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The Effect of Structure Dyadic Method on Toward Students Reading Comprehension

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Abstract

This experimental research was carried out on Grade Nine students at MTS PP. Mu'allimin Muhammadiyah Bangkinang City in the 2023/2024 learning year. This study aims to find out the effect of the Dyadic Structure Method on students' reading comprehension. This type of research uses quasy-experimental by comparing two groups, namely the experimental class and the control class. The sample used was class IX A which consisted of 30 students as the experimental group and class IX B which consisted of 30 students as the control group. The research instrument was a reading comprehension test which consisted of 20 multiple choice questions. This study used a purposive sampling technique in which the researcher chose the class category to be examined. Data were analyzed using the IBM SPSS 23 program. Based on the data analysis, the researchers obtained the results, namely the average value of the experimental class was 94.00 and the average value of the control class was 84.00. the researcher uses the T-test with the formula If T count > T table, the hypothesis is accepted (Ha). If T count < T table, the hypothesis is rejected (ho). From the calculation results, it was found that tcount = 9.878 > t-table 5.471 in the degree of freedom (58) and the level of significance (2-tailed) was 0.000 <0.05 (5%), meaning that Ha was accepted. This indicates that there is a significant effect of the structured dyadic method on students' reading skills in MTS PP. Mu'allimin Muhammadiyah Bangkinang city.
Keywords: *reading comprehension, quasy-experimental, structure dyadic method.*

INTRODUCTION

Management Regarding to the importance of reading comprehension, it is taught at junior high school as a part of English subject especially in Indonesia. states that students should learn kinds of texts in order to be able to read. One of the texts that students need to learn is narrative text. narrative text is a story has characters, a plot and setting, are temporal sequence, and are purpose-based. Narrative text has some features such as past tense verbs, adverbials of time, and actions events set in temporally ordered. It means that all of the elements in narrative such as characters, plot and settings, sequence events, and features, must be studied by the students in order to understand the text effectively. Furthermore, the standard competence in reading activity should be achieved by the junior high school students. The standard competence in reading skill is to comprehend the meaning of narrative either oral or written text in

form of short fable. It means that the students have to read the text, understand the meaning, and answer the questions depending on the text given by the teacher. However, to be able to read effectively is not easy to do.

From the description researcher in MTS PP. Muallimin Muhammadiyah Bangkinang Kota, the writer finds many students have difficulties to obtain detail information from the text because they are lack of vocabulary, also they cannot determine main idea, answer reference question, lack of reading comprehension and find moral value of the text correctly. Because of the issues that students get in learning narrative text, it is necessary to find an appropriate strategy to teaching narrative text in the classroom in order to overcome the issues. Moreover, by using stucture dyadic method, it is expected to help students to understand narrative text better. According to (Asilestari, 2017) Reading is an activity to get knowledge or information from written text is one of the skills that can be taught to the students by using many kinds of strategies. One of them is QAR (Question-Answer Relationships), which helps the students to answer the question based on the text. QAR is the best strategy that helps students in answering question and comprehending the text more effectively.

METODE

In this researh use quantitative approach because it is intended to find out the influence of a variable to another one. The design apply in this research is a-Quasy experimental, It is because the writer comparing two group among experimental and control class. In the experimental class, the researher gives the pre-test, treatment, and post-test. In control class the students do not give a special treatment as experimental group. For the detail about the design of quasy experimental, it can see in the table bellow.

Table 1
Design Table of the Research

No	Group	Pre test	Treatment	Post Test
1	Experimental (X)	X1	T	X2
2	Control (Y)	Y1	-	Y1

In which:
X1 : Pre-test for experimental class
X2 : Post-test for experimental class
T : Treatment for experimental class
Y1 : Pre-test for control class
Y2 : Post-test for control class

From the table 1.1 researcher takes two layers to be used as research. This is conducted in two classes the experimental class and control class. For the experimental class, the researcher provide treatment is structure dyadic method and reading test. The test is given to find out the indicator of students reading comprehension after learning to used the structure dyadic method. For the control class researcher given pre test and post test only.

RESULT OF RESEARCH

A. Descriptive statistical analysis using the structure dyadic method

Data on student's reading comprehension using the structure dyadic method were obtained from the ninth grade pre-test and post-test in two groups of the experimental class and the control class, namely the pretest and postest with the number of each student in the IX a experimental classtotaling 30 student and in the IX B Control Class totalingtotal of 30 students in class. The tecnnique is used directly in there meetings in class. The data can be see rom table below.

Table 2. The Descriptive Statistic in Pretest and Posttest Experimental and Control Class

	N	Min	Max	Sum	Mean	Std. Deviation
Pretes eksperimental class	30	55	95	2490	83.00	9.248
Post test eksperimental class	30	80	100	2820	94.00	4.983
Prestest control class	30	50	70	1735	57.83	6.254
Pretes tcontrol class	30	60	95	2520	84.00	8.944
Valid N (listwise)	30					

Based on Table 4.1 above, it can be concluded that the number of students who took part in the experimental class was 30, in the pretest the minimum score was 55 and the maximum score was 95, the score for all students was 2490, the average score was 83,00, then the standard deviation result for the pretest is 9.248. For the posttest score the number of students who took part was 30, in the posttest the minimum score was 80 and the maximum score was 100, the total score of 2820 students' average score was 94,00. Then the standard deviation result for the post-test is 4.982.

It can be concluded that the number of students who took part in the control class was 30, in the pretest the minimum score was 50 and the maximum score was 70, the score for all students was 1735, the average score was 57,83, then the standard deviation result for the pretest is 6,254. For the posttest score the number of students who took part was 30, in the posttest the minimum score was 60 and the maximum score was 95, the total score of 2520 students' average score was 94,00. Then the standard deviation result for the post-test is 8,944.

Table 3. The Analyzed Statistics in Pre-test and post-test experimental class and control class

	Pretest exsperimental class	Postest experimental class	Pretest control class	Postest control class
N Valid	30	30	30	30
Missing	0	0	0	0
Mean	83.00	94.00	57.83	84.00
Median	85.00	95.00	55.00	85.00
Mode	80	95	55	80
Std. Deviation	9.248	4.983	6.254	8.944
Variance	85.517	24.828	39.109	80.000
Range	40	20	20	35
Minimum	55	80	50	60
Maximum	95	100	70	95
Sum	2490	2820	1735	2520

From table 3.7 above, the descriptive statistics were analyzed in the experimental class and control class using IBM SPSS version 23. The researcher found that the average results in the pre-test experimental class were 83,00 and 94,00 in the post-test. The median result in the pre-test was 85,00 and the post-test was 95,00 and the mode result in the pre-test was 80 and post-test was 95. Then, the standard deviation result in the pre-test was 9,248, and the post-test was 4.983. Then the variance result in the pretest was 85.517 and the post-test was 24.828. The range of results for the pre-test was 40, and for the post-test was 20. The minimum score for the pre-test was 55, and for the post-test was 80. The maximum score for the pre-test was 95, and the post-test was 100, the total score for the pre-test was 2490, and the post-test was 2820.

Found that the average results in the pre-test control class were 57.83 and 84,00 in the post-test. The median result in the pre-test was 55,00 and the post-test was 85,00 and the mode result in the pre-test was 55 and post-test was 85. Then, the standard deviation result in the pre-test was 6.254, and the post-test was 8.944. Then the variance result in the pretest was 39.109 and the post-test was 80.00. The range of results for the pre-test was 20, and for the post-test was 35. The minimum score for the pre-test was 50, and for the post-test was 60. The maximum score for the pre-test was 70, and the post-test was 95, the total score for the pre-test was 1735, and the post-test was 2520.

B. The Data Analysis

1. The Categorization of Experimental Class Pre-Test Score

The pre-test for the experimental group aims to determine students' reading comprehension scores before the researcher gives treatment. The results showed that students had different reading levels based on the experimental group's reading scores from the formula obtained with frequency, for the sufficient category produced 10 students, fair 1 students, good 4 student, and for the very good category produced 15 students. In the form of percentages, the results for the "excellent" category were 33.3%,for the "fair" category was 3,3%, for the “good” category was 13,3%, and for the

category “very good” 50,0%. Most students' reading comprehension on this score is at a poor level.

Table 4.The Categorization of Experimental Class Pre-Test Score

Pre test Reading Comprehension Eksperiment Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	10	33.3	33.3	33.3
	Fair	1	3.3	3.3	36.7
	Good	4	13.3	13.3	50.0
	Very Good	15	50.0	50.0	100.0
	Total	30	100.0	100.0	

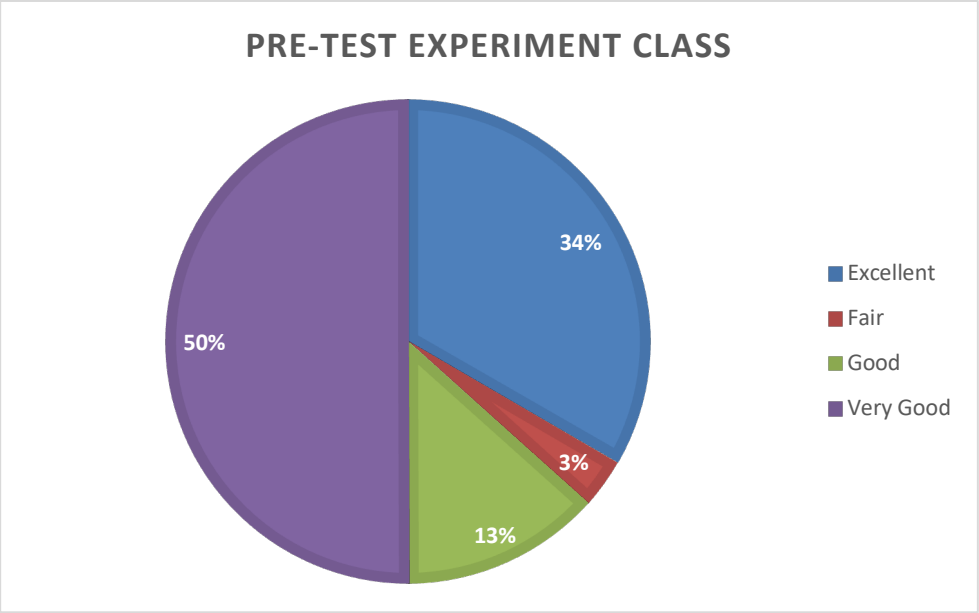


Figure 1. The Categorization of Experimental Class Pre-Test Scores

2. The Categorization of Experimental Class Post-Test Score

To find out the score of students' reading comprehension after being given treatment in the experimental class is the post-test. Usually, the scores are better than the pre-test scores. Judging from the students' post-test scores, there was an increase in students' reading scores. Data on students' reading scores from the experimental class were obtained after using the formula. The results showed that the number of students who received the "excellent" category resulted in 28, and for the "very good" category was 2.

As a percentage, the results show that the "excellent" category is 93.3% and the "very good" category is 6.7%. Based on the data above, it can be seen that for students' reading comprehension in the experimental class posttest scores were mostly at the excellent level, this indicates an increase in student scores after treatment using the structure dyadic method.

Table 5 The Categorization of Experimental Class Post-Test Score

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	28	93.3	93.3	93.3
	Very Good	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

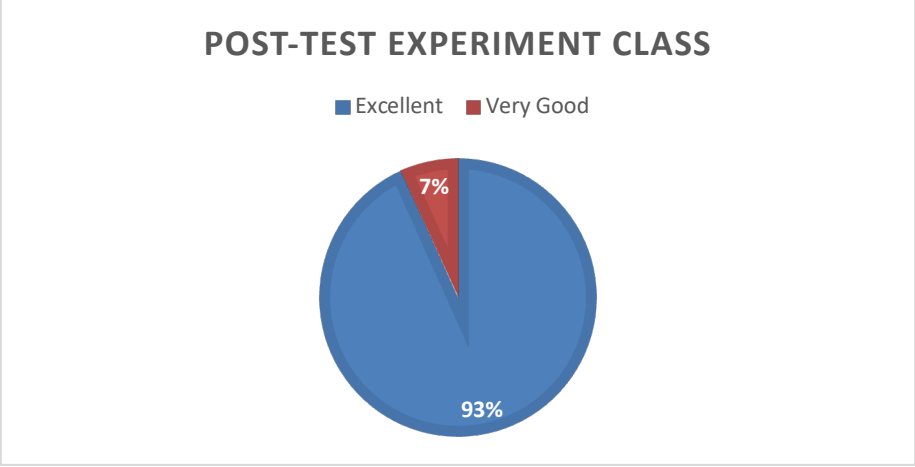


Figure 2. The Categorization of Experimental Class Post-Test Scores

3. The Categorization of Control Class Pre-Test Score

The pre-test for the experimental group aims to determine students' reading comprehension scores before the researcher gives treatment. The results showed that students had different reading levels based on the experimental group's reading scores

from the formula obtained with frequency, for the excellent 6 students, for the fair 17 students, good category produced 7 student.

In the form of percentages, the results for the “excellent” category 20.0%, "fair" category was 56.7%,for the "good" category was 23,3%,. Most students' reading comprehension on this score is at a poor level.

Table 6. The Categorization of Control Class Pre-Test Score

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	6	20.0	20.0	20.0
	Fair	17	56.7	56.7	76.7
	Good	7	23.3	23.3	100.0
	Total	30	100.0	100.0	

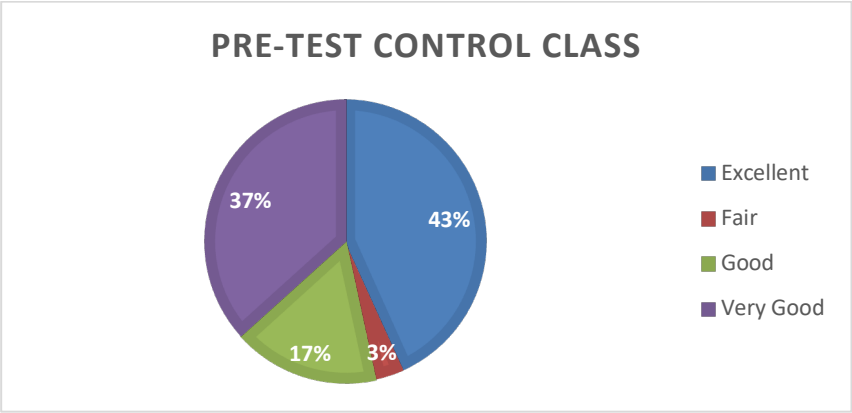


Figure 3.The Categorization of control Class pre-Test Scores

4. The Categorization of Control Class Post-Test Score

To find out the score of students' reading comprehension after being given treatment in the experimental class is the post-test. Usually, the scores are better than the pre-test scores. Judging from the students' post-test scores, there was an increase in students' reading scores. Data on students' reading scores from the experimental class were obtained after using the formula. The results showed that the number of students who received the "excellent" category resulted in 28, and for the "very good" category was 2.

As a percentage, the results show that the "excellent" category is 43.3% and the "very good" category is 6.7%. Based on the data above, it can be seen that for students' reading comprehension in the experimental class posttest scores were mostly at the excellent level, this indicates an increase in student scores after treatment using the structure dyadic method.

Table 7 The Categorization of Control Class Post-Test Score

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	13	43.3	43.3	43.3
	Fair	1	3.3	3.3	46.7
	Good	5	16.7	16.7	63.3
	Very Good	11	36.7	36.7	100.0
	Total	30	100.0	100.0	

5. The Frequency of Category of Pre-test and post-test Score in Experiment Class

Table 8.The Frequency of Category of Pre-test Score in Experiment Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	55	1	3.3	3.3	3.3
	65	1	3.3	3.3	6.7
	70	2	6.7	6.7	13.3
	75	1	3.3	3.3	16.7
	80	8	26.7	26.7	43.3
	85	7	23.3	23.3	66.7
	90	6	20.0	20.0	86.7
	95	4	13.3	13.3	100.0
	Total	30	100.0	100.0	

Based on the table above, it could see that 3 students get a scoring of 55 with a precentage of 3.3%, there were 2 students get a scoring of 70 with a precentage of 6.7%, there is 8 students who gets a scoring category of 80 with a percentage of 26.7%, there were 7 students who get a scoring category of 85 with a precentage of 23.3%, there were 6 students who get a scoring category of 90 with a percentage 20.0%. Last, there was 4 student who gets the score category 95 with a percentage of 13.3%.

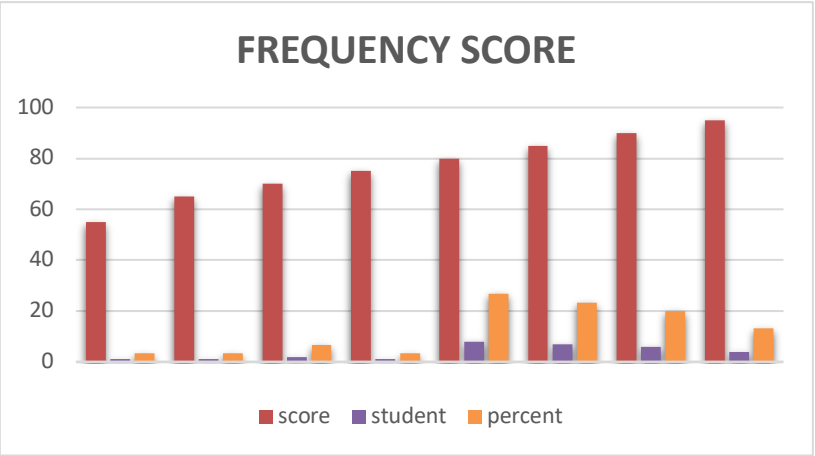


Figure 4. The Frequency of Category of Pre-test Score in Experiment Class

From the findings of this study, researchers found that students who taught using structure dyadic techniques can get better results in reading understanding in English lessons 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 94.00 and The Mean of Deviation score of Control Group was 84.00 Descriptive 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 0.361.

Furthermore, in discussion the researcher followed several integrated procedures such as: 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 reading comprehension 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) especially in the experimental group. The mean score of Experimental group was 94.00 and Control group was 84.00 and the final collecting of ttest from the two groups was 0.361

The purpose of this study was to investigate the effect of structure dyadic method on towards students' reading comprehension. This shows the results of using the structure dyadic method to teach reading comprehension. Researchers used the t-test, the results of the t-test, sig 0.000 <0.05. So, there is an effect for students. Where the experimental class and control class after being given treatment experienced a big change compared to before being given treatment. Moreover, the post-test experienced more improvement than the pre-test. It can be concluded that there is a positive effect of the use of the structure dyadic method in the ninth grade at MTS PP. Mu'allimin Muhammadiyah Bangkinang Kota.

CONCLUSION

Literasi Experimental research in this study was conducted on ninth grade at Mts PP. Mu'allimin Muhammadiyah Bangkinang Kota in July 2023, in the 2023/2024 academic year. This study aims to determine the effect of the structure dyadic method on students' reading comprehension in the teaching-learning process. Based on the analysis of the data and the results of the discussion, it can be concluded that there is a significant effect on students' reading comprehension after the application of the structure dyadic metthod.

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