**THE EFFECT OF APPLYING DIRECT METHOD ASSISTED
BY CARTOON STORY MAKER ON THE STUDENTS'
ACHIEVEMENT IN READING COMPREHENSION**

SKRIPSI

*Submitted in Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

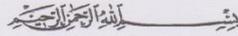By:

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MEDAN

2018

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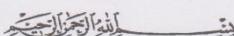
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Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
5/3/2018	Chapter 1 : Introduction	
	Chapter II : theory	
	Chapter III : Method of Research	
14/3/2018	Chapter IV : Discussion	
	- Data Findings	
	Chapter V : Conclusion and Suggestion	
21/3/2018	ACC	

Medan,   Maret 2018

Diketahui oleh
Ketua Prodi

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LEMBAR PENGESAHAN SKRIPSI

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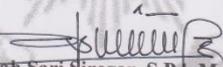
Nama Lengkap   : Meilisa Immazinas
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Judul Skripsi   : The Effect of Applying Direct Method Assisted by Cartoon Story
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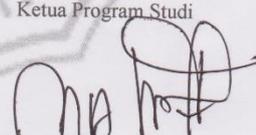Diketahui oleh:

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ABSTRACT

Immazinas, Meilisa. 1402050320. "The Effect of Applying Direct Method Assisted by Cartoon Story Maker on the Students' Achievement in Reading Comprehension". Skripsi: English Education Program Faculty of Teacher Training and Education University of Muhammadiyah Sumatera Utara. Medan. 2018.

The objective of this research was to investigate the effect of applying direct method assisted by cartoon story maker on the students' achievement in reading comprehension. This research applied experimental research. Population of this research was the second year students of Junior High School in SMP Negeri 6 Medan at Jl. Bahagia No. 42 Medan in the academic year 2017/2018 with the total population was 386 students. The researcher just took one class as the sample. The sample was taken by using cluster random sampling. The sample consisted of 36 students in class VIII-H. The experimental group was taught by applying direct method assisted by cartoon story maker. The instrument of collecting data was multiple choice which consisted of 20 items. The experimental group was given pre-test and post-test. After the data had been collected, these were analyzed by using t-test formula. The result of analysis showed that t-$observe$ ($t_0 = 5.75$) was higher than t-table with the level of significant $\alpha = 0.05$. The final hyphothesis showed that Ho was rejected and Ha was accepted. It means that there was a significant effect of applying direct method assisted by cartoon story maker on the students' achievement in reading comprehension.

Keywords : direct method, cartoon story maker, reading comprehension

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بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

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In writing this study entitled "The Effect of Applying Direct Method Assisted by Cartoon Story Maker on the Students' Achievement in Reading Comprehension" there were so many troubles, without much help from the following people, it was impossible for her to complete and finish her skripsi.

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The Researcher

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CHAPTER I

INTRODUCTION

A. Background of Study

Reading is one of the essential skills in learning English. According to Burhan (2001:9), reading is a physic and mental activity to reveal the meaning of the written texts, while in that activity there is a process of knowing letters. It says a physic activity because the parts of the body, our eyes particularly, do it. While it says mental activity because perception and memory as parts of them are involved in it. The main process of reading is comprehension of getting meaning of the text. Comprehension is the understanding and interpretation of what is read. The readers who have strong comprehension are able to draw conclusions about what they read, what is important, what is a fact, what caused an event to happen, etc. But the students often have difficulties in comprehending reading activity. Grabe and Stoler (2002:9) state reading is the ability to draw meaning from the printed page and interpret this information appropriately. It means that without comprehending the meaning of the text the reading itself is useless. Reading has very important role in our life, by reading various printed materials such as newspaper, magazine, novel, academic books and so on we are able to get a lot of information, knowledge and enjoyment.

In teaching and learning process, the teacher should be able to choose the appropriate method so that the objectives can be achieved. Reading comprehension has been done by teachers with several methods. However, the efforts made by teachers have not shown satisfactory results for educators and

students. The teacher need to lead the students to know the purpose of the text, how the sentences are connected each other in order to comprehend the text. The methods that have been applied are not in accordance with the circumstances of students in the field, so that students have not yet felt a fun, active, and creative learning environment in the classroom.

Based on the researcher's experience when she was in teaching field practice program in junior high school, many students had difficulties to understand the text well. This is due to various aspects, they are the lack of vocabulary mastery, lack of interesting in reading, the lack of availability of reading materials in accordance with the needs and students' development and for the result the students were unable to answer the questions at the end of the chapter. Therefore, they got low score.

The teachers who applied traditional method. In doing traditional method, the teacher gave the basic knowledge, asked the students to read the text, answered the questions from the text then the teacher corrected the answers. It made the students feel bored and the teacher cannot give some motivations to the students. Direct method is one of many methods that can be used in learning English especially in reading comprehension. Through direct method, the teacher controls the content of the material and the sequence of information received by the students so as to maintain the focus of the students on the lesson objectives.

Learning process by using media will make the teacher is easier in conveying the material. According to Sudjana and Rivai (1992:2) with the learning media, then the learning process will attract more learners, so it can grow

learning motivation for learners. High motivation in learners will make learners more spirit in learning, so it is expected learners learn also will increase. The quality of learning can not only be determined from the competence of teachers, but the qualified teachers need a tool that can facilitate the teacher in conveying material to the students. Of course the goal is that learners are more easily understand the material presented by the teacher. In other words, media is a tool of a teacher in giving understanding to the students. Moving from some of the above problems, researcher interests in using Cartoon media Story Maker to visualize text reading to students. This media is a cartoon simple containing two-dimensional drawing series depicting a number of conversations among the characters in the story. Frame the story can be viewed one by one with using PowerPoint or printed slides that allow students to be creative. One of the benefits of cartoon story maker, which has the character and background libraries which is not limited and can be made in the form of recording. In addition, the media is rich with a color expression accompanied by a unique portrayal of characters, so the plot of a story will be more easily understood. By using this media is expected to motivate students learning English as well as through a series of cartoon stories will make the critical reading of students increasing.

From the explanation above, reading comprehension is very important for students. They would understand what the text is about deeper, finding the facts of the text and interpreting the text. In this case direct method was appropriate method in conveying the material. It would make the students easier in comprehending the text and would make the students are more active in learning

process. The using media in learning process is very important. It will be able to more effectively to develop their communication in the social situation.

Therefore, in this study the researcher tried to conduct the effect of applying direct method assisted by cartoon story maker on students' achievement in reading comprehension at Junior High School.

B. The Identification of the Problem

1. The student's lack of vocabulary.

2. The students felt confused about what the text is about.

3. The teachers used same method in teaching process.

C. The Scope and Limitation

The scope of this research was focused in reading comprehension and the limitation was recount text.

D. The Formulation of the Problem

Based on the identification of the study, the formulation of the study was formulated as the following "Is there any significant effect of applying direct method assisted by cartoon story maker on the students' achievement in reading comprehension?"

E. The Objectives of the Study

Based on the formulation of the study, the objective of this study was to investigate the significant effect of applying direct method assisted cartoon story maker on the students' achievement in reading comprehension.

F. The Significances of the Study

The findings of this study were expected to contribute to speaker of language being spoken:

1. Theoretically

This study was expected to be useful to give information about direct method assisted by cartoon story maker in learning reading comprehension.

2. Practically

1) For the teacher especially English teacher, it can be used as one of the alternative method in teaching reading assisted by cartoon story maker.

2) For the students. It helps them in comprehending reading text assisted by cartoon story maker.

3) For other researcher, who interest in doing research about method as a basic for further study.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In conducting a research, theories are needed to clarify some terms which are used. The clarification of the term will avoid misinterpretation and confusion in understanding the problems. The term may give a limited concept which is spesifically mean in a particular context. In this case, it provides some terms, which are important to make clear from the start in order to prevent possible misunderstanding between the researcher and the reader about this convey. There are many points in this study would be present.

1. Effect

Effect in this research means as any ability improvement after learning something. According to Richard and Plat (1992) effect is defined to change of ability that the students have by using certain technique of teaching. It is usually experimental technique in research which an idea or hypothesis is tasted or verified by setting up situation in which the relationship between the different subjects or variable can be determined.

Therefore, effect can be defined as the result of the product of teaching that is shown by the change of the ability. It can be cause of many factors, so that the technique or method of teaching has a big role in making improvement on the students' ability.

2. Applying

The applying is practice. Based on the understanding can be concluded that the application is an action that done either individually or on groups with a view to achieve the goals that has been formulated. As for the elements implementation included:

a. Existence of programs implemented.

b. Presence of the target group, namely people who are targeted and expected to receive benefits from the program.

c. Existence of excaution, either organizations or individuals who responsible for the management, implementation and supervision of the implementation process.

3. Direct Method

According to Brown, Teaching is showing or helping to learn how to do something, giving instruction, guiding the study of something, providing with knowledge, causing to know or understand (Brown:2000). From the definition above, we can conclude that teaching is about helping someone to learn how to do something. It can be done by giving the learners instructions of how to do that or by guiding them in doing the thing that they expected to learn.

In other words, direct method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. In other understanding, a method is the practical application or it is related to procedure. When a teacher uses a method, it

means that he / she chooses what items to teach and how or when to teach it in a planned and systematic manner. The method of teaching language must be elastic and adoptable (changeable) as life is restless and variable. It means that in teaching, a teacher has to be great at choosing the appropriate method. It is the teacher to determine which method would suit a given situation. There are some methods in teaching process. One of the methods called Direct Method.

The direct method is a radical change from Grammar-Translation Method by the use of the target language as a means of instruction and communication in the language classroom, and by the avoidance of the use of the first language and of translation as a technique. In a broad sense any method, which does not use the learner's mother tongue, may be said to be a direct method. Its main features as stated by Mackey (2002) are as follows:

a. The use of everyday vocabulary and structure.

b. Grammar taught by situation.

c. Use of many new items in the same lesson to make the language look sound and natural and to encourage normal conversation.

d. Oral teaching of grammar and vocabulary.

e. Concrete meanings through object lesson; abstract ones through association of ideas.

f. Grammar illustrated through visual presentation.

g. Extensive listening and imitation until forms become automatic.

h. Most of the work is done in class; more class hours needed for the method.

i. The first few weeks devoted to pronounciation.

j. All reading matter first presented orally.

The direct method is the learning of language in relevant setting. The direct method of teaching, sometimes called the natural method and often used in teaching foreign languages, the method refrains from using the learners' native language and uses only the target language. Fries stated that "the direct method is a method of teaching a foreign language, especially a modern language through conversation, discussion, and reading in the language itself, without the use of the pupil's language, translation and without the study of the formal grammar." The main purpose of direct method is mastery of foreign language orally so learner able to communicate English language. To reach this purpose, learners will be given exercises to understand words and sentences with meaning although demonstration, shows, actions, also mime.

The enthusiastic supporters of the Direct Method introduced it in France and Germany (it was officially approved in both countries at the turn of the century) , and it became widely known in United States through its used by Sauver and Maximilian Berlitz in Jack C. Richards and Theodore S. Rodgers (1999) as follow:

a. Classroom is conducted exclusively in the target language.

b. Only everyday vocabulary and sentences are taught.

c. Oral communication skills has build in a carefully graded progression organized around question and answer exchanges between teachers and students in small, intensive class.

d. Grammar is taught inductively.

e. New teaching points are introduced orally.

f. Concrete vocabulary is taught through demonstration, objects, and pictures, whereas abstract vocabulary was taught by association of ideas.

g. Both speech and listening comprehension are taught.

h. Correct pronunciation and grammar are emphasizes.

These principles are seen in the following guidelines for teaching oral language, which are concluded as follows:

a. Never translate: demonstrate

b. Never explain: act

c. Never make a speech: ask questions

d. Never imitate mistakes: correct

e. Never speak with single words: use sentences

f. Never speak too much: make students speak much

g. Never use the book: use your lesson plan

h. Never jump around: follow your plan

i. Never go too fast: keep the pace of the student

j. Never speak too slowly: speak normally

k. Never speak too quickly: speak naturally

l. Never speak too loudly: speak naturally

m. Never be impatient: take it easy

Norland and Terry (2006) describe how to apply Direct Method in teaching as follow:

a. The teacher shows a set of pictures that often portray life in the country of the target language.

b. The teacher describes the picture in the target language.

c. The teacher asks questions in the target language about the picture.

d. Students answer the questions as best they can using the target language.

e. Students may also read a passage in the target language.

f. The teacher asks questions in the target language about the reading.

g. Students answer questions as best they can using the target language.

In the Direct Method, language is learned for communication, as Larsen-Freeman (2000) states language is primarily speech. There are some benefits in using Direct Method in teaching at language course, for examples:

a. Students always give attention.

b. Students know much of words.

c. Students can have pronunciation like native speaker.

d. Learners often try on the conversation, especially topics which have teaching in the classroom.

e. This method has principles which can be used by private schools which have few lessons and students.

In the classroom, the teachers need to get the students to practice both activities and interaction. Through the participation among students, the students concentrate more on interaction and on becoming more fluent with English.

4. Cartoon Story Maker

Usman (1995) explained that the learning can be more successful if it involves some kinds of media than without having one. It means that media are needed in teaching learning process to make the students more interested in the material taught by the teacher. The media used in teaching reading of the present study referred to visual aids. The visual aids can be in the form of video, charts, film, pictures and so on. One of the visual aids that can be used in teaching reading is picture. The teacher can use pictures as media to make students more interested and motivated in reading. Wright (1989) also stated, there are many kinds of pictures that can be used in teaching learning activities namely individual pictures, picture in series, and composite pictures.

The researcher chooses cartoon story maker as media in learning reading comprehension. The cartoon story maker is a media which allows us to make 2D screen based cartoon stories to illustrate conversation number of frames and are view frame by frame. This media helps the teacher to solve problems about the difficulties in comprehending the narrative text. The researcher is interested in using Cartoon Story Maker to visualize text reading to students. This media is a cartoon simple containing two-dimensional drawing series depicting a number of conversations among the characters in the story. Frame the story can be viewed one by one with using Power Point or printed slides that allow students to be creative. One of the benefits of cartoon story maker, which has the character and background libraries which is not limited and can be made in the form of

recording. In addition, the media is rich with a color expression accompanied by a unique portrayal of characters, so the plot of a story will be more easily understood.

5. Reading

Reading is one of the important skills in learning language especially English beside listening, speaking and writing. It includes the cognitive process of deriving meaning from printed or written text. By reading, we will get much information to enlarge our knowledge and we can also get enjoyment. According to Johnson (2008:3) reading is the practice of using text to create meaning. He also stated if there is no meaning being created, there is no reading taking place. Reading is a way to draw an information from a text and to form an interpretation of that information. In other word, reading is getting out the text nearly as possible the message that the writer put into it.

Grabe and Stoller (2002:4) stated that reading can be taught as a way to draw information from the text and to make an interpretation of that information. The process of drawing information and interpreting information requires the work of the brain actively. When a person is reading, the brain receives visual sensation of word and phrases from the printing page. From the explanation, without reading, the opportunities or improving one's life are limited. So, the people are expected to increase their interest in reading information and try to develop their reading ability. Reading ability can be developing as much as the reading interest is increased too. By reading, people get much useful and important information.

Harmer (2003:208) stated that students sometimes have low expectation in reading comprehension. The students think that understanding the text is difficult. So, they have no interesting and feel bored. So, when the teacher asked them some information from the text, most of them did not have ideas. For Indonesian students, reading is still difficult to learn, particularly in reading English text. Because English is still foreign language in Indonesia. In addition, Harian Seputar Indonesia found that people of North Sumatera were definitely weak in reading comprehension and they have no interesting in reading activity.

5.1 Purpose of Reading

People read because they have purpose. The purpose in reading is not only to get an information but also to have enjoyment while reading. As Mc Donough and Shaw stated that "the essential purpose of all reading generally is to get new information and/or for pleasure, not to go over what is known already or what is inconsequential to the reader in the first place". While Harmer divided the purpose of reading into two general purposes. "First, reading for pleasure. People reading the material is interesting, such as comics, novels, or magazines. Second, reading for usefulness of the text. People read because they need the information contained in the text, such as book, encyclopedia, newspaper, and article". It means, different purpose of reading related with different kinds of text that is being read by the reader.

Grabe and Stoler (2002: 11-15) describe that the purpose of reading can be explained as the following:

1. Reading to search for simple information and reading to skim

Reading to search for simple information is a common reading ability. In reading to search, we automatically scan the text for specific information. Similarity, reading to skim is one of many reading tasks and useful skill in its own right. It involves, a combination of strategies for guessing where the important information might be in the text, and then using basic reading comprehension skill on those segments of the text until a general idea is formed. It means reading is the activity to help the readers to find out the information needed by scanning skimming of the text.

2. Reading to learn from the texts

Reading to learn usually occurs in academic and professional contexts in which a person needs to learn the informations from a text. it requires to:

a. Remember main ideas as well as number of details that elaborate the main and supporting ideas in the text.

b. Recognize and built the frames that organize the informations in the text.

c. Link the text the readers' knowledge base.

Reading to learn makes stronger inferential demands than general comprehension to connect the information with background of knowledge.

3. Reading to integrate information

Reading to integrate information requires additional decision about the relative importance of complementary, mutually supporting or conflicting information and the likely restructuring of a rhetorical frame to accommodate information from multiple sources. These skills inevitably require to critical

evaluation of the information. So, the reader can decide what information to integrate and how to integrate it for the reader's goal.

4. Reading for general comprehension

General reading comprehension has been intentionally has two reasons. First, it is the most basic purpose for reading, underlying and supporting the most other purpose for reading. Second, general reading comprehension is actually more complex than commonly assumed. Reading for general comprehension has the skill that must have by the fluent reader, it requires very rapid and automatic processing of the words, strong skill in forming a general meaning representation of main ideas, and efficient coordination of many process under limited constrains.

5.2 Factors Affecting Reading

Anderson (2000:33) stated there are some factors that affecting reading. They are:

1. Reader's Knowledge

In understanding of the text, the reader should have knowledge. So, they will be easy to analyze and getting more information from the text not only what they remember of the text.

2. Reader's Skill

Reader's skill is the ability of good reader to understand the text efficiently.

3. Reader's Purposes

The reason why we read will give good or bad effect to readers.

4. Reader's Motivation

Motivation is the key to developing successful readers. Student motivation "refers to a student's willingness, need, desire and compulsion to participate in, and be successful in, the learning process". Reading motivation is an effort to create certain conditions in order someone want and willing to read and gain the meaning from the text". It means that, the students who have reading motivation will want and willing to read and they will try to gain the meaning from the text that they read. The students seem to read at the surface level and paying attention to facts and detail informations. If students are not motivated, it is difficult, if not impossible, to improve their academic achievement, no matter how good the teacher, curriculum or school is.

5. Reader's Strategies

Reader's strategies means how the readers plan designed when processing the text. When the students are aware of these strategies and learn to apply them during their own reading process, they begin to become an automatic part of their thinking.

6. Physical Characteristic

Physical characteristic includes eye movement and speed of word recognition. Eyes movement have shown the importance of rapid and processing of most of words on the page automatically. While the ability to recognize words rapidly and accurately are important factor in reading. If word recognition is difficult, students will be difficult to comprehend the text.

7. Stable Characteristics

Stable characteristic includes sex, age and personality. It means the typical qualities of readers which are not likely to change reading text.

5.3 Reading Comprehension

According to Duke (2003) stated that comprehension is a process in which readers make meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text and the views of readers related to the text. In other word, comprehension is the process of deriving meaning from connected text. it involves word knowledge (vocabulary) as well as thinking and reasoning. Therefore, comprehension is not passive process but active one (*Teaching Reading*,2003:14). The goal in reading process is comprehension the text what we read. Grabe and Stoler (2002:19) claims reading comprehension process are likely to work for skilled readers, assuming a purpose of general comprehension of a longer text. Knowledge is the basic element for comprehension. It means the relation between what we don't know or new information and what we already know.

Morever reading comprehension is "the process of constructing meaning by coordinating a number of complex processes that included word reading, word and world knowledge, and fluency". It refers to the ability in interpreting the words, understanding the meaning and the relationships between ideas conveyed in a text.

Comprehension includes an understanding the vocabulary, seeing the relationship between words and concepts, organizing the author's purpose and making evaluation.

5.4 Levels of Comprehension

Grabe & Stoller defined comprehension as processing words, forming a representation of general main ideas and integrating it into a new understanding. It suggests that comprehension is achieved when a reader successfully extracts the useful knowledge from a text into a new understanding of their own. Furthermore Day and Park (2005) also propose several types of comprehension, as follow:

1. Literal comprehension. It is to have a straightforward understanding meaning of a text, such as recognizing main ideas, details, cause-effect and vocabularies which is not explicated in that text.

2. Inferential comprehension. It concludes information from various parts of a text and build new information which is not explicitly stated in the text.

3. Reorganization. It is rearranging information from various parts of a text in order to get new information.

4. Predictive comprehension. It is integrating reader's understanding of a text and their own knowledge about that text in order to determine what might happen next or after it is finished.

5. Evaluative comprehension. It is like inferential comprehension but the evaluating of comprehension requires to readers' comprehensive.

5.5 Teaching Reading Comprehension

In teaching reading comprehension, the teacher needs some strategies to make the students comprehend the reading texts. According Brown (2000), the following are ten strategies which can be applied in the teaching reading comprehension in the classroom:

1. Identifying the purpose in reading

By knowing the purpose of what the reader reads, the reader can throw the unwanted distraction or information. By doing this, students know what information they want to know in reading the texts. (Brown, 2000:306).

2. Using graphemic rules and patterns to aid in bottom up decoding (especially for the beginning level learners)

At the beginning levels of learning English, one of the difficulties that students encounter in learning to read is making the correspondences between spoken and written English. Here teacher also need to teach how to read the sound words with sort vowel sound such as (bat, leg, wish, etc) and the sound words with final silent "e" such as (late, time, bite, etc). (Brown, 2000:306).

3. Using efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels)

In advanced learner, teacher can apply reading fast to reduce time consuming in reading. Readers do not need to pronounce every word and do not need to know the meaning of every word but the comprehension of the text is more important. (Brown, 2000:306).

4. Skimming the text for the main ideas

Skimming is the one of the most valuable reading strategies for learners. Skimming consist of quickly running one's eyes across a whole text (such as an essay, article, or chapter) to find out what the text tells about or to find out the main idea of the text. Skimming gives readers the advantages of being able to guess the purpose of the passage, the main topic, or massage, and possibly some of the developing or supporting ideas (Brown, 2000: 308).

5. Scanning the text for specific information

Scanning is quickly searching for some particular piece or pieces of information that the reader needs in reading a text. Scanning exercises may ask students to look for names or dates, to find a definition of a key concept, or to list a certain number of supporting details (Brown, 2000:308).

6. Using semantic mapping or clustering

Readers can resume the long string of ideas or events by grouping the important key of the word they get from the reading. The strategy of semantic mapping, or grouping ideas into meaningful clusters, helps the reader to remember the contents of the text. (Brown, 2000:308).

7. Guessing when you are not certain

Brown (2000:309) states that guess are an extremely broad category. Learners can use guessing to their advantages to (a) guess the meaning of a word, (b) guess grammatical relationship (e.g., a pronoun reference), (c) guess a discourse relationship, (d) infer implied meaning ("between the lines"), (e) guess about a cultural reference, (f) guess content massages.

Those micro skills can be used for the teacher as strategies to overcome the difficulties in the students' reading comprehension. Moreover, the students should encourage themselves to be strong readers. Strong reading comprehension skills help the students in all the other subjects and in the personal and professional lives on their future.

6. Recount Text

According to Knapp and Watkins (2005:223) recount is the simplest text types in genre. While according to Pardiono (2007:63), recount text can be defined as a text is which to give information about some activities in the past. So, recount text is a text which retells events or experiences in the past. The purpose of recount text is to list and describe past experience by retelling events in which they happened (chronological order).

6.1 Types of Recount Text

There are three types of recount text, they are:

1. Personal Recount Text

This type is retelling an activity that the writer/speaker has been personally involved in (e.g. oral anecdote, diary entry). Language features of personal recount are (a) first pronoun (i, we), (b) personal responses to the events can be included, particularly at the end and (c) details are often chosen to add interest or humor.

2. Factual Recount Text

Factual recount text is a recount that recording the particulars of an accident (e.g. report of science experiment, police report, news report, historical recount).

Language features of factual recount text are (a) use of third person pronouns (he, she, it, they), (b) details are usually selected to help the reader reconstruct the activity or incident accurately, (c) sometimes, the ending describes the outcome of the activity, (d) mention of personal feelings in probably not appropriate, (e) details of time, place and manner may be need to be precisely stated, (f) descriptive details may also be required to provide precise information, (g) the passive voice may be used and (h) it may be appropriate to include explanation and satisfaction.

3. Imaginative Recount Text

Imaginative recount is a recount that taking on an imaginary role and giving details events.

6.2 The Generic Structure and Language Features of Recount Text

According to Pardiono (2007:69) there are three elements in recount text, they are:

1. Orientation. It provides the setting and introduces participants. It gives an information about what, who, where and when did an events was happen.

2. Event. It tells what happened in what sequences. It gives a report about an event chronologically.

3. Re-orientation. It concludes the comments express a personal opinion regarding the events described.

Beside having generic structure, recount text also uses the significant lexico grammatical features that support from of recount text.

The language features include in the recount text as follows (1) Use of noun and pronoun, (2) focus on specific and usually individual participant, (3) use of past tense, (4) use of time connective and conjunction to sequence of events, (5) use of action verbs that show the events and occurrence, (6) use of conjunction and time connective to sequence of events, (7) use of adverbs and adverbial phrases to indicate place and time and (8) use of adjective to describes nouns.

7. The Procedure of Applying Direct Method Assisted by Cartoon Story Maker in Teaching Reading Recount

In this paragraph, the researcher will explain how to teach reading narrative by applying direct method assisted by cartoon story maker, as follows (a) The teacher gave explanation about recount text. In this section, the teacher also explained the language features of recount text such as simple past tense, adverb of time, conjunction, direct speech, etc, (b) the teacher explained the students example of recount text by showing the story through cartoon story maker, (c) the teacher asked the students read the story then translate one by one, (d) if there was a new vocabulary that the students did not know. The teacher asked the students wrote down in their notebook. (e) the teacher asked the students to repeat the difficult vocabulary that found in the text, (f) after reading the story, the teacher asked the students to find out the generic structure and the language features from the text, (g) cartoon story maker as media to comprehend the story easily, (h) after reading the story, the teacher asked the students to find out the meaning of new vocabulary that found in text, (i) the teacher gave the students the exercise in a paper. The

exercise was multiple choices that included 20 items (j) then, the teacher collected the paper.

8. Students' Reading Comprehension Achievement

According to Sumarsih and Sanjaya (2013:108), achievement is the result of what an individual has learned from some education experience. Students' reading comprehension achievement can be seen in their improvement in understanding the text by answering the tests. Their scores in answering the test indicate how well their achievement in reading comprehension. It can be concluded that the students' reading comprehension achievement is a successor to obtain or achieve certain goal, standard of reading activity by effort, skill and courage.

B. Relevant Study

1. Title   : *"Cartoon Story Maker" Linking Technology and ELT for Young Learners Speaking Skill*

   By   : Sri Dewi Anggraini

   Finding   :

   In this case study, it was found that linking technology and english language teaching through *CSM* to the Speaking skill of the young learner gained a significant improvement. The improvement showed on the table of pre and post test results below:

Table 1. Pre-Post Test Result

No	Indicators Of Speaking	The Average of Pre-Test	The Average of Post-Test
1	*Content*	65,00	86,66
2	*Fluency*	65,83	88,33
3	*Vocabulary*	68,33	83,33
4	*Comprehensible*	67,50	87,50

It could be concluded from the table above that the indicators of speaking such as *content, fluency,* and *comprehensible* were gained significant improvement. Tough on the *vocabulary* indicator the young learners were gained the least improvement, but almost all the young learners felt that they were way much more confident to do speaking activities (both monolog and role playing) during the treatment-weeks' because they got huge chance of repetition along with concrete example from CSM before they really perform it. They also stated that the movie helped them much because they really like to copy the speaker's accent from the movies and frankly speaking it suprised the writer in all sudden, the young learners said it made them feel their speaking be more native like. Though this was not the first time that the young learners had worked with such topics, but they admit that their English lessons were normally textbook-based with little pair work. CSM' stories were also able to re-watch at home by the young learners and their parents because it was posted on whatsapp group whom their parents because it was posted to whatsapp group whom their parents are the members. Further, the young learners also stated the reason why they think CSM were benefited them (taken from the online-questionnaire made by the writer) they were (a) Being with friends and do

the task together, (b) fun, interesting and get many new words and (c) could spell better and the story is very good

A week after this research done, the writer also did some short chat to the young learners' parent on whatsapp to ask if there was any changing related to their children learning style. The answer was pleasuring because almost all of them stated that their children often still watched the stories given from the *CSM* class and they also explore the same kinds of *CSM* story available on the internet though it was not suitable for their level of proficiency.

Table 2. YL' Responses toward CSM

No	Question	Young Learners' response	
		YES	NO
1	Are you happy in learning speaking through CSM?	100%	0%
2	Are you happy to do the task with your friend?	100%	0%
3	Can you spell better now?	100%	0%
4	Do the stories your teacher showed in CSM class are good?	100%	0%

Hence, the writer feel that linking technology and english language teaching for the young learners were undoubtedly brilliant for this tier of learners.

a. The number of the sample was too small. Therefore, the writer suggested to create larger group of young learners if this kind of research were going to reconducted.

b. It only measure the speaking skill. For the further research, the writer suggested to integrate all the four skills (*listening, speaking, reading, writing*).

c. The number of boys and girls was not equal. Since in this article there was only two boys and four girls, for the further research the writer suggest the

have equals number of boys and girls young learners to see whether or not the gender issue also influence the result.

2. Title   : *The Process of Teaching Reading by Using the Direct Method to the First Grade Students of SMP Negeri 1 Gatak*

   By   : Wuri Nugroho

   Finding   :

   Based on the discussion, there are two conclusions that can be drawn from this final project report. The conclusions are as follow:

a. The method used in English teaching reading to the first grade students of SMP Negeri 1 Gatak was the direct method. Although the writer still uses the grammar translation method. The writer used the grammar translation method just in a little portion. It was only used to avoid the wasting of time. The writer thinks that the direct method is the most appropriate method in teaching English on the junior high school level. This method was done by using English as the medium language. The writer spoke English along the lesson and asked the students to do the same. The students had to speak English along the lesson, even when they were just talking with their friends. Being forced to speak English along the lesson, the students would be familiar with the English. And perhaps, they would be able to use English in their daily need as well as in the class. While, the process of teaching reading by using the direct method of the first grade students of SMP N 1 Gatak consists of several steps, such as (a) Opening. The writer greeted the students in English and called the roll. The writer also discussed the student's homework at this session, (b) BKOF. The writer asked several

questions related to the topic that would be taught. The writer also told the students the objectives of the lesson, (c) Modeling. The writer explained the materials by involving the students in order to keep the reciprocal relationship between the writer and the students. The writer made several light conversations with the students to lessen the restrained situation during the lesson, (d) Practice and Test. The writer asked students to do practice in reading in front of the class. The writer also asked students to do the exercises in the handbook as a test, (e) Assessment. The writer took a mark based on the student's performance in their practice and their result in doing the exercises in the handbook, (f) Closing. The writer asked several questions related to the topic that had been taught. The writer also gave some home works to the students.

b. Problems come not only from the students but also the writer as a teacher. Since there are many problems in teaching process, the writer provides some solutions to solve the problems. They are explained as follow (1) The problems from the students such as (a) the lack of motivation. The writer solved this problem by explaining the objectives of the lesson before going to the point of the lesson. If the students started to show the uncooperative attitude, the writer would talk about the material louder and knocked the whiteboard in order to attract their attention. Then the writer warned the students to pay attention to the lesson, (b) the less selfconfidence. To solve this problem, the writer made a light conversation with the students to lessen the strained situation during the lesson and to make them relax. The writer also avoided the over-correction so the students could be comfortable to learn in the class, and (c) the limited

vocabulary. To solve this problem, the writer asked the students to bring the dictionary any time they had English lesson and the writer used English as a medium language along the lesson to make the students familiar with the use of English. (2) Problems come from the teacher such as (a) the limited time of teaching. To solve this problem, the writer made the more effective and efficient lesson plan before going to teach (b) the limited facilities (media). To solve this problem, the writer made the simple media at home. The media were in the form of pictures and the jumbled words texts.

Based on the two of researches before, so that the researcher wanted to develop of the research that related of both of them.

C. Conceptual Framework

Reading is one of the four basic skills in learning English that have to be mastered among listening, speaking and writing. Reading has a big role in learning especially in understanding overall the text. In teaching reading, there are some method that can be used to increase the students' achievement in reading. In this research, the researcher will apply one of method that can be used in teaching reading especially in reading comprehension. It is direct method. Direct Method. Direct Method is one of method that can be used to increase students' achievement in comprehending the text. It will be assisted by cartoon story maker as media in comprehending the text. This study is intended to find out the effect of applying direct method assisted by cartoon story maker media in the students' reading comprehension.

In teaching reading to the students, the teacher must be able to present the lesson in such as a way to make it more interesting. Learning reading refers to the students' capability in understanding and comprehending the overall meaning of the text. Usually, the teachers use conventional method in conveying the material. They explain the material by making speech in front of the class in learning process. In comprehending the text, the students look the meaning by using dictionary. So, it will make the process of learning slowly and the students will be passive.

By applying direct method assisted by cartoon story maker, the students will be more interesting and active. They will more comprehend the text clearly.

D. Hypothesis

Ha : "There is a significant effect of applying direct method assisted by cartoon story maker media on the students' achievement in reading comprehension."

Ho : "There is no significant effect of applying direct method assisted by cartoon story maker media on the students' achievement in reading comprehension."

CHAPTER III

RESEARCH METHOD

A. Location and Time

This research was conducted at SMP Negeri 6 Medan Jl. Bahagia No.42 Medan during the academic year 2017/2018. The reason for choosing this school as the location of this research because many students in the grade eight of SMP Negeri 6 Medan still poor in reading comprehension especially recount text based on the observation during field experience practice (PPL) in this school. This research was implemented on February 2018.

B. Population and Sample

1. Population

The population of this research was taken from the students of grade eight of SMP Negeri 6 Medan in academic year 2017/2018. There were eleven classes. The total number was 386.

2. Sample

Cluster random was used in this research. One class was selected as the sample and it was described in the table as follows:

Table 3.1
Sample

Class	Sample

VIII-H	36
Total	**36**

As the result, VIII-H was taken as the sample of this research, and it was functioned as experimental group. The experimental group was taught by applying direct method assisted by cartoon story maker as media.

C. Research Design

The experimental research was used to carry out of this research. It deal with pre-test and post-test design. It was one group as the experimental group. The experimental group was taught by applying direct method assisted by cartoon story maker media. The experimental group was given pre-test before doing the treatment. After the treatment, the experimental was given post-test. The design was applied in order to investigate the effect of direct method assisted by cartoon story maker media on the students' comprehending in reading recount text.

Table 3.2
Research Design
One Group Pre-Test Post-Test Design

Pre-Test	Treatment	Post-Test
O_1	X	O_2

D. Instrument of Collecting Data

In this research, multiple-choice test which consisted of 20 items was used as the instrument for collecting data. Each correct answer was scored 1 for

multiple choice and the incorrect answer was scored 0. So, the incorrect answer was not given score. So, the total of right answer was 20. The materials of test was taken from the materials which were already given.

The test was administrated for the following reasons.

1. Pre-Test

Pre-test was given to both experimental to find out the homogeneity. It was used to measure the students' ability in reading comprehension before the treatment. In this case, there were 20 items of multiple choices.

2. Treatment

The experimental group was taught by applying direct method assisted by cartoon story maker. The group was got reading material.

3. Post-Test

After teaching, it was given post-test to the experimental group in order to see the result whether the method and media give the effect or not. The test of pre-test and post-test are same.

E. Technique of Collecting Data

The techniques of collecting the data in this research were given as follows:

1. Giving pre-test to experimental group

2. Giving the treatment to experimental group by applying direct method assisted by cartoon story maker media.

3. Giving post-test to experimental group.

4. Listing the scores of pre-test and post-test into table for the experimental group.

F. Technique of Analyzing Data

After collecting the data from the test, the data were analyzed by using the test. The following procedure were implemented to analyze the data:

1. Finding the correlation of the teaching method

$$rxy= \frac{N\sum XY-(\sum X)(\sum Y)}{\sqrt{(N\sum x^2-(\sum X)^2)(N\sum Y^2-(\sum Y)^2)}}$$

2. Determining T-test by formulation

$$t= r\frac{\sqrt{n-2}}{\sqrt{1-r^2}}$$

3. Testing Linear Regression

$$Y = \alpha + bx$$

With :

$$b= \frac{n(\sum XY)-(\sum X)(\sum Y)}{n(\sum X2)-(\sum x)^2} \qquad \alpha= \frac{\sum y}{n} -b\frac{\sum x}{n}$$

Where: Y = Individual Work

               a = Constant

               x = Independent Variable

               b = Correlation Coeficient

4. Finding the significant effect by formulation

   $D = (r_{xy})^2 \times 100\%$

G. Statistical Hypothesis

In this research statistical hypothesis was used to describe whether the hypothesis was accepted or rejected. The statistical hypothesis formula:

$H_0 : t_{observe} < t_{table}$

$H_a : t_{observe} > t_{table}$

Where:

H_0 : "There was no significant effect of applying direct method assisted by cartoon story maker on students' reading comprehension." (The hypothesis was rejected).

H_a : "There was a significant effect of applying direct method assisted by cartoon story maker on students' reading comprehension." (The hypothesis was accepted).

CHAPTER IV

DATA COLLECTION AND DATA ANALYSIS

A. Data Collection

The data of this study was obtained from the test score. There were two kinds of test for experimental group, pre-test and post-test. The followings were students' score on the pre-test and post-test of the experimental group.

Table 4.1
The Score of Pre-Test and Post-Test of Experimental Group

No.	Students' Initial	Pre Test (O_1)	Post Test (O_2)
1	ANF	60	80
2	ASA	65	80
3	AAI	60	80
4	BPU	70	85
5	BJN	55	75
6	CMG	55	80
7	CAS	60	85
8	CHT	75	95
9	DMR	70	90
10	DSB	65	85
11	FMR	70	80
12	GSH	55	80
13	HYH	45	75
14	JEN	50	80
15	JBB	70	85
16	JCS	70	95
17	KJT	50	80
18	KCH	65	85
19	MAR	45	75
20	MFP	60	80
21	MTS	70	90
22	MRA	65	85

23	MMS	75	90
24	NEV	65	85
25	PPM	60	80
26	PHS	65	80
27	PNE	70	85
28	PNI	55	80
29	RCN	65	80
30	RDP	50	75
31	RHI	60	85
32	RMP	55	80
33	SNS	45	80
34	SNR	60	85
35	SAS	65	80
36	VDE	60	80
Total Score		**2200**	**2970**
Means		**61.11**	**82.5**

The data in Table 4.1 showed that the mean of pre-test was 61.11 and the mean of post-test was 82.5.

B. Data Analysis

Table 4.2

Differences between Pre-Test and Post-Test of Experimental Group

No.	Students' Initial	Pre-test (X)	Post-test (Y)	X^2	Y^2	XY
1	ANF	60	80	3600	6400	4800
2	ASA	65	80	4225	6400	5200
3	AAI	60	80	3600	6400	4800
4	BPU	70	85	4900	7225	5950
5	BJN	55	75	3025	5625	4125
6	CMG	55	80	3025	6400	4400
7	CAS	60	85	3600	7225	5100
8	CHT	75	95	5625	9025	7125
9	DMR	70	90	4900	8100	6300
10	DSB	65	85	4225	7225	5525

11	FMR	70	80	4900	6400	5600
12	GSH	55	80	3025	6400	4400
13	HYH	45	75	2025	5625	3375
14	JEN	50	80	2500	6400	4000
15	JBB	70	85	4900	7225	5950
16	JCS	70	95	4900	9025	6650
17	KJT	50	80	2500	6400	4000
18	KCH	65	85	4225	7225	5525
19	MAR	45	75	2025	5625	3375
20	MFP	60	80	3600	6400	4800
21	MTS	70	90	4900	8100	6300
22	MRA	65	85	4225	7225	5525
23	MMS	75	90	5625	8100	6750
24	NEV	65	85	4225	7225	5525
25	PPM	60	80	3600	6400	4800
26	PHS	65	80	4225	6400	5200
27	PNE	70	85	4900	7225	5950
28	PNI	55	80	3025	6400	4400
29	RCN	65	80	4225	6400	5200
30	RDP	50	75	2500	5625	3750
31	RHI	60	85	3600	7225	5100
32	RMP	55	80	3025	6400	4400
33	SNS	45	80	2025	6400	3600
34	SNR	60	85	3600	7225	5100
35	SAS	65	80	4225	6400	5200
36	VDE	60	80	3600	6400	4800
Total		**2200**	**2970**	**136850**	**245900**	**182600**

N $= 36$

$\Sigma X = 2200$

$\Sigma Y = 2970$

$\Sigma X^2 = 136850$

$\Sigma Y^2 = 245900$

$$\Sigma XY \quad = 182600$$

Based on the data at the table above, finding the correlation between pre-test and post-test by using this formula:

1. Finding the Correlation

$$rxy = \frac{N\Sigma XY-(\Sigma X)(\Sigma Y)}{\sqrt{(N\Sigma X^2-(\Sigma X)^2)(N\Sigma Y^2-(Y)^2)}}$$

$$= \frac{36\ (182600)-(2200)(2970)}{\sqrt{(36\ (136850)-(2200)^2)(36\ (245900-(2970)^2)}}$$

$$= \frac{6573600-653400}{\sqrt{(4926600-4840000)\ (8852400-8820900)}}$$

$$= \frac{39600}{\sqrt{(86600)(31500)}}$$

$$= \frac{39600}{\sqrt{2727900000}}$$

$$= \frac{39600}{52229.3}$$

$$= 0.7$$

2. Determining T-test

After testing the correlation continued with determining T-test.

$$t \quad = r\frac{\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$= (0.7)\ \frac{\sqrt{36-2}}{\sqrt{1-(0.7)^2}}$$

$$= (0.7)\ \frac{\sqrt{34}}{\sqrt{1-(0.7)^2}}$$

$$= (0.7)\frac{5,83}{\sqrt{1\text{-}0.49}}$$

$$= (0.7)\frac{5,83}{\sqrt{0.51}}$$

$$= (0.7)\frac{5,83}{0.71}$$

$$= (0.7)\,(8.21)$$

$$= 5.75$$

3. Testing Linear Regression

Y = α + bx

In finding Y find the value of α and b with the following this formula:

$$b \quad = \frac{n(\sum XY)\text{-}(\sum X)(\sum Y)}{n(\sum X2)\text{-}(\sum x^2)}$$

$$= \frac{36\ (182600)\text{-}(2200)(2970)}{36(136850)\text{-}(2200)^2}$$

$$= \frac{6573600\text{-}6534000}{4926600\text{-}4840000}$$

$$= \frac{39600}{86600}$$

$$= 0.45$$

$$\alpha \quad = \frac{\sum y}{n}\text{-}b\,\frac{\sum x}{n}$$

$$= \frac{2970}{36}\text{-}(0.45)\frac{2200}{36}$$

$$= 82.5\text{-}(0.45)(61.11)$$

$$= 82.5\text{-}27.5$$

$$= 55$$

After finding the value of α and b, input the value and the finding as at the following:

$$Y = \alpha + bx$$
$$Y = 55 + 0.45x$$

4. Calculating Determination

$$D = (r_{xy})^2 \text{ x } 100\%$$

$$= (0,7)^2 \text{ x } 100\%$$

$$= 0,49 \text{ x } 100\%$$

$$= 49\%$$

From the determination above it was known that the effect of applying direct method assisted by cartoon story maker on the students' achievement in reading comprehension was 49% and 51% from the other factors.

C. Discussion and Finding

By consulting analyzing of the data, it is clearly stated that there was an effect of applying direct method assisted by cartoon story maker on the students' achievement in reading comprehension. It was seen from the differences of mean score of Pre-test and Post-test in experimental class. They were 61.11 in pre-test and 82.5 in post-test of experimental class, the mean of pre-test increases after applying direct method assisted by cartoon story maker from 61.11 to 82.5.

Based on the testing of hypothesis, the value of $t_{observe} > t_{table}$ was 5.75>2.032. It meant that there was a significant effect of applying direct method assisted by cartoon story maker on the students' achievement in reading comprehension. The value of the effect was about 49%.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis, conclusion was drawn as the following:
There was a significant effect of applying direct method assisted by cartoon story maker on the students' achievement in reading comprehension which proved by the result of the score of pre-test before giving treatment was 2200, and the post-test after treatment was 2970 and it was found that the $t_{observe} > t_{table}$ or 5.75 > 2.032. So, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted.

B. Suggestions

Related to the conclusion above, some suggestions were put forward as the following:

1. The English teachers are expected to use Direct Method Assisted by Cartoon Story Maker in teaching reading, especially recount text.

2. The students are expected to use Direct Method Assisted by Cartoon Story Maker before reading because it can stimulate their prior acknowledge so that they can easier to comprehend the text in order to increase their achievement in reading recount text.

3. It is suggested to other researchers who are interested to do the same research to use these findings as the source of information for further related studies

4. It is also suggested to school management to encourage the teachers to increase their teaching skills to be better, more creative and more interested not only by applying Direct Method Assisted by Cartoon Story Maker but also other methods which are believed to give easier and better understanding for students in their effort to get information from reading.

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