

**USING DROP EVERYTHING AND READ (DEAR) TECHNIQUE TO
IMPROVE READING COMPREHENSION OF DESCRIPTIVE TEXT TO
THE TENTH GRADE STUDENTS AT SMA METHODIST 4 TALANG
KELAPA**

A Thesis by

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Student's Number 1541110015

English Education Study Program



FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITY OF TRIDINANTI PALEMBANG

2020

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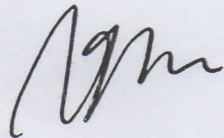
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DEDICATION

With gratitude and love, faithfully dedicated this thesis for:

- ♥ *The Greatest and My Savior, Jesus Christ.*
- ♥ *My beloved parents, P.Siregar and R. Togatorop, who always pray and support me all the time.*
- ♥ *My beloved brothers and sister, Besnar Siregar, Julfan Siregar, Dora Yendang Siregar, A.Md, Alvindo Siregar, who always give spirit for me.*
- ♥ *My beloved sister in law Herlina Togatorop and my lovely twin nieces Bella Siregar and Betta Siregar, who always support me.*
- ♥ *My beloved friends Hotmaida Tampubolon, S.Pd, Wilda, S.Pd, Sri Devi Apriyani, S.Pd, Servina Simanjuntak, S.Pd, Nani Vebrida Panjaitan, S.P and Rahel Ave Christy, S.Pd.*
- ♥ *My Almamater.*

MOTTO

*"I can do all things through Him who gives me strength"
Philippians 4:13*

SURAT PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi saya yang berjudul: **“Using Drop Everything and Read (DEAR) Technique To Improve Reading Comprehension of Descriptive Text To The Tenth Grade Students at SMA Methodist 4 Talang Kelapa”** adalah hasil karya sendiri. Apabila ternyata terbukti merupakan bukan hasil kerja saya, saya bersedia diberikan sanksi sesuai dengan pasal 70, Undang-undang nomor 20 tahun 2003 tentang “Sistem Pendidikan Nasional” yang berbunyi “Lulusan karya ilmiah yang digunakan untuk mendapatkan gelar akademik, profesi, atau vokasi sebagaimana dimaksud pasal 25 ayat 2 terbukti merupakan jiplakan dipidana penjara paling lama dua tahun atau denda paling banyak Rp 200.000,- (Dua ratus juta rupiah)”.

Demikian surat pernyataan ini saya buat untuk dipergunakan sebagaimana mestinya.

Palembang, 1 Juli 2020



Repelita Siregar

NPM 1541110015

ACKNOWLEDGEMENTS

Praise to Jesus Christ, the Savior of the worlds, God who has been giving His blessing and mercy to the writer in completing the thesis entitled *“Using Drop Everything and Read (DEAR) Technique to Improve Reading Comprehension of Descriptive Text to the Tenth Grade Students at SMA Methodist 4 Talang Kelapa”*.

This thesis is submitted to fulfill one of the requirements to gain college degree of English Study Program at University of Tridianti Palembang.

In finishing this thesis, the writer would like to give her gratitude to people who had given guidance and help; they are:

1. Prof. Dr. Rusman Roni, M.Pd as the Dean of Faculty of Teacher Training and Education.
2. Rahma Dianti, M.Pd as the Head of English Study Program.
3. Dr. Hj. Gaya Tridianti, M.Ed as the first advisor and Jenny Elvinna Manurung, M.Pd as the second advisor.
4. Drs. H. Napitupulu the Head Master of SMA Methodist 4 Talang Kelapa.
5. My beloved parents P. Siregar and R. Togatorop
6. My beloved friends and almamater.

Finally, the writer realizes there are unintended errors in writing this thesis. The writer really allows all the readers to give their suggestions to improve this thesis contents in order to be made as one of the references for the next thesis.

Palembang, 2 July 2020
The writer,


Repelita

TABLE OF CONTENT

	Page
APPROVAL SHEET	i
RATIFICATION SHEET	ii
DEDICATION AND MOTTO.....	iii
SURAT PERNYATAAN	iv
ACKNOWLEDGEMENTS.....	v
TABLE OF CONTENT	vi
ABSTRACT	x
LIST OF TABLES	xi
LIST OF FIGURES	xiii
LIST OF CHARTS	xiii
LIST OF APPENDICES	xiv
 Chapter 1 : Introduction	
1.1. Background of the Study.....	1
1.2. Problem of the Study.....	5
1.3. Objective of the Study.....	6
1.4. Significance of the Study	6
 Chapter 2 : Literature Review	
2.1. Theoretical Framework.....	8
2.1.1. The Concept of Reading Skill.....	8

2.1.2 The Concept of Reading Comprehension	9
2.2. Types of Reading Comprehension	10
2.3. Types of Reading Text.....	11
2.4. The General Concept of Descriptive Text	11
2.4.1. The Concept of Descriptive Text	11
2.4.2. Generic Structure of Descriptive Text	12
2.4.3. Language Features of Descriptive Text	13
2.4.4. The Purpose of Descriptive Text.....	13
2.4.5 Example of Descriptive Text	14
2.5. The Concept of DEAR technique	14
2.6. The Previous Related Study	19
2.7. Hypothesis of the Study	21
 Chapter 3 : Method of Research	
3.1. The Method of Research	23
3.2. Research Variable	24
3.3. The Operational Definition	24
3.4. The Procedures of Teaching Reading Comprehension through DEAR Technique.....	25
3.5. Population and Sample.....	28
3.5.1. Population	28
3.5.2. Sample.....	29

3.6. Technique and Collecting Data.....	30
3.7. Research Instrument Analysis.....	31
3.7.1. Validity of the Test	31
3.7.2. Reliability of the Test.....	32
3.8. Research Treatment.....	34
3.9. Technique for Analyzing Data.....	35
3.9.1. Percentage Analysis	35
3.9.2. Normality Test	36
3.9.3. Homogeneity Test.....	36
3.9.4. Paired Sample T-Test.....	36
3.9.5. Independent Sample T-Test	37
 Chapter 4 : Findings and Interpretation	
4.1. Findings.....	38
4.1.1. Normality Test	38
4.1.2. Homogeneity.....	43
4.2. Statistical Analysis.....	45
4.2.1. The Result of Pre-test and Post-test in the Control Group.....	45
4.2.2. The Result of Pre-test and Post-test in the Experimental Group	48
4.2.3. The Statistical Analysis of Paired Sample T-Test in the Control Group	53
4.2.4. The Statistical Analysis of Paired Sample T-Test in the .Experimental	

Group	54
4.3. Interpretation of the Study	57
Chapter 5 : Conclusion and Suggestion	
5.1. Conclusion	59
5.2 Suggestion	60
References	62
APPENDICES	

ABSTRACT

The objective of this study was to find out whether or not there was any significant differences on reading comprehension of descriptive text between the tenth grade students' of SMA Methodist 4 Talang Kelapa who were taught using DEAR technique and those who were not. This study used quasi experimental design in conducting the research. There were 70 students taken as the sample. Each class consisted of 35 students from X IPS 1 as experimental group and 35 students from X IPS 2 as control group. In collecting the data, reading comprehension test of Descriptive text was used as the pretest and posttest. To verify the hypothesis, the result of independent sample t-test found that t-obtained 3,531 was higher than t-table 1,995 with the degree of freedom (df=68), and the significant 2-tailed was 0,001. The result of the data showed that the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. It means that there was a significant difference on reading comprehension of descriptive text between students who were taught using DEAR technique and those who were not to the tenth grade students of Senior High School Methodist 4 Talang Kelapa.

Keyword: *reading comprehension, descriptive text, DEAR technique.*

LIST OT TABLES

Table 1 : Types of Non-equivalent Group Design.....	23
Table 2 : Research Population.....	29
Table 3 : Sample of the Study.....	30
Table 4 : Test Specification of Reading Test.....	32
Table 5 : Classification of Reliability	33
Table 6 : Reliability Statistics	33
Table 7 : The Schedule of Treatment for Experimental and Control Group	34
Table 8 : Formula of Percentage Analysis	35
Table 9 : The Conversion of the Percentage Analysis.....	35
Table 10 : The Normality of Pre-test in the Control Group.....	39
Table 11 : The Normality of Pre-test in the Experimental Group.....	40
Table 12 : The Normality of Post-test in the Control Group	41
Table 13 : The Normality of Post-test in the Experimental Group	42
Table 14 : The Homogeneity Test of Pre-test in the Control Group and Experimental Group.....	44
Table 15 : The Homogeneity Test of Post-test in the Control and Experimental Group.....	44
Table 16 : Descriptive Statistics of Control Group.....	45
Table 17 : The Pre-test Result in Control Group	47
Table 18 : The Post-test Result in Control Group.....	48
Table 19 : Descriptive Statistics of Experimental Group	49
Table 20 : The Pre-test Result of Experimental Group.....	51

Table 21 : The Post-test Result of Experimental Group	52
Table 22 : Descriptive Statistic of Paired Sample T-Test in Control Group	53
Table 23 : The Result of Paired Sample Statistics in Control Group.....	53
Table 24 : Descriptive Statistic of Paired Sample T-Test in Experimental Group	54
Table 25 : The Result of Paired Sample Statistics in Experimental Group	55
Table 26 : The Result of Independent Sample T-Test	56

LIST OF FIGURES

Figure 1 : The Example of Descriptive Text.....	13
Figure 2 : The Scheme of DEAR Technique	16

LIST OF CHARTS

Chart 1 : The Normality of Pretest in the Control Group	39
Chart 2 : The Normality of Pretest in the Experimental Group	40
Chart 3 : The Normality of Posttest in the Control Group.....	42
Chart 4 : The Normality of Posttest in the Experimental Group	43
Chart 5 : Descriptive Statistic of Control Group.....	46
Chart 6 : Descriptive Statistic of Control Group.....	46
Chart 7 : Descriptive Statistic of Experimental Group	56
Chart 8 : Descriptive Statistic of Experimental Group	56

LIST OF APPENDICES

Appendix A : The Result of Try Out

Appendix B : Instrument

Appendix C : The Validity of the Instrument

Appendix D : The Result of Pre-test and Post-test in the Control Group

Appendix E : The Result of Pre-test and Post-test in the Experimental Group

Appendix F : Normality Test

Appendix G : Homogeneity Test

Appendix H : Statistical Analysis

Appendix I : Paired Sample T-Test

Appendix K : T-table

Appendix L : Lesson Plan of Control Group

Appendix M : Lesson Plan of Experimental Group

Appendix N : The Attendance List

Appendix O : Thesis Consultation Card

Appendix P : Surat Keterangan Penelitian

Appendix Q : Lain-lain

CHAPTER 1

INTRODUCTION

This chapter presents about the discussion of: (1) background of the study, (2) problem of the study, (3) objective of the study, and (4) significance of the study.

1.1 Background of the Study

In this world, there are many languages that used by people to get communication, so language is very important for human life. Language is one of the most important things in communication and it is used as a tool of communication among the nations in all over the world (Brown 2004, p.5). Through the language we can communicate with other people and make sense of experiences. People use the language to let others know how they feel, what they need, and ask questions. By language people are able to convey their messages, feeling and thought in their mind so that they can interact with others. According to Wittgenstein (2009, p. 3) language is a means of communication that is used to transfer information, ideas, and feelings from one person to another. As human beings, people need language to communicate with each other. One of languages used in many countries for communication is English. It is one of international languages that is used throughout the world.

English is one of languages used for communication all over the world, in other words, English has become a global language (Crystal 2003, p.1). In learning English, there are four skills that should be mastered by the students,

namely listening, speaking, reading and writing. These skills should be involved by the teacher in the process of teaching and learning in a classroom. Moreover, Harmer (2009) stated that speaking and writing refer to productive skills while reading and writing refer to receptive skills.

Among the four skills above, reading is one of the important skills to master, because by reading the students will get a lot of information from various sources. Brown (2009, p. 115) described that reading is one of language skills that constitutes a process to obtain a lot of information and to understand the idea found in the text. Reading can be mostly used as a medium of communication and exchange information between the writer and the reader, for example when they receive email or letters from other people by using English. Reading is one of the basic skills in English which is not simply translated word by word but students have to understand the content of the reading text. Next, Seyler (2004) argued that reading is the process of obtaining or constructing meaning from a word or cluster of word. Therefore, when the readers read the material, it means that they try to get or catch the meaning of words from reading text.

Nowadays, students only read but they do not comprehend the text yet because students donot know the meaning of some vocabulary. Even though some students have mastered the vocabulary, but they seldom practice in understanding the English text and also in discussing with others (Westwood, 2008, p. 30). Reading comprehension is a process of making sense of writing ideas through meaningful interpretation and interaction with language. According to Klingner (2007, p.89), reading comprehension is a multi component, highly complex

process that involves many interactions between readers and what they bring to the text as well as variable relates to the text itself.

The difficulty in improving comprehension are caused by several factors. Those factors are lack of background knowledge, lack of vocabulary, inability to understand main ideas and supporting details, overload of working memory and lack of knowledge about effective reading strategies (Westwood, 2008, p.33-37). Moreover, based on the writer's observation at SMA Methodist 4 Talang Kelapa in March 2019, reading comprehension became a serious problem faced by the students especially at the tenth grade students. The students had problems in comprehending the text because the students did not have enough knowledge about vocabulary and grammar.

Based on the results of PISA (Programme for International Student Assessment) 2018 from Kompas.com loaded on December 7, 2019, Indonesia ranks 72 of 78 countries with scores 371 for reading ability. The result indicates that the reading ability of the students of Indonesia is still very low.

To overcome the difficulties in reading comprehension of a text, the use of DEAR technique can be applied. This technique can improve the students' understanding because it will help them to concentrate on what they read, rather than the pronunciation of individual words. When students only focus on reading without doing other activities, this technique can help the students to develop their skills of reading and understanding the content without having the additional burden. (Riska, 2017, p. 23).

The Drop Everything and Read (DEAR) technique can be a daily program carried out to give the students more than a just-sit-there-and-read experience. It gives the teacher a structured time to touch base with each student over a period of time, assess progress, and target instruction. Moreover, it gives the students time to read what they want to read, share what they have read, and receive the support they need for further reading explorations and reflections. Trelease (2006) stated that every book (children's stories, comics, and newspapers) is able to introduce at least 30-65 new vocabularies. This method can be applied in English language learning in the classroom so that it can grow new habits for students and encourage the students' interest in reading. This technique is expected to make the students are interested in reading text.

Furthermore, some researchers conducted research on the use of DEAR technique which showed the positive attitude of the students toward the DEAR technique. The result of the researchers were cited below: McCracken (1997) used the sustained silent reading in reading classes at all grade levels. He found that DEAR technique on students reading include improvement in reading skills and vocabulary acquisition as measured by reading test scores, developing a positive attitude towards reading and cultivating a better reading habit. Wie Sendanger and Bader (1989) in their survey indicated that DEAR technique can affect the reading habits of the students even after they have completed the program. It has also been found that DEAR has the greatest positive effect on students of average reading ability. It also could improve comprehension.

Based on the explanation above, the writer was interested to conduct a research entitled **“Using Drop Everything and Read (DEAR) Technique to Improve Reading Comprehension of Descriptive Text To The Tenth Grade Students of SMA Methodist 4 Talang Kelapa”**.

1.2 Problem of the Study

1.2.1. Limitation of Problems

The limitation of the study focused on the teaching of reading comprehension. Futhermore, the lack of students’ reading comprehension on descriptive text was the problem at this moment of the tenth grade students of SMA Methodist 4 Talang Kelapa. Thus, DEAR technique was applied to improve the students’ reading comprehension.

1.2.2. Formulation of the Problems

Based on the statement above, the problems of the study were formulated in the following questions:

1. Was it effective to use Drop Everything and Read (DEAR) technique to improve students’ reading comprehension of descriptive text to the tenth grade students’ at SMA Methodist 4 Talang Kelapa?
2. Was there any significant difference on reading comprehension between students who were taught by DEAR technique and those who were not?

1.3. Objectives of the Study

Based on the problem above, the objectives of the study were as follows:

1. To find out whether or not it was effective to use Drop Everything and Read (DEAR) technique to improve reading comprehension of descriptive text to the tenth grade students' at SMA Methodist 4 Talang Kelapa.
2. To find out whether or not there was any significant difference on reading comprehension between students who were taught by DEAR technique and those who were not.

1.4 Significances of the Study

The significances of the study are as follows:

1. For the Students

The researcher hoped this technique could help the students to improve their comprehension in reading descriptive text and the students could enjoy in learning English. Moreover, the use of DEAR could increase the students' concentration in silent reading and improve the students' comprehension and vocabulary.

2. For the Teachers

This study was expected to inspire the teacher to apply various strategies in English teaching and learning process of SMA Methodist 4 Talang Kelapa, particularly in teaching reading.

3. For the Researcher and other Researchers

Hopefully, this study was expected to improve the knowledge of the researcher in teaching English. In addition, it could help other researchers who would conduct the similar research as a suitable reference for the English language teaching.

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