

## The Effect of Structured Dyadic on the Students' Reading Comprehension

<sup>1</sup>Paramita Wardani, <sup>2</sup>Hiqma Nur Agustina <sup>3</sup>Imam Sudarmaji  
<sup>1,2,3</sup>English Language Education, FKIP, Universitas Islam Syekh – Yusuf

<sup>1</sup>[paramitaw69@gmail.com](mailto:paramitaw69@gmail.com), <sup>2</sup>[hiqma@unis.ac.id](mailto:hiqma@unis.ac.id), <sup>3</sup>[isudarmaji@unis.ac.id](mailto:isudarmaji@unis.ac.id)\*

### ABSTRACT

The purpose of this study is to determine whether the structured dyadic technique has a substantial impact on the students' reading comprehension in the tenth grade at SMAN 14 Kab. Tangerang. This study employed a quantitative approach using a quasi-experimental methodology. This indicates that the author employed two classes, one of which served as the experimental class and the other as the control class. All tenth grade students as well as 72 additional pupils make up the population of this study because purposive sampling was employed to select the sample. The t-test formula was used to test the hypothesis data. As a consequence of the hypothesis test, it was determined that the Sig. is  $1.667 > 0.05$ , which indicates that  $H_0$  is rejected and  $H_a$  is accepted. Based on the findings, it can be said that the Structured Dyadic Method (SDM) has a significant impact on the students' reading comprehension in the tenth grade of SMAN 14 Kab. Tangerang.

**Keyword:** Structured Dyadic Method, Reading Comprehension

### INTRODUCTION

Language is a communication tool that individuals use to relate to one another. Everyone knows that language and human life are inseparable. By utilizing language, it will be simple to explain the concept, viewpoint, and emotion. There are numerous languages around the globe. Each country has its own distinct language. The English language is an international language. This language is utilized worldwide. As a global language, English is extremely essential and has several interrelationships with various facets of human life. Many people desire to study English so that they can converse effectively and travel abroad once they have mastered the

language. Students must master four abilities in order to acquire a language: listening, speaking, reading, and writing. In English instruction, students are encouraged to utilize English for communication and to study materials written in English.

Reading, according to Pang et al. (2005:6), involves comprehending written content. Reading is the process of acquiring knowledge through the written transfer of data from writer to reader. The author is the transmitter of information, ideas, and thoughts, while the reader is the recipient of the message. When pupils read, they process and transfer information in their

brains, allowing them to gain knowledge from what they read.

Reading plays an important role in the learning process, as students' success in learning other subjects is highly dependent on their level of reading mastery. The two processes that comprise reading are word recognition and comprehension. Therefore, it is essential to comprehend what is being read. Therefore, in order to comprehend a book, pupils must distinguish the primary idea, specific information, and detail information.

English is not a national language in Indonesia; it is merely a foreign language. Thus, the majority of individuals in Indonesia struggle with reading. Students in Indonesia struggle with reading because they cannot comprehend English reading materials. Therefore, individuals have difficulty extracting information from the text.

According to the author's observation in SMAN 14 Kab.Tangerang, the majority of students struggle with reading books and passages. One of the issues is that the students have difficulty comprehending the text. Many of them still struggle to recognize the text's primary idea, specific information, and detail information. They were unfamiliar with the terminology used in the text. Consequently, they did not comprehend the significance of the words. Example of a student problem in teaching reading comprehension, as demonstrated by the writer's discovery that certain students received a lower score on the final exam.

In other words, there are multiple components to training reading comprehension. Typically, pupils first attempted to comprehend the meaning

of a piece by consulting a dictionary. Many students believe that reading is an uninteresting activity since it is a waste of time; hence, they get nothing from it. The kids' reading comprehension will therefore suffer because they do not comprehend the content thoroughly. Students should be aware that reading is vital for them and that they must work hard to comprehend what they read. The teacher must then take into account aspects such as the pupils, the resources, the teaching media, and the teaching approach. The author also identified a difficulty with the reading comprehension instruction approach. It is not suitable for the students. Thus, the most prevalent issue is the instructional style. According to Shehu (2015:93-94), students struggle with reading comprehension, particularly with new words, their past knowledge, and the technique that teachers employ in the classroom. Therefore, the researcher believes that it is essential to employ a more effective strategy or method while teaching reading comprehension in order to address the issues with students' reading comprehension. The teaching method employed by the instructor is an important component to consider in the teaching and learning process. Therefore, in order to tackle this issue, the teacher should employ an engaging and effective learning style. Either the pupils will benefit from an effective learning process if the technique of instruction is proper.

Teaching reading comprehension with Structured Dyadic Methods (SDM) was the focus of this study. Structured Dyadic Methods (SDM) is a method that involves only two students (dyads/pairs) in one group, with one student serving as the "teacher" and the

other as the "student." Structure Dyadic Method may assist pupils in interpreting their shared ideas and understanding how to process learning. Structured Dyadic Methods (SDM) may enable students to directly solve issues, comprehend content in groups, assist one another, and draw conclusions.

The writer is interested in researching "The Effect of Structured Dyadic technique on the Reading Comprehension of Tenth-Graders at SMAN 14 Kab.Tangerang in the 2018-2019 Academic Year" based on the prior explanation.

## RESEACRH METHODOLOGY

### *Time and Place*

The study was carried out at SMAN 14 Kab.Tangerang. The school is located in Jl. Raya Daon, Perum Pondok Sukatani Permai, Tangerang, Banten. The tenth-grade pupils will serve as the subject of the study. This school will be chosen by the author since their reading comprehension score in tenth grades fell below the minimum standard.

### *Population and Sample*

A population is any group of people who share one or more characteristics of interest to the researcher. According to Riduwan (2012:10), a population is an entity or subject that dwells in a region and possesses particular features pertinent to the research challenge. According to Latief (2017:195), there are two categories of population: target population and accessible population. Target population is the big group to whom a researcher often restricts accessible data sources. Accessible population, on the other hand, is the population for whom a researcher can

generalize data to make it more particular.

This study's target demographic consists of all SMAN 14 Kab.Tangerang students. This research is accessible to all 279 students enrolled in the tenth grade at SMAN 14 Kab.Tangerang.

**Table 1: Design of the Research**

Class	Pre-Test	Treatment	Post-Test
Experimental Class	Xe1	T	Xe2
Control Class	Xc1	C	Xc2

**Note:**

Where:

- Xe1 : Students' reading score of experimental class on pre-test
- Xc1 : Students' reading score of controlled class on pre-test
- T : Treatment is given (with structured dyadic method)
- C : Placebo (treatment is not given)
- Xe2 : Students' reading score of experimental class on post-test
- Xc2 : Students' reading score of controlled class on post-test

In this study, the writer will use purposive sampling technique. Riduwan (2012:63) defined that purposive sampling is a sampling technique that used by the researcher if the researcher has certain considerations in selecting sample to achieve a certain purpose. For the sampling, the writer will choose the students of X IPA 1 and X IPA 2. X IPA 2 will teach by using conventional method and X IPA 1 will teach by using structured dyadic method.

To obtain the data of reading comprehension, the writer will use test in the form of multiple choice to investigate the students' reading comprehension score. There were 40 test items made with 5 options A, B, C,

D and E. The test will be conducted by writer are the pre-test and post-test by the form of used multiple-choice. Based on the test specification of the reading comprehension in the following:

**Table 2: Reading Comprehension Instrument**

KD	Aspect	Indicator	Item Soal
Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>deskriptif</i> , lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal	Main idea of the text	Identifying the main idea of the text	27
	General Idea of the text	Identifying the general idea of the text	1,6,11
	Specific information	Identifying the specific information	4,7,14,17,23,25,32,35,37,40
	Objective information	Identifying the objective information	12,15,16,20,21,30,31,34,36
	Rhetorical of Descriptive text	Identifying on descriptive text rhetorical	2,3,5,8,9,10,13,18,19,22,24,26,28,29,33,38,39,

## RESEARCH FINDING AND DISCUSSION

The data was collected from the pre-test responses of experimental class pupils, which revealed a maximum value of 85 and a minimum value of 43, with a mean of 70.31, median of 73.00, mode of 73, variance of 123.418, and standard deviation of 11.109. Maximum score on the post-test was 85, minimum score was 60, mean was 75.28, median was 76.50, mode was 83, variance was 64.778, and standard deviation was 8.048.

**Table 3. Descriptive Statistics in Experimental Class**

	Pretest	Posttest
N	36	36
Valid	36	36
Missing	0	0
Mean	70,31	75,28
Std. Error of Mean	1,852	1,341
Median	73,00	76,50
Mode	73	83
Std. Deviation	11,109	8,048
Variance	123,418	64,778
Range	42	25

Minimum	43	60
Maximum	85	85
Sum	2531	2710

Source: Statistical result SPSS 22

**Table 4. Descriptive Statistics in Controlled Class**

	Pretest	Posttest
N	36	36
Valid	36	36
Missing	0	0
Mean	66,47	66,61
Std. Error of Mean	1,016	1,325
Median	68,00	68,00
Mode	68	68
Std. Deviation	6,097	7,947
Variance	37,171	63,159
Range	27	35
Minimum	53	48
Maximum	80	83
Sum	2393	2398

Source: Statistical result SPSS 22

The data was gathered from the pre-test responses of students in the control class, where the maximum value was 80 and the

minimum value was 53, with a mean of 66.47, median of 68.00, mode of 68, variance of 37.171, and standard deviation of 6.097. Maximum post-test score was 883, minimum was 48, mean was 66.61, median was 68.00, mode was 68, variance was 63.159, and standard deviation was 7.947.

### The Analysis of the Data

#### Normality test

According to the preceding table, the experimental class can be identified by the statistical result  $\text{sign } 0.200 > 0.05$ . The data can be concluded to be regularly distributed. While it is known that the statistical result  $\text{sign } 0.187 > 0.05$  can be observed for the controlled class, it can be seen that  $0.187 > 0.05$ . In other words, the statistical calculation procedure can be continued.

**Table 5. Test of Normality**

Class	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Experiment	.087	36	.200*	.978	36	.675
Controlled	.123	36	.187	.967	36	.360

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Source: Statistical result SPSS 22

#### Homogeneity Test

According to the preceding data, the homogeneity test yielded a significant value

of 0.409. It was understood that  $\text{sig} = 0.0409 > 0.05$ . The significance level exceeded 0.05. It was determined that the reading score variance data for the experimental group and the control group are homogeneous or have the same variance. Since the data was normal and consistent, the hypothesis could be tested and analyzed.

**Table 6. Homogeneity Test**

Levene Statistic	df1	df2	Sig.
.691	1	70	.409

Source: Statistical result SPSS 22

In this data analyzed,  $t_{\text{count}}$  on the as the result of the independent sample t-test was consulted with  $t_{\text{table}}$ . The value of  $t_{\text{count}}$  is 2,261 and  $t_{\text{table}}$  is 1,667. It was known ( $2,261 > 1,667$ ). The level of significance as the result of the independent sample t-test was consulted with the alpha level. The alpha level was set at 0.05.

#### Hypothesis Test

The hypothesis calculation showed that the level of significance (2-tailed) was 0,027. It indicated that the level of significance in independent t-test was less than alpha ( $0,027 < 0.05$ ). It can be concluded that  $H_0$  is rejected and  $H_a$  is accepted. In other words, there is a significance effect of Structured Dyadic Method (SDM) toward students' reading comprehension at tenth grade of SMAN 14 Kab. Tangerang.

**Table 7. The Hypothesis Test**

		Levene's Test for Equality of Variance		t-test for Equality of means							
		F	Sig.	T	D f	Sig. (2- tailed)	Mean Difference s	Std. Error Difference	95% Confidence Interval of the Difference		
									Lower	Upper	
Score	Equal Variances Assumed	0.69	0.41	2.	3	70	0.03	4.806	2.215	0.567	9.044
	Equal Not Variances Assumed			2.	3	69	0.03	4.806	2.213	0.566	9.045

Source: Statistical result SPSS 22

### DISCUSSION

According to the data description from the experimental instruction in the control class, there was a substantial difference between students' pre- and post-test scores. In the control group, posttest scores were greater than pretest scores. As seen in the preceding discussion, the mean of the test is 66.47 for the pre-test and 66.61 for the post-test. It indicates that the students' scores improved from the pretest to the posttest, but are still below the KKM. Only 5 students can pass the KKM values, whereas 31 students cannot.

The experimental teaching in the experimental class revealed a significant difference in students' pre- and post-test scores, based on the results of the pre- and post-tests. In experimental class, posttest scores exceeded pretest scores. As demonstrated in the preceding discussion, the mean of the test is 70.31 for the pre-test and 75.28 for the post-test. It has been demonstrated that kids' scores have increased, although they remain below the KKM. 23 students can pass KKM values and 13 students cannot pass KKM values.

From the data analysis of this study, it can be concluded that the structured dyadic approach has a considerable impact on students' reading comprehension, as the students' reading scores are significantly higher after receiving structured dyadic instruction than before.

In addition, the results of this study corroborate the findings of previous research that found a significant effect of structured dyadic method on students' reading comprehension, such as Hairunisah's (2017) conclusion that Structured Dyadic Methods (SDM) are effective and have a positive impact on students' reading comprehension. The other statement from L. T. Brown et al. (2017) stated that dyadic reading had considerable benefits for those readers, which is consistent with earlier research indicating that pupils improve when placed in the role of tutor or instructor. Almaguer (2010) stated that two components of the instrument yielded statistically significant results for reading fluency and comprehension; however, the third portion did not generate statistically significant results for understanding. Structured Dyadic Method (SDM),

according to Afriani Diah and Suadiyatno Taufik (2014), has a substantial effect on reading narrative text. The last comment by Yulianingsih (2008) regarding another approach stated that Think-Pair-Share can be changed to match any class size and situation, and that pupils were involved and confident in learning activities. In addition, pupils were passionate and interested in the think-pair-share method of teaching reading comprehension. In addition, this study confirmed that the structured dyadic method is an excellent technique for teaching reading. In addition, it can assist kids become more active and courageous when posing questions and answers, as well as understand the content of what they are reading. In conclusion, adopting structured dyadic technique to promote students' reading comprehension is successful, particularly for students in the tenth grade at SMAN 14 Kab. Tangerang.

## CONCLUSION

Based on the formulation of the problem, the research objective, the testing of the hypotheses, and the results of the analysis, it can be concluded that Structured Dyadic Method (SDM) in teaching reading has demonstrated a good impact on

students' reading comprehension. The use of the Structured Dyadic Method in teaching descriptive literature can make it easier for students to guess and envision, in addition to promoting active learning. The study revealed that structured dyadic approach had an influence on students' reading comprehension. These indicate that the structured dyadic method is appropriate for teaching students' reading comprehension in senior high school. The upshot of this observation is that using a structured dyadic strategy to teach descriptive text can improve students' reading comprehension.

The statistics from the previous chapter demonstrate that the value of  $t_{count}$  is 2.26 and the degree of freedom is 70. The value of  $(df) = 70$  in the table of significance 0.05 was 1.667%. By comparing the values of  $t_{count}$  (2,261) and  $t_{table}$  (1,667), it was evident that  $t_{count}$  was greater than  $t_{table}$ . Therefore, the Alternative Hypothesis ( $H_a$ ) was accepted, whereas the Null Hypothesis ( $H_o$ ) was rejected. It indicates that Structured Dyadic Method (SDM) has a significant influence on the reading comprehension of tenth-grade SMAN 14 Kab. Tangerang pupils.

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