THE EFFECT OF SDL (SELF-DIRECTED LEARNING) STRATEGY ON STUDENTS' READING COMPREHENSION ACHIEVEMENT AT SMAN 1 BENGKULU TENGAH

(*Quasi-experimental research at the eleventh grades students of SMAN 1 Bengkulu Tengah Academic years 2022/2023)*

THESIS

Submitted as a Partial Requirements for the Degree of *Sarjana Pendidikan* (S.Pd) In English Study Program Of English Language Education

By

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2022/2023

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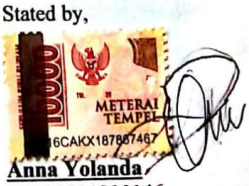

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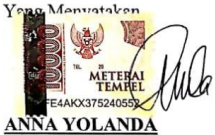

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MOTTO

“Being late does not mean failing. It’s okay if your process is slower than others. Never give up on what makes your broken, get up and fight as hard as you can until what you dream of come true”

AnnaYolanda

DEDICATION

Bismillahirrohmanirrohim

In the name of Allah, the most gracious and merciful. All praise and gratitude who have given patience, strength and perseverance to finish this thesis. Shalawat and Salam may be conveyed to our prophet Muhammad SAW, his families, colleagues and followers until the end of the days.

The thesis is proudly dedicated to:

- My God, Allah SWT and prophet Muhammad SAW
- My beloved and lovely parents. My Father Mr. Berlian AS and My Mother Mrs. Anita, thank you so much for supporting me through the power of your pray and everything so that I could finish this thesis
- My beloved younger sister and her husband (Maya Jandria and Reza Saputra). Thank you so much for the support and prayers
- All my big family who also support and give encouragement and prayers that have been given for me to finish my thesis
- My boyfriend as someone special (Andila). Thank you so much for supporting me and proiding a shoulders to cry on and

helping me when needed. Thank you for always being by my side

- My friend (Siska, Yopi, and, Aleka,) Thank you for supporting me and give me motivation
- My first advisor, Risnawati, M.Pd and my second advisor, Zelvia Liska Afriani, M.Pd. Thank you very my four supports, suggestions, corrections and ideas during the process of writing this thesis
- All lectures who have provided direction and lessons to help guide me
- My Almamater Universitas Islam Negeri Fatmawati Sukarno Bengkulu (UINFAS)

ACKNOWLEDGMENTS

Alhamdulillah, praise and gratitude we pray to Allah SWT who has given His grace and gifts, especially health and the opportunity to write this thesis as well as possible. The title of my thesis is "**THE EFFECT OF SDL (SELF-DIRECTED LEARNING) STRATEGY ON STUDENTS' READING COMPREHENSION ACHIEVEMENT AT SMAN 1 BENGKULU TENGAH**". This thesis was submitted to fulfill the graduation requirements for the Thesis course at the Faculty of Tarbiyah and Tadris, Universitas Islam Negeri Sukarno (UINFAS) Bengkulu.

Shalawat to the Prophet Muhammad SAW, the great leader and inspiration for every ummah. The researcher realizes that this thesis would not have been completed without the help, support, and advice from various parties. Therefore, the researcher would like to thank profusely to all those who have helped, supported, and provided advice during the process of writing this thesis. My thanks go to:

1. Prof. Dr. KH Zulkarnain, M.Pd as Chancellor of Fatmawati Soekarno Bengkulu State Islamic University

2. Dr. Mus Mulyadi, M.Pd as Dean of the Faculty of Tarbiyah and Tadris, Fatmawati State Islamic University Soekarno Bengkulu
3. Feny Martina, M.Pd as Head of the English Department at Fatmawati Soekarno Bengkulu State Islamic University
4. Risnawati, M.Pd and Zelvia Liska Afriani, M.Pd as supervisors who have provided excellent guidance
5. To all lecturers of the Tarbiyah and Tadris Faculties who have educated and provided knowledge during lectures and all staff who have always been patient in serving all administration during the research process.
6. To friends who helped and gave encouragement and support, especially in the English Language Program at UINFAS Bengkulu.

May all the goodness and help of all get blessings from Allah SWT. The researcher hopes that this thesis will be useful for researchers in particular and readers in general. The researcher realizes that this thesis is still far from perfection. For this reason, the researcher apologizes and expects suggestions and constructive criticism from all parties in order to make this research report better.

Bengkulu, 2023

The Researcher,

Anna Yolanda

ABSTRACT

Anna Yolanda, 2023. The Effect Of SDL (Self-Directed Learning) Strategy On Students' Reading Comprehension Achievement (Quasi Experimental Research At XI Grade Students of SMAN 1 Bengkulu Tengah)

Supervised by Advisors:

Advisor 1: Risnawati, M.Pd Advisor 2: Zelvia Liska Afriani, M.Pd

Difficulties in learning English, especially reading comprehension, occur due to a lack of initiative to develop independent reading learning by the students themselves**.** The purpose of this study is to find out the effect of the Self-Directed Learning on students' Reading Comprehension Achievement at Eleventh class students at SMAN 1 Bengkulu Tengah. Non-equivalent quasi experimental groups pretest-posttest design was used in this study . The population of this study was class XI SMAN 1 Bengkulu Tengah which concisted of 289 students. From the population 40 students were taken as a sample. There are two groups of 20 students each. XI MIPA 3 as the experimental class and XI MIPA 4 as the control class. Data was collected using multiple choice readings comprehension test. The experimental class was treated using a Self-Directed Learning method, while the control class used a traditional method. The results of the pre-test showed the average score of the experimental class was 55.95 and the control class was 58.55. The post-test results showed the average score of the experimental class was 82.65 and the control class was 74.50. The test results of the

hypothesis (sig.2-tailed) is 0.000 which is lower than 0.05. In conclusion, it can be concluded that the Self-Directed Learning Method Is 75% effective in developing students' reading comprehension achievement in class X1 of SMAN 1 Bengkulu Tengah which are more discipline and active in learning reading comprehension.

Key Words: Independence learning, Reading Comprehension, Self-Directed Learning Method

ABSTRAK

Anna Yolanda, 2023. The Effect Of SDL (Self-Directed Learning) Strategy On Students' Reading Comprehension Achievement (Quasi Experimental Reasearch At XI Grade Sudents of SMAN 1 Bengkulu Tengah)

Diawasi oleh penasihat:

Pembimbing 1 : Risnawati, M.Pd Pembimbing 2 : Zelvia Liska Afriani, M.Pd

Kesulitan dalam belajar bahasa Inggris, khususnya pemahaman bacaan, terjadi karena kurangnya inisiatif untuk mengembangkan pembelajaran membaca mandiri oleh siswa itu sendiri. Tujuan dari penelitian ini adalah untuk mengetahui pengaruh Self-Directed Learning terhadap Prestasi Membaca Pemahaman siswa pada siswa kelas XI di SMAN 1 Bengkulu Tengah. Non-equivalent quasi eksperimen groups pretest-posttest design digunakan dalam penelitian ini. Populasi penelitian ini adalah siswa kelas XI SMAN 1 Bengkulu Tengah yang berjumlah 289 siswa. Dari populasi diambil 40 siswa sebagai sampel. Ada dua kelompok yang masing-masing terdiri dari 20 siswa. XI MIPA 3 sebagai kelas eksperimen dan XI MIPA 4 sebagai kelas kontrol. Data dikumpulkan dengan menggunakan tes pemahaman bacaan pilihan ganda. Kelas eksperimen diberi perlakuan menggunakan metode Self-Directed Learning, sedangkan kelas kontrol menggunakan metode tradisional. Hasil pre-test menunjukkan nilai rata-rata kelas eksperimen 55,95 dan kelas kontrol 58,55. Hasil post test menunjukkan nilai rata-rata kelas eksperimen 82,65 dan kelas kontrol 74.50. Hasil pengujian

hipotesis (sig.2-tailed) adalah 0,000 yang lebih rendah dari 0,05. Kesimpulannya, dapat disimpulkan bahwa Metode Self-Directed Learning 75% efektif dalam meningkatkan prestasi membaca pemahaman siswa kelas X1 SMAN 1 Bengkulu Tengah yang lebih disiplin dan aktif dalam pembelajaran membaca pemahaman.

Kata Kunci: Pembelajaran Mandiri, Pemahaman Membaca, Metode Pembelajaran Mandiri

TABLE OF CONTENTS

COVER.....

PRONOUNCEMENT .....

ADVISOR SHEET ii

RATIFICATION iii

MOTTO.....iv

DEDICATION v

ACKNOWLEDGMENTS.....vi

ABSTRACT x

ABSTRAK.....xii

TABLE OF CONTENTS xiv

LIST OF TABLES.....xvii

LIST OF FIGURES.....xx

APPENDICES.....xxii

CHAPTER I INTRODUCTION

A. Background Of the Study 1

.....

B. Identification of the Problem 16

C. Research Question 16

D. Limitations of the Research 16

E. The Objectives of the Research 17

F. The Significance of the Research 17

G. Definition of Key Terms.....19

CHAPTER II LITERATURE REVIEW

A. Reading Comprehension.....21

1. Definition of Reading Comprehension.....21
2. Type of Reading Comprehension 28
3. The Techniques of Reading Comprehension.....31
4. Model of Reading Comprehension.....32
5. The Kind of Reading Comprehension 35
6. The Procedures of Teaching Reading Comprehension.....37
7. Criteria For Measuring Reading Comprehension. 39g

B. Self-Directed Learning Model.....42

1. Definition of Self-Directed Learning Model 42

2. Advantages and Disadvantages of Self-Directed Learning 45
3. Aspects of Self-Directed Learning 48
4. Teaching Procedure of Self-Directed Learning Strategy 50
5. Factors Affecting Self-Directed Learning 53
6. Relationship between Self-Directed Learning and Reading Comprehension 55

C. Conceptual Framework 57
D. Previous Related Studies 59
E. Hypothesis 64

CHAPTER III METHODOLOGY

A. Research Methodology 66
B. Time and Place of the Study 69
C. Population and Sample 70
D. Data Collection Technique 73
E. Research Instruments 74
F. The Research Procedure 77
G. Techniques Of Analyzing The Data 82
H. Validity and Reability of Test 84

CHAPTER IV RESULT AND DISCUSSION

A. Result.....86

B. Discussion.....114

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion.....124

B. Suggestion 125

REFERENCES

LIST OF TABLE

1. Table 3.1 Non Equivalent Control Group Design 68
2. Table 3.2 The Research Population 70
3. Table 3.3 Sample of The Research 72
4. Table 3.4 Table Description 74
5. Table 3.5 Aspect of Reading Comprehension Test 76
6. Table 4.1 Score in Experimental Class 90
7. Table 4.2 Score in Control Class 95
8. Table 4.3 The Normality Result Pre-test Experimental Class 98
9. Table 4.4 The Normality Result Pre-test Control Class 100
10. Table 4.5 The Normality Result Post-test Experimental Class 102
11. Table 4.6 The Normality Result Post-test Control Class 104
12. Table 4.7 The Homogeneity Pre-test Experimental and Control Class 106
13. Table 4.8 The Homogeneity Post-test

Experimental and Control Class 108

14. Table 4.9 Groups Statistics of

Pre-test 109

15. Table 4.10 Independent sample T-test

Pre-test 110

16. Table 4.11 Groups Statistics

Post-test 111

17. Table 4.12 Independent sample

T-test 112

TABLE OF FIGURE

1. Figure 4.1 The Description of Experimental Class.....88
2. Figure 4.2 The Description of Control Class.....92
3. Figure 4.3 The Normality Test of Pretest Scores in The Experimental Class.....99
4. Figure 4.4 The Normality Test of Pretest Scores in the Control Class 101
5. Figure 4.5 The Normality Test of Post-Test Scores in The Experimental Class 103
6. Figure 4.6 The Normality Test of Posttest Scores in the Control Class.....105

BENGKULU

LIST OF APPENDICES

1. **Experimental Class And Control Class Test Result**
2. **Result Of Teacher Interviews**
3. **RPP**
4. **Validity And Reliability Test**
5. **Reading Comprehension Pre-test and Post-test**
6. **Result of Students Interviews**
7. **Field Notes**
8. **Documentation**

BENGKULU