CHAPTER 1

INTRODUCTION

This chapter presents the background of the research, research problems, objectives of the research, research hypothesis, significance of the research, scope and limitation of the research, definition of key terms, and the organization of the research.

A. Background of the Research

The education system in Indonesia apparently has undergone many changes. It occurs because there is discussion of education system which results in lack of program. According to that statement, the government in Indonesia gives more attention in teaching learning process. It is necessary for learners especially English students learners (ESL) to build or shape their proficiency in using English language in this era globalization.

Learning is acquiring new, modifying existing knowledge, behaviour, skill, values, and may involves synthesizing different type of information. It does not happen at once, but build upon and is shaped by what we are already known. Huda (1999 : 19) states "Learning occurs consciously awareness of language codes are shown by the ability to produce discourses without being aware of the language codes". Learning is shown to students in order to be able to mastery the materials that have been explained by the teacher.

There are many experts who define language. One of them is Paul (2003:25) who states "Language is a system of arbitrary vocals symbols by means of which a social group co-operate". It means that the language can be defined as system of sound, words, etc used by human to communication for human to transfer information or to explain an idea toward other person.

Based on those are definition above, we can assume that language is quite significant for people as means of communication. There must be close relathionship between language and people who use the language. In this daily activity the people need language when they are motivated to express their ideas, feeling or when they interact one another. Without using language, it is hard to imagine how people can cooperate one to another. Beside that the students are able to develope their competence through English language that has been international language ones.

English is an international language which is used through the world and also is used in many field of life, such as politics, education, economic, and social. Therefore, English as an international communication is clearly needed by many learners to deliver and interact in variety of situations.

Teaching English involves some skills. They are reading, speaking, listening, and writing. In teaching learning language, there are three components that can support language skills above, such as pronounciation, vocabulary, and grammaticall that can be taught in teaching learning process.

Reading is the important skill that must be owned by the students. If the students understand what they read probably they will get much

knowledge or information. As what the researcher seen in syllabus (see appendix 1) espesially in English lesson for second year students of Junior High School shows that the students should be able to understand about *recount text* and *narrative text*. *Narrative text* as the matter of reading skill is a kind of text in monologue text which has been a part of curriculum. Narrative text is a kind of past tense text that has aim to amuse the reader. The student's workbook that own by each students has listed all of matters that should be taught for each level of education that includes curriculum for the second year students. It means that each student must learn narrative text well.

In addition, many students have difficulty in comprehending the text especially narrative text if without have enough vocabulary. But it can be avoided if there is stimulus from the teacher to help students in comprehending text.

Based on those statements above, it can be one of problems in learning faced almost the students in reading comprehension text. As we have seen those problems related with the student's difficulty in reading comprehension, it is necessary for teacher to solve the problem by conducting some tehniques or methods that are applied to the students in order to improve the student's knowledge because the successful of student's learning is determined by technique or strategy given by the teacher.

In this research, the researcher uses two methods that are applied in teaching learning especially in reading comprehension to get information

which one that is more effective in teaching reading comprehension text by comparing those methods. The researcher believes that one of those methods that taught in classroom is more successful in catching the meaning in reading text because the students are given stimulation what the contain of text talking about. So, we can assume that method or tehnique given by teacher have influence toward student's learning result.

For this research, the researcher teaches the students continually by giving two different methods and classes in learning reading process . Those methods are Direct Reading Thinking Activity (DRTA) and Know – Want - Learn (KWL) that are compared to know which one is more effective in reading learning process. As we know that DRTA is a comprehension strategy that guides students in asking questions about a text, making predictions, and then reading to confirm or refute their predictions. Stauffer (as cited in Katherine:2008) states "The Directed Reading Thinking Activity engages students in a step by step process that guides them through informational text". Here, the questions are asked and answered, while the predictions are made. Additionally, new questions and predictions are formulated as the student progresses through the text. Beside that it can make students more active and thoughtful readers.

In this research, the researcher starts with providing narrative text and contributed to each student then asking the students to read silently in order to get some points related with the topic. After reading the teacher gives stimulates the students by asking "what do you think this text will be about?",

"why do you think so?" and also like "can you prove it?" Those are questions are repeated for each every paragraph. From the explanation above, it can make the students more active in responding the teacher's question.

Beside the DRTA, the researcher uses KWL method to enrich the student's reading. The Know-Want-Learn (KWL) method was originally developed by Ogle to enable teachers to access the prior knowledge of students and to help students develop their own purposes for reading expository text (Katherine, 2008:7). KWL is a process during which the teacher generates a discussion about a text topic and uses a chart or worksheet to record students' statements about what they know (K), want to learn (W), and after reading, what they learned (L). The KWL discussion is more open-ended invites students to share whatever they know about a topic.

In this research, the researcher starts with introducing the KWL strategy with a new topic and then identifies what the students think they know about the topic. Besides identifying, the researcher has to generate a list of students question like "what do you want to know more about?" or "what are you more interested in learning about?" and then fill the prediction based on the column that the researcher provides before.

After conducting this research, of course the researcher hopes to get one of those methods that can improve students comprehension in reading text proved by comparing two methods of scores. Here, The researcher wants to do research in Junior High School especially in MTsN Kras Kanigoro Kediri. The researcher chooses this school because it is known as national

standard school that there is acceleration and excellent class. So that the researcher thinks the students are clever and more active in responding the teacher's explanation. On the other hand, this school is also known as reputable school. That is proved by the school achievement in several competitions such as English competition in the various regions, mathematics competition, etc.

Based on the background above, the researcher wants to do research in order to know and understand which one is better between the DRTA and KWL method of teaching reading. Finally the researcher takes the title "A Comparative Study in Teaching Reading by Using DRTA (Direct Reading Thinking Activity) and KWL (Know – Want – Learn) Method at Second Year Students of MTsN Kras Kanigoro Kediri in the Academic Year 2013/2014".

B. Research Problems

The Research problems can be discribed as follows:

1. How is the student's score in reading taught by using DRTA method?
2. How is the student's score in reading taught by using KWL method?
3. Which one is more effective between Direct Reading Thinking Activity (DRTA) or Know – Want - Learn (KWL) in teaching reading to improve the students achievement in reading comprehension?

C. Objectives of the Research

The objectives of the research can be described as follows:

1. To know how is the student's score in reading taught by using DRTA.

2. To know how is the student's score in reading taught by using KWL.

3. To find out Which one is more effective between Direct Reading Thinking Activity (DRTA) or Know – Want - Learn (KWL) in teaching reading to improve the students achievement in reading comprehension

D. Research Hypothesis

The research hypothesis of this research can be discribed as follows:

1. There is significant different score in student's reading ability taught by using DRTA dan KWL method (alternative hypothesis).

2. There is no significant different score in student's reading ability taught by using DRTA dan KWL method (null hypothesis)

E. Significance of the Research

According to scope and limitation of this study, the advantages of this research can be contributed for : teacher, researcher, and institution.

1. Teacher

This study expected to give contribution to the teacher for developing the learning strategy to be creative, innovative, and efisien in order to make the students more active in their prosess learning espesially

in reading to improve or increase the process and result of prosess learning learning in the classroom. In addition, it can help to increase the proffesionality of teacher as educator.

2. The researcher

This study is very important for researcher because it may give some experiences to the researcher. This research is one of the requirements that must be fulfilled by the writer to complete Strata 1 (S-1) program. In addition, the study of teaching reading using DRTA and KWL method will teach the researcher to become a good and successful of English teacher.

3. Institution

This study can be used to increase the students' reading ability in comprehend narrative text by using new strategy which is expected to be good method in learning reading.

F. **Scope and Limitation of the Research**

The scope and limitation of this study is refers to teach reading by using two methods. Those are Direct Reading Thinking Activity (DRTA) and Know - Want - Learn (KWL) in the second year students of MTsN Kanigoro Kras Kediri in the academic year 2013/2014. For the details of the studies are as follows :

1. The researcher focuses on teaching reading by using Direct Reading Thinking Activity (DRTA) method

2. The researcher focuses on teaching reading by using Know - Want - Learn - (KWL) method.

G. Definition of Key Term

In order to make it clear base on the statement above, the researcher provides some definitions of key term as follows:

1. A comparative study is the research that involves comparing two groups to see if some independent variable has caused change in a dependent variable (Lodico, et al, 2006 : 209). This research uses two methods that are compared. Those are DRTA and KWL method

2. Direct Reading Thinking Activity (DRTA) is critical awareness by moving students through a process that involves prediction, verification, judgement, and ultimately extension of thought (Vacca, 1998:238). In this research, the researcher uses prediction and verification in teaching reading narrative text because the basic of rule in this method is the researcher asks students to make prediction and then make verification at the end of reading text.

3. Know - Want - Learn (KWL) is making strategy that engages students in active text learning. The strategy creates an instructional framework that begins with what students know about the topic, moves to what the students want to know as they generate question about the topic, and leads to a record of what the students learn as a result of theit engagement in the strategy (Vacca, 1998 : 232).

H. The Organization of the Research

This thesis by the title "A Comparative Study in Teaching Reading by Using DRTA (Direct Reading Thinking Activity) and KWL (Know – Want – Learn) Method at Second Year Students of MTsN Kras Kanigoro Kediri in the Academic Year 2013/2014" is devided into five chapters.

Chapter I (Introduction) : It includes the background of the research, research problems, objectives of the research, research hypothesis, significance of the research, scope and limitation of the research, definition of key terms, and the organization of the research.

Chapter II (Review with Related Literature): The researcher explains theoretically deals with the following aspect: the nature of reading, the definition of teaching reading, teaching reading by using DRTA method, teaching reading by using KWL method, and previous study

Chapter III (Research Methodology): In this chapter, the researcher presents the research methodology. it covers the following aspect such as research design, population and sample of the research, research variable, data source, data collecting method and research instrument, data analysis, and also hypothesis testing.

Chapter IV (Finding and discussion): It includes the description of the data, hypothesis testing, and also discussion.

Chapter V (Conclusion and Suggestion): The researcher presents conclusion and also gives some suggestions of this research.

CHAPTER II

REVIEW OF THE LITERATURE

This chapter, the researcher discusses some theories which related to the title in detail. This chapter discuss about the nature of reading, the definition of teaching reading, teaching reading by using DRTA (Direct Reading Thinking Activity) method, teaching reading by using KWL (Know- Want- Learn) method, and previous study

A. The Nature of Reading

Reading is one of English skill besides listening, speaking, and writing. It is the way to understand written message. According to Nutal in Antony (2002:2) reading means a result of interaction between the writer's mind and the reader's mind. It shows that how the readers are able to catch the meaning or passage of the text. In this process, the readers try to create the meaning intended by the writer, the reader can get message, and the writer can get a sense.

Reading is an esential skill for learners of English as a second language (Anderson, 2003 : 69). It means that for learners it is an important skill to master in order to ensure success not only in learning English, but also in learning any content class where reading is required. It is also has a positive effect on student's vocabulary knowledge, on their spelling and on their writing. Lastly, good reading text can introduces interesting topic, stimulates discussion, and provides the spring board for well-rounded,

fascinating lesson (Harmer, 2007:99). Based on some definitions above the researcher can summarize about definition of reading as a process where the readers combining information from a text and their own background knowledge to build meaning and also the goal of reading itself comprehension.

Reading comprehension is the ability in interpreting the words, understanding the meaning and the relationships between ideas conveyed in a text. It is also can be defined as the act of understanding what the readers are reading. It is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing.

Reading comprehension skill is important for many students to become effective readers. The students will be more active or develop their reading comprehension skill if there is movement from passive to active reader. The most detailed one, Snow et al (2002 : 11) define reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. They classify that comprehension skill entails three elements : they are the reader, text, and the activity.

The *reader* is who is doing comprehending (considering all capacities, abilities, knowledge, and experiences that a person brings to the act of reading). The *text* is to be comprehended (including printer text or electronic text). And the activity in which comprehension is a part (include the processes, purposes, and consequences associated).

It means that effective reading comprehension requires not only accurate reading skills but also automatic and fluent reading ability. It must consider some point such as rhythm, intonation, and phrasing to make reading fluency. Grigorenko in Snow et al (2002:15) suggests that fluency involves the prediction of what comes next in the text. They also say that reading speed and practice are not enough to promote fluency and comprehension. The ability to predict what comes next improves reading speed and is important for text comprehension.

Given the above disscussion, it can be concluded that reading comprehension is the reader activity to understand and to get information from a text with simultaneous process. They are the reader, text, and also the activity.

B. The Definition of Teaching Reading

Teaching can be defined as a process of learning where the teachers as educators convey or show the learners to learn how to do something, give instruction, guide in the study of something, provide with knowledge, understand with knowledge, and also give new knowledge. Brown in Anthony (2002:15) says that teaching can not be defined as a part of learning. It is guiding, fasilitating the students or setting the class room. The teacher as educator has obligation like statement that already have stated above like the teachers have to show the learners to learn how to do something, give

instruction, guide in the study of something, and also give new knowledge in process of teaching especially teaching reading.

Teaching according to M. Ali (2002:12) is some of activities that give opportunity for the students in learning process to get the purpose. Another definition about teaching is an activity done by teacher in conveying the knowledge for students and also as interaction between teacher and learner in the process of teaching and learning.

Teaching reading has at least two aspects. First, it can refer to teaching learners who are learning to read for the every first time. A second aspect of teaching reading refers to teaching learners who already have reading skill in their first language. It means that the students just learn to read once. Once they have learned how to read in one language, they do not learn how to read again in a second/foreign language, but rather they learn how to transfer skills that they have already learned to the new reading context in a new language.

Regarding to some explanation above, the researcher can conclude that teaching is a process or an activity that includes teacher and learner where the teachers convey the knowledge to be comprehended and also the teachers are able to manage the environment in a good condition to make the process of teaching learning can be successfully. Beside that teaching reading can be concluded as the activities that the teacher done in order to make the students are able to comprehend the context in the text.

In this sub topic, the researcher explains about strategy of teaching reading, reading skill exercises, types of reading, the principle of reading, and components in teaching reading. For more detailed explanation as follows:

1. **Strategy of Teaching Reading**

This sub chapter focusess on teaching reading comprehension strategies. According to Wallace in Antony (2002:41) "Teaching reading comprehension is devided into three reading stages which include: pre-reading, while reading, and post reading stage".

a. **Pre – Reading**

In this stage, brainstorming is a popular activities as a method for creating many ideas about the topic. In this stage the students are invited to call out the words, knowledge or an experience that are relevan to the text.

Discussing the text type in teaching reading comprehension is aimed to familiarize students with the major contextual features of a text or text structure and to show how these features can help them to work out the main function of the text and the possible content. In this stage, it is also important for teacher to discuss about new vocabulary toward students because it can make easier for the students to catch the meaning or comprehend the content of the text. When the students get difficulty or have unknown word, teacher can encourage them to use dictionary.

b. While – Reading

In this stage, the teacher can provide appropriate strategies to help the students in comprehending the text. The common one is reading aloud activity. Reading aloud activity can be classified into two. They are reading aloud to students means they get apportunity to bring students into popular culture and an apportunity to challenging the text. The second one is reading aloud by the students means individual students in each other can develop class cohesion and encourage students about text. Teacher can create next activity by using silent reading. Anderson in Nunan (1991:69) explained that silent reading is primary in reading comprehension process because it can make easier for students to catch the meaning of the text.

c. Post – Reading

In this stage, the teacher can evaluate the student's comprehending in particular task. In this case, the activities like summarizing, scanning question, or follow up can be conducted.

2. Reading Skill Exercise

Students will need to use all of their language in order to understand the reading selection (Baudoin et al, 1977 : XV). In reading, the teachers want the students to learn how language is used to know the

content. The teachers want them to develop their skill needed to know the content of the text using the language.

Here, there are four basic reading skills that will be explained as follow : skimming, scanning, reading for thought comprehension, and also critical reading.

a. Skimming

Skimming is a quick reading for the general ideas of a passage (Baudoin et al, 1977 : XV). This kind of rapid reading is appropriate when the students try to decide if careful reading would be desirable or when there is no time to read something carefully.

In skimming the reader's eyes run quickly over the text to discover what it is about, the main ideas. When a reader skims, he is looking for the gist or the most central part of what author is saying without a lot of detail. As Knight and Lindsay (2006:71) states " When the reader read for gist or skim a text, the reader don't try to understand everything in it. They just read through it airly quickly to get general idea of what it is about".

To skim by reading key words the students must convince themselves that they can skip the word and still be reading. So, by learning skimming, the students can develop the skill in strengthening the comprehension of main ideas. As mikulecky (2011:20) states "The reader skim to obtain an overview of the form and content of a

tex, including such information as the writer's main point, style, focus, point of view, the overal organization of the material, and how the text relates to the needs, background knowledge, and interest of the readers".

b. Scanning

Like skimming, scanning also can be defined as reading quickly. However, in this case the search is more focused. To scan is to read quickly in order to locate specific information. It can be done when you will search information like number, date, etc. In order to scan quickly, the students should have a clear idea of what they are looking for, where they are likely to find it, and how they can recognize the information when they see it.

Scanning is not a reading process in the true sense of the word. It is searching process that requires the students to float over the material until they find what they need. As Knight and Lindsay (2006:72) states "This is the kind of reading when the reader want to find out about something specific". The eye's readers over the text looking for a specific word or phrase. The readers also scan when they are looking something up in a telephone directory.

c. **Reading for Thorough Comprehension**

Reading for thorough comprehension is careful reading in order to understand the total meaning of the passage. At this level of comprehension the reader is able to summarize the author's ideas but has no yet made a critical evaluation of those ideas (Baudoin et al, 1977 : XV).

Boudin et al (1977 : 12) state as follows :

> When the readers have throughly comprehended a text they have to understand the main ideas and the authors of point of view, understand the relationship of ideas in the text including how they relate to the author's purpose, they have noted that some ideas and points of view that were not mentioned however implied by the author, and also the readers have understood most of the concepts in the passage as well as the vocabulary. This may require you to guess the meaning of unfamiliar words from context or to look up words in the dictionary.

d. **Critical Reading**

Critical reading demands that readers make judgments about what they read. This kind of reading requires posing and answering question such as *Does my own experience support that of the author? do i share the author's point of view?*.

Besides making judgment in critical reading, when the readers read critically, they draw conclusion about the reading. In later reading they will do other kinds of critical reading, making judgments about the written arguments for the question below, there is no single

correct answer, reader opinions will vary according to their experiences

3. Types of Reading

Patel and Jain (2008:117) state "There are four types of reading in learning process". They are intensive reading, extensive reading, aloud reading, and also silent reading". For detailed explanation as follows:

a. Intensive Reading

Intensive reading is related to further progress in language learning under the teacher's guidance. It will provide a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idiom. It means that in intensive reading here the teachers give more attention or guide the students to explain the knowledge.

The material of intensive reading will be the basis for classroom activity. It is not only will be read but also will be discussed together between student and teacher in detail in the target language.

Intensive reading is text reading or passage reading. In this reading the learners read the text to get knowledge or analysis. The purpose of intensive reading itself is to read shorter text. This reading is done to carry out to get specific information. Learner reads book to

acquire knowlwdge is the kind of intensive reading. There are few characteristics of intensive reading :

1) It can help the learner to develop their vocabulary

2) Teacher play main role

3) Linguistic items are developed

4) Intensive reading is reading aloud

5) The speech habit are emphasized and accent, stress, intonation and rhythm can be corrected.

b. Extensive Reading

The material for extensive reading should be selected from lower level difficulty than the material for intensive reading (Patel and Jain, 2008:119). The purpose of extensive reading itself is to train the students read directly and fluently in target language for enjoyment. It means that the teacher here is not as guidance in student's process in reading because it does not focus on classroom exercise and also extensive reading itself is the reading for pleasure. As mikulecky (2011:19) states "Extensive reading also known as pleasure reading or free voluntary reading is a highly individualized approach to reading improvement". The reader wants to know about something. It means that the reader does not care about specific information after reading. There are few characteristics of extensive reading :

a) It helps the learners to develop to active vocabulary

b) Extensive reading is silent reading

c) In extensive reading the idea can be developed

d) The aim in reading here is to enrich the student's knowledge

e) Through extensive reading, the good reading habit can be developed.

An extensive reading approach aims to get students reading in the second language and liking it.

c. **Aloud Reading**

In reading aloud, the teacher should know that the training of reading aloud must be given at primary level because it is the base of teacher to know student's pronounciation. By reading aloud the teacher can correct the pronunciation of students if they make mistake and can directly correct them.

There are some advantages of reading aloud. They are it can develop the skill of reading very well by speaking or expressing ideas, can develop to pronounce English very well, it makes reading very enjoyable while teacher uses reinforcement during reading, language learning is like imitation. So, when the teachers say anything or read a text, the students also try to imitate that.

Besides the advantages, it is also there are some disadvantages of reading aloud. They are class is crowed, teacher cannot give

opportunities for all of students, if training aloud reading is not given at primary level, it is difficult to read at secondary level, reading aloud takes more time or time consuming.

d. Silent Reading

Reading is primarily a silent activity. The majority of reading that we do will be done silently (hill, 2003:69). Silent reading is very important skill in teaching English. This reading should be employed to increase reading ability among learners. It is done to acquire a lot of information. There are some advantages of silent reading. They are in this silent reading, it can make students very active and accurate, it concentrates the attention toward subject matter, it saves time because this activity is done at a time, and it is also very useful to develop skill of reading fast

Beside advantages, it is also there are some disadvantages of silent reading. They are in this activity is not appropriate with earlier stage, in this skill the learner can cheat with the teacher, only bright and intelligent students can learn this skill but average students learn it hardly.

4. The Principles of Teaching Reading

In teaching english, the teacher as educator or facilitator should provide some strategies and some principles to teach English especially

in reading comprehension. It aimed to make the students can understand well what the teachers teach in the classroom.

Hill (2003:74) states "There are eight principles in teaching reading". The principles are:

a. Exploit the reader's background knowledge. It means that the reader's background knowledge can influence reading comprehension. Background knowledge itself includes all of the experience that a reader brings to a text.

b. Build a strong a vocabulary base. It means that to be a good reader, it is necessary for the students to have enough vocabulary. It is aimed to guess the meaning of context in a text.

c. Teach for comprehension. It means that the teachers here as a facilitator or author that manage the process of comprehending the text and here the readers have to be able to monitor their comprehension process and be able to discuss with the teacher.

d. Work on increasing reading rate. It means that the teacher must work toward fiding a balance between assisting students to improve their reading rate and developing the reading comprehension skill. It is important to understand that the focus is not to develop speed reader, but fluent reader.

e. Teach reading strategies. It means that to achieve the desire result, the students need to learn how to use a range of reading strategies that match their purpose for reading.

f. Encourage readers to transform strategies into skills. It means that the teachers give more attention in strategies because the strategies it self aimed to reach the goal of learning process.

g. Build assessment and evaluation into your teaching. It means that the assessment and development in reading comprehension should be included.

h. Strive for continous improvement as a reading teacher. It means that the teachers have to view themselves as facilitator, helping each reader discover what works best.

5. **Component in Teaching Reading**

Antony (2002:17) states "There are five components in teaching learning especially in teaching reading. They are : The goal of the learning, interesting activities and material in the class, teacher, media, and evaluation".

a. **The Goal of The Learning**

Learning goal is the first component in the instructional design which contains some general and specific objective of a certain instructional program. There are two goals can be achieved by the students, those are long – and short term goals. According to Brown in Antony (2002:53) long-term goals may include the mastery of English, the passing of an exam (at the end of the   year), the possibility of a better job in the future, etc. Short-term

goals, on the other hand, might be the learning of a small amount of new language, the successful writing of an essay, or the ability to passing of the progress test in the end of week.

The goals of the learning especially in reading here is to make the students easily, more active, and also be able to develop the reading skill in comprehending text. The goals of teaching reading are based on the lesson plan which include find the meaning idea of narrative text, find the implicit information meaning of narrative text, find the explicit information meaning of narrative text, and find the meaning word of narrative text

The teacher can encourage the students to learn English by emphasizing the long term goals because it is very important for them to be achieved. To motivate them, the teacher also can use short term goal by giving them some points, if they are active in reading class, also are able to involve in teaching learning, and they can get high score then the teacher can rank and give reward to them.

b. **Interesting Activities and Material in The Class**

The student will tend to study and involve the class reading when they get interesting activities and get material in the classroom. The teacher should be creative and able to make different activities that can make the students interest in joining the reading class. By using interesting activities, and material will make the students like

the reading class and enthusiastic to learn a certain subject that the teacher give.

The example of interesting activities here is the teacher combines the material and makes game that can make the situation in classroom became enjoyable and funny. So, if the students look bored, the teacher gives a game and when one of the students makes mistake the teacher gives some questions related with the topic.

c. **Teacher**

There are some aspects that we have to pay attention when talking about teacher. There are some characteristics teacher that should the teachers have. Firstly, the teachers have to comprehend about English language skills such speaking, listening, reading and writing. Secondly, they have to understand and use a wide variety of techniques. Beside that they have to give feedback to the students, and use appropiate principles of classroom management.

In reading class, before teaching the teacher should have understood about the whole material especially in teaching narrative text so that they are able to convey the material by using strategy that they used. When the processes of teaching reading, the teacher has to be able to manage the environment class and also be able to explain the material as clear as possible. It is done in order to make the students are able to understand well.

d. **Media**

By using media, it can support the material that can motivate the students and can effectively illustrate the subject content. That is used in order to make the students motivated to learn something and to make clear   the content of a subject. Media is tool in teaching learning that can make interaction between the teacher and students more effective in teaching learning process. Here media can be anything, material and non-material, physical, and non-physical, those are useful to support the communication and interaction in the teaching learning process. It can be for explaining, motivating or making clear the thing being discussed or talked about.

In this globalization era, there are many schools which use tehnology as media to support in teaching learning process. Based on the definition above, it can   be concluded that modern technology can help the students to acquire the new knowledge or skill. Harmer (2001:145) says that one of some medias that can be used in learning reading is computer.

Here the teacher can use computer as course book to teach the students. When the students feel bored with their course book, the teacher can use computer to design the material by decorating it with some visuals and sounds which make the materials very attractive. Some programs in computer can be used in teaching the

material such as power point. It allows users to create anything from basic slide shows to complex presentation.

e. Evaluation

The last component is evaluation which has the purpose of measuring how far the learning goal has been achieved through the implementation of the learning activity. Therefore, based on evaluation, someone can decide whether the learning activity is good or not in order to reach a certain learning goal.

Evaluation is needed in the process of teaching learning because it is aimed to know the student's language mastery level. As it deals with language mastery level such as speaking, reading, writing and also listening are concerned. Beside those skills stated previously it is also necessary to evaluate some components of language such as pronounciation, grammar and vocabulary.

Evaluation is used at the end of learning process. In reading class, the teacher gives feedback about material that have conveyed. It is aimed to know how far the students have understood the material.

C. **Teaching Reading by Using DRTA Method**

1. **Definition of DRTA (Direct - Reading - Thinking - Activity)**

Many strategies used in the process of learning especially in learning reading in English. One of them is DRTA (Direct Reading Thinking Activity). DRTA is a strategy which helps comprehension. It focuses or involves on the students to comprehend the text because the students predict and give evidence when they read.

Stauffer (as cited in Katherine:2008) states "DRTA strategy focuses on the most important in using predicting when they have pre reading in order to know student's knowledge in understanding the text when they got instruction of the teacher".

Another expert named Vacca (1998:238) defines DRTA as a critical awarness by moving students extension through a process that involves prediction, verification, judgment, and ultimately extention of thought. The teacher guides reading and stimulates thinking through the judicious use of question.

The directed reading thinking activity (DRTA) strategy in which this Strategy is given as a means delivery of material history, here the researcher made a prediction based on materials or user title images and instructions so as to encourage them to formulate questions and conclude with their respective versions. Besides that, the researcher asked students to predict the continuation of a story by reading text.

Stauffer (as cited in Katherine:2008) states "There are three step activities in teaching reading by using DRTA (Direct Reading Thinking Activity). They are : predicting, reading, and proving that make interaction and communication between teacher and students toward text in all".

2. The Purpose in Using DRTA

Additional strengths of DRTA are its emphasis on reading as a thinking activity and the importance it places on helping students determine their own purposes for reading. The DRTA also provides a form of guided problem solving. Manzo (as cited in Katherine:2008) states "Students are led through a cycle of making prediction, reading to verity predictions, evaluating comprehension with respect to the predictions, and making new predictions based on acquired knowledge".

Stauffer in Katherine (2008:7) involves reading for a purpose determined by the students. DRTA helps students develop skills in reading and thinking. It encourages risk-taking via prediction. While DRTA can be successfully employed at any grade level, it is recommended as an integral part of the Language Arts programmed in grades one through six. It is a technique which motivates and encourages reluctant readers.

Another purpose of DRTA is from this strategy is to give the students skills so that they can eventually internalize reading skills such as setting purposes for reading and summarizing what they have read. As a result of constinuously using this strategy in the classroom students should

develop metacognition of their own reading abilities and as aresult a better comprehension, understanding, and connection to the texts.

3. Some Considerations in Teaching Reading by Using DRTA

Directed Reading Thinking Activity is a teaching strategy that allows to guide the students through the process of making prediction based on the information that the text has provided them. The text sometimes has many paragraphs, it can be separated, so the teachers just show every paragraph in the text one by one and teacher asks questions or predictions about the paragraph, the students answer them, and then develop predictions about the text. As the students move through the text, their predictions are changed and modified according to the new information that is provided from the text.

Directed Reading Thinking Activity is an important strategy because it actively teaches students the skill of comprehension. This strategy relies on the teacher actively modeling the art of comprehension for her students. Stauffer in Katherine (2008:7) stated that DRTA can only be successful if material should be at the students' instructional level, and then the teacher must read through the story carefully before hand, determining the most, appropriate breaks and length of passages, after that the teacher may read part or parts of the story out loud, and the last is a climate of trust needs to be developed so that students will feel secure in expressing opinions and taking risks. The verification or disproving of predictions should be accomplished courteously.

4. Step in Using DRTA

Vacca (2008:232) says that before teaching reading the teacher have to set the climate and guide the DRTA by the frequent use of three questions:

" what do you think?" (or " what do you think will happen next?")

" why do you think so"? (or " what part of the story gave you a clue?")

" can you prove it?" (or "what else might happen?")

The following may be considered as general steps in the DRTA :

a. Begin with the title of the narrative or with a quick survey of the title, sub heads, illustration, and other expository material. Ask, " what do you think this story will be about?" encourage prediction. Ask, "why do you think so?"

b. Ask students to read silently to a predetermined logical stopping point in the text.

c. Repeat questions as suggested in step 1. Some prediction will be refined. New ones will be formulated. Ask, "how do you know?" to encourge clarification or verification.

d. Continou silent reading to another suitable point. Ask similar question.

e. Continou in this way to the end of the material. A note of caution: too frequent interuption of reading may detract from the focus of attention, which need to be on larger concept. As readers move through the DRTA process, encourage reflection and thoughful responses to the text.

D. Teaching Reading by Using KWL Method

1. Definition of K-W-L Method

The K-W-L teaching technique is a good method to help student's active prior knowledge. Vacca (2008:232) states "KWL is meaning – making strategy that engage the students in active text learning". The strategy creates an instructional framework that begins with what students know about the topic to be studied, moves to what the students want to know as they generate question about the topic, and leads to a record of what students learn as a result of their engagement in the strategy. The follow up activities to KWL include discussion. The construction of graphic organizer, and summary writing to clarify and internalized what has been read.

KWL may be initiated with small groups of the students or the whole class. When they develop confidence and competence with the KWL strategy, students may begin with to use it for independent learning. KWL uses a strategy sheet, such as the one in table below. The steps in

KWL revolve around the completion of the strategy sheet as part of the dynamics of students response and discussion.

2. Steps in The KWL Strategy

There are six steps in conducting KWL (know-want learn) strategy as Vacca (2008:233) stated:

a. Introduce the KWL strategy with a new topic or text selection. Before assigning a text, explain the startegy. Ogle in Katherine (2008:7) suggests that dialogue begin with the teacher saying. In the process of explaining KWL, be sure that the students understand what their role involves and why it is important for learners to examine what they know and ask question about topics that they will be reading and studying.

b. Identify what students think they know about the topic. Engage the class in brainstorming, writing their ideas ostudent's ideas. Use the format of the KWL strategy sheet as you record. The key in this step to get class actively involved in making assosiation with the topic, not to evaluate the rightness or wrongness of the assosiation.

c. Generate a list of students question. Ask, " What do you want to know more about? What are you most interested in learning about?.

d. Anticipate the organization and structure of ideas that the author is likely to use in the text selection. Have the students focus on the ideas they have brainstormed and the question they have raised to predict

possible categories of information also record these in a area suggested by the KWL strategy sheet.

e. Read the text selection to answer the question. As they engage in interaction with text, the students write answer to the question and make notes for new ideas and information in L colomn of their strategy sheet.

f. Engage the students in follow up activities to clarify and extend learning. use KWL as spring board into post reading activities to internalize student learning.

E. Previous Study

1. Aulia Rahman (2012) studied by the title: "Improving Students' Reading Comprehension of Narrative Text Through DRTA Strategy at the Second Grade of MTsN Kediri 1" for fulfilling the requirements for the degree of post graduate program in English Education Department which presented to Islamic University of Malang. The samples of this research are the second grade students of MTsN Kediri 1.

   The result of this research was successful because the students were interested in the material given by the researcher and they felt easy in studying English reading, especially reading narrative text. It could be seen from the result of data analysis that show us In pre − observation only 48% of students were success, there were 24 students got the score under the criteria of success, and in the first cycle only 40% of students were

success, and there were 29 students were fail, it was still not success, because their score was under the criteria of success, so he as researcher did the second or the last cycle that showed just 5 students got bad score or there were 90% of students were success. So, the result shows that the usage of DRTA as strategy is effective for teaching reading narrative text.

2. Imam Jauhari (20013) studied by the title: "Directed - Reading - Thinking Activity Model to Improve Reading Comprehension Ability of students at Senior High School 4 kediri " for fulfilling the requirements for the degree of graduated school which presented to Kadiri Islamic University. The samples of this research are the second year students of senior high school 4 kediri. The purposes of this research were to develop a good DRTA learning model for senior high school students viewed from the learning aspect and content, and to depict the percentage of students' learning mastery after using the developed model. Before doing try-outs, validations of the product were done by the content and media experts. The evaluation aspects covered instructional aspect and media aspect. The result of the research shows that the quality of the DRTA model reading for senior high school students is categorized as good, with the average score of 4.20 on a 1-5 scale.

The learning aspect shows the average score of 4.26 and the average score of the content aspect is 4.36. The result of the pretest and posttest conducted in the field experiment shows that the using of the

model has a good impact in students' learning mastery. There are 26 of 31 students who have achieved the minimum standard of learning mastery with score of $\geq$ 65. Finally, the percentage of learning mastery after using the developed model is 83,87% and is included in to the category.

From the previous research above, the researcher concludes that DRTA strategy is effective as media in teaching reading, especially reading narrative text. Here, the researcher uses DRTA strategy to teach reading narrative text for the second grade students of Junior High School. So, there is similarity on thesis above with the researcher's thesis. That is the media which is used by the researcher, but the subject which the research hold is different.

CHAPTER III

RESEARCH METHOD

In this chapter the researcher described research design, population and sample of the research, research variable, data source, data collecting method and research instrument, validity and reliability testing, normality testing, data analysis and also hypothesis testing

A. Research Design

Research design is an important ways to get new fact or additional information. It was needed to achieve the scientific truth for a research. The purpose was to answer the researcher questions through the application of the scientific procedure.

In this research, the researcher focused on quantitative approach which determining the relationship between one thing (an independent variable) and another (dependent variable) in a population.

. In achieving the goal of research, it was better to take for the certain design of the research. The design of this research was classified into comparative study because this research aims to know the students different score who are taught by using DRTA (Direct Reading Thinking Activity) and KWL (Know-Want- Learn) method. According to Gay (1992 : 284) "A comparative study is that the researcher attempts to determine the cause, or

reason, for existing differences in the behavior or status of groups of individuals".

The researcher used two classes in giving treatment that one class was taught by using KWL method and another was taught by using DRTA method. Before giving treatment, the researcher provided lesson plan (see appendix 2) to be guided in teaching process. After conducting treatment, the researcher gave posttest in order to get scores to be compared. It was done in order to investigate the differences score between teaching reading by using DRTA (Direct Reading Thinking Activity) and KWL (Know-Want-Learn) in the students reading ability and also to know whether there is significant difference scores on the students mastery after they are taught by using Direct Reading Thinking Activity (DRTA) and KWL (Know - Want – Learn) method.

B. Population, Sample, and Sampling

1. Population

Population, sample, and sampling are very essential in this research, because without all of them, this research cannot be conducted. Population is any group of individual that has one more characteristics in common that are of interest to the researcher.

According to Creswell (2012:142) "Population as a group of individual who have the same characteristic". It means that all members of any well-defined class of people, events, or subject in an organization have

more characteristics that the researcher are interest. Population of this research were the second year students of MTsN Kanigoro Kras Kediri in the academic year 2013/2014 which consist of 8 classes regular, 1 acceleration class, and 1 excellent class. So, the total numbers of the students at second year MTsN Kanigoro Kras Kediri in the academic year 2013/2014 were 425 students.

2. Sample and sampling

Sample is a small portion of population. According to Lodico, et al (2006:143) "A sample is a smaller group selected from a larger population (in this case, a realistic population) that is representative of the larger population". It means that sample was a part of representative population that was taken to represent the writer's research. The sample of this research were E class and I class of second year. They were 42 students for E class and 40 students for I class. E class consisted of 21 males and 21 females. Meanwhile, I class consisted of 20 males and 20 females.

Sampling is the process of selecting a number of individuals for a study in such a way that the individual represents the larger group from which they are selected (Gay, 1992 : 123). It means that sampling was the process of taking sample. It has purpose to gain information about a population. Here, sampling was very important way to obtain a group of a subject who will be representative of the larger population or will provide specific information needed. Sampling can be classified into two types. They are probability sampling and non-probability sampling. A probability

sampling is one in which every unit in the population has a chance of being selected in the sample, and this probability can be accurately determined or the sampling that have to equal chance to be selected.

According to Gay (1992:126) "There are kinds of probability sampling technique: random sampling, stratified sampling, cluster sampling, and systematic sampling". While non-probability sampling is any sampling method where some elements of the population have no chance of selection or the sampling don't have a chance to be selected. Non-probability sampling methods include accidental sampling, quota sampling, judgment sampling and purposive sampling.

In this research the researcher used purposive sampling. Purposive sampling is the process of selecting a sample by taking the subject with is not based on the level or area but it was taken based on the specific purpose. It means that the researcher took the sample based on the ability of the students that was in the average middle of class between excellent class and also low class.

Purposive sampling, basically involved selecting a sample with is believed to be representative of given population.

C. Research variable

A variable is the characteristic or attribute of an individual, group, educational system, or the environment that become interest in research

study. Researcher used two variables in conducting research. They were independent variable and dependent variable.

1. Independent variable

   Independent variable is variable manipulated (changed) by the experimenter. Another definition of independent variable is variable selected by the researcher to their effect on or relationship with dependent variable.

   This research used two independent variables. Those were Direct Reading Thinking Activity (DRTA) and Know-Want-Learn (KWL).

2. Dependent variable

   Dependent variable is the consequence of or independent variable upon antecedent variable (Ary et al, 2010:35). It means that the dependent variable is variable on which the effects of the changes are observed. So, the dependent variable in this research was students' ability in reading comprehension.

D. **Data Source**

Data is unit information recorded by media that can be analyzed and relevant with the problem. In this case, the researcher got data from students. The data were in the form of score. So, that is why this study was belonging to Quantitative research. While data source can be called as the source where the data are taken.

Data source can be classified into two types. They were primary data source and secondary data source. Lodico, et al (2006:32) states "Primary sources is an article that describe original research conducted by the author of the article". It means that primary data is the source of information that taken by the researcher directly from the subject. While secondary data is any article written by someone who is describing research done by others. It means that the source of information taken by the researcher indirectly from the subject.

E. Data Collecting Method and Research Instrument

1. Data Collecting Method

Data collection method is a systematical and standard procedure used to collect data that is needed. The data of this study were collected by:

a. Testing

Testing is very important one to measure the ability of students, especially in this research was reading comprehension. Testing can be called as a process of giving test. According to Arikunto (2010:193) "A test is a list of question used to measure the ability or talent in individual or group".

Here, after the students were giving the treatment related with the topic as stated in appendix 3, they were given test in the form of reading test. It can be seen in appendix 4. It was conducted through posttest

because this test contributed after the treatment has been finished and the result of test in the form of score was compared.

2. Research Instrument

Research instrument is an important part in conducting research because instrument here has purpose as a tool to get the data. It used to measure the student's ability and for getting the data to prove the theory. The instrument of this research used reading comprehension test. For detailed explanation as follows:

a. Test

Here, the researcher provided narrative text which related to the story entitled "mouse and the lion, rabbit and crocodiles". The researcher gave comprehension questions task in the form of multiple choices. The reason for using multiple choice items was they were undoubtedly one of the most commonly used types of item in objective test. According to Brown (2004:55) "There are two principles that stand out in support of multiple choice formats are practicality and reliability". With their predetermined correct responses and time saving scoring procedures, multiple choice items offer overworked teachers the tempting possibility of an easy and consistent process of scoring and grading.

The questions consisted of 20 multiple choices. Those questions included of main idea, explicit meaning, implicit meaning,

and also meaning words. Here, the test administered at the end meeting after giving taught by using KWL and DRTA method in each class.

F. Validity and Reliability Testing

1. Validity Testing

Test validity is discrimination index of question which is determined from the difference of answering proportion in each group. As Brown (1987:221) states "A valid test of reading ability is one that actually measures reading ability, previous knowledge in a subject, or some other variable of questionable relevance". This test was used to check whether the instrument is valid or not if the instrument was applied in a subject of the research. The instrument is said to have validity if the test actually involves the tested in a simple of the behavior that is being measured (Brown, 1987:222).

There were many ways to know the validity of instrument used to gather the data. They are content validity and construct validity.

    a. Content validity

The test was said to have content validity if its content constitutes a representative sample of the language skills, structure etc, being tested. Beside that the content of instrument has to relevant with the purpose of the test. In this research, the content of question in testing used narrative text. It was suitable for the students of second year in Junior High

School at MTs N Kanigoro Kediri and the content of test was adapted from "Modul Bangkit Bahasa Inggris Kelas VIII A by April Dwi Minarni,S.Pd". Beside that the researcher also consulted the instruments related to the questions with the some teachers who expert in teaching English language. After getting dealing from the expert above, then the researcher contributed it to the subject of the research.

b. Construct validity

Construct validity is capable of measuring certain specific characteristic in accordance with a theory of language behavior and learning. It is the processes of determining the extent to which test performance can be interpret in term of one or more construct. Here, the researcher used construct validity in administering reading test based on the form of multiple choice tests.

2. Reliability

Reliability of instrument is needed to make sure that the instrument can be consistent if used in other time. It means that the instrument as the test is reliable. Reliability is a measurement of accuracy, consistency, dependability or fairness of scores resulting from administering of particular examination. According to Heaton (1975:162) "Reliability is necessary characteristic of any good test, for it to be valid at all, a test must be first being reliable as a measuring instrument". Before giving posttest,

the researcher made test to be tried out to the students to know how far the reliability of the instrument. Then the researcher analyzed each item of instrument as stated in appendix 5 and computed it by using SPSS 16.0 version. Then the result of computing can be seen below:

Table 3.1 Reliability Statistic

Reliability Statistics

Cronbach's Alpha[a]	N of Items
-.752	30

Based on the table above, it showed that the reliability of cronbach's alpha is 0,752. According to triton in Sujianto (2009:97) the value of cronbach's alpha can be interpreted as follow:

Table 3.2 Cronbach's Alpha Interpretation Based on Triton

Cronbach's alpha	Interpretation
0,00 – 0,20	Less reliable
0,21 – 0, 40	Rather reliable
0,41 – 0, 60	Quite reliable
0,61 – 0,80	Reliable
0,81 – 1,00	Very reliable

Based on the table above, it can be concluded that the instrument of this research was in the category reliable because 0,61<0,752>0,80.

G. Normality Testing and Homogeneity Testing

1. Normality testing

Normality testing is used to know whether each instrument have normality or not. To find the normality of this instrument, the researcher used one sample Kolmogorov Smirnov.

The instrument can be called as have normality if Asymp sig > 0,05 so that Ho (null hypothesis) is accepted and Ha (alternative hypothesis) is rejected while instrument can be called as not normality if Asymp sig < 0,05 so that Ho (null hypothesis) is rejected and Ha (alternative hypothesis) is accepted. It was also can be concluded as follow:

a. Ho   : The data is in normal distribution

b. Ha   : The data is not in normal distribution

Here, the result of normality instrument computed by using SPSS 16,0 version. It can be seen as follow:

Table 3.3 Table Normality Using One Sample Kolmogorov Smirnov

One-Sample Kolmogorov-Smirnov Test

		DRTA	KWL
N		42	39
Normal Parameters[a]	Mean	87.50	80.64
	Std. Deviation	5.870	6.507
Most Extreme Differences	Absolute	.213	.155
	Positive	.168	.155
	Negative	-.213	-.133
Kolmogorov-Smirnov Z		1.377	.966
Asymp. Sig. (2-tailed)		.055	.309
a. Test distribution is Normal.			

Based on table above, it showed that the value of Asymp. Sig. (2-tailed) in DRTA was 0,055 and the value of Asymp. Sig. (2-tailed) in KWL was 0,309 which are both of them higher than 0,05 (0,055>0,05 and 0,309>0,05). So that it can be resulted as Ho (null hypothesis) was accepted and Ha (alternative hypothesis) was rejected and also it can be interpreted that both of them have normal distribution.

2. Homogeneity Testing

Homogeneity test intended to show that two or more groups of data samples come from population having the same variance. To know the homogeneity, the researcher used Two Way Anova with SPSS 16,0 version. The result can be seen in table below :

Table 3.4 Homogeneity Test

Tests of Between-Subjects Effects

Dependent Variable:posttest

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1008.987[a]	2	504.494	13.277	.006
Intercept	58726.618	1	58726.618	1.546E3	.000
Kelas	1008.987	2	504.494	13.277	.000
Error	2963.852	78	37.998		
Total	578200.000	81			
Corrected Total	3972.840	80			

a. R Squared = ,254 (Adjusted R Squared = ,235)

Based on the result above it can be concluded that this test is homogeneity because the significant show 0,006 < 0,05, so Ho rejected and Ha accepted . it means that there is significant different between postest using DRTA and KWL method.

H. Data Analysis

The purpose of this research was to compare the score of teaching reading taught by using DRTA (Direct Reading Thinking Activity) and KWL (Know-Want-Learn) method at second year of students MTsN Kanigoro Kediri. After the data were collected by giving test, the researcher then analyzed the data by using SPSS 16,0 version. It was counted to find out the mean, median, and standard deviation of variable X_1 and X_2. The procedure of analysis the data both used descriptive and inferensial statistic.

1. Descriptive Statistic

The researcher determined the descriptive statistic such as: mean (average), median, and standard deviation. The data analysis presented below:

a. Mean

The first step was calculating the mean of the variable X_1 and X_2. The formula as follows:

$$Mx_1 = \frac{(\sum f X_1)}{N} \qquad Mx_2 = \frac{(\sum f X_2)}{N}$$

Notes:

Mx1   : the mean of the X1 variable

Mx2   : the mean of the X2 variable

∑fX1   : the multiply between the score of variable X1 and the
               frequency in each score

∑fX2   : the multiply between the score of variable X2 and the
               frequency in each score

N   : number of cases

b. Median

The second step was to find median the variable. According to Sudjiono (2010) "The median is value or a number that divided distribution data into two parts but the number is the same. To get the median the formula is as follows:

$$\text{Median} = \text{Rall} + \left(\frac{\frac{1}{2}N - fkb}{f} \right)$$

Notes :

N   : Number of Cases

Rall   : Real Apparent Lower Limit

f   : Frequency

fkb   : Frequency lower limit under the mean score class

c. Mode

Mode is the score that most frequently arises in each data (Sudjiono, 2010:105). If there is more than, the lowest value is taken.

d. The Standard Deviation

The next is the standard deviation (SD). To get it, the formula is as follow:

$$SDx = \sqrt{\frac{fx_2}{N}} \qquad\qquad SDy \;\; = \sqrt{\frac{fy_2}{N}}$$

Explanation:

N   = number of cases

SD   = standard deviation

$\sqrt{fx_2}$ = the total number of deviation variable X after having square process.

$\sqrt{fy_2}$ = the total number of deviation variable Y after having square process

e. Range

Range is the difference between the low score and high score (Sudjiono, 2010:144). It is formulated below:

$$R = \; H - L$$

Where:

R = Range, H= High Score, and L= Low Score

2. Inferensial Statistic

After finding the mean, medium, modus, and the standard deviation of each variable, the researcher has used T-test formula. The researcher

used T-test to know significant differences of teaching reading by using DRTA and KWL method at MTsN Kanigoro Kediri. After collecting the data, the writer analyzed by using T-test formula states by Sudijono (2010:284), as follow:

$$t = \frac{M_1 - M_2}{SE_{M1-M2}}$$

Notes:

t_0 $= t$ score/ t statistic

M_1 $=$ Mean of DRTA

M_2 $=$ Mean of KWL

SE_{M1-M2} $=$ Standard Error of Mean of Difference

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher provided description of the data which discussed the characteristics of each variable, the testing of the hypothesis which explains the result of the static computation and also the discussion of this research.

A. Research Finding

The research finding presented the results of the research that were described by providing number of graphs, chart, and tables. The subjects of this research were the students of E class and I class in the second year of MTsN Kanigoro Kras Kediri which consist of 40 students for E class and 39 students for I class. They were given test after the researcher did the treatment. It was done in order to know the students ability in comprehending the text.

The description of data discussed about the data of each variable and reports after being computed using descriptive statistic like histogram, mean, standard deviation, etc. The results of statistic computation were as follows:

1. The Students' Reading Ability in Comprehending Narrative Text after being Taught Using DRTA (Direct Reading Thinking Activity) Method.

In the process of teaching reading, the DRTA method was applied in the students of E class in MTsN Kanigoro Kras Kediri which consists

of 22 females and 20 males. It showed that the students were able to follow the process of learning very well. They were very enthusiasms and pay more attention to the lesson given by researcher. Before teaching, the researcher explained early about using DRTA as clearly as possible. It aimed to avoid confusion of the students in catching method given by researcher. So that the students can join this class very well.

After giving explanation about using this strategy, then researcher provided and shared the material related to narrative text. The students were asked to read silently, comprehended the text for a few minutes then they were asked to predict what the content of the text were talking about. They were very diligent and obeyed what the researcher said like asking the students to read silently although there were few of students that did not pay attention to the instruction.

After reading silently, they were asked some questions related with the topic of narrative text. Almost all of them directly responded and could answer the teacher's question.

Here, the researcher got data from students in the form of scores. To get the scores, the researcher gave test early. The results of posttest by using DRTA method were presented below:
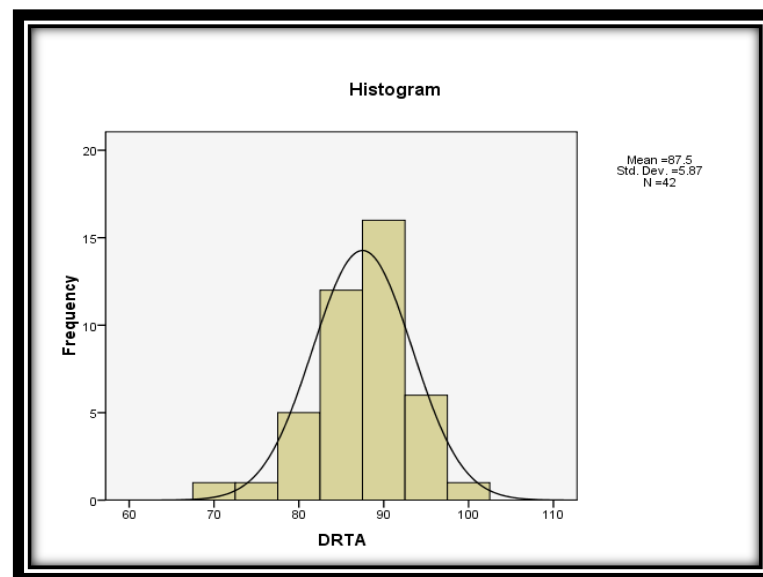
4.1 Table Frequency of Posttest Using DRTA Method

DRTA

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	70	1	2.4	2.4	2.4
	75	1	2.4	2.4	4.8
	80	5	11.9	11.9	16.7
	85	12	28.6	28.6	45.2
	90	16	38.1	38.1	83.3
	95	6	14.3	14.3	97.6
	100	1	2.4	2.4	100.0
	Total	42	100.0	100.0	

The researcher also gave elaborate histogram to make the data clear. The histogram of the result of posttest by using DRTA method was presented below:

Figure 4.1. Histogram of posttest using DRTA method

Based on the table above showed that score minimum is 70 and score maximum is 100. Score 70 has 1 frequency (2,4%), score 75 has 1 frequency (2,4%), score 80 has 5 frequencies (11,9%), score 85 has 12

frequencies (28,6%), score 90 has 16 frequencies (38,1%), score 95 has 6

frequencies (14,3%), and also score 100 has 1 frequency (2,4%).

Besides showing the frequency and the histogram of the result of

posttest by using DRTA method, the researcher also showed the

maximum and minimum score, range, mean and standard deviation by

using SPSS software 16.0 version. The data can be seen below:

4.2 Table Statistic Data of Posttest Using DRTA Method

Statistics

DRTA

N	Valid	42
	Missing	0
Mean		87.50
Std. Error of Mean		.906
Median		90.00
Mode		90
Std. Deviation		5.870
Variance		34.451
Range		30
Minimum		70
Maximum		100
Sum		3675
Percentiles	15	80.00
	25	85.00
	45	86.75
	50	90.00
	75	90.00

From the result above, the researcher analyzed the data by using

SPSS 16.0 version that can be seen the highest score is 100 and the

lowest score is 70, while the range is 30. Beside that the mean of variable

is 87,50, the median of variable is 90, 00, the standart deviation is 5,870 and the modus is 90.

The number of students is 42 students, and the researcher made categorization of the posttest score. It can be seen below:

4.3 Table categorization score of post-test using DRTA method

Intervals	Frequency	Categorization	Percentage
91 - 100	7	excellent	17%
81 - 90	28	Very good	67%
71 - 80	6	good	14%
61 - 70	1	Fair	2%
0 - 60	0	poor	0%

The researcher also gave elaborate chart to make the data clear. The chart of the result of posttest by using DRTA method was presented below:
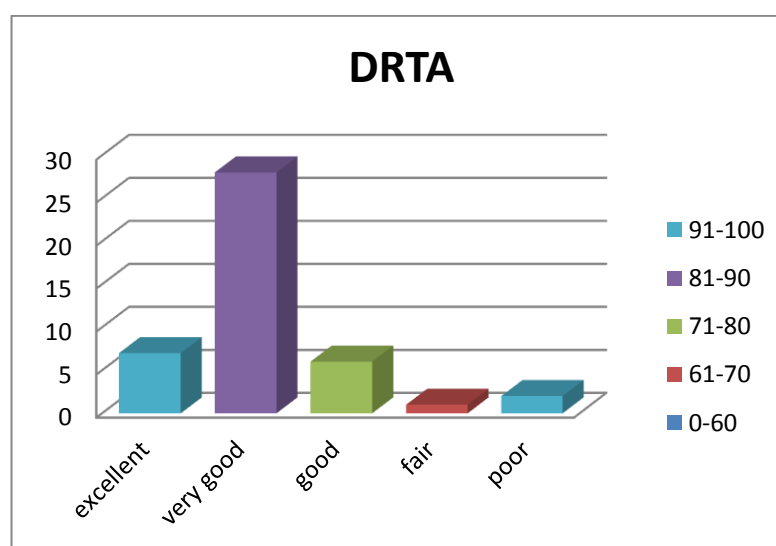

Figure 4.2 chart categorization posttest using DRTA method

Based on the table and chart above, we know that zero students or 0% get score between 0-60 in poor categorization, 1 student or 2% get score 61-70 in fair categization, 6 students or 14% get score between 71-80 in good categorization, 28 students or 67% get score between 81-90 in very good categorization, and 7 students or 17% get score between 91-100 in excellent categorization. It mean that the reading ability of students in comprehending narrative text taught by using DRTA method was in very good category because 67% of students got 81-90 score.

2. The Students' Reading Ability in Comprehending Narrative Text after being Taught Using KWL (Know-Want-Learn) Method.

In teaching learning process using KWL method, the researcher found that the students especially male less interesting in joining this lesson. They prefer playing a game to study English lesson. Although almost of them crowded, there were female who always pay attention to the teacher. When the teacher gave question related with the topic, almost of female enthusiasm in answering the question. While almost of male could not answer the question given by teacher correctly.

The role of using KWL method here was the students have to predict the content of text and fill in the column that provided early. They felt difficult in filling the column because they were confused to arrange the words.

In this case, the researcher described the students' reading ability after being taught by using KWL strategy. The researcher gave post-test to the students to get the data. It was used to know the level of the students' reading ability in comprehending narrative text after being taught by using DRTA strategy. The results of post-test were presented below:

4.4 Table Frequency of Post-Test Using KWL Method

KWL

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	70	4	10.3	10.3	10.3
	75	9	23.1	23.1	33.3
	80	11	28.2	28.2	61.5
	85	10	25.6	25.6	87.2
	90	3	7.7	7.7	94.9
	95	2	5.1	5.1	100.0
	Total	39	100.0	100.0	

The researcher also gave elaborate histogram to make the data clear. The histogram of the result of post-test was presented below:
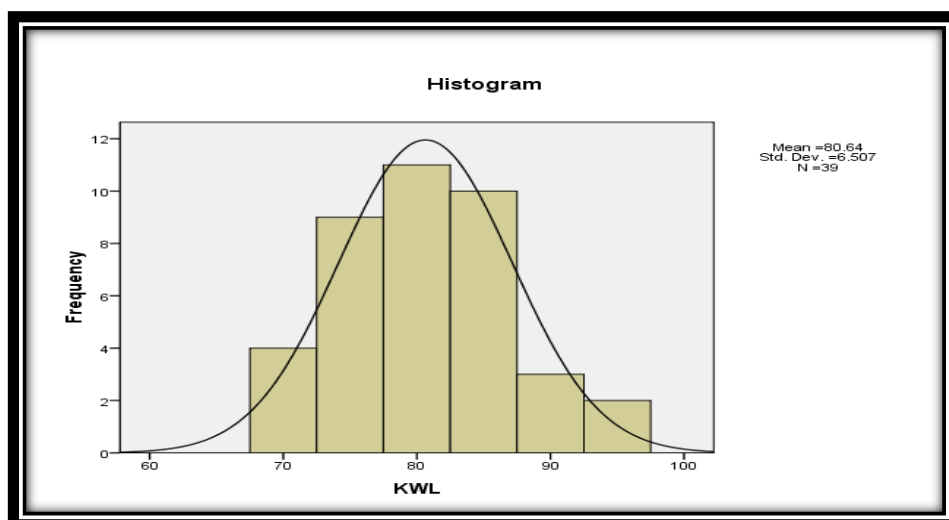

Figure 4.3 Histogram of posttest using KWL method

Based on the table and histogram above, the score minimum is 70

and score maximum is 95. Score 70 has 4 frequencies (10,3%), score 75

has 9 frequencies (23,1%), score 80 has 11 frequencies (28,2%), score 85

has 10 frequencies (25,6%). Score 90 has 3 frequencies (7,7%), score 95

has 2 frequencies (5, 1%).

Besides showing the frequency and the histogram of the result of

post-test, the researcher also showed the maximum and minimum score,

range, mean and standard deviation by using SPSS software 16.0 version.

The data can be seen at the table 4.5 below:

4.5 Table Statistic Data of Post-Test Using KWL Method

Statistics

KWL

N	Valid	39
	Missing	0
Mean		80.64
Std. Error of Mean		1.042
Median		80.00
Mode		80
Std. Deviation		6.507
Variance		42.341
Range		25
Minimum		70
Maximum		95
Sum		3145
Percentiles	15	75.00
	25	75.00
	45	80.00
	50	80.00
	75	85.00

From the result above, the researcher analyzed the data by using SPSS 16.0 version that can be seen the highest score is 95 and the lowest score is 70, while the range is 25. Beside that the mean of variable is 80,64, the median of variable is 80, 00 and the modus is 80.

The numbers of students were 39 students, and the researcher made categorization of the post-test score. It can be seen below:

4.6 Table Categorization Score of Post-Test Using KWL Method.

Intervals	Frequency	Categorization	Percentage
91-100	2	excellent	5%
81- 90	13	Very good	33%
71 - 80	20	good	52%
61 - 70	4	fair	10%
0 - 60	0	poor	0%

To make easy the reader read the detailed information, the researcher provided the chart. It can be seen below:
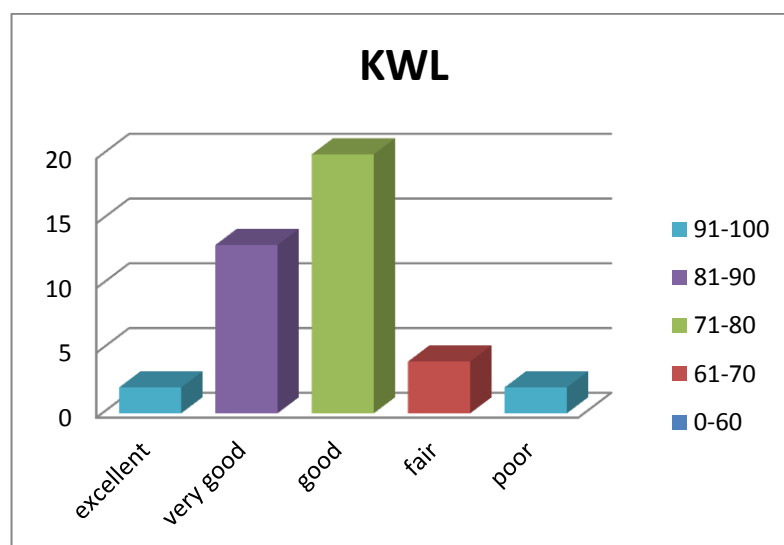

Figure 4.4. Histogram Categorization Posttest Using KWL Method

Based on the table and the score above, we know that zero students or 0% get score between 0-60 in poor categorization, 4 students or 10% get score 21-40 in fair categorization, 20 students or 52% get score between 71-80 in good categorization, 13 students or 33% get score between 61-80 in very good categorization, and 2 students or 5% get score between 91-100 in excellent categorization.

3. **The Differences the Student's Achievement when They are Taught by Using DRTA and KWL Method.**

There were many methods when a teacher teaches their students. The method can be developed or not depend on the teacher and the methods. Based on this reason, teacher should have a good method to teach their students. Here, the researcher used two methods to know the significant differents score in teaching reading. It also aimed to know which one of the methods is better. They were DRTA (Direct Reading Thinking Activity) and KWL (Know-Want-Learn) strategy.

The alternative hypothesis (Ha) states that *There is significant different score in student's reading ability by using DRTA dan KWL method is accepted.*

To know the significant differencess score taught by using DRTA and KWL method in comprehending reading text at the second year of students of MTsN Kanigoro Kras Kediri, the researcher analyzed the result

of post test DRTA and posttest KWL method. In this data analyzed, the researcher used t-test and the result of them is consulted with t-table.

4.7 Statistic Significant Different Score Using DRTA and KWL Method.

Statistics

		DRTA	KWL
N	Valid	42	39
	Missing	0	3
Mean		87.50	80.64
Std. Error of Mean		.906	1.042
Median		90.00	80.00
Mode		90	80
Std. Deviation		5.870	6.507
Variance		34.451	42.341
Skewness		-.617	.279
Std. Error of Skewness		.365	.378
Range		30	25
Minimum		70	70
Maximum		100	95
Sum		3675	3145

From the table above, the researcher got the data between posttest using DRTA and KWL method. It showed from the mean score of DRTA is 87,50 and the mean score of post-test using KWL is 80,64. The standard error score of DRTA is 0,906 and KWL is 1,042. The median score of DRTA is 90,00 and KWL is 80,00. The mode of DRTA is 90 and KWL is 80. The standard deviation of DRTA is 5,870 and KWL is 6,507. The variance score of DRTA is 34,451 and KWL is 42,341. The range score of DRTA is 30 and KWL is 25. The minimum score of DRTA is 70 and KWL is 70. The maximum score of DRTA is 100 and KWL is 95. The total score of DRTA is 3675 and KWL is 3145.

In this thesis the researcher compared the student's score after the students are taught by using DRTA and KWL method. The table can be seen in table below:

**Table 4.8 Differences of Score Taught by Using DRTA and KWL Method**

No	Name	Score of DRTA	Name	Score of KWL
1	AV	80	AN	85
2	AE	100	AY	80
3	AS	95	AA	70
4	AV	90	AS	85
5	AF	90	AP	70
6	AE	90	AF	70
7	AR	80	AP	75
8	BN	80	CR	95
9	BG	85	CM	75
10	BH	90	DF	85
11	BJ	90	DA	95
12	CG	85	ES	90
13	CN	90	FD	80
14	CK	85	FE	85
15	DY	90	GN	70
16	DR	90	HN	90
17	DJ	95	IG	75
18	DK	85	IJ	75
19	EF	85	IS	90
20	EH	95	LD	80
21	EK	95	MR	80
22	FY	75	MS	75
23	FU	95	MT	80
24	FN	90	MU	85
25	GH	90	MJ	75
26	GT	90	MF	90
27	HJ	90	MF	80
28	HU	80	MN	85
29	IK	95	MB	90
30	IO	85	NN	75
31	JD	90	NT	80
32	JG	70	NL	85
33	KM	85	RN	90
34	KL	80	SM	80
35	KI	95	SN	85
36	LO	85	SU	85

No	Name	Score of DRTA	Name	Score of KWL
37	PL	95	IK	80
38	RE	85	IB	80
39	RG	90	UM	80
40	SG	85		-
41	SV	95		-
42	WS	85		-

To make easy to identify the researcher provided chart. It can be seen in a chart below:
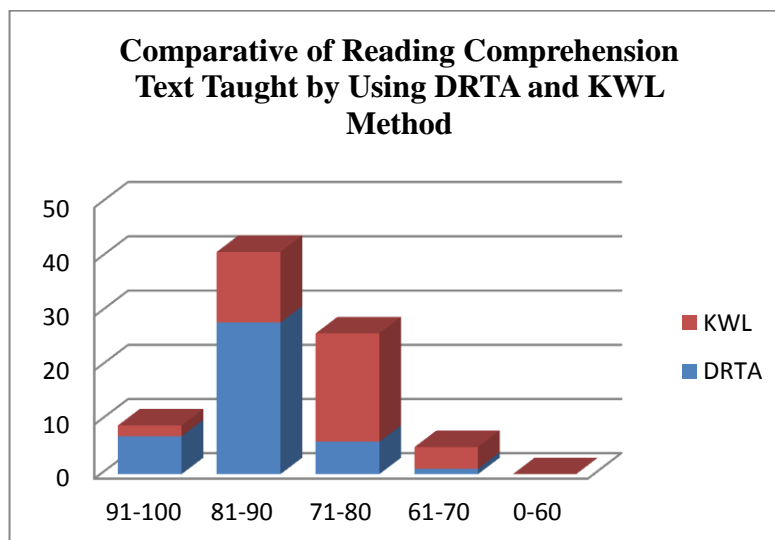
Figure 4.5. Histogram categorization posttest using DRTA and KWL method

From the table above was shown that the result of reading test with DRTA and KWL method after teaching and learning process. The researcher got data of test reading comprehension text using DRTA and KWL method. The subjects of this research were E class and I class which consist of 42 students for E class and 39 for I class. The result of teaching reading comprehension text using DRTA was higher than using KWL

method. It showed that there were 1 student who gets 61 -70 in teaching

DRTA and 4 students who get 61-70. By using DRTA there were 6

students who get 71-80 and 20 students taught by using KWL. there were

28 students who get 81-90 taught by using DRTA and 13 students taught

by using KWL. there were 7 students who get 91-100 taught by using

DRTA and 2 students taught by using KWL method.

Table 4.9 Table of Group Statistic

T-Test

Group Statistics

	METHOD	N	Mean	Std. Deviation	Std. Error Mean
NILAI	DRTA	42	87.50	5.870	.906
	KWL	39	80.64	6.507	1.042

The table group statistic T-Test above showed that N (count the

students of E class and I class in MTsN Kras Kediri). The methods were

DRTA (Direct reading thinking activity) and KWL (Know-Want-Learn).

The mean of DRTA is 87,50 and the mean of KWL is 80,64. Standart

deviation of DRTA is 5,870 and KWL is 6,507. The standart error mean of

DRTA is 0,906 and KWL is 1,042.

Table 4.10 Table of Independent Sample Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
NILAI	Equal variances assumed	.376	.541	4.987	79	.000	6.859	1.375	4.122	9.596
	Equal variances not assumed			4.968	76.591	.000	6.859	1.381	4.110	9.608

From the table, the result of t-test (independent sample test) can be seen that the number of t_{count} is 4,987. It is higher than t_{table} at either 5% or 1% significant level. In the 5% level, the value is 1,99 while in 1% is 2,64. So the value is significant at level 1% or 5%. It can be seen at appendix 6 which showed that 1,99<4,987>2,64. It means that Ho is rejected, so there are significant different scores between those taught by using DRTA and KWL method. It can be concluded that by comparing both of variable (DRTA and KWL) method there are significant different score in this case the mean of DRTA is higher than the mean of KWL method.

B. Hypothesis Testing

Amirudin (2000:189) states " If $t_{table} \leq t_{count}$ then Ho is rejected and Ha is accepted". As stated at previous chapter there are two kinds of hypotheses. They are H_a (Alternative Hypothesis) and H_O (Null Hypothesis)). H_a says that there is significant difference score in student's reading ability between taught by using DRTA (Direct Reading Thinking Activity) and KWL (Know-Want-Learn) method in second year students of MTsN Kanigoro while H_O (Null hypothesis) says that there is no any significant different score in student's reading ability between taught by using DRTA (Direct Reading Thinking Activity) and KWL (Know-Want-Learn) method in second year students of MTsN Kanigoro.

The testing hypothesis is done by using Independent T-test through SPSS 16.0 version. Whether the null hypothesis (Ho) is rejected or accepted, it will be proved under the interpretation of the output on Independent T-test. The interpretations to test the hypotheses are stated as follow:

1. If the value of t_{count} is higher than t_{table} in df 79 with the significant level at 5% or 1 %, the H_o (Null hypothesis) is rejected and H_a (Alternative hypothesis) is accepted. It means that there is significant different score in student's reading ability taught by using DRTA (Direct Reading Thinking Activity) and KWL (Know-Want-Learn).

2. If the value of t_{count} is lower than t_{table} in df 79 with the significant level at 5% or 1 %, the H_o (Null hypothesis) is accepted and H_a (Alternative hypothesis) is rejected. It means that there is no significant different score

in student's reading ability taught by using DRTA (Direct Reading Thinking Activity) and KWL (Know-Want-Learn).

Based on column independent t test on table 4.10 above shows that t_{count} is 4,987. To prove it, the researcher provides the formula as follow:

$$t = \frac{M_1 - M_2}{SE_{M1-M2}} = \frac{87,50 - 80,64}{1,375} = 4,987$$

With this formula it can be read that t_{count} is 4,987. So, it can be concluded that t_{count} (4,987) is higher (>) than t_{table} (1,99 at 5% or 2,369 at 1%) so Ho is rejected. Consequently, the alternative hypothesis (Ha) which states that there is significant different score in student's reading ability taught by using DRTA (Direct reading thinking activity) and KWL (Know-want-learn) method is accepted.

C. Discussion

1. The Discussion of Student's Reading Ability Taught by Using DRTA (Direct Reading Thinking Activity) Method.

From the presentation and the students' analysis of reading text taught by using DRTA strategy in the previous chapter, the researcher has found the result of student's ability in comprehending reading text. The researcher has just given treatment and gave post test. The test is done in order to know the student's reading ability. The result of test was

computed by using SPSS 16.0 version that can be seen that the lowest score is 70 and the high score is 100. There are 1 student who get the lowest score and also 1 student who get the high score. Then the mean is 87,50, the median is 90,00, and the standard deviation is 5,870.

Stauffer (in Katherine 2008) states that DRTA begins with a discussion and prediction based on the title, pictures, a paragraph or page of the story. There are some procedures that can be done; first of all is initial contact with the text is limited so that the discussion will raise questions and predictions, next is once a purpose has been set, the students read silently to determine if their prediction was accurate. The teacher should ask, "Did you find out what you wanted to know?", after that is further discussion ensues regarding the various predictions, plus the added knowledge of facts gleaned from the text read. Students should be encouraged to prove or disprove predictions by orally re − reading the relevant part of the story, lastly is the process continues until the story is complete. The teacher acts as a facilitator throughout the process rather than an initiator of predetermined questions.

In this research, the researcher applied this method by introducing this strategy firstly and then giving narrative text to the students and stimulating by asking question like "what do you think this text is talking about?". After students responded the question, the researcher asked the students to read silently and making prediction. It can be the students more active because they are asked to think about something and not passive.

After that both of researcher and the students make verification to prove the prediction of students that has been stated before.

Based on the table categorization, the result of teaching reading taught by using DRTA is very good because almost of the them got very good categorization. It is proven that there were 24 students who get score between 81-90 or 67%. And based on the result and theories above it can be conclude that this method can make the students more to be active because in this strategy guide the students in asking question about the text, make prediction and then give confirmation toward prediction that have they made.

2. **The Discussion of Student's Reading Ability Taught by Using KWL (Know – Want-Learn) Method**

From the presentation and the students' analysis of reading text taught by using KWL method in the previous chapter, the researcher has found the result of student's ability in comprehending reading text. Same with DRTA method that have stated above, this method also was started with applying treatment and the last giving posttest to the students. . The test is done in order to know the student's reading ability. The result of test was computed by using SPSS 16.0 version that can be seen that the lowest score is 70 and the high score is 95. There are 4 students who get the lowest score and 2 students who get highest score. Then the mean is 80,64, the median is 80,00, and the standard deviation is 6,507.

As stated Vacca (2008:232) in previous chapter, KWL can be defined as meaning – making strategy that engages the students in active text learning. The strategy creates an instructional framework that begins with what students know about the topic to be studied, moves to what the students want to know as they generate question about the topic, and leads to a record of what students learn as a result of their engagement in the strategy. The follow up activities to KWL include discussion. The construction of graphic organizer, and summary writing to clarify and internalized what has been read.

In this research, the researcher was applying this method by introducing method firstly and giving narrative text then the researcher presented three columns that consist of K column begin with students want to know about the topic, W column which moves to what students want to know as they generate question about the topic like ask, " What do you want to know more about? What are you most interested in learning about?, And then L column which leads to a record of what the students learn as a result of their engagement of the strategy. In conducting this research, the students have difficulty in attempting the statement based on the column that have provided before. It was avoided if the researcher helped them by giving example or stimulate about the topic.

Based on the table categorization, the result of teaching reading taught by using DRTA is good because almost of them got good categorization. It is proven that there were 20 students who get score 71 –

80 or 52%. Based on theory stated before, it can be concluded that this strategy belongs to engaging students in active learning but in this research, almost of students have difficulty in applying this strategy because they felt confuse in attempting the statement based on the text in 3 columns that have provided by researcher.

3. **The Discussion of Analysis Data on Significant Differences between Students's Reading Ability Taught by Using DRTA (Direct Reading Thinking Activity) and KWL (Know-Want-Learn) Method.**

Regarding on the statement stated in the first chapter, the objectives of this research are to find out the student's score in reading taught by using DRTA., to find out the student's score in reading taught by using KWL, and also to find out which one is more effective between Direct Reading Thinking Activity (DRTA) or Know – Want - Learn (KWL) in teaching reading to improve the students achievement in reading comprehension. The researcher analyzed the data by using SPSS 16.0 version and then the results of them are consulted with t-table at 1% and 5% significant level.

From the result analyzed of the data, the researcher got data from both of posttest using DRTA and KWL method where the mean of DRTA is 87,50 and KWL is 80,64. The median of DRTA is 90,00 and KWL is 80,00. The standard deviation of DRTA is 5,870 and KWL is 6,507, the mode of DRTA is 90 and KWL is 80. The score minimum of both DRTA

and KWL is 70. The score maximum of DRTA is 100 while KWL is 95. The total score of DRTA is 3675 and KWL is 3145.

Those data analysis is to know the significant difference between DRTA and KWL method toward reading ability in comprehending text. In this case, the data got from computation of using descriptive statistic that is t-test. The result of t-test (independent t- test) the number of students is 81, the t value is 4,987, the degree of freedom is 79 and means difference of the variables is 6,859 and 95% confidence interval of the difference the lower value is 4,122 and the upper value is 9,596.

From the data analysis explained above, it can be concluded that there is significant different score in teaching reading by using DRTA and KWL method. It was proven by showing the different score between DRTA and KWL where the mean of DRTA is 87,50 and KWL is 80,64. Both of them get score upper KKM (*Kriteria Kelulusan Minimal*) and it also can be seen that the score of DRTA is higher than KWL method. So, it can be called as DRTA method is more effective in teaching reading than KWL method.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter the researcher explained conclusion and some suggestions. Conclusion was taken from the result of research which has been done and suggestion was given from the increasing quality of teaching reading especially in using good learning strategy and also for next research especially in reading skill.

A. Conclusion

From the result in doing research, it can be concluded as follow:

1. The student's reading ability taught by using DRTA method is in very good category. It was proven by showing the mean of DRTA is 87,50. It was also belong to upper than KKM (*Kriteria kelulusan minimal*) that is 75,00. The highest score is 100 which attempted of 1 student and the lowest of score is 70 which attempted of 1 student.

2. The student's reading ability taught by using KWL (Know-Want-Learn) method is in good category. It was proven by showing the mean of KWL is 80,64. It was also belong to upper than KKM (*Kriteria kelulusan minimal*) that is 75,00.The highest score is 95 which attempted of 2 students and the lowest score is 70 which attempted of 4 students.

3. DRTA (Direct Reading Thinking Activity) method is more effective method in teaching reading text than KWL (Know-Want-Learn) method. It is proven by the mean of post test in DRTA 87,50 is higher

than posttest using KWL method 80,64. Then there is significant different score between DRTA and KWL method. From result of independent t-test in table 4.10 above, it can be seen that the number of t-test is 4,987. From SPSS showed that the result is significant at two tails. Consulting to t-table in appendix 6, the result is higher than t-table at either 5% or 1% significance level. In the 5% level, the value is 1,99 while in 1% is 2,64. It can be seen that 1,99<4,987>2,64. So, based on statement above it can be concluded that DRTA mehod is more effective than KWL method in teaching reading text at second year of students MTsN Kanigoro Kediri in the academic year 2013/2014.

B. Suggestion

This research has been done and the result of research has been explained clearly above. Based on the research, the researcher wanted to give some suggestions to the teacher, students, and the next researcher.

1. For the teacher

Teachers are suggested to give more attention toward the process of teaching and learning because the successful of teaching and learning depended on the strategy applied by the teacher. Thus, the teacher can use this strategy (DRTA) in the process of teaching learning because it has been proved that is effective. The procedure can be used by the teacher in

asking the students to make prediction about the content of the text by showing the title, students read aloud the text, and students think about their prediction if their prediction is suitable with the content of the text or need to be revised. Beside that the teacher should be more creative in applying this strategy in order to make the students interesting in joining the class.

2. For the students

The suggestion for the students in usage DRTA strategy for teaching reading are: the students can use DRTA strategy if they want to increase their reading ability and it is a good strategy to make the students thoughtful readers because the DRTA strategy here means a comprehension strategy that guide the students in asking question about the text and make prediction then give clarification the prediction before. Beside that the students are suggested to be more active in reading. It can improve their reading comprehension.

3. For the next researcher

The suggestions for the next researcher related with the research of DRTA strategy usage for teaching reading are: this study can be an example of conducting next research at similar independent variable in this case DRTA method in teaching reading narrative text at junior high school. So that for next researcher who wants to conduct similar research can use this thesis as their references. Beside that the next researcher are

suggested to make more detail explanation and more complete in conducting this research.