

ABSTRACT

Fitria, Bilqis Izzaul. Registered Number. 17203153151. 2019. *The Effectiveness Of Directed Activities Related To The Texts (DARTs) On Students' Reading Comprehension Ability At The Seventh Grade Of MTsN 2 Tulungagung* Sarjana Thesis. English Education Department, Faculty Education and Teacher Training. State Islamic Institute (IAIN) of Tulungagung. Advisor: Dr. Nurul Chojimah, M.Pd.

Key Word: Effectiveness, DARTs strategy, Reading Comprehension.

Reading is important activity to understand the meaning of the text. However, reading comprehensively is difficult to do by students in learning English as foreign language. Reading is also learned in education at the school because most of knowledge is obtained by reading. The interesting strategy is needed to teach them. Thus, the researcher is interested in finding out the effects of DARTs strategy in teaching reading comprehension.

The research problems of this research are: (1) How is the students' reading comprehension scores before they were taught by using Directed Activities Related To The Texts (DARTs) strategy?. (2) How is the students' reading comprehension scores after they were taught by using Directed Activities Related To The Texts (DARTs) strategy?. (3) Is there any significant difference scores on student's reading comprehension ability before and after taught Directed Activities Related To The Texts (DARTs) strategy at the seventh grade of MTsN 2 Tulungagung?"

The research objectives of this research are: (1) To know the students' reading comprehension ability before they were taught by using Directed Activities Related To The Texts (DARTs) strategy. (2) To know students' reading comprehension ability after they were taught by using Directed Activities Related To The Texts (DARTs) strategy. (3) To know the significant differences scores on student's reading comprehension ability before and after taught Directed Activities Related To The Texts (DARTs) strategy.

This research used pre experimental research with quantitative approach. The population was all students of seven grade that consist of 366 students. The researcher took the seven grade of D class as the samples that consist of 32 students. The instrument of this research was test reading using (pre-test) administered before conducting treatment and (post-test) administered after conducting treatment. Treatment that is used by DARTs. Data analysis of this research was using SPSS 16.0 for windows.

The research finding in this research showed the difference between the mean of students' reading comprehension ability score before they are taught using DART strategy (62.81) and after they are taught using DARTs strategy (72.97). And the results of SPSS, the significant value is $0.000 < 0.05$. It mean (H_0) is rejected and (H_a) is accepted. Based on the result above, the alternative hypothesis (H_a) that state the mean of the students after being given treatment is bigger than the mean of the students before being given treatment while the null hypothesis (H_0) states the mean of the students after being given treatment is smaller than the mean of the students before being given treatment.

Finally, it can be concluded that Directed Activities Related To The Texts (DARTs) strategy is effective to teach reading comprehension ability for seventh grade of MTsN 2 Tulungagung.

ABSTRAK

Fitria, Bilqis Izzaul. Registered Number. 17203153151. 2019. *The Effectiveness Of Directed Activities Related To The Texts (DARTs) On Students' Reading Comprehension Ability At The Seventh Grade Of MTsN 2 Tulungagung* Program S1. Tadris Bahasa Inggris. Institut Agama Islam Negeri (IAIN) Tulungagung. Pembimbing: Dr. Nurul Chojimah, M.Pd.

Kata Kunci: Keefektifitasan, Strategi DARTs, Pemahaman Membaca

Membaca adalah kegiatan yang penting untuk memahami arti dari sebuah teks. Tetapi, keahlian membaca bahasa Inggris sebagai bahasa asing sulit dilakukan oleh siswa dalam pembelajaran. Membaca juga dipelajari di pendidikan sekolah karena sebagian besar pengetahuan diperoleh dari membaca. Strategi yang menarik dibutuhkan untuk mengajar mereka. Oleh karenanya, penulis tertarik untuk mengetahui keefektifan menggunakan DARTs strategy dalam pengajaran kemampuan pemahaman membaca.

Rumusan masalah penelitian ini adalah 1) "Bagaimana skor kemampuan pemahaman membaca siswa sebelum diajar menggunakan strategi DARTs?". 2) "Bagaimana skor kemampuan pemahaman membaca siswa setelah diajar menggunakan strategi DARTs?". 3) "Apakah ada perbedaan skor yang signifikan dalam kemampuan pemahaman membaca siswa sebelum dan sesudah diajar menggunakan strategi DARTs di kelas tujuh MTsN 2 Tulungagung?".

Tujuan penelitian ini adalah 1) untuk mengetahui kemampuan pemahaman membaca siswa sebelum diajar menggunakan strategi DARTs. 2) Untuk mengetahui kemampuan membaca siswa setelah mereka diajar menggunakan strategi DARTs. 3) Untuk mengetahui apakah ada perbedaan yang signifikan dalam kemampuan pemahaman membaca siswa sebelum dan sesudah diajar dengan menggunakan strategi DARTs.

Penelitian ini menggunakan pre experimental research dengan menggunakan quantitative. Populasinya semua siswa kelas tujuh MTsN 2 Tulungagung adalah 366 siswa. Peneliti menggunakan kelas tujuh D sebagai sampel yang terdiri dari 32 siswa. Instrumen dalam penelitian ini menggunakan tes membaca (pre-test) dilakukan sebelum siswa diberi treatment dan (post-test) dilakukan sesudah siswa diberi treatment. Treatment menggunakan strategi DARTs. Analisis data dalam penelitian ini menggunakan SPSS 16.0.

Temuan dari penelitian ini menunjukkan perbedaan antara nilai rata-rata dari kemampuan pemahaman membaca siswa sebelum mereka diajar menggunakan strategi DARTs (62.81) dan setelah mereka diajar menggunakan strategi DARTs (72.97). Dan hasil dari SPSS dapat diketahui bahwa nilai significant adalah $0.000 < 0.05$. Hal itu berarti pernyataan (H_0) ditolak dan (H_a) di terima. Alternative hypothesis (H_a) menyatakan bahwa rata-rata setelah pemberian perlakuan lebih besar dari yang sebelum pemberian perlakuan, sedangkan null hypothesis (H_0) menyatakan bahwa rata-rata setelah pemberian perlakuan lebih kecil dari atau sama dengan yang sebelum pemberian perlakuan.

Berdasarkan hasil diatas dapat disimpulkan bahwa strategi DARTs efektif untuk mengajar pemahaman membaca siswa kelas tujuh di MTsN 2 Tulungagung.