

**“The Effect of Applying Directed Activities Related to Text (DART) to
Improve Students’ Reading Comprehension**

SKRIPSI

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Pendidikan (S.Pd) English Education Program*

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ABSTRACT

Sri Ayu Rizki Yulanda Silitonga. 1302050056. "The Effect of Applying Directed Activities Related to Text to Improve Students' Reading Comprehension.

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The Objective of this research was to find out the effect of Directed Activities Related to Text to Improve Students' Reading Comprehension at SMP Muhammadiyah 07 Medan of the academic Year 2016/2017. This research was conducted at SMP Muhammadiyah 07 Medan on Pelita street. The population of this research was taken from the eight grade students of SMP Muhammadiyah 07 Medan. There were two parallel classes consist of VIII-1 (32 students) and VIII-2 (32 students). So the population consist of 64 students and all were taken as the sample. This study was conducted by using an experimental research design. Directed Activities Related To Text strategies was given as a treatment in experimental group and conventional way in control group. Multiple choice test was administrated in gaining the data. This test consist of 20 item. The data was analyzed by using t-test formula. Based on the findings it was found that there was a significant effect of Directed Activities Related TO Text strategies which was proved from the result score of the pre-test before giving treatment was lower than the post test ($1730 < 2797$). Final result was t_{observed} was higher than t_{table} or $9.75 > 2.01$. It means that the alternative hypothesis was accepted and the null hypothesis was rejected. It was concluded the students' to improve Reading Comprehension taught by Directed Activities Related to Text was higher than the students taught by Lecturing Method.

Keywords: Directed Activities Related to Text and Reading Comprehension

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Medan, April 2017

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CHAPTER I

INTRODUCTION

A. The Background of The Study

Reading is one of the things that can increase a person's insights. Reading is one skill in English. As we know there are four skills in English are speaking reading writing and listening. Reading is a physic and mental activity to reveal the meaning of the written texts, while in that activity there is a process of knowing letters, (Burhan: 2012). Reading is decoding and understanding written texts, (Line et.al: 2006). In the world of education in reading often just read without knowing the meaning of the text passages read.

The skill of reading has become the object that has large attention reading, unlike other language skills, was an internal process. Reading was a complex, active process of interpretation in which readers match what they see with what they already known. However, reading ability was a complex skill that needs to be developed consciously, (Harris: 2001).

Reading must know the meaning of the passage, this is emphasized by the researcher in reading is about reading comprehension yet, Reading comprehension can be Described as understanding a text that is read, or the process of constructing meaning from a text.

Comprehension is an active process and the reader must interact and be engaged with the text for it to work well, (John Kruidenier: 2002). It is also a strategic process, the which can be taught. As comprehension takes place, words are

decoded and associated with reviews their meaning in the reader's memory and phrases and sentences are processed rapidly or fluently enough to that the meanings derived from one word, phrase, or sentence are not lost before the next is processed.

Now days, read merely emphasizes the way or the pronunciation of words of text reading, but does not emphasize the meaning contained from the text. Where meaning is important for the reader to know the goals and objectives.

Based on the researcher's observation on SMP Muhammadiyah 07 Medan, many students got difficulties in reading comprehension. The students faced many problem in reading comprehension because many factors such as they only want to know how to read the text but they don't know what the meaning from the text.

Therefore, it is important to focus the teachers' intention stimulate the students in reading. So, to solve the problem, researcher offered **Directed Activities Related to Text (DART)** as a solution to make a good progress and could increase the students' achievement in reading comprehension . For the purpose, teaching reading by using directed activities related to text method can be a good solution to overcome this problem this strategy has help the student to interact with texts. Their aim is to improve students' reading comprehension and to the make them critical readers. They can be done by individual students or in group. Thus the researcher were interested in making a research entitled : *“The Effect of Applying Directed Activities Related to Text (DART) to Improve Student's Reading Comprehension at eight grade of SMP Muhammadiyah 07 Medan on academic Year 2016/2017”*.

B. The Identification of the problem

The problems were identified as follows .

1. Many students got difficulties in reading comprehension
2. Many students low to take the meaning from the reading text.

C. The Scope and Limitation

Many strategies are used in teaching language especially reading comprehension, but not all strategies are given for them. This study is focused on applying Directed Activities Related to Text to improve their reading comprehension. In this case, the researcher using Directed Activities Related to Text to the eight year students of SMP Muhammadiyah 07 Medan academic year 2016/2017 .

D. The Formulation of the problems

The formulation of the the problems were stated as follows .

1. Is there any significant effect of using Directed Activities Related to Text to improve their reading comprehension ?

E. The Objectives of the study

The objectives of this study were :

1. to find out the significance effect of on Directed Activities Related to Text to improve their reading comprehension.

F. The Significance of the Study

The result of this study will be expect to give both theoretical and practical benefits as follows :

1. Theoretically : The result of this study expect to find out strategy in increasing student's reading ability throught Directed Activities Related to Text .

2. Practically

A. Teacher

- Teacher could use the material easier and teacher would have a new strategy to teach reading by using Directed Activities Related to Text .

- Teacher could make this strategy to be an interesting in other the students easy to understand in learning English reading .

B. Students

- The students would be easy in increasing their ability in reading .

- The students could take the meaning from the text.

C. Researcher

- Could use the result of this study to be refrences and search the same variable.

CHAPTER II

RIVIEW OF LITERATURE

A. Theoretical Framework

In conducting a research, some theories are needed to explain some concepts, which are applied in the research concerned. terms will be used in this study and they need to theoretically explain. In this case the researcher review some relate and relevant theorist concerning about students ability in building up to improve reading comprehension by in this following part, terms will be present and explain.

1.Effect

The effect is defined to change ability that the students have after having treated by using certain technique. It is usually the aspect of method in which the relationship between different subject and variables can be determined. Effect of teaching treatment in language is related to the change of getting something to the cognitive system. The result is the important of ability. The ability is the result of learning process which involves teachers with students.

The improvements which creates achievement by the students then is realized in the form score so that it can measure the certain position of students in the class because the score they have. Reflects their improvements in learning process.

2. Directed Activities Related to Text

2.1 Definition of Directed Activities Related to Text

Directed Activities related to Texts (DART) is a strategy 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, develop the idea and increase the learning motivation because they get involved actively in the learning activity. This technique is 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.

DART can be divided into two types:

1. Reconstruction DART

This activity uses modified text and it requires students to reconstruct a text or diagram by filling in missing words phrases or sentences, or be sequencing text that has been disorderly constructed.

2. Analysis DART

It uses original text or unmodified text, and activities that require students to reconstruct a text or diagram by filling in missing words, phrases or sentences, or be sequencing text that has been disorderly constructed. The activities require students to find and categorize information by marking or labeling a text or diagram.

2.2 What is Directed Activities Related to Text (DART) ?

DART are activities which get students to interact with texts. This technique has evolved to use reading as a way of learning a 'subject'. Its aim is to foster independent reading and actively engage the learner with text. One of its principles is that reading is no longer seen as a solitary activity, but can involve a small group or pair of learners. The technique can be used at any level and with any kind of text. Their aim is to improve students' reading comprehension and to make them critical readers. They can be done by individual students or in groups.

2.3 Procedure of DART

DART can be divided into two groups: reconstruction activities and analysis activities.

*Reconstruction activities

Definition: activities that require students to reconstruct a text or diagram by filling in missing words, phrases or sentences, or by sequencing text that has been jumbled.

Texts used: modified texts - the teacher modifies the original text, taking out words, phrases or sentences, or cutting the text into segments.

*Analysis activities

Definition: activities that require students to find and categorize information by marking or labelling a text or diagram.

Texts used: unmodified texts

You can base a DART on traditional language texts like poems and extracts from short stories, novels and plays. You can also base them on extracts from magazines, newspapers, pamphlets, and passages from history, geography, science, textbooks, etc. Devi (2008) that DARTs or the modified worksheets were proven to improve students' reading comprehension of science text in English

2.4 The advantages of using DART

- When students interact with texts, their reading comprehension improves.
- They also become more aware of how texts are constructed.
- This makes them more critical of texts. They begin to ask questions about the information that has been included in, and excluded from, the text.
- And about the words and sentence constructions that the writer chose.
- As students' understanding of how text is constructed improves, so too does their own writing.
- Research has shown that interacting with texts also improves student's cognitive development.

- You don't need fancy equipment and resources to use DART. You can use textbooks from various subjects. Therefore, DART can be used in under-resourced schools.
- DART can make your students' textbooks more interesting.
- If you teach English in a context where English is the medium of instruction but it is not the students' first language, using DART based on passages from the students' textbooks will help prepare them for the texts they will encounter in other subjects.
- It will also help prepare them for the types of tasks they will encounter in other subjects. For example, filling in tables, labelling diagrams, completing Venn diagrams etc.
- DART also help students learn how to use texts without plagiarizing them.

And they help students learn how to produce their own graphic information like tables, flow charts, branch diagrams etc.

3. Reading Comprhension

3.1 The Essence of Reading

There are four skills in English which should be mastered, they are reading speaking, listening and writing and it cannot be denied that reading is one of the most important. According to Harmer (2000:153) “ Reading is an exercise dominated by theeyes and the brain”. Specifically, Nunan (2002:17) in his book also said that

“Reading is a process of decoding written symbols, working from smaller units (individual letters) to larger ones (word, clauses and sentences)”.

Based on explanation above, the writer concludes that reading is a process to convey the message or information. By reading, the reader will know what they read and challenged to response the ideas of the author. In order to make the message or information that comes from the author can be understood and comprehended easily by the reader.

3.2 Reading Comprehension

It is necessary for the students of Senior High School to master reading comprehension. Cooper (1999:11) stated that Comprehension is a process in 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 (2003:56) 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. This idea also supported by Parera in Kahayanto (2005:9), he states as follows:

“Memahami adalah memperhatikan naskah tertulis dengan maksud memahami isinya. Proses ini dilakukan dengan mata diam atau membaca dalam hati.

Hasil pemahaman disebut pemahaman bacaan. Cara membaca yang demikian disebut cara membaca pemahaman”.

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

1. Skimming

Skimming is a technique used to look for the “gist” of what the author is saying without a lot of detail Kustaryo (2002:5). 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 (2004:134) 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. Azies & Wasilah (1999:114) said “Aktifitas skimming melibatkan proses membaca, sekalipun dengan kecepatan melebihi kecepatan membaca pada umumnya”.

Thus, in skimming the text, a reader needs to practice in order he or she can learn the key words and phrases which can cover all the material he or she is 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.

2. Scanning

Scanning was quickly reading to find the specific information. Brown (2001:308) 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 “, Nuttal in Kahayanto (2005:11).

When scanning the reader lets his or her eyes wander over the text until he or she was 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, he or she should know what kinds of information he or she needs, also, he or she should have the strong belief where he or she would find such information needed from the text.

3.3 Schema Theory Background and Knowledge in Reading

Schema Theory was the source of some questions like: How do readers construct meaning? How do they decided what to hold on to, and having made that decision, how do they infer a writer’s message? The reader brings information, knowledge, emotion, experience, and culture – that is, schemata (plural) – to the printed word, Brown (2001:299).

Beside that, this idea also support by Clarke and Silberstein in Brown (2001) capture the definition of schema theory as follows:

“Research has shown that reading was only incidentally visual. More information was contributed by the print on the page. That is, readers understand what they read because they were able to take the stimulus beyond its graphic representation and assign it membership to an appropriate group of concepts already stored in their memories. Skill in reading depends on the efficient interaction between linguistic knowledge and knowledge of the world”.

There were two categories of schemata, as follows:

1. Content schemata include what we know about people, the world, culture, and the universe
2. Formal Schemata consist of our knowledge about discourse structure.

In line with the explanation above, the writer concludes that the use of pre-questioning was to build reader's content schemata which were related to the background of knowledge.

3.4 Reading as a Process of Predicting

Reading has been considered only as a visual activity, because we do it with the eyes. But, in the *The Book of Study Skills for Students of English*. Yorkey (2001:100) stated reading is not only a visual activity. It is more than just simply run your eyes accumulating information as each words, phares, and sentences is progressively recognized. Reading is also an active process of predicting what is

likely to come next. Our brain processes the visual information from our eyes, rapidly forming and revising hypotheses about the form and content of what you are reading.

Thus, in this study the writer conclude that pre-questioning as the strategy to build up and to rise the students' skill in predicting what will face by them in the whole text.

3.5 Some Factors that Influence Students Reading Comprehension Achievement

There were two factors that influence the student reading comprehension achievements and they were related one another, they are internal factor and the external factor.

- The internal factor

The internal factor means the factor which come from the reader himself Kahayanto (2005:13). Or usually known as personal factor, because the factor has existed inside the reader. this factor dealt with self-motivation and interest.

- Motivation

Motivation plays an important role in comprehending the text. The students was motivated to read when they fell that need something from the text. Brown (2001:75) divided the motivation theory into two kinds, they are intrinsic and aextrinsic motivation.

Edward Deci in Brown (2001:76) defined intrinsic motivation, as follow:

“Intrinsically motivated activities were ones from which there was no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward. it was aimed

at bringing about curtaining internallyrewarding consequences, namely, feeling of competence and self-determination”.

On the other one, extrinsic motivation defined by him as extrinsically motivated behaviors that carried out in anticipation of a reward from outside and beyond the self. Such as money, prizes, grades, and even certain of positive feedback.

- **Interest**

Interest was being one of the important factors in order to increasing the student's comprehension achievement in reading. If one has interest to read, it means that he or she would get a good achievement. on the other side, if the reader has no any interest to read, it can influence his or her achievement.

In line with the explanation of motivation and interest above, in this study the writer interested to use pre-questioning to build up the students.

• **The External Factor**

The external factor has a close relationship to reading material and teacher of reading. they were related one another.

They can discover what their own opinions and reactions are. This self discovery can be especially useful for a pre-reading activity.

perhaps the simplest way to conceptualize the possibilities is to think of a range of questions, beginning with display questions that attempt to elicit information already

known by the teacher and the students. In this study, the writer interested to use pre-questioning in order to make the general frame of the knowledge.

B. Conceptual Framework

The purpose of teaching is 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 is 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 interest in reading. Unfortunately, many students feel bored and hate in reading. In fact, they know how to read, but they don'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.

C. Hypothesis

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

Ha : There is a significant effect of using Directed Activities Related to Text on the Student's achievement in reading comprehension.

Ho : There is no a significant effect of using Directed Activities Related to Text on the Student's achievement in reading comprehension.

CHAPTER III

METHOD OF RESEARCH

A. Location and Time

This research was conducted at SMP Muhammadiyah 07 Medan Jalan Pelita II Academic Year 2016/2017. The reason for choosing this school because based on the researcher's observation that there was a problem with the students' in reading skill, especially in narrative text.

B. Population and Sample

The population of this research were the eight grade students of SMP Muhammadiyah 07 Medan. There were two parallel

Table 3.1
Population and Sample

No.	Class	Population	Sample
1.	VIII- 1	32	32
2.	VIII- 2	32	32
	Total	64	64

C. Research Design

The study will be conducted by using an experimental design that is a research to test and prove a hypothesis by giving treatment the sample. This experimental

design is to show whether using directed activities related to text will be a better for the students in learning reading comprehension than lecturing method. The sample of study consist of two groups; experimental and control group that would be taught by using different treatment. It can be seen from the following table:

Table 3.2
Research design for experimental group and control group

Group	Pre-test	Treatment	Post-test
Experimental (X)	√	Using Directed Activities Related to Text	√
Control (Y)	√	Using Lecturing Method	√

Based on the table 3.2, experimental. (X) is the class which received by using directed activities related to text in teaching reading , and control (Y) is the class which received by using lecturing method in teaching reading.

1.Pre-test

Pre-test is administrated to the sample before doing the treatment. Pre-test was given to experimental and control group. It is used to measure student's ability before applying the treatment. Pre-test consist of oral test. In pre-test the researcher has taken the question from the situation in their environment. For example, asking to make generic structure from the reading text.

2.Treatment

Table 3.3
Treatment in experimental and control group

Meeting	Experimental Group	Control Group
1 (First)	<ol style="list-style-type: none"> 1. Teacher greet the students to open the class. 2. Teacher gave pre-test. 3. Teacher collected the answer sheet of student. 4. Teacher calculated the score. 	<ol style="list-style-type: none"> 1. Teacher greet the students to open the class 2. Teacher gave pre-test. 3. Teacher collected the answer sheet of student. 4. Teacher calculated the score.
2 (second)	<ol style="list-style-type: none"> 1. Teacher distributed the material Generic Structure in Narrative Text. 2. Teacher gave the examples about Generic Structure in Narrative Text . 3. Teacher asked the students, whether the students are already understand or not 4. Teacher arranged the chairs in two rows of seats that facing each other . 5. Teacher separated the seats into group of three to five on each line (there are group X and Y). 6. Teacher devided to every X group a card that contains the task that they should ask to the Y group. 7. Teacher gave a different card to each member X of the group. 8. Teacher asks the 	<ol style="list-style-type: none"> 1. Teacher distributed the material about Generic Structure in Narrative Text. 2. Teacher gave the examples about Generic Structure in Narrative Text . 3. Teacher asked the students, whether the students are already understand or not . 4. Teacher asked the students to make Generic Structure in Narrative Text based on the situation is given . 5. Teacher asked the students to come in front of the class to read their generic structure. 6. Teacher made data analysis .

	<p>students to start a first job after a short period of time announced that the time for all participants Y to move one seat to the left or right of the group. Do not move the chair X. Asking X group to convey his assignment to Y group.</p> <p>9. Teacher ask the students to read their generic structure of narrative text.</p> <p>10. Teacher collected their answer.</p> <p>11. Teacher made data analysis.</p>	
3 (third)	1. Same as the second meeting but different in exercises.	1. Same as the second meeting but different in excersises.
4 (fourth)	<p>1. Teacher gave direction realted to the post-test.</p> <p>2. Teacher gave post-test.</p> <p>3. Teacher collected the answer sheet of the students.</p> <p>4. Teacher calculates the score.</p>	<p>1. Teacher gave direction related to the post-test.</p> <p>2. Teacher gave post-test.</p> <p>3. Teacher collected the answer sheet of the students.</p> <p>4. Teacher calculated the score.</p>

3. Post-test

After having the treatment, the post-test will be given to the students. The post-test is same as the pre-test. The post-test is the final test in this research, especially in measuring the treatment, wheather it is significant or not, it means to know whether the treatment give the effect or not on the student's achievement in reading. Also, in the experimental and control group, a post-test is administrated. The administrating of

the post-test is mean to find out the differences scores of both experimental and control group before and after treatment.

D. The Instrument of Research

The data of this research will be collected by using an oral test. The students will be given the test. The form of oral test is structural directed activities related to text. Then, the students give opinion and answer by reading form directed activities related to text and the student's reading ability to know how far they can reading English text and take the meaning well and fluecy.

E. Technique for Collecting Data

To Collect the data of research, the researcher used some steps:

- a. Giving pre-test to both of the group.
- b. Giving treatment
 1. Experimental group (Class) : Using Directed Activities Related to Text model.
 2. Control group (Class) : Using lecturing method.
- c. Giving post-test with the similar test to both of the groups.

F. Technique of Analyzing Data

After collecting the data from the test, the data were analyzed by following procedure:

1. Scoring the students' answer
2. Listing the score into tables, first for the experimental group scores and the second of the control group scores.
3. Determining the equation of linear regression, by using the formula (sudjana, 2002:312)

$\hat{Y} = a + bx$ where a and b is getting by :

$$a = \frac{(\sum Y_1)(\sum x_1^2) - (\sum x_1)(\sum x_1 y_1)}{n\sum x_1^2 - (\sum x_1)^2}$$

$$a = \frac{(\sum Y_1)(\sum x_1^2) - (\sum x_1)(\sum x_1 y_1)}{n\sum x_1^2 - (\sum x_1)^2}$$

4. Determining coefficient r^2 by formulation :

$$r^2 = \frac{b\{(n\sum xy) - (\sum x)(\sum y)\}}{n\sum y^2 - (\sum y)^2} \text{ sudjana (2002 : 380)}$$

5. Examining the statistical hypothesis

$H_a : P \neq 0$ there is significant effect of Using Directed Activities Related to Text on the Student's Achievement in Reading.

$H_0 : P = 0$ there is no significant effect of Using Directed Activities Related to Text on The Student's Achievement in Reading.

With the criteria Examination, α , H_0 is accepted if $-t(1 - \frac{1}{2}\alpha) > t < t(1 - \frac{1}{2}\alpha)$

where $(1 - \frac{1}{2}\alpha)$ was getting by t distribution with $df = n - 2$ in the other word,

H_0 is rejected.

6. Determining percentage of the effect of X variable toward Y variable by using

determination formulation: $D = r^2 \times 100 \%$ where $r^2 = \frac{b\{(n\sum xy) - (\sum x)(\sum y)\}}{n\sum y^2 - (\sum y)^2}$

CHAPTER IV

DATA COLLECTION AND DATA ANALYSIS

A. Data Collection

The data were collected by giving the students multiple choice test that consisted of twenty items. The correct answer get point 1 and the incorrect answer get 0. So the total of the right answer is 20. In this research, the sample was divided into two groups, the experimental and control group. Thirty two students belong to experimental group and thirty two students belong to control group. Each group was given pre-test and post-test.

That is the result of the pre-test and post-test in experimental group in the Table 4.1 and that is the result of the pre-test and post-test in control group in the Table 4.2.

Table 4.1
The Scores of the Pre-Test and Post-Test in Experimental Group

No.	Students' Initial	Score	
		Pre-Test (T ₁)	Post-Test (T ₂)
1.	AB	40	75
2.	AF	55	95
3.	AL	55	80
4.	AL	40	90
5.	AM	55	85
6.	BHS	80	95

7.	BL	35	85
8.	BP	55	85
9.	DPS	65	85
10.	FF	30	80
11.	FS	40	85
12.	GA	65	95
13.	HS	45	90
14.	IH	45	90
15.	IJ	50	85
16.	IS	45	85
17.	LH	70	95
18.	MFH	60	90
19.	MI	60	95
20.	MJ	40	90
21.	NCP	75	90
22.	NF	65	80
23.	SA	45	75
24.	SHK	70	95
25.	SN	65	85
26.	SS	55	95
27.	TA	55	80
28.	TDP	65	90

29.	VI	60	95
30.	WU	45	90
31.	YA	55	90
32.	ZM	45	95
Total		$\sum T_1=1730$	$\sum T_2=2797$

The data in table 4.1 showed the result of the pre-test and post-test in experimental group. Based on the table above, it can be shown that there were differences between pre-test and post-test scores in the experimental group. The highest score of pre-test in the experimental group was 80 and the lowest was 30, while the highest score of the post-test was 95 after giving treatment, and the lowest was 75. After calculating the data for the experimental group above, the total score of pre-test was $\sum T_1=1730$ and the total score for post-test was $\sum T_2=2797$. It means that the score for post-test is higher than pre-test.

Table 4.2
The Scores of the Pre-Test and Post-Test in Control Group

No.	Students' Initial	Score	
		Pre-Test (T_1)	Post-Test (T_2)
1.	AA	65	70
2.	AM	60	65
3.	AS	50	60
4.	AS	35	45
5.	AS	45	75

6.	CNU	35	70
7.	DA	65	75
8.	DRF	65	90
9.	FPK	50	70
10.	FR	45	50
11.	FS	65	70
12.	HA	40	60
13.	ID	45	65
14.	MAG	30	50
15.	MAN	35	70
16.	MIB	65	70
17.	MIP	35	75
18.	MP	65	70
19.	MRR	65	70
20.	MU	55	75
21.	NMH	50	65
22.	RA	35	60
23.	RH	30	75
24.	RI	30	45
25.	RP	30	40
26.	SA	50	60
27.	SAD	35	65

28.	TA	60	75
29.	TUH	55	60
30.	WA	50	60
31.	WA	65	70
32.	ZN	30	65
Total		$\Sigma T_1=1535$	$\Sigma T_2=2085$

The data in table 4.2 showed the result of the pre-test and post-test in control group. Based on the table above, it can be shown that there were differences between pre-test and post-test scores in control group. The highest score of pre-test in control group was 65 and the lowest was 30, while the highest score of the post-test was 90 and the lowest was 40. After calculating the data for the control group above, the total score of pre-test was $\Sigma T_1=1535$ and the total score for post-test was $\Sigma T_2=2085$. It means that the score for post-test is higher than pre-test.

B. Data Analysis

Based on the table above, the following table 4.3 and 4.4 show that the different scores between pre-test and post-test in both experimental and control groups.

Table 4.3
The Differences Scores of the Pre-Test and Post-Test in Experimental Group

No.	Students' Initial	Scores				
		Pre-Test (T ₁)	T ₁ ²	Post- Test (T ₂)	T ₂ ²	X=(T ₂ -T ₁)
1.	AB	40	1600	75	5625	35
2.	AF	55	3025	95	9025	40
3.	AL	55	3025	80	6400	25
4.	AL	40	1600	90	8100	50
5.	AM	55	3025	85	7225	30
6.	BHS	80	6400	95	9025	15
7.	BL	35	1225	85	7225	50
8.	BP	55	3025	85	7225	30
9.	DPS	65	4225	85	7225	20
10.	FF	30	900	80	6400	50
11.	FS	40	1600	85	7225	45
12.	GA	65	4225	95	9025	30
13.	HS	45	2025	90	8100	45
14.	IH	45	2025	90	8100	45
15.	IJ	50	2500	85	7225	35
16.	IS	45	2025	85	7225	40
17.	LH	70	4900	95	9025	25
18.	MFH	60	3600	90	8100	30

19.	MI	60	3600	95	9025	35
20.	MJ	40	1600	90	8100	50
21.	NCP	75	5625	90	8100	15
22.	NF	65	4225	80	6400	15
23.	SA	45	2025	75	5625	30
24.	SHK	70	4900	95	9025	25
25.	SN	65	4225	85	7225	20
26.	SS	55	3025	95	9025	40
27.	TA	55	3025	80	6400	25
28.	TDP	65	4225	90	8100	25
29.	VI	60	3600	95	9025	35
30.	WU	45	2025	90	8100	45
31.	YA	55	3025	90	8100	35
32.	ZM	45	2025	95	9025	50
Total		$\sum T_1$ = 1730	$\Sigma(T_1)^2$ = 98100	$\sum T_2$ = 2797	$\sum (T_2)^2$ = 248775	$\Sigma(T_2 - T_1) = 1085$

Table 4.3 above shown that the total score of pre-test in experimental group was 1085 while the total score of post-test was 2797.

The calculation in Experimental Group

a. The calculation for pre-test in experimental group.

1. Mean

$$\begin{aligned}
M(T_2 - T_1) &= \sum \frac{T_1}{N} \\
&= \frac{1730}{32} \\
&= 54.6
\end{aligned}$$

2. Variances

$$\begin{aligned}
S^2 &= \sum(T_1)^2 - \frac{(T_1)^2}{N} \\
&= 98100 - \frac{(1730)^2}{32} \\
&= 98100 - \frac{2992900}{32} \\
&= 98100 - 93528.1 \\
&= 4571.9
\end{aligned}$$

$$S^2 = \sqrt{4571.9}$$

$$S = 67.61$$

3. Standard Deviation

$$\begin{aligned}
SD &= \sqrt{\frac{(\sum T_1)^2}{N}} \\
&= \sqrt{\frac{(98100)^2}{32}} \\
&= \sqrt{\frac{9623610}{32}} \\
&= \sqrt{300737.8} \\
&= 548.3
\end{aligned}$$

b. The calculation for post-test in experimental group

1. Mean

$$M(T_2 - T_1) = \sum \frac{T_2}{N}$$

$$= \frac{2797}{32}$$

$$= 87.4$$

2. Variances

$$S^2 = \sum(T_1)^2 - \frac{(T_2)^2}{N}$$

$$= 248775 - \frac{(2797)^2}{32}$$

$$= 248775 - \frac{7823209}{32}$$

$$= 248775 - 244475.2$$

$$= 4299.8$$

$$S^2 = \sqrt{4299.8}$$

$$S = 65.57$$

3. Standard Deviation

$$SD = \sqrt{\frac{(\sum T_1)^2}{N}}$$

$$= \sqrt{\frac{(248775)^2}{32}}$$

$$= \sqrt{\frac{6188910}{32}}$$

$$= \sqrt{193403.4}$$

$$= 439.7$$

c. The calculation for total pre-test and post-test in experimental group

1. Mean

$$M(T_2 - T_1) = \frac{\sum(T_2 - T_1)}{N}$$

$$= \frac{1085}{32}$$

$$= 33.9$$

2. Standard Deviation

$$\begin{aligned}
 SD &= \sqrt{\frac{\sum(T_2 - T_1)^2}{N}} \\
 &= \sqrt{\frac{(1085)^2}{32}} \\
 &= \sqrt{\frac{1177225}{32}} \\
 &= \sqrt{36788.2} \\
 &= 191.8
 \end{aligned}$$

Table 4.4
The Differences Scores of the pre-test and post-test in Control Group

No.	Students' Initial	Scores				
		Pre-Test (T ₁)	T ₁ ²	Post-Test (T ₂)	T ₂ ²	X=(T ₂ -T ₁)
1.	AA	65	4225	70	4900	5
2.	AM	60	3600	65	4225	5
3.	AS	50	2500	60	3600	10
4.	AS	35	1225	45	2025	10
5.	AS	45	2025	75	5625	30
6.	CNU	35	1225	70	4900	35
7.	DA	65	4225	75	5625	10
8.	DRF	65	4225	90	8100	25

9.	FPK	50	2500	70	4900	20
10.	FR	45	2025	50	2500	5
11.	FS	65	4225	70	4900	5
12.	HA	40	1600	60	3600	20
13.	ID	45	2025	65	4225	20
14.	MAG	30	900	50	2500	20
15.	MAN	35	1225	70	4900	35
16.	MIB	65	4225	70	4900	5
17.	MIP	35	1225	75	5625	40
18.	MP	65	4225	70	4900	5
19.	MRR	65	4225	70	4900	5
20.	MU	55	3025	75	5625	20
21.	NMH	50	2500	65	4225	15
22.	RA	35	1225	60	3600	25
23.	RH	30	900	75	5625	45
24.	RI	30	900	45	2025	15
25.	RP	30	900	40	1600	10
26.	SA	50	2500	60	3600	10
27.	SAD	35	1225	65	4225	30
28.	TA	60	3600	75	5625	15
29.	TUH	55	3025	60	3600	5
30.	WA	50	2500	60	3600	10

31.	WA	65	4225	70	4900	5
32.	ZN	30	900	65	4225	35
Total		$\sum T_1$ = 1535	$\sum(T_1)^2$ = 79075	$\sum T_2$ = 2085	$\sum(T_2)^2$ = 139325	$\sum(T_2 - T_1) = \mathbf{550}$

Table 4.4 above shown that the total score pre-test in control group was 1535 while the total score of post-test was 2085.

The calculation on Control Group

a. The calculation for pre-test in control group

1. Mean

$$\begin{aligned}
 M(T_2 - T_1) &= \sum \frac{T_1}{N} \\
 &= \frac{1535}{32} \\
 &= 47.9
 \end{aligned}$$

2. Variances

$$\begin{aligned}
 S^2 &= \sum(T_1)^2 - \frac{(T_1)^2}{N} \\
 &= 79075 - \frac{(1535)^2}{32} \\
 &= 79075 - \frac{2356225}{32} \\
 &= 79075 - 73632.3 \\
 &= 1.07
 \end{aligned}$$

$$S^2 = \sqrt{1.07}$$

$$S = 1.03$$

3. Standard Deviation

$$\begin{aligned}SD &= \sqrt{\frac{\sum(T_1)^2}{N}} \\&= \sqrt{\frac{(79075)^2}{32}} \\&= \sqrt{\frac{6252855}{32}} \\&= \sqrt{195401.7} \\&= 442.4\end{aligned}$$

b. The calculation for post-test in control group

1. Mean

$$\begin{aligned}M(T_2 - T_1) &= \sum \frac{T_2}{N} \\&= \frac{2085}{32} \\&= 65.1\end{aligned}$$

2. Variances

$$\begin{aligned}S^2 &= \sum(T_2)^2 - \frac{(T_2)^2}{N} \\&= 139325 - \frac{(2085)^2}{32} \\&= 139325 - \frac{4347225}{32} \\&= 139325 - 135850.7 \\&= 3474.3 \\S^2 &= \sqrt{3474.3} \\S &= 58.9\end{aligned}$$

3. Standard Deviation

$$\begin{aligned}SD &= \sqrt{\frac{\Sigma(T_2)^2}{N}} \\&= \sqrt{\frac{(139325)^2}{32}} \\&= \sqrt{\frac{1941145}{32}} \\&= \sqrt{60660.7} \\&= 246.2\end{aligned}$$

c. The calculation for total pre-test and post-test in control group

1. Mean

$$\begin{aligned}M(T_2 - T_1) &= \frac{\Sigma(T_2 - T_1)}{N} \\&= \frac{550}{32} \\&= 17.1\end{aligned}$$

2. Standard Deviation

$$\begin{aligned}SD &= \sqrt{\frac{\Sigma(T_2 - T_1)^2}{N}} \\&= \sqrt{\frac{(550)^2}{32}} \\&= \sqrt{\frac{302500}{32}} \\&= \sqrt{9453.1} \\&= 97.22\end{aligned}$$

Table 4.5
The Calculating Table

No.	X	Y	X ²	Y ²	XY
1.	75	70	5625	4900	5250
2.	95	65	9025	4225	6175
3.	80	60	6400	3600	4800
4.	90	45	8100	2025	4050
5.	85	75	7225	5625	6375
6.	95	70	9025	4900	6650
7.	85	75	7225	5625	6375
8.	85	90	7225	8100	7650
9.	85	70	7225	4900	5950
10.	80	50	6400	2500	4000
11.	85	70	7225	4900	5950
12.	95	60	9025	3600	5700
13.	90	65	8100	4225	5850
14.	90	50	8100	2500	4500
15.	85	70	7225	4900	5950
16.	85	70	7225	4900	5950
17.	95	75	9025	5625	7125
18.	90	70	8100	4900	6300
19.	95	70	9025	4900	6650
20.	90	75	8100	5625	6750

21.	90	65	8100	4225	5850
22.	80	60	6400	3600	4800
23.	75	75	5625	5625	5625
24.	95	45	9025	2025	4275
25.	85	40	7225	1600	3400
26.	95	60	9025	3600	5700
27.	80	65	6400	4225	5200
28.	90	75	8100	5625	6750
29.	95	60	9025	3600	5700
30.	90	60	8100	3600	5400
31.	90	70	8100	4900	6300
32.	95	65	9025	4225	6175
	X=2797	Y=2085	X²=248775	Y²=139325	XY=183175

C. Testing Hypothesis

a. The equation of linear regression

$y = a + b$ where a and b were got by:

$$\begin{aligned}
 a &= \frac{(\sum y)(\sum X^2) - (\sum X)(\sum xy)}{N(\sum X^2) - (\sum X)^2} \\
 &= \frac{(2085)(248775) - (2797)(183175)}{32(248775) - (2797)^2} \\
 &= \frac{518695875 - 512340475}{7960800 - 7823209} \\
 &= \frac{6355400}{137591}
 \end{aligned}$$

$$= 46.19$$

$$b = \left(\frac{N(\sum XY) - (\sum X)(\sum Y)}{N(\sum X^2) - (\sum X)^2} \right)$$

$$= \frac{64(183175) - (2797)(2085)}{64(248775) - (2797)^2}$$

$$= \frac{11723200 - 5831745}{15921600 - 7823209}$$

$$= \frac{5891455}{8098391}$$

$$= 0.72$$

$$y = a + b$$

$$Y = 46.19 + 0.72$$

b. Coefficient r^2

$$r^2 = \frac{b\{N(\sum XY) - (\sum X)(\sum Y)\}}{N(\sum Y^2) - (\sum Y)^2}$$

$$= \frac{0.72\{64(183175) - (2797)(2085)\}}{64(139325) - (2085)^2}$$

$$= \frac{8440704 - 5831745}{8916800 - 4347225}$$

$$= \frac{2608959}{4569575}$$

$$= 0.570$$

$$r^2 = \sqrt{0.570}$$

$$r = 0.75$$

c. Examination the Statistic Hypothesis

Ha:P#0 There is a significant effect of applying Directed Activities related to text to improve students' reading comprehension.

Ho:P=0 There is no significant effect of applying Directed Activities related to text to improve students' reading comprehension.

The statistical hypothesis could be determined by using:

$$t = \frac{r\sqrt{N-2}}{\sqrt{1-r^2}}$$

With a criteria examination α , Ho is accepted if $t_{\text{observed}} > T_{\text{table}}$ or Ho is rejected if $t_{\text{observed}} < T_{\text{table}}$ with the degree freedom or $df = N - 2 = 62$, $\alpha = 5\% = 0,05$

$$\begin{aligned} t_{\text{observed}} &= \frac{r\sqrt{N-2}}{\sqrt{1-r^2}} \\ &= \frac{0.75\sqrt{64-2}}{\sqrt{1-0.75^2}} \\ &= \frac{0.75\sqrt{62}}{\sqrt{1-0.56}} \\ &= \frac{0.75(7.8)}{\sqrt{0.44}} \\ &= \frac{5.85}{0.6} \\ &= 9.75 \end{aligned}$$

$$\begin{aligned} T_{\text{table}} &= t \left(1 - \frac{1}{2} 0.05 \right)^{df} \\ &= t \left(1 - \frac{1}{2} 0.05 \right)^{62} \\ &= t(0.975)^{62} \\ &= 2.01 \end{aligned}$$

Based on the calculation above, where $t_{\text{observed}} > T_{\text{table}}$ ($9.75 > 2.01$) it could be concluded that Ho was rejected. It means that Ha was accepted or "there is

significant effect of applying Directed Activities related to text to improve students' reading comprehension".

D. Research Findings

Based on the data analysis above, the findings of this research were described that the students who were taught by applying Directed Activities got higher score than those who were taught by using the conventional method. It was proved from the result of t-test which was 9.75 and t-table which was 2.01 (t-test > t-table, $9.75 > 2.01$). So, the fact showed that the students' reading comprehension was more significant than those by using conventional method.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter, the research mainly presents conclusion and suggestion based on the research findings and discussion presented in previous chapter.

A. Conclusion

Based on data analysis, it was concluded that using Directed Activities Related to Text significantly affects on the Students' reading mastery junior high school. It was seen from the data which had been obtained of the t-observe value was greater that t-table in which t-observe was 9.75 and t-table was 2.01 ($9.75 > 2.01$). It's mean that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. It's mean that there was significance effect of applying Directed Activities Related to Text in Reading Comprehension were better that using Lecturing Method.

B. Suggestions

In relation to the conclusion above suggestions are staged as the following:

1. To English Teacher
 - a. Teachers must using Directed Activities Related to Text in teaching English to students' reading comprehension of the text and students' must improve their knowledge about reading narrative text.
 - b. Teachers should try to make some variations or strategy in teaching reading until the students master of reading and easy to comprehend of the text.

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