Abstract: 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 SMAN 2 Aikmel in academic year 2013/2014. 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 SMAN 2 Aikmel in academic year 2013/2014 which consists of five classes. Two classes were chosen as the samples by cluster random sampling, those were X.IPA1 as Experimental Group was treated by SDM and X.IPA-2 as Control Group was treated by conventional way of teaching. The sample of research was 82 students. The data were analyzed by the statistical formula of T-test. The result of the analysis, it shows that the mean score of deviation of Experimental group was 69.33 and Control group was 58.3, and the value of t-test \( t_0 \) was 1.838 and the value of t-table \( t_1 \) from (DF) 80 in degree of significance of 5% was 1.664, \( t_0 \ 1.838 > t_1 \ 1.664 \). The researcher found the deviation score between and \( t_1 \) was 0.174. 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 students of SMAN 2 Aikmel in academic year 2013/2014.

Key words: Structured Dyadic Method (SDM), Teaching Reading Narrative Text

INTRODUCTION

According to Stone (2009: 39) 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 (Johnson, 2008: 7). Reading is one of the complex ways in learning English.

By doing an observation of students at SMAN 2 Aikmel, the researcher found some problems, 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 Structured Dyadic Method (SDM) effective in teaching reading narrative text for the first year students of SMAN 2 Aikmel in academic year 2013/2014?” Therefore, the objective of this study is “To find out whether using learning Structured Dyadic Method (SDM) effective in teaching reading narrative text at the first year students of SMAN 2 Aikmel in academic year 2013/2014 or not.

LITERATURE REVIEW

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, etc.), 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 significance for interpretation.

2) Recognize the communicative function of writing text, according to 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 or discourse features of language within a very short 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 of
retaining the information 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.

**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

**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 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**

Hypothesis is used as the tentative answer to a research problem.

The hypothesis as follows:
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 206 students from the first year students of SMAN 2 Aikmel which consisted of five 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.IPA-1 and X.IPA-2, in which X.IPA-1 as experiment group and X. IPA - 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 25 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 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**
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 69.33 and The Mean of Deviation score of Control Group was 58.3.

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 1.838

DISCUSSION

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 69.33 and Control group was 58.3 and the final collecting of t-test from the two groups was 1.838.

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 1.838. 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 $t_o$ was 1.838 and the value of $t_t$ was 1.664, from (df) 80 in degree of significance. Because $t_o$ 1.838 > $t_t$ 1.664, 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 first year of SMAN 2 Aikmel.

   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.
CONCLUSIONS AND SUGGESTIONS

Conclusions

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 69.33 and Control group was 58.3, and value of test ($t_o$) was 1.838 and the value of table ($t$) from (df) 80 at level of significance 5% was 1.664, ($t_o$ 1.838 > $t_1$ 1.664). The researcher found the deviation score between $t_o$ and $t_1$ was 0.174. 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 for the first year students of SMAN 2 Aikmel in academic year 2013/2014.

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.

REFERENCES


