

ABSTRACT

Ni'mah, Hozerotun. 2016. *The Effectiveness of DARTs (Directed Activities Related to Texts) on Students' Reading Comprehension In Narrative Text Of The Eighth Grade At MTs Baitul Arqom Balung In The 2015/2016 Academic Year*. Thesis, English Education Program, Faculty of Teacher Training and Education, Muhammadiyah University of Jember. 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 language 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 eight 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 VIIC as the experiment group and class VIID 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 eight grade at MTs Baitul Arqom Balung in the academic year 2015/2016".

ABSTRAK

Ni'mah, Hozirotn. 2016. *Keefektifan Dari Directed activities related to texts (DARTs) terhadap pemahaman membaca siswa kelas delapan pada narrative teks di MTs Baitul Arqom Balung tahun ajaran 2015/2016*. Skripsi. Program Studi Bahasa Inggris, Fakultas Keguruan Dan Ilmu Pendidikan, Universitas Muhammadiyah Jember. 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 pilotrean, 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 4,2. 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, nul 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”.