SHADOW-READING TO GENERATE STUDENTS’ READING COMPREHENSION FROM THE PERSPECTIVE OF STUDENTS’ MOTIVATION
(An Experimental Study at Eighth Grade of SMPN 1 Singkawang, West Kalimantan in the Academic Year 2014/2015)

A THESIS

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S891402018

Submitted to Graduate School of Sebelas Maret University
As a Partial Fulfillment to Obtain Graduate Degree in English Education

ENGLISH EDUCATION DEPARTMENT
GRADUATE SCHOOL PROGRAM
TEACHER TRAINING AND EDUCATION FACULTY
SEBELAS MARET UNIVERSITY
SURAKARTA
2015
APPROVAL SHEET

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SHADOW-READING TO GENERATE STUDENTS’ READING COMPREHENSION FROM THE PERSPECTIVE OF STUDENTS’ MOTIVATION

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ABSTRACT

Dwi Wahdini, S891402018. 2015. *Shadow-Reading to Generate Students’ Reading Comprehension from the Perspective of Students’ Motivation (An Experimental Study at Eighth Grade of SMP Negeri 1 Singkawang in the Academic Year 2014/2015).* Thesis. 1st Supervisor: Dr. Sri Marmanto, M. Hum.; 2nd Supervisor: Dra. Dewi Rochsantiningsih, M. Ed, Ph. D. English Education Department, Graduate School, Teacher Training and Education Faculty, Sebelas Maret University, Surakarta.

The research aims at revealing whether: (1) Shadow-Reading is more effective than Guided Reading to generate students’ reading comprehension; (2) the students with high level of motivation have better reading comprehension than those with low level of motivation; and (3) there is an interaction between teaching methods used and students’ levels of motivation. This research involves three variables; two independent variables and a dependent variable. The two independent variables are teaching methods (Shadow-Reading and Guided Reading) and students’ level of motivation. Meanwhile, the dependent variable is reading comprehension. The research examines the effect of the two independent variables on the dependent variable.

The research was conducted in the second semester of the eighth grade of SMP Negeri 1 Singkawang in the academic year of 2014/2015. The sampling used was cluster random sampling. The samples were two classes which consisted of 30 students of class VIII F as the experimental class and 30 students of class VIII C as the control class. The instruments used in this research covered learning motivation test (questionnaire) and reading comprehension test. Before being applied, both the learning motivation and the reading comprehension test were tried out to test validity and reliability of the items. The data obtained from the treatment were analyzed using ANOVA 2x2 and Tukey test.

The result of the research reveals that: (1) Shadow-Reading is more effective than Guided Reading to generate students’ reading comprehension; (2) the students with high level of motivation have better reading comprehension than those with low level of motivation; and (3) there is an interaction between teaching methods and the students’ level of motivation to generate students’ reading comprehension.

Therefore, it can be concluded that Shadow-Reading is an effective method to generate students’ reading comprehension to the eighth grade students of SMP Negeri 1 Singkawang in the academic year of 2014/2015. However, in the implementation of the methods, the teacher must consider about the students’ level of motivation. The result of this research showed that motivation influences the students’ reading comprehension. By considering the students’ level of motivation, the teacher can apply Shadow-Reading to teach reading in order to generate students’ reading comprehension.

**Keywords:** experimental study, reading comprehension, shadow-reading, guided reading, motivation
CHAPTER I
INTRODUCTION

A. Background of the Study

Reading is the important skill in order to make the learners success in learning a language. As Swalander and Taube (in Khajavi and Ketabi, 2012, p. 10) emphasized that the most important point in learning language is having a good reading ability. This ability is very essential to be learned by the learners because it will make them success in educational settings. When the learners read, they encode some information and process it to their mind. Thus, the learners can gain more knowledge through reading. Reading is also the interactive process in which the learners can communicate indirectly with the writers through the text that they read. They try to understand what kinds of message that the writer delivers through the text. Anderson (in Khansir and Dashti, 2014 p. 38) stated that the goal of reading is comprehension. Therefore, when the learners read a text, it means that have to comprehend what the text is about.

Comprehension is very crucial to be built in reading skill. It is a kind of developmental skill in which the reader can attach the meaning to an entire reading selection (Kintsch, Rawson, Snowling, and Hulme in Al-Jamal, Al-Hawamleh, and Al-Jamal, 2013, p. 335). According to Linse (in Khansir and Dashti, 2014 p. 38), reading comprehension refers to reading for meaning, understanding, and entertaining. He also added that there are two main reasons why the people need to read; firstly, it is for their own pleasure and secondly, it is
for seeking information. The importance of comprehension in reading skill has become a tool for learning English (Brown, 2007, p. 168). It is needed in order to grasp the main idea of written text. To comprehend the text means understanding the content in which it includes the building of a new word (unfamiliar word) and the known word (familiar word) from the text (Pearson, Hansen and Gordon in Al-Jamal, Al-Hawamleh, and Al-Jamal, 2013, p. 335). Therefore, understanding the text can significantly affect the readers during and after the reading process.

Since reading becomes very crucial in learning English as a foreign language, thus it should be taught from the young age because it will be useful for the students when they are in the higher level of education. Students need to be taught some strategies to read the text more effectively and efficiently regarding to comprehension skill. They can guess the content from the context, define an expectation, make an inference, skim ahead to fill the context, and etc (Grabe in Alyousef, 2005, p. 143).

Reading comprehension is one of the major English classroom activities in EFL contexts. Based on syllabus of English subject in KTSP for eighth grade of Junior High School, the students are asked to understand the functional text in form of narrative and recount. Therefore, Junior High School students need to be taught comprehension as the goal of reading. There are some indicators that must be paid attention by the students in reading comprehension, such as identify the main idea, determine the detail/specific information, predict the meaning of a certain word, and make an inference.
However, reading comprehension has become a serious problem in English teaching at the level of junior high school in Singkawang City, West Kalimantan. The following result of the interview with one of the English teacher at Junior High School in Singkawang covered some problems in reading. Firstly, the students were not able to comprehend the text especially in determining the main idea, specific information, and also making inference. Secondly, they were lack of vocabulary; they got difficulties in recognizing words. The last but not the least, is that lack of teaching reading strategies which is used while reading process at class.

To cope with the problems above, it is important to conduct the study dealing with reading comprehension in order to seek the effective way or method to be applied in generating students’ reading comprehension. The use of an effective method can make teaching reading activity more meaningful and beneficial for the students. Therefore, by using the effective method, the teacher and also the students can achieve the purpose of reading lesson and get the better result in the process of reading at class.

There are many methods that can be applied to generate students’ reading comprehension. One of the methods is shadow-reading. Shadow-Reading is a Shadowing Method in teaching reading and initially adapted from Conversational Shadowing in which it is one of the language learning methods. Shadow-Reading method is used by repeating and imitating what someone’s read from the text either in complete and selective or engaging in conversational interaction (Murphey in Commander and de Guerrero, 2012, p. 8). Shadow-reading can help...
the students to comprehend the text by interacting with their pairs (Commander and de Guerrero, 2013, p. 170). In this method, each of the students acts as a reader and shadower. They have to repeat what their pair’s read. At the first time, they have trained on how to use shadow-reading based on the instruction. While doing shadow-reading, the students were also interacting with their partners and cooperating in a good pair. One helps the other to comprehend the text through repeating. In the procedures of shadow-reading itself, there are two phases that should be paid attention by the teachers; they are interactional phase and non-interactional phase. In the interactional phase, the students read aloud the text; repeat the sentences and read it again as a whole paragraphs or passages. Whereas, in the non-interactional phase, the students are asked to summary the text, it can be spoken or written form.

The method used by the teacher at class was Guided Reading. Guided Reading is also an essential method in teaching reading. Guided reading is a teaching reading method which makes the students’ engaged in a small group by teacher’s guiding in order to make them become struggle or independent in reading the text (Fountas & Pinnell in Iaquinta, 2006, p. 413). Through guided reading method, the teacher guides the students to read the text individually and the students were also asked to read in different purpose and speed.

Moreover, the other factors which influence the students in reading comprehension are motivation and interest (Kintsch & Kintsch in Abedi, et al, 2008, p. 9). Motivation seems like an inducement which drives the students become successful reader. Dornyei (1998, p. 117) stated that motivation is one of
the key factors that influence students to become a successful learners in learning a second or foreign language. Motivation refers to the students’ attitude while teaching learning English in the class. In line with this, Saarnio et al (as cited in Abedi, et al, 2008, p. 10) found that motivational factors such as positive and high self-perceptions in the area of reading, student value in reading, and the enjoyment of reading influence their understanding of text. It is impossible for the students to read the text without any motivation. Students need to be motivated in order to make them able to comprehend the text. In line with this, Gambrell (1996, p. 17) states that reading behavior and motivation is closely related. The students who have high motivation in reading will perform better learning rather than the students who have low motivation. In this case, the teacher should be able to provide some activities which can generate students’ motivation by creating a good atmosphere in teaching learning activities.

Considering to the background above, it can be stated that motivation is one of the influence factors in reading comprehension. By providing an effective method, it will increase the students’ motivation in comprehending the text. Therefore, shadow-reading was claimed as an effective way in order to generate students’ reading comprehension. This is the reason why the researcher proposed a research entitle “Shadow-Reading to Generate Students’ Reading Comprehension from the Perspective of Students’ Motivation (An Experimental Study at Eighth Grade of SMP Negeri 1 Singkawang, West Kalimantan in the Academic Year 2014/2015).”
B. Problem Identification

Dealing with the background of the study, there are some problems that can be identified:

1. Is Shadow-Reading able to generate students’ reading comprehension?

2. Is Guided Reading able to generate students’ reading comprehension?

3. Does the students’ learning motivation levels influence students’ reading comprehension?

4. Will the students who have high motivation achieve better result in reading comprehension when they are generated using Shadow-Reading?

5. Will the students who have low motivation achieve better result in reading comprehension when they are generated using Guided Reading?

6. Which one is better, Shadow-Reading or Guided Reading to generate students’ reading comprehension?

7. Which one is better, the students who have high motivation or low motivation in their reading comprehension?

8. Is there any interaction between teaching methods and students’ motivation in generating students’ reading comprehension?

C. Problem Limitation

Since there are several problems that emerge on the identification of the problems above, the researcher concerned merely with some of the problems stated in the identification of the problems. This research has some problems, it is necessary to limit the problems, so this research will be more accurate, effective,
and understandable. Therefore, this research focused on the study of the effectiveness of shadow-reading to generate students’ reading comprehension from the perspective of students’ motivation at eight grade students of SMP Negeri 1 in Singkawang City, West Kalimantan in the academic year 2014/2015.

D. Problem Statement

From the background of the study, limitations of the problems, and the problems identification, the researcher formulated the problems of this study as follows:

1. Is shadow-reading more effective than Guided Reading to generate students’ reading comprehension?
2. Do students who have high motivation have better reading comprehension rather than those who have low motivation?
3. Is there any interaction between teaching methods and students’ motivation in generating students’ reading comprehension?

E. Objectives of the Study

Based on the problem statement above, the objectives of this study are:

1. To find out whether shadow-reading is more effective than Guided Reading in generating students’ reading comprehension.
2. To find out whether students who have high motivation have better reading comprehension rather than those who have low motivation.
3. To find out whether there is an interaction between teaching methods and students’ motivation in generating students’ reading comprehension.
F. Significance of the Study

Hopefully, the result of this study will be beneficial for some uses:

1. Theoretically, this research can support the theories which correlated to generating students’ reading comprehension.

2. Practically, the result of this study will be useful for:
   a. Other teachers
      1) This research inspires teachers to use Shadow-Reading in teaching reading in order to generate students’ reading comprehension.
      2) This research provides the valuable information for the teachers about the importance of the students’ level of motivation in reading class.
      3) Shadow-Reading method offers the chances for the teachers in order to provide the way of facilitating, controlling, and monitoring the students’ reading comprehension.
   b. The students
      Shadow-Reading method enables the students to comprehend the text through shadowing/repeating and imitating what their pair’s read. By using Shadow-Reading, they can practice shadowing the text in three times; out loud, low voice, and silence.
   c. The institution
      This research can be used by SMP Negeri 1 Singkawang, West Kalimantan because it provides valuable information to the way of generating students’ reading comprehension through Shadow-Reading and Guided Reading Methods.
d. Other researchers

This research can be a reference for further similar studies conducted by other researchers.

G. Scope of the Study

To carry out the study systematically, it was necessary to restrict the scope of study. The scope of study was a terminology. Terminology was used in this research in order to clarify the terms used and to avoid misunderstanding to the meaning in this writing. The following explanations were presented:

a. Shadow-Reading is a shadowing method which specifically used for teaching reading.

b. The perspective is used in this study as the similar meaning of the word “viewed from” which has been used in many experimental research titles.

c. Experimental Study means a real research study which involves the researcher, teacher, and also sample of the research. It uses two classes which functioned as control and experimental class. The experiment class is the class which is given a treatment.

d. Eighth grade students mean the students who are registered in the eighth grade of SMP Negeri 1 Singkawang in the academic year 2014/2015.

e. SMP Negeri 1 Singkawang means one of the public schools in Singkawang which located on Jl. Merpati No. 91a, West Singkawang where the researcher conducted the research.
CHAPTER II
LITERATURE REVIEW

A. Theoretical Description

This section describes some theories relating to the variables being studied. The purpose of this chapter is to obtain an understanding of the basic principles of the study so that the problems stated in the previous chapter can be answered. It should be noted that the role of the theories in this research as a basic foundation to conduct the research. The following theories which were described in this research include reading, comprehension, shadowing method, guided reading, and motivation.

1. Reading

a. The Nature of Reading

Reading is an active process in decoding a message where the readers can catch it from reading the text (Nuttal, 1996, p. 4). The reading process is illustrated in figure 2.1.

Adopted from Nuttal, (1996, p.4)

**Figure 2.1 Reading Process**
The very important thing in reading process is the interaction between the language and the reader (Goodman in Carrel, Devine, and Eskey, 1996). It means that the writer encodes his/her thought as a language and the reader decodes the language to their thought. According to the International Reading Association (Braunger and Lewis in Philips, 2008, p. 1), reading is a complex activity. The complex activity in reading includes the mental process which brought the readers to the meaning for understanding the text. As one of the four language skills, reading plays the important role in teaching learning English at school. Reading is one of the receptive skills in learning a language.

As receptive skill, reading is a process which is begun with some linguistics feature brought by the writer to the reader in a text and it ended with constructing the meaning of the text by the reader (Goodman in Carrel, Devine, and Eskey, 1996, p. 12). The terms of reading involves the reader, the text, and the interaction between the reader and the text (Rumelhart in Aebersold and Field, 1997, p. 5). Some definitions of reading might reflected the knowledge to understand, respond to the meaning, articulate, identify, speak, pronounce, etc (Nuttal, 1996, p. 2).

Reading is such a powerful activity which gives knowledge, insight, and perspective to the readers (Aebersold and Field, 1997, p. 6). As Goodman (in Gibbon, 2002, p. 78) defined that there are three types of knowledge that the readers can draw to gain the meaning from the texts, they are: 1) semantic knowledge, 2) syntactic knowledge, and 3) graphophonic knowledge.
Semantic knowledge is referring to the knowledge of the world. It occurs when the readers read the text; they will catch some point which is delivered by the writer through the text. It consists of the main idea of the text, supporting sentence, and etc. In reading the text, the readers also get the knowledge about the structure; grammatical patterns, the use of tenses, and word orders from the text which is called syntactic knowledge. Besides having the knowledge about the content, grammatical patterns, word orders, and etc, they also get to know the relationship between sound and letter which is called graphophone knowledge (Goodman in Gibbon, 2002, p. 78). Those three kinds of knowledge make the activities of reading become meaningful and beneficial to the readers.

Reading contributes to reader’s background knowledge. It includes their habits and beliefs from their own experiences (Aebersold and Field, 1997, p. 8). Learner’s background knowledge is important in reading process in order to help them understand the text. Based on the explanation above, it can be inferred that reading is a meaningful activity in which the reader can obtain the new knowledge. Through reading, the reader gains vocabularies from the text, which includes the familiar and unfamiliar words. The reader can grasp some information from the text; specific/detail information. Also, reading let the readers able to use their previous knowledge in order to understand the meaning from the text.

commit to user
b. Aspects of Reading

As the complex activity, reading involves our perceptions and thoughts. Reading consists of two processes which related each other, such as word recognition and comprehension (Pang, et al, 2003, p. 6). Word recognition means the process of perceiving the written symbols which corresponds to native speaker of a language. Meanwhile, comprehension refers to the process making sense of the words, sentences, and sentence connectors which connecting the text.

According to the National Reading Panel Report (National Institute of Child Health and Human Development [NICHD] in Learning Point Associate, 2004, p. 1), five essential components of reading are:

1) *Phonemic Awareness*. It is a skill of hearing and producing the separate sounds in words, dividing words into their component sounds, blending separate sounds into words, and recognizing words that sound alike or different.

2) *Phonics*. It is a skill of understanding the letters in the spelling words and sound of spoken language.

3) *Fluency*. It is a skill of understanding the speed of word recognition that freed up space in the reader’s working memory for use in comprehending the message of the text.

4) *Vocabulary*. It is a skill of understanding the meaning of words from the text.
5) **Comprehension.** It is a skill of constructing the meaning from the text by connecting what has been read to what the reader already knows and thinking about all of the information until it is understood.

As the important goal of education, reading is learned by the learners at any schools. This activity involves the children and adults. Reading skills are assumed to be improved and generated by applying a good method (Gupta and Ahuja, 2014, p. 38). Activities in reading make students able to open up their new world and gain some information from surrounding the world. Reading an English text is not an easy process for foreign learners. Students might be difficult to read the text and understand it in an easy way. Thus, they still need the additional help. This kind of help comes from the English teachers or other people who have competences in English.

According to Aebersold et al; 1991, Barnett, 1989, and Clarke, 1979 (in Aebersold and Field, 1997, p. 16), the mental activities which the reader use to construct the meaning from the text are called reading skills. These skills include:

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1) Recognize words quickly,
2) Use text features (subheadings, transitions, etc),
3) Use title(s) to infer what information might follow,
4) Use world knowledge,
5) Analyze unfamiliar words,
6) Identify the grammatical functions of words,
7) Read for meaning, concentrate on constructing meaning,
8) Guess about the meaning of the text,
9) Evaluate guesses and try new guesses if necessary,
10) Monitor comprehension,
11) Keep the purpose for reading the text in mind,
12) Adjust strategies to the purpose for reading,
13) Identify or infer main ideas,
14) Understand the relationships between the parts of a text,
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15) Distinguish main ideas from minor ideas,
16) Tolerate ambiguity in a text,
17) Paraphrase,
18) Use context to build meaning and aid comprehension, and
19) Continue reading even when unsuccessful, at least for a while.”

From those skills, the teacher can identify and classify them based on the purpose of the reading itself, for i.e. reading aloud, reading comprehension, reading fluency, and etc. Therefore, the teachers are expected to make the students able to use the appropriate skills which associated with the aims of the reading based on the students' level or grade. The purpose of reading which was used in this research is reading comprehension.

c. The Characteristic of a Good Reader

Most of the studies have shown that good readers have more positive attitudes toward reading than poor readers (Askov and Fischbach, 1973; Groff, 1962; Hake, 1969; Kenneday and Halinski, 1978; Shepps and Shepps, 1971; Zimmerman and Allebrand, 1965, in Wigfield and Asher, 1983, p. 25). A good reader means as someone who can interact with the text actively or it can be stated that a good reader is an engaged reader. The perspective of an engaged reader has developed by National Reading Research Center. They stated that “while reading a text, the engaged reader must be motivated, knowledgeable, strategic, and socially interactive” (Alverman and Guthrie, 1993; Guthrie, 1996 in Gambrell, 1996, p. 16). Also, from this perspective, the concept of the ideal reader can be drawn. It is illustrated in figure 2.2.
According to Gambrell (1996, p. 6), the engaged reader are:

1) Motivated; when they are choosing to read for a variety of purposes in order to get the new knowledge, interact with the text, and be able to perform the task.

2) Knowledgeable; when they are able to use information which is gained from their previous experiences in order to construct the new understandings from the text, such as to acquire the knowledge from the text and to apply the knowledge from the text into personal, intellectual, and social contexts.

3) Strategic; when they are able to employ cognitive strategies to decode, interpret, comprehend, monitor, and regulate the reading process so that the result of reading makes them feel satisfied.

4) Socially interactive; which means they are able to share and communicate with others in the process of constructing and extending the meaning of the text.

From the above theories, it can be drawn that good readers are the reader who are able to interact personally with the text, they are able to use
their prior knowledge to absorb the new knowledge from the text, and able to use an appropriate reading strategy in order to understand the content of the text which is being read.

d. Reading Comprehension

As one of the skills in reading, comprehension takes the essential part in the aspects of reading because it is associated with the requirement to perform identifiable cognitive and procedural tasks such as taking a test and writing a text or paper (Shih in Zhang and Seepho, 2013, p. 54). Comprehension means understanding the content of reading text. According to Woolley (2011, p. 15), reading comprehension is a process in order to create a meaning from the text. It also means as the interaction between the reader and the text (Gupta and Ahuja, 2014, p. 38). In line with this, Davey and Miller, 1990; Pulido and Hambrick, 2008 (in Al-Jamal, Al Hawamleh, and Al-Jamal, 2013, p. 338) added that reading comprehension as the result (product) of that interaction. Reading comprehension involves word knowledge (vocabulary) which related to learners’ mind and rationale (Pang, et al, 2003, p. 14).

The role of background knowledge in reading comprehension is known as schemata. Thus, when the learners face the new text that they read, they have already had their previous knowledge which helps them in recognizing the content of the text. As an active process, reading to comprehend the text makes the learners can attract and engage actively in
order to construct the meaning from the text. In line with that, Lems, Miller, and Soro (in Angesti, 2011, p. 10) state that reading comprehension ability is the ability to construct meaning from a given written text. Reading comprehension is not a static competency; it varies according to the purpose for reading and the text that is involved.

The activity in reading comprehension involves drawing inferences from the text which the writer uses to communicate his/her ideas and viewpoints. A way the reader making meaning from the text is an intrinsic motivation because it promotes the application of strategies that foster self-monitoring of reading comprehension (Gersten et al. 2001; Vaughn et al. 2000 in Woolley, 2011, p. 15). In conclusion, reading comprehension is reading to understand the text. It is an active reading in which the reader able to catch the point, specific/certain information from the text, and be able to make an inference.

e. Micro and Macro Skills of Reading Comprehension

In setting the objective of teaching reading comprehension, difficulties are often found in deciding which reading sub-skills need to teach earlier and which sub-skills need to teach later. When such problem is encountered, a list of micro-skills and macro-skills by Brown (2004, p. 187-188) can be used as reference in making decision as it arranges those skills systematically with the purpose of serving as taxonomy of skills.
The micro-skills refer to retain chunks, process writing at an efficient rate of speed, discriminate among graphemes, and recognize particular meaning, core of words, classes of grammatical words, patterns, rules, and cohesive devices in written discourse. Meanwhile the macro-skills imply the reader’s focus on the larger element, such as recognize the rhetorical forms, communicative functions, infer context, links, connections between event, detect main idea, supporting sentence, new information, culturally specific references, distinguish literal and implied meaning, and develop some strategies in reading. A total of 14 skills make up the list of reading comprehension (Brown, 2004, p. 187-188).

1) Micro-skills
   a) Discriminate among the distinctive graphemes and orthographic patterns of English,
   b) Retain chunks of language of different lengths in short-term memory,
   c) Process writing at an efficient rate of speed to suit the purpose,
   d) Recognize a core of words, and interpret word order patterns and their significance,
   e) Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms,
   f) Recognize that a particular meaning may be expressed in different grammatical forms, and
g) Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

2) Macroskills

a) Recognize the rhetorical forms of written discourse and their significance for interpretation,

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

c) Infer context that is not explicit by using background knowledge,

d) 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,

e) Distinguish between literal and implied meanings,

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

g) 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.

Some skills of reading comprehension have been widely identified by the experts. As Hildreth (in Hussein, 2012, p. 239) classifies the components of reading comprehension are “follow the sequence of ideas, grasp details, catch the general significance and implications of statements made, and to
evaluate them and make the inferences from them.” In addition, Carrol (in Hussein, 2012, p. 239-240) states that the elements of reading comprehension skills including “remembering the meanings of the words, following the structure of the passage, finding answer to questions answered explicitly or in paraphrase, recognizing the writer’s purpose, attitude, tone, and mood, and drawing references from the context”. Furthermore, Janzen and Stoller (in McKee, 2012, p. 46) identify ten processes or strategies of reading comprehension, such as “identifying a purpose for reading, previewing, predicting, asking questions, checking predictions or finding and answer to the questions, connecting the text to prior knowledge, summarizing, connecting one part of the text to another, and recognizing text structure”. Based on the above theories, the researcher can draw some indicators of reading comprehension, such as identify the main idea of the text, find out specific or certain information from the text, guessing the meaning of a certain word, and make an inference.

Besides the skills of reading comprehension, it is also important to recognize the levels of reading comprehension itself. As stated by Zintz (in Hussein, 2012, p. 240), reading comprehension levels can be classified into “literal comprehension or the pre-interpretive skills, interpretive skills, and evaluative skills”. Moreover, Logan (in Hussein, 2012, p. 241) assumes that the levels of reading comprehension are consisting of “literal level, inferential level, and critical level”. The literal meaning refers to the ability in identifying the words in the text based on the facts or knowing the general or
specific information from the text (Herber in Hussein, 2012, p. 241). Inferential level refers to the ability to make inferences from the text that has been read (McGullough in Hussein, 2012, p. 241). Meanwhile, critical level means the readers can give certain comments to the text and can judge it based on their own ideas (Durrell in Hussein, 2012, p. 241). Besides understanding the skills of reading comprehension, Pang, et al (2003, p. 17) argue that in the practical reading instruction, the teacher should be able to use the information of the texts which contains the familiar topics to the students. These make the students involves in teaching reading process actively. Therefore, the following indicators which were constructed in this research are:

1) Students are able to determine the topic of the text.
2) Students are able to locate the main idea of the text.
3) Students are able to find out the certain or specific information from the text.
4) Students are able to guess the meaning of a certain words which include the synonym or the opposite meaning of the words.
5) Students are able to make an inference from the text given.

f. Testing Reading Comprehension

Reading comprehension passage can be used to test students’ reading comprehension (Brown, 2004, p. 186). In line with this, Brown (2004, p. 188) added that there are some possible assessment criteria for reading
comprehension. The criteria show the principal of reading comprehension strategies which include:

1) Identify the purpose in reading text,
2) Apply spelling rules and conventions for bottom-up decoding,
3) Use lexical analysis (prefixes, roots, suffixes, etc) to determine meaning,
4) Guess the meaning of certain words, idioms, etc from the text,
5) Skim the main idea from the text,
6) Scan the specific information from the text,
7) Use silent reading techniques/methods for rapid processing,
8) Use marginal notes, outlines, charts, or semantic maps for understanding and retaining information,
9) Distinguish literal and implied meanings, and
10) Capitalize on discourse markers to process relationships.

Those criteria can be used as a reference to assess reading comprehension skills. By considering to the criteria, the test maker will be easier to determine how far the students comprehend the text. In line with this, Nuttal (1996, p. 221-225) classifies some possible method to test comprehension of the text which consist of no ‘best method’, discrete point versus integrative methods, the cloze test and gap-filling tests, multiple choice tests, short answer tests, ‘real life’ methods, information-transfer techniques, and alternative integrated approaches. Adjusting to the syllabus of Junior High School to the eighth grade students, the material used in this research was recount text. There were 30 multiple choice items constructed with four options.
2. Shadowing

a. The Nature of Shadowing Method

Lambert (1992, p. 266) defined shadowing as “a paced, auditory tracking task which involves the immediate stimuli, for i.e. word-word repetition, in the same language, parrot style, of a message presented through headphones.” Thus, in doing shadowing method, the learners repeat what speaker’s say. They are not merely heard, but they also attempt to repeat and shadow it at the same time. This is used for the beginners in order to learn the target language where they have to listen and speak simultaneously before they attempt to interpret. Shadowing is a method in which the learners repeat or shadow and imitate the words or sentences of what the speaker’s say immediately without pause time.

Basically, shadowing is suggested by using headphone or earphones. However, Shiota’s study (2012, p. 73) found that shadowing can also be used in the classroom without special equipment because it is the simple way to be applied into the class. According to Tamai (2002, p. 181), shadowing is an act or a task of listening in which the learner tracks the speech that they hear and repeats it as exactly as possible while listening attentively to the incoming information. Further, shadowing is divided into two types, one focusing on prosodic knowledge known as prosodic shadowing and another on meaning known as content of shadowing. In order to understand the spoken utterance listener has to recognize the individual words in that utterance and prosodic
shadowing helps listener to recognize word by word and after the students recognize all words, then he/she does content shadowing.

According to Hamada (in Kuo and Chou, 2014, p. 14), shadowing is the act or task in listening which related to the track of speech that someone’s hear and vocalize. The tendency of listeners when repeat the words that they heard help them to stimulate their episodic memory by storing numerous independent memory of every word. Moreover, it should be stated in clear voice, while the others try to produce the information which is given by the speaker. In addition, Arguelles (2010) in his website note says that shadowing is a kind of simultaneously imitating, repeating, and recording of foreign language voices that accompany a manual of bilingual texts.

People probably think that shadowing is similar to audio lingual method (ALM). However, the distinction between shadowing and audio lingual method is that in audio lingual method, learners learn language through repetition. The students are asked to repeat the forms from their teacher. This activity may not really help the students in the process of learning English at class especially in listening skill because when doing repetition after the speaker, the students may lose their attention. There is a delay time which may break the students’ attention. Hsieh, Dong and Wang’s study (2013, p. 57) show that the main difference between repetition and shadowing method in teaching learning process at class is shadowing method requires more short term memory rather than the repetition. They also added that the Shadowing Method, on the other hand, enabled the participants to use
the flow of the sentences without wasting much effort on short term memory and text reading.

Furthermore, Rost (2005, p. 517) also defines shadowing as a method which uses direct or paraphrased repetition. Listener is asked to repeat what the speaker says in the same language and in a close paraphrase. Another definition of shadowing is defined by Hamada, (2012, p. 4) who states that shadowing is the immediate process of repeating speech, while repeating as silent task because it allows the learners to do silent pauses in order to reproduce speech. Therefore, it can be concluded that shadowing is the activity which occurs between speaker and listener. This activity involves listener and speaker in conversational interaction where the listeners can actively repeat and imitate what the speaker’s say and say it in the same language or close paraphrase. Hamada (2012, p. 5) has summarized the steps of Shadowing Method from different writers as shown in table 2.1 to table 2.4:

### Table 2.1. Murphey’s Shadowing Steps (2001)

<table>
<thead>
<tr>
<th>Steps</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete shadowing</td>
<td>Listeners shadow everything speaker says</td>
</tr>
<tr>
<td>Selective shadowing</td>
<td>Listeners select only certain words and phrases to shadow.</td>
</tr>
<tr>
<td>Interactive shadowing</td>
<td>Selective shadowing + listeners add questions and comments from the listeners into the conversation to make it more natural.</td>
</tr>
</tbody>
</table>

### Table 2.2. Takizawa’ Shadowing Steps (2002)

<table>
<thead>
<tr>
<th>Steps</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listen to the audio</td>
<td>Don’t read the text but only listen</td>
</tr>
<tr>
<td>Slash reading</td>
<td>Read by slashing, comprehending by chunks and check unknown words</td>
</tr>
</tbody>
</table>
Full shadowing  Practice repeatedly till reproducing 70% to 80%
Repeating and shadowing Repeated with the text and shadowing after that
Translation Translating slash by slash
Repeating (reproduction) Repeating, pause by pause
Translation Translate, pause by pause
Delayed shadowing Shadow, delaying by 3 or 4 words
Contents shadowing Shadowing, thinking about the meaning
Translating while listening Listening and translating simultaneously

| Table 2.3. Kadota and Tannai’s Shadowing Steps (2005) |
|----------------------------------|----------------------------------|
| **Steps** | **Details** |
| Mumbling | Listeners shadow by focusing not on their own pronunciation but on the incoming sounds they are listening to. |
| Synchronized reading | Listeners shadow the audio, reading aloud the script, stimulating every sound and intonation. |
| Prosody shadowing | Listeners try to shadow as they do in the synchronized reading without a script. |
| Content shadowing | Listeners shadow as well as focus on the contents of speech. |

| Table 2.4. Kurata’s Shadowing Steps (2007) |
|----------------------------------|----------------------------------|
| **Steps** | **Details** |
| Full shadowing | Listens to input then tries to repeat the auditory input as soon as it is heard. |
| Slash shadowing | The speaker purposely delivers their speech with pauses between phrases to give the shadower more time to recognize the words. |
| Silent shadowing | Full shadowing done in the head, sub vocalization. |
| Part shadowing | The shadower picks up the last word or the stressed words and just shadows these. |
| Parts shadowing + comment | The shadower adds their own comment. |
| Parts shadowing + questions | The shadower adds a question. |

The procedure of Shadowing Method which was done by Tim Murphey in 2001 was practically the same procedures with shadow-reading method. Commander and de Guerrero (2012, 2013) have explored Shadowing
Method in teaching reading and initially adapted from Tim Murphey’s Shadowing Method. Shadowing Method has been explored by many researchers who teach in EFL/ESL settings. In 1995, a professional researcher named Tim Murphey tried to use shadowing to teach English to Japanese learners at the non-native class and it showed a good result. Then, in 2001, he continued to explore shadowing method and name his own method as Conversational Shadowing which focused on teaching speaking.

Conversational Shadowing can be done in three ways, such as complete-shadowing, selective-shadowing, and interactive-shadowing (Murphey, 2001, p. 130). In selective shadowing, the learners repeat the whole words or sentences that are said by the speaker, for. i.e., the speaker says “I can play some instruments like piano and guitar”. The listener says “you can play some instruments like piano and guitar”. In selective shadowing, the listener just selects the key words of what speaker’s say, for. i.e., the speaker says “I can play some instruments like piano and guitar. The listener says “you play piano and guitar”. Meanwhile, in interactive shadowing, the listeners can add comments or questions, for. i.e., I can play some instruments like piano and guitar, then listener says “Oh really? You can play piano and guitar?” In relation to these procedures, Shadowing in Shadow-Reading includes complete and selective shadowing of the reading text. Therefore, in order to be successful in doing shadowing, the students should consider about these ways.
b. Shadow-Reading

After some years, since the use of shadowing in many EFL/ESL settings has become very popular for teaching English (speaking or oral skills and listening), recently, Commander and Guerrero (2012) have explored Shadow-Reading in which it was used for teaching reading. Shadow-reading is initially adapted from Conversational Shadowing by Murphey (2001). Shadow-Reading is one of the teachings reading methods in which the students can repeat what their friends say either by using complete or selective shadowing (Commander and de Guerrero, 2012, p. 8).

The students are engaged in conversational interaction because they work in pair. In shadow-reading, shadowing method is combined with summarizing and written-retelling which make the students able to comprehend the text. Here, the learners act as reader and shadower. Each of the reader and shadower has their own roles. The purpose of this method is used to teach low-proficient learners in reading. The lesson focused on the student, thus it is a kind of students-centered method.

c. Generating Students’ Reading Comprehension through Shadow-Reading

Shadow-reading not merely makes the students able to summarize and retell but it encourages their reading comprehension and retention of written English texts (Commander and de Guerrero, 2012, p. 8). It creates the meaningful imitation models. There are some procedures of conducting
Shadow-Reading in the classroom, such as training for shadow-reading, shadowing short sentences, and shadowing longer passages.

In shadow-reading, the teacher has to prepare the appropriate text based on the level/grade of the students. The teacher divides students into some pairs and tells them that they will act as the *reader* and *shadower*. In addition, the teacher also needs to explain the role of the *reader* and *shadower* before they perform shadow-reading method in class. The main steps of conducting Shadow-Reading in the classroom are described in Table 2.5.

<table>
<thead>
<tr>
<th>Interactional Phase</th>
<th>Non-Interactional Phase</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Students are in pairs, facing each other. Both of them (in Part 1) read the text silently. After performing Shadow-Reading, the <em>Reader</em> keeps the text and <em>Shadower</em> returns the text to the teacher.</td>
<td>After the students performed shadow-reading, they are required to produce what they have gotten into written form in order to measure their comprehension about the text.</td>
</tr>
<tr>
<td>b) Students engage in conversational interaction. They can use complete or selective shadowing during shadow-reading to help them attract the meaning from the text.</td>
<td></td>
</tr>
<tr>
<td>c) The <em>reader</em> reads the text out loud and <em>shadower</em> shadows it.</td>
<td></td>
</tr>
</tbody>
</table>

The role of Reader and Shadower:

a) *Reader* reads each sentence,

b) *Shadower* shadows each sentence three times: out loud, in low voice, and silently.

c) *Reader* reads each sentence again.

d) *Shadower* shadows each sentence selectively (repeat only key words).

e) *Reader* reads entire paragraph again.

f) *Shadower* summarizes paragraph.

The roles are reversed or they can exchange the position, the *reader* become *shadower* and *shadower* become *reader*.

Adapted from Commander and Guerrero (2013, p. 174)
d. The Strengths of Shadowing and Shadow-Reading Method

1. The Strengths of Shadowing Method

As stated by Kuo and Chou (2014, p. 15), shadowing has proven as the effective method in enhancing foreign language learners’ skills which has been conducted by many researchers, such as listening comprehension (Chen, 2006; Hamada, 2009, 2011, 2012; Lee, 2008; Lin, 2009), oral fluency (Lin, 2009, Murphey, 2001), pronunciation (Cheng, 2010; Lin, 2009; Schweda Nilson, 1990; Takeuchi, 2003; Tasanee, 2010), and reading comprehension (Commander and de Guerrero, 2012, 2013).

Hisaoka (2004, p. 19-20) reveals some advantages of Shadowing Method in teaching English at the class especially in listening and speaking skills. The following advantages are:

a) Shadowing helps students to encounter the fast speech

As mentioned before, the fast speech is one of the problems encountered by foreign or second learners. Native speakers tend to speak fast and use linking to connect the speech which makes the non-native listener difficult to follow what they say. Hisaoka (2004, p. 19) has found the study which is conducted by Torikai et al (2000) which revealed that shadowing method could improve learners’ ‘sub-vocalisation’; it means that the students learn to maintain what they have heard in their head. She further claims that this ability allows listener to analyze what they heard at the same time to keep the track of fast speech.
In addition, shadowing has effect on phonological processing in phonological memory. Shadowing improved the listener short-term memory (Onaha, 2004). By practicing shadowing, students have to practice holding auditory information temporarily in the phonological memory of their working memory system. The working memory here is refers to temporary verbal storage to the phonological loop, which consists of “a passive phonological store and an articulatory rehearsal process. Baddeley (in Onaha, 2004) stated that the phonological loop plays an important role in language and comprehension. Phonological loop related to articulation rate, repetition rate, and memory span. On the other hands, shadowing could bring the improvement of the articulation and the repetition rate which help the learners to process faster speech.

b) Shadowing made learners concentrate more in listening

One of the factors needed to successful listening to directly select to rich variety of acoustic features beyond linguistic aspect is attention (Rost, 2011, p. 21). In listening, attention is needed by the listeners in order to catch what the speaker says. Shadowing makes the learners concentrate on listening. Shadowing challenges the listener in echoing every single word of spoken utterance. It prevents them from ‘hearing’ without paying attention to the incoming information. Also, shadowing can change a passive listener to become an active listener.
c) Shadowing creates more chances in practicing the language

When the listener fails to shadow particular word in spoken utterance, they will try to re-shadow the utterance from the beginning because of their curiosity. The activities make the students become more familiar with the words that they have already caught and give them chances to practice more. Nishimura in Hisaoka (2004, p. 20) states that shadowing demands more practice in practicing the language than dictation. Shadowing gives the learners extra time to practice in pairs than the dictation does.

d) Shadowing motivates learners in learning a language

Some researches stated that the use of shadowing make the learners feel very interested in learning English at the class (Hisaoka, 2004, p. 20). It is not merely motivate them to work well in pair but also make them able to comprehend the speech. When the students have realized the benefits of shadowing, they may engage to shadow beyond the classroom.

2. The Strengths of Shadow-Reading

Shadow-reading method has been stated as the successful method to teach reading in ESL setting by Commander and de Guerrero in 2012 and 2013. They believe that shadow-reading may be useful and effective to be applied in second or foreign language settings due to some benefits. The following benefits are:
a) Shadow-reading offers the repeated chances in order to hear, articulate, understand, and internalize second language segments.

b) It provides the opportunity to monitor each other’s production, make corrections if necessary, and help each other to understand and produce the text. As the same process which provides affordance for mutual assistance in ZPD (zone of proximal development).

c) It promotes intelligent, transformative imitation of second language material and transfer segment that has been learned to the new contexts), especially in summarizing and written retelling.

d) It allows the students to engage in imitation in private speech (particularly during low voice and silent repetition), a process which might contribute to internalization.

e) It can be applied at any proficiency level. It depends on the complexity of the text which is selected.

f) It is an excellent way to develop paraphrasing and summarizing skills among advanced second or foreign language learners.

Moreover, instead of benefits, Commander and Guerrero (2013) also added that the time and also the length of the text might also affect the students while doing shadow-reading at class. Therefore, the text should be used based on the students’ levels or grades and the time should be managed effectively so that shadow-reading method can be more effective and meaningful to be applied in the classroom.
3. Guided Reading

a. The Definition of Guided Reading

Guided reading is one of teaching reading methods that allow learners to work in a small group. According to Fountas and Finnel (in Iaquinta, 2006, p. 413), guided reading is a teaching reading method which makes the students’ engage in a small group with guiding by the teacher in order to make them become struggle or independent in reading the text. As Johnson (2008, p. 170) stated that guided reading is a method which helps the students to work in a small group in order to learn or practice particular skills of reading. The skills are word identification, comprehension, and thinking strategies.

Guided reading is an effective way to improve learners reading skills (Fauziati, 2010, p. 33). It is stated as an effective method because the students work in a small group instruction which focuses on what the students need to learn (Iaquinta, 2006, p. 414). By using guided reading method, students do not merely read the text individually but they are also supported by the teacher in understanding the text.

b. The Roles of the Teacher and Students

Guided Reading has some procedures which makes the teaching reading process successful at class. In order to be successful in conducting guided reading, teachers should understand at each stage of the procedure of guided reading itself. Fountas and Pinnell (in Iaquinta, 2006, p. 417)
provided a framework for guided reading lesson for different kinds of learning in different ways where each element has a function related to students’ ability to construct meaning from the text. These components work together to form a unified whole and create a solid base from which to build comprehension. They are: 1) selecting the text, 2) introducing the text, 3) text reading, 4) discussing and revising the text, 5) teaching for processing strategies, 6) extending the meaning of the text, and 6) word work.

In order to ensure the essential elements from guided reading which is implemented and integrated through the instruction, the framework is presented for the lesson which has been adopted from Fountas & Pinnell (in Iaquinta, 2006, p. 416-417). The framework which represents the teacher’s role on each element of guided reading is illustrated in table 2.6.

<table>
<thead>
<tr>
<th>Before Reading</th>
<th>Teacher’s Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Selecting the text</td>
<td>1. Selects texts that will provide opportunities for students to expand their processing strategies.</td>
</tr>
<tr>
<td>2. Introducing the text</td>
<td>2. Prepare an introduction to the text that will help readers access and use all sources of information. Leave some opportunities for students to independently solve problems while reading. Introduce key words and their meanings. Practice using context to understand word meanings. Introduce key ideas and concepts. Help students understand how texts are structured.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><em>Guided Reading Lesson</em></th>
<th><em>Teacher’s Role</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Selecting the text</td>
<td>3. Teacher delivers the text to the reading groups of students. (The text should be appropriate to level/grade of the students).</td>
</tr>
<tr>
<td>4. Introducing the text</td>
<td>4. Teacher introduces the text that has prepared by the teacher to the groups of reading.</td>
</tr>
<tr>
<td>5. Provide some related information of the text (about word meanings)</td>
<td>5. Introduce key words and their meanings. Practice using context to understand word meanings. Introduce key ideas and concepts. Help students understand how texts are structured.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>During Guided Reading</th>
<th>commit to user</th>
<th>Teacher’s Role</th>
</tr>
</thead>
</table>

Table 2.6 Teacher’s Role in Guided Reading
<table>
<thead>
<tr>
<th>6. Reading the text</th>
<th>6. Using letter/sound knowledge to notice mismatches. Using letter/sound knowledge to know how words begin. Using letter/sound knowledge to solve words. Using letter/sound knowledge to check on reading. Listens in to individuals read a segment of the text orally. Interact with individuals to assist with problem solving. Observe reading behaviors and make notes about the strategy use of individual readers. At the reading table, each student begins to read the text aloud. While they read, the teacher confers with each reader briefly. The teacher “listens in” and takes notes on how the student is processing the text and occasionally helps an individual reader problem solve.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>After Guided Reading</strong></td>
<td><strong>Teacher’s Role</strong></td>
</tr>
<tr>
<td>7. Discussing and revising</td>
<td>7. Talk about the text with the students and encourage dialogue among them.</td>
</tr>
</tbody>
</table>

Every guided reading lesson is different because each group of readers has different strengths and needs. The following roles of guided reading as adapted from Johnson (2008, p. 171) are:

1) **Before Guided Reading Lesson**
   a. Engage in a conversation about the text.
   b. Understand the purpose of reading text.
   c. Raise questions about the text.
   d. Build the expectations about the text.
   e. Notice information from the text.

2) **During Guided Reading Lesson**
   a. Each of the students has a copy of the text.
   b. Read the whole text independently.
c. Use background knowledge and strategies effectively to construct the meaning.

d. Interact with the text (take notes, underlines, use post-its, etc.)

e. Request help when needed.

3) After Guided Reading Lesson

a. Have text discussions.

b. Revisit the texts to problem solving or finding evidence.

c. May engaged in word work.

d. May engage in extending the text.

c. The Procedures of Guided Reading

According to Johnson (2008, p. 171), the procedure of guided reading involves some steps, these steps are presented in the table 2.7.

<table>
<thead>
<tr>
<th>Table 2.7 Procedures of Guided Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify students and instructional needs</td>
</tr>
<tr>
<td>2. Identify suitable text at approximate instructional level</td>
</tr>
<tr>
<td>4. Design pre-reading activity</td>
</tr>
<tr>
<td>5. Create structure and design instruction</td>
</tr>
<tr>
<td>6. Decide on the mode of reading</td>
</tr>
<tr>
<td>7. Design a post-reading activity</td>
</tr>
</tbody>
</table>
d. The Strengths and Weaknesses of Guided Reading

The strengths of guided reading as stated by Fountas and Pinnel (in Iaquinta, 2006, p. 418) are:

1. Guided reading provides the necessary opportunity for teachers to explicitly teach reading strategies at the students’ individual levels.
2. Guided reading reinforces problem-solving, comprehension, and decoding.
3. It provides opportunities for establishing good reading habits and strategies.

Even though guided reading method gives the strengths to the students and teacher in teaching reading process, however, guided reading method also has the weaknesses. The weaknesses of guided reading method as stated by Iaquinta (2006, p. 418) are:

1. The teacher is dominant in teaching reading process because she/he has to guide the students until the end of the lesson.
2. Every guided reading lesson might be different because each group of readers has different strengths and needs.
3. It needs the skillful teaching that will help young readers learn the effective strategies they need to become independent.

4. Motivation

a. The Definition of Motivation

In order to have clear perspective of motivation in language learning, the researcher needs to explain the meaning of motivation as the moderate...
variable in this research. According to Gambrell (1996, p. 15), motivation plays the important role in teaching learning process. Motivation is the internal factors which push someone to do the activities in order to achieve something (Harmer, 2001, p. 98). Many researchers agreed that motivation is commonly the key to learn a language (Werner, Deci, and Maslow in Brown, 2007, p. 168). Dornyei (1998, p. 117) states that motivation is one of the key factors that influence the students in order to be successful in learning second (L2) or foreign language (FL).

Motivation itself refers to the attitude of the learners while learning foreign or second language in the class. Motivation is the process whereby goal directed activity is instigated and sustained (Pintrich and Schunk in Zolt and Dornyei, 1998, p. 118). According to Keller (in Schmidt, Boraie, and Kassabgy, 1996, p. 11), there are two major sources which make the learners successful in educational settings: ability and motivation. The ability is referring to what learners can do, whereas motivation related to what learners will do. In addition, Johnson (in Schmidt, Boraie, and Kassabgy, 1996, p. 11) defined motivation as the “tendency to expend effort to achieve goals”. It means that whatever its sources may come, motivation refers to something that exists (in varying strength) or does not exist and it can only be measured by observing the behavior (Bardwell and Braaksma in Schmidt, Boraie, and Kassabgy, 1996, p. 11). Based on Center on Education Policy (2012, p. 2), motivation as a central part in education affects students’ attitude in the class related to the lesson, teacher, their time and effort to stay studies. Motivation gives the
students such a power in order to be struggle and how they can perform the test even though it is difficult.

Moreover, Williams and Burden (in Harmer, 2007, p. 98) state that motivation related to what the individual decides to be done based on their ability and behavior which forces them to achieve the goals. Brown (2004, p. 168-169) stated that the theories of motivation can be classified into different perspectives; behavioristic, cognitive, and constructivist. These three views are presented in Table 2.8.

**Table 2.8 the Perspectives of Motivation’s Theory**

<table>
<thead>
<tr>
<th>Behavioristic</th>
<th>Cognitive</th>
<th>Constructivist</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Anticipation of reward.</td>
<td>1. Driven by basic human needs (exploration, manipulation, etc).</td>
<td>1. Social context.</td>
</tr>
<tr>
<td>2. Desire to receive positive reinforcement.</td>
<td>2. Degree of effort expended.</td>
<td>2. Community.</td>
</tr>
<tr>
<td>4. Security of group.</td>
<td>5. Internal, interactive forces in control.</td>
<td></td>
</tr>
</tbody>
</table>

The lack of motivation has become very serious consequences. It is difficult for the teacher to keep the lesson going on if the students do not have motivation. It will be an obstacle to the academic achievement. Even though the teacher, curriculum, or school is good, the unmotivated students will affect the entire classroom or school. However, higher motivated students will not merely present better academic performance but also having greater conceptual understanding, feel satisfy with the school, self-esteem, social adjustment, and social completion rate (Center on Education Policy, 2012, p. 2). Based on the explanation above, the researcher defines that motivation
refer to personal or impersonal factors whether it is from inside or outside the learners which influence them in achieving the set of goals.

b. Aspects of Motivation

Maehr and Archer (in Schmidt, Boraie, and Kassabgy, 1996, p. 11-12) identified “some of the key behavioral aspects of motivation are direction, persistence, continued motivation, and activity level.” From those aspects, it can be described that the first aspect (direction) relates to the decisions to attend to some things; second aspect (persistence) concentrates to the action or attention on an activity for an extended duration; while third is continued motivation which means returning to the activity without being obliged to; and the last is activity level which relates to the intensity or effort (in Schmidt, Boraie, and Kassabgy, 1996, p. 11-12).

According to Harmer (2007, p. 98), motivation can be classified into two aspects, they are intrinsic and extrinsic. Intrinsic motivation is related to the activity which attempts to do by someone based on their good feeling and desire to reach their own goals (Deci, 1975; Deci and Ryan, 1985 in Vallerand, et al, 1992, p. 1004-1005). In addition, intrinsic motivation is also include someone’s pleasure, willingness, and satisfaction when doing an activity (Deci in Pelletier, et al, 1995, p. 36). Moreover, Harmer (2007, p. 98) added that intrinsic motivation can produces better results than extrinsic because it brought them to love the teaching learning process. In relation to this, Deci et al (as cited in Chang, 2005, p. 10) found that intrinsic motivation
has significant effect on students’ learning and performance in an empirical study. Thus, the researcher defines intrinsic motivation as the motivation which derives from the inside of the students. It can be their interests, efforts, eagerness, and their expectation in learning a foreign/second language in order to achieve the goals of learning.

Meanwhile, extrinsic motivation is something that helps someone to pursue their own goals from many variety of behavior (Deci in Vallerand, et al, 1992, p. 1006). In line with this, Deci and Ryan (in Tremblay et al, 2009, p. 214) state that extrinsic motivation refers to something that did not derive from someone’s self-determined, but it comes from the external factors (e.g. rewards). Therefore, extrinsic motivation is actually refers to motivation which derives from the outside of the learners. It also refers to the outside factors of the students, such as desire to pass the exam, wish to get the reward. Therefore, the students might be motivated in teaching learning process by enjoying that process itself or by their own desires and needs. By having such a spirit, it will automatically engage them in teaching learning process.

Besides those two motivations, the best known motivation in second language learning are integrative and instrumental motivation in which it is constructed by Gardner (in Schmidt et al, 1996, p. 11-12). An instrumental orientation identifies the learners’ need when they want to learn the target language in order to pass examinations or for obtaining the better career for their future. An integrative orientation is identified when learners state that
they want to learn a foreign language because they are attracted to the target language culture or the language itself. The integrative orientation implies an interest in interacting with target language speakers, and may not necessarily include willingness or desire to actually integrate into the target language group. Bailey in (Brown, 2004, p. 175) described the correlation between these two groups of the motivation as described in table 2.9.

<table>
<thead>
<tr>
<th></th>
<th>Intrinsic</th>
<th>Extrinsic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrative</td>
<td>L2 learners wish to integrate with their own culture</td>
<td>The others wish the L2 learners to know the L2 for integrative reasons</td>
</tr>
<tr>
<td>Instrumental</td>
<td>L2 learners wish to reach the goals by exploited their language</td>
<td>External power wants L2 learners to learn L2</td>
</tr>
</tbody>
</table>

Adapted from Bailey in Brown (2004, p. 175)

Souhreshjani and Naseri (2011, p. 663) assume that those four motivation are related among others. Intrinsic and integrative motivation refers to personal or internal factors. Thus, the purpose of both motivations is to learn language for their own sake. Meanwhile, the extrinsic and instrumental motivation related to someone’s purpose in order to obtain something from the outside. It means that someone does not learn language for their own sake but rather to fulfill the requirement or want to get the rewards.

Therefore, those motivation affect the way the students’ learning language at class. Those types of motivation have a big influence in teaching and learning process. From those aspects, it describes on how the students learn the language and acts toward all the process in the classroom.
c. The Characteristic of Motivated Students

As mentioned by Brown, there are several learner factors which affect language learning in the classroom, these factors include self-esteem, inhibition, risk taking, anxiety, and motivation (Aebersold and Field, 1997, p. 8). Brown in Afdaleni (2013, p. 198-199) added that motivation is one of the most influence factors in learning English. The learners who has strong motivation, they will be a successful learners. Moreover, Jacobson (2009, p. 6) argues that “students who are alienated or disaffected generally have lack of motivation to attend school and to engage in learning at class.” The researcher agreed that if the students have no or less motivation to learn a foreign or second language, they will fail to accomplish the goals of the lesson because they will get the bad result of the achievement. As Deci (in Chang, 2005, p. 9) stated that the effect of motivation has strongly affect learners’ achievement.

Ur (1996, p. 275) identifies some characteristic of motivated students which includes positive task orientation, ego involvement, need for achievement, high aspirations, goal orientation, perseverance, and tolerance ambiguity. In line with that, Chang (2005, p. 70) states intrinsic motivation has significantly related to students’ level of motivation. It was become a powerful energy and should emphasis to someone who learns FL. He also added that extrinsic motivation has strongly related to cognitive and affective
strategy. Thus, the students who have high motivation can be easily engage in various kinds of learning strategies.

Moreover, Jacobson (2009, p. 4) states motivated students are the students who engage in teaching learning process and be able to use a method or strategies in order to get a new knowledge and skills. From the explanation related to the characteristic of motivated students, the researcher draws that the motivated students are the students who have high interest to the lesson or material being studied, they are able to seek help from other resources, and they attempt to reach the better result in order to achieve the goals of the learning.

d. Measuring Motivation

Tollefson (2000, p. 64) says that some theories of motivation can be used by the teachers to analyze the interactions between him/her and students and to develop patterns of interactions with their students that may enhance their students’ willingness to expand effort in achievement related to the tasks. In order to measure motivation, there are some aspects that should be paid attention. As stated by Tillery and Fishbach (2014, p. 335), there are two aspects; outcome-focused motivation and process-focused motivation. The following description of measuring motivation is presented in table 2.9.

<table>
<thead>
<tr>
<th>Cognitive and affective measures</th>
<th>Outcome-focused motivation</th>
<th>Process-focused motivation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Accessibility and higher accessibility and better memory for</td>
<td>Higher accessibility and better memory for</td>
<td>(Not typically used to measure</td>
</tr>
<tr>
<td>Behavioural Measures</td>
<td>Outcome-focused motivation</td>
<td>Process-focused dimensions of motivation</td>
</tr>
<tr>
<td>----------------------</td>
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<td>------------------------------------------</td>
</tr>
<tr>
<td><strong>2. Evaluation and</strong>&lt;br&gt;devaluation (conscious&lt;br&gt;and non-conscious)</td>
<td>Positive evaluation of goal-congruent&lt;br&gt;constructs (means, objects, people)</td>
<td>Positive evaluation of the process&lt;br&gt;experience from process (Not typically not used to measure&lt;br&gt;process-focused dimensions of motivation)</td>
</tr>
<tr>
<td><strong>3. Experience</strong>&lt;br&gt;(Not typically not used to measure&lt;br&gt;outcome-focused motivation)</td>
<td>Negative evaluation of goal-incongruent&lt;br&gt;and goal-unrelated constructs (temptations,&lt;br&gt;distractions)</td>
<td>(Not typically used to measure&lt;br&gt;process-focused dimensions of motivation)</td>
</tr>
<tr>
<td><strong>4. Perceptual biases</strong>&lt;br&gt;(Visually perceptual biases congruent with&lt;br&gt;active goals)</td>
<td>Positive evaluation of the process&lt;br&gt;experience from process&lt;br&gt; (Not typically not used to measure&lt;br&gt;process-focused dimensions of motivation)</td>
<td></td>
</tr>
</tbody>
</table>
which are internal and external. Also, it was used in order to construct some indicators of motivation which involves interests in learning English, eagerness in learning English, future expectation, efforts in learning English, other supports (parents, friends, tool or media), classroom climate, and task/test performance.

B. Review of Related Studies
To strengthen this research, there are some relevant studies about Shadowing which includes Shadow-Reading. The following previous researches are:

1. Exploring Conversational Shadowing (Murphey, 2001)
As the person who explored Conversational Shadowing, Murphey stated that there are some researchers have reported some positive effects in the use of shadowing to test students’ high school and also the university students by using parallel and shadowed readings with native speaker recordings. He also added that the students have showed the significant result gains on norm-reference tests after a few weeks of intensive shadowing. The participants of this study were 4 students, he saw the second Japanese students has shown the improvement especially in mastering the words; the 1st shadower could master more than 1.292 words and 2nd shadower master more than 2.295 words (Murphey, 2001, p. 136). The students used selective (select key words and utterances) and interactive shadowing (add comments and questions). He argued that research in exploring conversational shadowing showed the improvement of the foreign learners and contributes
the good method to non-native students (FL) because students can learn shadowing by repetition and imitation techniques.

2. Extensive Reading and The Effect of Shadowing (Nakanishi and Ueda, 2011)

Takayuki Nakanishi and Atsuko Ueda (2011) were investigated the effect of extensive reading (ER) and shadowing performance on reading comprehension tests. The writers reported some results study about the effect of extensive reading (ER) that has been conducted by many researchers in English Language Teaching setting in Japan. They explained that ER helps the students in the development of reading skill in Japanese High School students and University students. The writers stated that the effect of ER not merely influences reading proficiency but also the linguistic aspects as shown in the result study of Yamashita (2008). ER initially has made the students get highly motivated and they believed that ER may develop the positive attitude toward learning L2. The writers realized that some studies have lacked in control groups which made them hard to determine whether the claimed effects resulted from the ER treatment or not. They stated that study on shadowing should be developed in order to know whether shadowing has the effect or not.

Method that has been used by the writers was experimental study. 89 Japanese university students aged 18-20 years old were taken as the subject of research which majoring in Human science. The sample divided into four groups in which consist of two experimental groups and two control groups.
as the distinction. Twenty students attended an ER only class (Group 1) and 22 students attended (ER and Shadowing class, group 2). The two control groups were translation-based classes (n = 21 students and n = 24 students, respectively). These two control groups were taught using traditional translation method in which students were given short English passage to translate into Japanese and asked to answer comprehension questions concerning the passage. In the translation-based class, the students were required to translate about two to three paragraphs into Japanese every week. They were not required to read books outside the class or write book reports and they have to read approximately four to five pages a month. The data were analyzed using descriptive statistics which included mean score and standard deviation. ANOVA was used to analyze the variants in evaluating the relationship among four groups’ scores.

Based on result, the writers found that according to the posttest scores, extensive reading improved students’ reading comprehension it is shown from the figures. Even though a group difference could not be detected, posttest scores showed substantial improvement. Posttest has shown the substantial improvement of this activity. While compared with ER and Shadowing, it showed more gains on posttest scores, which means it was indicated that Shadowing seem enhance the effects of extensive reading. Thus, the results showed no difference among these four groups, it means that ER or ER plus shadowing drawn almost the same result as other conventional teaching methods (as done in control groups). ER and ER plus shadowing
inside and outside the classroom are at least as effective as conventional teaching, however they unable to say that ER is superior or more effective than traditional teaching.

The writers concluded that extensive reading could improve students’ reading comprehension. Posttest has shown the substantial improvement of this activity. While compared with ER and ER-Shadowing, it showed ER-Shadowing more gains on posttest scores, which means it was indicated that Shadowing seem enhance the effects of extensive reading. Thus, the results showed no difference among these four groups, it means that ER or ER plus shadowing drawn almost the same result as other conventional teaching methods (as done in control groups). ER and ER-shadowing inside and outside the classroom are at least as effective as conventional teaching, however the writers unable to say that ER is superior or more effective than traditional teaching.

3. The Effect of Conversational Shadowing on Teaching and Learning

    Conditional Sentences (Nekoueizadeh and Bahrani, 2013)

Marziyeh Nekoueizadeh and Taher Bahrani (2013) were investigated the effect of conversational shadowing on teaching and learning conditional sentence. They explained that conditional sentences are one of the important parts of English grammar. The writers described the unreal situation that often used in conditional sentence. The writers realized that learners got difficulties to produce, comprehend, and imitate the syntactic and semantic structure. They considered that conversational shadowing is an important
second language teaching method in the field of language teaching, mainly attempts to demonstrate the tangible its effect on learners’ oral performance for using conditional sentences. According to Murphey (2001), shadowing is a technique in which learner wishing to learn a skill by selecting only certain words and phrases through communicate and interaction with another (mentor), while that person is employing their expertise on a value-producing assignment.

The writers used experimental study as the method of research. 60 English learners from five intact classes at the intermediate level in one language institute whose English knowledge was determined to be based on the placement test given to them by the institute. The writers, however, in order to make sure that the participants were at the intermediate level prior to the main data collection, a Nelson proficiency test was given to the students. After the scores were obtained, 30 of them whose scores were one standard deviation above or below the mean were selected as intermediate level. The standardized proficiency pretest signified that the selected groups were unfamiliar with the target structures prior to the posttest while the study, the experimental group meta-cognitively centralizing their attention to language form and meaning of conditional sentences by shadowing everything that their instructor says during interaction and communication. The paired sample t-test computed between the means of the pre-test and post-test showed that there was a statistically significant difference between the performances of the selected group on the post-test.
Based on the result, the writers found that the results of the paired sample t-test of zero-conditional revealed a significant difference from pre-zero conditional to post-zero conditional session. The writers stated that the conversational shadowing method has positive impact on teaching and learning zero-conditional. Moreover, the writers analyzed the result of the students' answers in the post-test showed that conversational shadowing had positive impact on teaching and learning the conditional sentences.

The writers concluded that by elaborating the impede issues involved in the teaching and learning English conditionals, was provided to consider that conversational shadowing as an method has positive effect on enhancing learners’ oral performance in terms of the use of relative clause. The writers stated the results reflected an insight that conversational shadowing supports learning of learners. The findings provided some pedagogical implications for teaching conditionals in developing and improving conversational shadowing. In real, they concluded that conversational shadowing as an important second language teaching method in the field of language teaching has tangible effect on learners' performance by engaging them in their own learning.

4. A Preliminary Study of Applying Shadowing Technique to English Intonation Instruction (Hsieh, Dong, and Wang, 2013)

Kun-Ting Hsieh, Da-Hui Dong, and Li-Yi Wang were investigated a preliminary study of applying Shadowing technique to English intonation Instruction. They stated that the importance and necessity of intonation training have been undervalued, and empirical studies on developing second
language (L2) intonation pedagogy are urgently needed. The aim of this study was to find out whether shadowing technique from interpretation practice can be used to promote English intonation acquisition.

Method that has been chosen by the writers was experimental study. Fourteen non-English major students from National Taiwan University (NTU) were recruited and divided into control group and experimental group. Based on the result, the writers found that the results of mean score analysis and Independent Sample t-test from SPSS 13.0 are elaborated. Unlike studies done by Wennerstrom (1998) and Shen (1990), the present study did not focus on the patterns of intonation produced by NSs or NNSs. Moreover, they explained the efficacy of applying shadowing technique to pronunciation training was the main focus of the study. They have done analysis based on the sentences instead of words. Mean score analysis and Independent Sample t-test were carried out with the scores obtained from MyET program in order to understand if the learners’ intonation and other aspects of pronunciation, which contain global features, were improved. The scores in word pronunciation, fluency, and intonation in both the control and experimental groups were compared so as to further understand which parts, at word or sentence level, improved significantly. The variables of the present study, which were pronunciation (at word level), fluency, intonation, and overall performance, were adopted from MyET.

They presented the study which focuses on understanding if there were possibilities that the shadowing technique could be implemented
effectively, leading to EFL learners’ intonation improvement. Although the variables in this study focused on were from MyET program, the contents were matched to global features, such as function word, content word, phrasal boundary, and sentence-final intonation in Wennerstorm’s (1994) study. The results of the pre-test showed no significant differences between the control and experimental groups in any of the four aspects of pronunciation. In order to find out whether the students improved their pronunciation after shadowing techniques were introduced, they conducted a post-test for both groups.

The improvements were made by the writers after the application of the shadowing technique in pronunciation. The average score differences between the two groups in pronunciation, fluency, and intonation were approximately 8, 9, and 9 points respectively. The overall score of the experimental group was above that of the control group by almost 9 points. Therefore, the writers indicate that the shadowing skill can be applied to EFL learners’ pronunciation training at both the word and sentence levels as seen from the improvements at word and sentence levels were very similar (intonation improved by 9 points and word pronunciation increased by 8 points), and these improvements appear to have contributed to the overall improvement. An independent sample t-test was carried out to test the significance of differences between the two groups. Table 6 shows that the p values of ‘overall’, ‘pronunciation’, ‘fluency’, and ‘intonation’ were less than 0.05 (0.000, 0.002, 0.001, and 0.001 respectively). It has been noticed that the F scores for overall and pronunciation are significant, meaning that the
variances are significantly great for these two measures. Thus, the t-values in ‘Equal variances not assumed’ were used for these two measures.

The writers stated the result indicates significant differences between the control and experimental group in terms of applying shadowing and repetition techniques to pronunciation instruction. Since the experimental group performed better than the control group in all four aspects of pronunciation measured in this study, the result of the independent sample t-test concludes that the experimental groups performed significantly better than the control group. The writers stated the standard deviations of the students in the experimental group have improved in all four measures. This may indicate that the general performance of the students in the experimental group has become more stable than that of the students in the control group. However, the variances between students in overall performance and pronunciation (Std. Deviation in table 5 and F scores in table 6) are still significant (Sig. =0.08 and 0.043).

The writers have drawn the conclusion by stating that shadowing helps learners adapt to the flow of English sentences. On the other hand, shadowing technique enabled the participants to get used to the flow of the sentences without wasting effort on short-term memory and reading text. The shadowing technique contributed to better overall pronunciation performance than the repetition technique, which denotes that the use of the shadowing technique in pronunciation instruction is effective, but neglected.
The writers strongly stated that the shadowing technique is proven to be effective and helpful in pronunciation instruction. Yet, more studies should be devoted to other relevant topics in which translating or interpreting skills are applied to ELT, such as the efficacy of using back translation in students’ English writing practice and the adoption of note-taking skills from consecutive interpretation for specifically depicting the weaknesses of learners’ listening comprehension. They suggested that the overall performance and pronunciation of some students in both groups may vary from time to time, and that special attention needs to be paid to these two aspects in teaching.

5. Effect of Conversational Shadowing on Enhancing Iranian EFL Learners’ Oral Performance Based on Accuracy (Amoli and Ghanbari, 2013)

This study was investigated to what extent conversational shadowing improves the level of accuracy of 40 EFL students studying English in an English institute at intermediate level in Tehran. The results of the study showed that shadowing helps the participants use correct form of simple past tense. It was because shadowing allowed learners to hear everything twice, providing more neural weight to the utterance from hearing it, producing it, and again hearing it from one’s self. In addition, they suggest that shadowing should be carefully used with students who lack motivation or self regulation. They suggest conventional shadowing in classroom should follow the learning of content in learning structures. For example, teachers can use
shadowing along with interesting communicative materials. By doing this can reduce learner anxiety in the shadowing process and allow them to dedicate greater cognitive resources to the activity.

6. Reading as Social Interactive Process: The Impact of Shadow-Reading in L2 Classrooms (Commander and de Guerrero, 2013)

Millie Commander and Maria C. M. de Guerrero were investigated Reading as a social interactive process: The impact of shadow-reading in L2 classrooms. They stated that unlike research in reading which focuses on data from individuals reading independently, this study identified second language (L2) college students’ reading processes that occurred within dyadic peer interactions during shadow-reading, a collaborative procedure based on repetition and summarizing. The aims of this study were to find out processing strategies which are used in the learners’ collaborative talk to comprehend the text during shadow-reading and whether shadow-reading contribute to comprehension and retention as evidenced in the recalls of students who did shadow-reading when compared to those who did not.

The method of research was mix method (quantitative and qualitative). The participants were two groups of Spanish-speaking learners taking their first basic English as a second language (ESL) course at a private university in Puerto Rico. Upon admission to the university, the students scored at the lower end of the English as a Second Language Achievement Test (ESLAT), a College Board ESL achievement test which ranges from 200 to 800 points. One group, which was formed of two intact sections of the
same basic course, was exposed to shadow-reading. Although all students in these two sections received the shadow-reading intervention, only those students who were present at each phase of the data collection procedure were selected as participants. A total of 26 students, 11 females and 15 males, were thus selected for the shadow-reading intervention.

Based on the result, the writers found that during comprehension-enabling talk, strategies were identified, specifically dealing with pronunciation, orthography, word recognition, lexical access, or syntactic processing. The writers drew the conclusion by stating that this study was set out to explore the effectiveness of conversational shadowing when adapted for reading by low-proficient ESL learners. Data were obtained from two sources to address the two purposes of the study: identification of processing strategies during the joint interactions that the learners’ engaged in as they were shadow-reading and comparison of the written recalls of the shadowing and no-shadowing readers. The data obtained to address the first purpose revealed two broad types of strategies: comprehension-enabling and comprehension-building. The comprehension-enabling strategies emerged as learners jointly sought solutions to language-based obstacles related to lower-level skills in reading: phonological, orthographic, word recognition, lexical, and syntactic processing. Aspects of syntactic processing were specifically identified: disambiguation, tracking of referents, and discourse signaling. Students resorted to word segmentation, spelling, chunking, and translation in response to their partner’s explicit or implicit request for assistance or
expression of difficulty with a language-related situation. In contrast, during comprehension building talk, three types of strategies were generated: inference, elaboration, and meta-cognitive awareness.

An analysis of the findings suggests that when students encountered problems in comprehension of the text, it was for the most part due to a language-based difficulty. Therefore, interactions that solved the problems served as stepping stones that “enabled” comprehension. On the other hand, when language-based aspects were not problematic, as in comprehension-building talk, interaction took on a more cognitive function that helped “build” comprehension through collaborative discussions of idea-related difficulties. This dichotomy is somewhat related to Swain’s (2000) description of collaborative dialogue which includes problem-solving and knowledge. Swain states that the collaborative effort made by participants enables them to explore what they say, reflect on it, and construct new meaning (Commander and de Guerrero, 2013). The second purpose of the study focused on the comparison of the written recalls produced by students who performed shadow-reading and those who did not.

The data revealed the superiority of the shadowing group, an outcome that can be attributed to three facilitative mechanisms of shadow-reading. First, the interactive nature of shadow-reading promoted supportive assistance and feedback between partners and allowed them to adjust to their respective ZPDs to either solve language-related problems or clarify comprehension difficulties. Second, the strategies that the students used...
contributed to deeper processing of language and construction of knowledge in their output. Third, repetition and recasting utterances in shadow-reading created opportunities for continued practice with language and ideas. Repetition in shadow reading is not the mere echoing of a stimulus, but the opportunity to focus attention on in-coming utterances and to decode and reprocess input for production and comprehension. The close combination of listening and repeating reinforces comprehension through the reconstruction of speech not only through repetitious shadowing but also in oral summarizing. The importance of repetition in L2 acquisition has been pointed out by Duff (2000): “frequency of exposure to input is a fundamental factor in determining its saliency and the likelihood that it will be noticed and acquired” (p. 110). In this case, frequent repetition in the various forms of shadowing and summarizing had a significant effect on comprehension and retention.

7. The Effectiveness of Pre and Post Shadowing in Improving Listening Comprehension Skills (Hamada, 2014)

Hamada’s study was aimed to reveal whether or not Shadowing can be effective to improve listening comprehension skills. The participants of this study were 56 freshmen at a Japanese National University. A group of 32 students majoring in engineering (M27, F5) and another group of 24 students majoring in international communication and culture (M5, F19) were selected. This research was a kind of experimental research. The two groups were considered to be equally balanced initially (t[29] = 1.11; p > .05). The
mean score of the pre-shadowing group increased by 0.53, while the post-shadowing group increased by 0.84. The results showed that the post-shadowing group improve with statistically significant differences (t [23] = 2.17, p < .05, r = .41), however, the pre-shadowing group, did not (t [31] = 1.26, p > .05, r = .22). These results suggest that the post-shadowing group improved their listening comprehension skills after a limited one month period of shadowing practice. The post-shadowing group alone improved their listening comprehension skills with statistically significant differences.

At least three interpretations might account for this result, they were:

a. First, the issue of learners' attention and anxiety during practice sessions may account for higher performance in the post-shadowing group.

b. Second, the difficulty of the target passages might result in higher scores in the post-shadowing group.

c. Third, the activation of previously learned items (i.e., schema) through shadowing practice might account for the higher scores of the post-shadowing group.

The researcher argued that shadowing method is an effective way to improve students’ listening ability and it will be useful when done after learning the target contents.

8. The Effect of Shadowing on EFL Learners’ Oral Performance in Terms of Fluency (Zakeri, 2014)

Zakeri’s study was aimed to investigate the effect of Shadowing on EFL learner’s oral performance in terms of fluency. The participants of this
study were forty learners which selected randomly. They were all learning English in the same institute in Tabriz, Iran. The age range was 20 to 28 with the mean of 24. They were randomly divided into two groups, each consisting of twenty students. Regarding their proficiency level, they were almost all placed in the Intermediate level by interviews. Although they had all passed through the Pre-Intermediate level, interviews were done to make sure that the groups were homogeneous rather than heterogeneous. The method of this research was experimental study. In collecting data, the researcher used the recordings in order to transcribe and analyze students’ fluency. Then, the raw data was fed into SPSS software for further analysis. To compare the two sets of scores, descriptive statistics and Independent Samples t-test were conducted.

The researcher stated that the result of the data collection the participants from the experimental group had a higher mean in comparison to the ones in the control group (15.38> 7.75). The mean of the experimental group was almost double rather than the mean of the control group. This proves that shadowing was an effective technique in fostering the fluency of the participants in the experimental group. This difference was also statistically significant. In other words, the hypothesis that shadowing improves learners’ performance in terms of fluency was confirmed. The researcher strongly stated that shadowing can give the opportunities to the students in speaking skill especially in fluency.

Aprilliana’s thesis was aimed to reveal whether or not shadowing method can enhance students’ listening ability in recognizing words. The method of research was classroom action research (CAR). It was conducted in three cycles with four steps of Classroom Action Research (CAR) procedures; planning, acting, observing, and reflecting. She used purposive sampling and the sample of this research was VIII E class of SMPN 1 Rasau Jaya in Kebu Raya District, West Kalimantan. The data was collected by using observation, questionnaire, interview, and research diary. From the data, she revealed that shadowing method can enhance students’ listening ability in recognizing words. It includes the ability to identify sounds of the words, similar sound words, find out the explicit information, and rewrite the heard words. It was showed in mean scores which increase from 50.69 in pre-test to 74.62 in the post test. Then, she also stated that shadowing method can improves students’ word recognizing skill and concentration while listening to the audio. Based on the result, she strongly argued that shadowing method can help young learners improve their listening ability.

C. Rationale

1. The Difference between Shadow-Reading and Guided Reading to Generate Students’ Reading Comprehension
Shadow-Reading is a kind of shadowing methods; it is originally developed by imitating from Conversational-Shadowing Method. Shadow-Reading is used to generate students’ reading comprehension. Shadow-Reading gives a chance to the students to work in pair or they will work with their partners. In shadow-reading, students have their own roles and act as the reader and shadower. In brief, shadow-reading is good to let the students read and comprehend the text by their own ways.

The benefit of using shadow-reading is that students will be actively involved in reading activities at class. Both of the students will become active reader and listener, and they both appreciate their roles since they need information held each other in order to complete the task. Moreover, more feedbacks can be given from their partner, which is usually not possible done by the teacher considering the amount of students in a class, or in large scale group where the students commonly passive and just listen to their teacher.

On the other hand, guided reading trains students by teacher’s guiding. This method gives the students chance to work in small groups of reading. It provides the students with structured activities of reading. In guided reading, students are invited to master reading skills which include word identification, comprehension, and thinking strategies. It also allows for explicit teaching of strategies for using cueing systems and meaning making, e.g. asking questions, locating information, and inferring the text. It provides a context for teaching about how language is used for specific purposes, sets a
clear purpose for reading through focus questions, and supports students to read for meaning at a literal, inferential and evaluative level.

However, guided reading does not give the chance for the students to practice reading by themselves (teacher-centered). It does not provide the opportunities for students to articulate, pronounce the words as in shadow-reading, and push FL learners to concentrate on what they are listen to. Also, it cannot make students to comprehend the text in an easy and rapid way. Therefore, it will make the students being less motivated in reading the text. In accordance with the explanation above, it can be predicted that shadow-reading is more effective to generate students' reading comprehension than guided reading.

2. The Difference between Student with High Learning Motivation and Low Learning Motivation in Reading

Motivation considered as one of the key influencing factors in language learning which is associated with good performance of students in reading. Motivation will enable students to generate students to comprehend the material and apply the appropriate analytical skills or relate to real-world situations. A motivated student thinks beyond what he sees, reads, listens, and feels. Moreover, a motivated student will be able to come up with new unexpected ideas or be able to comprehend the text which is given to them better than low motivated students do. In language learning situation, motivation poses some benefits for the students as it is believed to affect language acquisition, reception, and production. For instance, both English
receptive skills involve motivation in the accepting written or spoken ideas. As a result, a motivated student can produce their own understanding both in written and spoken smoothly and verily.

On the contrary, students who have low motivation need to be struggle in reading class. Their motivation in reading the text seems less. Their effort regardless to their achievement in performing reading tasks is insufficient. They are generally discouraged from reading the longer text or passages. Therefore, it is difficult for them to comprehend the text easily when the teacher asks them to finish performing the tasks. They become lazy in doing the tasks. Also, their reading skills will be poor especially in comprehension. They will get difficulties in achieving good result in teaching reading process. They tend to work slowly due to limited ideas they generate or, in worse case, they will act passively when they are stuck and unable to overcome their own problem in learning. This creates an extra work for the teacher to pay attention to the students having low motivation, or else they will be left behind the rest of the class. Based on those explanations, it can be assumed that students with high learning motivation have better reading comprehension than those who have low learning motivation.

3. The Interaction between Reading Methods and Students’ Motivation

Shadow-reading is a student-centered method which emphasizes on students’ responsibility on sharing knowledge in peer group learning model. They have to ask their partner in turn for information they are not understand well, so that in the end both members have the same understanding about the
reading text. In doing so, student often encounters problem that his/her reading cannot be understood clearly by his partner. Therefore, it is important for him/her to be motivated in reading the text, so that they can read the text more clearly and their partners will be easier to understand the text. It can be done by reading the text (one sentence twice) especially when they met a long sentence. So, it is assumed that students having high motivation will get benefit more from shadow-reading method than students having low motivation.

Meanwhile, guided reading is a teacher-centered method that requires the students to repeat and work in group where the teacher as the center. The teacher takes control of everything in the classroom, including providing the text, giving role model, and correcting mistakes. The students do not have chance to practice reading by themselves; they just accept what the teacher gives passively. For motivated students, this kind of activity might be boring and not interesting since they are not given chance to develop their reading ability especially in comprehending the text. However, for those who are less motivated, this kind of activities may suit they best. The characteristics of students with low motivation have close relationship with guided reading where the students do not have to do more in understanding the content of the text by themselves. Therefore, it can be assumed that guided reading is more effective for students with low motivation than those having high motivation.

The explanations above show that the implementation of two different methods for generating reading comprehension gives different result to the
students having high and low motivation. It is predicted that there is an interaction between teaching methods and students’ motivation in order to generate students’ reading comprehension.

D. Hypothesis

Based on review of related literature and rationale, the hypothesis can be formulated as follows:

1. **In overall, Shadow-Reading Method is more effective than Guided-Reading to generate students’ reading comprehension.**

2. **In overall, students with high motivation have better reading comprehension than those who are having low motivation.**

3. **There is an interaction between teaching methods and students’ motivation to generate students’ reading comprehension.** The result of students’ reading comprehension depends on the student’s motivation. The students who are generated by using Shadow-Reading Method have better reading comprehension than those who are taught by using Guided Reading Method for students with high motivation. The students who are taught by using Guided Reading Method have better reading comprehension than those who are generated by using Shadow-Reading Method for students with low motivation.
CHAPTER III

RESEARCH METHODOLOGY

A. Research Setting

The research was conducted in SMP Negeri 1 Singkawang. It is located on Jl. Merpati No.91a, West Singkawang in Singkawang City, West Kalimantan Province. It is one of the State Junior High Schools in West Singkawang District. The school has become the destination of Elementary School graduate as it is considered as the best Junior High School in that district. There were a total of 19 classrooms evenly divided for class VII, VIII, and IX. Each class consists of approximately 32 students.

The school provides several additional rooms which are used for teaching learning process, such as language laboratory, science laboratory, computer room, library, and various sport fields. This research was carried out at the eighth grades students in the academic year 2014/2015. The total number of eighth grade was 206 students. This school was purposefully chosen as the setting of the research because in the last seven years, there has been no research concerning English language teaching conducted in this school even though the school is in the center of the city. Another consideration is that the location of the school is in reachable distance from the researcher’s living place.

This research was initiated to be on going since September 2014, in which the researcher started to gather preliminary data about the setting of the research through indirect interview. There were some phases that the researcher has to go through before the research is officially completed. The phases were include
composing and revising research proposal, developing instruments, seminar on research proposal, conducting research, collecting the data, analyzing the data, and writing the report. The following schedule below was the schedule illustration of the research activities. It was begun from thesis proposal until writing report of the research.

Table 3.1 Time and Schedule of the Research Activities

<table>
<thead>
<tr>
<th>Activities</th>
<th>Sept ‘14</th>
<th>Okt ‘14</th>
<th>Nov ‘14</th>
<th>Dec ‘14</th>
<th>Jan ‘15</th>
<th>Feb ‘15</th>
<th>March ‘15</th>
<th>April ‘15</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Composing Proposal and Revising proposal</td>
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<tr>
<td>2. Developing Instruments</td>
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<tr>
<td>3. Proposal Seminar</td>
<td></td>
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<td></td>
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<td></td>
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<tr>
<td>4. Conducting Research</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>5. Collecting the Data</td>
<td></td>
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</tr>
<tr>
<td>6. Analyzing the Data</td>
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</tr>
<tr>
<td>7. Writing the Report</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**B. Profile of Reading Class**

In teaching reading, the teacher used syllabus based on *Kurikulum Tingkat Satuan Pendidikan (KTSP)*. The reading skill was stated on the material of teaching and learning. There were two genres of the texts which are taught in the second semester at eighth grade of Junior High School. They were narrative and recount text. During the teaching and learning process in the classroom, the teacher used teaching reading method. The method was used in order to make the students feel enjoy during teaching learning process in the classroom.
C. Research Method

This research was a kind of experimental research. Experimental research is a research in which the researcher can manipulate the treatment conditions. Creswell (2012, p. 295) states that in the experiment, the researcher tests an idea or strategy to identify whether or not it affect the dependent variable. The purpose of experimental research is to determine possible cause and effect between independent and dependent variables. Thus, in the experimental research, the researcher attempts to control variables which influence the outcome and the effect of it can be systematically hanging one or more variables.

There were two variables of this research; dependent and independent variables. The dependent variable was students’ reading comprehension. Meanwhile, the independent variables consist of two kinds of variables, namely active and attributive variable. An active independent variable is a variable that a researcher can manipulate (Ary, et al., 2002, p. 311). The active independent variables in this research were Shadow-Reading and Guided Reading. In contrast, an attribute independent variable is a variable that the researcher cannot actively manipulate (Ary, et al., 2002, p. 311). In this research, the attribute variable was students’ learning motivation. Further, the researcher used attributes variable into this research by assigning subject to groups based on such preexisting variables. The independent variables of either type are known as factors. Therefore, this research used a factorial design.

Factorial design is a design in which the researcher can simultaneously assess the effect of two or more independent variables on the dependent variable.
(Ary, et al., 2010, p. 311). According to Vogt (in Creswell, 2012, p. 311), factorial designs initially represent a modification of the between-group design in which the researcher studies two or more categorical, independent variables and each of them examined at two or more levels. The purpose of factorial design is “to study the independent and simultaneous effects of two or more independent treatment variables on an outcome” (Creswell, 2012, p. 311). Factorial design allows the researcher to examine the interaction of independent variables in order to have a better understanding of the result of an experiment. This research applied the simplest factorial design 2 x 2. In this design, both independent and dependent variables have two levels. The design is illustrated in table 3.2:

<table>
<thead>
<tr>
<th>Students' Motivation (B)</th>
<th>Methods (A)</th>
<th>Shadow-Reading (A₁)</th>
<th>Guided Reading (A₂)</th>
</tr>
</thead>
<tbody>
<tr>
<td>High (B₁)</td>
<td>A₁B₁</td>
<td>A₂B₁</td>
<td></td>
</tr>
<tr>
<td>Low (B₂)</td>
<td>A₁B₂</td>
<td>A₂B₂</td>
<td></td>
</tr>
</tbody>
</table>

Note:

A₁ : The reading comprehension score of students who were taught by using Shadow-Reading.

A₂ : The reading comprehension score of students who were taught by using Guided Reading.

B₁ : The reading comprehension score of students who have high motivation.

B₂ : The reading comprehension score of students who have low motivation.

A₁B₁ : The reading comprehension score of students who have high motivation who were taught by using Shadow-Reading.
A_1B_2 : The reading comprehension score of students who have low motivation who were taught by using Shadow-Reading.

A_2B_1 : The reading comprehension score of students who have high motivation who were taught by using Guided Reading.

A_2 B_2 : The reading comprehension score of students who have low motivation who were taught by using Guided Reading.

D. Population, Sample, and sampling

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

1. Population

Johnson and Christensen (2000, p. 158) say that population is the set of all elements. The population of this research is all the eighth grades of SMPN 1 Singkawang in the academic year of 2014/2015. The VIII grades of SMPN 1 Singkawang are divided into six classes, those are: VIII A, VIII B, VIII C, VIII D, VIII E, and VIII F.

2. Sample

A sample is a set of elements taken from a larger population (Christensen, 2000, p. 158). According to Arikunto (2006, p. 131), sample is a half or representative of the population which is being researched. Based on the theories, the researcher decides to take only 60 students or two classes from all of population as the sample of this study. Each of those two classes was used as an experimental group and the other class as a control group.
3. Sampling

Sampling is the process of selecting members of a research sample from a defined population, usually with the intent that the sample accurately represents that population (Gall, 2003, p. 636). Thus, in this research, the researcher used cluster random sampling. Cluster random sampling is a sampling in which group are randomly selected (Gay, 1992, p. 132). In this case, the samples were determined from two pre-existing classes which were used as experimental and control groups. It was carried out by doing lottery. The lottery was carried out towards the six classes of the population. Each group has the same possibility to be the sample of the research. By using six folded papers which represent the six classes, then, it was randomly picked two classes in order to be selected as the sample of the research. One of the selected classes would be treated by using Shadow-Reading and the other by using Guided Reading.

A coin toss was used in order to decide which of the classes would be as the experiment and control group. Furthermore, each of the sample class was divided based on their learning motivation. Thus, both of the classes consisting of two groups: high learning motivation students and low learning motivation students. One of the two classes was taught by using Shadow-Reading and other class was taught by using Guided Reading, so there were four groups: (1) students with high learning motivation who were taught by Shadow-Reading; (2) students with high learning motivation who were taught by Guided Reading; (3) students with low learning motivation who were taught by Shadow-Reading; (4) students with low learning motivation who were taught by Guided Reading. Meanwhile, one of the
other four classes was used as try out class whose students became the subject for testing validity and reliability of reading comprehension test and questionnaire.

E. Technique of Collecting the Data

Fraenkel and Wallen (1993, p. 101) explain that data are the kinds of information researchers obtain on the subject of their research. The data of this research were obtained from the result of the questionnaire of students’ learning motivation and the scores of reading comprehension test. The score of students’ learning motivation was done by a non-test (questionnaire) and a test technique (reading comprehension test) was applied. The result of the motivation test from both experiment and control group classified the students into high or low learning motivation.

Moreover, the test is constructed as the collecting data which is related to the students’ improvements after the treatment is given to both groups. There was a try-out test in order to get information dealing with the characteristics of the test. This kind of test is very essential to be conducted, in order to know the validity or reliability of the test.

1) Questionnaire

The validity of the questionnaire was analyzed by using following formula (Biserial Point Correlation):

\[ r_{pb} = \frac{M_p - M_e}{S_D} \sqrt{p q} \]

if \( r_0 \) is higher than \( r_t \), it means that the item is valid. Then, in order to know the reliability of the questionnaire, the following formula was used:
There are forty items of the learning motivation questionnaire. The result of the tryout of the questionnaire of the learning motivation was shown that all the items are valid and reliable. Due to the result, none of the item was eliminated or deleted; therefore, all the items could be used.

2) Reading Comprehension Test

The validity of the reading comprehension test items were analyzed by using the following formula (Biserial Point Correlation):

\[ T_{ik} = \frac{k}{k-1} \left( 1 - \frac{\sum S_{it}^2}{S_{t}^2} \right) \]

\[ S_{t}^2 = \frac{\sum X_{it}^2}{n} \quad \text{and} \quad S_{t}^2 = \frac{\sum X_{t}^2}{n} \]

if \( r_0 \) is higher than \( r_t \), it means that the item is valid. There are 30 items that has been tryout to the students. From those items, 24 items were known as valid, but one item were qualified as valid but easy. Thus, 1 item was deleted, the rest was 23 valid items and categorized as moderate. After that, it was continued by calculating the valid items in order to seek the reliability of the test items. The following formula of reliability is:

\[ T_{ik} = \frac{n}{n-1} \left( 1 - \frac{M(n-M)}{n S_{t}^2} \right) \]
F. Technique of Analyzing the Data

Data analysis is aimed at testing the research hypotheses. The descriptive and inferential statistics were used in order to analyze the data. The descriptive statistics is used to know the mean, median, mode standard deviation, histogram, and polygon of students’ scores in reading comprehension. Inferential statistics is used to test the research hypothesis. Testing hypothesis is conducted in order to manage the research data which are in the form of numbers, so that it can produce a real conclusion. It is also used to test whether the hypothesis of the research is accepted or rejected.

ANOVA was used in order to analyze variance. It is used to know the variances which appear due to the different treatments as a basis for the conclusion whether or not there is the different mean of the population (Budiyono, 2003, p. 183). The procedure is also used to examine the significant effects of two independent variables to dependent variable. The two independent variables are methods which are called as ‘column’ (A: Shadow-Reading and Guided Reading) and the other independent variable (attribute/moderator variable) is called ‘row) (B: Students’ Motivation). To be clearer, the design is illustrated in table 3.3.

<table>
<thead>
<tr>
<th>Motivation</th>
<th>Methods</th>
<th>SR ($A_1$)</th>
<th>GR ($A_2$)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Motivation (B1)</td>
<td>$A_1B_1$</td>
<td>$A_2B_1$</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low Motivation (B2)</td>
<td>$A_1B_2$</td>
<td>$A_2B_2$</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Furthermore, ANOVA is also used to examine the significant interaction between the two independent variables to the dependent variable. Before applying
ANOVA, it is important to conduct the prerequisite test which consists of normality and homogeneity tests.

1. Prerequisites Test

   a. Normality Test

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

   \[
   Z_i = \frac{X - \bar{X}}{S} \quad \text{where} \quad S = \sqrt{\frac{\sum(X - X)^2}{n-1}} \quad \text{or} \quad S = \sqrt{\frac{\sum X^2}{n-1} - \frac{(\sum X)^2}{n}} = \sqrt{\frac{\sum X^2}{n-1}}
   \]

   \[
   F(Z_i) = 0.5 - F_s
   \]

   \[
   S(Z_i) = \frac{\text{Rank}}{\alpha n}
   \]

   \[
   L_0 = | F(Z_1) - S(Z_1) |
   \]

   If \( L_0 \) is lower than \( L_\alpha \), the sample is in normal distribution.

   b. Homogeneity Test

   This test is used in order to find out whether the data are homogeneous or not.

   \[
   \chi^2 = (ln10) \{B - \sum(n_i - 1) \log s_i^2\}
   \]

   Note:

   \[
   \chi^0 = \chi \text{ observation}
   \]
\( \chi^2 = \chi \) table the level of significance \( \alpha : 0.05 \) (7.815) if \( \chi^2_0 \) is lower than \( \chi^2 \), the data are homogeneous.

2. Hypothesis Testing

The hypothesis testing in this research used analysis of variance (ANOVA). It is also used to examine the significant effects of two independent variables to dependent variable. Furthermore, ANOVA is also used to examine the significant interaction between the two independent variables to dependent variable. Then the step used to calculate 2 x 2 ANOVA are:

a. The total sum of squares:

\[
\sum \frac{x^2}{n} = \sum x^2 - \frac{(\sum X)^2}{N}
\]

b. The sum of squares between groups:

\[
\sum \frac{x^2}{n} = \frac{(\sum X_1)^2}{n_1} + \frac{(\sum X_2)^2}{n_2} + \frac{(\sum X_3)^2}{n_3} + \frac{(\sum X_4)^2}{n_4} - \frac{(\sum X)^2}{N}
\]

c. The sum of squares within groups:

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

d. The between-columns sum of squares:

\[
\sum \frac{x^2}{n} = \frac{(\sum X_{c1})^2}{n_{c1}} + \frac{(\sum X_{c2})^2}{n_{c2}} - \frac{(\sum X)^2}{N}
\]
e. The between-rows sum of squares:

$$
\sum x_{br}^2 = \frac{(\sum X_{r1})^2}{n_{r1}} + \frac{(\sum X_{r2})^2}{n_{r2}} - \frac{(\sum X_{b})^2}{N}
$$

f. The sum of squares interaction:

$$
\sum x_{iwc} = \sum x_{i\cdot}^2 - (\sum x_{i\cdot c}^2 + (\sum x_{br}^2))
$$

g. The number of 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 = \( \sum(n-1) \)
- 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

(Ngadiso, 2009)

3. Tukey

After analyzing the data by ANOVA, Tukey test was used in order to perform the comparison of mean between cells in order to see the significant difference between groups or cells. The steps for calculating the Tukey test are:

a. Shadow-Reading is compared with guided Reading

\[ q = \frac{\bar{x}_{c1} - \bar{x}_{c2}}{\sqrt{\text{error variance} / n}} \]

b. High motivation is compared with low motivation

\[ q = \frac{\bar{x}_{r1} - \bar{x}_{r2}}{\sqrt{\text{error variance} / n}} \]

c. Shadow-Reading is compared with Guided Reading for students having high motivation

\[ q = \frac{\bar{x}_{c1} - \bar{x}_{c2}y_1}{\sqrt{\text{error variance} / n}} \]

d. Shadow-Reading is compared with Guided Reading for students having low motivation

\[ q = \frac{\bar{x}_{c1} - \bar{x}_{c2}y_2}{\sqrt{\text{error variance} / n}} \text{ or } q = \frac{\bar{x}_{c2} - \bar{x}_{c1}y_2}{\sqrt{\text{error variance} / n}} \]
The analysis of the result of the calculation are (1) $q_0$ is compared with $q_r$, if $q_0 > q_r$, the differences is significant; and (2) to know which one is better, the means are compared.

**G. Statistical Hypothesis**

After analyzing the data, it was continued to formulate the statistical hypothesis which consists of null hypothesis ($H_0$) and alternative hypothesis ($H_a$). The statistical hypotheses are:

a. The difference between Shadow-Reading ($A_1$) and Guided Reading ($A_2$) to generate students’ reading comprehension.

$H_0$: $\mu_{A_1} = \mu_{A_2}$

$H_a$: $\mu_{A_1} > \mu_{A_2}$

Note:

$H_0$: There is no difference in the effectiveness between Shadow-Reading and Guided Reading to generate students’ reading comprehension.

$H_a$: Shadow-Reading is more effective than Guided Reading to generate students’ reading comprehension.

b. The difference between the students having high motivation ($B_1$) and those having low motivation ($B_2$) in reading comprehension.

$H_0$: $\mu_{B_1} = \mu_{B_2}$

$H_a$: $\mu_{B_1} > \mu_{B_2}$
Note:

$H_0^c$: There is no difference in reading comprehension between students having high motivation and those having low motivation.

$H_1^c$: Students having high motivation have better reading comprehension than those having low motivation.

c. Interaction between teaching methods used, Shadow-Reading and Guided Reading (A), and students’ motivation (B) to generate students’ reading comprehension.

$H_0^d$: $\mu_A \times \mu_B = 0$

$H_1^d$: $\mu_A \times \mu_B > 0$

Note:

$H_0^d$: There is no interaction between teaching methods and motivation in generating students’ reading comprehension.

$H_1^d$: There is an interaction between teaching methods and motivation in generating students’ reading comprehension.

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CHAPTER IV
RESEARCH FINDING

A. Implementation of Research

There were two phases of the research preparations; initial and implementation phases. The complete activities were summarized in table 4.1

<table>
<thead>
<tr>
<th>Table 4.1 Implementation of the Research</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Initial Phase</strong></td>
</tr>
<tr>
<td>a. Conducting a preliminary study.</td>
</tr>
<tr>
<td>c. Preparing instruments of reading (reading comprehension test and questionnaire of motivation).</td>
</tr>
<tr>
<td>d. Conducting try out of reading comprehension test and questionnaire.</td>
</tr>
<tr>
<td>e. Analyzing the validity and reliability of the try out test and questionnaire.</td>
</tr>
</tbody>
</table>

| **2. Implementation Phase**              |
| a. Determining the sample of research by using lottery to decide two classes for experiment and control class. |
| b. Administering questionnaire of motivation to both experiment and control class. |
| c. Teaching and learning process of both classes. |
| d. Administering reading comprehension test. |
| e. Analyzing the result of questionnaire and reading comprehension test. |

1. Initial Phase

This phase was begun by conducting a preliminary study to the target school in order to get some information related to thesis title. Then, the researcher composed thesis proposal and prepared instruments of the research. Seminar proposal was hold on February 5th, 2015. The reading comprehension test and questionnaire were tried out at class VIII A. After obtaining the result of the tests, the final activity was continued by analyzing the try out test and questionnaire in order to know the validity and reliability of the instruments.
2. Implementation Phase

Before implementing the teaching reading method to the students, the researcher decided the two classes to be an experiment and control classes by using lottery. The two of the pre-existing classes had been chosen by using folded papers. Then, a coin toss was used to decide which of the classes would be experiment and control class. The implementation phase was conducted in two months. The questionnaire of students’ motivation was distributed to both experiment and control class in order to classify the level of the students’ motivation. Then, the teaching and learning process were carried out. The experimental class was taught by using Shadow-Reading and the control class was taught by using Guided Reading. The material used in this research is recount text.

The treatment was conducted for ten meetings. After the treatment, the reading comprehension test was distributed to the students on the 11th meeting in order to collect the students’ reading comprehension score. Before analyzing the data, the prerequisite test must be done. It consists of normality and homogeneity tests. The normality test was done in order to know whether or not the samples are in normal distribution. Meanwhile, the homogeneity test used in order to know whether or not samples are homogeneous. After computing the result of the tests, it was continued by analyzing the data by using descriptive and inferential statistic. The descriptive statistics was used in order to know the mean, mode, median, standard deviation, histogram, and polygon of the students’ score. Then, the inferential was used in order to test the hypothesis. The data analysis was
conducted by using multifactor analysis of variance 2x2 (ANOVA) and Tukey test.

B. Data Description

This research used data which was initially obtained from the post-test of students’ reading comprehension score. After the reading comprehension scores were obtained, they were then sorted in accordance with students’ learning motivation levels. The data in this research were classified into eight groups:

1. The reading comprehension score of students who were taught by using Shadow Reading (A1)
2. The reading comprehension score of students who were taught by using Guided Reading (A2)
3. The reading comprehension score of students who have high motivation (B1)
4. The reading comprehension score of students who have low motivation (B2)
5. The reading comprehension score of students who have high motivation who were taught by using Shadow Reading (A1B1)
6. The reading comprehension score of students who have low motivation who were taught by using Shadow Reading (A1B2)
7. The reading comprehension score of students who have high motivation who were taught by using Guided Reading (A2B1)
8. The reading comprehension score of students who have low motivation who were taught by using Guided Reading (A2B2)
The following descriptions below were described the data of each group:

1. The data of students who were taught by using Shadow Reading (A1). The descriptive analysis of the data of A1 shows that the range is from 53 up to 84, the mean is 68.37, the mode is 62.90, the median is 69.17, and the standard deviation is 8.39. The following frequency distribution, histogram, and polygon are shown in the table 4.2 and figure 4.1:

<table>
<thead>
<tr>
<th>Class Limits</th>
<th>Class Boundaries</th>
<th>Frequency (fi)</th>
<th>Midpoint (Xi)</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>53-56</td>
<td>52.5-56.5</td>
<td>3</td>
<td>54.5</td>
<td>10.00</td>
</tr>
<tr>
<td>57-60</td>
<td>56.5-60.5</td>
<td>3</td>
<td>58.5</td>
<td>10.00</td>
</tr>
<tr>
<td>61-64</td>
<td>60.5-64.5</td>
<td>5</td>
<td>62.5</td>
<td>16.67</td>
</tr>
<tr>
<td>65-68</td>
<td>64.5-68.5</td>
<td>3</td>
<td>66.5</td>
<td>10.00</td>
</tr>
<tr>
<td>69-72</td>
<td>68.5-72.5</td>
<td>6</td>
<td>70.5</td>
<td>20.00</td>
</tr>
<tr>
<td>73-76</td>
<td>72.5-76.5</td>
<td>4</td>
<td>74.5</td>
<td>13.33</td>
</tr>
<tr>
<td>77-80</td>
<td>76.5-80.5</td>
<td>4</td>
<td>78.5</td>
<td>13.33</td>
</tr>
<tr>
<td>81-84</td>
<td>80.5-84.5</td>
<td>2</td>
<td>82.5</td>
<td>6.67</td>
</tr>
<tr>
<td>Sum</td>
<td></td>
<td>30</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 4.1 Histogram and Polygon of Data A1
2. The data of students who were taught by using Guided Reading (A2).

The descriptive analysis of the data of A2 shows that the range is from 51 up to 80, the mean is 65.17, the mode is 67.17, the median is 65.95, and the standard deviation is 6.65. The following frequency distribution, histogram, and polygon are shown in the table 4.3 and figure 4.2:

<table>
<thead>
<tr>
<th>Class Limits</th>
<th>Class Boundaries</th>
<th>Frequency (fi)</th>
<th>(Xi)</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>51-55</td>
<td>50.5-55.5</td>
<td>3</td>
<td>53</td>
<td>10.00</td>
</tr>
<tr>
<td>56-60</td>
<td>55.5-60.5</td>
<td>4</td>
<td>58</td>
<td>13.33</td>
</tr>
<tr>
<td>61-65</td>
<td>60.5-65.5</td>
<td>7</td>
<td>63</td>
<td>23.33</td>
</tr>
<tr>
<td>66-70</td>
<td>65.5-70.5</td>
<td>11</td>
<td>68</td>
<td>36.67</td>
</tr>
<tr>
<td>71-75</td>
<td>70.5-75.5</td>
<td>2</td>
<td>73</td>
<td>10.00</td>
</tr>
<tr>
<td>76-80</td>
<td>75.5-80.5</td>
<td>2</td>
<td>78</td>
<td>6.67</td>
</tr>
<tr>
<td><strong>Sum</strong></td>
<td></td>
<td><strong>30</strong></td>
<td></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

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

*commit to user*
3. The data of students who have high motivation (B1).

The descriptive analysis of the data of B1 shows that the score is 53 up to 84, the mean is 68.77, the mode is 70.72, the median is 70.00, and the standard deviation is 5.89. Then, the following frequency distribution, histogram, and polygon are shown in the table 4.4 and figure 4.3:

<table>
<thead>
<tr>
<th>Class Limits</th>
<th>Class Boundaries</th>
<th>Frequency (f_i)</th>
<th>(X_i)</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>53-56</td>
<td>52.5-56.5</td>
<td>3</td>
<td>54.5</td>
<td>10.00</td>
</tr>
<tr>
<td>57-60</td>
<td>56.5-60.5</td>
<td>4</td>
<td>58.5</td>
<td>13.33</td>
</tr>
<tr>
<td>61-64</td>
<td>60.5-64.5</td>
<td>2</td>
<td>62.5</td>
<td>6.67</td>
</tr>
<tr>
<td>65-68</td>
<td>64.5-68.5</td>
<td>4</td>
<td>66.5</td>
<td>10.00</td>
</tr>
<tr>
<td>69-72</td>
<td>68.5-72.5</td>
<td>8</td>
<td>70.5</td>
<td>26.67</td>
</tr>
<tr>
<td>73-76</td>
<td>72.5-76.5</td>
<td>4</td>
<td>74.5</td>
<td>13.33</td>
</tr>
<tr>
<td>77-80</td>
<td>76.5-80.5</td>
<td>4</td>
<td>78.5</td>
<td>13.33</td>
</tr>
<tr>
<td>81-84</td>
<td>80.5-84.5</td>
<td>2</td>
<td>82.5</td>
<td>6.67</td>
</tr>
<tr>
<td><strong>Sum</strong></td>
<td></td>
<td><strong>30</strong></td>
<td></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Figure 4.3 Histogram and Polygon of Data B1
4. The data of students who have high motivation (B2).

The descriptive analysis of the data of B2 shows that the range is from 51 up to 80, the mean is 64.00, the mode is 63.00, the median is 63.31, and the standard deviation is 6.55. Then, the following frequency distribution, histogram, and polygon are shown in the table 4.5 and figure 4.4:

Table 4.5 Frequency distribution of B2

<table>
<thead>
<tr>
<th>Class Limits</th>
<th>Class Boundaries</th>
<th>Frequency (fi)</th>
<th>Midpoint (Xi)</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>51-55</td>
<td>50.5-55.5</td>
<td>3</td>
<td>53</td>
<td>10.00</td>
</tr>
<tr>
<td>56-60</td>
<td>55.5-60.5</td>
<td>3</td>
<td>58</td>
<td>10.00</td>
</tr>
<tr>
<td>61-65</td>
<td>60.5-65.5</td>
<td>16</td>
<td>63</td>
<td>53.33</td>
</tr>
<tr>
<td>66-70</td>
<td>65.5-70.5</td>
<td>3</td>
<td>68</td>
<td>10.00</td>
</tr>
<tr>
<td>71-75</td>
<td>70.5-75.5</td>
<td>3</td>
<td>73</td>
<td>10.00</td>
</tr>
<tr>
<td>76-80</td>
<td>75.5-80.5</td>
<td>2</td>
<td>78</td>
<td>6.67</td>
</tr>
<tr>
<td><strong>Sum</strong></td>
<td><strong>30</strong></td>
<td></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>

Figure 4.4 Histogram and Polygon of Data B2
5. The data of students having high motivation who were taught by using Shadow Reading (A₁B₁).

The descriptive analysis of the data of A₁B₁ shows that the range is from 70 up to 84, the mean is 75.00, the mode is 72.00, the median is 74.38, and the standard deviation is 4.04. Then, the following frequency distribution, histogram, and polygon are shown in the table 4.6 and figure 4.5:

<table>
<thead>
<tr>
<th>Class Limits</th>
<th>Class Boundaries</th>
<th>Frequency (fi)</th>
<th>Midpoint (Xi)</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>70-72</td>
<td>69.5-72.5</td>
<td>5</td>
<td>71</td>
<td>33.33</td>
</tr>
<tr>
<td>73-75</td>
<td>72.5-75.5</td>
<td>4</td>
<td>74</td>
<td>26.67</td>
</tr>
<tr>
<td>76-78</td>
<td>75.5-78.5</td>
<td>4</td>
<td>77</td>
<td>26.67</td>
</tr>
<tr>
<td>79-81</td>
<td>78.5-81.5</td>
<td>0</td>
<td>80</td>
<td>0.00</td>
</tr>
<tr>
<td>82-84</td>
<td>81.5-84.5</td>
<td>2</td>
<td>83</td>
<td>13.33</td>
</tr>
<tr>
<td>Sum</td>
<td></td>
<td>15</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

4.5 Histogram and Polygon of Data A₁B₁
6. The data of students having low motivation who were taught by using Shadow Reading (A₁B₂).

The descriptive analysis of the data of A₁B₂ shows that the range is from 51 up to 70.00, the mean is 59.43, the mode is 60.50, the median is 59.70, and the standard deviation is 4.89. Then, the following frequency distribution, histogram, and polygon are shown the table 4.7 and figure 4.6:

<table>
<thead>
<tr>
<th>Class Limits</th>
<th>Class Boundaries</th>
<th>Frequency (fi)</th>
<th>Midpoint (Xi)</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>51-54</td>
<td>50.5-54.5</td>
<td>3</td>
<td>52.5</td>
<td>20.00</td>
</tr>
<tr>
<td>55-58</td>
<td>54.5-58.5</td>
<td>3</td>
<td>56.5</td>
<td>20.00</td>
</tr>
<tr>
<td>59-62</td>
<td>58.5-62.5</td>
<td>5</td>
<td>60.5</td>
<td>33.33</td>
</tr>
<tr>
<td>63-66</td>
<td>62.5-66.5</td>
<td>3</td>
<td>64.5</td>
<td>20.00</td>
</tr>
<tr>
<td>67-70</td>
<td>66.5-70.5</td>
<td>1</td>
<td>68.5</td>
<td>6.67</td>
</tr>
<tr>
<td><strong>Sum</strong></td>
<td></td>
<td><strong>15</strong></td>
<td></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

**Figure 4.6 Histogram and Polygon of Data A₁B₂**
7. The data of students having high motivation who were taught by using Guided Reading (A2B1).

The descriptive analysis of the data of A1B2 shows that the range is from 51 up to 70, the mean is 60.23, the mode is 55.83, the median is 59.00, and the standard deviation is 5.95. Then, the following frequency distribution, histogram, and polygon are shown in the table 4.8 and figure 4.7:

<table>
<thead>
<tr>
<th>Class Limits</th>
<th>Class Boundaries</th>
<th>Frequency (fi)</th>
<th>Midpoint (Xi)</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>51-54</td>
<td>50.5-54.5</td>
<td>3</td>
<td>52.5</td>
<td>20.00</td>
</tr>
<tr>
<td>55-58</td>
<td>54.5-58.5</td>
<td>4</td>
<td>56.5</td>
<td>26.67</td>
</tr>
<tr>
<td>59-62</td>
<td>58.5-62.5</td>
<td>2</td>
<td>60.5</td>
<td>13.33</td>
</tr>
<tr>
<td>63-66</td>
<td>62.5-66.5</td>
<td>3</td>
<td>64.5</td>
<td>20.00</td>
</tr>
<tr>
<td>67-70</td>
<td>66.5-70.5</td>
<td>3</td>
<td>68.5</td>
<td>20.00</td>
</tr>
<tr>
<td>Sum</td>
<td></td>
<td>15</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 4.7 Histogram and Polygon of Data A2B1
8. The data of students having low motivation who were taught by using Guided Reading (A2B2).

The descriptive analysis of the data of A2B2 shows that the range of the score is from 60 up to 79, the mean is 67.90, the mode is 62.36, the median is 61.50, and the standard deviation is 6.01. Then, the following frequency distribution, histogram, and polygon are shown in table 4.9 and figure 4.8:

<table>
<thead>
<tr>
<th>Class Limits</th>
<th>Class Boundaries</th>
<th>Frequency (fi)</th>
<th>Midpoint (Xi)</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>60-63</td>
<td>59.5-63.5</td>
<td>5</td>
<td>61.5</td>
<td>33.33</td>
</tr>
<tr>
<td>64-67</td>
<td>63.5-67.5</td>
<td>3</td>
<td>65.5</td>
<td>20.00</td>
</tr>
<tr>
<td>68-71</td>
<td>67.5-71.5</td>
<td>2</td>
<td>69.5</td>
<td>13.33</td>
</tr>
<tr>
<td>72-75</td>
<td>71.5-75.5</td>
<td>3</td>
<td>73.5</td>
<td>20.00</td>
</tr>
<tr>
<td>76-79</td>
<td>75.5-79.5</td>
<td>2</td>
<td>77.5</td>
<td>13.33</td>
</tr>
<tr>
<td>Sum</td>
<td></td>
<td>15</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 4.8 Histogram and Polygon of Data A2B2
C. Prerequisite Test

Before testing the hypothesis by using inferential statistics, a prerequisite test; normality and homogeneity must be done. The normality test is done in order to identify whether or not the sample is normal distribution. Moreover, homogeneity test is used to know whether the data are homogeneous or not. Both normality and homogeneity tests were presented in the following section:

1. Normality Test

The normality test was used to determine whether or not the sample in this research is in normal distribution. The normality test was applied to reading comprehension scores for both experimental and control groups in accordance with the motivation levels. Afterward, Lilliefors test was employed to find out the normality of the data of reading comprehension scores. The following table 4.10 is presented the result of normality test.

<table>
<thead>
<tr>
<th>No</th>
<th>Data</th>
<th>Sample</th>
<th>(Lo)</th>
<th>(Lt)</th>
<th>(a)</th>
<th>Test Decision</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A1</td>
<td>30</td>
<td>0.131</td>
<td>0.161</td>
<td>0.05</td>
<td>H₀ is accepted</td>
<td>Normal</td>
</tr>
<tr>
<td>2</td>
<td>A2</td>
<td>30</td>
<td>0.147</td>
<td>0.161</td>
<td>0.05</td>
<td>H₀ is accepted</td>
<td>Normal</td>
</tr>
<tr>
<td>3</td>
<td>B1</td>
<td>30</td>
<td>0.124</td>
<td>0.161</td>
<td>0.05</td>
<td>H₀ is accepted</td>
<td>Normal</td>
</tr>
<tr>
<td>4</td>
<td>B2</td>
<td>30</td>
<td>0.140</td>
<td>0.161</td>
<td>0.05</td>
<td>H₀ is accepted</td>
<td>Normal</td>
</tr>
<tr>
<td>5</td>
<td>A1, B1</td>
<td>15</td>
<td>0.193</td>
<td>0.220</td>
<td>0.05</td>
<td>H₀ is accepted</td>
<td>Normal</td>
</tr>
<tr>
<td>6</td>
<td>A1, B2</td>
<td>15</td>
<td>0.154</td>
<td>0.220</td>
<td>0.05</td>
<td>H₀ is accepted</td>
<td>Normal</td>
</tr>
<tr>
<td>7</td>
<td>A2, B1</td>
<td>15</td>
<td>0.202</td>
<td>0.220</td>
<td>0.05</td>
<td>H₀ is accepted</td>
<td>Normal</td>
</tr>
<tr>
<td>8</td>
<td>A2, B2</td>
<td>15</td>
<td>0.203</td>
<td>0.220</td>
<td>0.05</td>
<td>H₀ is accepted</td>
<td>Normal</td>
</tr>
</tbody>
</table>

The summary of normality test by using Lilliefors test showed that all of the values (L₀) obtained are lower than Lₜ. Due to the result, it can be concluded that
based on teaching methods and motivation levels all the samples were in normal distribution.

2. Homogeneity Test

The test was done to find out whether or not the data are homogeneous. This test is important because homogeneity of the data shows that samples’ scores are well-formed. It can be stated that the data are homogeneous if $\chi_0^2$ is lower than $\chi_t^2$ at the level significance $\alpha = 0.05$. The following result is presented in table 4.11.

<table>
<thead>
<tr>
<th>Sample</th>
<th>df</th>
<th>$1/(df)$</th>
<th>$s_i^2$</th>
<th>$\log s_i^2$</th>
<th>df(Log) $s_i^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>14</td>
<td>0.07143</td>
<td>19.1714</td>
<td>1.2826545</td>
<td>17.957163</td>
</tr>
<tr>
<td>2</td>
<td>14</td>
<td>0.07143</td>
<td>25.2857</td>
<td>1.4028752</td>
<td>19.640252</td>
</tr>
<tr>
<td>3</td>
<td>14</td>
<td>0.07143</td>
<td>39.0667</td>
<td>1.5918064</td>
<td>22.285290</td>
</tr>
<tr>
<td>4</td>
<td>14</td>
<td>0.07143</td>
<td>41.9809</td>
<td>1.6230523</td>
<td>22.722732</td>
</tr>
<tr>
<td>$\Sigma$</td>
<td>56</td>
<td></td>
<td>82.6054</td>
<td></td>
<td>82.605436</td>
</tr>
</tbody>
</table>

Based on the above computation, the data shows that $\chi_0^2$ (3.54) is lower than $\chi_t^2$ at the level of significance $\alpha = 0.05$ (7.81) or $\chi_0^2 < \chi_t^2$ (3.54 < 7.81). Thus, it can be stated that the data are homogenous.

D. Hypothesis Test

The test can be conducted after the result of normality and homogeneity tests are calculated and fulfilled. The data analysis was conducted by using Multifactor Analysis of Variance (ANOVA) 2x2. The null hypothesis ($H_0$) is rejected if $F_0$ is higher than $F_t$ ($F_0 > F_t$). It means that there is a significant effect of two independent variables to dependent variable. After knowing that the null
hypothesis ($H_0$) was rejected, the analysis was continued by performing the comparison of the mean between cells to see where the significant difference by using Tukey Test. To identify which group was better, the means between cells were compared. The 2 x 2 ANOVA and following Tukey test are described in table 4.12 and table 4.13:

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>$F_0$</th>
<th>$F_t(.05)$</th>
<th>Test Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between columns</td>
<td>240.00</td>
<td>1</td>
<td>240.00</td>
<td>5.03</td>
<td>4.01</td>
<td>$H_0$ is rejected</td>
</tr>
<tr>
<td>Between rows</td>
<td>141.07</td>
<td>1</td>
<td>141.07</td>
<td>4.43</td>
<td>4.01</td>
<td>$H_0$ is rejected</td>
</tr>
<tr>
<td>Columns by rows</td>
<td>1793.07</td>
<td>1</td>
<td>1793.07</td>
<td>56.63</td>
<td>4.01</td>
<td>$H_0$ is rejected</td>
</tr>
<tr>
<td>Between groups</td>
<td>2174.13</td>
<td>3</td>
<td>724.71</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Within groups</td>
<td>1781.60</td>
<td>56</td>
<td>31.814</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>6129.87</td>
<td>59</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Motivation (B)</th>
<th>Methods (A)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>SR ($A_1$)</td>
<td>74.93</td>
<td>60.93</td>
</tr>
<tr>
<td>GR ($A_2$)</td>
<td>60.00</td>
<td>67.87</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>67.47</td>
<td>64.40</td>
</tr>
</tbody>
</table>

1. Because $F_0$ (5.03) is higher than $F_t$ at the level of significant $\alpha = 0.05$ (4.01), $H_0$ is rejected and the difference between columns is significant. It can be concluded that Shadow Reading to generate students’ reading comprehension at eighth grade of SMP Negeri 1 Singkawang differs significantly from Guided Reading. In addition, the mean score of students who are taught using Shadow Reading (67.47) is higher than those who are taught using Guided Reading.
(64.40). Therefore, it can be concluded that Shadow Reading to generate students’ reading comprehension is more effective than Guided Reading.

2. Because $F_0$ (4.43) is higher than $F_t$ at the level of significance $\alpha = 0.05$ (4.01), $H_0$ is rejected and the difference between rows is significant. It can be concluded that students having high motivation differs significantly from those who have low motivation. In addition, the mean score of students who have high motivation (67.93) is higher than those who have low motivation (63.94). It can be concluded that the students having high motivation have better reading comprehension than those who have low motivation.

3. Because $F_0$ interaction (56.63) is higher than $F_t$ at the level significant $\alpha = 0.05$ (4.01), $H_0$ is rejected and there is interaction between the two variables, the methods and students’ motivation in generating students’ reading comprehension at eighth grade of SMP Negeri 1 Singkawang. The mean score of students who are taught using Shadow-Reading (74.93) than those who are taught using Guided Reading (60.93) for students with high motivation. Meanwhile, the mean score of the students who are taught by using Guided Reading (67.87) is higher than those who are taught by using Shadow-Reading method (60.00) for students with low motivation. Therefore, it can be concluded that the effect of teaching methods to generate students’ reading comprehension depends on students’ level of motivation. Then, the researcher continued analyzing the data by using Tukey test. The following table 4.14 showed the result of Tukey test.
Table 4.14 Summary of Tukey Test

<table>
<thead>
<tr>
<th>Between groups</th>
<th>Sample</th>
<th>qo</th>
<th>qt(.05)</th>
<th>Category</th>
<th>Test Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>$A_1$-$A_2$</td>
<td>30</td>
<td>2.98</td>
<td>2.89</td>
<td>Significant</td>
<td>$H_0$ is rejected</td>
</tr>
<tr>
<td>$B_1$-$B_2$</td>
<td>30</td>
<td>3.88</td>
<td>2.89</td>
<td>Significant</td>
<td>$H_0$ is rejected</td>
</tr>
<tr>
<td>$A_1B_1$-$A_2B_1$</td>
<td>15</td>
<td>9.61</td>
<td>3.01</td>
<td>Significant</td>
<td>$H_0$ is rejected</td>
</tr>
<tr>
<td>$A_1B_2$-$A_2B_2$</td>
<td>15</td>
<td>5.40</td>
<td>3.01</td>
<td>Significant</td>
<td>$H_0$ is rejected</td>
</tr>
</tbody>
</table>

1. Because $q_0$ between columns (2.98) is higher than $q_t$ at the level of significance $\alpha = 0.05$ (2.89), applying Shadow Reading differs significantly from Guided Reading to generate students’ reading comprehension. Because the mean of $A_1$ (67.47) is higher than $A_2$ (64.40). It can be concluded that Shadow Reading is more effective than Guided Reading to generate students’ reading comprehension.

2. Because $q_0$ between row (3.88) is higher than $q_t$ at the level of significance $\alpha = 0.05$ (2.89), it can be concluded that students who have high motivation and those who have low motivation are significantly different in their reading comprehension. Because the mean of $B_1$ (67.93) is higher than $B_2$ (63.94), it can be concluded that the students who have high motivation have better reading comprehension than those who have low motivation.

3. Because $q_0$ between cells $A_1B_1$ and $A_2B_1$ (9.61) is higher than $q_t$ at the level of significance $\alpha = 0.05$ (3.01), applying Shadow Reading differs significantly from Guided Reading to generate students’ reading comprehension to the students who have high motivation. Then, the mean of students who have high motivation or $A_1B_1$ (74.93) is higher than $A_1B_2$ (60.00). It can be concluded...
that applying Shadow Reading is more effective to generate students’ reading comprehension than Guided Reading for students who have high motivation.

4. Because $q_0$ between cells A1B2 and A2B2 (5.40) is higher than $q_t$ at the level of significance $\alpha = 0.05$ (3.01), applying Shadow-Reading differs significantly from Guided Reading for generating students’ reading comprehension to the students who have low motivation. Because the mean of A2B2 (67.87) is higher than A1B2 (60.00). It can be concluded that Guided Reading is more effective than Shadow-Reading to generate students’ reading comprehension to the students who have low motivation.

From the result of Tukey test number 3 and 4 above, it is known that Shadow Reading is more effective than Guided Reading to generate students’ reading comprehension to the students who have high motivation and Guided Reading is more effective than Shadow-Reading to generate students’ reading comprehension to students who have low motivation. It can be concluded that there is interaction between teaching methods and students’ motivation in order to generate students’ reading comprehension. The effectiveness of teaching methods depends on the levels of students’ motivation.

E. Discussion of the Findings

Based on the research findings, it can be stated that:

1. Shadow Reading is more effective than Guided Reading method to generate students’ reading comprehension
In common reading class situation, students usually work independently or by guiding. Students are given some guiding during the instruction to achieve the set of goals without paying attention to what they really needs. In other case, there are some of the students who sit in group work but they did not get anything. They are not seriously taking part in teaching reading process. The groups seem useless and it did not give any contribution because they were not enthusiastic in reading English text. Thus, it is difficult for them to comprehend the text. By considering to such condition, it is really important to develop students’ interest in reading English text. The implementation of an appropriate method can help the students to generate their reading comprehension. Shadow Reading method is one of the teaching reading methods that can solve the problems in reading comprehension. It uses pair groups which help the students to understand the content of reading text.

As the adaptation from conversational shadowing, shadow-reading involved the students in a meaningful interaction. By using pair groups, the students feel very helpful because each of the groups have responsibility to comprehend the text. Differing from other pair groups, pair groups in shadowing method have the effective roles. Each of the students acts as reader (speaker) and shadower. The role ties each of the members in order to perform their best since practice shadowing the text. This method is a kind of effective method to promote students to do pair-monitor. As it is explained by Wiltshier (2007, p. 44), the roles of speaker and shadower in shadowing maintain the students’ energy levels as the active contribution for each other in order to be successful in completing the tasks.
Therefore, the focus attention in shadow-reading is not in repeating what their friends say in a correct grammar but in understanding the text as well. The main reason why pair groups are existed in shadow-reading is to challenge the students in understanding the text in an easy way.

Commander and Guerrero (2012, p. 10) claim that shadow-reading provides affordance for mutual assistance in the ZPD, because each partner has the opportunity to monitor each other’s production. They will make corrections if it is necessary and help their friends to understand and produce the text. Also, by doing shadowing, repetition, and imitating, it will gradually increase the students’ attention to the English words. Amoli and Ghanbari (2013, p. 21) explain that oral-repetition in shadowing is such a useful activity in order to produce the output of the incoming information which is given by the speaker or reader. The repetition in Shadow-Reading makes the students able to memorize the information from the text.

Dejean Le Feal further claims that shadowing is a good way to increase a foreign language learner to understand every single word or utterance (Nakashi and Ueda, 2011, p. 4). Shadowing in reading is such a valuable activity while doing shadow-reading at class. It demonstrates on how the students are able to construct the essential information from the text. There are two styles of shadowing which include in shadow-reading as adapted from conversational shadowing, they are complete and selective shadowing. Thus, the students can use the suitable ways depend on their abilities in reading. They can read the entire
sentence that they hear from reader or they can merely select the key words from the text.

In implementing shadow-reading method at class, there are two phases that should be paid attention by the teacher, such as interactional and non-interactional phase. Interactional phase is the main activity in shadow-reading. This phase involves the students in a reading interaction. They practice shadowing the text with their partners during teaching learning process. Also, in this phase, the students shadow the text in three ways; out loud, low voice, and silence. Kuo and Chou (2013, p. 19) further explain because this simultaneous shadowing provides learners with written text, it automatically creates a listening-reading context. Therefore, while performing shadow-reading, the students are expected to focus listening to the reader in order to attract the meaning of the text.

Meanwhile, in the non-interactional phase, the students are asked to summary the information from the text that they read. They summarize the text in written form. The summarizing and written-retelling help the students to gather information from the text. They are asked to write as much as possible the information from the text. By doing so, the teacher will know how far the students comprehend the text. This goes in line with Commander and Guerrero (2012, p. 11) who state that shadow-reading is an excellent way to develop paraphrasing and summarizing. Thus, by practicing summarizing and written-retelling, the students are given the time to produce reading text in written form.

On the other hand, Guided Reading is a teaching reading method in which it trains the students through teacher’s guiding. In this method, the students are set
in a small group work of reading. By setting the students into some the groups, the teacher will be easier to guide and help the students since teaching reading process. This method helps individuals of the students to comprehend the text. The purpose of guided reading is to make the students become an independent reader. In guided reading, the role of the teacher in guided reading lesson become very essential. As Iaquinta (2006, p. 414) explained that the teacher must know how to prompt and guide the students until they can built their understanding of the text by their own. Therefore, guided reading method is classified into the teacher-centered method. In guided reading lesson, the students are provided with structured reading activities of reading.

The teacher has to be responsible for students’ reading activity at class. Thus, the students receive ample support by the teacher. This goes in line with Fountas and Pinnel (2012, p. 269) who emphasize the teacher’s tasks in guided reading method are to control and support the students from the beginning until the end of the lesson. The teacher provides a model for students to imitate. In addition, when the students do not know a certain word from the text, the teacher tells them directly. The intention of guided reading is to make the students less burden when they encountered the unfamiliar words from the text. This method makes the students become passive reader.

In brief, it can be stated that this method is not able to develop students’ awareness in reading the text. Also, it makes the students depend on the teacher’s guidance almost teaching reading process at class. Thus, it does not promote students’ motivation to read and comprehend the text by their own ways and
efforts. Therefore, shadow-reading method is more effective than guided reading method to generate students’ reading comprehension, as it was supported by the result of the first hypothesis. In addition, Shadow Reading is a valuable reading method and simpler to be applied. It is more students-centered rather than Guided Reading in which the teacher should guide and assist the students from the pre-reading stages until post-reading stages.

2. Students who have high motivation have better reading comprehension than those who have low motivation.

The result of the second hypothesis testing showed that the students who have high motivation have better reading comprehension. Motivation considered as one of the key influencing factors in language learning which is associated with the students’ reading performance. This goes in line with Brown (in Afdaleni, 2013, p. 198-199) who further states that motivation is one of the most influence factors in learning English. The learners who have high motivation will be successful learners. Motivation seems like energy for the students to receive and absorb the lesson. It drives and induces them to participate actively in teaching learning process.

The students who have high motivation are indicated by having high interest, desire, and eagerness to get involve in teaching reading process. They are able to adapt themselves in any class situation or condition. As Gardner (in Dornyei, 1996, p. 114) explains that the motivated students work and strive to learn a language and their desire drives them to reach a better result of learning. As the
result, they feel satisfied to the activity that has been done. In language learning situation, motivation gives some benefits to the students as it is believed in influencing language acquisition, reception, and production. In line with this, Jacobson (2009, p. 4) explains that motivated students are the students who engage in teaching learning process and be able to use a strategy in order to get a new knowledge and skills.

Gambrell (1996, p. 17) further states that motivation and students’ reading behavior are closely related. By having great motivation, the students’ willingness set them to read the text thoroughly. This goes in line with Aebersold and Field (1997, p. 8), the motivated students are demonstrated through engaging with others when reading the text, keeping their responsibility, and interacting with friends and adults who provide the chances to the reading activities at class in order to be success in teaching reading process.

High motivated students are able to read the text by their own ways or strategies. They get involved in teaching reading process actively. They are not merely active but they are engaged in reading the text. They are able to use some information that they gain from their previous knowledge (schemata) to construct their new understanding of the new text. Also, they are able to use the appropriate strategy in order to decode, interpret, and comprehend the text which makes them feel satisfied after reading the text. Brown (2007, p. 169) reveals the reason why the students motivated in reading that is because they felt the value of the reading itself. He further states that the students who have high motivation in reading, they will be an autonomous reader and knowledgeable in the social context.
Another reason why the students who have high motivation have better reading comprehension is because of their curiosity of the text that they read. It can be about the material or topic of the lesson and some unfamiliar words that they found from the text.

The motivated students spend extra hours to read the text. If they found the new words, they will try hard to look up in the dictionary or other sources. As Ur (1996, p. 275) explains that the motivated students are the students who have high aspiration, goal orientation, perseverance and tolerance the ambiguity. They attempt to achieve a better result in teaching learning process. Also, by having great motivation, students can perform the task well. They will increase their effort in order to achieve the goals of the lesson. It is in line with Brown (in Rehman and Haider, 2013, p. 140) who explains that motivation is a factor of high and low of the goal. High motivated students help the teacher in achieving the objectives of the lesson. It is because they can perform the task and test well.

Meanwhile, the students having low motivation act passively in the class. They are not interested to take part actively in teaching reading process. This goes in line with Jacobson (2009, p. 6) who further explains that “students who are alienated or disaffected generally have lack motivation to attend to school and to engage in learning at class.” The low motivated students have difficulties to get involve in reading class. Most of them are lazy and spiritless to read the text. Unfortunately, they think that reading skill is not really important than other language skills (speaking, listening and writing). Also, they reveal that the activity of reading in the class made them bored. The students having low motivation
cannot process the essential information from the text that they have read easily. They need a guidance and modeling from their teacher. They are lazy to read the text more extensively and to look up the words in the dictionaries or other resources. They have no curiosity to the new vocabulary that they found from the text. Furthermore, the teacher should treat and control them intensively in order to enhance their comprehension in reading. Even though low motivated students have no curiosity to reading the text, they preferred to ask the other students when they did not know the certain words during the process of reading at class. In line with this, Brown (2007, p. 169) argues that the unmotivated students may fail in learning a language because they learn a language only to fulfill the requirements. They did not see the benefits of the language to their social context.

On the contrary, the result of the high motivated students who were taught by using Guided Reading is significantly different from the low motivated one. The high motivated students revealed that they fail in reading process at class because they perceived that they were not interested to the teaching method used by their teacher. They further stated that they need an appropriate and interesting method which makes them feel enjoy and get more challenges in teaching reading process. It goes in line with Gupta and Ahuja (2014, p. 38) who state that teacher should be able to generate students reading skill by implementing an appropriate method. Therefore, the students will engage in teaching reading process actively.

In line with the explanation above, it can be concluded that students having high motivation will be easy to interact and engage in teaching reading process. They are actively participating in teaching and learning process. On the other
hand, the students having low motivation always need guidance from the teacher and cannot comprehend the text by their own ways. However, the teacher is suggested to use an interesting method or strategy in order to motivate and generate the students in reading comprehension. It makes significant difference between students who have high motivation and students having low motivation in applying both methods. Thus, the students having high motivation who were taught by using Shadow-Reading have better reading comprehension than students having high motivation who were taught in Guided Reading. Meanwhile, the students who have low motivation who were taught using Guided Reading have better reading comprehension than those who were taught using Shadow-Reading.

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

In Shadow-Reading, the teaching and learning process centralizes more on the students, while teacher’s role is to observe and monitor students’ activity. Furthermore, Shadow-Reading is students-centered method. In Shadow-Reading, the students work in pairs and cooperate in a good way to comprehend the text. This goes in line with Wiltshier (2007, p. 44) who explains that shadowing method is a cooperative learning experience in teaching learning process at class. The existing of the partners in reading was really helpful to ensure each of the students in completing the task. Shadowing in Shadow-Reading method emphasized on students’ responsibility on sharing knowledge in peer group model.
and made the students able to read the text in various ways. The students can ask their partner in turn to the information that they lack so that at the end both of the members have the same perception and interpretation about the text. Therefore, it is important to each of the members to be motivated while reading the text. They have to read the text more clearly so that their partners easier to catch the point. This goes in line with Hamada (2015, p. 8) who states that the role of the reader or speaker is to monitor the shadower’s understanding so that it will help them in noticing their errors and increase comprehension skills. Shadowing helps the students in understanding the content of the text.

The students who have high motivation in reading are able to construct the meaning from the text. High motivated students can interact and engage in reading activity. They will try hard to be involved in reading process at class. In line with this, Skehan (in Mahadi and Jafari, 2012, p. 231) explains that a good learner is a learner who is engage and they are able to see a way to make assumptions and communicate with other people. Their motivation in learning a foreign language forces them to look at the benefits of that language. As Arguelles (2010) in his website states that shadowing is really helpful method to individual who learns foreign language (FL). By having great motivation, the motivated students can learn the language by doing shadowing simultaneously. In Shadow-Reading, the students were asked to shadow the text in three times; out loud, in low voice, and silence. These made them easy to receive the information from the reader.

The students who have high motivation have strong beliefs, large interest, high curiosity in recognizing the unknown words, flexible thinking, high self-
confidence in reading and be able to perform the test well. Komiyama (2013, p. 166) further explains that by collaboratively works in pairs, the students will be easier to perform reading assignment. The motivated students contribute to develop a better understanding about the text in various ways. In line with this, Shadow Reading is an appropriate method to motivate the students in reading because the activity of shadowing increases the students’ understanding of the text. Shadow reading is designed to be a simplest way for lower proficiency students to have better reading comprehension.

Shadow-Reading helps students to understand and comprehend the text in an easy way. There are complete and selective shadowing that could be used by the students while perform shadow reading process at class. These ways made them able to catch the meaning of the text. When one was given the copied text, they were read the text carefully. They try to memorize the content of the text immediately. Then, when the students were asked to perform Shadow-Reading, they performed it well. The advantages of shadowing method in reading; help the students to construct the meaning from the text and guess the meaning of the certain words in the text easily. This goes in line with Suzuki and Kadota (in Hamada (2015, p. 8) who state that oral reading in shadowing is more effective to the learners in internalizing vocabulary and the content of the text. Thus, the students with high motivation are appropriate to use Shadow Reading method.

On the other hand, Guided Reading is more teacher-centered since the teacher has to control over the teaching learning process. In guided reading, the teacher provides situation and helps the students during teaching reading process. Phillips
(2008, p. 11) further explains that Guided Reading the teacher has a role as a good “coaching” in which it determines how best to guide the learners to understand or apply new learning. The teacher gives the examples of the texts, guide the students in explaining the material which includes the generic structure of the text, asks them to find the main idea, specific information, and the meaning of the certain words. Students having low motivation have different characteristics from high motivated students. The students having low motivation may get difficulties to comprehend the text individually. They tend to be passive in joining the class. It is because they have little effort in doing the task which is given. The students need guidances and helps during teaching reading process.

Thus, the students who have low motivation do not want to motivate their own reading without guidance from the teacher. When Shadow-Reading was firstly implemented in teaching reading process at class, the low motivated students revealed that it was hard for them to do this method because they must read the text with their partners. They preferred to read the text with the teacher because they said that their pronunciation was not good. They also stated that they got difficulties to memorize the text because of lack of vocabularies. As the result, they failed to reach a better score in reading comprehension.

On the contrary, in Guided Reading, teacher’s role is very dominant. The teacher should guide, help, and explain what the students do not know during teaching reading process. This goes in line with Fountas and Pinnel (in Iaquinta, 2006, p. 414) who explain that in guided reading, the teacher has a big role in teaching reading activity at class. The teacher directs the students when reading
the text, move to one group to the other group to help and monitor students’ understanding of the text.

Besides, the teacher spends many times to guide each of the students in order to comprehend the text. Therefore, the activity of reading becomes ineffective and efficient. The students were not enthusiastic and become passive since teaching learning process. Those characteristics of the students are similar with Guided Reading method. In sum, Guided Reading method is suitable with the characteristic of low motivated students. It was in line with the result of this research that Guided Reading is more effective for the students who have low motivation.

Therefore, based on the elaboration above, it can be concluded that the implementation of teaching reading method depends on the level of students’ motivation. Simply, it can be stated that there is an interaction between teaching methods and motivation in order to generate students’ reading comprehension.
CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

A. Conclusion

Based on the result of hypothesis, the following research findings are:

1. The students who are taught by using Shadow reading have better reading comprehension than those who are taught by using Guided reading. In other words, the use of Shadow Reading method is more effective than Guided Reading to generate students’ reading comprehension at eighth grade of SMP Negeri 1 Singkawang.

2. The students who have high motivation have better reading comprehension than those who have low motivation for the eighth grade of SMP Negeri 1 Singkawang.

3. There is an interaction between teaching methods and students’ motivation to generate students’ reading comprehension. This can be seen from the finding of this research that the students who are taught by using Shadow Reading have better reading comprehension than those taught by using Guided Reading for the students who have high motivation. The students who are taught by using Guided Reading have better reading comprehension than those who are taught by using Shadow reading for the students who have low motivation.
Considering to the research findings, it can be concluded that Shadow reading is an effective method to generate students’ reading comprehension at eighth grade of SMP Negeri 1 Singkawang, West Kalimantan in the academic year 2014/2015. The effectiveness of teaching reading method is influenced by the students’ level of motivation. Therefore, before implementing the teaching reading method, it is important for the teachers to increase the students’ level of motivation.

B. Implication and Suggestion

This section describes the implication of the research in accordance with the conclusion of this research.

1. Shadow-Reading is an effective teaching reading method to generate students’ reading comprehension.

In accordance with the first conclusion of this research, there are some implication and suggestions which is addressed to English teachers, school, and graduate students.

a. English Teachers

The result of research findings implies that Shadow-Reading can influence students’ reading comprehension. Shadow-Reading provides the students with some meaningful activities which can generate students’ reading comprehension. The existing of Shadowing in Shadow-Reading method has challenged the students to practice reading in pairs. Shadowing help the students to understand the text in an easy way because there are
repetition and imitation while performing Shadowing in pairs. The students could read the text in three times: in out loud, low voice, and silence. Thus, those activities are good to be used in teaching reading process.

Since Shadow-Reading is an effective teaching reading method to generate students’ reading comprehension, the teacher can implement this method in her teaching. In order to be able to implement this teaching method effectively, teacher should follow some preparation. First, teacher should understand the concept of Shadow-Reading method as well as the advantage and disadvantage of this method so that it enables them to know the right procedure of the method and avoid the obstacles which may appear while teaching reading process at class. Second, the teacher have to analyze the syllabus in order to design lesson plan which covers the appropriate materials and evaluations. Also, in designing lesson plan, the teacher should be able to use the materials and evaluations which appropriate to students’ level of competence. Therefore, to be able to implement Shadow-Reading, the teacher should read and learn about this method in any sources; books, journal articles, seminar, and etc.

b. School

By considering that Shadow-Reading as an effective method, the school should facilitate and support the English teachers in implementing this method. The school should provide many resources deal with the procedure of this method. It is suggested that the school provides the teachers with many
opportunities on doing discussion or workshop so that it can extent their knowledge about this method.

c. Graduate School Students

Students of graduate school should be able to identify and investigate something new and beneficial for the improvement of teaching and learning English in Indonesia. They should be able to search any new teaching methods by reading some journals, attending seminar and workshop. Thus, the findings of the new teaching English methods should inspire them to do further studies.

2. Students who have high motivation have better reading comprehension than those having low motivation

There are some implication and suggestions addressed to English teachers, students, and environment which include home and school environment related to the second conclusion of this research.

a. English Teacher

The implementation of this method is affected by the students’ motivation in learning English as a foreign language at class. Thus, not all of the students feel comfortable with a particular method. Shadow-Reading is appropriate for the students with high level of motivation. Meanwhile, Guided Reading is suitable for the students with low level of motivation. Therefore, it is important for the teacher to examine the students’ characteristic especially their level of motivation.
b. Students

By considering their level of motivation, students are expected to be able to adjust themselves to the method used by the teacher to achieve the better achievement in reading comprehension.

c. Environment

The environment is the most influencing factor of students’ motivation. A high motivation is the best foundation for developing a successful in learning English as a foreign language. A high motivated student has high interest and desire to achieve the set of goals. They have a better chance to reach the goals of the lesson. Also, they will perform their best while teaching learning process at class. By providing the students with an appropriate method, students’ motivation will increase.

3. There is an interaction between teaching methods and students’ level of motivation

Based on the last conclusion, the researcher describes the implication and suggestion constructed for English teachers and other researchers.

a. English Teacher

In order to generate students’ reading comprehension, the teachers should be able to apply an appropriate method which is related to the students’ level of motivation. Therefore, before implementing the teaching reading method, the teachers are expected to be able to increase the students’ motivation by using some interesting pictures, media, realia, and etc.
b. Other Researchers

Since the result shows that there is an interaction between teaching methods and students’ motivation, this method can be added as additional reference for other researchers who want to conduct further similar studies. The other researchers can use any different psychological point of view besides motivation, such as self-regulation, self-determination, self-efficacy, and etc.
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