

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Language is what makes humans distinct. It is very essential in the life of every human being. Using a language can gain information, knowledge, and express one's feeling, and emotions. It means that language has an important role in every people in doing the interaction. One of the universal language used by people to communicate in English. Sipayung & Pangaribuan, (2019:95)English is rapidly gaining status as a global language. This is true because the language is not only used in English-speaking countries but also in other countries where businesses flourish through negotiations delivered in English.

Teaching English in Indonesia starts from Playgroup, Primary School, Junior High School, Senior High School up to University Level. Teaching English as a foreign language as well as mother tongue from childhood, everyone learns how to pronounce a word and get the meaning of the word. Harmer, (2010:210) "students of ELF (English as a Foreign Language) tend to be learning so that they can use English when traveling or to communicate with other people, from whatever country, who also speak English." In teaching English, there are four skill that is related to each other which students should have. There are listening, speaking, reading and writing.

Reading comprehension is critical for beginning readers as it is for proficient, skilled readers; therefore, reading comprehension needs to be taught and reinforced in all stages of literacy development. Situmorang et al., (2019:3)reading comprehension is a complex process

that involves some interaction between readers and what they bring to the texts as well as the variables are related to the text itself.

Being able to read English is essential because there are so many kinds of books written in English. Reading becomes essential for everyone to increase his or her knowledge. This idea is supported by the fact that reading has become apart of our daily life. We read many kinds of written material from a newspaper, magazine, included academic references using English. In reading, to comprehend the text the readers should be able to manage every part of the text because it is easy to gain comprehension. In reading when the readers can organize the text. Sometimes, they may find difficulties when they read something.

Based on pre-observation inneighbors, the writer found any problem in reading, the studentscan not comprehend the whole reading comprehension text and it leads to some problems such as; the students can not find out the main idea, the students can not understand what the content of the text is, and also the students can not answer the questions that related to the text, these problems exist because of some factors, the first one is the student was lazy to read the text because some paragraph that contains the unfamiliar vocabularies that they must read, the second one is the lack of motivation to learn English, as we know English is foreign language for Indonesia so that motivation to learn English is still low, the third factor is the students only focus tottranslate the text, without understanding the meaning of whole text itself, and the last one isthe student feel bored because the teacher used the conventional strategy in teaching reading.

So, from the explanation above it can be concluded that students' reading comprehension is lack. From the pre-observation the writer conducted the reading comprehension test, the writer used 22 students with score 1275, from the score we can know the mean score is 58. Meanwhile,

the Minimum Score that they have to reach is 75. These problems are often assumed to come from the strategy or technique used by a teacher in their teaching. We can start with the strategy or technique that can help the students as the solution to their problem. There is much strategy that can be affected in teaching reading comprehension including DART (Direct Activities Related to Text). DART is a good strategy for teaching reading comprehension. The alternative strategy that was used in teaching reading comprehension is Direct Activities Related to Text (DART), which is developed by Gardner and Lunzer 1980s.

DART encourages students to read the text in more detail and develop the text more than just getting the text understanding because in this activity they will not only read the regular text in the paragraph but in the visual text like image, diagram, and graph. DART also can help the student to remember the information, developed the idea and increase the learning motivation because they get involved actively in the learning activity. This technique was also aimed to encourage students to read actively and independently, and it can be used for many levels of students with any type of text. Therefore Brindley, (2005:97) insists that DART is the central value placed on exchanges by pupils in a small group.

Syaveny, (2017:154) stated that DART has teaching procedures. The teacher decides the categories of DART that will be used in teaching reading; reconstruction activities and analysis activities. DART will more effective if the teacher applies to a small group. DART not only asks the students to get the right answer from the text but also direct the student on giving the reason related to the right answer. The teacher decides the categories of DART that will be used in teaching reading; reconstruction activities and analysis activities

Based on the explanation above the writer interest to conducted the research which focuses on Direct Activities Related to Text (DART) strategy with the title “The Effect of Direct

Activities Related to Text (DART) strategy in Reading Comprehension for Junior High School at Eighth Grade Students at Neighbors

1.2 The Problem of the Study

Based on the background above, the writer formulated the problem as follow :

“Does Direct Activities Related to Text (DART) strategy affect students' reading comprehension for Junior High School at eighth-grade students at neighbour?”

1.3 The Objective of the Study

The objective of this study is to find out the effect of Direct Activities Related to Text (DART) strategy in students reading comprehension in contextual teaching and learning at eighth-grade students at neighbor.

1.4 The Scope of the Study

The scope of this study is only focused on the Direct Activities Related to Text (DART) strategy to affect the students reading comprehension and limitation on descriptive text. Meanwhile, this study is limited to the students of the eighth grade at neighbors. The school and the class are selected due to the preliminary study result that showed the students' score in reading comprehension, particularly in reading comprehension

1.5 The Significance of Study

The results of this research are expected to be useful for :

1.5.1 Theoretically

- 1) The result of this study is expected to know the effect of Direct Activities Related to Text (DART) strategy in the student's reading comprehension.

2) The next writer can make as references for further research.

1.5.2 Practically

1) The teacher will be able to increase teaching reading better and the teacher can use it as a reference for an English teacher who wants to develop their students' reading comprehension.

2) The students will be able to improve their ability in reading comprehension.

1.6 Research Hypothesis

The hypothesis the research proposed in terms of the null hypothesis (Ho) and the alternative hypothesis (Ha).

Ho :Direct Activities Related to Text (DART) strategy does not significantly affect the students' ability in reading comprehension at eighth grade students at neighbors

Ha :Direct Activities Related to Text (DART) strategy significantly can affect the students' ability in reading comprehension at eighth-grade students at neighbors

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

This chapter the writer was focussed on the effect of Direct Activities Related to Text (DART) strategy in reading comprehension at eighth grade students at neighbors. The writer tries to explore the theories that support the study by finding books, journals, and articles from the internet.

2.2 Reading

2.2.1 Definition of Reading

Reading is one of the basic skills of language learning. It can not be separated from other skills of language learning besides writing, speaking, and listening. Those skills must be learned all by English language learners. Reading skills can help improve other language skills. Linse, (2005:69) stated defines reading as a set of skills that involves making sense and deriving

meaning from the printed word. To read, we must be able to decode (sound out) the printed words and also comprehend what we read. In other words, reading is a process of understanding the meaning of written forms.

Nunan et al., n.d. (2017: 63) stated that unlike speaking, reading is not something that every individual learns to do. An enormous amount of time, money, and effort is spent on teaching reading. It is probably true to say that more time is spent teaching reading than any other skill. Brown H. Douglas, (2000: 491) stated that there are two types of classroom reading performance, those are oral and silent reading.

Oral reading is preferred at the beginning level. At the beginning and intermediate level, oral reading can serve as an evaluative check on processing skills, double as pronunciation check, and serve to add some extra students' participation while reading is better to advance one. Silent reading can be subcategorized into intensive and extensive reading. Intensive reading is usually a classroom-oriented activity in which calls students' attention to grammatical form discourse markers and other surface structure details for purpose of understanding literal meaning, implication and rhetorical relationship, while, extensive reading is carried out to achieve a general understanding of usually somewhat longer text. Most extensive reading is performed outside of class time.

From the explanation above, the writer concludes that reading is a complex action, which involves conscious use of various strategies, including problem-solving strategies. Reading is a fluent process of the reader to combine information from a text and their background knowledge to create meaning.

2.2.2 Purpose of Reading

Students read books or other resources for any purpose and some experts are offering some purpose of reading based on their point of view. Linse, (2005:71) divided the purpose of reading into two kinds those are reading for pleasure and reading for information. Reading for pleasure means that it is the purpose to follow a narrative and enjoy the sound or rhyme of literary text. By reading for pleasure the students can increase their vocabulary, reading speed, comprehension and writing besides, they can get more knowledge, find examples of many different ways people speak or write. Reading for information means that the reader reads many kinds of text to acquire an amount of information from them.

There are numerous reasons for reading. Nunan et al., n.d. (2017: 70), there are seven main purposes for reading :

1. To find out information for some purpose or curious about the topic.
2. To obtain instruction on how to perform some tasks for our work or daily life (e.g. knowing how the application works
3. To act in a play, play games, do a puzzle.
4. To keep in touch with friends by correspondence or to understand business letters
5. To know when or where something will take place or what is available
6. To know what happening or has happened
7. For enjoyment or excitement

2.2.3 Types of Reading

Richard, (2005:15-16), there are four types easily identifiable reading; skimming; scanning; intensive reading; and extensive reading

1. Skimming

Skimming is glancing rapidly through a text to determine its general content. Example: quickly glancing through an article to see if it interests or not. Being able to look over materials rapidly for given purposes without reading every phrase is a great asset for a reader to possess. Skimming enables people to select the content that they want to read and to discard, which is inconsequential for their purpose. Skimming permits people to gain a general idea about the material when that is their purpose rather than read all material in detail.

2. Scanning

Scanning is reading to locate specific information, for example: locating a telephone number in the directory. Being able to search through material rapidly with a given purpose in mind, to find a specific fact or an answer to a particular question plays a large role in much of a youngster's reading. Scanning enables people to locate specific information without reading all material around it.

3. Intensive reading

In intensive reading, the reader tries to absorb all the information given by the writer. Example: reading dosage instructions for medicine.

4. Extensive reading

Each kind of reading that has been explained above is used for a certain purpose. Each also requires different approaches and techniques are usually used by readers when they read a reading selection when taking a reading test. By using techniques, they may be able to find the information they need without having to read the reading passage and save their time.

2.2.4 Principle of Reading

The principle of reading is the way to know the instruction to do the observation about reading skills. Burn roe & Roes in Maria, (2019: 22) stated that the principle listed here are ones that we believe are most useful in guiding teachers in planning reading instruction.

Principle 1 reading is a complex activity with many factors that must be considered

Principle 2 reading is the interpretation of the meaning of printed symbols

Principle 3 there is no one correct way to teach reading

Principle 4 learning to read is the continuing process

Principle 5 students should be taught word recognition skills that will allow them to unlock the pronunciations and meaning of unfamiliar words independently

Principle 6 the teacher should diagnose each student's reading ability and use the diagnosis as a basis for planning instruction

Principle 7 reading and the other language arts are closely interrelated

Principle 8 reading is an integral part of all content is an instruction within the educational program

Principle 9 the students need to see why reading is important

Principle 10 enjoyment of reading should be considered of prime importance

Principle 11 readiness for reading should be considered at all levels of instruction

Principle 12 reading should be taught in a way that allows in child to experience in success

2.2.5 Reading Comprehension

2.2.5.1 The Definition of Reading Comprehension

The aim of reading is comprehension. Comprehension is the purpose of reading. Readers read texts to get opinions or ideas. They try to understand what the text tells about. After getting opinions or ideas, they can answer questions or make predictions. Reading is not only to get information but to understanding a comprehend some, points from the text. In this case, reading and understanding are related to each other. Reading itself contains the activity to understand the text and information in the text.

For general, reading comprehension is in its most obvious sense, the ability to understand the information in a text and interpret it appropriately. Reading comprehension refers to reading with understanding. Understanding the written text means extracting the information from it as efficiently as possible. Usually, in the reading comprehension workbook, the questions include the reader recalling what he has read without further recourse to the text. Reading is also defined as the process of understanding meaning from a piece of text.

Situmorang et al., (2019:3) Reading comprehension is a complex process that involves some interaction between readers and what they bring to the texts as well as the variables are related to the text itself. Olson and Diller in (Jafar, 1998:42) stated that reading comprehension is

a term used to identify those skills needed to understand and apply information contained in written material.

Some definitions above can be concluded that reading comprehension related to understanding and thinking processes to get the message from the reading materials. In other words, the reader is understanding all or most of the thoughts the writer intended to communicate. Thus reading comprehension involves other skills such as recalling word meaning, finding an answer to questions answered explicitly or in paraphrase, drawing inference from the context, and grabbing ideas in the content.

2.2.5.2 Principle Strategies of Reading

Brown, (2004:188-189) states that there are some principal strategies for reading comprehension. They are :

- 1) Identify your purpose in reading a text
- 2) Apply spelling rules and conversation for bottom-up decoding
- 3) Use lexical analysis (prefixes, roots, suffixes, etc.) to determine the meaning
- 4) Guess at meaning (of words, idioms, etc.) when you aren't certain
- 5) Skim the text to get the main ideas
- 6) Scan the text for specific information (names, dates, keywords)
- 7) Use silent reading techniques for rapid processing
- 8) Use marginal notes, outlines, charts, or semantic maps for understanding and retaining information

9) Distinguish between literal and implied meanings

10) Capitalize on discourse markers to process relationship

2.2.5.3 The Levels of Comprehension

Brown, (2004: 306) stated that there are four levels of comprehension there are literal comprehension, interpretative comprehension, critical comprehension, and creative comprehension.

2.2.5.3.1 Literal Comprehension

Literal comprehension included the process to take in ideas or understanding the ideas and information explicitly in the passage. The basic of literal comprehension is recognizing stated main ideas, detail, caused, effect and sequence. Mastering of the basic literal comprehension can be done through understanding the vocabulary. Sentence meaning and paragraph meaning. The literal level is the easiest level of reading comprehension because a reader is not required to go beyond what is said.

2.2.5.3.2 Interpretative Comprehension

Interpretative comprehension refers to the ability to go beyond what is stated directly, to understand what the writer means by looking for the inside meaning. Readers identify and derive ideas and meaning from a text they are explicitly stated. It can be said that interpretative comprehension the ability to get inference or implied meaning from the text, understanding of ideas and information not explicitly in the passage.

2.2.5.3.3 Critical Comprehension

Critical comprehension is the ability to make analysis, evaluation and personally reacting about the ideas of information the writer offers in a passage. The critical comprehension must be an active reader, questioning, searching for the fact, and suspending judgment until students considered all of the materials.

2.2.5.3.4 Creative Comprehension

Creative comprehension refers to the ability of the reader to use his/her imagination when reading the passage. Skill for creative reading comprehension includes the understanding cause-effect relationship on a story solving a problem and producing the creation.

2.3 Genre of Reading

Learning about writing is not only about how to put a word in written but also how to pack the idea, message, and information correctly in a text, in certain criteria, (Dirgeyasa, 2016:46), there are twelve types of genre, such as;

1. Narrative

The narrative is any written English text in which the writer wants to amuse, entertain people, and to deal with the actual or vicarious experience in different ways. A story (or narrative) begins by introducing characters, places, and circumstances. This is called the orientation stage. In the middle of the story different things happen to the characters, this is called the complication stage. At the end most of the problems are usually solved, this is called the resolution stage

2. Recount

The recount is also a narrative text. It is written out to make a report about the experience of a series of related events. This is followed by writing about recounting the different events, one after the other (recount stages). People use recount text to retell events to inform or entertain. The events are organized based on chronological or time order.

3. Descriptive

A description is a text type we use when we want to tell how something looks, smells, feels, acts, tastes, sounds, etc. We use descriptions to say what something or somebody like. A description is a picture painted with words. We can describe a person, other animals, plants, places, thought or feelings. In this text, the object can be the concrete or abstract object.

4. Report

The report is described as an object to the readers. A report usually introduces the topic with an opening generalization or classification. This may be in the form of a definition (e.g. Snakes are reptiles) or a reference to the particular aspect of the topic to be elaborated in the report (e.g. there are many poisonous snakes in Australia). This is followed by a description of various aspects of the topic. Aspects described will vary according to the context of the report, e.g. if the report were dealing with a class of animals, such aspects such as physical characteristics, location and dynamics would be elaborated. However, if the topic were computer, components and their function might be described.

5. Discussion

Discussion is a written English text in which the writer presents some points of view about an issue. Discussion is a text containing three components i.e. issue, arguments, and conclusion or recommendation.

6. Explanation

The explanation is a written English text in which the writer explains the processes involved in the formation or workings of natural or sociocultural phenomena. The explanation is a text containing two components i.e. general statement is to position the reader, a sequenced explanation is the component that tells why or how to phenomena occur.

7. Analytical exposition

An analytical exposition is an expository text. It is about the truth of a fact a certain object and exposes it to the reader. This is the most common type of writing you will find in textbooks and online. As the author is mostly trying to tell you all about the subject, their opinions are left out leaving you with facts and figures instead of trying to defend or support an opinion. An example of expository writing is "How-to" articles, where the author is explaining how to build or do something yourself.

8. Procedure

The procedure is a factual text designed to describe how something is accomplished through a sequence of actions or steps. The text structures consist of a goal that followed by a series of steps oriented to achieving the goal. The process of the procedure is any written English text in which the written describes how something is accomplished through a sequence of actions or steps.

9. Anecdote

Is any written English text in which the writer shares with the others an account of an unusual or amusing incident. The anecdote is text containing five components i.e. the abstract function is the beginning of the text, orientation is the part that sets the scene. The crisis is the part, which provides the details of the unusual incident, the reaction is the component that functions as the reaction to the crisis, the last part of the text is the coda it is optional it can reflect on or evaluate the incident.

10. Hortatory Exposition

Hortatory exposition is a written English text in which the writer persuades people that something should or should not be the case. Hortatory exposition is a text containing three-component. Thesis, arguments of issue of concern, and recommendation by which a writer persuades people that something should or should not be the case.

11. Spoof

Spoof is known as a narrative text. It narrates a series of events. It introduces several characters. They can be human and non-human characters. It introduces the relationship between the characters. The relationship is realized by their communicative interaction in the events. The punch line in the events is an unpredictable action done by a character(s) for a response to another character(s). The structure of a spoof is a text which contains three components i.e. an orientation, a series of events, and a twist by which a writer retells humor to the readers.

12. New Item

New Item neither a paragraph nor an essay. Instead of this conforms to any written English text containing one or more than one paragraph in which writer to inform people about events of the day which are considered newsworthy or important.

For this research, the writer focuses on descriptive text only, including its definition, social function, and generic structure of the descriptive text and also lexicogrammatical of descriptive text.

2.3.1 Descriptive Text

Descriptive text is one of the genres of the text. This text is one of the texts that have to be taught to junior high school students. Descriptive text is a text which describes something, person, place, and time. In this text, the object can be concrete or abstract object. It can be a person, or an animal, or a tree, or a house, or camping. It can be about any topic. This is probably the most common kind of paragraph. Its purpose is to describe the topic it introduces by giving detailed information about it. This information may be entirely factual, or it may include information about thoughts, feelings, and impressions.

The writer's opinion description is a type of text that aims to explain or describe a person, animal, place or object. Generally, what described is the shape, characteristics, or nature. Its purpose is to describe a particular person, place or thing. The description is text containing two components i.e., identification and description by which a writer describes a person, or animal, or things. The identification is to identify the object and description describe parts, qualities, and characteristics of the object. The generic structure of the descriptive text is as follows:

1. Identification: identifies the phenomenon to be described.

2 Description: describing the phenomenon in parts, qualities, or/and characteristics.

Pardiyono in Dirgeyasa, (2016: 45) Descriptive text is a type of written text, which has the specific function to describe an object (human or non-human).

2.3.1.1 Parts of Descriptive

Pardiyono, in (Dirgeyasa, 2016: 50) states that the description/descriptive paragraph has some characteristics as follows:

1. Social Function: to give descriptions of characteristics or conditions of an object, both human and things, by using adjectives and attributes.

2. Writing Focus: description of qualities, conditions, characters of an object.

3. Grammatical Features:

1. Using sentences with the simple present tense or past tense.

2. Using predicates 'be' or has/have, or linking verb, such as: look, seem, sound, etc.

3. Using adjectives to describe the qualities or condition of an object.

The writer's opinion descriptive text is a text which says what a person or a thing is like. Its purpose is to describe the thing in particular and more specific. (eg. my pet, person, place or thing) and describe the character or the physic of the thing (eg. how it looks like. (eg. its weight, appearance, color, etc. The main objective of a descriptive text is to inform an object. From the explanation above, so many genres in reading but the writer just focuses on descriptive text.

2.4 Direct Activities Related to Texts (DART)

2.4.1 The Definition of DART

Direct Activities Related to Text (DART) are the processing strategies covering a wide range of text-based activities developed by Lunzer and Gardner in Green, (2005: 253). Pamelasari & Khusniati, (2013:20) stated that DART encourages students to read the text in more detail and develop the text more than just getting the text understanding because in this activity they will not only read the regular text in the paragraph but in the visual text like image, diagram, graph.

DART also can help students to remember the information, develop the idea and increase the learning motivation because they get involved actively in the learning activity. Dart focuses on prediction, sequencing, tabulation, cloze exercises (word substitution) and so on. The text is divided into different parts by categorizing and recording information Green, (2005:280).

Brindley, (2005:79) insists that DART is the central value placed on exchanges by pupils in a small group., this paper will describe the application of DART strategy in teaching reading for junior high school students. It can be used as information on the DART procedure that can be applied by the teacher in teaching reading comprehension. Department of Education and Skill (2004) cites that DART can be grouped into two main categories.

From all the statements above, the writer concluded that Direct Activities Related to Text (DART) meaning is an. DARTs are alternative activities that require students to interact with the text. The purpose is to improve students' reading comprehension activities in comprehending English text. DARTs activities can be divided into two, reconstruction and analysis activities. The students are guided to do some activities like completing the text, diagram, table, or disordered

text, predicting, underlining, labeling, segmenting, etc. In this study, the researcher will use the theory of Brindley (2005)

2.4.2 Types of Direct Activities Related to Text (DART)

DART can be divided into two types: Reconstruction Activities and Analysis Activities.

2.4.2.1 Reconstruction Activities

Reconstruction Activities uses modified text and it requires reconstructing a text or diagram by filling in missing words, phrases or sentences or be sequencing text that has been disorderly constructed. The teacher modifies the original text, omitting words, phrases or sentences, or text is cut into the segment. These types of activities include text completion/cloze procedures, sequencing, and prediction activities.

1) Text Completion/ Close Procedures

Text completion or close procedures activities are quite common and helpful about text structure. A teacher deletes some words, phrases, or sentences from the original text. Students in pairs or groups make discussion and fill the gaps with appropriate words or phrases according to grammar, style, and original text. Three types of students, less able, abler, and possessing middle ability can easily be incorporated in these activities providing different levels of guidance. Students can complete the text with their own words or subject-specific words which prove their comprehension of the words and the background concepts.

2) Sequencing

Sequencing was helpful to establish cause and effect in the text. A learner is required to think logically. The text is jumbled into lines, sentence or paragraphs. Students are asked to

arrange them into meaningful and coherent text in logical or time sequence. It assists students to structure the text. For successful completion of this activity, students must focus on the correct use of discourse markers and connectives and logical organization of content. Such activities are quite developing understanding toward chronological events, clearly stated instructions and text structure. It also assists readers to go through informative texts by fitting together different components DART.

3) Prediction Activities

The students are asked to guess the next step or stage of a text or end the text by analyzing the available information. Logically conclusion is drawn and students are required to justify their prediction through ideas and evidence with close reference to the text (DART).

2.4.2.2 Analysis Activities

It uses original text or unmodified text, and activities that students reconstruct a text or diagram by filling in missing words, phrases or sentences or by sequencing text that has been disorderly constructed. The activities require students to find and categorize information by marking or labeling a text or diagram. These include text segmenting and labeling, open-ended question, and summarizing.

1) Text segmenting and labeling

This activity was not so simple. It tests their understanding level of text structure and subject-specific content. A text was provided to students with no paragraph. They were asked to break the text into meaningful paragraphs and to label each paragraph appropriately. New paragraph symbol (//) was inserted before each one paragraph (DART)

2) Open-Ended Question

A few challenging and thought-provoking questions were set on the text for which there were no single correct answer learners think logically, collect information and develop ideas based on provided evidence. They answer the question and justify them

3) Summarizing

Students were asked to read the text carefully and write the summary with the help of key points of the text and express as briefly as possible in their own words. Marking the text and statement sort can be helpful for this intensive work.

2.4.3 The Advantages and Disadvantages of applying DART Strategy Teaching Learning Reading Comprehension

In implementing DART in teaching, some advantages can be found by the teacher and students. ULFIANDA, (2019:32) argues that the advantages of DART, first, engaging and encourage teachers and students to tackle difficult texts. Second, the DART application likes games or puzzles. Third, the student did not require a definitive answer, thus enabling to be tentative and exploratory, fourth, the students offer a good focus for group work. Fifth, some initiative is handed over to the students. Vester in ULFIANDA, (2019:33) argues the advantages of applying DART as a method in teaching reading comprehension. First, improving students' reading comprehension. Second, students focus on how texts were constructed. Third, DART improving students' cognitive in learning

2.4.4 Procedure for Applying DART Strategy in Teaching Reading Comprehension.

ULFIANDA, (2019: 33) stated that The procedures of applying the DART method were started in pre-reading activity. In this stage, the teacher motivates the students, brainstorm, and

review the last material to the students. Next, the teacher continues to whilst reading activity. In this stage, the teacher applies DART method in teaching reading. The teacher decides the categories of DART that were used in teaching reading; reconstruction activities and analysis activities. Both of the activities have a different way of teaching reading. Reconstruction activities involve text completion, diagram completion. Table completion. Table completion, completion activities with disordered text, and prediction. While analysis activities include underlining/highlighting, labeling, segmenting, diagrammatic presentation, and tabular representation. The last step was post-teaching activities; the teacher evaluates the students in the learning process.

2.5 Previous Research

Some research that dealt with the use of Directed Activity Related to Text (DART) strategy was as follows:

first, it was taken by NizaSyaveny (2017) entitle “Teaching Reading Comprehension by Using Directed Activity Related to Text (DART) for the students. In her study, she investigated to describe the application of DART in the teaching of reading comprehension. Second, it was taken by SameeraHameed (2017) entitle “Effect of Intervention of Direct Activities Related to Text (DART) on Undergraduates writing skill”. In the study, she investigates whether there was any significant improvement in the level of writing skill of learners in terms of relevance and adequacy of content and cohesion after the intervention of directed activities related to text and any significant improvement DRT on learners writing skills.

Third, a study done by HindriFebriana Sari (2008) entitles “Improving Reading Comprehension Achievement of Grade II Through Directed Activities Related to Text (DART)

Method at SMAN 3 Jember in the 2008/2009 Academic year". In her study, she investigated whether there was any significant improvement in students reading comprehension after using two cycles in second grade in SMAN 3 Jember Academic Year 2008/2009. Her finding DART method as an alternative method in teaching reading comprehension students.

2.6 Conceptual Framework

Reading is one of the language skills that is thought to be important in the teaching-learning process. But many students think that reading is boring activity and the learning that only saying words correctly from the English text. Reading is not only sources of information, but also an active process which consists of recognition and comprehensive skill.

The success of teaching reading is depending on successful technique use in the learning process. To improve students' reading comprehension and solve the problem of students in reading. The teacher needs to select the appropriate technique in teaching reading.

Based on the theories, the writer believes that using Direct Activities Related to Text (DART) strategy becomes a suitable technique to be applied in teaching reading comprehension. the students' motivation, attention, and enthusiasm was stimulated and the classroom environment was conducive for studying so that the quality of teaching-learning process would be better. The finally, Direct Activities Related to Text (DART) strategy can affect student reading comprehension in teaching and learning. The conceptual framework could be described as follow. The conceptual framework can be shown in this following

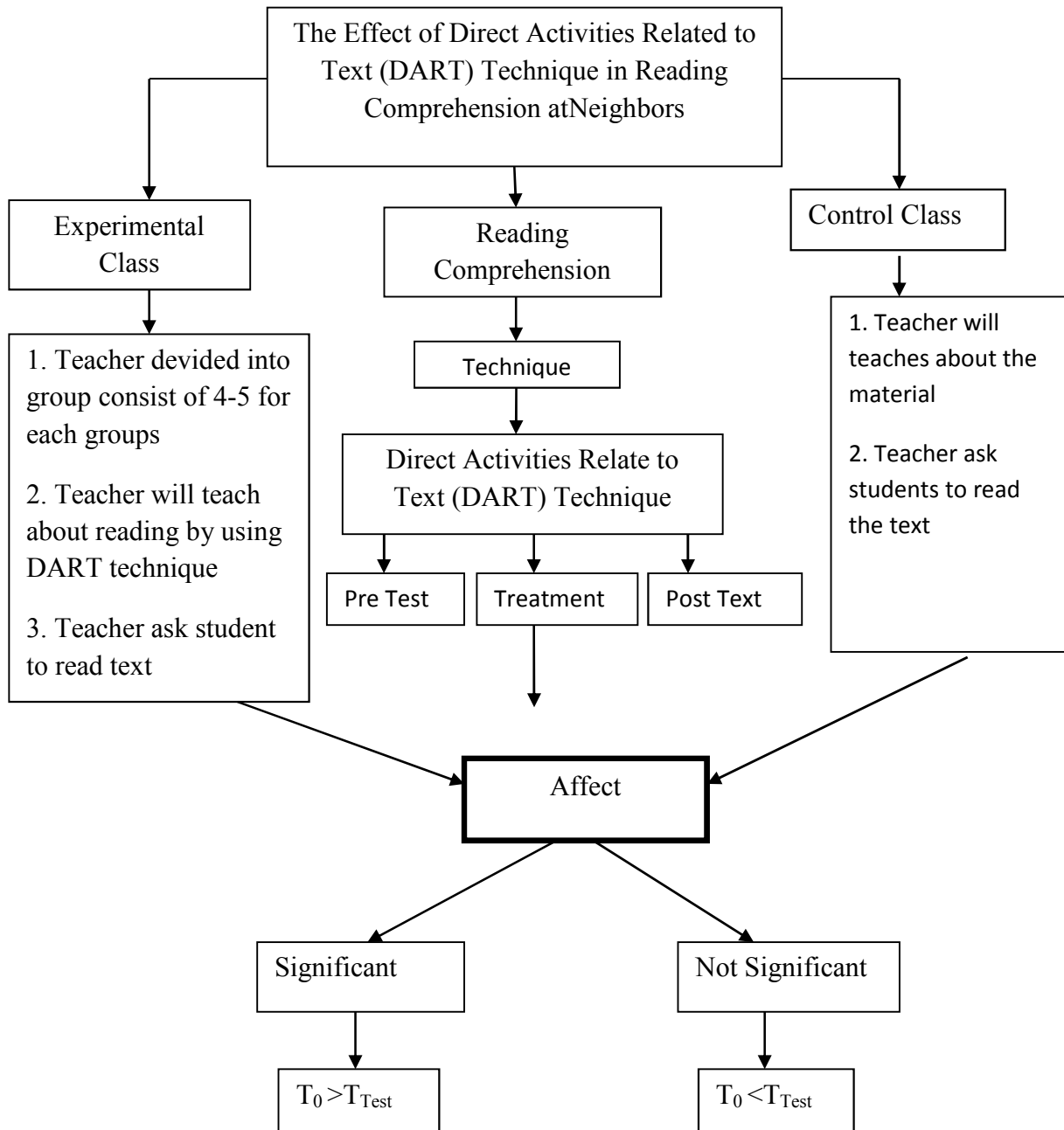


Figure. 2.6
Conceptual Framework

CHAPTER III
RESEARCH METHODOLOGY

3.1 Research Design

The research design in this study was experimental quantitative design to know the effect of applying Direct Activities Related to Text (DART) strategy in reading comprehension. In conducting this design, the subjects of the research were divided into two classes; experimental class and control class. Creswell, (2009:4) Quantitative research was for testing objective theories by examining the relationship among variables. These variables, in turn, would be measured, typically on the instrument, so that numbered data can be analyzed using statistical procedures

Table 3.1
Research Design

Group of Class	Pre-Test	Treatment	Post-Test
Experimental Class (VIII-2)	√	Using DART Strategy	√
Control Class (VIII-3)	√	Without DART Strategy	√

3.2 Population and Sample

The research was conducted at the student eight grade at Neighbors, and the research was implemented in the eighth grade in the academic year of 2020/2021.

3.2.1 Population

Gay, (1987:67) population is a group or individual that concerns the writer, who would be

subject to generalized research. The population in this research was eighth-grade students at Neighbors. The populations are 50 students.

3.2.2 Sample

Gay, (1987:110) Sample is the process of selecting a group of subjects for a study in such a way that the individuals represent the large group in which they were selected. Like the sample, the writer selected two classes. The first class consist of 10 students the class called the control class and the second class is consist of 10 students the class called the experimental class. Both of these samples were 20 students.

3.3 Data and Source of Data

In this study, the writer used the data from the score in Experimental and Control classes. The test focused on reading descriptive text. This test aims to measure the students' ability in reading descriptive text. The test is pre-test and post-test. The writer used the reading test in the post-test to both groups with the same item. In treatment, the experimental class was used the DART teaching strategy and in the control class without the DART teaching strategy.

3.4 Instrument of Collecting Data

This study used reading test as an instrument, by using pre-test and post-test in the experimental class and control class. Two kinds of tests to collect data. The students in the experimental and control class was taught by using a different method. The students in the experimental class learn about reading in the descriptive test by using Direct Activities Related to Text (DART).

Meanwhile, the students in the control class learned about reading in the descriptive test without Direct Activities Related to Text (DART). The writer gave the same topic in the pre-test

and post-test. The kind of test is multiple choice. The writer used a pre-test to investigate reading comprehension before treatment. And then the writer used a post-test to evaluate how far the students' in reading comprehension after treatment applied. This study used twenty questions of multiple choice in pre-test and post-test.

3.5 The Technique of Collecting the Data

3.5.1 Pre-test

In the pre-test the teacher gave the test. The ability of the experimental and the control class are similar. The function of the pre-test is to know the mean score of the control class and the experimental class before getting treatment. In this test, the teacher asked the students to read the descriptive text and answer the test.

3.5.2 Treatment

In the treatment, the teacher conducted the teaching-learning activity with the students in both classes. In the treatment, the writer explained the descriptive text. Then, the teacher asked the students to practice with a different example.

Table 3.5.2.1

The Activity of Teacher and Student in Experimental Class

Steps	Teacher Activities	Students Activities
1	The teacher entered the classroom and greeted the students	The students gave their responses to show their politeness
2	The teacher gave a pre-test to students at 30 minutes to measure students' reading skill before using strategy	The students did the pre-test
3	The teacher explained some steps about descriptive text	The students paid attention to the teacher's explanation and discussed the descriptive text
4	The teacher explained about Direct Activities Related to the Text in	The students paid attention to teachers' explanation

	reading comprehension	
5	The teacher asked the students to answer the test of reading on descriptive text	The student answered the test
6	The last step, the teacher collected all the students' task and the teacher gave reflection about the subject	The student delivered their task

Table 3.5.2.2

Activity of Teacher and Student in Control Class

Steps	Teacher Activities	Student Activities
1	The teacher entered the classroom and greeted the students	The students gave the response to show their politeness
2	The teacher gave a pre-test to students at 30 minutes to measure reading skill of the students	The students did the pre-test
3	The teacher explained some steps about the descriptive text without Direct Activities Related to Text (DART) strategy	The students paid attention to the teacher explanation and discussed the descriptive text
4	The teacher asked the students to answer the test of reading on descriptive text	The students answered the test
5	In the end, the writer collected all the students' task, and the teacher gave reflection about the subject	The students delivered their tasks

3.5.3 Post-test

After conducting the treatment, in the post-test the teacher would give the test to the students. The post-test function to know whether the treatments give the effect or not on the students' ability in reading comprehension. It would administrate to experimental and control class. The administrate of the post-test mean to find the differences score of both experimental and control class by using DART strategy and without DART strategy.

3.5.4 Technique of Data Analysis

The last step the teacher would score the test. To know the difference between the two

classes, the writer used T-test using formula

$$t = \frac{Mx - My}{\sqrt{\left[\frac{dx^2 + dy^2}{Nx + Ny - 2} \right] \left[\frac{1}{Nx} + \frac{1}{Ny} \right]}}$$

In Which: M_x : Average of the experimental class

M_y : Average of the control class

$\text{£}X$: the variance of the experimental class

$\text{£}Y$: the variance of the control class

N_x : the total number of samples of the experimental class

N_y : the total number of samples of the control class

3.7 The Scoring System

To know the score and the influence of the students in reading comprehension, the research would be use score ranging 0-100 by counting the correct answer and would used this formula :

$$S = \frac{R}{N} \times 100\%$$

Where: S = Score of the test

R = Number of the correct answer

N = Number of the test items

3.8 The Validity and Reliability of the Test

There are two important characteristics that every measuring instrument should process. They are validity and reliability. Validity and Reliability are qualities that are essential to the effectiveness of any data gathering procedure

3.8.1 The Validity of the Test

Ghuri and Gronhaug in Taherdoost, (2018:31) Validity means “measure what is intended to be measured”. Validity is the quality of a data-gathering instrument that enables it to measure what is supposed to measure. This research uses content validity that concerns how well the test measure the subject matter and learning outcomes cover during instructional periods.

Table 3.3
Test Specification of Descriptive Text

Content	Types of Descriptive	Test Items	Kind of Test	Score
Identification	Animal	2	Multiple Choice	10
	Person	2	Multiple Choice	10
	Place	2	Multiple Choice	10
Description	Animal	5	Multiple Choice	25
	Person	6	Multiple Choice	30
	Place	3	Multiple Choice	15
Score		20		100

3.8.2 The Reliability of the Test

Arikunto in Simbolon, (2019:39) stated that reliability is the quality of consistency that instrument or procedure demonstrates over some time. If the test is administered to the same candidates on different occasions, then to the exam that it procedures differing results, it is not reliable. The test in this study use reading form. Reliability is another characteristic of a well-constructed achievement. The reliability of the test is calculated by using Kuder Richardson (KR-21) Arikunto in Simbolon, (2019: 40).

The formula as follow :

$$r = \frac{K}{(K-1)} \left[1 - \left(\frac{M(K-M)}{K(S)^2} \right) \right]$$

Where:

r : Reliability of Instrument

k : The number of items in the test

M : The mean of the score

S : Standart Variance

The value of coefficient correlation would categorize the following criteria by Arikunto (2010:187)

Where :

0.0 – 0.20 = The reliability is very low

0.21 – 0.40 = The reliability is low

0.41 – 0.60 = The reliability is fair

0.61 – 0.80 = The reliability is high

0.81 – above = The reliability is very high