

**THE EFFECT OF DIRECTED ACTIVITIES RELATED TO TEXT
(DART) METHOD IN IMPROVING STUDENTS'
READING COMPREHENSION**

SKRIPSI

*Submitted In Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

By:

FEBRY ULFIANDA
NPM. 1402050224



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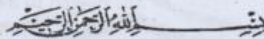
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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext, 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata 1
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara



Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Jumat, Tanggal 19 Oktober 2018, pada pukul 08.00 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa:

Nama : Febry Ulfianda
NPM : 1402050224
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Directed Activities Related to Text (DART) Method in Improving Students' Reading Comprehension

Dengan diterimanya skripsi ini, sudah lulus dari ujian Komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd).

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PANITIA PELAKSANA

Ketua

Sekretaris

Dr. H. Elfrianto Nasution, S.Pd., M.Pd.

Dra. Hi. Syamsuarnita, M.Pd.

ANGGOTA PENGUJI:

1. Erlindawati, S.Pd., M.Pd
2. Prof. Dr. H. Syahron Lubis, MA
3. Pirman Ginting, S.Pd., M.Hum

2. _____
3. _____



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UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Febry Ulfianda
N.P.M : 1402050224
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Directed Activities Related to Text (DART) Method in
Improving Students' Reading Comprehension

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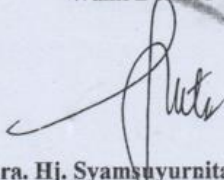
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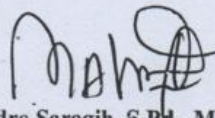
Pirman Ginting, S.Pd., M.Hum.

Diketahui oleh:

Wakil Dekan I

Ketua Program Studi


Dra. Hj. Syamsyurnita, M.Pd


Mandra Saragih, S.Pd., M.Hum.

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Nama Lengkap : Febry Ulfianda
N.P.M : 1402050224
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Directed Activities Related to Text (DART) Method in Improving Student's Reading Comprehension

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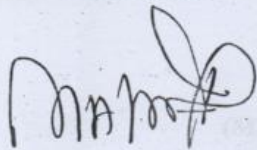
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Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris



Mandra Saragih, S.Pd, M.Hum

ABSTRACT

Febry Ulfianda, 1402050224, *The Effect of Directed Activities Related to Text (DART) Method in Improving Students' Reading Comprehension*. Skripsi. English Education Departement, Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara (UMSU). Medan, 2018.

This study was attempted to investigate learning reading by using Directed Activities Related to Text (DART) Method. The objective of this research was to find out the significant effect of using Directed Activities Related to Text (DART) Method on students' comprehension in reading. The method used in this study was an experimental research. This research had been conducted at SMP Asuhan Jaya Medan jalan Kayu Putih , Tj.Mulia Hilir Kecamatan Medan Deli North Sumatera Indonesia. The population of this research were the eight grade classes in academic year 2018/2019 which consisted of 3 classes, the researcher took 2 classes by using directed activities related to text method, VIII-1 was as the experimental class that consisted 28 students and VIII-2 was the control class which involved 30 students. Each class was given a pre-test, treatment, and post-test. The control class was taught by using lecture method meanwhile the experimental class was treated by using directed activities related to text method. The instrument of this research was written. The data were analyzed by using t-test formula. Then, the result showed that $t_{\text{observe}} (6,14)$ was higher than $t_{\text{table}} (2,00)$ with the degree of freedom ($df = 56$) for two-tailed test ($6,14 \geq 2.00$). It means that the null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted, in conclusion, there was the significant effect on the students ability in reading comprehension narrative text method was more significant than using lecture method.

Keyword: Directed Activities Related to Text Method, Reading Comprehension.

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Alhamdulillahirabbil'amin. In the name of Allah SWT, the modbeneficent and the most Merciful. Firstly, the writer would like to thanks to Allah SWT, the most Almighty and Most Gracious for the bless who has given me the opportunity in finishing and completing this skripsi. Secondly, blessing and peace be upon to our prophet Muhammad SAW, who had brought us from the darkness into brightness one in the world.

This study entitled —*The Effect of Directed Activities Related to Text (DART) Method in Improving Students' Reading Comprehension.* It was not easy for the researcher in finishing this study. There were many difficulties and problem faced by her, physically and mentally. Without helping the following people, it might be impossible for her to finish it. Therefore, she would like to thank especially to her dearest and lovely great parents, Sumpeno and Purwanti, million grateful words would never be enough to endless love, care, attention, pray, encouragement and hearth they have given. The researcher also would like to express her gratitude and appreciation to:

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Hopefully, the findings of this research are expected to be useful for those who read this study and interested to the topics. Finally, the researcher realizes that the study is still far being perfect in spite of the fact the researcher has done the best to complete this study.

Therefore, the researcher expected constructive criticism, comments, suggestions are welcomed for further improvement of this study. May Allah the most Almighty always bless all of us.

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CHAPTER 1

INTRODUCTION

A. The Background of Study

Reading is one of skills that should be mastered by students because reading will add their knowledge which is informed by the text. According to Patel and Jain (2008), reading is an active process which consist of recognition and comprehension skill, an important skill activity in life can update his/her knowledge, and important tool for academic success. This statement explains that by reading, students will improve their knowledge to help them success in academic level.

In teaching english, the students were intended to master four language skills. They were listening, speaking, reading, and writing. As one of the four language skills, reading holds an important role in learning. By reading, people were able to get a lot of information from printed materials and text. According to Patel and Jain (2008), reading is a way to get information from the printed page an interpret the information appropriately.

Burns (1984), also quotes that reading is a thinking process,that is why reading is intended notonly the students can read the printed page as graphic symbols, but also they are supposed to be able to comprehend the text itself bythinking about the meaning of information given by the text. Unfortunately, the facts were diffrent. While conducting teaching practice in SMP ASUHAN JAYA in 2017, the writer observed that most of students in Junior High School still found difficult to comprehend the text. The students did not understand what the

test was about. Most of them became passive learners because they did not understand what the words means. Besides, they were not creative in answered the question because they could not restate the ideas by their own words which is needed in answered the essay test. As a consequence, learning reading comprehension made them bored and teaching reading process could not run well.

Thus, to overcome the problem above, the teacher should consider the most effective strategy to improved the students reading comprehension in reading the text. There were some alternative strategies that often used in improved students reading comprehension.

In this study, the alternative strategy that was used in teaching reading comprehension is Directed Activitiy Relacted to Text (DART) strategy which is developed by Gardner and Lunzer (1980). DART encourage students to read text in more detail and develop the text more than just getting the text understanding, because in this activity they will not only read the regular text in the paragraph but in the visual text like image, diagram and graph. DART also can help students to remember the information, developed the idea and increased the learning motivation because they get involved actively in the learning activity. This technique was also aimed to encourage students to read actively and independently, and it can be used for any levels of student with any types of text. Therefore, Brindley (1994) insists that DART is the central value placed on exchanges by pupils in small group. Those, this paper will describe the application of DART method in teaching reading for senior high school students. It can be used as information of the DART procedure that can be applied by the teacher in teaching reading comprehension.

Based on the explanation above this study motivated the writer to conduct a research to find out the effect of applied Directed Activity Related to Text (DART) strategy to make better outcomes of students reading comprehension.

B. The Identification of Problem

The problem of the study was identified as follows :

1. The students had low ability to comprehend the text especially in the reading comprehension.
2. The students fell bored and uninterested in learning comprehension.

C. The Scope and Limitation

The scope of this research was focused on reading comprehension and limitation on reading narrative text.

D. The Formulation of the Problem

The problem of the study was formulated as follow : “is there any significant effect of applying Directed Activity Related to Text (DART) strategy on students reading comprehension ?”.

E. The Objective of the Study

The objective of the study was to investigated the significant effect of applied Directed Activity Related to Text (DART) strategy on students reading comprehension.

F. The Significance of the Study

The finding of this study were expected to be useful theoretically and practically.

1. Theoretical Benefits

The result of the research was expected to provide readers with problem in teaching reading comprehension by using DART method .

2. Practical Benefits

- a. As an alternative method in teaching reading comprehension.
- b. It can improved students reading comprehension skill.

CHAPTER II

RIVIEW OF LITERATURE

A. Theoretical Framework

In conducted a research, theories are needed to explain some concepts in the research will be concerned. This chapter presents a review of related literature and explanation of the related materials, which is aimed to give some clarification of the team used in this study.

1. Reading

Reading is a process to obtain information or knowledge that use eye sensory from something written. Nunan (2003) said “Reading is a fluent benefit of this strategy process of readers combining information from a text and their own background knowledge to build meaning”. This indicates that the reader can build a sense of the information which read. In other words, According to Linse (2005), reading is a set of skill that involves making sense and deriving meaning from printed word. It stated that reading skill which makes understanding from the written text by the reader.

Brown (2004) stated that the types of reading. In this case of reading, variety of performance is derived from more the multiplicity of types of the text than from the variety of event types of performance. Nevertheless, several types of reading performance are typically identified as follows:

a. Perceptive

Perceptive reading task involved attending to the components of larger stretches of discourse: letters, word, punctuation and other grapheme, symbols. Bottom-up processing is applied.

b. Selective

In order to know one's reading cognitive of lexical, grammatical, or discourse features of language within a very short story, selective reading is applied.

c. Interactive

Included among interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must, in a psycholinguistic sense, interact with the text. Reading is a process of negotiating meaning; the reader brings to the text a set of schemata for understanding it and takes in the product of interaction.

d. Extensive

Extensive reading applied to text of more than a page, up to and including professional articles, essays, technical reports, short stories and books.

2. Comprehension

Comprehension is the essence of reading and the active process of constructing meaning from text Durkin (1993). Reading comprehension is a complex interaction among automatic and strategic cognitive processes that enables the reader to create a mental representation of the text van den Broek & Espin (2012). Comprehension depends not only on characteristics of the reader, such as prior knowledge and working memory, but also on language processes,

such as basic reading skills, decoding, vocabulary, sensitivity to text structure, inferencing, and motivation. Comprehension also required effective use of strategic processes, such as metacognition and comprehension monitoring. As readers mature in their comprehension skills, they are able to progress efficiently from the stage of learning to read to the ultimate goal of reading to learn Yovanoff, Duesbery, Alonzo, & Tindal,(2005).

3. Reading Comprehension

It is necessary for the students of Senior High School to master reading comprehension. Cooper (2003) stated that Comprehension is a processing which the reader should have knowledge about understanding the reading passage. The common questions on the passages are primarily about the main ideas, details, and an inference that can be drawn from the passages.

According to Singer (2002) reading comprehension has been defined as an interpretation of written symbols, the apprehending of meaning, the assimilation of ideas presented by the written, and the process of thinking while deciphering symbols. Further, reading comprehension is related closely to the cognitive competence of the readers, because this will produce comprehension.

In comprehending a topic, the readers interacted with the text related to the pre-questioning of the text prior experiences of construct meaning which can be found in the text. Skimming and scanning were two very useful techniques that will help the reader become a better reader.

a. Skimming

Skimming is a technique used to look for the “gist” of what the author is saying without a lot of detail Kustaryo (2002). This reading technique is used if

one wants to get a general impression of a book, essay, article and determine whether or not to read it more carefully. moreover, Yorkey (2004) defines that there two purposes of skimming: to locate a specific word, fact, or idea quickly, and to get a rapid general impression of the material.

Thus, in skimming the text, a reader needs to practice in order they can learn the key words and phrases which can cover all the material they are reading. To do the skimming, the reader should go through a passage quickly, jumping over parts of it, in order to get a general idea of what it is about.

b. Scanning

Scanning was quickly reading to find the specific information. Brown (2001) stated that, scanning was quickly searching for some particular piece or pieces of information in a text. By scanning, a reader mean glancing rapidly through a text either a text either to search a specific piece of information (e.g. name, date) or to get an initial impression of whether the text was suitable for a given purpose, Nuttalin Kahayanto (2005). When scanning the reader lets his or her eyes wander over the text until they were looking for, whether it was a place, a kind of food, a kind of verb, or a specific information. To enable the student to scan effectively, they should know what kinds of information they needs, also they should have the strong belief where he or she would find such information needed from the text.

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know what kinds of information they need, also, they should have the strong belief where he or she would find such information needed from the text.

4. Level of Reading

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

a. Literal Comprehension

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

b. Interpretative Comprehension

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

c. Critical Comprehension

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

d. Creative Comprehension

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

So, from the explanations above, it was concluded that all four levels of reading comprehension were important and need to be foster for the readers. These levels of comprehension were important, but in this research the researcher only focused on the one levels, namely was interpretative comprehension.

5. Narrative Text

Narrative is a type of written English text in which the people are amused and entertained by the writer, and to deal with actual and various experience in different ways Pardiyo (2007). Narrative is structured round the chronological development of events and is centered on a person or hero. Consequently, a narrative is usually personalized or individualized tells about the events related to the person or persons involved. Mark and Kathy (1997) state that narratives are usually told by a story teller. A good story must have

interesting content. It should tell the event or the audience would find engaging. As like a movie, narrative in which the audience see people in action and hear them speak. Therefore, it should be detailed and clear with even in arranged in the order in some other effective ways. From the definition above, it can be concluded that narrative is one of type texts assume and entertain the readers or the viewers by telling interesting stories that must have engaging detailed in their arrangement.

Gerot and Wignal (1994) said that genre could be defined as a culturally specific text type, which result from the use of language (written or spoken) to help accomplish something. Narrative is any written English text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience in different ways. Narration is a text containing five components orientation, evaluation, complication, resolution, and re-orientation by which the writer amuses, entertains people and deals with actual experience.

5.1 Characteristic of Narrative Text

1. Social Function

According to Feez (1998) the social function of narrative text is to entertain and amuse the readers or the viewer with the fictive or non-fictive experience.

2. Generic Structure

The generic structures of narrative texts were orientation, complication, sequence of events, resolution, and Coda. A more detailed generic structure of narrative text has been proposed by Anderson (2003) and Anderson who argue that a narrative text includes :

- a. Orientation that sets the scene (when and where) and introduces participants/character (who).
- b. Complication where a crisis arises and something happened unexpectedly.
- c. Resolution when the crisis is resolved in which the characters finally sort out the complication.
- d. A code which is closing to the narrative (an optional step).

5.2 Types of Narrative

Francis (2001) said that there were many types of narrative. They can be imaginary, factual or a combination of both. They may included fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myths and legends, historical narratives, ballads, slice of life, personal experience.

5.3 Dominant Language Features

In the narrative text, dominant language features were used: the first one is Focus on specific and usually individualized participants. The second one used of material process (and in this text, behavioral, and verbal process), the third one is used of relational process and Mental process. The last one is used of temporal conjunctions and temporal circumstances .

6 Teaching Method

6.1 Conventional Method (Lecture Method)

The conventional method emphasizes the important of mastering the lesson material. Conventional method was based on conventional approach to the target language, which regards the language as a body of grammatical rules

and an enormous number of words that were combined according to the rules. Conventional method thus focuses on grammatical structures and isolated items of vocabulary. One of conventional method was lecture method. Sudjana (2000) states that a lecture method is defined as one person speaking more or less continuously, to a group of people on a particular subject of them. Lecture is a teaching method where a teacher is the central focus of information transfer. Typically, a teacher will stand before a class and present information for the students to learn. Sometimes, they will write on a board or use an overhead projector to provide visuals for students. Students are expected to take notes while listening to the lecture. Usually, very little exchange occurs between the instructor and the students during the lecture.

From the passage above, it can be concluded that lecture method was teaching in which the teacher becomes the controller or teacher-centered approach and the students just respond what the teacher asks and they study in a silent way.

6.2 Advantages of Conventional Method (Lecture Method)

Killer (2007) said that the lecture method has advantages in teaching learning activities. Many facts can be presented in a short time in an impressive way, the teacher can stimulate very good interest in the subject, lecture can present a number of facts belonging to different subjects and also it can facilitate interdisciplinary approaches to topics, and the lecture appeals to those learners who learn by listening.

So in conventional method, the student just listens to the explanation of the teacher about the subject. When the teacher explained about the subject, the

teacher used national language, so the students did not use their language like mother tongue language. It means that the students can know the using of national language.

6.3 Disadvantages of Conventional Method (Lecture Method)

Killer (2007) argued that the conventional method also have disadvantages. The lecture may not be effective for higher order thinking skills, depending on the knowledge base and skill of the teacher. The lecture method can stifle learners creativity, learners are often passive where lecture fails to give feedback to both the teacher cannot keep students attention for a long time or for the whole lesson. Information tends to be forgotten quickly if taught through the lecture method.

So the weakness of lecturing method in learning process was not interactive because the students just listened the explanation of the teacher. The students should paid more attention if they want to understand about the subject. It means the students were not more active in learning process.

Based on explanation above it can be concluded that the conventional method (lecture) generally was the learning center teacher, and placing students as objects in the study. So here the teacher acted as versatile and as a learning resource. Conventional (lecture) learning system has a characteristic that the learning management was determined by the teacher the role of students only performed activities in accordance with the instruction of teachers. The lecture method was more focused effort or spend the subject matter, so that the lecturing method was more oriented on the text subject matter. Teacher tended to deliver any material, problems understanding or the reception quality of the material the

students got less attention seriously. The lecture method was conventional method, because it has always been used as a means of verbal communication between teachers and students in learning process and like the other method in teaching learning, the lecture method has the advantages and disadvantages in teaching process.

7. DART Method

DART are text processing strategies covering a wide range of text based activities developed by Lunzer and Gardener in the 1970. They are basically classroom reading comprehension activities which provide students opportunity to make active involvement in and with the texts (Interactingwith Texts, 2003). DART focus on prediction, sequencing, tabulation, closeexercises (word substitution) and so on. The text is divided in to different part by categorizing and recording information (Green, 2005). This enables them to create meaning from the words on the page.Types of Directed Activities Related to Texts (DART). DART encompass two types of activities: Reconstruction Activities, and Analysis Activities.

7.1 Reconstruction Activities

Reconstruction activities aim at reconstructing a text by inserting missing words, phrases or sentences or sequencing jumbled text. The teacher modifies the original text, omitting words, phrases or sentences, or text is cut into segments (Interacting with texts, 2003). These types of activities include: Text completion/ cloze procedures, sequencing, and prediction activities.

a. Text Completion/ Close Procedures

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

b. Sequencing

Sequencing was helpful to establish cause and effect in the text. A learner is required to think logically. The text is jumbled into lines, sentences or paragraphs. Students are asked to arrange them into meaningful and coherent text in a logical or time sequence. It assists students to structure the text. For successful completion of this activity, students must focus on the correct use of discourse markers and connectives and logical organization of content. Such activities are quite helpful in developing understanding towards chronological events, clearly stated instructions, and text structure. It also assists readers to go through informative texts by fitting together different components (DART).

c. Prediction Activities

The students are asked to guess the next step or stage of a text, or end the text by analyzing the available information (Interacting with texts, 2003).

Logically conclusion is drawn and students are required to justify their prediction through ideas and evidence with close reference to the text (DART).

7.2 Analysis Activities

In these activities students are asked to find and categorize information by marking or labeling an unmodified text. These include text segmenting and labeling, open-ended questions, and summarizing.

a. Text Segmenting and Labeling

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

Open-Ended Questions

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

Summarizing

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

7.3 The Advantages and Disadvantage of Applying DART Method in Teaching Learning Reading Comprehension

In implementing DART in teaching, some advantages can be found by the teacher and students. Department Education and skill (2004) argues that the advantages of DART, first, engaging and encourage teacher and students to tackle difficult texts. Second, DART application likes a games or puzzles. Third, the students did not require definitive answers, thus enabling to be tentative and exploratory. Fourth, the students offer a good focus for group work. Fifth, some initiative is handed over to the students. In addition, Vester (2008), argue the advantages of applying DART as a method in teaching reading comprehension. First, improving students' reading comprehension. Second, the students focus how texts were constructed. Third, DART improving students' cognitive in learning.

The theorists were supported by the previous activities in implementing DART in teaching reading comprehension. The reconstruction activities were taught the students the organization of the text, supporting idea, and the key words of the text. The students learn how to fill in the blank of the missing vocabulary of the text. It will improve students' vocabulary in reading. Then, the students knew the construction the paragraph by re-organize the jumbled paragraph, and the students focused on the specific information by completing the diagram. In the analysis activities, the students will understand the other indicators of the reading, such in marking the information, the students learned the main idea or supporting idea of the text, and the students can summarize of the text by constructing the branch of the diagram. It is completely can be said

that DART as the recommended strategy in teaching reading for the students. Therefore, it was one of the disadvantages of DART method in teaching reading.

8. Procedure of Applying DART Method in Teaching Reading Comprehension.

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

The theorists were supported by the previous activities in implementing DART in teaching reading comprehension. The reconstruction activities were taught the students the organization of the text, supporting idea, and the key words of the text. The students learn how to fill in the blank of the missing vocabulary of the text. It was improve students' vocabulary in reading. Then, the students knew the construction the paragraph by re-organize the jumbled paragraph, and the students focused on the specific information by completing the diagram. In the

analysis activities, the students understood the other indicators of the reading, such in marking the information, the students learned the main idea or supporting idea of the text, and the students can summarize of the text by constructing the branch of the diagram. It was completely can be said that DART as the recommended strategy in teaching reading for the students.

B. Relevant Studies

Some researchers which dealt with the used of Directed Activity Related to Text (DART) strategy were as follow : First, it was taken from a journal by Niza Syaveny (2017) entitle “ Teaching Reading Comprehension by Using Directed Activity Related to Text (DART) for the Students”. In her study, she investigated to describe the application of DART in the teaching of reading comprehension . Second, it was taken from a journal by sameena Hameed (2017) entitle “ Effect of Intervention of Directed Activities Related to Text (DART) on Undergraduates Writing Skill”. In her study, she investigate whether there was any significant improvement on level of witing skill of learnersw in terms of relevance and eduquacy of content and cohesion after the intervention of directed activities related to text and any significant improvement DART on learners writing skill. Third , a study done by Hindri Febriana Sari (2008) entitles “Improving Reading Comprehension Achievement of Grade II Through Directed Activities Related to Text (DART) Method at SMAN 3 Jember in the 2008/2009 Academic Year”. In her study , she investigated whether there was any significant improvement on students reading comprehension after using two cycles in second

grade in SMAN 3 Jember Academic Year 2008/2009. Her finding DART method as alternative method in teaching reading comprehension.

The previous study had the difference and similarity with this present study. The similarity both previous studies and present study discuss about DART method meanwhile the differences for the first research was concerned on teaching reading comprehension the second research was focused on writing skill the third research was focused on reading comprehension achievement whereas in this study was focus on reading comprehension students.

C. Conceptual Framework

The purpose of teaching was to enable the students to get the message of teacher's explanation in order to attain the objective of teaching reading. Many experts assume that it was important for the teacher to know the strategy to teach the students in achieving the reading well.

However, teacher has the duty to make the students feel interested in reading. Unfortunately, many students feel bored and hate in reading. In fact, they knew how to read, but they didn't know what the meaning from the text. That is why, Directed Activities Related to Text can give motivation and support them in achieving the reading well.

D. Hypotesis

Based on the theoretical and conceptual framework above, hypothesis can be formulated as follows :

Ha : there was a significant effect of used Directed Activities Related to text on student reading comprehension

Ho : there was no a significant effect of used Directed Activities Related to text on student reading comprehension

CHAPTER III

METHOD OF RESEARCH

A. Location

The research had been conducted at SMP ASUHAN JAYA Medan, which is located on jl. Kayu Putih, Tj.Mulia Hilir Kecamatan Medan Deli North Sumatera Indonesia. In academic year 2018/2019. The reason of choosing this school related to the students difficulty in reading comprehension , because almost of the english teacher still used the convensional strategy and in addition, many students have low abilities in reading comprehension. Based on the situations above, the researcher is conducted a research about the effect of Directed Activities Related to Text (DART) in improving students reading comprehension, especially in narrative text.

B. Population and Sample

The population of this research was the eight grade students of SMP Asuhan Jaya Medan. Those consisted of three classes and the total number of students are 80 students. Cluster random sampling technique is applied to determine the sample. The sample chosen are VIII-1 as the experimental group and VIII-2 as the control group. So, the total numbers were 58 students. The design was figured as follow:

Table 3.1

Population and Sample

No	Class	Population	Sample
1	VIII-1	28	28
2	VIII-2	30	30
3	VIII-3	22	-
	Total of the students	80	58

C. Research Design

In this research, the researcher used a quantitative study. It was experimental research design . In this case, there are two different groups namely experimental group and control group. The experimental group was taught by used the DART Method while the control group was taught by used Convensional Method. The design of this research was listed below.

Table 3.2

Research Design

Group	Pre Test	Treatment	Post Test
Experimental	✓	By Using DART Method	✓
Control	✓	By Using Convensional Method	✓

D. The Instrument of Collecting the Data

For collecting the data, a reading test given to the students. The test was administered to the students in both experimental and control group. They were pre-test and post-test. The students ware instructed to collected the data by using an essay test. The students were given the test. The form of essay test was strutural directed activities related to text. Then, the students give opinion

and answer by reading form directed activities related to text and the students reading ability to know how far they can reading English text and take the meaning well and fluecy.

E. Technique of Collecting Data

Technique of collecting data was the technique or method that can be used by researcher for collecting the data. Data collection can be interpreted as research activities in order to gather a number of field data needed to answer the research or test hypotheses. There was some technique of collecting data as follow :

1. Giving Pre-Test

The pre-test was conducted to find out the students ability in narrative text especially in reading comprehension before having the treatment. The pre-test were given to the experimental and control groups. The result of the pre-test was considered as the preliminary data.

2. Giving Treatment

Both experimental and control groups were given in different treatment. The experimental group was taught with applying DART Method while control group was taught without applying DART Method.

3. Giving Post-Test

After conducted the treatment, a post-test given to the students. The post-test fuctioned to know whether the treatments gave the effect or not on the students ability in reading comprehension. It was administrated to

experimental and control groups. The administrating of the post-test meant to find the differences scores of both experimental and control groups by using DART Method and using Traditional Method.

4. Collecting the Students Worksheet

After conducted the post-test, the researcher was collected the students worksheet.

F. The Technique for Analyzing the Data

After collected the data from the test, the data was analyzed by using the following procedures :

1. Corrected the students answer
2. Scored the students answer for correct and wrong answer
3. Listed the score into two tables. first for the experimental group scores and second for the control group scores
4. Calculated the total score of post-test in experimental group and control group
5. Find the mean score of pre-test and pro-test in experimental group and control group by used formula:

- a. Mean of Variable X (Variable 1)

$$Mx = \frac{\sum X}{N} \quad (\text{Sudijono,2009})$$

- b. Mean of Variable B (Variable 2)

$$M_x = \frac{\sum Y}{N}$$

6. Finding the standard deviation

- a. Standard of Deviation (SD) for variable X (variable 1)

$$SD_x = \sqrt{\frac{\sum X^2}{N}} \quad (\text{Sudijono, 2009})$$

- b. Standard of Deviation (SD) for variable Y (variable 2)

$$SD_y =$$

- c. Standard Error of mean variable 1

$$SEM_1 = \frac{SD_1}{\sqrt{N_1 - 1}}$$

- d. Standard Error of mean variable 2

$$SEM_2 = \frac{SD_2}{\sqrt{N_2 - 1}}$$

- e. The difference of standard error between mean of variable 1 and mean of variable 2

$$SEM_1 - M_2 = \sqrt{SEM_1^2 + SEM_2^2} \quad (\text{Sudijono, 2009})$$

- f. Testing hypothesis by applying T-test

$$t_o = \frac{M_1 - M_2}{SEM_1 - M_2} \quad (\text{Sudijono, 2009})$$

Notes :

M_x = mean for variable 1 or X

M_y = mean for variable 2 or Y

ΣX = total of students' score

Σy = total of students' score

N_1 = number of cases for variable 1

N_2 = number of cases for variable 2

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data

The data to be analyzed was obtained by giving the essay test to the students in order to know their ability in reading comprehension. It was calculated by using the score of pre-test and post-test of reading test in both experimental group and control group. The analysis was intended to get the significant differences between taught by applying DART method and taught without applying DART method in reading comprehension about narrative text genre. The research was conducted on – 04 october . the treatment was given in meetings to the experimental groups after administering the pre-test. Comparing to both of group s during the teaching process, students in experimental group had better in reading achievement rather than those in control group. This was because students in experimental group taught to discuss difficulties in reading material in team, then solve the difficulties with partner, and as final output was the reading material

B. Data Analysis

The data were obtained by giving each group an objective test. The scores were calculated in order to know the students' achievement in reading

comprehension. Pre-test and post-test were in both groups, experimental and control groups. It is applied t-test formula based on Arikunto (2009) to prove the hypothesis in this study. The scores were analyzed in order to investigate the effect of directed activities related to text (DART) method in improving students reading comprehension by calculating the followings:

1. Mean of Variable X (Variable1)

Table 4.1
The differences between Pre-test and Post-Test of experimental Group

No.	Student	Pre-Test (X1)	Post-Test (X2)	X-(X2-X1)
	Initial Name			
1	FA	55	86	31
2	G	50	90	40
3	H	53	89	36
4	JS	51	86	35
5	JP	55	92	37
6	JH	51	89	38
7	KI	52	86	34
8	KA	51	90	39
9	KP	48	91	43
10	LD	52	91	39
11	MPA	56	88	32
12	MRI	51	86	35
13	MYA	51	86	35
14	MN	54	85	31
15	MA	51	90	39
16	MHA	52	87	35
17	MRA	52	89	37
18	MER	52	91	39
19	MAR	51	93	42
20	MH	52	90	38
21	MI	50	90	40
22	MSA	51	92	41
23	MS	52	83	31
24	NR	53	87	34
25	N	53	90	37

26	SK	47	87	40
27	SE	53	88	35
28	NA	53	85	32
TOTAL		1452	2477	1025

Based on the table above, the mean scores of experimental class was calculated as follow:

$$M_x = \frac{\sum x}{N}$$

$$M_x = \frac{1025}{28}$$

$$= 36.6$$

Which:

M_x : The Mean score of experimental group

$\sum x$: The score x_2-x_1

N : The sample of experimental group

2. Mean of Variable Y (Variable 2)

Table 4.2

The differences between pre-test and post-test of control group

No.	Student	Pre-Test (Y1)	Post-Test (Y2)	Y-(Y2-Y1)
	Initial Name			
1	AN	60	83	23
2	AF	61	82	21
3	AA	58	86	28

4	AP	63	83	20
5	AB	58	84	26
6	APM	59	89	30
7	AR	57	91	34
8	AM	57	86	29
9	BP	40	85	25
10	BIP	59	86	27
11	DH	61	87	26
12	DBI	61	90	29
13	DS	58	90	32
14	DKA	62	85	23
15	DA	58	86	28
16	DSA	58	85	27
17	DN	60	87	27
18	DSL	63	88	25
19	DK	60	89	29
20	DPI	63	84	21
21	EF	62	83	21
22	FA	61	90	29
23	FW	57	86	29
24	FAH	61	86	25
25	HS	60	85	25
26	HP	60	85	25
27	IG	62	86	24
28	IFA	54	82	23
29	AW	61	86	25
30	IA	60	87	27
TOTAL		1799	2582	783

Based on the table above, the mean scores of control group was calculated as

follow:

$$M_y = \frac{\Sigma y}{N}$$

$$M_y = \frac{783}{30}$$

$$= 26.1$$

Which:

M_y : The Mean score of control group

$\sum y$: The score $y_2 - y_1$

N : The sample of control group

3. Standard Deviation (SD) of Variable X (Variable 1)

Table 4.3

The Calculation of Standard Deviation in Experimental Group

No.	Student	X (X2-X1)	X= (X-Mx)	(X-Mx) ²
	Initial Name			
1	FA	31	-5.6	31.36
2	G	40	3.4	11.56
3	H	36	-0.6	0.36
4	JS	35	-1.66	2.7556
5	JP	37	0.34	0.1156
6	JH	38	1.34	1.7956
7	KI	34	-2.66	7.0756
8	KA	39	2.34	5.4756
9	KP	43	6.34	21.7156
10	LD	39	2.34	2.7556
11	MPA	32	-4.66	32.0356
12	MRI	35	-1.66	5.4756
13	MYA	31	-5.66	5.4756
14	MN	39	2.34	2.7556
15	MA	39	2.34	5.4756
16	MHA	35	-1.66	2.7556
17	MRA	37	0.34	0.1156
18	MER	39	2.34	5.4756
19	MAR	42	5.34	28.5156
20	MH	38	1.34	1.7956
21	MI	50	13.34	177.9556
22	MSA	51	14.34	205.6356
23	MS	52	15.34	235.3156
24	NR	53	16.34	266.9956
25	N	53	16.34	266.9956

26	SK	47	10.34	106.9156
27	SE	53	16.34	266.9956
28	NA	53	16.34	266.9956
TOTAL				2006.09

From the data above, the standard deviation of experimental group is calculated as follows:

$$SD_x = \frac{\sqrt{2006.09}}{28} = \sqrt{71.64} = 8.46$$

4. Standard Deviation (SD) for Variable Y (variable 2)

Table 4.4

The Calculation of Standard Deviation in Control Group

No.	Student	Y(Y2-Y1)	Y= Y-My	(Y-My) ²
	Initial Name			
1	AN	23	-3.1	9.61
2	AF	21	-5.1	26.01
3	AA	28	1.9	3.61
4	AP	20	-6.9	37.21
5	AB	26	-0.1	0.01
6	APM	30	3.9	15.21
7	AR	34	7.9	62.41
8	AM	29	2.9	8.41
9	BP	25	-1.1	1.21
10	BIP	27	0.9	0.81
11	DH	26	-0.1	0.01
12	DBI	29	2.9	8.41
13	DS	32	5.9	34.81
14	DKA	23	-3.1	9.61
15	DA	28	1.9	3.61
16	DSA	27	0.9	0.81
17	DN	27	0.9	0.81
18	DSL	23	-3.1	9.61
19	DK	29	2.9	8.41

20	DPI	21	-5.1	26.01
21	EF	21	-5.1	26.01
22	FA	29	2.9	8.41
23	FW	29	2.9	8.41
24	FAH	25	-1.1	1.21
25	HS	25	-1.1	1.21
26	HP	25	-1.1	1.21
27	IG	24	-2.1	4.41
28	IFA	25	-3.1	9.61
29	AW	23	-1.1	1.21
30	IA	27	0.9	0.81
TOTAL				329.1

From the data above, the standard deviation of control group is calculated as follows:

$$SD_x = \frac{\sqrt{329.1}}{30} = \sqrt{10.97} = 3.31$$

Based on the calculation above, the following facts were presented:

$$SD_x = 8.46$$

$$SD_y = 3.31$$

$$N_1 = 28$$

$$N_2 = 30$$

$$X = 1025$$

$$Y = 783$$

$$M_x = 36.60$$

$$M_y = 26.1$$

$$(X-M_x)^2 = 2006.09$$

$$(Y-M_y)^2 = 329.1$$

Therefore, the following formulas were implemented:

a. Standard Error of Experimental Group

$$SE M_1 = \frac{SD_1}{\sqrt{N_1-1}} = \frac{8.46}{\sqrt{28-1}} = \frac{8.46}{\sqrt{27}} = \frac{8.46}{5.19} = 0.01$$

b. Standard Error of Control Group

$$SE M_2 = \frac{SD_2}{\sqrt{N_2-1}} = \frac{3.31}{\sqrt{30-1}} = \frac{3.31}{\sqrt{29}} = \frac{3.31}{5.19} = 0.63$$

c. The Difference of Standard Error

$$SE M_1 - M_2 = SEM_1^2 + SEM_2^2 \sqrt{27^2}$$

C. Testing Hypothesis

The result above then was applied to test hypothesis:

$$\begin{aligned} t_o &= \frac{M_1 - M_2}{SEM_1 - M_2} \\ &= \frac{36.60 - 26.1}{1.71} \\ &= \frac{10.5}{1.71} \end{aligned}$$

$$= 6.14$$

The testing hypothesis was aimed to know whether the hypothesis was accepted or rejected. The hypothesis was tested as follow:

Ha : The value of the t_{observe} was higher than the value of the t_{table} ($t_{\text{observe}} \geq t_{\text{table}}$). Where t_{table} value for the degree of freedom, the calculation showed as follow:

$$\begin{aligned} df &= (N_1 + N_2 - 2) \\ &= (28 + (30 - 2)) \\ &= 28 + 28 \\ &= 56 \end{aligned}$$

Based on the table of distribution, the pride of ttable with the degree of freedom (df) 56 at the level of significant 5% was at 2.00 , while the critical value (t_{observe}) was 6.14. The result of computing indicated that the tobserved value was higher than ttable ($t_{\text{observe}} \geq t_{\text{table}} ; 6.14 \geq 2.00$). it means that hypothesis was accepted.

D. Research Finding

It was found that the using of Directed Activities Related to Text Method on the students' ability in reading comprehension gave the significant effect. The students' that were taught by using Directed

Activities Related to Text Method got the higher score than those taught by using traditional method (Lecturing Method). The result of the test showed that the t_{observe} was higher than t_{table} ($6.14 \geq 2.00$). It means that the Directed Activities Related to Text Method gave the significant effect on the students' ability in reading comprehension.

So, the researcher concluded the alternative hypothesis was accepted that "there was a significant effect of applying Directed Activitiy Relacted to Text (DART) strategy on students reading comprehension".

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the data, the conclusions were drawn as following:

1. Based on the data analysis, it was found that there was the significant effect of applying DART Method in writing narrative text. It was prove from the total score 1452 and 2477 respectively. It was found $t_{\text{observe}} \geq t_{\text{table}}$ or $6.14 \geq 2.00$ with $df = 56 (28+30-2)$.
2. Most of students responded well the lesson by applying DART Method. It was characterized by the increase of students' learning outcomes in learning. So, DART Method was considered to be effective in teaching reading comprehension.

B. Suggestion

Referring to the conclusions above, some suggestion were stated as the following:

1. The English teachers are suggested to use Image Streaming Method in teaching reading comprehension. By which the teacher may easily teach reading interestingly because it can be an alternative strategy to

motivate the students in reading comprehension. Besides it can be contribution for English teacher to improve their teaching strategies.

2. The students are expected to use DART Method by themselves to encourage their confidence in order to improve their achievement in reading comprehension.
3. It is suggested to the other researchers to use this finding as source of the research.

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Appendix 1

The Score of Pre-Test of Experimental Group

No.	Initial	Indicator					Score
		C	O	V	LU	M	
1	FA	13	12	13	14	3	55
2	G	14	10	11	12	3	50
3	H	13	11	14	12	3	53
4	JS	11	12	14	11	3	51
5	JP	14	11	13	14	3	55
6	JH	12	13	13	10	3	51
7	KI	11	13	12	13	3	52
8	KA	12	13	11	12	3	51
9	KP	14	11	10	10	3	48
10	LD	14	12	11	12	3	52
11	MDA	14	12	13	14	3	56
12	MRI	13	10	14	11	3	51
13	MYA	12	13	12	11	3	51
14	MN	11	14	13	13	3	54
15	MA	14	11	10	13	3	51
16	MHA	12	10	13	14	3	52
17	MRA	12	14	11	12	3	52
18	MER	13	14	10	12	3	52
19	MAA	11	13	14	10	3	51
20	MH	14	10	13	12	3	52
21	MI	13	11	12	11	3	50
22	MSA	10	14	13	11	3	51
23	MS	13	11	12	13	3	52
24	NR	12	14	11	13	3	53
25	N	12	13	11	14	3	53

26	SK	11	14	11	10	3	47
27	SE	14	11	13	12	3	53
28	NA	14	11	12	13	3	53
TOTAL							1452

Appendix 2

The Score of Post-Test in Experimental Group

No.	Initial	Indicator					Score
		C	O	V	LU	M	
1	FA	25	20	13	17	11	86
2	G	28	21	12	18	11	90
3	H	27	20	11	20	11	89
4	JS	25	20	12	18	11	86
5	JP	28	22	15	16	11	92
6	JH	27	22	14	15	11	89
7	KI	25	20	13	17	11	86
8	KA	28	21	14	16	11	90
9	KP	28	21	12	19	11	91
10	LD	29	22	11	18	11	91
11	MDA	25	20	15	17	11	88
12	MRI	27	20	12	16	11	86
13	MYA	26	21	13	15	11	86
14	MN	27	20	13	14	11	85
15	MA	28	22	14	15	11	90
16	MHA	28	20	13	15	11	87
17	MRA	27	20	15	16	11	89
18	MER	28	21	14	17	11	91
19	MAA	29	21	14	18	11	93
20	MH	27	20	13	19	11	90
21	MI	26	21	15	17	11	90
22	MSA	28	20	14	19	11	92
23	MS	27	20	13	18	11	83
24	NR	27	21	13	15	11	87
25	N	28	21	14	16	11	90

26	SK	27	22	13	18	11	87
27	SE	26	21	13	17	11	88
28	NA	27	20	13	16	11	85
TOTAL							2477

Appendix 3

The Score of Pre-Test in Control Group

No.	Initial	Indicator					Score
		C	O	V	LU	M	
1	AN	16	13	11	15	5	60
2	AF	15	14	12	15	5	61
3	AA	15	13	11	14	5	58
4	AP	14	16	12	16	5	63
5	AB	15	13	11	14	5	58
6	APM	16	14	12	12	5	59
7	AR	15	13	11	13	5	57
8	AM	14	13	12	13	5	57
9	BP	13	16	12	14	5	60
10	BIP	14	15	12	13	5	59
11	DH	15	13	13	15	5	61
12	DBI	16	14	11	15	5	61
13	DS	15	13	12	13	5	58
14	DKA	14	16	13	14	5	62
15	DA	13	15	11	14	5	58
16	DSA	13	14	12	14	5	58
17	DN	13	13	16	13	5	60
18	DSL	14	16	14	14	5	63
19	DK	14	13	13	15	5	60
20	DPI	16	14	13	15	5	63
21	EF	14	15	14	14	5	62
22	FA	15	16	12	13	5	61
23	FW	13	16	11	12	5	57
24	FAH	13	16	13	14	5	61
25	HS	14	15	12	14	5	60

26	HP	15	14	13	13	5	60
27	IG	15	14	14	14	5	62
28	IFA	14	13	12	15	5	59
29	AW	13	16	11	16	5	61
30	IA	13	16	11	15	5	60
TOTAL							1799

Appendix 4

The Score of Post-Test in Control Group

No.	Initial	Indicator					Score
		C	O	V	LU	M	
1	AN	25	22	10	18	8	83
2	AF	26	21	10	17	8	82
3	AA	27	23	12	16	8	86
4	AP	28	21	11	15	8	83
5	AB	25	21	12	18	8	84
6	APM	28	22	13	18	8	89
7	AR	28	23	14	18	8	91
8	AM	29	22	10	17	8	86
9	BP	27	22	11	17	8	85
10	BIP	27	22	13	16	8	86
11	DH	28	22	13	16	8	87
12	DBI	29	24	14	15	8	90
13	DS	29	24	14	15	8	90
14	DKA	26	23	13	15	8	85
15	DA	26	21	13	18	8	86
16	DSA	27	21	12	17	8	85
17	DN	28	23	12	16	8	87
18	DSL	28	22	13	17	8	88
19	DK	28	24	11	18	8	89
20	DPI	25	23	12	16	8	84
21	EF	26	23	11	15	8	83
22	FA	27	24	13	18	8	90
23	FW	27	21	14	16	8	86
24	FAH	28	22	12	16	8	86
25	HS	26	22	12	17	8	85

26	HP	28	21	11	17	8	85
27	IG	27	20	13	18	8	86
28	IFA	27	21	11	15	8	82
29	AW	27	23	12	16	8	86
30	IA	28	23	12	16	8	87
TOTAL							2582

Appendix 5

The Score of Pre-Test and Post-Test of Experimental Group

No	Student	Pre-Test (X ₁)	Post-Test (X ₂)
	Initial name		
1	FA	55	86
2	G	50	90
3	H	53	89
4	JS	51	86
5	JP	55	92
6	JH	51	89
7	KI	52	86
8	KA	51	90
9	KP	48	91
10	LD	52	91
11	MDA	56	88
12	MRI	51	86
13	MYA	51	86
14	MN	54	85
15	MA	51	90
16	MHA	52	87
17	MRA	52	89
18	MER	52	91
19	MAA	51	93
20	MH	52	90
21	ML	50	90
22	MSA	51	92
23	MS	52	83
24	NR	53	87
25	N	53	90

26	SK	47	87
27	SE	53	88
28	NA	53	85
TOTAL		1452	2477

Appendix 6

The Score of Pre-Test and Post-Test of Control Group

No	Student	Pre-Test (X ₁)	Post-Test (X ₂)
	Initial name		
1	AN	60	83
2	AF	61	82
3	AA	58	86
4	AP	63	83
5	AB	58	84
6	APM	59	89
7	AR	57	91
8	AM	57	86
9	BP	60	85
10	BIP	59	86
11	DH	61	87
12	DBI	61	90
13	DS	58	90
14	DKA	62	85
15	DA	58	86
16	DSA	58	85
17	DN	60	87
18	DSC	63	88
19	DK	60	89
20	DPI	63	84
21	EF	62	83
22	FA	61	90
23	FW	57	86
24	FAH	61	86

25	HS	60	85
26	HP	60	85
27	IG	62	86
28	IFA	59	82
29	AW	61	86
30	IA	60	87
TOTAL		1799	2582

Appendix 7

LESSON PLAN (EXPERIMENTAL GROUP)

School Name	: SMP Asuhan Jaya
Subject	: English
Class / Semester	: VIII / I
Time Allocations	: 2 x 40 Minute
Skill	: Reading
Topic	: Narrative Text

A. Core Competency

Expressing the meaning in short essay text (narrative text), fluently and acceptably in the context of daily life.

B. Basic Competencies

Responding the meaning in simple short, functional paragraph accurately, fluently and appropriately in context of daily life and to access knowledge in the form of narrative text.

C. Indicators

1. Identifying social functions, text structures and linguistic existence of narrative texts from fables.
2. Understand the meaning in narrative text
3. Find the main character and text in narrative text.
4. Describe the generic structure and function of narrative text
5. Capturing the meaning of oral and written narrative text, the form of short and simple fables.
6. Read the text narratively in terms of intonation, pronunciation and expression.
7. Compile narrative text stories in fable form according to the structure of the text and not the correct language.
8. Answering questions through narrative text with the correct linguistic structure.

D. Learning Objectives

Students are skilled in understanding, stating, and asking for oral and written texts which state and ask for a comparison of the number and nature of people, animals, objects, to carry out transactional and functional communication with teachers and friends, using expressions with a coherent text structure with the correct linguistic elements and in context, honestly, disciplined, confident, responsible, caring, cooperative, and peaceful.

E. Teaching Material

- Narrative Paragraph : a story that is written to explain what, when, and who. It reveals what a reader should learn. Narration paragraph are usually written in chronological order.
- Social Function
Imitate moral value, patriotism, respect for the culture of others.
- Structure Text
 - The introduction of the characters and the setting (orientation)
 - Complications of the main character (complication)
 - Solutions and ending (resolution)

Example of Narrative Text

The Ant and the Dove

One hot day, an ant was seeking for some water. After walking around for a moment, she came to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell unintentionally into the water.

She could have sunk if a dove up a nearby tree had not seen her. Seeing that the ant was in trouble, the dove quickly put off a leaf from a tree and dropped it immediately into the water near the struggling ant. Then the ant moved towards the leaf and climbed up there. Soon it carried her safely to dry ground.

Not long after that, there was a hunter nearby who was throwing out his net towards the dove, hoping to trap it in this way.

Guessing what he should do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net and the dove flew away quickly from this net.

F. Teaching Method

Lecturing with using Directed Activities Related to Text (DART) Method

G. Teaching Media

- Whiteboard
- Blank paper
- diagram
- picture

H. Teaching Learning Process

a. Initial Activity

Apersepsi

- Researcher gives greeting to the students
- Researcher lead pray and read some Surah of holy Quran
- Researcher prepare tools and learning material and check present of students
- Researcher tells the objectives of the study as motivation for students

b. Core Activity

Explorasi

- Researcher are asked the students about the definition of narrative text based on their experience
- Researcher explain the definition of narrative text
- Researcher explain about generic structure of narrative text
- Researcher explain the Directed Activities Related to Text like reconstruction activity, students will fill in the empty space of the story. After filling in the blank the researcher asks the student to continue the lesson into arrange the jumbled paragraph of story. Than after filling in the blank the researcher asks the student to continue the lesson into complete the diagram from the story. Than the student doing analysis activities, students Underline the sentence that belongs to the generic structure and make a conclusion in the diagram.
- Researcher give the example
- Researcher tell students to make discussion groups

Elaborasi

- Researcher give a story to students.
- The students start to read the story
- The students begin the discussion with other members.
- The students doing reconstruction activity, students will fill in the empty space of the story, than arrange the jumbled paragraph of story, and complete the diagram from the story.
- The students start preparing the presentation.

Confirmation

- after students have finished discussing, students are asked to collect their paper
- students are asked to presentation their result discussion.

C. Closing Activity

- Researcher give reinforcement by asking students to summarize what they have learned
- Researcher gives conclusion about narrative text
- Researcher closes the lesson

I. Source

- English in focus for Grade VIII Junior High School (SMP/MTs)
- Internet

<https://ekspektasia.com/contoh-narrative-text/>

J. Evaluation

1. Technique : Reading Comprehension test
2. Form : fill in the empty space of the story, arrange the jumbled paragraph, and complete the diagram from the story.

K. Assessment

Name :		
Aspect of Scoring	Score	Comment
Content		
Organization		
Mechanics		
Language Use		
Vocabulary		
Total Score		

Maximal Score:

1. Content : 30
2. Organization : 25
3. Mechanics : 10
4. Language Use : 20
5. Vocabulary : 15

Medan, October 2018

English Teacher

Researcher

(Rizky Wahyuni Rangkuti, S.Pd)

(Febry Ulfianda)

Head Masier of SMP Asuhan Jaya Medan

(Mhd.Pratama Wirya, S.Pd)

Appendix 8

LESSON PLAN (CONTROL GROUP)

School Name	: SMP Asuhan Jaya
Subject	: English
Class / Semester	: VIII / I
Time Allocations	: 2 x 40 Minute
Skill	: Reading
Topic	: Narrative Text

A. Core Competency

Expressing the meaning in short essay text (narrative text), fluently and acceptably in the context of daily life.

B. Basic Competencies

Responding the meaning in simple short, functional paragraph accurately, fluently and appropriately in context of daily life and to access knowledge in the form of narrative text.

C. Indicators

1. Identifying social functions, text structures and linguistic existence of narrative texts from fables.
2. Understand the meaning in narrative text
3. Find the main character and text in narrative text.
4. Describe the generic structure and function of narrative text
5. Capturing the meaning of oral and written narrative text, the form of short and simple fables.
6. Read the text narratively in terms of intonation, pronunciation and expression.
7. Compile narrative text stories in fable form according to the structure of the text and not the correct language.
8. Answering questions through narrative text with the correct linguistic structure.

D. Learning Objectives

Students are skilled in understanding, stating, and asking for oral and written texts which state and ask for a comparison of the number and nature of people, animals, objects, to carry out transactional and functional communication with teachers and friends, using expressions with a coherent text structure with the correct linguistic elements and in context, honestly, disciplined, confident, responsible, caring, cooperative, and peaceful.

E. Teaching Material

- Narrative Paragraph : a story that is written to explain what, when, and who. It reveals what a reader should learn. Narration paragraph are usually written in chronological order.
- Social Function
Imitate moral value, patriotism, respect for the culture of others.
- Structure Text
 - The introduction of the characters and the setting (orientation)
 - Complications of the main character (complication)
 - Solutions and ending (resolution)

Example of Narrative Text

The Ant and the Dove

One hot day, an ant was seeking for some water. After walking around for a moment, she came to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell unintentionally into the water.

She could have sunk if a dove up a nearby tree had not seen her. Seeing that the ant was in trouble, the dove quickly put off a leaf from a tree and dropped it immediately into the water near the struggling ant. Then the ant moved towards the leaf and climbed up there. Soon it carried her safely to dry ground.

Not long after that, there was a hunter nearby who was throwing out his net towards the dove, hoping to trap it in this way.

Guessing what he should do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net and the dove flew away quickly from this net.

F. Teaching Method

Lecturing with using Conventional Method

G. Teaching Media

- Whiteboard
- Blank paper
- diagram
- picture
- infocus

H. Teaching Learning Process

a. Initial Activity

Apersepsi

- Researcher gives greeting to the students
- Researcher lead pray and read some Surah of holy Quran
- Researcher prepare tools and learning material and check present of students
- Researcher tells the objectives of the study as motivation for students

b. Core Activity

Explorasi

1. The researcher give the students some question orally related to the topic

- Do you like story ?
- What story do you like ?
- Can you tell me about your favorite story ?

Elaborasi

- The researcher explains definition of narrative text
- The researcher explains social function of narrative text
- The researcher explains generic structure of narrative text

- The researcher explains characteristic of narrative text
- The researcher explains kinds of narrative text
- The researcher discuss the sample of narrative text
- Researcher asks the students to answer the exercise based on the story

Confirmation

- after students have finished answer the exercise , they collect the results to researcher
- the researcher gives confirmation about the students work
- the researcher give motivation to all students.

C. Closing Activity

- Researcher give reinforcement by asking students to summarize what they have learned
- Researcher gives conclusion about narrative text
- Researcher closes the lesson

I. Source

- English in focus for Grade VIII Junior High School (SMP/MTs)
- Internet

<https://ekspektasia.com/contoh-narrative-text/>

J. Evaluation

3. Technique : Reading Comprehension test
4. Form : fill in the empty space of the story, arrange the jumbled paragraph, and complete the diagram from the story.

K. Assessment

Name :		
Aspect of Scoring	Score	Comment
Content		
Organization		
Mechanics		
Language Use		
Vocabulary		
Total Score		

Maximal Score:

- 6. Content : 30
- 7. Organization : 25
- 8. Mechanics : 10
- 9. Language Use : 20
- 10. Vocabulary : 15

Medan, August 2018

English Teacher

()

Researcher

(Febry Ulfianda)

Head Masier of SMP Asuhan Jaya Medan

()

Appendix 9

INSTRUMENT OF RESEARCH (EXPERIMENTAL GROUP)

1. Complete the following sentence using the word in the box.

Was	were	is
Arrogant	personalities	kind
Twins	angry	diligent

Jantur and Menur were (1)_____. Jantur (2)_____ a boy and Menur was a girl and they had different (3)_____. Jantur was lazy, he got angry easily. He always said bad words when he was (4)_____. However, Menur was a very kind, (5)_____, patient and always helped their parents. She always reminded her brother to behave well.

2. Arrange the jumbled paragraph below !

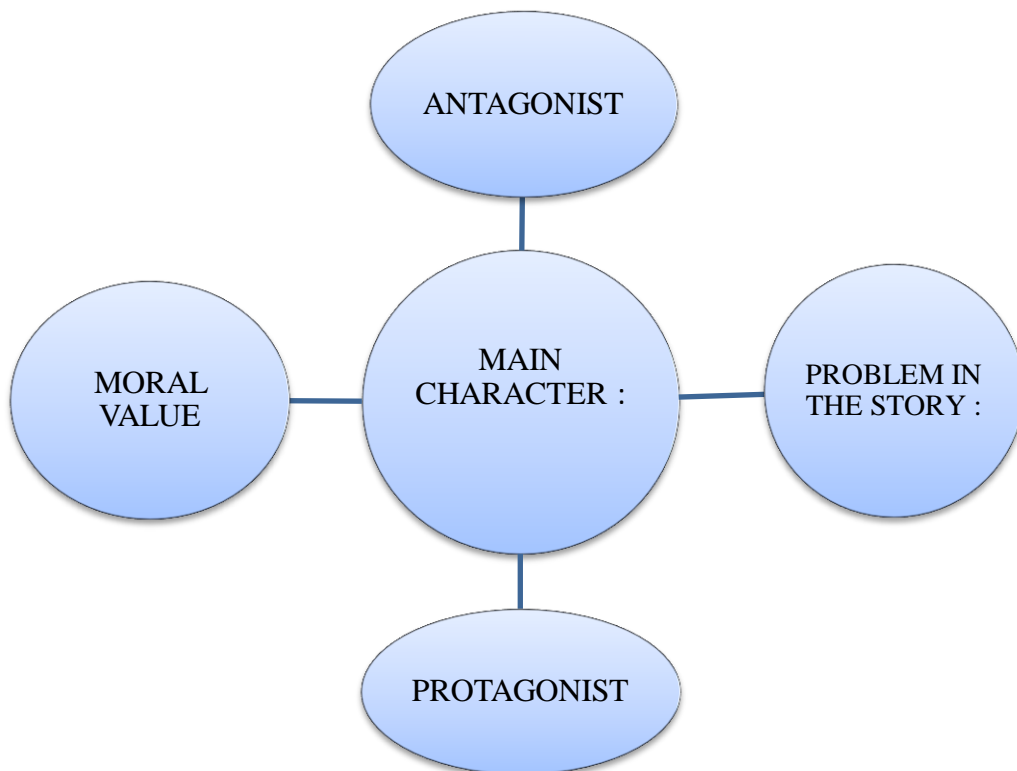
- (A) When their parents went home, Menur told them about Jantur's bad behavior.
- (B) However, Jantur did not want to listen to him. He ignored him, and it was getting worse.
- (C) Menur was very sad. She cried
- (D) Her father then advised him..
- (E) After his parents and his sister left her house, Jantur lived alone.
- (F) He even spent his parents' money for bad things
- (G) Jantur asked his parents and his sister to leave the house.
- (H) He could do anything he wanted.
- (I) At first he felt very happy because no one disturbed him.

(J) When all the money was gone, he sold his parents animals, cows, goats, cocks and hens.

(K) They never thought that Jantur would ask them to leave the house.

(L) They were very sad.

3. Complete the diagram bellow based on Jantur and Menur story.



4. Underline the sentence that belongs to one of generic structure.

5. Write down your conclusions and the moral message from the story in the diagram.

Appendix 10

INSTRUMENT OF RESEARCH (CONTROL GROUP)

Answer the questions below correctly !

1. Write the name of the characters in the story.
2. Write down the generic structure of the story.
3. Please explain the character of Janur.
4. What happened to the Janur after expelling his family ?
5. Write down what lessons we can get from the story of Janur and Menur.

Appendix 13

ATTENDANCE LIST FOR EXPERIMENTAL GROUP

No.	Name of Student	Meeting/Signature					
		1	2	3	4	5	6
1	Farhan Al-farizi						
2	Gita						
3	Hardilla						
4	Jamil Syahputra						
5	Jiki Syahputra						
6	Jufri Helmy						
7	Khairil Irwansyah						
8	Khairul ahmad pane						
9	Kiki Pranata						
10	Lutfi Dwi Fahrezi						
11	M.Dicky Alde Pinawa						
12	M.Rifki Irwanda S						
13	M.Yudha Anugra						
14	Melva Naomi						
15	M.Abdila Nur						
16	M.Hafist Akmal						
17	M.Rizky Amrullah						
18	M.Egi Riadi						
19	M.Aldiata						
20	M.Hafrizal						
21	M.Ilham						
22	M.Salim Anwar						
23	M.Sujatmiko						
24	Nia Ramadhani						
25	Nurfadhila						
26	Sabikah Khansa						
27	Sari Ervina						
28	Nadia Amelia						

Medan, 04 Oktober 2018

Head Master of SMP Asuhan Jaya

Researcher

Mhd. Pratama Wirya, S.Pd

Febry Ulfianda

Appendix 14

ATTENDANCE LIST FOR CONTROL GROUP

No.	Name of Student	Meeting/Signature					
		1	2	3	4	5	6
1	Ade Nurdillah						
2	Adelia Fufita Sari						
3	Adinda Aulia						
4	Aditya Permana						
5	Ahdam Bil Kahri						
6	Andy Pratama						
7	Ariel Rivaldo G						
8	Arle Murdana						
9	Bayu Pratama						
10	Bobby Indra Pratama						
11	Deah						
12	David Berkat Intan						
13	Deni Syahputra						
14	Deo Khrisna Alfarabi						
15	Dhebi Afrita						
16	Dian Syahputra						
17	Dina Nukjannah						
18	Dini Salsabillah						
19	Difransyah Kurnia						
20	Dwi Putri Indriani						
21	Erlangga F						
22	Fadil Azhar						
23	Fahmi Wahyudi						
24	Fauzi Abillah						
25	Hamzah Sudarman						
26	HendraPrabowo						
27	Irfan Gunawan						
28	Irgi Fachri Alamuyah						
29	Andika wiradanna						
30	Ibra Alwyansah						

Medan, 04 Oktober 2018

Head Master of SMP Asuhan Jaya

Researcher

Mhd. Pratama Wirya, S.Pd.

Febry Ulfianda

Appendix 15

THE DOCUMENTATION OF RESEARCH (Experimental Group)

A. Activities in Experimental

Jsjsns



Picture 1: The researcher gave pre-test to the students



Picture 2: The students did pre-test



Picture 3: The researcher gave explanation about narrative text



Picture 4: The researcher explained DART method



Picture 5: The resdearcher explained the application of DART method



Picture 6: the researcher gave post-test to students



Picture 7: The students are asked focused on the picture



Picture 8: The students did DART method instruction



Picture 9: The students did post-test

Appendix 16

THE DOCUMENTATION OF RESEARCH

(Control Group)



Picture 1: The researcher gave pre-test to the students



Picture 2: the students did pre-test



Picture 3: The researcher explained about narrative text



Picture 4: the students asked to the researcher about material



Picture 5: The researcher gave post-test to the students

