STRUCTURED DYADIC METHOD (SDM) IN TEACHING READING NARRATIVE TEXT

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STRUCTURED DYADIC METHOD (SDM) IN TEACHING READING NARRATIVE TEXT

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ABSTRACT

To master reading, the teachers and the students need to understand the meaning of the words, understand the arguments, and understand the picture that included in the words. If the teachers and students do not understand about it, mastering reading will be very difficult to acquire because reading is one of the basic communicative skills, but it has very complex process. This research was aimed to find out whether or not Structured Dyadic Method (SDM) was effective in teaching reading narrative text for the first year students of MA Darul Ulum Bakung Kanor in academic year 2017/2018. The research was experimental research and the design used was the Pre-test Post-test Control and Experimental Group Design. The population of the research was the first year students of MA Darul Ulum Bakung in academic year 2017/2018 which consists of two classes. Two classes were chosen as the samples by cluster random sampling, those were X-1 as Experimental Group was treated by SDM and X-2 as Control Group was treated by conventional way of teaching. The sample of research was 26 students. The data were analyzed by the statistical formula of T-test. The result of the analysis, it shows that the mean score of Experimental group was 60.00 and Control group was 71.08 and the value of t-test (0.639) was 0.388 and the value of t-table (0.388) from (df) 80 in significance of 5% was 1560, (1.848 >7.328). Because students' achievement score that taught by structured dyadic method was higher than those who were taught reading of English text by Pre-Questioning or conventional way of teaching. Therefore, alternative hypothesis (Ha) was accepted and clearly null hypothesis was rejected. It can be concluded that Structured Dyadic Method (SDM) is effective in teaching reading narrative text for the first year Sudents' of MA Darul Ulum Bakung Kanor in academic year 2017/2018

ABSTRAK
Untuk menguasai membaca, para guru dan siswa perlu memahami arti dari kata-kata, memahami argumen, dan memahami gambar yang termasuk dalam kata-kata. Jika guru dan siswa tidak mengerti tentang hal itu, menguasai membaca akan sangat sulit diperoleh karena membaca adalah salah satu keterampilan komunikatif dasar, tetapi memiliki proses yang sangat kompleks. Penelitian ini bertujuan untuk mengetahui apakah metode Dyadic terstruktur (SDM) efektif dalam pembelajaran membaca teks narasi untuk siswa tahun pertama MA Darul

Ulum Bakung Kanor pada tahun akademik 2017/2018. Penelitian ini adalah penelitian eksperimental dan desain yang digunakan adalah Pre-test Post-test Control dan Experimental Group Design. Populasi penelitian adalah mahasiswa tahun pertama MA Darul Ulum Bakung pada tahun akademik 2017/2018 yang terdiri dari dua kelas. Dua kelas dipilih sebagai sampel dengan cluster random sampling, yaitu X-1 sebagai Kelompok Eksperimental diperlakukan oleh SDM dan X-2 sebagai Kelompok Kontrol diperlakukan dengan cara mengajar konvensional. Sampel penelitian adalah 26 siswa. Data dianalisis dengan rumus statistik T-test. Hasil analisis menunjukkan bahwa rata-rata skor kelompok Eksperimental adalah 60,00 dan kelompok kontrol adalah 71,08 dan nilai t-test (0,639) adalah 0,388 dan nilai t-tabel (0,388) dari (df) 80 di signifikansi 5% adalah 1560, (1.848> 7.328). Karena skor prestasi siswa yang diajarkan dengan metode dyadic terstruktur lebih tinggi daripada mereka yang diajar membaca teks bahasa Inggris dengan Pre-Questioning atau cara mengajar konvensional. Oleh karena itu, hipotesis alternatif (Ha) diterima dan jelas hipotesis nol ditolak. Dapat disimpulkan bahwa Metode Dyadic Terstruktur (SDM) efektif dalam mengajar membaca teks naratif untuk tahun pertama Sudents 'MA Darul Ulum Bakung Kanor pada tahun akademik 2017/2018

INTRODUCTION

Everybody knows that language cannot be apart from human life. People need language for communication with each other. By using language, people can express their ideas and feeling. Language has a central role in student's social and emotional development. It can language in Indonesia. In addition, it is the first foreign language taught as a compulsory subject in junior high

support them in learning all subject matters.

English is one of international languages. This language is used all over the world. As a result, Indonesian government has decided that English is foreign

school, senior high school and university in Indonesia

Because of this reason, people in the world need to master English, but to master in English need several

basic English knowledge. There are four basic language skills such as: Listening, Speaking, Reading and

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Writing. In this writing the writer will focus on the Reading skill. Mastering reading in English is very important, because many books are written in English such as academic books, magazine, and newspapers. Reading becomes essential because it can increase our knowledge, through reading we can get a lot of information, enjoyments, and even problem solution. Therefore, the ability in reading various types of the test. It will give a great deal of advantages in our life.

In learning language, there are four skills should be mastered by students, such as listening, speaking, reading and writing. These four skills should be involved by teacher in process of teaching and learning classroom. Speaking and writing refers to productive skills while reading and listening refers to receptive skills Harmer (2003)

Mastering English reading is not easy because reading comprehension is remarkably complex. This activity involves many processing skills that are coordinated in very efficient combination. Reading is not only an activity to show the symbols but there are many skills which are needed by the readers to comprehend the material that they read. The readers can understand the text that they read. The reading is absolutely not a passive skill; the reader is not a passive role. It is, on the contrary, an active work, which requires a lot of skills and efforts to combine them, so we get the comprehension of the text.

Reading is one language skill switch is very important to be learnt by student. Through this activity, students can improve their own language and experience.

In reading, there many kinds of reading text, such as narrative, recount, report,explanation, hortatory exposition, procedure, discussion, news item and so forth. Narrative text is one of genre of text should be taught to students of senior high school especially in the tenth graders.

It means that to master reading, the teachers and the students need to understand the meaning of the words, understand the arguments, and understand the picture that included in the words. If the teachers and students do not understands about the things above, mastering

reading will be very difficult to acquire.

Reading is one of the basic communicative skills, but it has very complex process. It can be said that the reading is a process in which the reader gets messages from the authors in the written from.

Reading is an active cognitive process of interactive with painting and monitory comprehension to establish meaning. reading is the instantaneous written symbol with knowledge and comprehension of information and ideas communicated. Then they comprehend what they have read, Clark and Silberstein in design reading as "an active cognitive process of interacting with printing and monitoring comprehension to establish meaning". Reading is the instantaneous recognition of various written symbol, simultaneous association of these symbol with existing knowledge, and comprehension of the information and idea communicated.

The main purpose of reading is comprehension. Reading comprehension is an attempt to understand, evaluate, and also recognize the author's ideas of reading text. A reader needs comprehension to catch the content of message or information from the text. According to Snow (2002:11) reading comprehension is defined as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

Comprehension is an active process. Active reading involves interacting with the information or creating internal dialogue with the material. The reader is expected to be actively engages with the text to construct meaning. Kendeou, et al. (2007:28) states that a general component in many definitions of comprehension is the interpretation of the information in the text, the use of prior knowledge to interpret this information and, ultimately, the construction of a coherent representation or picture in the reader's mind of what the text is about. The important thing you can do to improve reading comprehension is to become an active reader.

Reading comprehension is the process of constructing meaning

from text. Martin (1991: 7) states that reading comprehension requires motivation, mental framework for holding ideas, concentration and good study technique." It means that in order to success in reading comprehension, the reader needs to motivate him/herself to be more concentrate in reading, try to form mental frame works for holding ideas, and the reader must have a good technique in reading.

Furthermore Snow (2002: 11) defines reading comprehension as the process of simultan eously extracting and constructing meaning through interaction and involvement with written language. The process of comprehending involves decoding the writer's words and then using background knowledge to construct an approximate understanding of the writer's message.

Reading comprehension is the degree to which we understand what we read. It is the ultimate end-goal of reading that if we don't read to understand, we'll read for nothing. and comprehension requires the reader to be an active constructor of meaning". It means that in reading comprehension, students are hopefully able to create their own interpretation actively as an effort to get meaning from the text he/she reads.

Reading is a complex process, which involves not only the reader ability to read the text but also their ability to comprehend it because of this reason, many teachers of English at senior high schools find difficulties in teaching reading. Most of the Indonesians students' cannot understand what they have read, even though they have learned.

To comprehend the content of the text, students should not only have good mastery of English but also reading strategy. Therefore, in this research, the writer is interested to provide a solution to help the students improve their reading comprehension, especially on narrative text. This research was conducted by applying an appropriate reading strategy, in this research the writer used short story.

In teaching reading, teachers use several methods which are suitable with senior high school students. Moreover, some methods in cooperative learning can be good methods in teaching learning process

such as Student Team Learning (STL), Student Team Achievement Division (STAD), Team Games Tournament (TGT), Learning Together, Complex Instruction, and Jigsaw. These methods engage small group consist of four until six members. In the other hand, there is a method which consists of just two members in a group (dyad) and the technical implementation is highly structured. This peer method is calling with a term Structure Dyadic method (Slavin, 2005).

Structure Dyadic method is one of suitable method in teaching narrative text. In this method, each member of a group will be as a teacher and a

Reading is a fundamental goal that children must master in order to be successful in school and in life. Furthermore, reading is not an isolated process four language processes work together to enhance the development of each others: listening, speaking, reading, and writing Reading is one of the complex ways in learning English. By doing an observation of students at MA Darul Ulum Bakung Kanor in the school years 2017/2018 ?, the researcher found some problems,

student. After both of them read a narrative text, they will teach each other until they get comprehension on the text. According to Slavin (2005), students who understand narrative text through Structure Dyadic method comprehend text better than students who do not use it. Their memory can go along with in narrative text.

From the previous elaboration, the present researcher is interested in investigating the effect of Structure Dyadic method on the reading comprehension of narrative text of the tenth graders of MA Darul Ulum Bakung Kanor in the academic year 2017/2018.

such as students still have low vocabulary, and some of them are still confused when translating the sentence from English into Indonesia causing the students to not get the information from the text. Besides the students often feels bored in English class especially in teaching reading skill. Furthermore the students did not pay attention the teacher. Based on the explanation above, the researcher tries to overcome problems with applying cooperative learning that was

Structured Dyadic Method (SDM). SDM is a method which just implicates two students (dyads/pair) in one group, one student as a teacher (Tutor) and another one as students (Tutee), (Huda, 2011: 127). This study aimed to answer the question "Is the use of Structured Dyadic Method (SDM) more effective than direct instructions in teaching reading narrative text for the tenth graders of MA Darul Ulum Bakung Kanor in the academic year 2017/2018.

REVIEW OF RELATED LITERATURE

According to Johnson (2008: 4) reading is the practice of using text to create meaning. The two key words here are creating and meaning. If there is no meaning quay being created, there is no reading taking place. Furthermore, reading is not an isolated process four language processes work together to enhance the development of each other: listening, speaking, reading, and writing (Johnson, 2008: 7).In no area of language teaching is this truer than in that of reading. It is probably for this reason that the procedure of reading round the class has been perpetuated, though anyone who considers it seriously, even briefly, in terms of what it contributes to new learning, or of pupil participation, or of communicative function, realizes very quickly that it is a singularly profitless exercise. Reading is a fundamental goal that children must master in order to be successful in school and in life (Stone, 2009: 39). From the definition above, it can be concluded that reading is learning process to read and get meaning or information. According to Brown (2003: 187-188) there are micro and macro reading skills.

a. **Micro skills in reading comprehension**:
   1) Discriminate among the distinctive graphemes and orthographic patterns of English
   2) Retain chunks of language of different lengths in short term memory.
   3) Process writing at an efficient rate of speed to suit the purpose

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

5) Recognize grammatical word classes (nouns, verb, ect.), systems (e.g. tense, agreement, pluralization) patterns, rules and elliptical form.

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

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

b. **Macro skills in reading comprehension**

1) Recognize the rhetorical form of written discourse and their significant for interpretation.

2) Recognize the communicative function of writing text, according form and purpose.

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

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

5) Distinguish between literal and implied meanings. Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.

Brown (2003:189) divided types of reading into four categories:

a. Perspective

In keeping with the set categories specified for listening comprehension, similar specification is offered here, except with some differing terminology to capture the uniqueness of reading. Perceptive reading tasks involve attending to the components of the larger stretches of discourse: letters, words, punctuation and other graphemic symbol.

b. Selective

This category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical

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or discourse features of language within a very hort stretch of language, certain typical tasks are used: picture-cued tasks, matching, true/false, multiple-choice, etc.

c. Interactive

The focus of interactive tasks is to identify relevant features (lexical, symbolic,grammatical or discourse) within the text of moderately short length with the object ofretaining the information

Structured Dyadic Method

SDM is one method which just implicates two students (dyads/pair) in one group (Huda,2011: 127), in this method one student as "teacher/tutor" and other students as "student/tutees".

The benefits of this method are as follows:

a. For Tutors

1) Help students increase their own understanding of the subject matter as they tutor students in/on

2) Practice students' communication skill with junior students

3) Give tutor great confidence to talk to the staff members

4) Give tutor an opportunity to develop their leadership skill

that is processed. The typical genres of interactive are anecdotes, short narratives and description.

d. Extensive

Extensive reading applies to texts of more than a page, up to and including propositional articles, essays, technical reports, short stories and books.

b. For Tutees

There are four main benefits for tutees when they seek out peer help:

1) Tutees receive individualized instruction

2) Tutees receive more teaching

3) Tutees (may) respond better to their peers than to their teachers

4) Tutees can obtain companionship from the students that tutor them.

c. For Teacher

1) Peer tutoring is also beneficial to teachers who may not have the time to spend with each of their students one-on-one.

2) Help the subject lecturer break the whole class into small groups so that students have the chance to learn in a more intimate

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environment, which allow them to take more initiative.

The following are the steps of structure dyadic method:

1. To make dyads/pair

2. Teacher gives each group text about the topic along with the explanation in a piece of paper.

3. Teacher gives them time to explore their topic and they can ask teacher when they got difficulties on the topic.

4. First student teaches his/her pair (second student), after the first student explain to second students, the second student will explain to a third student, to continuously structurally, and

5. In that activity the first student and second student are able to question and answer.

Hypothesis

1. Structured Dyadic Method (SDM) is effective for teaching reading (Ha)

2. Structured Dyadic Method (SDM) is not effective for teaching reading (Ho)

METHOD

Research design is the preparation of the design of the research project (Kothari, 2004:31). The researcher selected one design that is Quasi Experimental Design: the Pretest-Post-test Control and Experimental Group Design. Where the Pretest-Post-test Control and Experimental Group Design is the design which gives the experimental group different treatment from the control group. The population of this research was 34 students from the first year students of MA Darul Ulum Bakung Kanor which consisted of two classes. In this research, researcher used cluster random sampling as the sampling technique. For research the researcher only took two classes as the sample. To judge which class the experimental class and control class the researcher used lottery, which resulted X-1 and X-2, in which X-1 as experiment group and X-2 as a control group. The researcher gave the students test form, the test used in this research is true/false and multiple choices. The total of test

items was 50 items that consisted of 15 items multiple choices and true/false are that consisted of 10 items. The score in every item is 1, and if wrong answer the score is 0 in every item. Where the purposes of pre-test it selves is to know the first ability of the students mastery of reading. Post-test is a test was given to the student after running the treatment. The instrument was designed to measure the result of the treatment to find out whether is there any significant differences between the experimental group and the control group. Data analysis is the last step in the procedure of research. In analyzing the data from the pre-test and post test, the researcher used the statistical calculation of T-test is used in order to find out the significant differences of the result/score of students achievement in studying reading by using SDM and conventional teaching. To analyze the data obtained in this research, the researcher used the statistical analysis. Data analysis in this research used t-test.

FINDINGS AND DISCUSSION

The score of experimental and control group pre-test and post test were used as the source of the data in this study. And the researcher found the mean of deviation score of Experimental Group is 60.00 and The Mean of Deviation score of Control Group was 71.08 Identification of the Significance of the Deviation The last process of the statistical analysis has to find out the value of the t-test, and the result of the computation was 0.639.

Furthermore, in discussion the researcher followed several integrated procedures such as:

1. Computing the mean and the square deviation score of the two groups of the students.

   The pre-test was given to the respondents before the application of the method. It was intended to know the ability of the students in reading skill before teaching and learning process were conducted by the researcher, then the researcher gave post-test to know the effect of Structured Dyadic Method (SDM) in teaching reading narrative text especially in the experimental group. The mean

score of Experimental group was 60.00 and Control group was 71.08 and the final collecting of t-test from the two groups was 0.639

2. Identifying the significance of the deviation score from the group mean score.

The last process of computing statistical data was to find out the value of t-test, based on the previous data computation and description. After calculating the data by using t-test formula. To find out the significance of the two variables being investigated, the statistic of t value was 0.639. This was used to know the differences significance between teaching reading by using Structured Dyadic Method (SDM) and teaching reading narrative text without Structured Dyadic Method (SDM). Based on the computation of t-test of independent sample, the value of 0.388 was 0.639 and the value of $r_{xy} < r_{table}$ was 1.664, from (df) 80 in degree of significance. Because $0.388 \geq 0.369$, it can be concluded that alternative hypothesis (Ha) was accepted, it means that using

Structured Dyadic Method (SDM) in teaching reading narrative text has positive effect at the tenth graders of MA Darul Ulum Bakung Kanor. Finally, the analysis of the learning Structured Dyadic Method (SDM) in teaching reading narrative text have significance differences between the students scores in the both groups; Experimental and Control groups.

CONCLUSION

The researcher has explored the data findings and presented them with the result of the analysis shows that the mean score of deviation Experimental of Experimental group was 60.00 and Control group was 71.08 and value of t test (0.639) was 0.639 and the value of t table (0.388) at level of significance 5%, the value $r_{test} > r_{table}$ (0.639 > 0.388).Because students achievement score that taught by structured dyadic method was higher than the students achievement score who were taught reading narrative text by Pre-Questioning or conventional way of teaching. Therefore, alternative hypothesis (Ha) was accepted and

clearly null hypothesis was rejected. Based on facts above, the researcher concluded that Structured Dyadic Method (SDM) is effective in teaching reading narrative text of the tenth graders of MA Darul Ulum Bakung Kanor in the school year 2017/2018.

SUGGESTIONS

1. For the teacher

For the teacher who really wants to teach their students in teaching reading narrative text can apply the Structured Dyadic Method (SDM), because this method is very useful at any time needed.

2. For the students

For the students who want to study reading English text by Structured Dyadic Method (SDM),

they should pay attention reading passage and then answer questions in multiple choice forms. It means that before the students answer questions, the students should know the main idea, contents and get information of English text, and then answer some questions correctly.

3. For the next researcher

The researcher expected the result of this study is useful for those who are interested in teaching English and for the next researcher can try to use Structured Dyadic Method (SDM) in teaching reading and different skill for instant speaking, listening, writing and etc.

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