes an individual employs. It increases the possibility that people will pay attention to something, study and practice it and try to learn it in a
meaningful fashion. It also increases the possibility that they will seek help when they meet difficulty.

5. The Forms of Motivation

In teaching learning activities, motivation has a great interference both intrinsic and extrinsic. There are many forms of motivation to stimulate students’ motivation in learning activities (Sardiman, 1994: 91). They are as follows:

a. Mark

It symbolizes students’ learning activities. A good mark is usually a strong motivation to the students. The higher mark the students obtain, the higher motivation they possess.

b. Reward

It can be very useful to motivate students. However, it does not work for some students.

c. Competition

It can trigger students to learn so that it will improve students’ competence.

d. Ego-involvement

It makes the students realize how important assignment is. If they can do their assignment well, they will be proud of it. Then, it will make the students motivated to do better.

e. Test

The students will study more when they will face a test.
f. Knowing the result

If the students know the result of their study, they will be motivated to improve their study.

g. Praise

It can be said as positive reinforcement. It is very effective to motivate students and improve their self esteem.

h. Punishment

It can be said as negative reinforcement. However, it can be used effectively if the teacher understands the principles in giving a punishment.

i. Interest

Motivation emerges because of needs. Learning process will run well if there is an interest as well. There are several things that can be done to evolve interest:

1) Triggering needs

2) Relating interest to the students’ prior knowledge

3) Giving opportunities to obtain a good result

4) Applying a various teaching methods

j. Goals

By understanding the goals clearly, the students will be triggered to study continuously to achieve the goals.
There are a lot of forms of motivation. Therefore, the teacher should be able to choose the right ones to stimulate students’ motivation. The higher students’ motivation, the better they achieve the goals.

Finally, from the explanation above, it can be concluded that motivation is an energy of change within the person to do something for the sake of a certain goal. This energy can be from inside or outside the students themselves, or called by intrinsic and extrinsic motivation. In this case, motivation means an inducement for students to study hard and practice more to achieve better competence from time to time. Based on this explanation, the writer would like to put the theories into indicators of motivation that students have. The indicators are given as follows:

Intrinsic Motivation
a. Interest in learning English
b. Diligentness and seriousness in learning English
c. Self activeness in learning English
d. Self autonomous in learning

Extrinsic Motivation
a. Teacher’s methodology
b. Students achievement and competition in learning
c. The influence of groups and other media
F. Review on Related Researches

Before conducting an experimental research with the title “The Effectiveness of Buzz Groups Method to Teach Reading Comprehension Viewed from Students’ Learning Motivation”, the writer has found some studies using this method such as, a research conducted by Rista (2011). She conducted a study on using buzz groups technique to improve students’ reading comprehension (A Classroom Action Research at the First Grade of SMA Negeri 1 Karanganyar in the Academic Year of 2011/2012). This study was aimed to improve the students’ reading comprehension. The research findings show that the use of buzz groups technique could improve students’ reading comprehension and class situation of English class. The improvement of students’ reading comprehension includes: (1) students are able to identify words meaning of the text; (2) students are able to identify main idea of the text; (3) students are able to identify references of the text; (4) students are able to identify explicit information of the text; (5) Students are able to identify implicit information of the text. Besides, the improvement of students’ reading comprehension can be seen from the improvement of the mean score of pre-test, post test 1, and post test 2, that is 68.47, 76.23, and 85.76. The class situation also improved. The improvement of class situation include: (1) the students are more active and enthusiastic in teaching learning process; (2) the students pay full attention and involve in the activities during the teaching and learning process; (3) the students were brave to ask their difficulties to their friends in a group and to the researcher; (4) the students began to be more enthusiastic to work well and take responsibility to do
their role in a group; and (5) the students were confident to present the result of their summary to another group. Based on the result of the research, it can be stated that Buzz Groups Technique can improve students’ reading comprehension.

Another research was conducted by Sriwidati, Ida. 2009. Her research entitled “Improving the Reading Comprehension Ability of the Eleventh Grade Students of MAN 2 Madiun through Buzz Groups Method”. Thesis, English Language Education, Graduate Program on State University of Malang. The subjects were the students of XI IPA3 at MAN 2 Madiun in the 2008/2009 academic year consisting of forty students. The study was conducted through cyclic activities to collect data consisting of preliminary study, planning, implementing, observing, and reflecting. Researcher conducted 2 cycles in her research. The findings indicated that buzz groups method was successful in improving students’ reading comprehension because the students mean score is 64.70 in Cycle 1 and in Cycle 2, the students mean score reached 70.83. Besides, the finding also showed that Buzz Groups Method was effective in enhancing the students’ involvement in reading comprehension activity. In Cycle 1, 65% of the students were involved in reading activity and the percentage was bigger in Cycle 2 that is 80%. This means that the second criterion of success was achieved. From the findings, it could be inferred that buzz groups method was not only effective in improving the students reading comprehension ability but also in enhancing their participation in the learning process.
The positive effects of applying cooperative learning in teaching reading is also supported by Mandal, Rita. 2009. “Cooperative Learning Strategies to Enhance Writing Skill”. The modern journal of applied linguistics, Vol 1(2 March 2009). Mandal said that one of the methods in cooperative learning is buzz groups method that can enhance students’ writing skill in Institute of advance study in education, Chennai. Based on her research, buzz groups method gave students opportunity to write, revise, and rewrite what they have written. Peer criticism aid students sharpen their knowledge about essays structure and grammatical rules. In order to evaluate effectively someone else’s papers students must know what to look for and be able to justify their comments. It also provided the student with the opportunity of evaluating his or her own work. They demonstrated more confidence in writing and decrease their apprehensions towards writing. Teaching through buzz groups method was equally interesting both for the teacher and the students. The students worked with their groups ask each other for help and improved their attitude towards writing. They showed high level of enthusiasm, curiosity, and involvement in being taught through buzz groups method. Thus, an incorporation of these activities was great benefit to the student community and helps them enhance their writing skill.

In line with the researchers above, Mustaha (2011) conducted a study entitled “The Effectiveness of Buzz Group to Teach Listening Viewed from Students’ Self-Esteem (An Experimental Study at the Second Grade Students of SMK Muhammadiyah 1 Sukoharjo in the Academic Year of 2011/2012)”. Thesis, English Language Education, Graduate Program of Sebelas Maret University. The
population was the second grade students of SMK Muhammadiyah 1 Sukoharjo in the academic year of 2011/2012. The sample consists of two classes, XI TKR 1 consisting 30 students as an experimental class and XI TSM 2 consisting 30 students as a control class. Based on the findings, it can be stated that in general Buzz Groups technique is more effective than lecturing technique to teach listening. For the students who have high self-esteem, Buzz Groups technique is more effective than lecturing technique to teach listening but for the students who have low self-esteem, lecturing technique is more effective than Buzz Groups technique to teach listening.

G. Rationale

1. The differences between Buzz Groups Method and Direct Instruction Method

Cooperative Learning, incorporates the idea that the best learning occurs when students are actively engaged in the learning process and working in collaboration with other students to accomplish a shared goal. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. Cooperative learning can be applied to all learning aspects like in English reading comprehension. In reading, the learning process can be constructed by the students cooperatively. One method in cooperative learning that can be implemented is Buzz Groups method. Buzz Group method is a small discussion group formed for a specific task such as generating ideas, solving problems, or
reaching a common viewpoint on a topic within a specific period of time. Large groups may be divided into buzz groups in order to cover different aspects of a topic or maximize participation. Buzz Groups method is particularly useful in larger classes and also encourages shyer students to participate. In fact, some students have trouble participating in large group discussions or meetings, so by dividing the whole class into small groups, more students have the opportunity to express their thoughts because students have a chance to practice their comments and to increase their repertoire of ideas in their buzz groups.

Buzz Group method can change the pace of the lesson and allow active participation in the learning process. It gives students time to mentally organize and assimilate new material and also provides the teacher with feedback on the extent to which students understand the material presented in the lesson. All students can participate in reading classroom meaningfully and effectively. They can share each other to understand and gain meaning from what has been read. Group interaction in buzz groups method is an effective way because the interaction involves others to contribute ideas and perception for solution to a problem. When one individual gives response to the problem, she/he stimulates further analysis for another member of the group. This will lead other students to refine their thinking by giving feedback or share their different ideas. By having students work together in a group, this method ensures that each member knows the answer to problems or questions asked by the teacher. Thus, this method gives a new insight or a new way that can be applied by the teacher in transferring the
knowledge since the teacher used to have the conventional or direct instruction method.

In direct instruction method, the students usually takes the form of a lecture-recitation with explanation, examples, and opportunities for practice and feedback. It is a teacher-centered method in which teacher are the major information provider. The teacher becomes the decision maker in this teaching process. The teacher will be engaged in many planning decision, such as deciding what the teacher wants to teach, when he/she wishes to teach, and how the teacher will go about the reading process. Direct Instruction method is highly structures 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 task. After seeing the differences in both learning strategies, the writer assumes that Buzz Groups method is more effective than Direct instruction method, there is a significant difference between Buzz Groups method and Direct instruction method in teaching English reading, and Buzz Groups method is supposed to be more effective than Direct instruction method.

2. The differences between the students who have high motivation and the students who have low motivation

Students’ learning motivation is an important part for the success of teaching and learning process. It is one of factors that supporting the teaching and learning success. It is not enough for the students to just have a good teaching
method and a comfort condition in teaching and learning process and constructing
the knowledge. The students also need to have motivation that determine the
success of learning process. From the theories of motivation, it is constructed that
motivation is subjective experiences or internal states that arouses to an action,
pushes us in particular direction, especially willing to engage in lesson and
learning activity. In this case, motivation means an inducement for students to
study hard and practiced more to achieve better competence from time to time. The
students having high motivation will pay much attention to the teacher and all the
activities which are done in the class, especially in learning reading
comprehension. They are more active than those who have low level of
motivation. The students having high motivation will be encouraged if the teacher
gives a chance the students to involve actively in reading comprehension activities,
and Buzz Groups method gives many chances to the students to participate in
groups and prove their own ability. In contrast, the students having low
motivation tend to be passive, quit, and even lazy to join the class. In learning of
reading comprehension, a good motivation can support the students to
comprehend the text, to organize the text, to identify the content of the text and to
get others skills of reading comprehension. Thus, those reasons are enabled that
there is a significant difference between the students who have high motivation
and low motivation in learning reading comprehension. Then, it is supposed that
the students having high motivation is better than the students having low
motivation in learning reading comprehension.
3. Interaction between teaching method and students’ motivation

The learning of reading comprehension nowadays tends to neglect the students’ condition whether it is in teaching method or their psychological factors. This statement means that the problem focuses on the teaching method and students’ learning motivation as factors that influence the teaching and learning process. Moreover, each student has different motivation to study. Some students have high motivation and the rest have low motivation. Here, students having high motivation are usually motivated to study by themselves. It means that they have good intrinsic motivation. These type of students are active, care, curious, having good participation, and have their own spirit to study and develop their competence. Then, there are many methods offered and suggested from experts that suitable to high motivated students. Buzz Groups method possesses characteristics that support those high motivated students. Highly motivated students will generate full interest and participation during the activity. For instance, when the teacher asks the spoke person from each group to answer their questions or participate in reading comprehension activity, they immediately stand up to answer or give his/her opinion. Besides, there will be interaction among the members that enable them to show up their ability in communicating.

The activities that Buzz Groups method possesses will be more enjoyable to do with students having high motivation that they feel doing something challenging to get the skill. Meanwhile, direct instruction method is more suitable for low motivated students. They are difficult to elaborate their ideas, thoughts, and feeling. They tend to be passive and usually get the knowledge only from...
their teacher. They prefer listening to the teacher to have effort to do anything by themselves. They are slower in doing the task that given by the teacher and also they do not active participate to answer the question that is given by the teacher.

Shortly, Buzz Groups method is suitable to be applied for high motivated students and direct instruction method is suitable to be applied for low motivated students. So, there is an interaction between teaching method and the students’ motivation.

H. Hypothesis

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

1. Buzz Groups method is more effective than direct instruction method to teach reading comprehension to the eighth grade students of SMP N 1 Jaten, Karanganyar.

2. The students who have high motivation have better reading comprehension than those who have low motivation at the eighth grade students of SMP N 1 Jaten, Karanganyar.

3. There is an interaction effect between teaching method and students’ motivation for teaching reading comprehension.
CHAPTER III
RESEARCH METHODOLOGY

A. Place and Time of the Research

This study was done at the eighth grade students of SMPN 1 Jaten, Karanganyar in the 2012/2013 academic year. Then, the research was done from September 2012 up to January 2013. To be clearer it is shown in the following schedule.

<table>
<thead>
<tr>
<th>Activities</th>
<th>July</th>
<th>Aug</th>
<th>Sep</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Jan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arranging Proposal</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conducting Proposal Seminar</td>
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<td>X</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>Trying out Instrument</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conducting Treatment</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collecting and Analyzing the Data</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Making Report</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

B. Research Method

The method used in this research is an experimental method. Johnson and Christensen (2000: 23) state that the purpose of experimental research is to determine cause-and-effect relationships between two or more variables. 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.

In this research, the writer chooses the experimental research method because this research is related to the effect of teaching methods as the independent variable, and motivation as the moderator variable in teaching...
reading comprehension for the eighth grade students of SMPN 1 Jaten, Karanganyar. This research consists of three kinds of variables, namely independent variable, dependent variable, and moderator variable. The independent variable of this research is the teaching methods. The teaching methods are the factors of this study which are manipulated and measured to know the effect and the relationship to the phenomenon investigated. The teaching methods used in this study are Buzz Groups Method and Direct Instruction Method. These two different methods were applied differently for the groups of students. In this case, the Buzz Groups Method used as experimental group and Direct Instruction Method is used as control group. Based on the elaboration, it is a quasi-experimental research because random assignment is not applied and it is impossible for the researcher to change the existing class arrangement for her experiment.

Furthermore, the dependent variable of this research is students’ reading comprehension for the eighth grade students of SMPN 1 Jaten, Karanganyar. The moderator variable of this study is students’ learning motivation. This variable is also assumed as the secondary independent variable to the phenomenon investigated. The research design used is as follows:

Table 3.2 Research Design

<table>
<thead>
<tr>
<th>Simple effect</th>
<th>Buzz Groups Method</th>
<th>Direct Instruction Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Motivation(B₁)</td>
<td>A₁B₁</td>
<td>A₂B₁</td>
</tr>
<tr>
<td>Low Motivation(B₂)</td>
<td>A₁B₂</td>
<td>A₂B₂</td>
</tr>
</tbody>
</table>
C. Population, Sample, and Sampling

This point presents about population of the study, sample of the study, and sampling of the study.

1. Population

Population is the group of interest to the researcher, the group to which she or he would like the results of the study to be generalized (Gay, 1992: 125). Furthermore, Johnson and Christensen (2000: 158) define population as a set of all elements. It is the larger group to which a researcher wants to generalize his or her sample result. Based on the above definitions, population is the whole subjects that are going to be investigated. In this research, the target population of this study was all of the eighth grade students of SMPN 1 Jaten, Karanganyar in the 2012/2013 academic year. The eighth grade students of SMPN 1 Jaten, Karanganyar were divided into seven classes, those were VIII-A, VIII-B, VIII-C, VIII-D, VIII-E, VIII-F, and VIII-G which consisted of 238 students.

2. Sample

Sample is a number of individuals for a study in such a way that the individuals represent the larger group from which they were selected (Gay, 1992: 125). Meanwhile, Johnson and Christensen (2000: 158) define sample as a set of elements taken from a larger population according to a certain rules. Furthermore, they state that a sample is always smaller than a population, and it is often much smaller.
Based on the theories above, the writer decided to take only 68 students (34 students from VIII-E and 34 students from VIII-F) or two classes from all of population as the sample of this study. The writer gave the students questionnaire in dividing each of the class into the group of high and low motivation. Based on the result of students’ questionnaire, the writer took 17 students who had high motivation and 17 students who had low motivation from grade VIII-E (Experimental class). Furthermore, the writer took 17 students who had high motivation and 17 students who had low motivation from grade VIII-F (Control class). In determining the sample into the experimental and control groups, the researcher applied lottery. From the lottery result, VIII-E became the experimental class, whereas VIII-F became the control class.

3. Sampling

Sampling is the process of selecting a number of individuals for a study in such a way that the individuals represent the larger group from which they were selected (Gay, 1992: 140). Then, Johnson and Christensen, (2000:156) say that sampling is the process of drawing sample from a population. They also confirm that when we sample, we study the characteristics of subset (called sample) selected from larger group (called the population) in order to understand the characteristic of population. Based on these opinions, it can be stated that sampling is the technique used to take the representative sample in conducting a research.
The sampling technique used in this study is cluster random sampling technique. Cluster sampling is a sampling in which groups, not individuals, are randomly selected (Gay, 1992: 132). In this case, all members of selected groups have similar characteristics. Based on this idea, cluster random sampling technique is a technique to select groups of participants to be a sample in conducting a research that have similar characteristics. Then, among the seventh classes, the writer determined to take only two classes (VIII-E and VIII-F) randomly as the sample in conducting the research, consisting of 68 students. In this case, 34 students were taken from class VIII-E and 34 students from class VIII-F. Then, the writer used lottery to determine which class became the experiment and control classes. The amount of this sample was considered being representative enough to use as the subject in conducting this research.

**D. Technique of Collecting the Data**

The data collection technique is very important in one research because it is related to the way on how the writer collects the data and what kinds of data are collected. There were two kinds of techniques used to collect the research data. They were test and questionnaire. Test was used to collect data of students’ reading comprehension and questionnaire was used to collect data of students’ motivation.

In order to know the students’ motivation, the students were given questionnaire which was in form of Likert scale. The type of motivations’ statements used in this research is the statements which require a response, such as: strongly agree, agree, disagree, and strongly disagree. The items of
questionnaires were in the positive and negative direction. The score was as follows:

**Table 3.3 The Score of Motivation Questionnaire**

<table>
<thead>
<tr>
<th>Answers</th>
<th>Positive Items</th>
<th>Negative Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Agree</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>

Furthermore, to know the students’ reading comprehension, the students were given reading test with four options (a, b, c, d). The items of students’ motivation questionnaire and reading comprehension test were made and arranged based on the indicators at the blueprint which are formulated based in the construct. The items of both motivation questionnaire and reading test were tried out first, in order to know the validity and reliability. The valid and reliable items were used to get the data. Try out of instrument was conducted in another class at the same school, at SMPN 1 Jaten, Karanganyar. The instrument was tried out to 34 students. There were some steps that have to be taken before instruments were ready to use.

To examine the validity of the students’ motivation questionnaire, the formula used is as follows:

\[ r_o = \frac{\sum x_i x_r}{\sqrt{(\sum x_i^2)(x_r^2)}} \]

Where:

- \( r_o \) = Coefficient of validity
- \( \sum x_i x_r \) = Total of items variance

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\[ \sum x_i^2 = \text{Total variance of item} \]
\[ \sum x_i^2 = \text{Total variance} \]

The result of \( r_i \) is then compared with \( r \) table of Product Moment at the level of significance \( \alpha = 0.05 \). The item is valid if \( r_i > r \), or if \( r_i \) is higher than \( r \).

(\text{Ngadiso, 2009: 2})

The result of the analysis shows that there are 41 valid items \((r_\alpha > r_0)\) out of 50 items which were tried out. The valid items of each indicator are as follows:

<table>
<thead>
<tr>
<th>No</th>
<th>Indicators</th>
<th>Valid Items</th>
<th>Total</th>
<th>Invalid Items</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Interest in learning English.</td>
<td>1, 2, 3, 4, 5, 6, 30, 31</td>
<td>8</td>
<td>29</td>
<td>1</td>
</tr>
<tr>
<td>2.</td>
<td>Diligentness and seriousness in learning English.</td>
<td>7, 8, 9, 10, 11, 12</td>
<td>6</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>3.</td>
<td>Self activeness in learning English.</td>
<td>13, 14, 15, 16, 17, 32, 33</td>
<td>7</td>
<td>35</td>
<td>1</td>
</tr>
<tr>
<td>4.</td>
<td>Self autonomous in learning.</td>
<td>18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28</td>
<td>6</td>
<td>34</td>
<td>1</td>
</tr>
<tr>
<td>5.</td>
<td>Teacher's methodology.</td>
<td>46, 47, 48</td>
<td>3</td>
<td>49, 50</td>
<td>2</td>
</tr>
<tr>
<td>6.</td>
<td>Students achievement and competition in learning.</td>
<td>37, 38, 42, 43, 44, 45</td>
<td>6</td>
<td>39, 40, 41</td>
<td>3</td>
</tr>
<tr>
<td>7.</td>
<td>The influence of groups and others media.</td>
<td>46, 47, 48</td>
<td>3</td>
<td>49, 50</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>41</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

Furthermore, to know the reliability of the students’ motivation questionnaire, the formula used is as follows:

\[ r_{ik} = \frac{k}{k-1} \left( 1 - \frac{\sum j^2}{s^2} \right) \]

Where:

\[ r_{ik} = \text{Coefficient of reliability} \]

\textit{commit to user}
\( k \) = Total of valid items

\[ \sum s_i^2 = \text{Total variance of all items} \]

\[ \sum s_i^2 = \text{Total variance} \]

In which:

\[ s_i^2 = \frac{\sum x_i^2}{n} \]

The result of \( r_o \) is then compared with \( r_t \) table of Product Moment at the level of significance \( \alpha = 0.05 \). The item is reliable if \( r_o > r_t \), or if \( r_o \) is higher than \( r_t \).

(ngadiso, 2009: 3)

Based on the result of the analysis shows that the items in students’ motivation questionnaire are reliable because the result of \( r_o (0.924) \) is higher than \( r_t (0.339) \) at the level of significance \( \alpha = 0.05 \) with \( k = 40 \). Therefore, it can be concluded that the items in students’ motivation questionnaire are reliable. The computation used is as follows:

\[ k = 40 \]

\[ \sum s_i^2 = 30.964 \]

\[ S t^2 = 312.863 \]

\[ r_{ik} = \frac{k}{k-1} \left( 1 - \frac{\sum s_i^2}{S_i^2} \right) \]

\[ = \frac{40}{40-1} \left( 1 - \frac{30.964}{312.863} \right) \]

\[ = 1.02564 \times 0.9010 \]

\[ = 0.924 \]

65
Meanwhile, to be able to examine the validity of reading test, the formula used is as follows:

\[ r_0 = \frac{\bar{X}_i - \bar{X}_t}{S_t} \sqrt{\frac{p_i}{q_i}} \]

Where:
- \( r_0 \) = Coefficient of validity
- \( \bar{X}_i \) = Mean score of correct answer
- \( \bar{X}_t \) = Mean of total score
- \( p_i \) = The proportion of correct answer
- \( q_i \) = The proportion of incorrect answer
- \( S_t \) = Standard deviation of total score

In which:

\[ S_t = \sqrt{\frac{\sum X^2}{n}} \]

The result of \( r_0 \) is then compared with \( r \) table of Product Moment at the level of significance \( \alpha = 0.05 \). The item is valid if \( r_0 > r_t \), or if \( r_0 \) is higher than \( r_t \).

(Ngadiso, 2009: 2)

The result of the analysis shows that there are 33 valid items (\( r_0 > r_t \)) out of 50 items which are tried out. The valid and invalid items of each indicator are as follows:

<table>
<thead>
<tr>
<th>No.</th>
<th>Indicators</th>
<th>Valid Items</th>
<th>Total</th>
<th>Invalid</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Finding word meaning</td>
<td>2, 6, 13, 20, 23, 33, 47</td>
<td>7</td>
<td>11, 28, 30, 34</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>Finding detailed</td>
<td>1, 3, 9, 12, 14, 43, 48</td>
<td>7</td>
<td>7, 16, 32, 7</td>
<td>7</td>
</tr>
</tbody>
</table>
Then, to know the reliability of reading test, the formula used is as follows:

$$r_{k_k} = \frac{k}{k-1} \left( \frac{\sum p_q}{k} \right)$$

Where:

- $r_{k_k}$ = Coefficient of reliability
- $k$ = Total of valid items
- $p$ = The proportion of student who responds correctly of each item
- $q = 1 - p$
- $S^2_t$ = Total variance

The result of $r_o$ is then compared with $r$ table of Product Moment at the level of significance $\alpha = 0.05$. The item is reliable if $r_o > r_t$, or if $r_o$ is higher than $r_t$.

(Ngadiso, 2009: 2)

Based on the result of the analysis shows that the items in reading test are reliable because the result of $r_o$ (0.916) is higher than $r_t$ (0.339) at the level of significance $\alpha = 0.05$ with $k = 30$. Therefore, it can be concluded that the items in reading test are reliable. The computation used is as follows:

$$k = 30$$

$$\Sigma p_q = 6.773$$

$$S^2_t = 59.11$$
E. Technique of Analyzing the Data

The technique used in analyzing the data was descriptive analysis and inferential analysis. Descriptive analysis was used to know the mean, median, mode, and standard deviation of the scores of the reading test. Inferential statistics used to test the research hypothesis. Hypothesis testing conducted to manage the research data which are in the form of numbers, so that they can produce real conclusion. It is used to test whether the hypothesis of the research is accepted or rejected. Inferential analysis uses ANOVA 2x2. An ANOVA was used to find out if there is a significant difference between two group means. However, the ANOVA analysis simply indicates there is a difference between two or more group means. Then, a post hoc test needs to be done. The Tukey Test was a post hoc test designed to perform a pairwise comparison of the means to see where the significant difference is. This test was done after the writer find the effect (null rejected) in the ANOVA problem.
Then, design of ANOVA is shown in the following Table 3.4 Design of Analysis of Variance (2x2).

<table>
<thead>
<tr>
<th>Teaching Method (A)</th>
<th>Buzz Groups Method (A1)</th>
<th>Direct Instruction Method (A2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>High (B1)</td>
<td>A1B1 (50%)</td>
<td>A2B1 (50%)</td>
</tr>
<tr>
<td>Low (B2)</td>
<td>A1B2 (50%)</td>
<td>A2B2 (50%)</td>
</tr>
</tbody>
</table>

Note:

A1B1: the mean score of reading comprehension test of students having high motivation who were taught by using buzz groups method.

A2B1: the mean score of reading comprehension test of students having high motivation who were taught by direct instruction method.

A1B2: the mean score of reading comprehension test of students having low motivation who were taught by using buzz groups method.

A2B2: the mean score of reading comprehension test of students having low motivation who were taught by direct instruction method.

A1: the mean score of reading comprehension test of experimental class which were taught by using buzz groups method.

A2: The mean score of reading comprehension test of control class which were taught by using direct instruction method.

B1: The mean score of reading comprehension test of students having high motivation.

B2: The mean score of reading comprehension test of students having low motivation.
Before applying ANOVA, the writer conducted the prerequisite test which consists of normality and homogeneity tests.

1. Prerequisite Test

a. Normality Test

The normality test used to determine whether the sample of this research was in normal distribution or not. To test population normality, Lilliefors test was used. The sample of population could be said normal if \( L_0 < L_{\alpha} \). The significant degree: \( \alpha = 0.05 \). The procedure of this test is as follows:

\[
z_{i} = \frac{X_{i} - \bar{X}}{s}
\]

\[
s = \sqrt{\frac{(X_{i} - \bar{X})^2}{n-1}} \quad \text{or} \quad s = \sqrt{\frac{\sum (X_{i} - \bar{X})^2}{n-1}}
\]

\[
F(z_{i}) = 0.5 - \frac{z_{i}}{\sqrt{n}}
\]

\[
S(Z_{i}) = \frac{\text{Rank}}{n}
\]

\[
L_{0} = \left| F(z_{i}) - s(z_{i}) \right|
\]

b. Homogeneity Test

This test used in order to find out whether the data are homogeneous or not. The homogeneity of the population was tested by Bartlett test. The significant degree \( \alpha = 0.05 \). The two groups were homogeneous if the values of \( \chi^2_{s} \) were smaller than \( \chi^2_{s} \). The procedure of this test is as follows:
2. Hypothesis Testing

The test for the hypothesis in this research used Analysis of Variance (ANOVA). The type of the factorial ANOVA was the 2x2 design. It contained two independent variables, buzz groups method and direct instruction method. Each variable has two levels or separate values, high motivation and low motivation. The data was analyzed using the following formula:
a. The total sum of squares:
\[
\sum x_{i}^2 = \sum x_i^2 - \frac{(\sum x_i)^2}{N}
\]

b. The sum of squares between groups:
\[
\sum x_{b}^2 = \frac{(\sum x_1)^2}{n_1} + \frac{(\sum x_2)^2}{n_2} + \frac{(\sum x_3)^2}{n_3} + \frac{(\sum x_4)^2}{n_4} - \frac{(\sum x_i)^2}{N}
\]

c. The sum of squares within groups:
\[
\sum x_{w}^2 = \sum x_{i}^2 - \sum x_{b}^2 - \sum x_{bc}^2 - \sum x_{br}^2
\]
d. The between-columns sum of squares:
\[
\sum x_{bc}^2 = \frac{(\sum x_{c1})^2}{n_{c1}} + \frac{(\sum x_{c2})^2}{n_{c2}} - \frac{(\sum x_{ci})^2}{N}
\]

e. The between-rows sum of squares:
\[
\sum x_{br}^2 = \frac{(\sum x_{r1})^2}{n_{r1}} + \frac{(\sum x_{r2})^2}{n_{r2}} - \frac{(\sum x_{ri})^2}{N}
\]
f. The sum of squares interaction:
\[
\sum x_{int} = \sum x_{b}^2 - (\sum x_{bc}^2 + \sum x_{br}^2)
\]
g. The number degrees of freedom associated with each source of variation:
- 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-groups sum of squares = \(\sum (n_i - 1)\)
- df for total sum of squares = N-1
Note:

C: the number of columns
R: the number of rows
G: the number of groups
n: the number of subjects in one group
N: the number of subjects in all groups

Table 3.5 Design for Summarizing ANOVA

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>SS</th>
<th>DF</th>
<th>MS</th>
<th>F</th>
<th>F (0.05)</th>
<th>F (0.01)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between columns (Teaching Methods)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between rows (Motivation)</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>

3. Tukey Test

Tukey test is a test designed to perform comparison of the mean between cells to see where the significant difference is. Tukey test is used to know the difference between two teaching methods and the mean score obtained is used to know which method is more effective to teach reading comprehension. The formula of the Tukey test is as follows:

a. Between columns (buzz groups method compared with direct instruction method in teaching reading comprehension)

\[ q = \frac{\overline{X}_{c_1} - \overline{X}_{c_2}}{\sqrt{\text{error variance}/n}} \]
b. Between rows (students with high motivation and low motivation)

\[ q = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\text{error variance} / n}} \]

c. Between columns (buzz groups method compared with direct instruction method in teaching reading comprehension for students having high motivation)

\[ q = \frac{\bar{X}_{c_1} - \bar{X}_{c_2}}{\sqrt{\text{error variance} / n}} \]

d. Between columns (buzz groups method compared with direct instruction method in teaching reading comprehension for students having low motivation)

\[ q = \frac{\bar{X}_{c_1} - \bar{X}_{c_2}}{\sqrt{\text{error variance} / n}} \text{ or } q = \frac{\bar{X}_{c_2} - \bar{X}_{c_1}}{\sqrt{\text{error variance} / n}} \]

The analysis of the result of the computation of \( q \) is compared with \( q_t \), if \( q_0 > q_t \), the difference is significant. To know which one is better, the means are compared (Ngadiso, 2009: 19).

4. Statistical Hypothesis

The researcher formulates the statistical hypotheses that consist of null hypotheses (\( H_0 \)) and alternative hypothesis (\( H_1 \)). The statistical hypotheses are as follows:

a. The difference in the effectiveness between buzz groups method and direct instruction method in teaching reading comprehension for eighth grade students of SMP N 1 Jaten, Karanganyar in academic year of 2012/2013.
\( H_0 \) : \( \mu_{A1} = \mu_{A2} \)

\( H_1 \) : \( \mu_{A1} > \mu_{A2} \)

Ho : there is no difference in the effectiveness between buzz groups method and direct instruction method in teaching reading comprehension.

\( H_1 \) : buzz groups method is more effective than direct instruction method in teaching reading comprehension.

b. The difference in reading comprehension between students who have high motivation and low motivation for eighth grade students of SMP N 1 Jaten, Karanganyar in academic year of 2012/2013.

\( H_0 = \mu_{B1} = \mu_{B2} \)

\( H_1 = \mu_{B1} > \mu_{B2} \)

Ho : there is no difference in reading comprehension between the students having high motivation and those having low motivation

\( H_1 \) : the students having high motivation have better reading comprehension than those having low motivation

c. The interaction between teaching methods and students’ motivation to teach reading comprehension for eighth grade students of SMPN 1 Jaten, Karanganyar in academic year of 2012/2013.

\( Ho = A \times B = 0 \)

\( H_1 = A \times B > 0 \)

Ho : there is no interaction between teaching methods and motivation in teaching reading comprehension

\( H_1 \) : there is an interaction between teaching methods and motivation in teaching reading comprehension.
CHAPTER IV
THE RESULT OF RESEARCH

This chapter presents the result of the research which is divided into four sections as follows:

A. Data Description

In this part, the data presented are related to the result of the reading test which consists of the mean, mode, median, standard deviation, and frequency distribution then completed by histogram and polygon. The descriptions are based on the number of the groups analyzed as follows:

1. The data of students of experimental class (A1).
2. The data of students of control class (A2).
3. The data of students having high motivation (B1).
4. The data of students having low motivation (B2).
5. The data of students having high motivation of experimental class (A1B1).
6. The data of students having high motivation of control class (A2B1).
7. The data of students having low motivation of experimental class (A1B2).
8. The data of students having low motivation of control class (A2B2).

The data of each group presented above are described as follows:

1. The data of students of experimental class (A1).

   The descriptive analysis of the data of A1 shows that the score is 57 up to 87, the mean is 73.12, the mode is 68.167, the median is 71.5, and the standard deviation is 9.001. Then, the frequency distribution and histogram/polygon can be seen in the table 4.1 and figure 4.1 as follows:
Table 4.1 Frequency Distribution of Data A_1

<table>
<thead>
<tr>
<th>Class Limit</th>
<th>fi</th>
<th>Xi</th>
<th>fiXi</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>57 - 61</td>
<td>3</td>
<td>59</td>
<td>177</td>
<td>8.82</td>
</tr>
<tr>
<td>62 - 66</td>
<td>6</td>
<td>64</td>
<td>384</td>
<td>17.65</td>
</tr>
<tr>
<td>67 - 71</td>
<td>8</td>
<td>69</td>
<td>552</td>
<td>23.53</td>
</tr>
<tr>
<td>72 - 76</td>
<td>4</td>
<td>74</td>
<td>296</td>
<td>11.76</td>
</tr>
<tr>
<td>77 - 81</td>
<td>6</td>
<td>79</td>
<td>474</td>
<td>17.65</td>
</tr>
<tr>
<td>82 - 86</td>
<td>4</td>
<td>84</td>
<td>336</td>
<td>11.76</td>
</tr>
<tr>
<td>87 - 91</td>
<td>3</td>
<td>89</td>
<td>267</td>
<td>8.82</td>
</tr>
<tr>
<td>Sum</td>
<td>34</td>
<td></td>
<td>2486</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 4.1 Histogram and Polygon of Data A_1

2. The data of students of control class (A_2).

The descriptive analysis of the data of A_2 shows that the score is 50 up to 77. The mean is 65.82, the mode is 62.833, the median is 68.667, and the standard deviation is 6.52. Then, the frequency distribution and histogram/polygon can be seen in the table 4.2 and figure 4.2 as follows:
### Table 4.2  Frequency Distribution of Data A₂

<table>
<thead>
<tr>
<th>Class Limit</th>
<th>fi</th>
<th>Xi</th>
<th>fiXi</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>50 - 54</td>
<td>3</td>
<td>52</td>
<td>156</td>
<td>8.82</td>
</tr>
<tr>
<td>55 - 59</td>
<td>1</td>
<td>57</td>
<td>57</td>
<td>2.94</td>
</tr>
<tr>
<td>60 - 64</td>
<td>11</td>
<td>62</td>
<td>682</td>
<td>32.35</td>
</tr>
<tr>
<td>65 - 69</td>
<td>6</td>
<td>67</td>
<td>402</td>
<td>17.65</td>
</tr>
<tr>
<td>70 - 74</td>
<td>12</td>
<td>72</td>
<td>864</td>
<td>35.29</td>
</tr>
<tr>
<td>75 - 79</td>
<td>1</td>
<td>77</td>
<td>77</td>
<td>2.94</td>
</tr>
<tr>
<td>77 - 82</td>
<td>1</td>
<td>79.5</td>
<td>79.5</td>
<td>2.94</td>
</tr>
<tr>
<td><strong>Sum</strong></td>
<td>34</td>
<td></td>
<td>2238</td>
<td>100</td>
</tr>
</tbody>
</table>

#### Figure 4.2  Histogram and Polygon  of Data A₂

3. The data of students having high motivation (B₁).

The descriptive analysis of the data of B₁ shows that the score is 50 up to 87. The mean is 69.47, the mode is 60.23, the median is 67, and the standard deviation is 10.883. Then, the frequency distribution and histogram/polygon can be seen in the table 4.3 and figure 4.3.
Table 4.3 Frequency Distribution of Data $B_1$

<table>
<thead>
<tr>
<th>Class Limit</th>
<th>fi</th>
<th>Xi</th>
<th>fiXi</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>50 - 56</td>
<td>3</td>
<td>53</td>
<td>159</td>
<td>8.82</td>
</tr>
<tr>
<td>57 - 63</td>
<td>11</td>
<td>60</td>
<td>660</td>
<td>32.35</td>
</tr>
<tr>
<td>64 - 70</td>
<td>4</td>
<td>67</td>
<td>268</td>
<td>11.76</td>
</tr>
<tr>
<td>71 - 77</td>
<td>6</td>
<td>74</td>
<td>444</td>
<td>17.65</td>
</tr>
<tr>
<td>78 - 84</td>
<td>7</td>
<td>81</td>
<td>567</td>
<td>20.59</td>
</tr>
<tr>
<td>85 - 91</td>
<td>3</td>
<td>88</td>
<td>264</td>
<td>8.82</td>
</tr>
<tr>
<td>Sum</td>
<td>34</td>
<td>2362</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Figure 4.3 Histogram and Polygon of Data $B_1$

4. The data of students having low motivation ($B_2$).

The descriptive analysis of the data of $B_2$ shows that the score is 57 up to 77. The mean is 67.91, the mode is 70.5, the median is 68.94, and the standard deviation is 5.56. Then, the frequency distribution and histogram/polygon can be seen in the table 4.4 and figure 4.4
Table 4.4 Frequency Distribution of Data B₂

<table>
<thead>
<tr>
<th>Class Limit</th>
<th>fi</th>
<th>Xi</th>
<th>fiXi</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>57 - 60</td>
<td>4</td>
<td>58.5</td>
<td>234</td>
<td>11.76</td>
</tr>
<tr>
<td>61 - 64</td>
<td>6</td>
<td>62.5</td>
<td>375</td>
<td>17.65</td>
</tr>
<tr>
<td>65 - 68</td>
<td>7</td>
<td>66.5</td>
<td>465.5</td>
<td>20.59</td>
</tr>
<tr>
<td>69 - 72</td>
<td>9</td>
<td>70.5</td>
<td>634.5</td>
<td>26.47</td>
</tr>
<tr>
<td>73 - 76</td>
<td>7</td>
<td>74.5</td>
<td>521.5</td>
<td>20.59</td>
</tr>
<tr>
<td>77 - 80</td>
<td>1</td>
<td>78.5</td>
<td>78.5</td>
<td>2.94</td>
</tr>
<tr>
<td>Sum</td>
<td>34</td>
<td></td>
<td>2309</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 4.4 Histogram and Polygon of Data B₂

5. The data of students having high motivation of experimental class (A₁B₁).

The descriptive analysis of the data of A₁B₁ shows that the score is 70 up to 87. The mean is 79.26, the mode is 83.5, the median is 79.5 and the standard deviation is 5.911. Then, the frequency distribution and histogram/polygon can be seen in the table 4.5 and figure 4.5
6. The data of students having high motivation of control class (A₂B₁).

The descriptive analysis of the data of A₂B₁ shows that the score is 50 up to 67. The mean is 60.68, the mode is 63.1, the median is 62, and the standard deviation is 5.434. Then, the frequency distribution and histogram/polygon can be seen in table 4.6 the figure 4.6
Table 4.6 Frequency Distribution of Data A₂ B₁

<table>
<thead>
<tr>
<th>Class Limit</th>
<th>fi</th>
<th>Xi</th>
<th>fiXi</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>50 - 53</td>
<td>3</td>
<td>51.5</td>
<td>154.5</td>
<td>17.65</td>
</tr>
<tr>
<td>54 - 57</td>
<td>1</td>
<td>55.5</td>
<td>55.5</td>
<td>5.88</td>
</tr>
<tr>
<td>58 - 61</td>
<td>4</td>
<td>59.5</td>
<td>238</td>
<td>23.53</td>
</tr>
<tr>
<td>62 - 65</td>
<td>6</td>
<td>63.5</td>
<td>381</td>
<td>35.29</td>
</tr>
<tr>
<td>66 - 69</td>
<td>3</td>
<td>67.5</td>
<td>202.5</td>
<td>17.65</td>
</tr>
<tr>
<td>Sum</td>
<td>17</td>
<td></td>
<td>1031.5</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 4.6 Histogram and Polygon of Data A₂ B₁

7. The data of students having low motivation of experimental class (A₁B₂).

The descriptive analysis of the data of A₁B₂ shows that the score is 57 up to 73. The mean is 64.85, the mode is 62.9, the median is 64, and the standard deviation is 4.703. Then, the frequency distribution and histogram/polygon can be seen in the table 4.7 and figure 4.7.
### Table 4.7 Frequency Distribution of Data A₁ B₂

<table>
<thead>
<tr>
<th>Class Limit</th>
<th>fi</th>
<th>Xi</th>
<th>fiXi</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>57 - 60</td>
<td>3</td>
<td>58.5</td>
<td>175.5</td>
<td>17.65</td>
</tr>
<tr>
<td>61 - 64</td>
<td>6</td>
<td>62.5</td>
<td>375</td>
<td>35.29</td>
</tr>
<tr>
<td>65 - 68</td>
<td>4</td>
<td>66.5</td>
<td>266</td>
<td>23.53</td>
</tr>
<tr>
<td>69 - 72</td>
<td>3</td>
<td>70.5</td>
<td>211.5</td>
<td>17.65</td>
</tr>
<tr>
<td>73 - 76</td>
<td>1</td>
<td>74.5</td>
<td>74.5</td>
<td>5.88</td>
</tr>
<tr>
<td>Sum</td>
<td>17</td>
<td></td>
<td>1102.5</td>
<td>100</td>
</tr>
</tbody>
</table>

#### Figure 4.7 Histogram and Polygon of Data A₁ B₂

8. The data of students having low motivation of control class (A₂B₂)

The descriptive analysis of the data of A₂B₂ shows that the score is 60 up to 77. The mean is 70.21, the mode is 71.5, the median is 70.5, and the standard deviation is 4.058. Then, the frequency distribution and histogram/polygon can be seen in the table 4.8 and figure 4.8.
Table 4.8 Frequency Distribution of Data $A_2 B_2$

<table>
<thead>
<tr>
<th>Class Limit</th>
<th>fi</th>
<th>Xi</th>
<th>ci</th>
<th>fici</th>
<th>fiXi</th>
</tr>
</thead>
<tbody>
<tr>
<td>60 - 63</td>
<td>1</td>
<td>61.5</td>
<td>-2</td>
<td>-2</td>
<td>61.5</td>
</tr>
<tr>
<td>64 - 67</td>
<td>3</td>
<td>65.5</td>
<td>-1</td>
<td>-3</td>
<td>196.5</td>
</tr>
<tr>
<td>68 - 71</td>
<td>6</td>
<td>69.5</td>
<td>0</td>
<td>0</td>
<td>417</td>
</tr>
<tr>
<td>72 - 75</td>
<td>6</td>
<td>73.5</td>
<td>1</td>
<td>6</td>
<td>441</td>
</tr>
<tr>
<td>76 - 79</td>
<td>1</td>
<td>77.5</td>
<td>2</td>
<td>2</td>
<td>77.5</td>
</tr>
<tr>
<td>Sum</td>
<td>17</td>
<td></td>
<td></td>
<td>3</td>
<td>1193.5</td>
</tr>
</tbody>
</table>

![Histogram and Polygon Data $A_2 B_2$](image)

Figure 4.8 Histogram and Polygon Data $A_2 B_2$

B. Normality and Homogeneity Test

Before analyzing the data by using inferential analysis, normality and homogeneity test must be done. The normality test is used to know whether the sample is in normal distribution and the homogeneity test is used to know whether the data are homogeneous. Both normality and homogeneity tests can be seen as follows:
1. Normality Test

The sample is on normal distribution if \( L_o \) (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>No of Sample</th>
<th>( L_o )</th>
<th>( L_t )</th>
<th>( \alpha )</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A1</td>
<td>34</td>
<td>0.1275</td>
<td>0.1519</td>
<td>0.05</td>
<td>Normal</td>
</tr>
<tr>
<td>2</td>
<td>A2</td>
<td>34</td>
<td>0.1204</td>
<td>0.1519</td>
<td>0.05</td>
<td>Normal</td>
</tr>
<tr>
<td>3</td>
<td>B1</td>
<td>34</td>
<td>0.1307</td>
<td>0.1519</td>
<td>0.05</td>
<td>Normal</td>
</tr>
<tr>
<td>4</td>
<td>B2</td>
<td>34</td>
<td>0.1277</td>
<td>0.1519</td>
<td>0.05</td>
<td>Normal</td>
</tr>
<tr>
<td>5</td>
<td>A1 B1</td>
<td>17</td>
<td>0.183</td>
<td>0.206</td>
<td>0.05</td>
<td>Normal</td>
</tr>
<tr>
<td>6</td>
<td>A2 B1</td>
<td>17</td>
<td>0.1774</td>
<td>0.206</td>
<td>0.05</td>
<td>Normal</td>
</tr>
<tr>
<td>7</td>
<td>A1 B2</td>
<td>17</td>
<td>0.170</td>
<td>0.206</td>
<td>0.05</td>
<td>Normal</td>
</tr>
<tr>
<td>8</td>
<td>A2 B2</td>
<td>17</td>
<td>0.183</td>
<td>0.206</td>
<td>0.05</td>
<td>Normal</td>
</tr>
</tbody>
</table>

2. Homogeneity Test

The test is conducted to know whether the data are homogenous or not. If \( \chi^2 \) is lower than \( \chi^2 \) at the level of significance \( \alpha = 0.05 \), it can be stated that the data are homogenous. The result of the analysis is as follows:

<table>
<thead>
<tr>
<th></th>
<th>( X_1 )</th>
<th>( X_2 )</th>
<th>( X_3 )</th>
<th>( X_4 )</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>79.588</td>
<td>64.706</td>
<td>60.529</td>
<td>70.353</td>
<td>275.176</td>
</tr>
<tr>
<td>( S_i )</td>
<td>28.38</td>
<td>19.35</td>
<td>28.39</td>
<td>14.24</td>
<td></td>
</tr>
<tr>
<td>( S^2 )</td>
<td>22.59</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>( \Sigma \log(S_i) \times (n-1) )</td>
<td>85.542</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>( B )</td>
<td>86.65</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>( \chi^2 )</td>
<td></td>
<td></td>
<td></td>
<td>2.553</td>
<td></td>
</tr>
<tr>
<td>( \chi^2 )</td>
<td></td>
<td></td>
<td></td>
<td>7.81</td>
<td></td>
</tr>
</tbody>
</table>

commit to user
Based on the above computation result, it can be seen that the $\chi^2$ (2.553) is lower than $\chi^2$ at the level of significance $\alpha = 5\%$ (7.81) or $\chi^2 < \chi^2$ (2.553 < 7.81). Thus, it can be stated that the data are homogenous.

C. Hypothesis Test

The test can be conducted after the result of normality and homogeneity test are calculated and fulfilled. The data analysis is conducted by using multifactor analysis of variance (ANOVA) 2 x 2. $H_0$ is rejected if $F_o$ is higher than $F_t$ ($F_o > F_t$). It means that there is a significant difference. After knowing that $H_0$ is rejected, the analysis is also continued to know the difference between the two groups and cells using Tukey test. To know which group is better, the mean scores of the groups and cells are compared. The 2 x 2 ANOVA and Tukey tests are listed as follows:

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

<table>
<thead>
<tr>
<th>Sample</th>
<th>df</th>
<th>$1/(df)$</th>
<th>$s^2$</th>
<th>$\log s^2$</th>
<th>$(df) \log s^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>16</td>
<td>0.063</td>
<td>28.38</td>
<td>1.4530484</td>
<td>23.24877</td>
</tr>
<tr>
<td>2</td>
<td>16</td>
<td>0.063</td>
<td>19.35</td>
<td>1.28658194</td>
<td>20.58531</td>
</tr>
<tr>
<td>3</td>
<td>16</td>
<td>0.063</td>
<td>28.39</td>
<td>1.45316089</td>
<td>23.25057</td>
</tr>
<tr>
<td>4</td>
<td>16</td>
<td>0.063</td>
<td>14.24</td>
<td>1.15359071</td>
<td>18.45745</td>
</tr>
<tr>
<td>SUM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>85.542</td>
</tr>
</tbody>
</table>

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Table 4.12 Mean Scores

<table>
<thead>
<tr>
<th></th>
<th>A₁</th>
<th>A₂</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>B₁</td>
<td>79.588</td>
<td>60.53</td>
<td>70.06</td>
</tr>
<tr>
<td>B₂</td>
<td>64.71</td>
<td>70.35</td>
<td>67.53</td>
</tr>
<tr>
<td></td>
<td>72.15</td>
<td>65.44</td>
<td>68.79</td>
</tr>
</tbody>
</table>

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

1) Because $F_o$ between columns (33.841) is bigger than $F_t$ at the level of significance $\alpha = 0.05$ (3.99), $H_0$ is rejected and the difference between columns is significant. It can be concluded that the methods of teaching reading comprehension are different significantly from one another.

2) Because $F_{row}$ between rows (4.815) is bigger than $F_t$ at the level of significance $\alpha = 0.05$ (3.99), $H_0$ is rejected and the difference between rows is significant. It can be concluded that the students who have high and those who have low motivation are significantly different in their reading ability.

3) Because $F_{interaction}$ between group (114.834) is bigger than $F_t$ at the level of significance $\alpha = 0.05$ (3.99). There is an interaction between the teaching methods and students’ motivation. Thus, it can be stated that the effectiveness of teaching methods depends on the degree of students’ motivation.
b. Summary of Tukey Test

The summary and elaboration of Tukey test result is presented below.

<table>
<thead>
<tr>
<th>Between Group</th>
<th>q₀</th>
<th>qt</th>
<th>Status</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>A₁ - A₂</td>
<td>8.23</td>
<td>2.89</td>
<td>Significant</td>
<td>A₁ ≠ A₂</td>
</tr>
<tr>
<td>B₁ - B₂</td>
<td>3.10</td>
<td>2.89</td>
<td>Significant</td>
<td>B₁ ≠ B₂</td>
</tr>
<tr>
<td>A₁B₁ - A₂B₁</td>
<td>6.53</td>
<td>2.98</td>
<td>Significant</td>
<td>A₁B₁ ≠ A₂B₁</td>
</tr>
<tr>
<td>A₁B₂ - A₂B₂</td>
<td>4.90</td>
<td>2.98</td>
<td>Significant</td>
<td>A₁B₂ ≠ A₂B₂</td>
</tr>
</tbody>
</table>

1) Because q₀ between columns (8.23) is higher than qt at the level of significance α = 0.05 (2.89), applying Buzz Groups method differs significantly from Direct Instruction method to teach reading comprehension. Because the mean of A₁ (73.12) is higher than A₂ (65.82), it can be concluded that Buzz Groups method is more effective than Direct Instruction method to teach reading comprehension.

2) Because q₀ between rows (3.10) is higher than qt at the level of significance α = 0.05 (2.89), it can be concluded that the students who have high motivation and those who have low motivation are significantly different in their reading comprehension. Because the mean of B₁ (69.47) is higher than B₂ (67.91), it can be concluded that the students who have high motivation have better reading comprehension than those who have low motivation.

3) Because q₀ between cells A₁B₁ and A₂B₁ (16.53) is higher than qt at the level of significance α = 0.05 (2.98), applying Buzz Groups method differs...
significantly from Direct Instruction method for teaching reading comprehension to the students who have high motivation. Because the mean of $A_1B_1$ (79.26) is higher than $A_2B_1$ (60.68), it can be concluded that Buzz Groups method is more effective than Direct Instruction method for teaching reading comprehension to the students having high motivation.

4) Because $q_0$ between cells $A_1B_2$ and $A_2B_2$ (4.90) is higher than $q_t$ at the level of significance $a = 0.05$ ($2.08$), applying Direct Instruction method differs significantly from Buzz Groups method for teaching reading comprehension to the students who have low motivation. Because the mean of $A_1B_2$ (64.85) is lower than $A_2B_2$ (70.21), it can be concluded that Direct Instruction method is more effective than Buzz Groups method for teaching reading comprehension to the students who have low motivation.

Based on the findings above, it can be concluded that there is an interaction between teaching methods and students’ learning motivation for teaching reading comprehension because $F_o$ is higher than $F_t$. Buzz Groups Method is significantly different from Direct Instruction Method to teach reading comprehension for the students who have high motivation because $q_0$ between cells ($A_1B_1$ and $A_2B_1$) is higher than $q_t$ and Buzz Groups Method is more effective than Direct Instruction Method to teach reading comprehension because the mean of $A_1B_1$ and $A_2B_1$ is higher than $q_o$. However, Direct Instruction Method is significantly different from Buzz Groups Method to teach reading comprehension for the students who have low motivation because $q_0$ between cells ($A_2B_2$ and $A_1B_2$) is higher...
than q₁ and Direct Instruction Method is more effective than Buzz Groups Method to teach reading comprehension because the mean of A₂B₂ is higher than A₁B₂. The effectiveness of the method depends on the degree of the students’ learning motivation.

D. Discussion of the Result of the Study

1. There is a significant difference on the effect between teaching reading using Buzz Groups method and teaching reading using Direct Instruction method. Teaching reading using Buzz Groups method to the eight grade students of SMKN 1 Jaten, Karanganyar is more effective than the one of those having Direct Instruction method. Buzz Groups method as one of many methods in cooperative learning. Buzz Groups method allows students to be actively involved in reading discussion, fostering positive interdependence among groups, and developing communicative skill. The students can elaborate their knowledge to solve the reading problems within the groups. Buzz Groups method is particularly useful in larger classes and also encourages shyer students to participate since some students have trouble participating in large group discussions or meetings. Therefore, by dividing the whole class into small groups, more students have the opportunity to express their thoughts because students have a chance to practice their comments and to increase their repertoire of ideas in their buzz groups. Moreover, Buzz groups method is very useful for large groups to get feedback from a large number of students on specific topic in a formalized way and within specific time. When one individual gives...
response to the problem, she/he stimulates further analysis for another member of the group. This will lead other students to refine their thinking by giving feedback or share their different ideas. Students will create interaction to each other in discussing text. Meanwhile Direct Instruction method makes the students depend on the teacher's explanation in reading class. Teachers are the major information providers. This method only focused on providing verbal explanation by the teacher to large group of the students in order to make them understand the material optimally. The students tend to be passive and no courage to share their ideas to his/her friends. Because of that, they are not active and do not develop their knowledge. It is in line with Sanjaya (2009: 191) that explained about Direct Instruction method which only depend on the teacher's competence such as their preparation, confidence, knowledge, enthusiasm, motivation, and also their classroom management. He also added that Direct Instruction method has a one-way communication style that makes the limited chance to the teacher to control the students' understanding for the material given.

2. There is a significant difference in reading comprehension between students with high motivation and those with low motivation. Reading comprehension of the students having high motivation is better than those having low learning motivation. Sardiman (1992: 75) states that learning motivation has specific roles in promoting learning enthusiasm, joy, and interest. Highly motivated students are usually active, curious, performing hard effort to gain the goal, enthusiastic, and courageous are to take risk for
their learning. Curiosity makes them challenged to find more learning resources based on their needs. Courage makes them brave to express ideas and to practice which means more chance for them for learning. Low motivated students do not often perform hard effort to learn more. They are not actively involved in the learning activities. They do not have enough courage to take risk to enrich their knowledge. They prefer listening to the teacher to having effort to do anything by themselves.

3. There is an interaction between teaching method and motivation. The teaching method that used by the teacher in the class give a big influence for the success of the teaching and learning process. Good teaching method in the class challenge students to perform a better learning and increase students' motivation. Students are more activated to learn when they taught using challenging and interesting teaching method. Buzz Groups method is one of the challenging method that automatically force the students to be actively engaged in the classroom since it has a good structure that appears in how it builds students' knowledge around individual responses. When it is applied in the classroom activity, the highly motivated students will be more motivated to learn. It is in line with Harmer (1991: 5-6) that suggests some factors that affecting intrinsic motivation in language learning. One of them is teaching method that is used by the teacher. Good teaching method will give effect on students' intrinsic motivation. Meanwhile, Direct Instruction Method is more suitable for low motivated students. They are difficult to elaborate their ideas, thoughts and feeling. They tend to be
passive and usually get the knowledge only from their teacher. They lack of awareness, courage and lazy to join the learning activity. Moreover, some low motivated students tend to be shy and quiet on his or her seat and do not have good social interaction with his/her friends in group. Based on Ross and Kyle research (1987) in Sanjaya (2009: 180) also stated that Direct Instruction Method is more effective to be applied to low achieving students and low motivated students.
CHAPTER V
CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

Based on the data descriptions analysis, the researcher presents the findings as follows:

1. Buzz Groups Method is more effective than Direct Instruction Method to teach reading comprehension for the eighth grade students at SMPN 1 Jaten, Karanganyar.

2. The students having high motivation have better reading comprehension than those having low motivation for the eighth grade students at SMPN 1 Jaten Karanganyar.

3. There is an interaction between the teaching methods and students’ motivation in teaching reading comprehension.

Based on the findings, it can be concluded that in general Buzz Groups Method is more effective than Direct Instruction Method to teach reading comprehension and there is an interaction between the teaching methods and students’ motivation in teaching reading comprehension. For the students who have high motivation, Buzz Groups Method is more effective than Direct Instruction method to teach reading comprehension but for the students who have low motivation, Direct Instruction Method is more effective than Buzz Groups Method to teach reading comprehension. It means that the effectiveness of the method depends on the degree of the students’ learning motivation.
B. Implication

Buzz Groups method is more effective than Direct Instruction method for teaching reading comprehension because Buzz Groups method is a kind of challenging and interesting teaching method which can stimulate the students to know the content of the text detail by using group discussion. They have chance to share their different perspective about the content of text with their friends in their group. Buzz Groups method is begin with generating idea. It is continued with solving a problem or reaching a common viewpoint on the topic, and then followed by whole class discussions in larger groups to summarize the topic. Buzz Groups method is mainly used to teach reading comprehension and to overcome the difficulties in understanding the text. Buzz Groups method is more suitable used to teach reading comprehension for the students who have high motivation because Buzz Groups method can be used to make the students more active in the teaching and learning process. There are some steps which are applied in this method, consist of generating idea that is the teacher asks each group to discuss about the content of the text. Then, it is continued with solving a problem or reaching a common viewpoint on the topic. In this step teacher asks all the groups to do the task on the worksheet related with the text. And the last step is teacher asks the students to return to whole class discussion and invite another group to give feedback. To do these steps the students ought to have high motivation. Direct Instruction method is more effective than Buzz Groups method for the students having low motivation because the students only depend on the teacher's explanation.
almost of the time in reading class and the teachers are the major information providers. The students tend to be passive and no courage to share their ideas to his/her friends. Therefore, these teaching activities are suitable for the students having low motivation.

C. Suggestion

1. For the Teacher
   a. The teacher is suggested to apply Buzz Groups method in teaching reading comprehension in order that the students’ ability in reading comprehension can improve.
   b. The teacher should has better steps in motivating students to involve actively in the teaching learning process especially for students having low motivation who tend to be passively engaged in the English class.

2. For the Students
   a. The students have to be more active in joining the English lesson in the classroom.
   b. The students who still have low motivation in reading class have to encourage themselves and realize the importance of active involvement in the teaching learning process.
3. For further researchers
   
a. The further researchers who want to conduct the research can use the result of this research as a basic way for conducting the research in more detail.

b. The further researchers can complete the weaknesses of the result of this research to be more perfect so that the result of the research is acceptable by all the readers.