

THE EFFECT OF USING MEANS – ENDS ANALYSIS (MEA) MODEL ON STUDENTS' READING COMPREHENSION OF RECOUNT TEXT AT THE EIGHT GRADE OF SMP SWASTA KELUARGA SIAMBATON NAPA MANDUAMAS IN 2020/2021 ACADEMIC YEAR

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Abstract : *The purpose of this research are to found out: 1) The application of means –ends analysis model on students' reading comprehension of recount text, 2) The students' reading comprehension of recount text ability before and after using means –ends analysis model, 3) whether there is any significant effect of means –ends analysis model on students' reading comprehension of recount text ability at the Eighth Grade of SMP Swasta Keluarga Siambaton Napa Manduamas. This research uses experimental method with the pre-experimental design by using one-group pretest and posttest design. The population of this research is all the VIII Grade students of SMP Swasta Keluarga Siambaton Napa Manduamas which consist of 70 students and the samples were 20 students gotten by using purposive sampling. In collecting the data, the researcher used observation sheet. Instrument of the research was observation and test was composition test. The result of the research are 1) application of means –ends analysis model was 3.8, it was categorized "very good". 2) The mean score of the students' before using means –ends analysis model was 35, it was categorized "bad". Meanwhile after using means –ends analysis model was 85, it was categorized "good". 3) The result of analysis showed that t_{test} is bigger than t_{table} ($t_{test} 10.2 > t_{table} 2.05$). So, the hypothesis was accepted. It means that there is any significant effect of means –ends analysis model on students' reading comprehension of recount text ability at the VIII Grade of SMP Swasta Keluarga Siambaton Napa Manduamas.*

Keywords: MEA Model, Reading Comprehension of Recount Text

Abstrak : Tujuan penelitian ini adalah untuk mengetahui: 1) Penggunaan dari means –ends analysis model terhadap kemampuan siswa membaca, 2) kemampuan siswa membaca sebelum dan setelah menggunakan means –ends analysis model, 3) Apakah ada pengaruh yang signifikan dari means –ends analysis model terhadap kemampuan siswa membaca di kelas delapan SMP Swasta Keluarga Siambaton Napa Manduamas. Penelitian ini menggunakan metode eksperimental. Populasi dari penelitian ini semua kelas delapan yang terdiri 70 siswa dan sampel terdiri dari 20 siswa dengan menggunakan purposive sampling. Dalam pengumpulan data, peneliti menggunakan lembar observasi. Instrumen yang digunakan adalah observasi dan test adalah tes komposisi. Hasil penelitian ini adalah 1) penggunaan means –ends analysis model adalah 3.8, dikategorikan "sangat baik". 2) Nilai rata-rata siswa sebelum menggunakan means –ends analysis model adalah 35, dikategorikan "gagal". Sementara setelah menggunakan means –ends analysis model adalah 85, dikategorikan "baik". 3) Hasil analisis data menunjukkan bahwa t_{test} lebih besar daripada t_{table} ($t_{test} 10.2 > t_{table} 2.05$). Jadi, hipotesis diterima. Ini berarti ada pengaruh yang signifikan dari means –ends analysis model terhadap kemampuan siswa menulis di kelas delapan SMP Swasta Keluarga Siambaton Napa Manduamas.

Kata Kunci : MEA Model, Reading Comprehension, Recount Text

I. INTRODUCTION

Reading is a mean of communication, sharing ideas and information because reading has become parts of daily lives. Reading is an activity to get information presented from printed materials. By reading, the students' got the information and the new knowledge in the learning. Reading activity not only reading the whole passage that they read, but also know the components in reading itself such as; main idea, supporting sentence, inference and vocabulary. Reading is an activity that can improve the students' language ability.

In fact, not all students' are successful in reading comprehension of recount text, because they find many difficult such as; generic structure, language features, main idea, supporting sentence, inference and vocabulary. Can be seen from the score of students based on the researcher observation and pretest on January 05th 2021. researcher find the data of pretest in SMP Swasta Keluarga Siambaton Napa Manduamas there are many students have the low ability especially in reading comprehension of recount text. This causes students to think learning English is very difficult and boring. The researcher gives test on multiply choices

form that consist of twenty items. From 20 students' the researcher got the average score is 35, meanwhile it is hoped the average score is 70.

The students reading comprehension in SMP Swasta Keluarga Siambaton Napa Manduamas still low because many factors the always affect the quality of students learning. There are some factors of less of motivation, less interest, bad students' environment, students' attitude and school facilities. The teacher in SMP Swasta Keluarga Siambaton Napa Manduamas have done many efforts to solve the problems in order to success teaching learning process, for examples change strategy in learning process, prepare teaching material, complete the school facilities, giving motivation, use suitable technique to increase the students' ability. Even though the whole have done by the teacher there the students reading comprehension of recount text still low.

Actually, there many method that can be used in the teacher for example: SQ3R Method, Sustained Silent Reading Method, and Means –Ends Analysis Model. The researcher decides to solve about reading comprehension of recount text, in this research focus to use Means –ends analysis model. Means –ends analysis model

is a learning model that analyzes a problem in various ways so as to get the final goal. Means –ends analysis is which analyzes a problem in various ways to achieve the desired end result and goal.

Based on the explanation above, the researcher hope after use Means –Ends Analysis Model can help and increase the students reading comprehension of recount text. So that the writer interest to do research with do the title “The Effect of Using Means – Ends Analysis (MEA) Model on Students’ Reading Comprehension of Recount Text at the Eighth Grade of SMP Swasta Keluarga Siambaton Napa Manduamas in Academic Year 2021/2022”.

1)The Nature of Reading Comprehension

Reading is one of language skills that has to be mastered, it is a process that is carried and used by a reader to get a message, that would be submitted by the authors through the write process. According to Linse (2005:69) “Reading is a set of skills that involves making sense and deriving meaning from the printed word”. Meanwhile Cline, Frederick et al (2006:2) reading is decoding and understanding written text. In addition Rahmani (2012:3) reading is an activity of absorbing information from all readable sources.

2)Indicators of Writing

Brown (2003:206) suggests some from indicators of reading as follows: 1) vocabulary, 2) supporting sentence, 3) main idea (topic), and 4) inference. Here see the aspect of indicators reading comprehension above.

1. Vocabulary

Vocabulary is a collection of several words that are combined, so that it can have meaning. According to Hanson and Padua (2011:5) vocabulary is refers to words we use to communicate in oral and print language. Receptive vocabulary refers to the words we understand through reading and listening. According to Hiebert and Kamil (2005:3) vocabulary is the set of word for which we know the meanings when we speak or read orally. Productive vocabulary is the set of words that an individual can use when writing or speaking.

2. Main idea

Main idea is a main idea which is the core of a paragraph. According to Education (2010:118) the main idea of a passage is the core of the material, the particular point the author is trying to convey. The main idea of passage can be stated in one sentence that condenses specific ideas or details in the passage

into a general, all inclusive statement of the author's message. According to Virdani (2019:15) main idea is an idea/notion that the subject of paragraph development.

3. Supporting sentence

Supporting sentence is sentence that support or develop the main idea of a paragraph. According to Zemach and Rumisek (2003:12) these are sentence that talk about or explain the topic sentence. They are more detailed ideas that follow the topic sentence. According to Napitupulu and Gultom (2013:36) the supporting sentence is of a paragraph develop the topic sentence.

4. Inference

Inference is an action/process that draws conclusions that are considered correct. According to Jumiatty (2014) in Zweirs (2005) inference is one of the reading strategies, in which the readers try to comprehend and understand the reading text by drawing their personal meaning from the text. Here, the readers or students draw conclusion from their own prior knowledge, their knowledge of the relationship between explicitly stated information and implied information. According to Virdani

(2019:16) inference is same as conclusion or implied detail of text.

3) Means –Ends Analysis (MEA) Model

Means –ends analysis is as a learning that is used to analyze a problems through various ways to achieve goal the desired ending. According to Shoimin (2013:103) “Stated that, model means –ends analysis is a variation of learning with problem solving (problem solving). Means –ends analysis which is method of systems thinking in its application to plan overalls goals. Then according to Budiyanto (2016:111) “said that, in terminology means –ends analysis consists of three (3) elements: means, means multiple means, the ultimate end of the goal and analysis means analyzing or investigating systematically”.

Based on the explanation above, the researcher concluded that means –ends analysis model is to analyze a problem (problem solving) so as to achieve the desired final goals.

II. METHODOLOGY OF THE RESEARCH

Method is a way, system, procedure, and rule by writer to make the process of studying to be simple and should be followed

by evaluate the research. In this research activity, the writer has to choose and use the suitable method in a research. Method of the research means the way that should be chosen to solve the problem of the research. According to Syahrur and Salim (2007:37) stated that, Method is a procedure or a way to find out something. Meanwhile the methodology is a study in studying the rules of the method. So methodology is the study and deep learning of a particular method. Thus, the research methodology is a material knowledge to get a deeper understanding of the systematization or research steps.

Furthermore, According to Sugiyono (2013) "The research method is basically a scientific way of obtaining data for specific purposes and uses.

Based on the explanation above the research design, it can be seen clearly from one group pre-test (o1) and post-test (o2) to get the data dependent and independent variables, the writer use experimental research because to find out the cause effect relationship between the variables.

The population in the research is all of the students at the eighth grade of SMP Swasta Keluarga Siambaton Napa

Mandumas are 70, and sample are 20. To taking the sample, the researcher used purposive sampling.

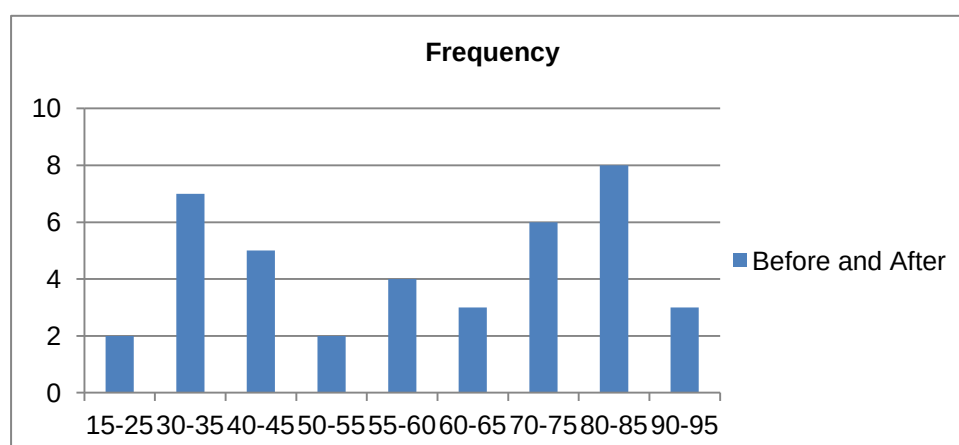
Sugiyono (2014:178) "Instrument of the research is a tool used to measure the natural and social overall phenomena. In this research, the instrument that will be used to measure the variables are observation sheet and test.

III. RESULT

Researcher conducted pretest about reading comprehension of recount text in class VIII SMP Swasta Keluarga Siambaton Napa Mandumas. Based on the data analysis which got from the observation sheet about the application of Means –Ends Analysis and Text (MEA) Model can be seen from 13 aspects observed by the observer the total score got score 50 and mean 3.8 it was very good. The test which gave by the researcher to measure the students' reading comprehension of recount text before and after using Means – Ends Analysis Model. The highest score before and after using model was 60 and 90 The lowest score before and after using Means – Ends Analysis Model was 30 and 55. In order to get clear and

complete description, the researcher presented the histogram of comparison before and after.

Figure 6: Histogram of Students' Reading Comprehension of Recount Text Before after using Means –Ends Analysis Model



IV. DISCUSSION

Based on the results of research that have been done in the research, researcher was found the result of the research of t_{test} was 10.2 while, the samples were 20 students. From the calculation above, it can be known that t_{test} was 10.2 and t_{table} is known as number 2.05 at 5% significant level with degree of freedom (df) $20-1 = 19$. After finding the score of t_{test} and t_{table} , both of the scores are compared. It is found that t_{test} was bigger than t_{table} ($10.2 > 2.05$).

CONCLUSION

Based on the research result in chapter IV, the researcher concluded that: The application of Means –Ends Analysis Model on teaching Reading comprehension of recount text at the Eighth grade of SMP Swasta Keluarga Siambaton Napa Manduamas is categorized “Very Good” because it shows that the mean of the students score is 3.8 The students Reading comprehension of recount text before and after using Means –Ends Analysis Model at the Eighth grade of SMP Swasta Keluarga Siambaton Napa Manduamas is before is fail (35) and after was is (80). There is any significant effect of using Means –Ends Analysis Model on students Reading comprehension of recounte text at the Eighth grade of SMP Swasta Keluarga Siambaton Napa Manduamas. The calculation of t_{test} is 10.2 and the score of t_{table} is 2.05. So, t_0 calculation is higher than t_{table} ($10.2 > 2.05$). It means that there is any significant effect of Means –Ends Analysis Model and Text (MEA) Model in teaching reading comprehension of recount text at the Eighth Grade of SMP Swasta Keluarga Siambaton Napa Manduams, so the hypothesis is accepted.

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