

**THE EFFECTIVENESS OF CONSTRUCTIVIST APPROACH IN TEACHING  
READING COMPREHENSION AT THE SEVENTH GRADE STUDENTS OF  
MTS AL-ISLAM JORSAN MLARAK PONOROGO IN ACADEMIC YEAR**

**2016/2017**

**THESIS**

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**2017**

## ABSTRACT

**Dwi Wulan, Arum.** 2017. The Effectiveness of Constructivist Approach in Teaching Reading Comprehension at the Seventh Grade Students of MTs Al-Islam Joresan Mlarak Ponorogo in Academic Year 2016/2017. Thesis, English Education Department, Education Faculty, The State Institute of Islamic Studies of Ponorogo (IAIN Ponorogo), Advisor Dr. Harjali, M. Pd.

### **Key Words: Constructivist Approach, Teaching Reading Comprehension**

Reading is the process of readers combining information from the text and their own background knowledge to build meaning. Reading is very important as the essential skill for students. Reading is used to get meaning, understanding, and entertainment. Constructivist teaching is based on the belief that learning occurs as learners are actively involved in a process of meaning and **knowledge construction** as opposed to **passively receiving information**. Learners are the makers of meaning and knowledge. Constructivist approach is done to get lot of information. It is also very important because in this type the background knowledge of the reader will be better.

The problem statement of this research as follows: Is there any significant difference for the students reading comprehension before and after being taught using constructivist approach in teaching reading comprehension at the seventh grade students of Mts Al-Islam Joresan Mlarak Ponorogo in academic year 2016/2017. The purpose of this research was to know any significant difference for the students reading comprehension before and after being taught using constructivist approach in teaching reading comprehension at the seventh grade students of MTs Al-Islam Joresan Mlarak Ponorogo in academic year 2016/2017.

This research applied quantitative approach and used the pre-experimental design. This research used one pre and post test group design. The population was taken from the seventh grade students of Mts Al-Islam Joresan Mlarak Ponorogo in academic year 2016/2017. The numbers of the sample were 29 students. The technique of the data collection was test and documentation. To analyze the data, it used t-test formula.

The result showed that the value of  $t_0$  between students reading comprehension before and after being taught using constructivist approach was 5.57. The result of computation based on t-test formula of significant level 5% was 2.05 and at significant level 1% was 2.76. The  $t_0$  was higher than  $t_t$ . So,  $H_a$  was accepted and  $H_o$  was rejected.

From the calculation above it can be concluded that there is a significant difference between students' reading comprehension before and after being taught using constructivist approach in teaching reading comprehension at the seventh grade students of Mts Al-Islam Joresan Mlarak Ponorogo in academic year 2016/2017. It becomes important for the teacher to use an appropriate approach in teaching English especially in teaching reading.

## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

English language skills consist of speaking, listening, writing, and reading. Reading is one of important skill in English language learning. The mastery on reading skill is priority for many second language learners. David Nunan states that reading is the fluent process of readers combining information from the text and their own background knowledge to build meaning. The reader's background knowledge integrates with the text to create the meaning.<sup>1</sup> Again, Andrew P. Johnson states that reading is the practice of using text to create meaning.<sup>2</sup> It means that reading is important because it needs clear understanding for built the meaning of the texts or literatures.

As one of the four skills, reading is needed by students to know the information for their study. It also is needs by them to get knowledge about science, literature, culture, social studies and all other subjects. According to David Nunan, reading is important skill to be mastered in order to ensure success not only in learning English, but also in learning where reading in English is

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<sup>1</sup> David Nunan, *Practical English Language Teaching* (New York: McGraw-Hill Companies Inc, 2003), 68.

<sup>2</sup> Andrew P. Johnson, *Teaching Reading and Writing: a guide book for tutoring and remediating students* (United States of America, 2008), 3.

required. With strengthened reading skills, learning will make greater progress and development in all other areas of learning.<sup>3</sup>

Reading is useful for other purposes too: any exposure to English (provided the students understand it more or less) is a good thing for language students. At the very least, some of the language sticks in students' mind as a part of the process of language acquisition, and if the reading text is especially interesting, acquisition is likely to be even more successful.<sup>4</sup>

EFL learners are difficult to understand English caused by the difficult vocabularies. To make the learners easy to understand English the teacher should give a text that within the text consists of wide range of vocabularies. The learners try to read the text and then find out the meaning or the message from the text. The aim of reading is reading comprehension. Reading comprehension refers to reading for meaning, understanding, and entertainment. It involves higher-order thinking skills and is much more complex than merely decoding specific words.<sup>5</sup>

Reading is a constantly developing skill.<sup>6</sup> Like any other skills, the learners will be better in reading by practicing. For instance, if the students do not practice in reading, they will be found difficulties in the process of built the meaning and understanding the texts. Again, the reading activities should be

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<sup>3</sup> Ibid, 69.

<sup>4</sup> Jeremi Harmer, *How to teach Reading* (England: Longman, 2002), 68.

<sup>5</sup> Caroline T. Linse, *Practical English Language Teaching Young Learners* (New York: McGraw-Hill ESL/ELT Companies, Inc, 2005), 71.

<sup>6</sup> Ibid, 4.

doing continuously, not only in the classroom or school but also in the students' spent time. Reading is the most important skills for English learners especially in academic context, because students need to comprehend and deal with all reading aspect and difficulties.

In a fact, reading is still thought as difficult part for learners. They are difficult to understand the content of written that they are read. So, they cannot get an information that be transferred by the writer. At school, teacher only provide some guidance but they cannot provide students with all the information that they need. The best service that the teacher could provide to their students is to teach them reading strategies that might help them become independent readers so they are able to access all types of materials on their own.

Based on the interview with some English teachers, it is known that the students have some problems in reading comprehension like other many English learners. From the reality above, there are serious matters which need to be researched. The researcher found that the students less active. They look passive, when the teacher gives the opportunity to ask no one pose the question. Besides that, when the students are given the opportunity to respond the material delivered no one want to express their opinion because they are less read. Many students said that English lesson is difficult subject. The difficulty of students caused by the absence of consciousness from the students itself to learn independently. The common problem for students in learning process is students who do not attention in teaching learning process. This problem disturbs in the

learning process. It can be caused by many things such as, using method which is not suitable and monotone, students do not understand teacher's explanation, students are not interested English lesson, etc.<sup>7</sup>

A general assumption about teaching reading is that students improve their reading comprehension by reading more. In fact, the students are still finding the difficulties in reading process. In this problem, the teacher must use the best approach to increase the students' motivation to read. In order to the students' reading comprehension also will be increased.

One of the approaches that can be used to build the students comprehension in reading is constructivist approach. Constructivist approach is done to get lot of information. It is also very important because in this type the background knowledge of the reader will be better. Jean Piaget states that the growth of knowledge is the result of individual constructions made by the learner's understanding. Piaget contends that the current state of knowledge is temporal, changing as time passes as knowledge in the past has changed, it is not a static instance; it is a process. It is a process of continual construction and reorganization. Piaget viewed constructivism as a way of explaining how people come to know about their world. He collected an extensive body of research of

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<sup>7</sup> Based on the Interview and Observation's Documentation of the seventh grade students of MTs Al-Islam Joresan Mlarak Ponorogo in academic year 2016/2017.

children's behaviors and witnessed children's behaviors which then use to create well-supported inferences about the function of the mind.<sup>8</sup>

By all of the phenomena, the researcher is curious on effectiveness of using constructivist approach in reading comprehension. So, the researcher conducted an experimental research entitled **“The Effectiveness of Constructivist Approach in Teaching Reading Comprehension at the Seventh Grade Students of MTs Al-Islam Joresan Mlarak Ponorogo in Academic Year 2016/2017.”**

#### **B. Limitation of the Study**

To avoid a deviation of the discussion, this study focused on some concerns identified as follow:

1. The Effectiveness of procedure Constructivist Approach in teaching Reading Comprehension.
2. This study takes the seventh grade students of MTs Al-Islam Joresan Mlarak Ponorogo as the sample of study.
3. This study use t-test as the technique of data analysis.

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<sup>8</sup> Jean Piaget, To understand is to invent: The future of the education (New York : Penguin Books, 1976).

### **C. Statement of the Problem**

Based on the background of the study above, the problem statement is formulated:

Is there any significant difference for the students reading comprehension before and after being taught using constructivist approach in teaching reading comprehension at the seventh grade students of MTs Al-Islam Joresan Mlarak Ponorogo in academic year 2016/2017?

### **D. Objective of the study**

The Objective of this study is formulated as follow:

To know whether any significant difference for the students reading comprehension before and after being taught using constructivist approach in teaching reading comprehension at the seventh grade students of MTs Al-Islam Joresan Mlarak Ponorogo in academic year 2016/2017.

### **E. Significance of the Study**

After completing all research activities, this study is expected to give significances presented as follows:

#### **1. Theoretically**

The result of this research is expected to give contribution of knowledge to develop the teaching and learning process especially in reading.

This research is also expected to improve the perspective that reading is easy.

So, many people want to study reading more.

## 2. Practically

There are four subjects who is hoped to get useful from this study, they are:

### a. The teachers

It is expected to give useful contribution for the teacher to help them in teaching their students especially in teaching reading comprehension. This is especially for English teacher of MTs Al-Islam Joresan Mlarak Ponorogo in improving teaching skill by using constructivist approach. It also can motivate English teacher to be a professional teacher who is creative and innovative teacher to teach their students.

### b. The students

For the students, especially for the seventh grade students of MTs Al-Islam Joresan Mlarak Ponorogo in academic year 2016/2017 it assists them to solve their problems in reading activity and it can help them to improve their Reading Comprehension. The Constructivist Approach is purposed to make the students more active and creative in the classroom. Besides it, this approach also arranges and constructs the students' knowledge.

c. The readers

It is expected to be useful for the readers especially for students of English Department of IAIN Ponorogo as a reference to use related approach for reading class. So, they can get successful in reading section.

d. The Researcher

The researcher hopes that this research will give the new experience and knowledge, especially in teaching English lesson.

## **F. Organization of the Thesis**

This thesis consists of five chapters. They are an introduction, review of literature, research methods, research result and closing. They are highlighted as follows:

Chapter one is introduction. It is general description and takes a role as basic of mindset for thesis. This chapter contains of background of the study, limitation of the problem, statement of the problem, objective of the study, significance of the study and organization of the thesis.

Chapter two is explanation about review of related literature. This chapter gives the explanation about the theoretical of the research consist of theoretical analysis, theoretical framework, and hypothesis.

Chapter three is research methodology. This chapter contains the research design, population and sample, technique of data collection, instrument of data collection, technique of data analysis.

Chapter four is research result. This chapter contains of research location, data description, data analysis, and discussion.

Chapter five is closing. This chapter contains of conclusion of the research and recommendations.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Background

In this research, the researcher is using the theories that are relevant with the theme of the discussion. The theories are:

##### 1. Teaching Reading Comprehension

###### a. Definition of Teaching

Teaching is defined as management of learning which is done by a teacher in a class and managed of learning organized in general that a number of methodological options exist, but the learners are guided in any particular moment by a compass consisting of asset of values, some knowledge and experience, and a commitment to particular learning outcomes.<sup>9</sup> It means that teaching is a process of managing the class to reach the objective of the study effective and efficiently.

Teaching is the process of transferring the information or new knowledge to the learners. As Brown states : Teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to

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<sup>9</sup> Larsen-Freeman, *Technique and Principles in Language Teaching* (New York: Oxford University Press, 2000), 184.

know or understand.<sup>10</sup> Teaching can be defined as a set component for improve the learner's knowledge and their positive behavior to reach the goals of teaching learning process. So, teaching is being how the teacher can understand of their learners and the subject matter to be learned with appropriate method or strategies.

#### **b. The Definition of Reading**

As Neil J Anderson said that, reading can be defined simply from print. The four key elements combine in the process of making meaning of print. There are: the readers, the text, reading strategies, and fluency. Again Neil J Anderson states reading as the process of the readers combining information from the text and their own background knowledge to build meaning.<sup>11</sup> In the same line Caroline T. Linse states that reading is a set of skills that involves making sense and delivering meaning from printed words.<sup>12</sup>

Reading is a thinking process. The act of recognizing words requires interpretation of graphic symbols. In order to comprehend a reading selection thoroughly, person must be able to use information to make inferences and read critically and creatively to understand the figure language, determine the author's purpose, evaluate the ideas presented,

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<sup>10</sup> Douglas Brown, *Principles Language Learning and Teaching* Fourth Edition (San Francisco: San Francisco State University, 2000), 7.

<sup>11</sup> Neil J. Anderson, *Practical English Language Teaching Reading* (New York: McGraw-Hill, 2008), 2-3.

<sup>12</sup> *Ibid*, 69.

and apply the ideas to actual situations.<sup>13</sup> So, reading is having a goal to create the students understanding of the meaning from my literatures.

### c. The Definition of Reading Comprehension

Reading comprehension is defined as the level of understanding of a text or message. Reading comprehension is the ability to read text, process it and understand its meaning.<sup>14</sup> Based on the definition above, the researcher concludes that reading comprehension as a process the reader to understanding the meaning of the text after they read.

Reading comprehension refers to reading for meaning, understanding and entertainment.<sup>15</sup> Comprehension requires making meaning from words when listening, speaking, reading and writing. Comprehension is the center of reading.<sup>16</sup> It means that comprehend of the text in reading is important as a reader to develop their experiences and also their knowledge.

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<sup>13</sup> Paul C. Burns, *Teaching reading in today's elementary school* (United States of America: Houghton Mifflin Company, 1984), 10-11.

<sup>14</sup> [http://en.wikipedia.org/wiki/reading\\_comprehension](http://en.wikipedia.org/wiki/reading_comprehension), accessed on 1 April 2017 (at 10.00 a.m)

<sup>15</sup> *Ibid.*, 71.

<sup>16</sup> Karen Tankersley, *The threads of reading strategies for literacy development*, 90.

According to Paul C. Burns, basic comprehension units in reading as follows:

a. Words

Students sight vocabularies should be built from word they already, comprehend, words that are a part of their meaning vocabularies.

b. Sentences

Students may find complicated sentences difficult to understand, so they need to know way to attack them, or derive their meaning.

c. Paragraph

Paragraphs are group of sentences that serve particular functions within a whole selection or passage. They may be organized around a main idea or topic. Understanding their functions, their genera organization, and the relationships between the in paragraphs is important to reading comprehension.

d. Whole selections

It is the entire selections which consist of words, sentences, and paragraph, and that understanding of whole selections depends upon understanding the smaller units.<sup>17</sup>

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<sup>17</sup> Ibid, 151-171.

#### **d. Teaching Reading Comprehension**

Teaching reading means the act of guiding or instructing to create spoken work or anything expressed in orally. It is also student's activities which guides the students in their learning. In teaching reading has to provide students with reading skill. The students are better if they are mastery of reading skill. It is very useful from them.

Reading is also useful as part of the process of language acquisition.<sup>18</sup> It provides the students with the opportunities to study language and its vocabulary, grammar, punctuation, and the way they construct sentences, paragraphs, and texts. Teaching reading is difficult work.

#### **e. The Components of Reading**

Reading has some components to reach the successfully in reading activity. It can help students in their learning process. As Fielding and Pearson state in particular, reading programs having the following four components can lead to student success, they are:

##### 1) Extensive amounts of time in class for reading

In reading activity, the students need a hard effort to catch the information. Therefore they need much time to read and understand the text carefully. Another it gives the opportunity to the students in processing information. The students must know the vocabulary

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<sup>18</sup> Jeremi Harmer, How to teach Reading (England: Longman, 1998), 68.

because without know it, they are not find the meaning or intention of the text. So, much time for class is needed.

2) Direct strategy instruction in reading comprehension

The teacher gives direct instruction to the students in order that they can be guided for reading comprehension. The purpose of reading is to find information of the text. So, the students focus in processing the meaning of text.

3) Opportunities for collaboration

The teacher can make groups in students' reading activity. In group they can work together to collect information. It is called cooperative learning.

4) Opportunities for discussions on responses to reading

In group they can share their ideas and integrate the result of reading activity. They discuss the material and how they respond it.

Hus, they can find the best meaning with their group.<sup>19</sup>

**f. The Principles of Teaching Reading**

There are eight principles for teaching reading, they are:

1) Exploit the reader's background knowledge

A reader's background knowledge can influence reading comprehension. Background knowledge includes all of the

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<sup>19</sup> J. Michael O' Malley, Lorraine Valdez Pierce, Authentic for English Language Learners 95.

experiences that a reader brings to a text: life experiences, educational experiences, knowledge of how text can be organized rhetorically, knowledge of how one's first language works, and cultural background and knowledge. So, the reader's background knowledge is important for learners to follow the learning process.

2) Build a strong vocabulary base

Recent research emphasized the importance of vocabulary to successful reading. As I have developed my own philosophy of the role of vocabulary in reading instruction, I have decided that basic vocabulary should be explicitly taught and L2 readers should be taught to use context to effectively guess the meanings of less frequent vocabulary. From that writer's explanation, vocabulary base must be mastered by the learners because it is the part to understand the text.

3) Teach for Comprehension

In many reading instruction programs, more emphasis and time may be placed on testing reading comprehension than on teaching readers how to comprehend. Monitoring comprehension is essential to successful reading. So, the teacher must have hard effort to teach the learners.

4) Work in increasing reading rate

One great difficulty in the second language reading classroom is that even when language learners can read, much of their reading is not fluent. Often, in our efforts to assist students in increasing their reading rate, teachers over-emphasize accuracy which impedes fluency. So, the teacher must work hard to find the balance in improving reading rate and developing reading comprehension skills.

5) Teach reading strategies

Strategies are “the tools or active”, self-directed involvement that is necessary for developing communicative ability. To achieve the desired results, students need to learn how to use a range of reading strategies that match their purposes of reading.

6) Encourage readers to transform strategies into skills

Strategies can be defined as conscious actions that learners take to achieve desired goals or objectives while a skill is a strategy that has become automatic. This characterization underscores the active role that readers play in strategic reading. As learners consciously learn and practice specific reading strategies, the strategies move from conscious; from strategy to skill.

7) Build assessment and evaluation into your teaching

Assessing growth and development in reading skills from both a formal and informal perspective requires time and training. Here, the assessment will be included in the reading classroom.

8) Strive for continuous improvement as a reading teacher

The quality of the individual teacher is integral to success of second or foreign language readers. Reading teachers need to be passionate about their work. They should view themselves as facilitators, helping each reader discover what works best. Integrating the key principles discussed above can lead to more effective reading instruction in the second language classroom.<sup>20</sup>

**g. The Purpose of Reading**

There are some purposes of reading, Harmer states that reading is essential either for students' careers, for study purpose or simply for pleasure. Reading is also useful as part of the process of language acquisition. It provides the students with opportunities to study language, vocabulary, grammar, punctuation, and the way they construct sentence, paragraph and text.<sup>21</sup>

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<sup>20</sup> Jeremi Harmer, *The Practice of English Language Teaching* (Longman: New York, 2000), 74-77.

<sup>21</sup> Jeremi Harmer, *How to teach English* (England: Pearson Education Limited, 1998), 68.

According to Harmer, reading purposes are divided into six elements, there are:

1) To identify the topic

Good readers are able to receive the topic of a written text very quickly. By the supporting of their prior knowledge, they can get an idea. This ability allows them to process the text more efficiently.

2) To predict and guess

Readers sometimes guess in order to try to understand what written text is talked about. Sometimes they look forward; try to predict what is coming and sometimes make assumptions or guess the context from initial glance.

3) Reading for detail information

It means that some readers read to understand everything they are reading in detail this is usually case with written instructions or description procedure.

4) Reading for specific information

Sometimes readers want specific details to get much information. They only concentrate when the particular item that they are interested came up they will ignore the other of a text until it comes to the specific item that they are looking for. We can call this activity as scanning process.

#### 5) Reading for general understanding

Good readers are able to take in a stream of discourse and understand the gist of the text, without worrying too much about the detail. It means that they do not often look for every word, analyzing everything on the text. We can call this activity a skimming process.<sup>22</sup>

#### **h. Genres of Reading**

There are some types (genres) of reading, such as:

##### 1) Academic reading

Academic reading is containing with: general interest articles (in magazines, newspapers, etc), technical report, professional journal articles, reference material (dictionaries), textbooks, theses, essays, papers, test directions, editorial and opinion writing.

##### 2) Job-related reading

Job-related reading is containing with: message, letters/emails, memos, reports (job evaluations, project reports), schedules, labels, signs, announcements, forms, applications, questionnaires.

##### 3) Personal reading

Personal reading is containing with: newspapers, magazines, letters, emails, greeting cards, invitations, messages, note list schedules (train, bus, plane, etc), recipes, menus, maps, calendars,

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<sup>22</sup> Ibid, 201-202.

advertisements, novels, short stories, jokes, drama, poetry, financial documents, forms, questionnaires, medical report, immigration documents, comics strips, cartoons.<sup>23</sup>

Each genres or written text has its own set of governing rules. A reader must be able to anticipate those rules in order to process the meaning of the genres efficiently and clearly.

#### **i. The Types of Reading**

There are some types of reading such as follow:

##### 1) Perceptive

Perceptive reading tasks involved attending to the components of larger stretches of discourse: letters, words, punctuation, and other grapheme symbol. Bottom up processing is implied.

##### 2) Selective

This category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain a typical tasks are used picture-cued tasks, matching, true false, multiple choice, etc. A combination of bottom-up and top-down processing may be used.

##### 3) Interactive

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<sup>23</sup> H. Douglas Brown, *Language Assessment Principles and Classroom Practice* (Longman: Pearson Education, 2001), 186-187.

Include among interactive reading types are stretches of language of several paragraphs to one page or more, interact with the text. That is reading as a process of negotiating meaning; the reader brings to the text a set of schemata for understanding it, and in take is product of that interaction. The texts are anecdotes, short narrative and descriptions, excerpts from longer texts, questionnaires, memos, announcements, directions, recipes, and the like.

4) Extensive

Extensive reading applies to text of more than a page, up to and including professional articles, essays, technical reports, short stories, and books. Top-down processing is assumed from most extensive tasks.<sup>24</sup> So, extensive reading means reading many books but not much focus on classroom exercises that may test comprehension skills.

**j. The Models of Reading**

There are three models of reading:

1) Bottom-Up Model

Bottom-up model consist of lower-level reading processes. Students start with the fundamental basics of letter and sound recognition. The reader constructs the text from the smallest unit.

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<sup>24</sup> Ibid, 189.

Start from letters, letters clusters, words, phrases, sentences, longer text, and finally meaning in order in achieving comprehension.

## 2) Top-Down Model

According to Grabe and Stoler point out that in top-down model of reading, comprehension is directed by the reader's goal and expectations. This model begins with the idea that comprehension resides in the reader. The reader uses background knowledge, makes predictions, and searches the text to confirm or reject the predictions that are made. A passage can thus be understood even if all of the individual words are not understood. Within top-down approach to reading the teacher should focus on meaning generating activities rather than mastery of word recognition.

## 3) Interactive Model

The approach that is accepted as the most comprehensive description of the reading process is an interactive approach. It describes a process that combines bottom-up and top-down, either alternately or at the same time.<sup>25</sup>

### **k. The Reading Process**

The reading process is the whole process of translating print into meaning. This process is very complex-it involves elements ranging

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<sup>25</sup> David Nunan, Practical English Language Teaching (New York: McGraw-Hill Companies Inc, 2003), 70-73.

visual perception and the control of eye-movements to judgments about meaning, relevance and significance with involve long-term memory and relating new information with existing metal schema. The process is an interactive one in which top-down and bottom-up process play complementary roles. But, as we have argued, the bottom-up process of word identification has priority.

The essential element in the overall process is learning to recognize word that is, learning to relate pattern of print with known words. This is not the whole of reading, but is where reading starts from is very largely the focus of attention in the early years.<sup>26</sup>

## **2. Constructivist Approach**

### **a. The Definition of Constructivist Approach**

Constructivism, although relatively new in its current form, has deep historical roots. At their core, constructivist perspectives focus on how learners construct their own understanding. Some philosophers, such as Socrates, focused on helping students construct meanings on their own rather than having authority figures transmit information to them. Immanuel Kant (1724-1804) built upon this by recognizing that the way learners perceive stimuli from their environment shapes their understanding of the world. In the early 20<sup>th</sup> century, John Dewey (1859-1952) proposed that education should work with students' current

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<sup>26</sup> Jmy riley, Teaching reading at key stage 2 (British: Nicolas bielby, 1999), 15.

understanding, taking into account their prior ideas and interests. Later, Jean Piaget (1896-1980) defined accommodation and assimilation as ways for new knowledge to build upon previous knowledge. The ideas of Lev Vygotsky (1896-1934) also influenced constructivism. He helped increase awareness of the interactions between the individual, interpersonal, and cultural historical factors that affect learning.<sup>27</sup> Constructivist teaching is based on **constructivist learning theory**. Constructivist teaching is based on the belief that learning occurs as learners are actively involved in a process of meaning and **knowledge construction** as opposed to **passively receiving information**. Learners are the makers of meaning and knowledge.<sup>28</sup>

#### **b. The Principles of Constructivist Learning**

The principles of constructivist teaching are:

- 1) Posing problems of emerging relevance to students.
- 2) Structuring learning around primary concepts: the quest for essence.
- 3) Seeking and valuing student's points of view.
- 4) Adapting the curriculum to address students' suppositions.
- 5) Assessing student learning in the context of teaching.<sup>29</sup>

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<sup>27</sup> Eric M. Anderman, *Psychology of Classroom Learning: An Encyclopedia* (USA: Macmillan Reference USA, 2009), 262.

<sup>28</sup> [https://en.m.wikipedia.org/wiki/Constructivist\\_teaching\\_methods](https://en.m.wikipedia.org/wiki/Constructivist_teaching_methods) accessed at April, 11<sup>th</sup> 2017 (at 11.20 a.m).

<sup>29</sup> Jong Suk Kim, The Effects of a Constructivist Teaching Approach on Student Academic Achievement, Self-concept, and Learning Strategies, *Asia Pacific Education Review*, The Internet TESL Journal, Vol 06, No. 1, 2005, 7-19.

**c. The Characteristics of Constructivist Learning**

Tam lists the following four basic characteristics of constructivist learning environments, which must be considered when implementing constructivist instructional strategies:

- 1) Knowledge will be shared between teachers and students.
- 2) Teachers and students will share authority.
- 3) The teacher's role is one of a facilitator or guide.
- 4) Learning groups will consist of small numbers of heterogeneous students.

**d. The Benefits of Constructivist Learning**

- 1) Children learn more, and enjoy learning more when they are actively involved, rather than passive listeners.
  - 2) Education works best when it concentrates on thinking and understanding, rather than on rote memorization. Constructivism concentrates on learning how to think and understand.
  - 3) Constructivist learning is transferable. In constructivist classrooms, students create organizing principles that they can take with them to other learning settings.
  - 4) Constructivism gives students ownership of what they learn, since learning is based on students' questions and explorations, and often the students have a hand in designing the assessments as well.
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Constructivist assessment engages the students' initiatives and personal investments in their journals, research reports, physical models, and artistic representations. Engaging the creative instincts develops students' abilities to express knowledge through a variety of ways. The students are also more likely to retain and transfer the new knowledge to real life.

- 5) By grounding learning activities in an authentic, real-world context, constructivism stimulates and engages students. Students in constructivist classrooms learn to question things and to apply their natural curiosity to the world.
- 6) Constructivism promotes social and communication skills by creating a classroom environment that emphasizes collaboration and exchange of ideas. Students must learn how to articulate their ideas clearly as well as to collaborate on tasks effectively by sharing in group projects. Students must therefore exchange ideas and so must learn to "negotiate" with others and to evaluate their contributions in a socially acceptable manner. This is essential to success in the real world, since they will always be exposed to a variety of experiences in which they will have to cooperate and navigate among the ideas of others.

### e. **Difference between Traditional Classroom and Constructivist Classroom**

In the constructivist classroom, the focus tends to shift from the teacher to the students. The classroom is no longer a place where the teacher ("expert") pours knowledge into passive students, who wait like empty vessels to be filled. In the constructivist model, the students are urged to be actively involved in their own process of learning. The teacher functions more as a facilitator who coaches, mediates, prompts, and helps students develop and assess their understanding, and thereby their learning. And, in the constructivist classroom, both teacher and students think of knowledge not as inert factoids to be memorized, but as a dynamic, ever-changing view of the world we live in and the ability to successfully stretch and explore that view. The chart below compares the traditional classroom to the constructivist one. One can see significant differences in basic assumptions about knowledge, students, and learning.<sup>30</sup>

<b>Traditional Classroom</b>	<b>Constructivist Classroom</b>
Curriculum begins with the parts of the whole. Emphasizes basic skills.	Curriculum emphasizes big concepts, beginning with the whole and

<sup>30</sup> Steve Olusegun, *Constructivism Learning Theory: A Paradigm for Teaching and Learning*, IOSR Journal of Research & Method in Education (IOSR-JRME) e-ISSN: 2320-7388, p-ISSN: 2320-737X Volume 5, Issue 6 Ver. I (Nov. - Dec. 2015), PP 66-70 [www.iosrjournals.org](http://www.iosrjournals.org).

	expanding to include the parts.
Strict adherence to fixed curriculum is highly valued.	Pursuit of student questions and interests is valued.
Materials are primarily textbooks and workbooks.	Materials include primary sources of material and manipulative materials.
Learning is based on repetition.	Learning is interactive, building on what the student already knows.
Teachers disseminate information to students; students are recipients of knowledge.	Teachers have a dialogue with students, helping students construct their own knowledge.
Teacher's role is directive, rooted in authority.	Teacher's role is interactive, rooted in negotiation.
Assessment is through testing, correct answers.	Assessment includes student works, observations, and points of view, as well as tests. Process is as important as product.
Knowledge is seen as inert.	Knowledge is seen as dynamic, ever changing with our experiences.
Students work primarily alone.	Students work primarily in groups.

#### **f. The Steps of Constructivist Learning**

1) Activation the knowledge who already owned

Activation the knowledge who already owned by the students will be basis to study the new information. This step can do by give the question toward the material to be discussed.

2) Acquisition the new knowledge

Acquisition the knowledge needs to be done overall not separate.

3) Understanding the knowledge

The students need to investigate and examine all the things that enable of the students new knowledge.

4) Apply the knowledge and experience obtained

The students need the time to expand and refine the knowledge structure by solve the problem that met.

5) Do the reflection

The knowledge must fully understandably and applied widely, so that knowledge must contextually and this matter needs reflection.<sup>31</sup>

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<sup>31</sup> <http://kelaspakpris.blogspot.co.id/2015/11/langkah-langkah-pendekatan.html> accessed at April, 10<sup>th</sup> 2017 (at 09.00 a.m).

## B. Previous Research Finding

This research needs some previous research as a consideration theory. The details information is explained as below:

Based on the results of previous research from Sereen Mousa Jubran with the title “The Effect of the Social Constructivist Approach on Teaching Reading to Jordanian University Students” the statement of the problem is: Is there any significant differences in the English majors’ reading skill at the level of 0.5 between the experimental group and the control group due to the instructional approach. The result revealed that the F value equals 7.501 which is significant at 0.008. This means that there is a significant difference in students’ achievement test on the reading exam between the experimental and the control groups in favor of the experimental group. Therefore, the first null hypothesis, which states that there are no statically significant differences at the level of 0.05 in Jordanian students’ reading skill between the control group and the experimental group due to the approach of instruction, was rejected. The better achievement of the experimental group is due to three reasons: 1) The social constructivist approach encouraged the students of the experimental group to interact through peer feedback where students shared ideas with one another and helped each other to move beyond their actual level of their development. This interaction could in turn help students combine different ideas into compact ones, so each of their ideas can be unanimous. 2) Peer feedback might have encouraged the experimental group students to negotiate alternative points of

view, generate new ideas, and expand their own ideas. 3) The teacher-student interaction might provide the experimental group students with an opportunity to discover their mistakes and lead them to a better achievement.

The second previous study from Jong Suk Kim with the title “The Effects of a Constructivist Teaching Approach on Student Academic Achievement, Self-concept, and Learning Strategies” the purpose of this study was to determine the effectiveness of a constructivist teaching approach in mathematics of elementary school education in terms of academic achievement, self-concept and learning strategies, and student preference for a constructivist teaching approach. 76 sixth grade students were selected for this study and were divided into two groups (experimental group and control group). The experimental group was taught using the constructivist teaching approach and the control group was taught using the traditional teaching approach. Research design for this study was of a non-equivalent pre-and-post test control group design. The total hours of the treatment were 40 hours over nine weeks. The block time schedule was applied for the constructivist approach while the regular time (40 minutes / hour) schedule was implemented for the traditional approach. The instruments used for this study include 40 items of a written test developed by the classroom teacher, the self concept inventory by Jung and Song (1986), the learning strategies inventory by Weinstein et al (1995), and the classroom environment survey by Kim (1997). This study concluded that 1) constructivist teaching is more effective in terms of academic achievement of students; 2)

constructivist teaching is not effective in terms of student self-concept enhancement and student learning strategy changes in general, but have some effect upon motivation to learn academic tasks, causing anxiety in the academic learning process and self-monitoring in terms of learning for tests; 3) the students have some preference for a constructivist teaching classroom environment.

The third previous study from Lori M. Harkness with the title “The Effect of a Constructivist-Based Approach on Fifth Grade Reading Achievement” the statement of the problem are: 1) What is the difference in reading test scores as measured by the TAKS in 2011, and by the STAAR in 2015, between fifth grade students who have been enrolled in the CBLE for more than 2 years and fifth grade students who have been enrolled for less than 1 year, while controlling for previous reading levels by the fourth grade test scores. 2) What is the difference in the growth of reading test scores from fourth to fifth grade as measured by the TAKS in 2011, and by the STAAR in 2015, between students who have been enrolled in the CBLE for more than 2 years and students who have been enrolled for less than 1 year.

The purpose of this study was to examine the relationship between length of time enrolled in a CBLE and reading achievement. Based on the framework of constructivism, 2 research questions were examined. To answer Research Question 1, an analysis of covariance (ANCOVA) calculated the difference in reading achievement as measured by the TAKS in 2011 and the STAAR in 2015, between 5th grade students ( $N = 81$ ) enrolled in a CBLE for

more than 2 years (Group 1) and students enrolled in a CBLE for less than 1 year (Group 2) when adjusted for 4th grade scores. Results showed that Group 1 students demonstrated higher adjusted mean reading scores than Group 2 students on TAKS with  $F(1, 32) = 15.374, p = < .001$  and on STAAR with  $F(2, 42) = 9.427, p < .001$ . To answer Research Question 2, an independent-samples t test compared the means of the reading scores growth from 4th to 5th grade. The result showed no significant difference in TAKS with  $t = .607, p = .548$  and in STAAR with  $t = .277, p = .783$ . America's reliance on standardized tests influences the way in which reading is taught. Examining standardized reading test outcomes may indicate how teaching and learning environments affect student success. This information may lead to positive social change as educators examine teaching and testing goals, ultimately contributing to student success on standardized tests.

### **C. Theoretical Framework**

Theoretical Framework is a concept in the thesis about how the theories can be related with the factors which are identified as the important problems.

The thesis is experimental research, the theories descriptions is:

X = Constructivist Approach

Y = Reading Comprehension

Variables X (Constructivist Approach) as independent variable and variable Y (Reading Comprehension) as dependent variable.

Reading is something crucial and indispensable for the students because the success of their study depends on the greater part of their ability to read. If their reading skill is poor, they are very likely to fail in their study or at least they will have difficulty in making progress.

The reading comprehension is very important in language teaching. Without reading it is impossible to be able to understand the meaning. In the learning process the teacher should choose the suitable approach for teaching based on the subject matter. Because, when the teacher uses a suitable approach it will give a big influence to make successful in study.

There are many approaches that are used to teach reading comprehension, one of these is the constructivist approach. The students will be more active and creative to study using the constructivist approach. They will be more interested and motivated in teaching reading comprehension.

Based on the theoretical analysis, the theoretical framework can be stated as follows:

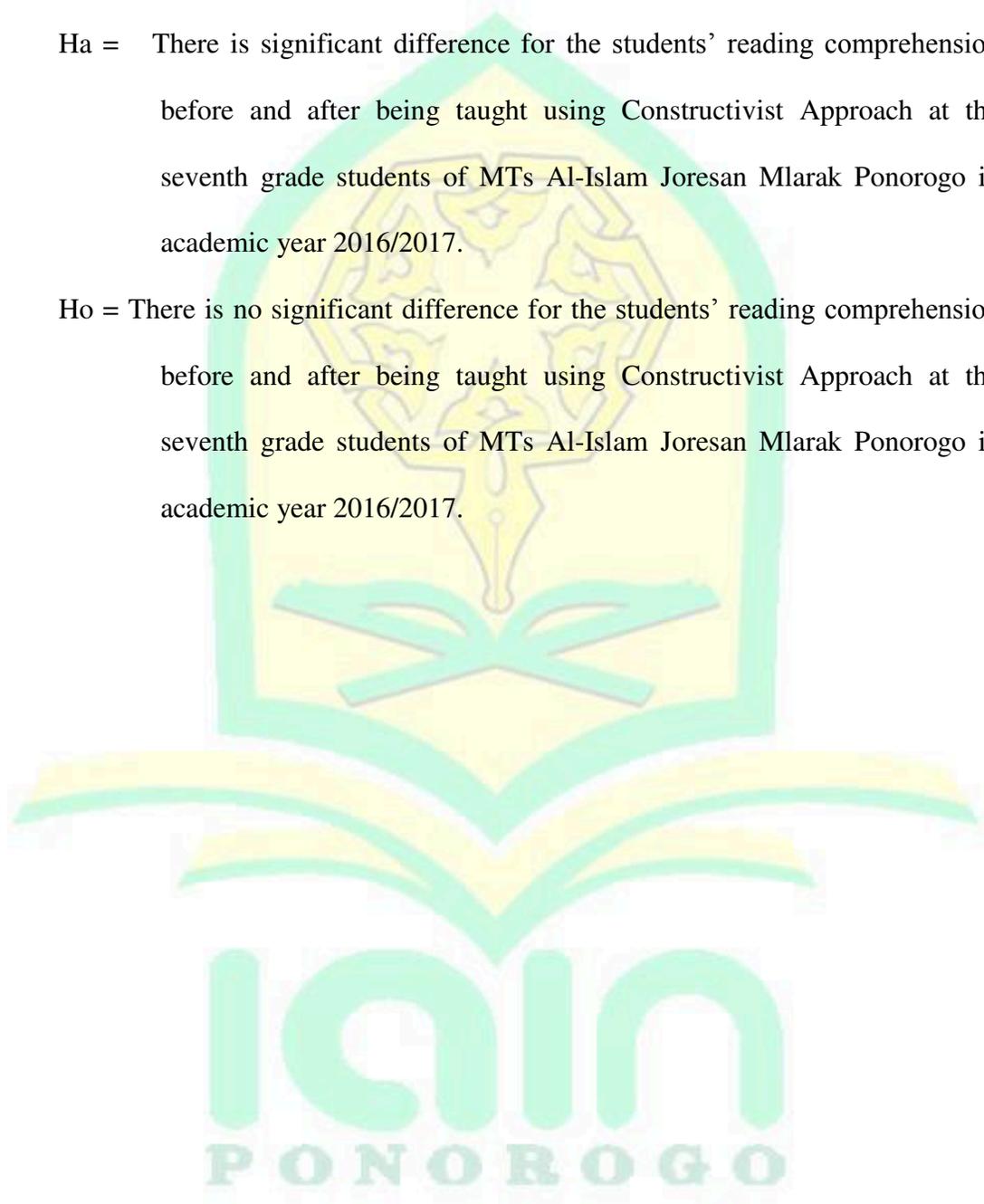
1. If the result of implementation of the constructivist approach is good, so the students' reading comprehension will increase.
2. If the students' scores taught by using the constructivist approach are better than students who were not taught by using the constructivist approach, so the use of the constructivist approach is effective in teaching reading.

#### **D. Hypothesis**

Hypothesis in this research is:

Ha = There is significant difference for the students' reading comprehension before and after being taught using Constructivist Approach at the seventh grade students of MTs Al-Islam Joresan Mlarak Ponorogo in academic year 2016/2017.

Ho = There is no significant difference for the students' reading comprehension before and after being taught using Constructivist Approach at the seventh grade students of MTs Al-Islam Joresan Mlarak Ponorogo in academic year 2016/2017.



## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

Research designs are plans and procedures for research that span the decisions from broad assumptions to the detailed methods of data collection and analysis.<sup>32</sup> An experiment is a scientific investigation in which the researcher manipulates one or more independent variables, controls any other relevant variables, and observes the effect of the manipulations on the dependent variable. An experiment deliberately and systematically introduces change and the observe consequences of that change. The goal of experimental research is to determine whether a causal relationship exist between two or more variables. The experiment involves control and careful observation and measurement, this research method provides the most convincing evidence of the effect that one variable has on another.<sup>33</sup>

This research applied a quantitative research. Quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics).<sup>34</sup> According to W.

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<sup>32</sup> John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches* third edition (United State of America: SAGE, 2009), 3.

<sup>33</sup> Donald Ary et, all, *Introduction to Research in Education Eighth Edition* (USA: Wadsworth, Cengage Learning 2010), 265.

<sup>34</sup> Daniel Mujis, *Doing Quantitative Research in Education with SPSS* (London: British Library, Cataloguing in Publication data, 2004), 1.

Lawrence Neuman, quantitative approach emphasizes precisely measuring variables and testing hypothesis that are linked to general causal explanation.<sup>35</sup>

In a True-experimental research, the researcher accesses to random selection of the samples and random assignment of the samples into experimental and control groups to ensure the equivalence of groups. This true experimental research design can be used with Pretest-Posttest Control-Group Design or Posttest-only Control-Group Design. In Quasi Experimental Research when the researcher can only assign randomly different treatments to two different classes. Randomly select one of the classes into Experimental group and the other one into the Control Group. Give the experimental treatment to the experimental group and the control treatment to the control group.

This research employed pre-experimental design. This design is conducted without a control group. In this research, the group is given a pre test before the experimental treatment. After the treatment is finished, the post test is administered to see the achievement.<sup>36</sup>

According to John W. Creswell, the design of the research as below:

Group A    O1-----X-----O2  
 O1            = Pre test

<sup>35</sup> W. Lawrence Neuman, *Social Research Methods: Qualitative and Quantitative Approaches* (USA: Allyn and Bacon, 1991), 122.

<sup>36</sup> Mohammad Adnan Latief, *Research Method on Language Learning An Introduction* (Malang: UM Press, 2014), 96.

X = Treatment

O2 = Post test.<sup>37</sup>

## **B. Population and Sample**

### **1. Population**

The population is the group of people we want to generalize to.<sup>38</sup> Population is all the members of real or hypothetical set of people, events, or objects to which educational researchers wish to generalize the result of the research.<sup>39</sup> Beside that according to Suharsimi population was formulated as the whole groups of people or object that have been formulated clearly.<sup>40</sup> Thus, population was all of the participants that are observed by researcher. The population of this research was the entire of seventh grade students of MTs Al-Islam Joresan Mlarak Ponorogo in academic year 2016/2017.

### **2. Sample**

Sample is a small group of people selected to present the much larger entire population from which it is drawn.<sup>41</sup> The sample of this research 29 students (10%) of seventh grade that chosen randomly. As Arikunto stated: "If the population is more than 100 persons, the researcher can take the sample

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<sup>37</sup> Ibid, 160.

<sup>38</sup> Ibid, 15.

<sup>39</sup> Ibid, 181.

<sup>40</sup> Ibid, 130.

<sup>41</sup> Ibid, 181.

about 10%-25% or 20% of the population or even more".<sup>42</sup> This research applies simple random sampling. In this technique, each member of the population has equal chance become sample. If the population is small, a more practical technique can be used. It is can be done with the following steps:

- Write the class on a slip of paper.
- Mix the slip thoroughly.
- Draw the slip as many as needed for the sample.<sup>43</sup>

Finally, the researcher uses random sampling technique to determine the research samples. The researcher chooses one class for the experiment class in this research where the students have same capabilities in reading comprehension. The random class in this research is VII E class that consists of 29 students with the male 15 students and female 14 students.

## **C. Instrument of Data Collection**

### **1. The Instrument of Data Collection**

In quantitative research, researcher will use the instrument to collect data. Instrument used to measure the value of the variable to be studied. Thus, the number of instruments that will be used depends on the number of variables studied. Instrument of research there had been standardized but still there to be made researcher themselves.

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<sup>42</sup> Ibid, 114.

<sup>43</sup> W. R Borg and M. D Gall in Mohammad Adnan Latief's book, Educational Research: An Introductions (5<sup>th</sup> Ed), (New York: Longman, 1989), 221.

The instrument of data collection in this research was test. According to Arikunto the device that the researcher was used to collect data was called instrument.<sup>44</sup> It was used to know does constructivist approach effective used to the increase the students reading comprehension at the seventh grade students of MTs Al-Islam Joresan Mlarak Ponorogo in academic year 2016/2017. The reading comprehension test was used in pre test and post test. The pre test and post test were given to experimental groups. The pre test was conducted at the beginning and the post test was given at the end of the research. The purpose is to measure students reading comprehension. The instruments of data collection look at the table 3.1.

**Table 3.1**

**The Instrument of Data Collection**

<b>Title of Research</b>	<b>Variable</b>	<b>Indicator</b>	<b>Item</b>
The Effectiveness of Constructivist Approach in Teaching Reading Comprehension at the seventh grade students of MTs	Dependent : Reading Comprehension Variable (Y)	1) Students are able to read carefully the text. 2) Students are able to understanding simple definition (vocabulary).	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 3, 14, 15, 16, 17, 18, 19, 20,

<sup>44</sup> Ibid, 120.

Al-Islam Joresan Mlarak Ponorogo in academic year 2016/2017.		3) Students are able to understanding significance and meaning.	21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33.
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After make the instruments, the researcher was checking the validity and reliability of test. To know that the data were valid or not and reliable or not the researcher must ensure that the matter was made in accordance with the standards of competence and basic competence in related materials. The addition was to know about it is valid or not dap measured by using statistical formula.

## 2. Validity and Reliability of Instruments

### a. Validity

Validity means the extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment.<sup>45</sup> The test has validity if the result is in accordance with the criterion, in term of parallels between the results of

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<sup>45</sup> H. Douglas Brown, *Language Assessment Principles and Classroom Practice* (New York: Longman, 2000), 22.

tests with the criterion. Techniques used are usually the product moment correlation technique proposed by Pearson. The formula is:

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{(n \sum x^2 - (\sum x)^2)(n \sum y^2 - (\sum y)^2)}}$$

Notes:

$r_{xy}$  = Digit of index Product Moment Corelation

$\sum x$  = the total score X

$\sum y$  = the total score Y

$\sum xy$  = the total of result multiplication between score x and y

n = total of respondent.<sup>46</sup>

The criteria of validity based on the comparison between  $r_{xy}$  and  $r_{\text{tabel}}$ . Where the getting of  $r_{xy}$  is from product moment formula and gaining the  $r_{\text{tabel}}$  is from correlation coefficient. If the  $r_{xy} > r_{\text{tabel}}$ , the item is valid.<sup>47</sup> The researcher takes correlation coefficient “r” product moment from Pearson in db/df 25 and on 5% of significant stage.<sup>48</sup> The result of validity of test can be seen in table 3.2.

<sup>46</sup> Retno Widyaningrum, Statistik Edisi Revisi III, (Ponorogo: STAIN PO Press, 2014), 107.

<sup>47</sup> Ibid, 84.

<sup>48</sup> George A. Ferguson, Statistical Analysis in Psychology and Education sixth edition, (USA: McGraw-Hill Book Company, 1989), 554.

**Table 3.2****Recapitulation Test Item Validity**

<b>No Item</b>	<b>“r” arithmetic</b>	<b>“r” table</b>	<b>Explanation</b>
1	0.026	0.396	Invalid
2	0.599	0.396	Valid
3	0.533	0.396	Valid
4	0.474	0.396	Valid
5	0.524	0.396	Valid
6	0.316	0.396	Invalid
7	0.568	0.396	Valid
8	0.504	0.396	Valid
9	0.545	0.396	Valid
10	-0.287	0.396	Invalid
11	0.436	0.396	Valid
12	-0.223	0.396	Invalid
13	0.701	0.396	Valid
14	0.451	0.396	Valid
15	0.478	0.396	Valid
16	0.477	0.396	Valid
17	0.471	0.396	Valid
18	0.057	0.396	Invalid

19	0.500	0.396	Valid
20	0.505	0.396	Valid
21	-0.145	0.396	Invalid
22	0.131	0.396	Invalid
23	0.458	0.396	Valid
24	0.443	0.396	Valid
25	0.465	0.396	Valid
26	0.527	0.396	Valid
27	0.527	0.396	Valid
28	0.102	0.396	Invalid
29	0.438	0.396	Valid
30	0.266	0.396	Invalid
31	0.137	0.396	Invalid
32	0.174	0.396	Invalid
33	0.495	0.396	Valid

Example to item no. 3

$$\sum X = 19$$

$$\sum Y = 526$$

$$\sum X^2 = 19$$

$$\sum Y^2 = 11682$$

$$\sum XY = 428$$

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{(n \sum x^2 - (\sum x)^2)(n \sum y^2 - (\sum y)^2)}}$$

$$\begin{aligned}
 r_{xy} &= \frac{25.428 - (19)(526)}{\sqrt{(25.19 - (19)^2)(25.11682 - (526)^2)}} \\
 &= \frac{10700 - 9924}{\sqrt{(475 - 361)(292050 - 276676)}} \\
 &= \frac{706}{\sqrt{(114)(15374)}} = \frac{706}{\sqrt{1752636}} \\
 &= \frac{706}{1323.87} \\
 &= 0.533284499 = 0.533 \text{ (valid)}
 \end{aligned}$$

From the result above, there are 11 items that are invalid (1, 6, 10, 12, 18, 20, 21, 28, 30, 31, 32) and 22 items are valid (2, 3, 4, 5, 7, 8, 9, 11, 13, 14, 15, 16, 17, 21, 22, 23, 24, 25, 26, 27, 29, 33). The researcher used 20 valid items as the instrument to measure the students' reading comprehension. The calculation of validity test can be seen in appendix.

### **b. Reliability**

Test reliability is defined as the extent to which the result can be considered consistent or stable.<sup>49</sup> An instrument is said reliable if the result of measurement on same tastes gives consistence or stable result.

By using a single test approach – single trial, then the level of reliability of the test can be determined by looking at the size of the

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<sup>49</sup> James Dean Brown, *Testing in Language Program a Comprehensive Guide to English Language Assessment*, (America: McGraw-Hill, 2005), 175.

coefficient of reliability test. Test reliability coefficient is denoted by  $r_{11}$  or  $r_{tt}$ . To know  $r_{11}$  or  $r_{tt}$  the researcher using Spearman – Brown formula.

By using the Spearman – Brown formula, the determination of test reliabilities using split technique (split half technique). Researcher used the data split by system odd – even as the number of items is a matter of 33 items. Then the researcher correlated with the product moment

formula. The formula is  $r_{\frac{11}{12}} = \frac{n \sum xy - \sum x \sum y}{\sqrt{(n \sum x^2 - (\sum x)^2)(n \sum y^2 - (\sum y)^2)}}$

$$\sum X = 291 \qquad \qquad \qquad \sum Y = 235 \qquad \qquad \qquad \sum XY = 2865$$

$$\sum X^2 = 3629 \qquad \qquad \qquad \sum Y^2 = 2323$$

$$r_{\frac{11}{12}} = \frac{n \sum xy - \sum x \sum y}{\sqrt{(n \sum x^2 - (\sum x)^2)(n \sum y^2 - (\sum y)^2)}}$$

$$r_{\frac{11}{12}} = \frac{25 * 2865 - 291 * 235}{\sqrt{25 * 3629 - (291)^2} \sqrt{25 * 2323 - (235)^2}}$$

$$r_{\frac{11}{12}} = \frac{71625 - 68385}{\sqrt{(90725 - 84681)(58075 - 55225)}}$$

$$r_{\frac{11}{12}} = \frac{3240}{\sqrt{(6044)(2850)}}$$

$$r_{\frac{11}{12}} = \frac{3240}{\sqrt{17225400}}$$

$$r_{\frac{11}{12}} = \frac{3240}{4150.34}$$

$$r_{\frac{11}{12}} = 0.78065$$

$$r_{11} = \frac{2r_{\frac{11}{12}}}{1 + r_{\frac{11}{12}}}$$

$$r_{11} = \frac{2 \cdot 0.78065}{1 + 1.0.78065}$$

$$r_{11} = \frac{1.5613}{2 \cdot 0.78065}$$

$$r_{11} = \frac{1.5613}{1.5613}$$

$$r_{11} = 1$$

$$r_{11} > 0.396$$

The calculation of reliability above can know the value of the variable instrument reliability of students' reading comprehension of class VII F. Values 1 consulted with "r" table on the significance level of 5% is 0.396 because "r" count > "r" table, so the instrument can be said reliable.

#### **D. Technique of Data Collection**

##### **1. Test**

The other instrument of collecting data in this research was test. Test is a method of measuring a person's ability, knowledge, or performance in a given domain.<sup>50</sup> The test was helped the teachers to learn more about their learners' needs and progress during the teaching learning activities.

In this research, the researcher was given pre-test to know the students' reading comprehension, before they were given the treatment. The treatment

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<sup>50</sup> Ibid, Douglas Brown, Principles Language Learning and Teaching, 3.

that used in this research was constructivist approach. After that, the researcher was given post-test to know the result of the treatment.

## 2. Documentation

Documentation is a kind of important technique to get the data about everything or variable which is in the form of notes, transcripts, book, newspaper, magazine, meeting and result, ledger.<sup>51</sup> Documentation provides the researcher with information that is used to support the available data in this research. Documentation is used to find data of school (students' names, teachers' names, officials' names, profile of school, history of school, status of school, facilities and infrastructure of school and curriculum of school).

## E. Technique of Data Analysis

After collecting the data, the researcher uses t-test to analyze the data. But, before calculate the t-test it is important to calculate normality test of the data.

### 1. Normality test

#### a. Normality test (Kolmogorov-Smirnov) formula

##### 1) Calculate the mean value

$$M_1 = \frac{\sum X_i}{N}$$

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<sup>51</sup> Ibid, 143.

## 2) Calculate Standard Deviation

$$SD_x = \sqrt{\frac{\sum fx^2}{n} - \left(\frac{\sum fX}{n}\right)^2}$$

## 2. T-test

T-test used for small samples ( $N < 30$ )

The formulas:  $t_0 = \frac{M1-M2}{SE_{M1-M1}}$

The formula to analyze the data were :

a.  $SD_D = \sqrt{\frac{\sum D^2}{n} - \left(\frac{\sum D}{n}\right)^2}$

$$D = X - Y$$

$\sum D_D$  = Standard deviation from the variable X and variable Y

$\sum D$  = Sum of the differences of variable X and variable Y

b.  $SE_{MD} = \frac{SD_D}{\sqrt{n-1}}$

$SE_{MD}$  = Standard Error from Men of Difference

c.  $t_0 = \frac{M_D}{SE_{MD}}$  with  $M_D = \frac{\sum D}{n}$

$M_D$  = Mean of difference between variable X and Y

Interpretation of  $db = n-1$  and then being consulted with N table "t".<sup>52</sup>

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<sup>52</sup> Ibid, 153-154.

## CHAPTER IV

### RESEARCH RESULT

#### A. The Overview of Research Location

##### 1. The Brief History of MTs Al-Islam Joresan Mlarak Ponorogo

Quality crisis of Muslim life in Indonesia, especially in Ponorogo, was the historical background of the establishment of MTs Al-Islam located in Joresan Mlarak Ponorogo regency. At the time, facilities to developed Ummah, education crisis, that caused by poverty and backwardness were still covering of most people in Ponorogo, particularly those who live in rural area, like in Joresan village.

Although there has been general institution of Islamic education established like Gontor Modern Islamic Boarding School and Wali Songo Boarding School backwardness of knowledge still become a great concern in Islam society. By this condition, MWC-NU Mlarak (Majlis Wakil Cabang Nahdatul Ulama) concerned taken the significant point to overcome the educational backwardness in society. In the meeting of MWC-NU Mlarak which was led by K.H Imam Syafa'at. This meeting discussed about the establishment of secondary school (Madrasah Tsanawiyah or SMP) for Muslim society in Mlarak.

To from their vision, mission and the goal of institution establishment, they hold some meetings. The first meeting was K.H Hasbulloh's house and the second meeting in K.H Abdul Karim's house.

In the next meeting was K.H Imam Syafa'at's house was attended by some leaders of Nahdliyyin such as K.H Magfur Hasbulloh, K.H Mahmud Hakim, K. Kafrawi, H. Farhan Abdul Qodir, K. Komari Ridwan, K.H Imam Mahmudi, K. Ibnu Mundzir, K. Bazi Haidat, K. Markum, K. Ahmad Khudori Ibnu Hajar, K. H Hizrudin Hasbulloh, etc. They had agreement to establish a school which named Madrasah Tsanawiyah Al-Islam, at 2th Muharrom 1386 M/2th May 1966 H.

At the first, this institution named Madrasah Tsanawiyah Al-Islam. Four years later, needs Aliyah level, so it's named Madrasah Tsanawiyah Aliyah Al-Islam. At 2002-2003 was built the students cottage and the name of MTs Al-Islam is change be Al-Islam Islamic Boarding School. Although this school built by NU Organization but it stood continuously for various group. Today Al-Islam Islamic Boarding School has more than two thousands, that coming from various regions over Indonesia. It means that the vision and mission of Al-Islam Islamic Boarding School was accepted by a wide society and however it could change an image that Al-Islam Islamic Boarding School only accommodated for Nahdiyyin's people.<sup>53</sup>

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<sup>53</sup> Look at Documentation Transcript 01/D/F-1/24-V/2017.

## 2. The Personage Founder

The personage founder of MTs Al-Islam Joresan Mlarak Ponorogo can be seen in appendices.<sup>54</sup>

## 3. School Profile

Name of School	: MTs Al-Islam
Address of School	: Madura Street Joresan, Mlarak, Ponorogo
Phone/Fax	: (0352) 311340
Website	: <a href="http://www.alislamjoresan.sch.id">www.alislamjoresan.sch.id</a>
Status of School	: Private
Accreditation Grade	: A
Status of Land	: Own
Large of Land	: 2614 m <sup>2</sup> <sup>55</sup>

## 4. The Geographical Place

Al-Islam Islamic Boarding School Joresan located 15 Km from the capital district Ponorogo, precisely in Joresan Village Mlarak Subdistrict, appropriate with Vision and Mission Boarding School, is very suitable to the condition economy of rural society that the majority of farmers with low-income. Although in Mlarak Subdistrict there are many Boarding School and educational institutions, but the existence of Al-Islam Islamic Boarding School is needed by the community around Mlarak Subdistrict until outside

<sup>54</sup> Look at Documentation Transcript 02/D/F-2/24-V/2017.

<sup>55</sup> Look at Documentation Transcript 03/D/F-3/24-V/2017.

the area and even outside Java. To go to the location of Al-Islam Islamic boarding school is very easy, because it is close with the public transport routes.<sup>56</sup>

## **5. Vision and Mission**

Al-Islam Islamic Boarding School was an institution of Islamic education under Department of Religious Affair and Institution of Ma'arif Education. In performing academic activities, Al-Islam Islamic Boarding School has clear autonomy. Actually, it made specific vision and mission that caused a step progress of school in order to educate the people generally.

The specific characteristic of Al-Islam Islamic Boarding School that make different from another Islamic Institution, it's was educational method and it's teaching strategy which synthesized from curriculum of Department of Religious Affair, Department of Education and Culture, Modern Islamic School and Salafiyah School. These characteristic make a creative vision and mission such a comprehensive education and teaching method in Al-Islam was prepared to produced qualified Muslim generation that have integration of knowledge to compete and answer the challenge in society at last.

That obsession was not easy to do. A real condition in society who most of them life in a poor situation, make Al-Islam Islamic Boarding School standing in wisdom. So, since before, this school has been brought a mission as institution for all level Ummah, especially for poor society.

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<sup>56</sup> Look at Documentation Transcript 04/D/F-4/24-V/2017.

With the blessing of Allah, that vision and mission showed a real benefit. At last, two thousands students still are studying in Al-Islam Islamic Boarding School. It becomes evidence that the vision and mission has been understood and accepted by all level society.<sup>57</sup>

## 6. The Implementation of Education

1. Madrasah Tsanawiyah (MTs)
2. Madrasah Aliyah (MA)
  - a. Religious Department (MAK)
  - b. Natural Science Department (IPA)
  - c. Social Science Department (IPS)
3. Vocational School (SMK)
  - a. Technique Information Department (TI)

Al-Islam Islamic Boarding School Joresan Mlarak Ponorogo is organized under the Islamic Foundation "Al-Islam" Joresan. Pondok Pesantren Al-Islam Joresan Mlarak Ponorogo in its implementation is led by a Director and assisted by three Heads of Madrasah / School and Vice Principals and Guardian class.<sup>58</sup>

## 7. Curriculum

The time far of studying in Al-Islam Islamic Boarding School was six years. They were years in Madrasah Tsanawiyah level and three years in Madrasah Aliyah level. Al-Islam Islamic Boarding School gives change to graduate of Secondary School from the other school to follow the academic

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<sup>57</sup> Look at Documentation Transcript 05/D/F-5/24-V/2017.

<sup>58</sup> Look at Documentation Transcript 06/D/F-6/24-V/2017.

program in Experiment Class. The subject of academic study was Biology, Religion, and Social Specialization.

The curriculum in Al-Islam Islamic Boarding School was designed to accommodate the integral system. The subjects that given was accumulation of Department of Religion curriculum, Modern Boarding School, Salafiyah School method and Salafiyah method.

The specific curriculum inspired by it's motto, which was "Al Muhaafadhatu A Q adimish-sholih wal Akhdazu bil-jadiidil Ashlah". It meant that keeping the old values and taking the best of new values. It purposes to make cadre of Islamic society has a comprehensive ability to overcome the new millenniums challenge.<sup>59</sup>

## **8. The Teaching and Learning Activities**

The teaching and learning activities in Al-Islam Islamic Boarding School can be seen in appendices.<sup>60</sup>

## **9. Examination**

Approved by the Department of Religious affair recommendation, Al-Islam Islamic Boarding School on handle examination system, they were:

- 1) Orally examination, included:

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<sup>59</sup> Look at Documentation Transcript 07/D/F-7/24-V/2017.

<sup>60</sup> Look at Documentation Transcript 08/D/F-8/24-V/2017.

- a. Muhadatsah (Arabic Language), Muthala'ah (Arab Reading), Nahwu and Shorof (Arabic Language Structure), and Mafudlot (Arabic wise poem).
  - b. Al-Qur'an includes reading, learning by heart, praying and tajwid.
  - c. English Language included conversation, reading, talking, grammar and vocabularies.
- 2) Written examination. The examination likes examination in other school generally. And the last examination for sixth class was a teaching drill (Amaliyatuttadris). To purpose didactic method students' ability this program applied in this school. Teaching drill was executed in a week for Madrasah Tsanawiyah class and Experiment class students.<sup>61</sup>

#### **10. The Condition of Teachers and Students**

The data condition of teachers and students of MTs Al-Islam Joresan Mlarak Ponorogo can be seen in appendices.<sup>62</sup>

#### **11. The School Facilities and Infrastructure**

The infrastructures are all about which is necessary for the school activity. It means that, the infrastructures can be used for educational program. The examples of infrastructure are:

- a. The building for administration activity.
- b. The building for teaching and learning activity.

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<sup>61</sup> Look at Documentation Transcript 09/D/F-9/24-V/2017.

<sup>62</sup> Look at Documentation Transcript 10/D/F-10/24-V/2017.

- c. The building that support school activity like library, sport field, UKS, computer room, laboratory room and park area.

The school facilities and infrastructure of MTs Al-Islam Joresan Mlarak Ponorogo can be seen in appendices.<sup>63</sup>

## **B. Data Description**

In this research, the researcher was took the seventh grade students of MTs Al-Islam Joresan Mlarak Ponorogo as the population. The researcher took one class as a sample. It was VII E class that consists of 29 students. The general procedures of constructivist approach are: 1) Activation the knowledge who already owned. Activation the knowledge who already owned by the students will be basis to study the new information. This step can do by give the question toward the material to be discussed. 2) Acquisition the new knowledge. Acquisition the knowledge needs to be done overall not separate. 3) Understanding the knowledge. The students need to investigate and examine all the things that enable of the students new knowledge. 4) Apply the knowledge and experience obtained. The students need the time to expand and refine the knowledge structure by solve the problem that met. 5) Do the reflection. The knowledge must fully understandably and applied widely, so that knowledge must contextually and this matter needs reflection.

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<sup>63</sup> Look at Documentation Transcript 11/D/F-11/24-V/2017.

Having tested students into pre-test and post-test activity, the researcher had gotten the students' scores in reading comprehension. The data can be seen as follow:

### **1. The Data of Students' Reading Comprehension before taught using Constructivist Approach**

The researcher was conducted a pre-test to know the students' capability in reading comprehension before doing the treatment. In the pre-test, there were twenty nine students who joined the test. There were twenty items. The students were asked to read carefully the text related to short notice material and then choose the correct answer of the questions. The data of pre-test score could be seen as follow:

**Table 4.1 Pre Test data in VII E Class**

<b>NO</b>	<b>Name</b>	<b>Score Pre-Test</b>
1.	Abid Gufron Fuad	70
2.	Ahmad Jalaludin Akbar	65
3.	Ahmad Muzaqi	70
4.	Ahmad Wildan Ardians	75
5.	Althaf Abrar Ramadhan	75
6.	Aziz Khoirul Huda	70
7.	Farizal Adi Amrulloh	65

8.	Imam Nawawi	60
9.	Muhammad Habib A.	70
10.	Muhammad Irvan F. F	80
11.	Qory Son Fardan	65
12.	Ramandha Bagas S. F	75
13.	Ridho Nugroho	65
14.	Muhammad Ali Hanip	70
15.	Zainal Abidin	70
16.	Anni Imroatul L.	75
17.	Dwi Nur Azizah	70
18.	Fikhi Ulfatul Murdiah	70
19.	Himmatul Aliyah	65
20.	Kholifia Ahsanul M.	70
21.	Laila Nur Adhima	70
22.	Neli Khikmatul Laili	70
23.	Putri Nurfika Nada	75
24.	Rizizta Intan Suryani	80
25.	Reni Alicia Agustin	75
26.	Sofi Sofyaning Thias	75
27.	Tazana Nastagfir A.	70
28.	Tsanía Rahmatiah A.	80

29.	Hanna Novia Firdaus	75
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## **2. The Data of Students' Reading Comprehension after taught using Constructivist Approach**

After giving the pre-test, the researcher gave the treatments to the students. The first treatment was held on April, 8<sup>th</sup> 2017, then the second and third treatments were held on April, 11<sup>th</sup> and 12<sup>th</sup> 2017.

The procedures of treatment activities were:

Firstly, the students were got the first treatment at April, 8<sup>th</sup> 2017. The material was short notice. Students were listened the teacher's explanation about reading. The text was (short notice). The teacher gave some questions to the students about short notice. Then, the teacher gave the time to the students to read the material about short notice at school. After that, the teacher asked the students to discussed together about the material.

Secondly, the next treatment was held on April, 11<sup>th</sup> 2017. The material was short notice too, because the researcher just focused on short notice as the material. But it have different theme in the second meeting. The students were given the different text about short notice, instruction, and warning/caution. They were asked to read the text around 10-15 minutes and then discussed about it.

Thirdly, the last treatment was held on April, 12<sup>th</sup> 2017. It was same with the previous treatments; the students were given some of the literatures to be read. Students were read the text then doing the exercises individually. The activities were: students discussed the text together, found the social function, the structure of the text, the linguistic elements from the kind of the special text shaped instruction (instruction), marks / signs (short notice), warning signs (warning / caution), and answer exercises based on the text.

Teacher also gave the exercise related to the texts that have been read by the students to treats the comprehension. The exercise was like answer in the form of multiple choices, card match related the short notice at school, at hospital and the general place. The detail materials in the treatments activities could be seen in appendix.

After gave the treatments, the researcher was gave post-test. The table below was showed the score of students' reading comprehension test after they were taught using constructivist approach. The data of post test could be seen in as follow:

**Table 4.2 Post-Test data in VII E Class**

<b>NO</b>	<b>Name</b>	<b>Score Post-Test</b>
1.	Abid Gufron Fuad	85
2.	Ahmad Jalaludin Akbar	75
3.	Ahmad Muzaqi	80

4.	Ahmad Wildan Ardians	90
5.	Althaf Abrar Ramadhan	95
6.	Aziz Khoirul Huda	85
7.	Farizal Adi Amrulloh	75
8.	Imam Nawawi	70
9.	Muhammad Habib A.	80
10.	Muhammad Irvan F. F	95
11.	Qory Son Fardan	75
12.	Ramandha Bagas S. F	100
13.	Ridho Nugroho	70
14.	Muhammad Ali Hanip	85
15.	Zainal Abidin	80
16.	Anni Imroatul L.	90
17.	Dwi Nur Azizah	75
18.	Fikhi Ulfatul Murdiah	85
19.	Himmatul Aliyah	75
20.	Kholifia Ahsanul M.	80
21.	Laila Nur Adhima	80
22.	Neli Khikmatul Laili	85
23.	Putri Nurfika Nada	95
24.	Rizizta Intan Suryani	100

25.	Reni Alicia Agustin	90
26.	Sofi Sofyaning Thias	90
27.	Tazana Nastagfir A.	80
28.	Tsania Rahmatiah A.	95
29.	Hanna Novia Firdaus	85

### C. Data Analysis

After got the data, the researcher could be analyzed the data. The analysis the data could be seen as follow:

**Table 4.3 Pre Test data in VII E Class**

NO	Name	Score Pre-Test	M/F
1.	Abid Gufron Fuad	70	M
2.	Ahmad Jalaludin Akbar	65	M
3.	Ahmad Muzaqi	70	M
4.	Ahmad Wildan Ardians	75	M
5.	Althaf Abrar Ramadhan	75	M
6.	Aziz Khoirul Huda	70	M
7.	Farizal Adi Amrulloh	65	M
8.	Imam Nawawi	60	M
9.	Muhammad Habib A.	70	M
10.	Muhammad Irvan F. F	80	M

11.	Qory Son Fardan	65	M
12.	Ramandha Bagas S. F	75	M
13.	Ridho Nugroho	65	M
14.	Muhammad Ali Hanip	70	M
15.	Zainal Abidin	70	M
16.	Anni Imroatul L.	75	F
17.	Dwi Nur Azizah	70	F
18.	Fikhi Ulfatul Murdiah	70	F
19.	Himmatul Aliyah	65	F
20.	Kholifia Ahsanul M.	70	F
21.	Laila Nur Adhima	70	F
22.	Neli Khikmatul Laili	70	F
23.	Putri Nurfika Nada	75	F
24.	Rizizta Intan Suryani	80	F
25.	Reni Alicia Agustin	75	F
26.	Sofi Sofyaning Thias	75	F
27.	Tazana Nastagfir A.	70	F
28.	Tsania Rahmatiah A.	80	F
29.	Hanna Novia Firdaus	75	F

The table above was used for look the value of mean, the range and derivation standard of students' scores with this formula as below:

**Table 4.4**

**The count of Mean, Range and Derivation Standard of the Students' Scores**

X	F	FX	x=X-Mx	Fx	x <sup>2</sup>	f.x <sup>2</sup>
80	3	240	8.79	26.37	77.2641	231.7923
75	8	600	3.79	30.32	14.3641	114.9128
70	12	840	-1.21	-14.52	1.4641	17.5692
65	5	325	-6.21	-31.05	38.5641	192.8205
60	1	60	-11.21	-11.21	125.6641	125.6641
∑	29	2065	-6.05	-	257.3205	682.7589

$$1. M_x (\text{mean}) = \frac{\sum fx}{N} = \frac{2065}{29} = 71.21$$

$$2. \text{Range} = H - L$$

$$R = 80 - 60$$

$$R = 20$$

$$3. \text{SD (Derivation Standard)} = \sqrt{\frac{\sum fx^2}{n}} = \sqrt{\frac{682.7589}{29}} = \sqrt{23.5434103}$$

$$= 4.8521552$$

$$= 4.852$$

After determining  $M_x$  and  $SD_x$ , then determine top up and bottom. It means to know limitation of standard category of students' pre-test.

Top up of students' pre-test score:

$$M_x + 1. SD_x = 71.21 + 1. 4.852$$

$$= 76.062$$

Bottom up of students' pre-test score:

$$M_x - 1. SD_x = 71.21 - 1. 4.852$$

$$= 66.358$$

After conducted the treatments in teaching reading comprehension, the researcher holds post-test to know the effect of the treatment by use constructivist approach.

The result of students post-test could be seen as follow:

**Table 4.5 Post-Test data in VII E Class**

NO	Name	Score Post-Test	M/F
1.	Abid Gufron Fuad	85	M
2.	Ahmad Jalaludin Akbar	75	M
3.	Ahmad Muzaqi	80	M
4.	Ahmad Wildan Ardians	90	M
5.	Althaf Abrar Ramadhan	95	M
6.	Aziz Khoirul Huda	85	M

7.	Farizal Adi Amrulloh	75	M
8.	Imam Nawawi	70	M
9.	Muhammad Habib A.	80	M
10.	Muhammad Irvan F. F	95	M
11.	Qory Son Fardan	75	M
12.	Ramandha Bagas S. F	100	M
13.	Ridho Nugroho	70	M
14.	Muhammad Ali Hanip	85	M
15.	Zainal Abidin	80	M
16.	Anni Imroatul L.	90	F
17.	Dwi Nur Azizah	75	F
18.	Fikhi Ulfatul Murdiah	85	F
19.	Himmatul Aliyah	75	F
20.	Kholifia Ahsanul M.	80	F
21.	Laila Nur Adhima	80	F
22.	Neli Khikmatul Laili	85	F
23.	Putri Nurfika Nada	95	F
24.	Rizizta Intan Suryani	100	F
25.	Reni Alicia Agustin	90	F
26.	Sofi Sofyaning Thias	90	F
27.	Tazana Nastagfir A.	80	F

28.	Tsania Rahmatiah A.	95	F
29.	Hanna Novia Firdaus	85	F

The table above was used for look the value of mean, the range and derivation standard of students' scores with this formula as below:

**Table 4.6**

**The count of Mean, Range and Derivation Standard of the Students' Scores**

<b>X</b>	<b>F</b>	<b>FX</b>	<b>x=X-Mx</b>	<b>Fx</b>	<b>x<sup>2</sup></b>	<b>f.x<sup>2</sup></b>
100	2	200	15.69	31.38	246.1761	492.3522
95	4	380	10.69	42.76	114.2761	457.1044
90	4	360	5.69	22.76	32.3761	129.5044
85	6	510	0.69	4.14	0.4761	2.8566
80	6	480	-4.31	-25.86	18.5761	111.4566
75	5	375	-9.31	-46.55	86.6761	433.3805
70	2	140	-14.31	-28.62	204.7761	409.5522
<b>Σ</b>	<b>29</b>	<b>2445</b>	<b>4.83</b>	<b>-</b>	<b>703.3327</b>	<b>2036.2069</b>

$$1. M_x (\text{mean}) = \frac{\sum fx}{N} = \frac{2445}{29} = 84.31$$

$$2. \text{Range} = H - L$$

$$R = 100 - 70$$

$$R = 30$$

$$\begin{aligned}
 3. \text{ SD (Derivation Standard)} &= \sqrt{\frac{\sum fx^2}{n}} = \sqrt{\frac{2036.2069}{29}} = \sqrt{70.21} \\
 &= 8.379141 \\
 &= 8.38
 \end{aligned}$$

After determining  $M_x$  and  $SD_x$ , then determine top up and bottom. It means to know limitation of standard category of students' pre-test.

Top up of students' post-test score:

$$\begin{aligned}
 M_x + 1. SD_x &= 84.31 + 1. 8.38 \\
 &= 92.69
 \end{aligned}$$

Bottom up of students' post-test score:

$$\begin{aligned}
 M_x - 1. SD_x &= 84.31 - 1. 8.38 \\
 &= 75.93
 \end{aligned}$$

### ➤ The Result of Assumption Test for Parametric Statistic

#### Calculate Normality Test

Normality test is used in order to measure whether the data is normal or not. It is one of the most common assumptions made in the development and use of statistical procedures.<sup>64</sup>

The steps of Kolmogorov-Smirnov formula was:

1. Determine the Hypothesis:

$H_0$  : The data was normal distribution

$H_a$  : The data was not normal distribution

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<sup>64</sup> Henry C. Thode, Testing for normality (New York: Marcel Dekker, Inc, 2002), 1.

$H_0$  is accepted if  $a_1 \text{ maximum} < D_{\text{table}}$  and  $H_a$  is accepted if  $a_1 \text{ maximum} >$

$D_{\text{table}}$ .

2. Counting the mean and Deviation Standard with the table as below:

**Table 4.7**

No	X	F	FX	X <sup>2</sup>	F.X <sup>2</sup>
1.	100	2	200	10000	20000
2.	95	4	380	9025	36100
3.	90	4	360	8100	32400
4.	85	6	510	7225	43350
5.	80	6	480	6400	38400
6.	75	5	375	5625	28125
7.	70	2	140	4900	9800
	$\Sigma$	<b>29</b>	<b>2445</b>	<b>51275</b>	<b>208175</b>

$$1. M_x = \frac{\Sigma fx}{N} = \frac{2445}{29} = 84.31$$

$$\begin{aligned}
 2. SD_x &= \sqrt{\frac{\Sigma fx^2}{n} - \left(\frac{\Sigma fX}{n}\right)^2} \\
 &= \sqrt{\frac{208175}{29} - \left(\frac{2445}{29}\right)^2} \\
 &= \sqrt{7178.4483 - (84.31)^2} \\
 &= \sqrt{7178.4483 - 7108.1761} \\
 &= \sqrt{70.2722}
 \end{aligned}$$

$$= 8.3828515$$

3. Determine of fkb
4. Counting of frequency divide the data (f/n)
5. Counting fkb divide the data (fkb/n)
6. Determine value of Z with the formula:

$$Z = \frac{X - \mu}{\sigma}$$

$$Z = \frac{X - 84.31}{8.3828515}$$

7. Counting P < Z (See in table normal of distribution)
8. Determine of a<sub>2</sub> (difference between fkb/n and P < Z)
9. Determine of a<sub>1</sub> (difference between f/n and a<sub>2</sub>)

The calculation above could be seen in this table below:

**Table 4.8**

**Normality of data and calculation of the students post-test after using the constructivist approach with the Kolmogornov-Smirnov formula**

No	X	F	Fkb	f/n	Fkb/n	Z	P < Z	a <sub>2</sub>	a <sub>1</sub>
1.	100	2	29	0.07	1	1.872	0.9693	0.031	0.039
2.	95	4	25	0.14	0.86	1.275	0.898	0.038	0.102
3.	90	4	21	0.14	0.72	0.679	0.7486	0.029	0.111
4.	85	6	15	0.21	0.52	0.082	0.5319	0.012	0.198

5.	80	6	9	0.21	0.31	-0.514	0.3050	0.005	<b>0.205</b>
6.	75	5	4	0.17	0.14	-1.111	0.1335	0.007	0.163
7.	70	2	2	0.07	0.07	-1.707	0.0446	0.025	0.045

$a_1$  maximum is **0.205**

The hypothesis was :  $H_a$  was accepted if  $a_1 \max \leq D_{table}$

$H_a$  was rejected if  $a_1 \max \geq D_{table}$

Because the maximum value of  $a_1$  was 0.205 where the figure was smaller than the  $D_{table}$ , so the decision was to accept  $H_a$ , which mean that the data about the students post-test after using the Constructivist Approach was normality distributed.

#### **D. Discussion and Interpretation**

1. The analysis of the students' reading comprehension was better after taught by using Constructivist Approach than those before taught by use it of the seventh grade students of Mts Al-Islam Joresan Mlarak Ponorogo in academic year 2016/2017.

## 2. Determining Hypothesis

Ho (Null Hypothesis)

There is no difference between the students' reading comprehension before and after being taught using Constructivist Approach at the seventh grade students of Mts Al-Islam Joresan Mlarak Ponorogo in academic year 2016/2017.

Ha (Alternative Hypothesis)

There is difference between the students' reading comprehension before and after being taught using Constructivist Approach at the seventh grade students of Mts Al-Islam Joresan Mlarak Ponorogo in academic year 2016/2017.

### Calculate the T-test

Determining differences of the students' reading comprehension before taught using Constructivist Approach (X) and students' reading comprehension after taught using Constructivist Approach (Y). This table was to calculate and determine "t" test.

**Table 4.9**

**Table to get value of "t" test**

NO	Name	X	Y	D = X - Y	D <sup>2</sup>
1.	Abid Gufron Fuad	70	85	-15	225
2.	Ahmad Jalaludin Akbar	65	75	-10	100

3.	Ahmad Muzaqi	70	80	-10	100
4.	Ahmad Wildan Ardians	75	90	-15	225
5.	Althaf Abrar Ramadhan	75	95	-20	400
6.	Aziz Khoirul Huda	70	85	-15	225
7.	Farizal Adi Amrulloh	65	75	-10	100
8.	Imam Nawawi	60	70	-10	100
9.	Muhammad Habib A.	70	80	-10	100
10.	Muhammad Irvan F. F	80	95	-15	225
11.	Qory Son Fardan	65	75	-10	100
12.	Ramandha Bagas S. F	75	100	-25	625
13.	Ridho Nugroho	65	70	-5	25
14.	Muhammad Ali Hanip	70	85	-15	225
15.	Zainal Abidin	70	80	-10	100
16.	Anni Imroatul L.	75	90	-15	225
17.	Dwi Nur Azizah	70	75	-5	25
18.	Fikhi Ulfatul Murdiah	70	85	-15	225
19.	Himmatul Aliyah	65	75	-10	100
20.	Kholifia Ahsanul M.	70	80	-10	100
21.	Laila Nur Adhima	70	80	-10	100
22.	Neli Khikmatul Laili	70	85	-15	225
23.	Putri Nurfika Nada	75	95	-20	400

24.	Rizizta Intan Suryani	80	100	-20	400
25.	Reni Alicia Agustin	75	90	-15	225
26.	Sofi Sofyaning Thias	75	90	-15	225
27.	Tazana Nastagfir A.	70	80	-20	400
28.	Tsania Rahmatiah A.	80	95	-15	225
29.	Hanna Novia Firdaus	75	85	-10	100
				<b>-390</b>	<b>5850</b>

The steps of formula were:

1. Determine difference of variable X and Y

$$(\sum D = X - Y = -390)$$

$$S_{DX} M_D = \frac{\sum D}{n} = \frac{-390}{29} = -13.45$$

$$\sum D^2 = 5850$$

$$\begin{aligned}
 SD_D &= \sqrt{\frac{\sum D^2}{n} - \left(\frac{\sum D}{n}\right)^2} \\
 &= \sqrt{\frac{5850}{29} - \left(\frac{-13.45}{29}\right)^2} \\
 &= \sqrt{201.72 - \left(\frac{180.9025}{29}\right)^2} \\
 &= \sqrt{201.72 - (6.238017)^2} \\
 &= \sqrt{201.72 - 38.91286} \\
 &= \sqrt{162.81} = 12.7597022
 \end{aligned}$$

## 2. Standard Error

$$\begin{aligned}
 SE M_D &= \frac{SD_D}{\sqrt{n-1}} \\
 &= \frac{12.7597022}{\sqrt{29-1}} \\
 &= \frac{12.7597022}{\sqrt{28}} \\
 &= \frac{12.7597022}{5.29150} = 2.4114
 \end{aligned}$$

## 3. Account “t” with formula:

$$\begin{aligned}
 t_o &= \frac{M_D}{SE_{MD}} \\
 &= \frac{-13.45}{2.4114} = -5.57767
 \end{aligned}$$

### ➤ Interpretation

Interpretation is consultation between t table and t observation. If  $t_o$  higher than  $t_t$  ( $t_o > t_t$ ), the result is  $H_o$  is rejected and  $H_a$  is accepted. If  $t_o$  smaller than  $t_t$  ( $t_o < t_t$ ), the result is  $H_o$  is accepted and  $H_a$  is rejected.

$Db = n - 1 = 29 - 1 = 28$  and consulted with the table “t”.

At the significant standard 5%  $t_o = 5.57767$  and  $t_t = 2.05$  so  $t_o > t_t$ .

So,  $H_o$  rejected and  $H_a$  accepted.

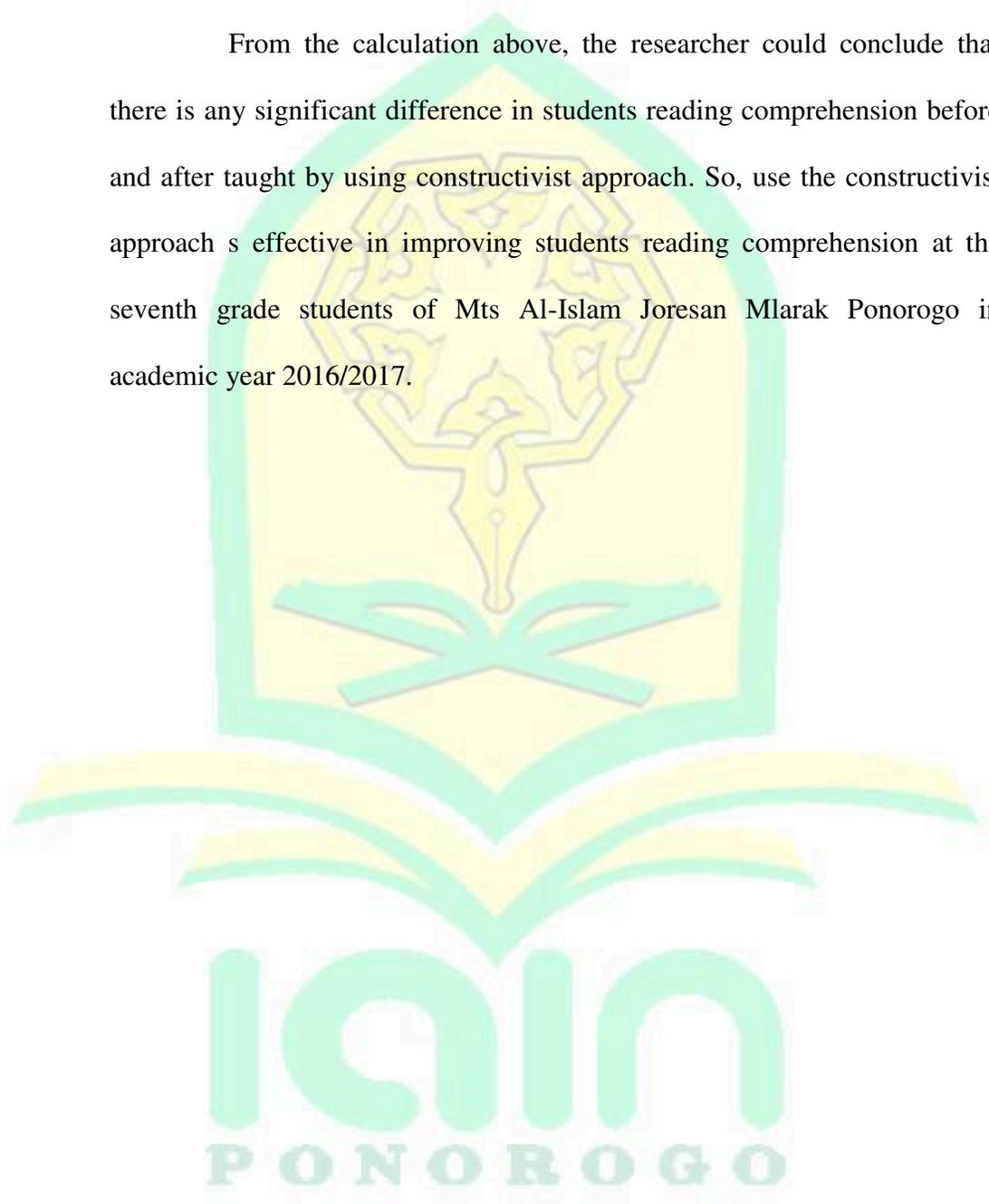
At the significant standard 1%  $t_o = 5.57767$  and  $t_t = 2.76$  so  $t_o > t_t$ .

So,  $H_o$  rejected and  $H_a$  accepted.

So, there is difference between the students comprehension achievement before and after taught by using constructivist approach at the

seventh grade students of the VII E class at Mts Al-Islam Joresan Mlarak Ponorogo.

From the calculation above, the researcher could conclude that there is any significant difference in students reading comprehension before and after taught by using constructivist approach. So, use the constructivist approach s effective in improving students reading comprehension at the seventh grade students of Mts Al-Islam Joresan Mlarak Ponorogo in academic year 2016/2017.



## CHAPTER V

### CLOSING

#### A. Conclusion

Based on the research problem and data analysis, the researcher draws the conclusion of this research as follows:

There is any significant difference to the reading comprehension before and after being taught using constructivist approach at the seventh grade students of Mts Al-Islam Joresan Mlarak Ponorogo in academic year 2016/2017. It is based on the data analysis where the result of t-value is 5.57767 and t-table in 5% significance stage is 2.05. It means that t-value is higher than t-table. So,  $H_a$  is accepted and  $H_o$  is rejected.

Besides that, the use of constructivist approach as the approach for treat the VII E class is improves the students reading comprehension. It is shown by the means of pre-test and post-test. The mean score of pre-test before using constructivist approach is 71.21 and the mean of post-test after using constructivist approach is 84.31.

## **B. Recommendation**

After getting the results of the study in this research, the researcher would like to give some suggestions as follow:

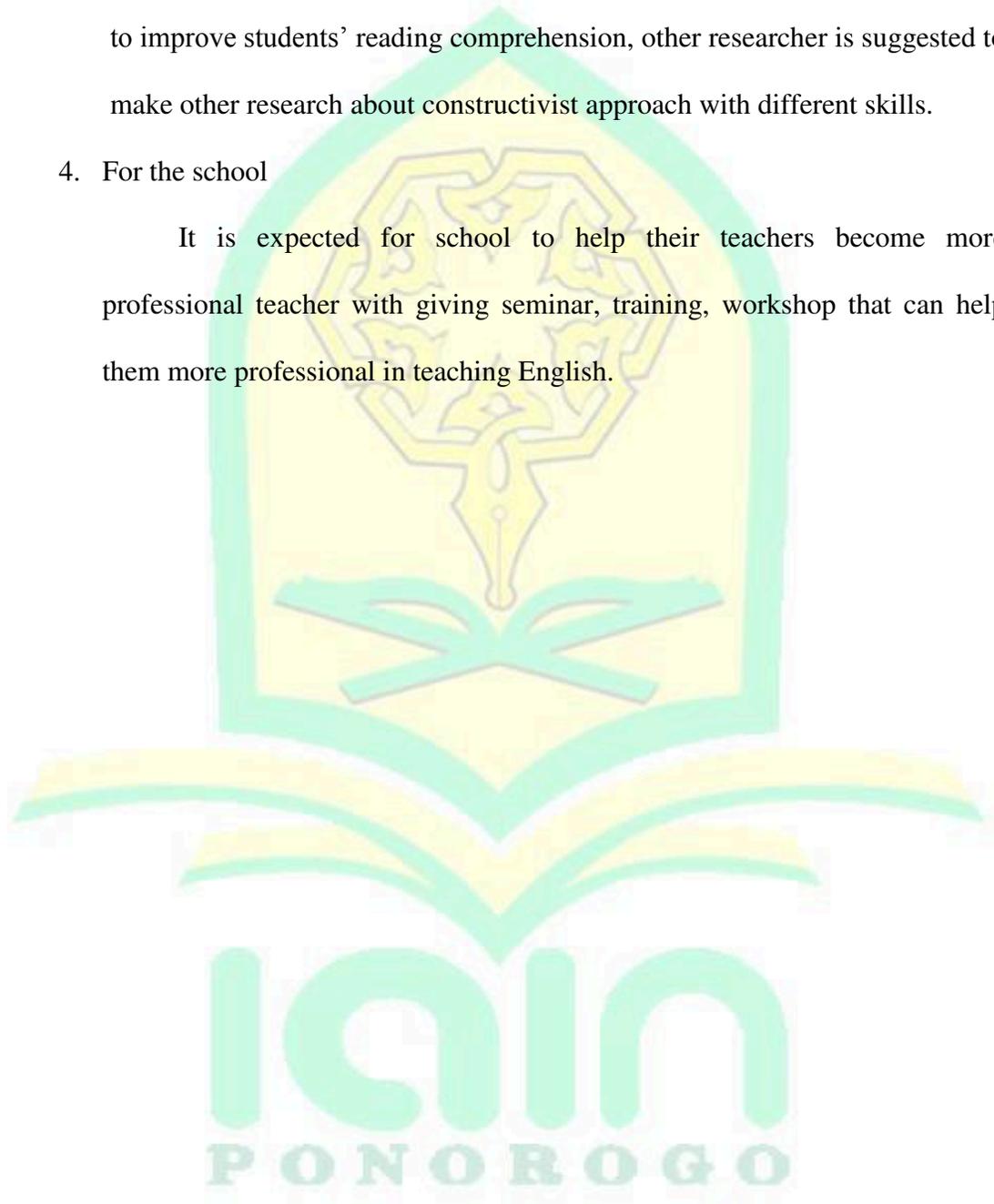
1. For the teacher
  - a. It will be better for teacher to use constructivist approach as an approach in teaching reading comprehension, because it can make the students more understand about the materials.
  - b. In learning process, should use an interesting method or media because it makes the students learn English more excited.
  - c. In teaching learning process, the teacher should give motivation to the students in order to make the students are eager to learn and understand the material easily.
  - d. The researcher expects that the result of this research can be useful for the English teachers or the future English teachers in improving their ability in teaching English, especially in reading comprehension.
2. For the students
  - a. The researcher hopes the students have a great motivation to improve their English skills and they should have a good self-confidence to learn, especially in reading comprehension.
  - b. The students should know that learning reading comprehension is not always difficult because learning reading comprehension can be enjoyable and easy.

3. For the other researcher

Refer to the result of the research, constructivist approach is effective to improve students' reading comprehension, other researcher is suggested to make other research about constructivist approach with different skills.

4. For the school

It is expected for school to help their teachers become more professional teacher with giving seminar, training, workshop that can help them more professional in teaching English.



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