



**THE EFFECT OF TEACHING STRATEGIES AND CURIOSITY
ON STUDENTS' READING COMPREHENSION
ACHIEVEMENT**

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ABSTRACT

The objectives of this research are to find out whether: 1) The students' achievement in reading comprehension taught by using the Directed Reading Thinking Activity (DRTA) strategy was higher than taught by using the Questions-Answer Relationship (QARs) strategy. 2) The students' achievement in reading comprehension with high curiosity was higher than that The students with low curiosity, and 3) there was interaction between teaching strategies and curiosity on The students' achievement in reading comprehension. The population of this research was the students in grade XI of MAN Kampung (MAN KP) Teungoh Langsa in 2016/2017 school year. The total number of population of this research was 160 students. There were 6 classes. Two classes were chosen consist of 30 students of each class so 60 students were selected as sample of this research by applying multistage cluster random sampling. The research design was experimental research by using factorial design 2x2. The XI IPA2 class was taught by using Directed Reading Thinking Activity and XI IAI was taught by using Questions-Answer Relationship (QARs) Strategy. Curiosity questionnaire was conducted for classifying the students upon the high and low curiosity. Students' achievement in reading comprehension was measured by using reading comprehension test. The data were analyzed by applying two-way analysis of variance (ANOVA) at the level of significant $\alpha=0.05$. The results of the data analysis proved that: 1) The students' achievement in reading comprehension taught by Directed Reading Thinking Activity (DRTA) strategy is higher than students achievement in reading comprehension taught by Questions-Answer Relationship(QARs) Teaching strategy. 3) there was interaction between teaching strategies and curiosity on students' achievement in reading comprehension.

Keywords: Curiosity; Comprehension; Achievement; Teaching Strategies

INTRODUCTION

Reading is one great habit that can truly change the life forever. Reading can entertain and enrich people with knowledge—the only thing that does not decay with time. Nowadays reading is the key to education so that is why when people read any literatures related to any fields of study, their lives are rewarded by others.

Reading means different for different people. Some people read to get feeling and pleasure while the others read to get ideas, and information. For students, particularly, they read to have general understanding, specific and detailed information (Harmer, 2001). It means that when the students read any texts, they learn to extract meaning from the text. In order to make sense of any texts, they try to understand what the words mean, see the pictures painted by the words, engage with what they are reading to respond to the content, and catch the message conveyed by the writer. Due to those reasons, the students need to be taught by appropriate and suitable teaching strategies to increase their reading comprehension.

Brown (2000: 185) states that reading is arguably the most essential skill for success in all educational contexts and remains a skill of paramount importance as one creates assessment of language ability. Reading also has one overriding purpose to get meaning from a text. By giving reading activity in the language learning, teacher actually activates students' schemata. If the students have limited knowledge, they automatically will not be able to write something or speak something even though they master the structure of English well.

Alderson (2000) argues that knowledge of text genres, in terms of how texts are organized, how information is signalled and how changes of content might be marked, has long been thought to be of importance in comprehending reading. In other words, knowing where to look for the main idea in a paragraph, being able to find determinant meanings (author intent and implicit meaning of text), and being able to identify how subsidiary ideas are marked really help the students process the information and comprehend the whole text. Being familiar with text genres—taught since the first grade of Senior High School, ideally, the students have good ability on decoding and comprehending the text. But in fact, it is found that only 65.29 % of students from public senior high school and 64.73 % of students from private school are able to reach the score above 4.0—fixed score decided by Depdikbud(2012). Further more, in MAN Kampung Teungoh Langsa, it is found that the major achievement of students in reading comprehension is still under Minimal Passing Grade Criteria (KriteriaKetuntasan Minimal: KKM). The data can be seen in table-1-1

Table 1.1
Mean of the Students' Achievement in Reading Comprehension
of MAN KP. Teungoh Langsa, School Year 2014/2015

No.	Class	Students' Score	
		Mean	KKM
1.	X	67	70
2.	XI	66	72
3.	XII	67	72

The result shown by the table indicates that the students' achievement in reading comprehension is very low. The lowness of students' achievement in comprehending a text is influenced by some factors. Orasanu (1986: 33) identifies two factors that affect the reading comprehension: internal and external factors. Internal factors, called reader variable, refers to everything related to the readers that includes cognitive ability and strategy, background knowledge, and affective characteristics such as self- esteem, self- efficacy, willingness, curiosity, interest, and motivation. External factors, called text variable, context variable, and writer variable, refer to all factors external to the reader. Text variable includes such elements as text modality and text-characteristics such as lexical density and structural complexity, context variable refers to all situational elements such as the time of reading and the place of reading, and writer variable refers to the text-producer. Both factors interact to each other. The interaction between internal and external factors that affect reading comprehension achievement will lead the readers to interaction conception regarded meaning as a product of the information encoded in text and the knowledge and experience of the reader. It means that it was acknowledged that the reader's background influenced the perception of the text and the meanings generated (McNeil, 1992). In other words, the closer the match between what the reader already knew and the content and structure of the text, the greater the comprehension.

As cited above, the teachers should have effective reading instruction strategies to improve students' reading comprehension, because effective reading instruction strategies beyond literal and inferential comprehension by challenging students to make inferences about text, to think critically about the material they read, and to creatively transform the text they encounter into other format and form. Moreover, effective instruction in comprehension should be designed in way that challenge students to think creatively and to display their creative thinking to work in ways that are engaging, authentic, and enjoyable. And the effective strategies are chosen by the researcher in this study that can be used by teacher to accommodate these skills and improve the students' reading comprehension are directed reading thinking activity (DRTA) and QARs.

One of personal factors that provide motivational fuel for learning reading comprehension is curiosity. Curiosity is considered to be an information- seeking process that directs and motivates learning (Loewenstein, 1994). When the students are exposed to DRTA and QARs strategies in comprehending a text, they, actually, are treated to be information- seekers since they must be aware of what they know and what they believe by self- questioning and they must confront what they know and believe with the information conveyed by the writers in a text by self- clarifying. So, it is undeniable that DRTA and QARs can provoke curiosity in comprehending a text for the students.

Based on the explanation above, it is believed that The teaching strategies and the level of students' curiosity significantly affect reading comprehension achievement of students. That is why in this research, DRTA and QARs strategies will be associated with high and low levels of students' curiosity.

Based on the background of the study, the problems to be investigated are formulated as follows:

1. Is the achievement in reading comprehension of the students taught by using Directed Reading Thinking Activity (DRTA) strategy higher than that of the students taught by using Question-Answer Relationship (QARs) strategy?
2. Is the achievement in reading comprehension of the students who have high Curiosity is more than those who have Low Curiosity?
3. Is there any interaction between teaching strategies and Curiosity to students' achievement in reading comprehension?

In relationship to the problem, the objectives of the study are:

1. The achievement in reading comprehension of the students taught by using Directed Reading Thinking Activity (DRTA) strategy is higher than that of the students taught by using Question-Answer Relationship(QARs) Strategy.The achievement in reading comprehension of the students who have high Curiosity better than those who have Low Curiosity.
2. There is any interaction between teaching strategies and Curiosity to students' achievement in reading comprehension.

Achievement is the competence of a person, the act of achieving or performing an successful performance. In teaching learning process, students' achievement is an indicator in measuring the successful of study. An achievement is defined as measurable process of developing skills or knowledge in teaching and learning process. The achievement is reached through a test which is treated directly to classroom lessons, unit or even total curriculum (Brown: 2008). It is important to be done because it is actually the top goal of learning which touches three aspects namely academics, essential life skills, and responsibility to the community.

In academics, the students will be able to obtain, understand, analyze and apply knowledge and skills in real life. In essential life skills, the students will be able to demonstrate the aptitude, aptitude and skills to lead students' responsibility. And in responsibility to the community, the students will be able to model the knowledge they got into their community such as class. It means that by having the achievement, students have been meaningful personality because they develop both individual and individual' ability to contribute in the society.

According to Bloom (1982) states that the achievement is the process of capability development in someone is categorized into three aspects, namely: cognitive, affective, and psychomotor. Cognitive covers the knowledge, comprehension, application, analysis, synthesis, and evolution. Affective covers acceptance, participation, rewards, value organizing, experiences. Psychomotor covers movement perception, movement readiness, guiding movement, complex movement, communicative movement and creativity.

The most common type of achievement is a standardized progress in developing the measurable skills and knowledge learned in a given grade level, usually through planned instruction, such as training or classroom interaction. An achievement test is related directly to classroom lesson, units, or even a total curriculum (Brown: 2008).

In addition, Travers (1970:447) asserts that achievement is the result of what an individual has learned from some educational experiences. It means that achievement is the result, successfulness, extent or ability, progress in learning educational experiences that the individual indicate in relation with his/her educational learning.

Reading is the one of langage skills, through reading learners can get many information, which is considered as knowledge of the world. The most important step to preparing students to comprehend writing material is to help students understand the reading comprehension. Reading comprehension is influenced by the reading material, the total program of instruction, the child's own personality, attitudes, interest, motivation, self-efficacy, habbit, environment and other factor (McNeil ,1992).

In addition, Durkins (1981:518) explains that reading comprehension involves primarily making sense of written texts. It means reading is getting out of the text as clearly as possible about the message that the writer conveys. The reading activity will be successful if the reader can grasp the whole meaning conveyed by the writer. Besides, the reader also can relate the ideas of a text with the

reality in society. Through reading activity, a reader can understand the writer's way of thinking, point of view, perception, and feeling related to the topic written. From the quotation above, it can conclude that reading ability is the capacity, power or skills to interpret the written message into comprehension.

In summary, reading comprehension is a cognitive ability of someone to interpret the text based on their background knowledge in order to understand what the main point of the text and getting the information from the text.

In this research, the writer will be used Narrative genre. It is because this genre is usual in the daily life reading and relate to the curriculum of Senior High School. And the researcher will use multiple choice test to see the achievement or the comprehension of the students. The tests implies the fact about whether the students can refer back to the text or not in answering the questions as the reflection of their comprehension.

According to Strasser (1964) states that teaching strategy is a generalized plan for a lesson or lessons which include structure, desired learned behavior, in terms of the goal of instruction, and an outline of tactics necessary to implements the strategy. In the line with this Wenden and Rubin in Carver (2000) define strategy as any set of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval, and the use of information.

A reader's understanding of text is influenced by a broad range of factors, including his or her curiosity, interest, vocabulary, general knowledge, knowledge of the particular subject, word identification skills, reasoning ability, use of effective strategies to identify main ideas and supporting detail, and an appreciation of text structure (Torgesan 2000:22; Wedswood, 2001).

By some definitions at the previous, it can be concluded that strategy is one of the effective way in teaching learning process because strategy is one of the ways in getting goal of the instruction in teaching; many problems of students in learning because of the strategy consist of some routines in applying. Reading comprehension strategies are tools that proficient readers use to solve the comprehension problems they encounter in text. In this research, the researcher focus on two strategies, they are Directed Reading Thinking Activity (DRTA) strategy and QAR strategy .

Actually, the theory of Directed Reading Thinking Activity (DRTA) is developed by Stauffer (1969) that guides students in asking questions about a text, making predictions, and then reading to confirm or refute their predictions. The DRTA process encourages students to be active and thoughtful readers, enhancing their comprehension. According to him, DRTA based on students centered and constructivism learning theories while a teacher as facilitator. DRTA has three basic steps namely: Predicting, Reading, and Proving. Predicting involves what the students interpret as to what will happen in the text. Then the students read to turning point in the text. And proving involves the students and the teacher react to the text as a whole.

According to Mary and Ganschow, (1995), Directed Reading Thinking Activity (DRTA) is a reading comprehension strategy that is used in each of the three stages of reading (pre-reading, during

reading, and post-reading). It emphasizes prediction (thinking ahead), verification (confirmation), and reading with a purpose. DRTA helps students realize that prediction and verification of predictions are essential parts of the reading process. Students learn that by reading with a purpose, they can more easily focus their predictions.

Question-Answer Relationships or QARs strategy is a reading comprehension strategy developed to clarify how students approach the tasks of reading texts and to treat how students build their level of understanding (Raphael, 1985). In QARs, the students obtain information explicitly stated in the text by reading the lines to achieve literal meaning, discover implicit meaning from the text by reading between the line to achieve inferential understanding, and interpret text in terms of their own personal values by reading beyond the lines to achieve critical thinking (Dale, 1966).

QARs strategy presents a three-way relationship between questions, text content, and reader knowledge. It shows that students who understand how questions are written are better prepared to answer questions. These activities help students “demystify” the question-building process as a step toward better reading comprehension.

Curiosity is defined as the desire for information and a particular piece of knowledge which reflect one’s attention to novel objects and seeking stimulation in his or her immediate environment. Jonathan (2012: 11) proposed four theories related to the nature of curiosity, namely drive; curiosity is a human drive, comparable to hunger and thirsty , incongruity ; curiosity is evoked by incongruity between something (an event, object, etc) and a person’s existing knowledge, gap; curiosity arises when someone become aware of a gap between his or her existing set of information and some other desired information, tactile; curiosity arises from physical engagement with things we believe we might change

Curiosity is extremely related to personal interest. When students have no interest on certain topic or material, their curiosity will not be provoked. Based on this concept, Loewenstein (1994:79) introduces breadth curiosity and depth curiosity. Breadth curiosity is defined as the number of interests an individual has whereas depth curiosity reflects the degree to which an individual might pursue a single area of interest.

Based on explanation and overview above, it is clear that curiosity, primarily, plays an important role in determining the success of learning and teaching process since it helps the students to focus their attention to seek information and knowledge and to increase their effort to accomplish the tasks. The closer the students to knowledge and information, the more curious they are about. It will, of course, faster the process of learning in the class room.

RESEARCH METHODOLOGY

This study was conducted by using a quantitative research with an experimental design because this research would like to establish the comparison (different effect of teaching strategies on Curiosity) required by the hypothesis in this experiment so that a meaningful interpretation of the results in this research would be obtained.

Factorial design 2 x 2 was conducted in this research. This design, which compare teaching strategies – DRTA and Question-Answer Relationship strategies-and students' Curiosity. It is the research use to investigate the teacher's treatment in the classroom to improve the students' achievement.

There are three variables in this study namely, independent variables: Teaching strategies: Directed reading Thinking Activity strategy and Question-Answer Relationship strategy; moderator variables: Curiosity and dependent variable: students' reading comprehension achievement.

The research was conducted at Islamic Senior High School in Langsa, MAN KP. Teungoh Langsa It was located on Jl. Islamic Center No. 7 Langsa, Aceh. The school was chosen as the population because of the result of mini tour observation done by researcher showed that students have got difficult in comprehending a text given, eventhough they knew the meaning of the words. It meant that there was serious problem related with reading comprehension in that school. Moreover, it happened not only in one class but also in other classes.

The population of this research is the grade XI students of 2015/2016 academic year. For authentically purposes, the study is administered to a large number of populations in five classes of the total number of the students are 160 students.

The sample of research was taken by cluster random sampling technique. There are 60 students was choosen as the representative of the sample. Before the students was treated, the researcher was given the questionnaire to measure their Curiosity and Pre-test to know their Achievement in reading comprehension. Then, based on the result of the questionnaire and test, the researcher was choosen some students as the experimental group that was given a treatment by using DRTA strategy and some students as the control group that was given a treatment by using Question Answer Relationship strategy. The reason for choosing the amount of the sample is the representative of the sample to the population.

The students of experimental and control groups are asked to answers the reading comprehension test. The reading comprehension test was conducted by the writer in the form of multiple choices test, and it is used to measure the students' reading comprehension achievement.

To measure the students' learning styles , this study used the Likert-Scale. The type of questionnaires in this study is Likert-scale, it is a series of statement that indicated by 5 points, they are: Strongly Disagree (SD), Neither (N), Disagree (D), Agree (A), and Strongly Agree (SA).

In the testing the hypothesis, Two Way ANOVA (Analysis of Variance) technique or F Test at the level of significant 0,05 is used. Prior to the data analysis, data will be checked for normality and homogeneity of variance using Kolmogorov-Smirnov Z and Levene test consecutively. The normality test aims to show that the sample data of the population is normally distributed, while the homogeneity test aims to find out the variance of data is homogenous. If the test of the interaction in two-way ANOVA was significant, the multiple comparisons will be done by using Tuckey test. All of the analysis will carried out using a statistical software, SPSS V.18 (Statistical Package of Social Science) program. Significant differences will be prescuted using bar graphs.

FINDINGS AND DISCUSSIONS

Based on the data analysis, some findings of this study can be formulated as the following:

1. It is found that the students' achievement in reading comprehension taught by using DRTA strategy is higher than of the students taught by using question-answer relationship strategy. DRTA make students easily in comprehend the text. It is suitable and better to improve the students achievement in reading comprehension and facilitate a student's ability to build on prior knowledge and internalize new information contained in the text. This strategy is more effective taught in the classroom, the students that taught by DRTA strategy will get more interest in reading comprehension and can make some prediction in reading a text. While, Question-Answer Relationship strategy help students in comprehend the text and differentiate the types of questions they asked of text. Students learned to identify "right there" questions, in which the answer to a question was explicitly stated in the text. They recognized "think and search" questions, which had answers in the text that required searching and some inferencing. "On my own" questions were those in the question was generated by the reader's personal motivations and had to be answered by the reader's background knowledge.
2. It is found that the students' achievement in reading comprehension who have higher curiosity is better than those who have low curiosity. is logical because when the students have high Curiosity, they will be more active in learning, more enthusiastic with the tasks given by the teacher. These personal interest will lead the students to be more addicted to read any information presented in the text without getting bored to identify subsidiary ideas found in the text.
3. It is found that there is significant interaction between teaching strategies and Curiosity to students' achievement in reading comprehension. There is an interaction between Directed Reading Thinking Activity and Question-Answer Relationship strategies and Curiosity to students' achievement in reading comprehension. Students who have high curiosity showed significant effect on reading comprhension, if they were taught by using DRTA strategy.

Whereas students who have low curiosity showed significant effect in their reading comprehension, if they were taught by using Question-Answer Relationship strategy.

1.1.1 The Students' Achievement in Reading comprehension of the Students Taught by Using DRTA and QAR Strategies

The result of F-Test reveals that teaching strategies significantly affect students' achievement in reading comprehension. Thus, it can be concluded that Directed Reading Thinking Activity and Question-Answer Relationship strategies are affective to enhance the achievement in reading comprehension.

When teacher realizes that students are difficult to understand and comprehend the reading text, so the teacher should find better or more suitable strategies in teaching reading. Among others are Directed Reading Thinking Activity Strategy and Question-Answer Relationship strategies. The research proposes those strategies as the best alternative in helping the students comprehend of text.

Directed Reading Thinking Activity and Question-Answer Relationship instruction are group or individualized and it can benefit each learner. In situations where reading text is difficult, teachers are in the strategic position to guide students' reading through various forms of teaching activity. Directed Reading Thinking Activity and Question-Answer Relationship strategies allows teacher to support readers' efforts to make sense of texts while showing them how to use strategies.

Research with DRTA strategy has shown that prediction with DRTA strategy helped students to improve their comprehension. This strategy is more effective taught in classroom, the students that taught by Question-Answer Relationship will enable to read and understand a variety of source book. It means that the students not only reading the textbook but also they enable read from any source of book.

1.1.2 The Students' Achievement in Reading Comprehension of the Students who have High Curiosity better than those who have Low Curiosity

The result F-test calculation reveals that there is significant difference on achievement in reading comprehension between students who have high curiosity and students who have low curiosity. The total mean indicated that students who have high curiosity better in achievement reading comprehension than those who have low curiosity. It means that students who have high curiosity better in achievement in reading comprehension than those who have low curiosity.

1.1.3 The Interaction between Teaching Strategies and Curiosity on Students' Achievement in Reading Comprehension.

The result of two-way ANOVA calculation indicates that there is significant difference on the interaction between teaching strategies and Curiosity. Teaching strategies and Curiosity are two of some important factors that influence reading comprehension achievement. Thus, test was used to know which sample interaction has better achievement in reading comprehension among others. The result of test presented in the previous chapter indicates that the students taught by using DRTA strategy with high Curiosity and the students taught by using QARs strategy with low Curiosity have the most significant difference among others.

The students taught by using DRTA strategy with high Curiosity have higher achievement in reading comprehension with mean 36 than those with low Curiosity with mean 28.38. In the other hand, the students' taught by using QARs strategy with low Curiosity have higher achievement in reading comprehension with mean 29.29 than those with high Curiosity with mean 29.08

In relation with the previous explanation, it can be conclude that students with high Curiosity were more appropriate when they are taught by using DRTA rather than QARs strategy but if those students with low Curiosity were more appropriate when they are taught by using QARs rather than DRTA strategy.

CONCLUSIONS

Based on the research findings and discussion, it can be concluded that:

1. The students' achievement in reading comprehension who have taught by DRTA Strategy is better than those who have taught by using QAR Strategy..
2. Reading comprehension achievement of students having high curiosity is significantly higher than those having low curiosity
3. There is significant interaction between teaching strategies and curiosity on students' achievement in reading comprehension. Students having high curiosity showed significant effect in their reading comprehension achievement if they were taught by using DRTA strategy while students having low curiosity showed significant effect in their reading comprehension if they were taught by using QARs strategy.

In connection to the conclusions, there are some suggestions staged as the following:

1. English teachers are recommended using DRTA and QARs strategy because both strategies can improve students' reading comprehension achievement .
2. English teacher should provoke and encourage students with low curiosity to participate more active in the classroom in order that they can achieve better achievement in reading comprehension .
3. Other researchers can develop further study in the area of DRTA and QARs strategies in order to improve students' achievement in reading comprehension.

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