

THE EFFECT OF STRUCTURED DYADIC METHODS (SDM) TOWARDS STUDENTS' CRITICAL THINKING IN READING

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Abstract

This research was aimed at finding out the effect of structured dyadic methods (SDM) towards students' critical thinking in reading. The research was experimental research and design was used pre experimental design with pre-test and post-test. The population of study was the eighth grade students of SMP Muhammadiyah Mataram which consists of one class. The sample of this study was one class consists of 17 students as experimental group without control group. The method used was pre experimental research with one group pretest-posttest design. The technique in collecting data the students were given pretest, treatment and posttest. The data were analyzed by using t-test. The result showed that the Structured Dyadic Methods (SDM) has positive effect because t-test 3.903 > t-table 2.120 in 0,05 percent level of significant. Based on the result of this investigation, it was proved that the null hypothesis (Ho) was clearly rejected. Therefore the alternative hypothesis (Ha) is accepted. Thus this study can be concluded there has significance effect of structured dyadic methods (SDM) towards students' critical thinking in reading at eight grade students of SMP Muhammadiyah Mataram in academic year 2017/2018.

Key Words: *Reading, Structured Dyadic Methods (SDM), Critical Thinking.*

Abstract

Penelitian ini bertujuan untuk mengetahui pengaruh dari Structured Dyadic Methods (SDM) terhadap berpikir kritis siswa didalam membaca. Jenis penelitian ini adalah penelitian eksperimental dengan pre test dan post test. Populasi penelitian ini adalah semua siswa kelas VIII SMP Muhammadiyah Mataram yang terdiri dari 1 kelas. Sampel penelitian ini digunakan 1 kelas terdiri dari 17 siswa sebagai kelas eksperimental tanpa kelas kontrol. Metode yang digunakan adalah jenis penelitian pre eksperimental dengan bentuk 1 grup pre test dan post test. Teknik dalam pengumpulan data siswa diberikan pre test, pengajaran dan post test. Nilai yang di peroleh di analisis menggunakan rumus t-test. Hasil analisis itu menunjukkan bahwa Structured Dyadic Methods (SDM) ada efek positif karena nilai t-test 3.903 lebih tinggi dari pada t-table 2.120 didalam tingkat lefel signifikan 0,05. Berdasarkan hasil penelitian ini, terbukti bahwa alternative hypothesis (Ha) diterima. Adapun null hypothesis (Ho) tidak diterima. Dengan itu bisa disimpulkan bahwa ada pengaruh yang signifikan dari Structured Dyadic Methods (SDM) terhadap berpikir kritis siswa didalam membaca pada siswa kelas VIII di SMP Muhammadiyah Mataram tahun akademik 2017/2018.

Kata Kunci: *Membaca, Structured Dyadic Methods (SDM), Berpikir Kritis.*

INTRODUCTION

Reading is one of the most essential skills to be mastered in language learning. Especially reading is one of the important skills in teaching English. Reading becomes essential for everyone to increase their

knowledge. This idea is supported by the fact that reading has become a part of our daily life. Reading is the practice of using text to create meaning (Johnson, 2008: 3). Students need to practice a lot in order to have a good reading skill.

However in learning reading based on the observation in SMP Muhammadiyah Mataram, the students often found many problems in thinking critically. The problem that students were lack of constructing the meaning in reading, especially analysis, cannot formulated the main of the problem, evaluated the text, making inference, find it difficult to distinguish statement of variable facts, and students were lack of vocabulary, some of them were still confuse to translate the sentence from English into Indonesian, and many more.

In addition, it also caused by the students who did not pay attention when the teacher explain the material in front of the class, and student also still depends on teacher guide and a dictionary. One of the causes, the teacher used traditional way of teaching reading and monotone, and the teacher gave material and assignment without encouraging the students think critically, and make instruction to making group but did not gave clear instruction for division each member of group and it causes some students active and the other just silent.

Based on the problem above, to embody students' critical thinking in reading, Structured Dyadic Methods (SDM) one of the alternative methods that can be used as the alternative way the English teacher can implement in the class. SDM is one of the systems of cooperative learning there are a method which just implicates two students (dyads/pair) in one group, one student as a teacher (Tutor) and another one as student (Tutee), (Huda, 2011: 127).

Thus, SDM can promote critical thinking because it is useful to encourage students in reading and help them think to solve the problem. From these reasons, the researcher interest in studying The Effect of Structured Dyadic Methods (SDM) Towards Students' Critical Thinking in reading at eighth grade student of SMP

Muhammadiyah Mataram in academic year 2017/2018.

Review of Related Literature

According to Johnson (2008: 3) 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. According to Stone (2009: 39) reading is a fundamental goal that children must master in order to be successful in school and in life. According to Duffy (2009: 39), reading is not a random process. It is a system: a set of conventions we use to interpret and make sense of text.

Based on some theories above the researcher concluded that reading is a process which is applied and conducted by a reader to acquire a message that has been told by a writer in writing scrip. By reading make the reader able to found the information from a variety of text such as; newspaper, magazine, brochure, and etc. In reading we were not only reading the text, but also tried to understand what we were reading.

According to Scriven and Paul (2007: 1) Critical thinking is defined critical thinking as "The intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and evaluating information gathered form, or generated by observation, experience, reflection, reasoning or communication as a guide to belief and action". According to Cottrel (2005: 2) Critical thinking is a complex process of deliberation which involves a wide range of skills and attitudes.

According to Paul and Elder (2008: 2) state that critical thinking is the art of analyzing and evaluating thinking with a view to improving their knowledge. According to Huda (2011: 127) Structured Dyadic Methods (SDM) is one method which just implicates two students

(dyads/pair) in one group, in this method one student as “teacher/tutor” and other students as “student/tutees”.

RESEARCH METHOD

Research Design

According to Kothari (2004: 31) research design is the arrangement of conditions for collection and analyze of data in a manner that aims to combine relevance to the research purpose with economy in procedure. The method used by the researcher was experimental method with pre experimental design. Pre-experimental design is used pre-test and post-test without control group. The data collection was based on the result of students Pre experimental group with pre test and post test. The technique in collecting data the students were given pretest, treatment by using Structured Dyadic Methods (SDM) and posttest.

Population and Sample

The population of this research was the whole students of the eight grade student of SMP Muhammadiyah Mataram in academic year 2017/2018 are 17 students which are consist of one classes. The sample to be investigated, the researcher was taken all students of the eight grade students of SMP Muhammadiyah Mataram as the sample. The total of the sample of the research are 17 students.

Research Instrument

In this research, the researcher used only one instrument to collect the data with multiple choice tests. The researcher was given same test of pre-test and post-test. The multiple choice tests were given for the student consists of 25 items. The number of score was the correct answer 4, for incorrect answer 0. So, the total score is 100 point and divided by total number of question.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

In this chapter, the researcher focuses on statistical analysis of data obtained from the pre-test and post-test of pre experimental group. It was conducted at eighth grade students of SMP Muhammadiyah Mataram in academic year 2016/2017. The research has been conducted on 17 May – 7 June 2017 at SMP Muhammadiyah Mataram in academic year 2017/2018. The researcher gave Pre-Test before treatment. The researcher treated the students by using Structured Dyadic Methods in several meeting. In giving the treatment the researcher gave students the material about narrative text. After that, the researcher gave Post-Test after giving the treatment for the students.

The process of analyzing the data was continued to calculate the mean, median, mode and deviation score of pretest and posttest. To obtain the calculation, the researcher formerly conducted the calculation on each students' score based on the question items with every right question had score 4 and wrong question get 0 (null) until 25 question with result scale 0-100.

The result of pre-test, the data showed that, the highest score of pre-test is 68 and the lower score is 40, after the researcher calculating the score of pre-test by using descriptive analysis, the researcher found that the result of mean was 55.23 media is 58 mode is 61.5 and the standard deviation is 145.7 and The result of post-test, The data showed that, the highest score of pre-test is 92 and the lower score is 60, after the researcher calculating the score of post-test by using descriptive analysis, the researcher found that the result of mean is 74 media was 74.5 mode is 75.1 and the standard deviation is 117.1 Based on the data above, it shows that the hypothesis of this research was t-test value > t-table value at significant

level of 0,05 with 17 students. The result of t-test is 3,903 > t table is 2,120.

Discussion

The research question proposed in this research read as follows: Is there any positive effect of structured dyadic methods (SDM) toward students' critical thinking in reading at eighth grade students of SMP Muhammadiyah Mataram in academic year 2017/2018?" The research question was answered based on the result above. It is concluding the mean score of post test is 74 was higher than pre test is 55.23 and t_{test} (t obtained) is 3,903 was higher than t_{table} is 2,120 on the degree of freedom (df) =16. It was showed that t-test value was higher than t-table value. It means that Null hypothesis (H_0) which stated "There is no positive effect of structured dyadic methods (SDM) toward students' critical thinking in reading" was rejected and the Alternative hypothesis (H_a) which stated "Has positive effect of Structured Dyadic Methods (SDM) toward students' critical thinking in reading" was accepted. Therefore, Alternative hypothesis (H_a) was accepted because t-test was higher than t-table.

CONCLUSION AND SUGGESTION

Conclusion

The conclusion of this research was based on the results of the data analyzed as the answer of the research question. Based on the research, Structured Dyadic Method (SDM) has positive towards students' critical thinking in reading. By using t-test, the result showed that t-test value > t-table value at significant level of 0,05 with 17 students. The result of t-test 3,903 was higher than t table 2,120.

In addition, the researcher found that Structured Dyadic Methods (SDM) towards students critical thinking was appropriate to learn reading like understanding the text, can analyzed the text, making conclusion, identify a text, etc. There were some points

that the researcher pay attention to are; 1) Structured Dyadic Method helped students to understand and knowing the meaning of reading. 2) It helps students to be more active in the class and actively involves students in learning process. 3) SDM could improve students' critical thinker with interaction or does sharing activity, and feedback to each other.

Suggestion

For the English teacher especially for the English teacher at SMP Muhammadiyah Mataram are suggested to improve their teaching and learning process that used Structured dyadic methods as method to encourage the students to master the Basic English well. Structured dyadic method is a method to motivated students in learning English especially in learning reading. This method can help the students more active and be brave to make question and answer. The students are suggested become more to think critically when they solve the problem in learning reading. Then, their reading will increase and get the positive effect in their English. The researcher hoped this thesis, can be used by people who conduct a research related to this topic as a reference and can try to used this method or skill in different skills such as in listening, speaking or writing skill.

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