

**THE EFFECTIVENESS OF DIRECTED ACTIVITIES RELATED TO TEXT (DARTs) ON STUDENTS
READING COMPREHENSION IN NARRATIVE TEXT OF THE EIGHT GRADE AT MTs
BAITUL ARQOM BALUNG IN THE 2015/2016 ACADEMIC YEAR**

Hozerotun Ni'mah
NIM 1210231063

UNIVERSITY OF MUHAMMADIYAH JEMBER
FACULTY OF TEACHER TRAINING AND EDUCATION
ENGLISH EDUCATION PROGRAM
2016

Advisor : (1) Drs. H. Moch. Zaki Hasan, M.Si
(2) Indri Astutik, M.Pd.

Keyword: Reading comprehension, Directed activities related to texts (DARTs)

Reading comprehension is one of the important skills of English that must be mastered by students. Directed activities related to texts (DARTs) is method that have activities to directly interact with texts.

The problem that should be answered in this research is formulated as follows. "Is there any significant effect of using directed activities related to texts (DARTs) on students' reading comprehension in narrative text of the eight grade at MTs Baitul Arqom Balung in the 2015/2016 academic year?". The research purpose is intended to investigate whether there is or not any significant effect of using directed activities related to texts (DARTs) on students' reading comprehension in narrative text of the eighth grade at MTs Baitul Arqom Balung in the 2015/2016 academic year. Based on the research problem and the related literature, the hypothesis of this research is described as follows: There is a significant effect of using directed activities related to texts (DARTs) on students' reading comprehension in narrative text of the eight grade at MTs Baitul Arqom Balung in the 2015/2016 academic year.

The kind of this research is an experimental research. The research design is nonrandomized pre-test and post-test control group design. This research is using cluster random sampling by lottery, and based on the result of lottery, class VIIIC as the experiment group and class VIIID as the control group. Each group consisted of 25 students. To collect the data, the researcher used objective test consisting of 25 multiple choice items. In order to analyze the data of students' reading score, the t-test formula is used.

The result of the research showed that the mean score of pre-test result of the experimental group was 12.6, post-test was 16.8 and the difference was 4.6. The mean score of pre-test result of the control group was 12.6 post-test 15.8 and the difference was 2.6. Besides, the result from t-test formula was 4.41 and the degree of freedom (df) was 48, whereas the t-table at 5% significant level for df=48 is 1.67722. It indicates that the value of the t-test in this research is higher than value of t-table ($4.41 > 1.67722$). So, null hypothesis (H_0) is not accepted and the alternative hypothesis (H_a) is accepted. Thus it can be concluded that "there is significant effect of using directed activities related to texts (DARTs) on students' reading comprehension in narrative text of the eighth grade at MTs Baitul Arqom Balung in the academic year 2015/2016".

KEEFEKTIFAN DARI DIRECTED ACTIVITIES RELATED TO TEXT (DARTs) TERHADAP PEMAHAMAN MEMBACA SISWA KELAS DELAPAN PADA NARRATIVE TEKS DI MTs BAITUL ARQOM BALUNG TAHUN AJARAN 2015/2016

Hozerotun Ni'mah
NIM 1210231063

UNIVERSITAS MUHAMMADIYAH JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI BAHASA INGGRIS
2016

Pembimbing : (1) Drs. H. Moch. Zaki Hasan, M.Si
(2) Indri Astutik, M.Pd.

Kata kunci : Pemahaman membaca, Directed activities related to texts (DARTs)

Membaca adalah salah satu keterampilan yang penting pada bahasa Inggris yang harus dicapai oleh siswa. Directed activities related to texts (DARTs) adalah metode yang aktivitasnya melibatkan aktivitas langsung pada teks.

Masalah yang harus dijawab pada penelitian ini adalah “Apakah ada perubahan yang signifikan dalam menggunakan Directed activities related to texts (DARTs) pada pemahaman membaca pada narrative teks terhadap kelas delapan di MTs Baitul Arqom Balung tahun ajaran 2015/2016?”. Tujuan dari penelitian ini adalah untuk meneliti apakah ada atau tidak perubahan yang signifikan dalam menggunakan Directed activities related to texts (DARTs) pada pemahaman membaca pada narrative teks terhadap kelas delapan di MTs Baitul Arqom Balung tahun ajaran 2015/2016”. Dari permasalahan yang ada, dapat disimpulkan bahwa hipotesis penelitian ini adalah “ada perubahan yang signifikan dalam menggunakan Directed activities related to texts (DARTs) pada pemahaman membaca pada narrative teks terhadap kelas delapan di MTs Baitul Arqom Balung tahun ajaran 2015/2016”.

Metode penelitian ini adalah penelitian eksperimen. Design penelitian ini adalah nonrandomized pre-test and post-test control group. Peneliti mengacak kelas dengan melototrey untuk sample penelitian, dari hasil pelototrey, kelas VIII C sebagai kelas eksperimen dan kelas VIII D sebagai kelas kontrol. Masing-masing kelas terdiri dari 25 siswa. Untuk mendapatkan data, peneliti menggunakan objektif test terdiri dari 25 pilihan ganda. Untuk menganalisis data dari nilai membaca siswa menggunakan t-test.

Hasil dari penelitian menunjukkan rata-rata score pre-test dari kelas eksperimen adalah 12,6, post-test 16,8 dan perbedaannya adalah 2,6. Hasil t-test menunjukkan 4,41 dan degree of freedom (df) adalah 48, sedangkan t-table pada signifikan 5% adalah 1,67722. Ini menyatakan bahwa nilai t-test lebih tinggi dari nilai t-table ($4.41 > 1.67722$). Jadi, H_0 hipotesis (H_0) tidak diterima dan alternative hipotesis (H_a) diterima. Dapat disimpulkan bahwa “ada perubahan yang signifikan dalam menggunakan Directed activities related to texts (DARTs) pada pemahaman membaca pada narrative teks terhadap kelas delapan di MTs Baitul Arqom Balung tahun ajaran 2015/2016”.

INTRODUCTION

As a tool of communication, English has been adopted as one of the most important foreign languages that must be learned by the students at school. Reading skill is the basic skill in learning English, because every activity in English class involves reading. The eight grade still faced difficulties in comprehending a narrative text. The difficulties were understanding the word and sentences in texts, cannot get the point or information when they read the text, they did not interested with text and they thought that reading was boring activity. In overcoming these problems, the researcher proposed a method of teaching reading which was more effective on students' reading comprehension. The method is DARTs (Directed Activities Related to Texts). DARTs is an alternative method that teachers can apply in reading classroom. Harrison states (2004:15) DARTs is activities for helping children to explore, identify the macrostructures which get interacted with text. Based on the problem above, it was taken a title of this research "The Effectiveness of DARTs (Directed Activities Related to Texts) on Students' Reading Comprehension in Narrative Text of The Eight Grade Students at MTs Baitul Arqom Balung in the 2015/2016 Academic Year".

RESEARCH METHOD

Kind of this research is Experimental research. Experimental research is the way to look for the relation cause and effect between two variables (Arikunto, 2010:9). The research will be conducted at MTs Baitul Arqom Balung. This research uses class VIII C and VIII D as the sample, VIII C the control group and VIII D as the experimental group. The design of the research is quasi-experimental design, nonrandomized control group, pretest-posttest design. Ary et al (2010:316) state that "The non randomized control group, pretest-posttest design" is one of the most widely used quasi-experimental designs in educational research.

Design of the research:

Group	Pretest	Independent Variable	Posttest
E	Y ₁	X	Y ₂
C	Y ₁	-	Y ₂

Notes :

- E : experimental group
- C : control group
- Y₁ : pre-test
- Y₂ : post-test
- X : treatment

Ary et. al, (2010:316)

The test was given in the form of multiple choice. It was intended to measure the students' reading comprehension in findings the aspects of reading. The aspects of reading score of recount text that were evaluated included comprehending word, sentences, paragraph and text meaning. The test consisted of 25 items for try out test. The time to do the try out is 60 minutes. After doing the try out, the data is analyzed using the formula :

$$\text{Score} = \frac{X}{N} \times 100$$

Notes :

- X : the total number of correct answer
- N : the total number of items

(Purwanto, 2013:112)

THE RESULT OF THE RESEARCH

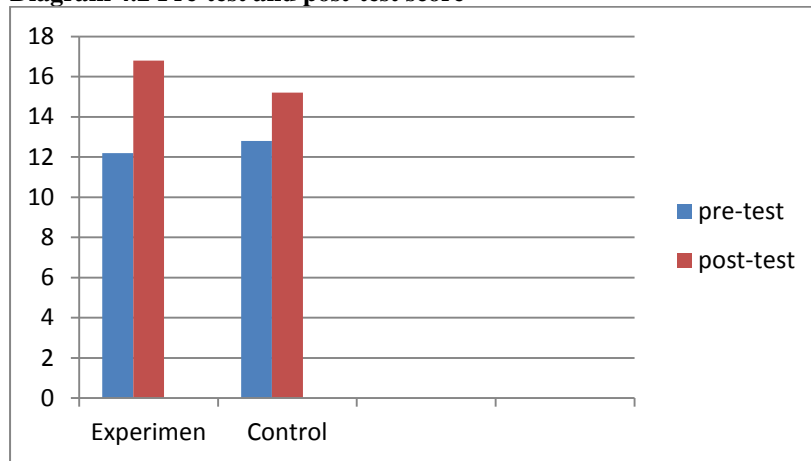
The research was held at 28th May 2016 until 2nd June 2016 . The following table were the results of pre-test and post-test score.

Table 4.1.1 Pre-test and post-test score

Group	Pre-test	Post-test	Mean Difference
	Total	Total	
Experimental	305	420	4.6
Control	315	380	2.6

The total of pre-test score of control group was 315 and the post-test score was 380. The total of pre-test score of experimental group was 305 and post-test score was 420. The result of data analysis for experimental group showed that the mean difference of pre-test and post-test was 4.6 and for the control group it was found the mean difference of pre-test and post-test was 2.6. The following diagram was the result of the mean of pre-test and post-test score.

Diagram 4.2 Pre-test and post-test score



The mean score of pre-test result of experimental group was 12.2, post-test was 16.8 and the difference was 4.6. The mean score of pre-test result of control group was 12.6, post-test was 15.2 and the difference was 2.6. After that, it could be seen the deviation for experimental group was 108 and control group was 32. The result from t-test formula was 4.14. After that, the degree of freedom (df) was calculated and the result is 48. In the table, t-test at significance level of 5% and 1% with the degree of freedom 48 were 1.67722 and 2.40568. The result showed that t-test is higher than t-table ($4.14 > 1.67722$ and $4.14 > 2.40568$).

HYPOTHESIS TESTING

After analysing the result of data, the next step was testing the hypothesis in order to know whether the hypothesis was accepted or rejected. To test the hypothesis, t test formula was applied. The value of the t-test was consulted with the t-table in the significance level of 5% and 1% to know whether it was significant or not. The data analysis of t-test is 4.14, while the value of t-table with the significance level of 5% and 1% with the degree of freedom 48 were 1.67722 and 2.40568.. Based on the data above, the value of the t-test is higher than the value of t-table. So, the null hypothesis (H_0) is not accepted and the alternative hypothesis (H_a) is accepted. It means, using directed activities related to texts (DARTs) method has significant effect on students' reading comprehension in narrative text of the eight grade at MTs Baitul Arqom Balung in the 2015/2016 academic year.

DISCUSSION

By reviewing the background of the research that many students get the difficulties to comprehend a text, directed activities related to texts (DARTs) method can be applied as a solution to comprehend text easily. Teaching reading comprehension by using suggestopedia is significant to increase students' reading comprehension achievements. It was effective to assist the students concentration to comprehend a text, sentence, paragraph and text meaning. In other hand, it was effective to motivate the students in learning English and to make them enjoy and relax learning English in the positive atmosphere. Moreover, it was supported by some previous studies that have explains above that directed activities related to texts (DARTs) method can improve students' reading comprehension. So, this research is relevant to solve the problem of the research.

CONCLUSION

Considering the result, it can be concluded that using directed activities related to texts (DARTs) method has significant effect on students' reading comprehension in narrative of the eight grade at MTs Baitul Arqom Balung in the 2015/2016 academic year. The directed activities related to texts (DARTs) method can make students enthusiasm to direct interaction with text, and more active in reading activities.

SUGGESTION

This suggestion are given to the implementation of using directed activities related to texts (DARTs) method to students, teacher and future researcher.

1. The Students

The students have to concentrate more on teaching learning process in the classroom. The students need to improve their reading. After the students taught by using directed activities related to texts (DARTs) method, the students improve their achievement in reading comprehension of text. The students can understand a particular of text. So, the researcher recommended to use directed activities related to texts (DARTs) method when they are learning about reading comprehension text.

2. The English Teacher

Based on the result of the research, directed activities related to texts (DARTs) method was effective strategy in teaching reading comprehension at Junior High school. This method can help the english teacher to improve the students' achievement in reading comprehension. The researcher suggested the teachers to use directed activities related to texts (DARTs) method for teaching reading in order to make the students easier understand the reading text.

3. Future researcher

This research is not perfect, it is suggested for the future researchers to conduct a similar study in other levels of the students such as Senior High School and University to see whether this strategy is effective for improving the students' ability in reading comprehension. The future researcher could use directed activities related to texts (DARTs) method with different methods or design. The reseacher hopes that this study can be used as an additional reference for the other research.

REFERENCES

- Anderson, Mark and Kathryn Anderson.1997.*Text Types in English volume 2*.
Australia:Macmillan
- Arikunto, Suharsimi.2010. *Prosedur Penelitian*. Jakarta: PT. Rineka Cipta.
- Ary, Donald et al. 2010. Introduction to research in education(8thEd.).United state:
WADSWORT, Chegage Learning.
- Gambel, Nikki and Sally Yates.2002.*Exploring children's Literature:teaching the language
and reading fiction*. London:SAGE Publications Company
- Grellet, Francoise. 1981. *Developing Reading Skill*. New York: Cambridge University Press.
- Harmer, Jeremy.2001.*How to Teach English.England*: Longman
- Harmer, Jeremy.2007.*How to Teach English.England*: Longman
- Harrison, Colin. 2004. *Understanding Reading Development*. London: SAGE
- Langan, John. 2008. *Sentences Skills A Workbook for Writers*. America: MCGraw Hill
- Linse, Caroline T and David Nunan.2005. *Practical English Language Teaching Young
Learners*. New York : MCGraw Hill
- Mackey, Allison and Susan M. Gass. 2005. *Second Language Research Methodology and
Design*. London : LAWRENCE ERLBAUM ASSOCIATES.
- Mcdonough, Jo, Crishtoper Shaw and Hitomi Masura.2013.*Materials and Methode in ELT A
Teacher's Guide Third Edition*. UK: Wiley Blackwell
- Merriam-Webster.2016.Definition of Word. available at
<http://www.merriamwebster.com/dictionary/paragraph> (online) taken on 26 April 2016
- Moreillon, Judi. 2007. *Collaborative Strategy to Teaching Reading Comprehension*. USA:
American Library Association
- Pamelasari, Stephani Diah and Miranita Khusniati. 2013. *The Effectiveness of Directed
Activities Related to Texts (DARTs) to Improve Reading Comprehension for Science
Students*. Semarang State University
- Purwanto, M. Ngalim. 2013. *Prinsip prinsip dan teknik evaluasi pengajaran*. Bandung: CV
Remaja Karya
- Sari, Hindri Febri Ana. 2008. Improving Reading Comprehension Achievement of Grade 11
Through Directed Activities Related to Text (DART) Method. Univesity of Jember
- Snow, Chaterine.2002. *Reading for Understanding Toward R&D program in reading
comprehension*. Office of Educational Research and Improvement (OERI): RAND

Verster, Cheron.2003. Interacting with text – Directed Activities Related to Texts (DARTs). available at <http://www.teachingenglish.org.uk/article/interacting-texts-directed-activities-related-texts-darts> (online) taken on 15 march 2016

Westwood, Peter.2001. Reading and Learning *Difficulties Approaches to Teaching and Assesment*. Australia: Acer press

Wiranti, Kiki Erly, 2015. *The effect of using pre reading strategy on the seventh grade students reading comprehension at MTs Baitul Arqom Balung in the academic year 2014/2015*. Muhammadiyah University of Jember