

**THE EFFECT OF USING DIRECT READING ACTIVITY
TO STUDENT'S ACHIEVEMENT IN READING COMPREHENSION
AT SEVENTH GRADE OF MTsS GEUDUBANG ACEH**

SKRIPSI

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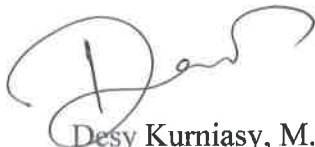
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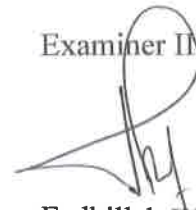
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Menyatakan dengan sebenarnya bahwa skripsi yang ditulis dengan judul **“The Effect Of Using Direct Reading Activity To Student’s Achievement In Reading Comprehension At Seventh Grade Of MtsS Geudubang Aceh ”** untuk memperoleh gelar Sarjana Pendidikan merupakan hasil karya saya sendiri.

Apabila di kemudian hari terbukti atau dapat dibuktikan bahwa skripsi ini adalah hasil jiplakan, maka saya bersedia menerima segala sanksi yang diberikan atas perbuatan saya ini.

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The writer,

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TABLE OF CONTENTS

ACKNOWLEDGMENT	iv
TABLE OF CONTENTS	vi
LIST OF TABLES.....	viii
ABSTRACT	ix

CHAPTER I: INTRODUCTION

A. The Background of the Study	1
B. Research Question	4
C. Purpose of the Study	5
D. Significance of the Study	5
E. Terminology	6

CHAPTER II: LITERATURE REVIEW

A. Definition of Reading Comprehension	8
B. Reading Comprehension of Strategies	11
C. Process of Reading Comprehension	13
D. Types of Reading Comprehension.....	14
E. Teaching and Learning Reading Comprehension.....	15
F. Definition of Direct Reading Activity (DRA)	18
G. Procedures of Direct Reading Activity (DRA).....	20

CHAPTER III: RESEARCH METHOD

A. Research Design	25
B. Population and Sample	26
C. Research Instrument	26
1. Observations	26
2. Tests	27
D. Validity and Reliability Testing	28
E. Procedures of Collecting Data	29
F. Data Analysis	31
G. Hypothesis	32

CHAPTER IV: RESULT AND DISCUSSION

A. The Results of Research	34
1. Results of the Pre-Test and Post-Test	34
2. Results of Post-Test in Experiment and Control Class	39
3. Results of Data Analysis	44
4. Result of Homogeneity Test	45
5. Result of Hypothetical Test	46
B. Discussion	47

CHAPTER V : CONCLUSION AND SUGGESTION

A. Conclusion	49
B. Suggestion	49

REFERENCE	51
------------------------	----

LIST OF TABLE

	Page
Table 3.1 The Design of Paradigm Intact Group Comparison	25
Table 4.1 Pre-Test Scores in the Experimental Class	34
Table 4.2 Statistics of the Results of the Pre-Test in Experimental Class	36
Table 4.3 Pre-Test Scores in the Control Class	37
Table 4.4 Statistics of the Results of the Pre-Test in Control Class.....	38
Table 4.5 Post-Test Scores in the Experimental Class	39
Table 4.6 Statistics of the Results of the Post-Test in Experimental Class	41
Table 4.7 Post-Test Scores in the Control Class.....	42
Table 4.8 Statistics of the Results of the Post-Test in Control Class	43
Table 4.9 The Result of Normality in the Control and Experimental Class.....	44
Table 4.10 The Result of Homogeneity Test.....	45
Table 4.11 The Result of Hypothetical Test.....	46

ABSTRACT

Zahara, Tia. 2019. "THE EFFECT OF USING DIRECT READING ACTIVITY TO STUDENT'S ACHIEVEMENT IN READING CONPREHENSION AT SEVENTH GRADE OF MTsS GEUDUBANG ACEH." *Skripsi*, English Education Department, Tarbiyah and Teachers' Training Faculty, State Institute for Islamic Studies (IAIN) Langsa.

The aim of this study was to find out whether the effect of using direct reading activity to student's achievement in reading comprehension. This research applied quantitative method. Reading tests were used as the instruments of eliciting the data. The subjects of this study were the seventh grade students of MTsS Geudubang Aceh. The results showed that there was an increased between the pre test and post test. The difference between the pre test and the post test was statistically significant. This indicates that direct reading activity (DRA) increased student's achievement in reading comprehension. This suggests that DRA can be used as alternative media in teaching reading.

Key word : Reading Comprehension, Direct Reading Activity

CHAPTER I

INTRODUCTION

A. Background of Study

English is one of the global languages in the world that really important for communication.¹ English is globally chosen as the main international language then teaching of English is curricular, because language is a very basic tool for communication and collaboration.² The ability to communicate in English involves several skills such as listening, speaking, reading, and writing. Based on the explanation of School Based Curriculum above, it can be interpreted that there are four certain major language skills should be mastered by a language learner. Those are listening, speaking, reading, and writing skills. Listening and reading skills are regarded as receptive skills while speaking and writing skills are considered to be productive skills.

As one of the language skills, reading an important role because it helps students to be able to read English articles, magazines, newspapers, and nonfiction books, and it also could be the only way to use and to practice in non English speaking countries. Therefore, the ability to read the text in any form will contribute a great advantage for English learners, for instance gaining success at school. Teachers must become far more proactive in providing actual reading comprehension instruction to their students. However, some of the more current trends in reading and language arts education have been shown to have an opposite effect. In

¹ Diana Cristianti, English is Easy (Gramedia Widiasarana: Jakarta 2017), p. iii

² Soo-ok kweon, Bernard Spolsky, *The Asian EFL Classroom : Issues, Challenges and Future Expectations* (Routledge: New York, 2019) P. iii

one trend associated with the process writing and whole-language movements, Calkins described a movement that has undermined the teacher's role in teaching reading comprehension.³ In an effort to respect the choices and interests of individual readers and writers in the classroom, many teachers have been falsely led to believe that they should not take an active role in directing students' learning. These teachers are fearful of taking ownership for the students' learning, so they tend not to intervene.

Reading is a number of interactive processes between the reader and the text, in which readers use their knowledge to build, to create, and to construct meaning . Reading comprehension is understanding a written text means extracting the required information from it as efficiently as possible.⁴ Reading comprehension is the process of making meaning from the text the goal. Therefore, is to gain an overall understanding of what is describe in the text rather than to obtain meaning from isolated words or sentences.⁵ Reading is an activity that we do to get information from a text for us to understand. comprehension is always the most dominant part. All reading is presented based on the level of vocabulary and themes that are close to students. Based on this explanation the researcher only focuses on reading comprehension by using direct reading activity.

Those cases were quite problematical one and it should be solved because it can arise further difficulties to the next reading lesson if their

³ Andy Boyd, *Computers and reading comprehension*, <https://www.pdfdrive.com/reading-comprehension-d15421613.htm>. accessed on October 2018

⁴ *Francoise Grellet, Grellet, Grellet Francoise, developing Reading Skills: A Practical Guide to Reading Comprehension exercises (Cambridge University Press, 1881), P. 3*

⁵ Gary Woolley, *Reading Comprehension: Assisting Children with Learning Difficulties (Springer Science & Business Media: London, 2011) P. 15*

low degree of reading comprehension was not improved soon. As the effect, they will be probably continuous difficulty to understand any other texts. Furthermore, they probably could not pass the policy of minimum passing grade determined by school. Here, it was assumed that circumstances could affect their understanding of a text for instance, students' physical condition, their interests toward the materials, the difficulty of the text selections, and hardly sustained attention. It was considered that it was necessary to find out a suitable and interesting method related to students' condition. They needed to be delivered any practices to assist them in developing reading comprehension. For the need of research, it was chosen the seventh grade because this grade derived the lowest achievement scores based on the test result among the other grade. Therefore, the students' reading comprehension needed to be developed. In this research, the study was focused on narrative text. It was based on texts that taught in Junior High School.

Teaching method is one of important factors in determining students' achievement in reading. The teacher should apply effective and innovative strategies in teaching reading in order to make students interested to read and to improve the students reading comprehension. There are many methods that can be applied by the teacher in teaching reading comprehension for instance Direct Teaching Activity Method. The direct reading- thinking activity, provides the master lesson structure for many method and design used in education .it resembles the directed reading activity (DRA) thatbetts found to be in use in various form in the

1930.⁶In this case, the researcher tried to apply DRA to solve the problems since the DRA method is an alternative way to improve reading skills. Directed Reading Activity method consists of three main steps are prediction, reading, and confirmation. It encouraged students to make predictions and inferences. It also helped students to understand the whole reading text. In addition, it created a condition in which students could practice and involve in active comprehension by calling on their personal prior knowledge and text knowledge.

Therefore, it was important to apply appropriate teaching method in order to help students comprehend the text easily. Directed Reading Activity method would be applied and related it with students' reading interest to investigate whether students who had high or low interest in reading would affect their reading comprehension and also to investigate whether it was effective in this institution. Thus, this study was conducted under the title **“The Effect of Using Directed Reading Activity to Student's Achievement in Reading Comprehension at Seventh Grade of MTs Geudubang Aceh.”**

B. Research Question

Based on the description of the background of the above, the formulation of the problem in this research are:

⁶ Anthony V. Manzo, *Content Area Reading : A Heuristic Approach* ,(literacy Leaders: columbus, 1990) P. 104

1. Does the students' achievement in Reading Comprehension significantly improve using DRA at Seventh Grade of MTSS Geudubang Aceh?
2. Is it effective to apply DRA in Reading Comprehension of English subject of MTSS Geudubang Aceh ?

C. Purpose of Study

The purpose of this research is carried out:

1. To determine the effect of Directed Reading Activity on students' reading comprehension between who were taught by conventional method.
2. To determine the effectiveness of the Direct Reading Activity Method in Reading Comprehension of English subject.

D. Significance of Study

1. Theoretical Significance

Theoretical significance is addressed to teachers, students, and other writers. First, for teachers, it provides information related to teaching methods that can be used in reading comprehension, especially to improve the quality of teaching in using the direct reading activity method. Second, for students to help them understand the report text easily through the DRA method. Third, for other writers, it can increase knowledge related to teaching

methods, reading interest, and reading comprehension, and can be information or references.

2. Practical Significance

First, for the teacher. It gives the alternative solution in teaching reading primarily in the report text. Second, was for students. It assisted them to solve their problems in the reading activity of report text and it could help them to develop their creative thinking skills. Third, was for the institution of MTS S Gedubang Aceh. It could be beneficial regarding improve education quality. Fourth, was for other writers to provide information in conducting research related to reading comprehension.

E. Terminology

Directed Reading Activity is text centered approach to teaching reading. This approach involves using the basic question answer pattern to reading instruction. The approach does not provide for explicit teaching of comprehension skills and strategies and typically relies upon texts and or workbooks. Directed Reading a strategic approach to teaching reading and reading comprehension intended to develop students' ability to read critically and reflectively.⁷ The approach involves using a three step process towards greater reading comprehension. Students are guided

⁷ Reutzel, D, &Cooter, R. *Teaching Children to Read: From Basais to Books* (2nd ed.).(Englewood, NJ: Prentice-Hall. 1996).

through the process of sampling text, making predictions based upon prior knowledge and textual information, re sampling text, and confirming or adjusting predictions in light of new information.

Anderson defined reading as the process of making meaning from written texts. It needs the harmony of a lot of related sources of information.⁸ Grabe defined reading as an interactive process between readers and texts that result in reading fluency.⁹ Readers interact with texts as they try to extract meaning and there are different types of knowledge: linguistic or systemic knowledge bottom up processing and schematic knowledge top down processing. Ahmadi stated that the main goal of reading is to gain the correct message from a text that the writer intended for the reader to receive.¹⁰

Reading comprehension is the process of eliciting and making meaning through interaction and involvement with written language.¹¹ Magliano emphasized that this process is a task of both reader and text factors that happen within a larger social context.¹² Duke stated that comprehension is a process in which readers make meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the views of readers

⁸Anderson, R. C., Hiebert, E. H., Scott, J. A., & Wilkinson, I. A. G. *Becoming a Nation of Readers*. (Washington, D. C.: National Institute of Education.1985)

⁹Alyousef, H.S. *Teaching Reading Comprehension To Esl/Efl Learners. The Reading Matrix*.5(2).(2005).p.143-154. Retrieved from <http://www.readingmatrix.com/articles/alyousef.pdf>

¹⁰Journal of Studies in Education ISSN 2162-6952 2016, Vol. 6, No. 2

¹¹Journal of Studies in Education ISSN 2162-6952 2016, Vol. 6, No. 2

¹² McNamara, D.S., & Magliano, J. P. *Towards A Comprehensive Model Of Comprehension. In B. Rose (Ed.), The Psychology Of Learning And Motivation* (New York, NY: Academic Press.2009).P.297-384.

related to the text.¹³ The purpose is to get an understanding of the text rather than to acquire meaning from individual words or sentences. The outcome of reading comprehension is the mental representation of a text meaning that is combined with the readers' previous knowledge.

¹³Duke, N. *Comprehension Instruction For Informational Text. Presentation At The Annual Meeting Of The Michigan Reading Association*,(Grand Rapids, MI.2003)

CHAPTER IV

RESULT AND DISCUSSION

H. The Result of Research

Researchers get data in the form of scores. The score comes from pre-test and post-test. Pre-test was held on Thursday 7th November, and post-test on Thursday 21th November. In the pre-test, researchers gave assignments to students before treatment and in the post-test, researchers gave assignments for students to answer questions after treatment.

2. Result of the Pre-test and Post test

3. Result of Pre-test in Experimental and Control Class

The author gives preliminary tests in the experimental class to see students' reading comprehension skills before they get treatment.

Table 4.1

Pre-test scores in the experimental class

No.	Student's Initial	score
1	AL	40
2	B	50
3	DSP	50
4	DA	60
5	D	50
6	EF	60
7	GC	40

8	HB	60
9	LR	70
10	MQA	50
11	M	10
12	MS	40
13	NM	30
14	NW	30
15	NN	20
16	ND	40
17	NR	20
18	NL	70
19	PN	40
20	RF	70
21	RA	50
22	RV	60
23	RM	70
24	RKA	50
25	SH	70
26	S	50
27	TA	40
28	YS	40
29	KH	60

Based on table 4.1, the highest score is 70 and the lowest score is 10.

Based on Figure 1, it can be seen that there is one student who gets a score of 10, two students who score 20, two students who score 30, seven students who score 40, seven students who scored 50, five students who scored 60, and five students who scored 70. For statistics on pre-test results in the experimental class were presented below:

Table 4.2

Statistics of the Result of the Pretest in Experimental Class

Statistics	Score
Mean	48
Minimum	10
Maximum	70
Median	40
Mode	40-50

Based on Table 4.2, it shows that the average pretest score in the experimental class is 48. The maximum score is 70 and the minimum score is 10. The median score is 40 and the mode score is 40-50.

The researcher also conducted a pre-test in the control class to determine students' reading comprehension in the Descriptive text before treatment. Scores of students' reading comprehension on the Descriptive text tested in the pre-test were presented below:

Table 4.3

Pre-test scores in the control class

No.	Student's Initial	Scores
1	AR	30
2	AF	30
3	AT	10
4	AF	20
5	DRA	30
6	DH	10
7	DS	20
8	EAW	20
9	FA	10
10	FA	10
11	HN	
12	ISP	30
13	SBA	70
14	MEP	30
15	ZA	10
16	MRP	20
17	MR	20
18	M	20
19	PU	30
20	RPR	20
21	RJ	30

22	RW	20
23	SNK	30
24	S	20
25	SA	20
26	SR	20
27	RS	20

Based on table 4.3, the highest score is 70 and the lowest score is 10.

Based on this number, it can be seen that there are five students who score 10, there are twelve students who score 20, eight students who score 30, one student who scores 70 For statistics on pre-test results in the control class were presented below:

Table 4.4

Statistics of the Result of the Pretest in Control Class

Statistic	Score
Mean	23
Minimum	10
Maximum	70
Median	30
Mode	20

Based on Table 4.4, the average pre-test in the control class is 23. The maximum score is 70 and the minimum score is 10. The median score is 30, and the mode score is 20.

3. Result of Post-test in Experimental and Control Class

After the researcher gave treatment three times, the researcher gave a post-test. Post-test is given to know the students' reading comprehension ability in the personal Descriptive text after the treatment is given. The results of the post-test in the experimental class were presented below:

Table 4.5

Post-test scores in the experimental class

No.	Student's Initial	Score
1	AL	60
2	B	70
3	DSP	80
4	DA	90
5	D	80
6	EF	90
7	GC	70
8	HB	70
9	LR	70
10	MQA	70
11	M	60
12	MS	70

13	NM	70
14	NW	60
15	NN	70
16	NDP	60
17	NR	70
18	NL	70
19	PN	70
20	RF	60
21	RA	70
22	RV	90
23	RM	70
24	RKA	80
25	SH	70
26	S	80
27	TA	70
28	YS	80
29	KH	80

Based on table 4.5, it shows students' reading comprehension after they are taught with expository strategies as treatment. The highest score is 90 and the lowest score is 60. Based on this number, it can be seen that there are five students who get 60 scores, 15 students who score 70, six students who score 80, and three students who score 90 scores. For statistics on post-test results in the experimental class were presented below:

Table 4.6**Statistics of the Result of the Post-test in Experimental Class**

Statistic	Score
Mean	72
Minimum	60
Maximum	90
Median	80
Mode	70

Based on Table 4.6, the average post-test in the experimental class is 72. The maximum score is 90 and the minimum score is 60. The median score is 80, and the mode score is 70.

The researcher also conducted a post-test in the control class to find out students' reading comprehension in the text after they received treatment. Scores of students' reading comprehension on the text in the control class tested in the post-test were presented below:

Tabel 4.7**Post-test Score in The Control Class**

No.	Student's Initial	Scores
1	AR	70
2	AF	70
3	AT	70

4	AF	70
5	DRA	60
6	DH	70
7	DS	70
8	EAW	70
9	FA	70
10	FA	20
11	HN	
12	ISP	20
13	SBA	70
14	MEP	40
15	ZA	60
16	MRP	70
17	MR	70
18	M	20
19	PU	70
20	RPR	50
21	RJ	70
22	RW	30
23	SNK	40
24	S	20
25	SA	30
26	SR	50

27	RS	70
----	----	----

Based on table 4.7, the highest score is 70 and the lowest score is 20. Based on this number, it can be seen that there are four students who score 20, two students who score 30, two students who score 40, two students who score 50, two students who scored 60, and fourteen students who scored 70. For the statistics of the post-test results in the control class were presented below:

Table 4.8

Statistics of the Result of the Post-test in Control Class

Statistic	Score
Mean	55
Minimum	20
Maximum	70
Median	50
Mode	70

Based on Table 4.8, it shows that the average post-test score in the control class is 55. The maximum score is 70 and the minimum score is 20. The median score is 50 and the mode score is 70.

4. Result of Data Analysis

a. Fulfillment of the Assumption and Hypothetical Test

1. Result of Normality

Normality test is used to measure whether the data in the experimental class and the control class are normally distributed or not. In this study, researchers tested normality after obtaining student scores in the reading comprehension pretest and post-test Descriptive text using SPSS (Statistical Package for Social Sciences) version 16. The normality test used was Shapiro-Wilk because the total number of samples in this study was less than 50.

b. The hypotheses are :

Ho: the data have normal distribution.

Ha: the data do not have normal distribution.

c. The test criteria

If the value $(p) > \text{significant } (\alpha = 0.05)$, it means that Ho was accepted. If the value $(p) < \text{significant } (\alpha = 0.05)$, it means that Ha was accepted.

Table 4.9

The result of Normality in the Control and Experimental Class

Kolmogorov-smirnov		
Statistic	Df	Sig
.158	30	054
.135	32	145

Based on Table 4.9, it can be seen that the P-value (Sig.) For the control class is 0.145 and the P-value (Sig.) For the experimental class is 0.054 because Sig. (P-value) of the experimental class is 0.054 because Sig. (P-value) of the experimental class and the control class $> \alpha 0.05$. So, Ha was rejected. The

conclusion is that the data in the experimental class and the control class have a normal distribution.

5. Result of Homogeneity Test

Researchers tested the Homogeneity test after obtaining scores on students' reading comprehension in the control class and the experimental class (pretest and posttest reading comprehension in Descriptive text using SPSS).

10. The hypotheses are:

Ha : The variance of the data is not homogeneous.

Ho : The variance of the data is homogeneous.

11. The criteria of the test are follows:

Ho is accepted if $\text{Sig} > \alpha = 0.05$

Ha is accepted if $\text{Sig} < \alpha = 0.05$

Table 4.10

The Result of Homogeneity Test

Levene Statitics	df1	df2	Sig.
.057	1	60	.812

Based on the results obtained in the variance homogeneity test in Table 4.10, it can be seen that Sig. (P-value) is $0.812 > \alpha$ is 0.05. it shows that Ho was accepted because Sig. (P-value) $> \alpha$ is 0.05. This means that the variance of the data is homogeneous.

6. Result of Hypothetical Test

Based on the previous explanation, the normality and homogeneous tests are satisfactory. Therefore, researchers used hypothesis testing using SPSS (Statistical Program for Social Sciences) version 16, independent sample t-test.

The hypothesis formula is:

Ha: There is a significant influence of the use of joint reading strategies on students' reading comprehension at the Seventh Grade of MTsS Geudubang Aceh

Ho: There is no significant effect of using a joint reading strategy on students' reading comprehension at Seventh Grade of MTsS Geudubang Aceh

Criteria for acceptance or rejection of hypotheses for hypothesis testing are:

Ho received was Sig. (P-value) $> \alpha = 0.05$

Ha received was Sig. (P-value) $< \alpha = 0.05$

Table 4.11

The Result of Hypothetical Test

t-test for Equality of Means		
T	Df	Sig. (2-tailed)
2.299	60	.025

Based on the results obtained in the independent sample t-test in Table 4.11, the resulting Sig value is significant. (P-value) is $0.025 < \alpha$ is 0.05 . So, Ha was accepted and Ho was rejected. Based on calculations, it can be concluded that there is a significant effect of using the Joint Reading Strategy on students' reading comprehension at the Seventh Grade of MTsS Geudubang Aceh.

I. Discussion

The results of the pretest in the experimental class showed that only 5 students scored 70 out of 29 students. Whereas in the control class only 1 student who passed. After the researcher gave treatment using Direct Reading Activity (DRA) and did a post test, students' reading comprehension improved. This can be saw from the results of the post test which showed that 5 students who get 60 scores, 15 students who score 70, 6 students who score 80, and 3 students who score 90.

Based on the results obtained using Direct Reading Activity (DRA) strategy in teaching reading, students have the purpose of reading and are able to increased understanding before and after reading. From these, it can be concluded that DRA strategy in teaching reading comprehension was effectively.

CHAPTER V

CONCLUSION AND SUGGESTION

c. Conclusion

Based on research conducted at seventh grade of MTsS Geudubang Aceh, researchers can draw conclusions as follows:

In the previous chapter, the authors analyzed the data statistically. Based on statistical analysis, there is a significant influence of the use of Direct Reading Activity strategies on students' reading comprehension at seventh grade of MTsS Geudubang Aceh. Significant influence can be seen from Sig. (2-tailed) of the same variant is assumed in the Independent Sample test table where Sig. (2-tailed) is 0.025. This is lower than $\alpha = 0.05$ and that means that H_0 is rejected and H_a is accepted.

d. Sugestion

Based on the results of this study, the authors suggest the following suggestions:

a. For The Teacher

Considering the strategy, the authors suggest that English teachers implement direct reading activity as a way of teaching reading, especially in Descriptive texts because it can help students become more motivated and active in the learning process. In addition, the teacher must motivate students to use English during the teaching and learning process in class. And The

teacher must encourage students to participate actively and enthusiastically in the teaching and learning process.

b. For Student

Students must carry out activities related in English to enrich their vocabulary and remember the vocabulary they get to understand the text in reading. Students must create high motivation in themselves to be able to follow the learning process very well.

c. For The next Researcher

What is interesting in conducting similar studies must be to understand the problem in depth for better research, and help students to solve their problems in reading comprehension. Future studies can carry out this strategy at the student level, for example, high school. They can apply other types of texts, for example, narratives, reports, descriptive texts, etc.

The school should provide some English books as the source in the learning process and a facility to support the learning process. The facility can be a laboratory for language.

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www.macrothink.org/jse 235

CHAPTER IV

RESULT AND DISCUSSION

A. The Result of Research

Researchers get data in the form of scores. The score comes from pre-test and post-test. Pre-test was held on Thursday 7th November, and post-test on Thursday 21th November. In the pre-test, researchers gave assignments to students before treatment and in the post-test, researchers gave assignments for students to answer questions after treatment.

1. Result of the Pre-test and Post test

a. Result of Pre-test in Experimental and Control Class

The author gives preliminary tests in the experimental class to see students' reading comprehension skills before they get treatment.

Table 4.1

Pre-test scores in the experimental class

No.	Student's Initial	score
1	AL	40
2	B	50
3	DSP	50
4	DA	60
5	D	50

6	EF	60
7	GC	40
8	HB	60
9	LR	70
10	MQA	50
11	M	10
12	MS	40
13	NM	30
14	NW	30
15	NN	20
16	ND	40
17	NR	20
18	NL	70
19	PN	40
20	RF	70
21	RA	50
22	RV	60
23	RM	70
24	RKA	50
25	SH	70
26	S	50
27	TA	40
28	YS	40
29	KH	60

Based on table 4.1, the highest score is 70 and the lowest score is 10. Based on Figure 1, it can be seen that there is one student who gets a score of 10, two students who

score 20, two students who score 30, seven students who score 40, seven students who scored 50, five students who scored 60, and five students who scored 70. For statistics on pre-test results in the experimental class were presented below:

Table 4.2

Statistics of the Result of the Pretest in Experimental Class

Statistics	Score
Mean	48
Minimum	10
Maximum	70
Median	40
Mode	40-50

Based on Table 4.2, it shows that the average pretest score in the experimental class is 48. The maximum score is 70 and the minimum score is 10. The median score is 40 and the mode score is 40-50.

The researcher also conducted a pre-test in the control class to determine students' reading comprehension in the Descriptive text before treatment. Scores of students' reading comprehension on the Descriptive text tested in the pre-test were presented below:

Table 4.3

Pre-test scores in the control class

No.	Student's Initial	Scores
1	AR	30
2	AF	30
3	AT	10
4	AF	20
5	DRA	30
6	DH	10
7	DS	20
8	EAW	20
9	FA	10
10	FA	10
11	HN	
12	ISP	30
13	SBA	70
14	MEP	30
15	ZA	10
16	MRP	20
17	MR	20
18	M	20

19	PU	30
20	RPR	20
21	RJ	30
22	RW	20
23	SNK	30
24	S	20
25	SA	20
26	SR	20
27	RS	20

Based on table 4.3, the highest score is 70 and the lowest score is 10. Based on this number, it can be seen that there are five students who score 10, there are twelve students who score 20, eight students who score 30, one student who scores 70 For statistics on pre-test results in the control class were presented below:

Table 4.4

Statistics of the Result of the Pretest in Control Class

Statistic	Score
Mean	23
Minimum	10
Maximum	70

Median	30
Mode	20

Based on Table 4.4, the average pre-test in the control class is 23. The maximum score is 70 and the minimum score is 10. The median score is 30, and the mode score is 20.

2. Result of Post-test in Experimental and Control Class

After the researcher gave treatment three times, the researcher gave a post-test. Post-test is given to know the students' reading comprehension ability in the personal Descriptive text after the treatment is given. The results of the post-test in the experimental class were presented below:

Table 4.5

Post-test scores in the experimental class

No.	Student's Initial	Score
1	AL	60
2	B	70
3	DSP	80
4	DA	90
5	D	80
6	EF	90
7	GC	70

8	HB	70
9	LR	70
10	MQA	70
11	M	60
12	MS	70
13	NM	70
14	NW	60
15	NN	70
16	NDP	60
17	NR	70
18	NL	70
19	PN	70
20	RF	60
21	RA	70
22	RV	90
23	RM	70
24	RKA	80
25	SH	70
26	S	80
27	TA	70
28	YS	80
29	KH	80

Based on table 4.5, it shows students' reading comprehension after they are taught with expository strategies as treatment. The highest score is 90 and the lowest score is 60. Based on this number, it can be seen that there are five students who get 60

scores, 15 students who score 70, six students who score 80, and three students who score 90 scores. For statistics on post-test results in the experimental class were presented below:

Table 4.6

Statistics of the Result of the Post-test in Experimental Class

Statistic	Score
Mean	72
Minimum	60
Maximum	90
Median	80
Mode	70

Based on Table 4.6, the average post-test in the experimental class is 72. The maximum score is 90 and the minimum score is 60. The median score is 80, and the mode score is 70.

The researcher also conducted a post-test in the control class to find out students' reading comprehension in the text after they received treatment. Scores of students' reading comprehension on the text in the control class tested in the post-test were presented below:

Tabel 4.7

Post-test Score in The Control Class

No.	Student's Initial	Scores
1	AR	70
2	AF	70
3	AT	70
4	AF	70
5	DRA	60
6	DH	70
7	DS	70
8	EAW	70
9	FA	70
10	FA	20
11	HN	
12	ISP	20
13	SBA	70
14	MEP	40
15	ZA	60
16	MRP	70
17	MR	70
18	M	20
19	PU	70
20	RPR	50
21	RJ	70
22	RW	30
23	SNK	40
24	S	20

25	SA	30
26	SR	50
27	RS	70

Based on table 4.7, the highest score is 70 and the lowest score is 20. Based on this number, it can be seen that there are four students who score 20, two students who score 30, two students who score 40, two students who score 50, two students who scored 60, and fourteen students who scored 70. For the statistics of the post-test results in the control class were presented below:

Table 4.8

Statistics of the Result of the Post-test in Control Class

Statistic	Score
Mean	55
Minimum	20
Maximum	70
Median	50
Mode	70

Based on Table 4.8, it shows that the average post-test score in the control class is 55. The maximum score is 70 and the minimum score is 20. The median score is 50 and the mode score is 70.

3. Result of Data Analysis

a. Fulfillment of the Assumption and Hypothetical Test

1. Result of Normality

Normality test is used to measure whether the data in the experimental class and the control class are normally distributed or not. In this study, researchers tested normality after obtaining student scores in the reading comprehension pretest and post-test Descriptive text using SPSS (Statistical Package for Social Sciences) version 16. The normality test used was Shapiro-Wilk because the total number of samples in this study was less than 50.

a. The hypotheses are :

Ho: the data have normal distribution.

Ha: the data do not have normal distribution.

b. The test criteria

If the value $(p) > \text{significant } (\alpha = 0.05)$, it means that Ho was accepted. If the value $(p) < \text{significant } (\alpha = 0.05)$, it means that Ha was accepted.

Table 4.9

The result of Normality in the Control and Experimental Class

Kolmogorov-smirnov		
Statistic	Df	Sig
.158	30	054
.135	32	145

Based on Table 4.9, it can be seen that the P-value (Sig.) For the control class is 0.145 and the P-value (Sig.) For the experimental class is 0.054 because Sig. (P-value) of the experimental class is 0.054 because Sig. (P-value) of the experimental class and the control class $> \alpha 0.05$. So, H_a was rejected. The conclusion is that the data in the experimental class and the control class have a normal distribution.

4. Result of Homogeneity Test

Researchers tested the Homogeneity test after obtaining scores on students' reading comprehension in the control class and the experimental class (pretest and posttest reading comprehension in Descriptive text using SPSS).

a. The hypotheses are:

H_a : The variance of the data is not homogeneous.

H_o : The variance of the data is homogeneous.

b. The criteria of the test are follows:

H_o is accepted if $\text{Sig} > \alpha = 0.05$

H_a is accepted if $\text{Sig} < \alpha = 0.05$

Table 4.10

The Result of Homogeneity Test

Levene Statitics	df1	df2	Sig.
.057	1	60	.812

Based on the results obtained in the variance homogeneity test in Table 4.10, it can be seen that Sig. (P-value) is $0.812 > \alpha$ is 0.05. it shows that H_o was accepted

because Sig. (P-value) > α is 0.05. This means that the variance of the data is homogeneous.

5. Result of Hypothetical Test

Based on the previous explanation, the normality and homogeneous tests are satisfactory. Therefore, researchers used hypothesis testing using SPSS (Statistical Program for Social Sciences) version 16, independent sample t-test.

The hypothesis formula is:

Ha: There is a significant influence of the use of joint reading strategies on students' reading comprehension at the Seventh Grade of MTsS Geudubang Aceh

Ho: There is no significant effect of using a joint reading strategy on students' reading comprehension at Seventh Grade of MTsS Geudubang Aceh

Criteria for acceptance or rejection of hypotheses for hypothesis testing are:

Ho received was Sig. (P-value) > $\alpha = 0.05$

Ha received was Sig. (P-value) < $\alpha = 0.05$

Table 4.11

The Result of Hypothetical Test

t-test for Equality of Means		
T	Df	Sig. (2-tailed)
2.299	60	.025

Based on the results obtained in the independent sample t-test in Table 4.11, the resulting Sig value is significant. (P-value) is $0.025 < \alpha$ is 0.05. So, Ha was accepted and

Ho was rejected. Based on calculations, it can be concluded that there is a significant effect of using the Joint Reading Strategy on students' reading comprehension at the Seventh Grade of MTsS Geuduang Aceh.

B. Discussion

The results of the pretest in the experimental class showed that only 5 students scored 70 out of 29 students. Whereas in the control class only 1 student who passed. After the researcher gave treatment using Direct Reading Activity (DRA) and did a post test, students' reading comprehension improved. This can be saw from the results of the post test which showed that 5 students who get 60 scores, 15 students who score 70, 6 students who score 80, and 3 students who score 90.

Based on the results obtained using Direct Reading Activity (DRA) strategy in teaching reading, students have the purpose of reading and are able to increased understanding before and after reading. From these, it can be concluded that DRA strategy in teaching reading comprehension was effectively.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on research conducted at seventh grade of MTsS Geudubang Aceh, researchers can draw conclusions as follows:

In the previous chapter, the authors analyzed the data statistically. Based on statistical analysis, there is a significant influence of the use of Direct Reading Activity strategies on students' reading comprehension at seventh grade of MTsS Geudubang Aceh. Significant influence can be seen from Sig. (2-tailed) of the same variant is assumed in the Independent Sample test table where Sig. (2-tailed) is 0.025. This is lower than $\alpha = 0.05$ and that means that H_0 is rejected and H_a is accepted.

B. Sugestion

Based on the results of this study, the authors suggest the following suggestions:

1. For The Teacher

Considering the strategy, the authors suggest that English teachers implement direct reading activity as a way of teaching reading, especially in Descriptive texts because it can help students become more motivated and active in the learning process. In addition, the teacher must motivate students to use English during the

teaching and learning process in class. And The teacher must encourage students to participate actively and enthusiastically in the teaching and learning process.

2. For Student

Students must carry out activities related in English to enrich their vocabulary and remember the vocabulary they get to understand the text in reading. Students must create high motivation in themselves to be able to follow the learning process very well.

3. For The next Researcher

What is interesting in conducting similar studies must be to understand the problem in depth for better research, and help students to solve their problems in reading comprehension. Future studies can carry out this strategy at the student level, for example, high school. They can apply other types of texts, for example, narratives, reports, descriptive texts, etc.

The school should provide some English books as the source in the learning process and a facility to support the learning process. The facility can be a laboratory for language.

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