TEAMMATES CONSULT STRATEGY TOWARDS STUDENTS' MOTIVATION AND READING NARRATIVE TEXT

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Abstract
This research was generally attempted to find the effect of Teammates Consult Strategy towards students' motivation and reading narrative text at FPBS IKIP Mataram. This research was an experimental research with MANOVA as the data analysis. The population of this research was the students of the third semester of FPBS students. The sample of the research was 45 students consisted of two classes. From the research data found that with the mean score of motivation was 81,04 and control group was 78,00. With the significance $0.000 < 0,05$. While the mean for the reading of experimental group was 82,54 and control group was 79,09 with the significance $0.000 < 0,05$. It can be concluded that the result of the research showed that there was a significant effect of Teammates Consult strategy towards students' motivation, there was a significant effect of Teammates consult strategy toward reading narrative text, there was a significant effect of motivation and reading narrative text, there was a significant effect of Teammates Consult strategy towards students motivation and reading narrative text and there was no correlation between motivation and reading narrative text.

Keywords: *Teammates Consult Strategy, Motivation, and Reading*

INTRODUCTION

Reading was one of the important skills that should be mastered well by the students. By reading, students can improved their knowledge. The students got the benefit of reading if they read much and comprehend it well. The main purpose of conducted reading activity at school got ideas and information. In educational aspect, Linse (2005: 69) states that reading was a set of skills that involves making sense and deriving meaning from the printed word. To achieved this purpose, it was necessary for the students to comprehend the reading texts. However, conducted reading activity with deep comprehension was not easy. In fact, the students often feel unable to comprehend their reading text. They frequently feel hard to figure out ideas in the text that they have just read.

Moreover, the lecturer should be able to apply the strategies in teaching and learning of reading. Reading may be the most difficult language skill to teach because it involves so many different elements such as grammar, vocabulary, spelling, and intellectual comprehension. The majority of the students of English as a foreign language may never speak much English, but most of them was have to read English in order to complete their studies.

In teaching reading, the students demand to comprehend some of text types. One of them was narrative text. According to Pardiyono in Chersia et al. (2015: 2) narrative text draws moral or message from the event of the text. More than it, Pardiyono in Chersia et al. (2015: 2) explains "the three elements of narrative text are first orientation that include about the topic of the story, second complication tells about the problem and the event of the story, third resolution tells about ending of the story.

Teaching and learning also influence by students' motivation. Motivation was affected the students in learning. Motivation was the effort to do something maximally to get the better result. Motivation was some activity encourages a person on yourself to take desire action, motivation was a push from within to do something whether positive and negative.

Based on the observation on October 2017 in FPBS IKIP Mataram, the researchers found some problems those were students difficult to comprehend elements of reading as likes grammar and vocabulary. Students got difficult understanding about the structure of the texts and students could not understand about meaning of the new words that students ever heard before. The other problem also from the lecturer in FPBS IKIP Mataram, because the Reading Lecturer used ineffective strategy, it might students did not motivate when students in teaching learning process. In this study, the researchers focused on learning system students work in group, group working was believed can give students' motivation in teaching reading. Motivation from inside or outside students could make more spirit and could improve students' learning and in this case, the particular could enhance students' ability reading narrative text.

Based on the problem explained previously, the researchers found that students' affected by teaching strategy that an activity in the classroom that was help the students got better in their learning. One of the strategy help the students in learning was "Teammates Consult Strategy". According to Bellman, Hoey, and Mikles (2006: 34) Teammates Consult was an effective strategy to use for problem solving and concept development situation. By using this strategy students learn how to solve their problems in group and made decision together and Teammate Consult strategy used to invite the students were active in learning. The researcher hope that Teammates consult strategy could help students motivation and easier to understanding the structure of the text and may easier to memorize the meaning of words.

As any other study, the problem study was absolutely necessary to be answered. The problems dealing with this study are state that is there any significance effect of Teammates Consult strategy toward students' motivation and reading narrative text? The general purposes of this research are to find out the effect of Teammates Consult Strategy towards students motivation and reading narrative text.

RESEARCH METHOD

The researcher used quasi experimental pre-test and post-test design, in order to examine the effect of Teammates Consult strategy towards students' motivation and reading narrative text. In this study, the researcher used an analysis of variants or MANOVA, According to Johnson (2007: 296) Manova was used first to investigates whether the population mean vector are the same and, if not, which mean components differ significantly. There are two kinds of Multivariate analysis of variance that was one way MANOVA and two way MANOVA. In this case, the researcher used one way MANOVA to answer of the hypothesis on the research. In this research, researcher treated the experimental group by using Teammates Consult Strategy, and control group treated by using Words Splash Strategy.

The population in this research was the third semester of FPBS IKIP Mataram. Which consisted of two classes which consist of 45 students?

The researcher was used test as an instrument to measure the students` motivation and reading narrative text and to get the data to prove the theory. The instrument in this research is reading and questionnaire.

FINDING AND DISCUSSION

The data obtained from result of post-test both groups (experimental and control). The posttest accomplished to the both groups after the instruction of the material finished. By having the post-test to the students at the end of instrument and get further explanation, the researcher known how the comparison between the two types of personality in reading and motivation. After obtaining the score from both groups, the researcher tried to find out the statistical analysis such us normality, homogeneity, and Manova of the pre-test and post-test. After

getting the score of the both groups, the researcher computed result of data of Teammates Consult strategy group and Words Splash group. The last process of the statistical analysis was to find out the value of the Manova. The data analysis was required when data was collected. In this research researcher used prerequisite test. The prerequisite test was used to measure the effect of categorical independent variables on some dependent variables as well as quantitative data scale. In the prerequisite test, there were several to be tested namely, normality test, homogeneity test, correlation, and multivariate test. (1)The result of the tests based on hypothesis are follows: (1) The effect of Teammates Consult strategy toward students motivation, the result of motivation of experimental group is 81,04 and control group was 78,00, it means that result for experimental was higher than control group. (2) The effect of Teammates Consult strategy towards students reading narrative text, the result of reading narrative text of experimental group is 82,54 and control group was 79,09, it means that result for experimental was higher than control group. (3) The effect of Teammates Consult strategy toward students motivation and reading narrative text, the result of motivation and reading narrative text was experimental group more higher than control group based on table of descriptive statistic. (4) The effect of Teammates Consults strategy toward students motivation and reading narrative text, based on the result of the analysis shows that there were differences in the level of motivation and reading narrative text at The third semester by using Teammates Consult Strategy with significance $0.000 < 0.05$. (5) There is no correlation toward students motivation and reading narrative text, based on the result of analysis about correlation in table 4.6 the result of motivation and reading narrative text for experimental was 0,183 and control group 0,203 there was no correlation because it was more 0,05. Normality test was purposed to test whether in a test of t-test has normal distribution or not, if the level of significance

was greater than 0,05 meaning that the data was normal, and if the level of significance was less than 0,05 meaning that the data was abnormal. The reading for data interpretation was from the output data in Sig column. There was a number that shows the level of significance obtained. To determine the homogeneity used guidelines significant level $\alpha = 0.05$. If the significance obtained by α, then the variance of each sample is the same which means homogeneous. However, if the significance obtained by $<\alpha$, then the variance of each sample is not the same or it can be notified the data is not homogeneous. The hypotheses tested in this homogeneity. MANOVA was requires that the Variant/ Covariance Matrix of the dependent variable be the same. The result of homogeneity test of variants/covariance matrix seen from Box's test, if Box's M was significant then the null hypothesis that the variant/covariance matrix of the same dependent variable was rejected. Based on the table above the value of Box's M $= 3,735$ with the significance of 0,313 and F of 1,188 with df1 of 3 and df2 of 410422,860. If the level of significance research 0,05, then the value of Box's M obtained is not significance because the significance obtained 0,313 more than 0,05. Meaning that H0 is accepted because significance is 0,313>0.05. Thus the null hypothesis is accepted. Means that the variant matrix of the same dependent variable, so the MANOVA analysis can continued. if the significance was less than 0,05 (<0,05), so there was a correlation. The result of the research is more than 0,05, in the table of correlation the result of motivation and reading narrative text was 0,183.it means that The result of correlation between motivation and reading there was no significant correlation.

CONCLUSION

Based on the discussion in the chapter fourth about the effect of Teammates Consult strategy towards students' motivation and reading narrative text at FPBS IKIP Mataram, the result of motivation in experimental group for post-test was 81.04 and control group was

78,00 and the result of reading narrative text for experimental group was 82,54 and control group was 79,09, the result of motivation and reading narrative text for experimental group was higher than control group, it showed that experimental group that treated by teammates consult strategy has motivated students than words splash strategy in teaching learning process, because teammates consult strategy was an effective strategy to use for problem solving and concept development situation and there is no correlation between Students' motivation and reading narrative text at FPBS IKIP Mataram, it showed that the result of correlation for motivation and reading narrative text was 0,189, it means there was no correlation between motivation and reading narrative text because the result more than 0,05.

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