

# CHAPTER I

## INTRODUCTION

This chapter the researcher presents the some points related to this research. It covers (a) Background of Study, (b) Formulation of the Research Problem, (c) The Objectives of The Research, (d)Research Hypothesis, (e)Significance of The Study, (f) Scope and Limitation of The Study, and (g) Definition of Key Terms.

### **A. Backgroud of Study**

Reading is the skill should be mastered in learning English as foreign language of text books and materials are written in English. It needs comprehension in reading the text to get better in catch the idea and information. According to Weaver (2009: 10) reading is a process to determine, what the reader's brain, emotions and beliefs bring to the reading. It means that reading is the reader's way to understanding the words and sentences. It is supported by Linse (2005: 69) argues that reading is making sense of printed word. However, teaching reading comprehension is not an easy job for the teacher. The teachers need improve their teaching strategy or strategy in order to help the students get the point printed the words and sentences in reading the text the readers need reading comprehensively. Sanchez (2010: 5) states reading comprehension is emphasizing both what the author had written and readers' ability to use their background knowledge and thinking ability to make sense of text. It means that reading comprehension not only "read" the text directly, but

also helps the students to create the meaning from the words to interact with their world.

Reading skill is an important tool for academic success (Patel and Jain, 2008:113). Reading use to get something from the text for printed the words. According to Elizabeth et al. (2003:6) said that reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Words recognition refers to the process of perceiving how written symbols correspond to one's language. Comprehension is the process of making sense of words, sentences and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with texts and other strategies to help them understand written text. Klingner (2007: 5) suggests to the reader that in reading the text needs to attend four indicators of reading comprehension such as *vocabulary*, refers to knowing what the words mean in context. The students have to know word meaning based on context from the text, not only read the text. *Decoding* is word reading. It is the process of sounding out or analyzing individual letters and words. *Fluency* refers to accuracy and speed reading. It is about the process in reading with good pronunciation, spelling, intonation, and stress. *World knowledge* refers to have exactly background knowledge to benefit from reading the text.

According to Brown (2004:206) there are some indicators of reading; specific topic and main idea, interpreting and identifying the meaning of the word and sentences of the text, identify factual information, guess meaning of

vocabulary, synonym, and antonym, inference of the text, analyze generic structure, social function kind of text. Understanding the elements of reading will help the reader better in comprehending the text well.

From all of the description, researcher conclude that reading is important activity to understand the meaning of the text. Reading is also learned in education at the school because most of knowledge is obtained by reading. However, reading comprehensively is difficult to do by students in learning English as foreign language. When they can not undertand the texts they have difficulty to follow the flow of the times if reading comprehension activities briefly. Most of knowledge is obtained by reading such as read study material, and worksheet. So, reading is learned in education. Then, they will easy to accept new knowledge when students understood the material of reading. According to Elizabeth et al.(2003: 6) state that learning to read is an important educational goal. For children and adults, the ability to read opens up new worlds. It enables us to gain new knowledge, and do everything everyday , such as, reading the newspapers, job listings, instruction manuals, maps and so on. For the students, difficulty to understood the text makes they read repeatly every they read the text. This activities will spend time and also reduce the student's energy until it will eventually make students boredom. Boredom is a reason students to prefer to finish reading time quickly, without attend of how understanding they are about the reading.

It is the reason of the teacher to apply kinds of approaches, techniques and strategies in teaching English. Therefore, the selection of appropriate strategies

can make students to be spirit, so that will help improve understanding of reading. One of the strategys that can be applied in teaching reading called Directed Activities Related to Text (DARTs). According to Vester (2008:1), DARTs is activity which get students to interact with texts. The purpose is to improve the students' reading comprehension and to make them to be critical readers; it can be done by individual or groups. Therefore, Brindley (2005:97) insists that DARTs is the central value placed on exchanges by pupils in small group. Those, this paper will describe the application of DARTs strategy in teaching reading for junior high school. It can be used as information of the DARTs procedure that can be applied by the teacher in teaching reading comprehension. DARTS can make the student have motivate in learning process and more interesting with reading with understand the context.

Theoretically, the teachers need to know the types of DARTs in implementing DARTs in teaching. Department of Education and Skill (2004:266) cites that DARTs can be grouped into two main categories. There are reconstruction activities and analysis activities. Reconstruction activities are activities that require students to reconstruct a text or diagram by filling in missing word, phrases or sentences, or be sequencing text that has been jumbled. There are some rules in implementing DARTs in teaching reading. According to Vester (2008:3), using DARTs can be modified by following the strategys; it can be classified into explaining, underlining, writing, and interacting.

The procedures of applying DARTs strategy is starting 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 DARTs strategy in teaching reading. The teacher decides the categories of DARTs that will be used in teaching reading; reconstruction activities and analysis activities. Both of the activities have the different way in teaching reading. Reconstruction activities involve text completion, diagram 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 is post teaching activities; the teacher evaluates the students in learning process.

There are previous study that related to DART method. The first Journal written by Pamelasari and Khusniati (2013) “The Effectiveness of Directed Activities Related to Texts (DARTs) to Improve Speaking skill for Science Students”. This research was quasi experimental research where DARTs was compared to direct instruction (DI) strategy to find out the most effective method to improve students’ reading comprehension skill. It was involved two classes they are ; experimental class and control class. The result of the research is there was any significant difference between students who are taught through DARTs and who are taught through Direct Instruction.

The second is jurnal written by Syaveny (2017)“Teaching Reading By Using Directed Activities Related to the Text (DART) for the Students. The research conducted in experimental study. The result of the research is DART can be said the effective ways in helping the students in teaching reading for the

students. Referring the procedure of DART and teaching model above, it can be applied by the teacher in teaching reading. Study by Syaveny focus on the understanding DART to teaching reading at senior high school. So, the researcher need conducted the research in junior high school. The researcher want to know how is the strategy used to junior high school. The strategy still effective or not.

The third is article by Harrison (2014). The result of this article is DARTs necessarily to provide modelling of good reading behaviours. Small group reading, even with lively discussion, is not enough – not if, for example, one group member is dominating the conversation, and simply asserting their opinion. There has to be modelling of good, close reading, in a conversation that makes transparent the processes of being a fluent and reflective reader. But, how do children learn to do them well, and is practice alone enough? The answer is no – there needs to be not only practice, but also modelling of how to do DARTs, and both teachers and children need to be involved.

In this reseach the researcher wants to see the different ability before and after they are taugh by using DARTs to investigate there is significant difference scores of the student's reading comprehension ability. The gaps with the previous study are indicated on the use of the subject and research design. Based on second previous studies the researcher tries to implement DARTs on the junior high school. Because on the previous studies there is no detailed explanation of how the DARTs works that gives positive effect especially in Reading comprehension. In this study the researcher will focus on descriptive text using different design, that is a pre-experimental research entitled **“The Effectiveness of Directed**

**Activities Related to the Texts (DARTs) on Students' Reading Comprehension Ability at the Seventh Grade of MTsN 2 Tulungagung"** to confirm if DARTs is effective to be applied.

### **B. Formulation of the Research Problem**

Based on the background study, the problem of this study is formulated as follows:

1. How is the students' reading comprehension scores before they were taught by using Directed Activities Related to The Texts strategy?
2. How is the students' reading comprehension scores after they were taught by using Directed Activities Related to The Texts strategy?
3. Are there any significant difference scores of the student's reading comprehension ability before and after taught Directed Activities Related to The Texts strategy at the seventh grade of MTsN 2 Tulungagung?

### **C. The Objectives of The Research**

Based on the research question above, the objectives of the research as follow :

1. To know the students' reading comprehension before they are taught by using Directed Activities Related to The Texts strategy;
2. To know the students' reading comprehension after they taught by using Directed Activities Related to The Texts strategy;

3. To know the significant differences scores of the students reading comprehension before and after taught Directed Activities Related to The Texts strategy at the seventh grade of MTsN 2 Tulungagung.

#### **D. Research Hypothesis**

The hypothesis of this research is can be mastered Alternative and Null Hypothesis is as follow:

1. Null Hypothesis (Ho)

H0:  $\mu_1 \leq \mu_2$  or the mean of the students after being given treatment is smaller than or equal to the mean of the students before being given treatment.

2. Alternative Hypothesis (Ha)

H1 :  $\mu_1 > \mu_2$  or the mean of the students after being given treatment is bigger than the mean of the students before being given treatment.

#### **E. Significance of The Study**

The researcher hope that result of this study will gives significant contributions for:

1. The researcher can give information to the institutions about the effectiveness of Directed Activities Related to The Texts strategy towards students' reading comprehension in understanding Descriptive Text.
2. Teachers know the level of students' ability in reading comprehension and it can be impoertand information in using Directed Activities



Related to The Texts strategy to improve the quality of teaching reading comprehension.

3. The research can give a concept in their strategy in teaching reading comprehension because it will give some knowledge about DARTs. Therefore, the researcher knows the benefit of teaching reading comprehension by using DARTs strategy optimally. The researcher gets useful experience in reading comprehension by using DARTs.
4. The English Students can improve the ability of reading comprehension.

#### **F. Scope and Limitation of The Study**

In this research, researcher limits the study on teaching reading comprehension of descriptive text with directed activities related to the text strategy. The researcher choose the seventh grade of MTsN 2 Tulungagung to apply this strategy because the school one of the famous and biggest private school in Tulungagung regency.

#### **G. The Definition of Key Terms**

1. Directed Activities Related to the Texts (DARTs)

Directed Activities Related to The Texts (DARTs) is Reconstruction activities involve text completion, diagram completion, table completion, completion activities with disordered text, and prediction.

2. Reading Comprehension

Reading Comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with

written language (Snow, 2002 : 11). Reding is way to understood the text and answer the question automatically.