

## ABSTRAK

**Lis Supiatman. NIM.: 082188330126. Pengaruh Metode Mengajar dan Kemampuan Sintaksis pada Hasil Pemahaman Bacaan Siswa. Tesis. Program Studi Linguistik Terapan Bahasa Inggris, Program Pascasarjana, Universitas Negeri Medan. 2012.**

Penelitian ini bertujuan untuk mengetahui: 1) perbedaan hasil pemahaman bacaan siswa MAN Kisaran yang diajar dengan jigsaw dan direct instruction. 2) perbedaan hasil pemahaman bacaan siswa MAN Kisaran bagi yang mempunyai kemampuan sintaksis yang tinggi dan rendah, 3) hubungan diantara metode mengajar dengan kemampuan sintaksis pada hasil pemahaman bacaan siswa MAN Kisaran.

Metode Penelitian yang digunakan adalah quasi eksperimen dengan rancangan Faktorial  $2 \times 2$ . Variabel bebas penelitian ini adalah metode mengajar dan kemampuan sintaksis, dan variabel terikat adalah hasil pemahaman bacaan.

Populasi dalam penelitian ini adalah kelas XI IPA MAN Kisaran. Sampel diambil dari dua kelas dengan menggunakan multistage cluster random sampling. Kelas pertama (XI IPA-1) diajar dengan jigsaw dan kelas ke dua (XI IPA-3) diajar dengan direct instruction. Instrumen yang digunakan untuk mengumpulkan data adalah: 1) tes pemahaman bacaan yang berbentuk multiple choices yang terdiri dari 30 soal dan memiliki nilai reliabilitas 0.748 dengan menggunakan rumus Spearman Brown 2) test kemampuan sintaksis terdiri dari 40 soal. Data yang terkumpul dianalisa dengan menggunakan ANOVA  $2 \times 2$ .

Hasil penelitian ini menunjukkan bahwa (1) ada perbedaan hasil pemahaman bacaan siswa yang diajar dengan jigsaw dan direct instruction ( $F_{\text{observed}} = 5.03 > F_{\text{table}} = 4.00$ ). (2) Ada perbedaan yang signifikan diantara hasil pemahaman bacaan siswa yang memiliki kemampuan sintaksis yang tinggi dan rendah. ( $F_{\text{observed}} = 17.66 > F_{\text{table}} = 4.00$ ). (3) ada interaksi diantara metode dan kemampuan sintaksi. ( $F_{\text{observed}} = 11.39 > F_{\text{table}} = 4.00$ ).



## ABSTRACT

**Lis Supiatman. Registration Number: 082188330126. The Effect of Teaching Methods and Syntactic Mastery on Students' Achievement in Reading Comprehension. A Thesis. English Applied Linguistics Study Program, Post Graduate School, State University of Medan. 2012.**

The aims of this research are to investigate: 1) the difference of students of MAN Kisaran's achievement in reading comprehension taught by jigsaw and direct instruction. 2) the difference of students of MAN Kisaran's achievement in reading comprehension for those who have high and low syntactic mastery. 3) the interaction between teaching methods and syntactic mastery on students' of MAN Kisaran's achievement in reading comprehension. The method of this research is a quasi experimental with 2 x 2 factorial design. The independent variables of this research are teaching methods and syntactic mastery, and the dependent variable is reading comprehension achievement.

The population of this research was XI IPA of MAN Kisaran. The samples were taken from two classes (60 students) by using multistage cluster random sampling . The first class (XI IPA-1) was taught by jigsaw and the second class (XI IPA-3) was taught by direct instruction. The instruments used to collect the data are: 1) reading comprehension test was multiple choices consisting of 30 items and has 0.748 for reliability by using Spearman Brown formula. 2) syntactic mastery test consists of 40 items. The collected data was analyzed by two ways analysis of variance (ANOVA).

The results of this research show that (1) there is the difference of students' achievement in reading comprehension taught by jigsaw and direct instruction ( $F_{\text{observed}} = 5.03 > F_{\text{table}} = 4.00$ ). (2) there is significant difference between students' achievement in reading comprehension of students who have high and low syntactic mastery ( $F_{\text{observed}} = 17.66 > F_{\text{table}} = 4.00$ ). (3) there is interaction between teaching methods and syntactic mastery on students' achievement in reading comprehension ( $F_{\text{observed}} = 11.39 > F_{\text{table}} = 4.00$ ).

