

**TEACHING READING COMPREHENSION BY USING DIRECTED
ACTIVITY RELATED TO TEXT TO THE EIGHTH GRADE STUDENTS
OF SMP NEGERI 4 AIR SUGIHAN**

THESIS

**BY
Rini Antika
372017014**



**ENGLISH EDUCATION STUDY PROGRAM FACULTY
OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH PALEMBANG
AUGUST 2021**

**TEACHING READING COMPREHENSION BY USING DIRECTED
ACTIVITY RELATED TO TEXT TO THE EIGHTH GRADE STUDENTS
OF SMP NEGERI 4 AIR SUGIHAN OGAN KOMERING ILIR**

THESIS

Presented to

Muhammadiyah University of Palembang

In Partial Fulfillment of the Requirements

for the Degree of Sarjana in English Language Education

BY

Rini Antika

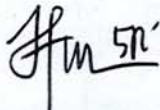
Nim 372017014

**UNIVERSITAS MUHAMMADIYAH PALEMBANG
FACULTY OF TEACHER TRAINING AND EDUCATION STUDY
PROGRAM**

This thesis is written by Rini Antika has been certified to be examined

Palembang, 31 August 2021

Advisor 1,



Kurnia Saputri, S.Pd., M.Pd.

Palembang, 13 August 2021

Advisor II

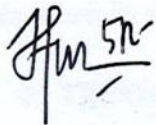


Masagus Sulaiman, S.Pd., M.Pd.

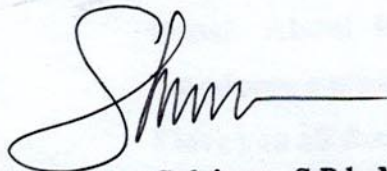
This is to certify that Sarjana's thesis of Rini Antika has been approved by the board of examiners as the requirements for the Sarjana degree in English Language Education.



Dr. Tri Rosita, S.Pd., M.Pd.



Kurnia Saputri, S.Pd., M.Pd



Masagus Sulaiman, S.Pd., M.Pd

Acknowledged by The Head of
English Educational
Study Program



Sri Yuliani, S.Pd., M.Pd.

Approved by
The Dean of
FKIP UMP,



Dr. H. Rusdy AS., M.

SURAT PERNYATAAN KEASLIAN KARYA

Yang bertanda tangan dibawah ini :

Nama : Rini Antika
Nim : 372017014
Programstudi : Bahasa Inggris

Menerangkan dengan sesungguhnya bahwa :

1. Skripsi yang saya buat adalah benar-benar pekerjaan sayasendiri (bukan barang jiplakan atau plagiat).
2. Apabila dikemudian hari terbukti/ dapat dibuktikan skripsi ini hasil plagiat, maka saya akan menanggung resiko sesuai dengan peraturan undang- undang yang berlaku.

Demikian surat keterangan ini dibuat dengan sebenar-benarnya untuk dapat dipertanggung jawabkan.

Palembang, agustus 2021

Yang Menerangkan

Mahasiswa Yang bersangkutan



Rini Antika

MOTO:

- ❖ **Never regret a day in your life good days bring you happiness and bad days give you experience**
- ❖ **Do something today that your future will thanks for**

DEDICATION

This work in dedication to:

- ❖ **The One Only God, Allah SWT, the lord of the world**
- ❖ **Prophet Muhammad SAW bring us from the darkness to the light**
- ❖ **My beloved parents**
Bapak Abdul Bari dan Ibu Mislaila, thanks for all your love, happiness, support, guidance, help and especially for your pray on me. I love you all than everything in the world
- ❖ **My beloved grandmother, (Juairiah) and my uncle (Dedi Irawan and Sunardi) thank you for all support and pray for me.**
- ❖ **My beloved sister (Rina Aprina, S.Pd) and my brothers (Rohadi and Ledi Chandra) thank you for the support, motivate, and all the pray for me. Love you more.**
- ❖ **My little princes nephew, (Syakila Adiba Zahra) thank you for you smile everytime**
- ❖ **My honorable Miss Kurnia Saputri, S.Pd,M.Pd as my first advisor and Mr. Masagus Sulaiman as my second advisor. Thanks you very much for them a lot of guidance and advise to write this thesis**
- ❖ **All my lecturer who had taught and motivations me during my study in Muhammadiyah University of Palembang, thanks you for everthing**
- ❖ **All my friends in English department academic years of 2017. Thanks for togetherness, happiness, laugh and all the experience and then thanks for all the support me (Wita, Reni, Bella, Beby, Refsi, Ega, Milenia, Esti).**

- ❖ **Thanks you for all person who always give me support, I cannot mention one by one thanks for everything guys**
- ❖ **And the last thanks my green campus and almamater**

ABSTRACT

Antika, Rini. 2021. Teaching Reading Comprehension by Using Directed Activity Related to Text to the Eighth-Grade Students of SMP Negeri 4 Air Sugihan. Thesis English Education Study Program Sarjana Degree (S1), Faculty of Teacher Training and Education Muhammadiyah University Palembang, Advisor: (I) Kurnia Saputri, S.Pd., M.Pd. (II) Masagus Sulaiman, S.Pd., M.Pd.

keywords: teaching, reading comprehension ,directed activity related text method.

This thesis is entitled “Teaching Reading Comprehension by Using Directed Activity Related to Text of SMP Negeri 4 Air Sugihan Ogan Komering Ilir. The problem of this study was “it effective to teach descriptive reading text by using directed activity related to text to the Eighth Grade Students of SMP Negeri 4 Air sugihan Ogan Komering Ilir.?”. The objective of this study was to find out whether or not it was effective to use directed activity teaching method to improve students descriptive Reading text Comprehension at SMP Negeri 4 Air Sugihan Ogan Komering Ilir. This study used pre-experimental design. The population of this study was the eighth grade students of SMP Negeri 4 Air Sugihan, with the total number 56 students. The sample of this study was 28 students were taken selected through total sampling. The data obtained were analyzed by using matched t-test in Manual Calculating. The result of t-test calculating in the pretest of experimental class and posttest of experimental class paired sample t-test, it showed that the mean was 12.500, the standard deviation 11.263, the standard error mean was 2.128, the lower was 16.867, the upper was 8.133 of t-obtained was 5.873. It means that it was effective to teach reading comprehension by using directed activity related to text to the eighth grade students of SMP Negeri 4 Air Sugihan Ogan Komering Ilir.

ACKNOWLEDGEMENTS

Alhamdulillah *rabbil 'alamin*, the research expresses her higher gratitude to Allah SWT for blessing, healthy, opportunity and mercy to complete this undergraduate thesis. *sholawat and also salam* were sent to prophet Muhammad SAW who had delivered the truth to human beings in general and moslem in the world. This undergraduate thesis entitled "Teaching Reading Comprehension By Using Directed Activity Related to Text to the Eighth Grade students of SMP Negeri 4 Air Sugihan Ogan Komering Ilir. is submitted as the final requirement in accomplishing undergraduate degree at the English Education Study Program, Faculty of Teacher Training and Education, University of Muhammadiyah Palembang.

In writing this thesis, the writer's deepest appreciation to her beloved parents Abdul Bari and Mislaila for the biggest love, pray and support. The writer would like to express my science gratitude to Kurnia Saputri, S.Pd., M.Pd as the first advisor and Masagus Sulaiman, S.Pd., M.Pd as the second advisor who have given me all guidance, advise, suggestions, and correction until the completion of this thesis.

Also, the writer would like to express to Rector of Muhammadiyah University of Palembang Dr. Abid Djazuli, S.E., M.M, the Dean of Faculty of Teacher Training and Education Dr. H. Rusdy A.S, M.Pd, the Head of English Education Study Program of University Muhammadiyah Palembang, and also All the lecturers of English Education Study Program of University Muhammadiyah Palembang who have taught and given me knowledge. And thanks to all the

r and the eighth grade students of SMP Negeri 4 Air Sugihan Ogan
ring Ilir for the participant helping in this study. And thanks to all the
h Department 2017 who have taught me since the first years of many study.

Palembang,
Researcher

A handwritten signature in black ink, consisting of a large, stylized initial 'R' followed by a smaller 'N' and some decorative flourishes.

RN

LIST OF CONTENTS

TITLE	i
AGREEMENTS	ii
APPROVEMENT	iii
MOTO AND DEDICATIONS	iv
ABSTRACT	v
ACKNOWLEDGEMENTS.....	vi
LIST CONTENTS.....	viii
LIST OF TABLES	xi
LIST OF APPENDICES.....	xii
CHAPTER I INTRODUCTION	
A. Background of the study	1
B. Problem of the study.....	3
1. Limitation of the study.....	4
2. Formulation of the study.....	4
C. Objective of the study.....	5
D. Significance of the study	5
E. Hypothesis	6
CHAPTER II LITERATURE REVIEW	
A. Teaching	7
B. Reading.....	8
C. Reading Comprehension	10
1 Types of Reading.....	12
2. Literal comprehension.....	13
3. Interpretative comprehension.....	14
4. Critical comprehension.....	14
5. Creative comprehension	14
D. Directed Activity Related to Text	15

1. Reconstruction activities.....	16
2. Analyzing activities	17
3. Procedures of Teaching Reading Comprehension by Using Directed Activity Related to Text in control class.....	18
E. Previous related studies	19
CHAPTER III RESEARCH METHODOLOGY	
A. Method of research.....	22
B. Research variables	23
C. Operational definition.....	23
D. Population and sample	24
1 Population	24
2 Sample.....	24
E. Technique for collecting data	25
F. Validity and reliability	26
1. Validity	26
2. Reliability.....	26
G. Technique for analyzing data	27
1. Conversion of Percentage Range	27
2. Matched t-test.....	28
CHAPTER IV FINDING AND INTERPRETATION	
A. Findings.....	30
1. The students' score in the pretest.....	30
2. The students' score in the posttest	33
3. The differences between pretest and posttest score	35
B. Interpretation	37
CHAPTER V CONCLUSION AND SUGGESTION	
A. Conclusion.....	39
B. Suggestions.....	39

1. For teacher English	40
2. For students	40

LIST OF TABLES

Table	pages
1.The population of the .study.....	24
2.The sample of the study.....	25
3. Treatment of specification.....	30
4. The conversion of percentage range.....	29
5. The students' score in the pretest.....	32
6. The students' score in posttest.....	34
7. The result of T-test Calculation.....	36
8. The students' score in Try out.....	27

LIST OF APPENDICES

Appendices

1. Surat Keputusan Dekan FKIP UMP
2. Usul judul dan pembimbing skripsi
3. Undangan ujian seminar proposal
4. Daftar hadir dosen penguji proposal
5. Daftar hadir mahasiswa seminar proposal
6. Table distribution critical value
7. Surat permohonan riset dari fakultas
8. Surat izin penelitian dari Dinas Pendidikan
9. Surat keterangan penelitian dari SMP Negeri 4 Air Sugihan OKI
10. Laporan Kemajuan bimbingan Skripsi
11. Bukti telah perbaikan skripsi
12. Surat pertanggung jawaban Skripsi
13. Test instruments
14. Key answer
15. Curriculum vitae
16. Documentations.

CHAPTER I

INTRODUCTION

The chapter presents (1) background of the study, (2) problem of the study, (3) objective of the study, (4) significance of the study, and (5) hypotheses of the study

A. Background of the Study

There are four skills that must be mastered by students (i.e. listening, speaking, reading, and writing). Reading is a skill should be mastered in learning English as foreign language. According to Weaver (2009) reading is a process to determine, what the reader's brain , emotions, and beliefs bring to reading. It means that reading is the reader's way in interpreting the printed words (p.10). According to Grellet (2004), reading is a constant process of guessing and what one brings to the is often more important than what one finds in it. In reading the students should be taught to use what they know to understand unknown elements, whether these are ideas or simple words (p.7).

According to Sadoski (2007), reading comprehension is the process in getting meaning of the texts. Further, reading comprehension was related closely to the cognitive competence of the readers, because this was produce comprehension. This idea also supported by Parera in Kahayanto (2005 p.9). According to Juel and Sandjaja (2005). Reading is the process of getting to know a few words and integrating them into words into sentences and reading structures. Therefore, after reading can make the essence of the reading.

From the experts above, It can be concluded that reading is a process of understanding and taking the meaning of a word, ideas, concepts, and information that has been put forward by the author on the form of writing. Immediately reading can increase your knowledge. We can find reading material from many source, textbook, and magazine.

In fact in comprehending reading text students need to know the component of reading. Klinger (2007) suggests that the reader needs to attend four indicators of reading comprehension such as vocabulary, refers to knowing what the word mean in context. They have to know word meaning based on context from the text. Decoding is word reading it is the process of sounding out or analyzing individual letters and words (p.5). Fluency refers to accuracy and speed reading it is about the process in reading whit good pronunciation . spelling, intonation, and stress. World knowledge refers to have sufficient background knowledge to benefit from reading the text. Based on explanation stated reading comprehension is the ability to process text, understanding its meaning and to integrate with what the reader already knows. Ability to comprehend text is influence by readers skills and their ability to process information.

Furthermore, Brown (2004), there are some indicators of reading, specific of the text, specific topic and main idea, interpreting and identify the meaning of the word and sentence of the text, identify factual information, guess meaning of vocabulary, synonym and antonym, inference of the text. Analyze generic structure, social function of kind of the text. Understanding the elements of reading will help the reader better in comprehending the text (p.206).

Generally, most of students have some problem in understanding and answering questions in reading text. The main factors which may determine literacy come from students related to reading experience, process, comprehension and supportive reading attitudes and behavior. On the world-wide scale, Indonesia students fail to make gains considerably in PIRLS reading literacy score between 2006 and 2011. Although there is progress, educators in the country are still deeply concerned about the lack of the score below 500, according to OECD (2010).

Based on the researcher interview with some students and English Teacher Problem by the Eighth-Grade Students of SMP 4 Negeri Air Sugihan, Ogan Komering Ilir in learning reading text are stated :

1. Students has difficulties to understand and answer about reading text
2. Students has difficulties to speak about English
3. Students lazy to read text in reading
4. Students just listen the teacher explanation and they do the task from teacher until time is up
5. Students lazy to memorize and practice every time to improve their English ability.

To overcome reading text problem stated, there was an effective method called Directed Activities Related to Text (DART). According to Vester (2008) DART is activity which get students to interact whit text. The purpose is to improving the student's reading comprehension and to make them to be critical

readers it can be done by individual or groups (p.1). Therefore, Bridley (2005) insists that DART is the central value placed on exchanges by pupils in small group. Those paper were describe the application of DART method in teaching reading for junior high school. It can be used as information of the DART produce that can be applied by the teacher in teaching reading comprehension (p.97).

Based on the explanation stated, the researcher was interested in conducting a research with the title *“Teaching Reading Comprehension By Using Directed Activity Related to Text to The Eighth-Grade Students Of SMP 4 Negeri Air Sugihan Ogan Komerling Ilir..”*

1. Limitation of the Problem

In this study the researcher limited the problem on teaching descriptive reading text by using directed activity related to the text to the Eighth-Grade Students of SMP Negeri Air Sugihan Ogan Komerling Ilir.

1.2 Formulation of problem

In keeping with the background mentioned, the researcher formulated the question as follows: “was it effective to teach descriptive reading text by using directed activity related to text to the Eighth Grade Students of SMP Negeri 4 Air sugihan Ogan Komerling Ilir.?”

2. Objective of the Study

Based on the formulation of the problem above, the objective of the study is to find out whether or not it was effective to use directed activity teaching method to improve students descriptive Reading text Comprehension at SMP Negeri 4 Air Sugihan Ogan Komering Ilir..

3. Significance of the Study

The significant of the study might be useful for the following parties:

1). The researcher

By writing this research, the writer would enrich and enlarge her knowledge and she would get new experience in doing researcher especially about reading comprehension by using directed activity related to text to the Eighth Grade Students of SMP Negeri 4 Air sugihan Ogan Komering Ilir..

2). The students

The writer can motivates them to read more than they did before and encourage them to learn English by reading comprehension.

3). The other researchers

Other researchers would get an additional source for their similar topic and added their knowledge especially about the reading comprehension by using directed activity related to text to the eighth grade student of SMP Negeri 4 Air Sugihan Ogan Komering Ilir..

4. Hypotheses of the Study

Creswell (2005) states that hypothesis testing are: (1). Identify a null and alternative hypothesis, (2). Set the level of significance or alpha level for rejecting the null hypothesis, (3). Collecting data, (4). Computer the sample statistic, typically using a computer program and (5). Make a decision about rejected or falling to reject the null hypothesis (186).

(H_a): It was effective to teach descriptive Reading text Comprehension by using directed activity related to text (DART) to the eight student of SMP Negeri 4 Air Sugihan Ogan Komerang Ilir.

(H_o): It was not effective to teach descriptive Reading text Comprehension by using directed activity related to text (DART) to the eight student of SMP Negeri 4 Air Sugihan Ogan Komerang Ilir.

REFERENCES

- Brindley, S. (2002). Teaching English *DARTS*. (S. Brindley, Ed.).
- Brown H.D. (2004). *Language Assesment:principles and Classroom Practic*. New York: Person Education.inc.
- Brown, H. D. 2004, *Language assessment*. Principle and classroom practice. New York: Logman
- Brown, H. Douglas. 2000. *teaching by principles: An Interactive Approach to Language Pedadogy: Second Edition*. White Plains, NY: Pearson Education.https://www.academia.edu/15979341/Principles_of_Language_Learning_and_Teaching_Fourth_Edition_Douglas_Brown
- Creswell, J, L., (2005). *Research Design (Third Edit)*. United States Of America: Sage.
- David Nunan, 2007. *Research Method in Language Learning* (New York: Cambridge University Press.
- Fraenkel, Wallen, and Hyun.(2012), *How to Design and Evaluate Research in Education*. Routledge. New York, NY. (8th Edition)
- Green, A, 2005, English Literature: from Sixth Form to University. Interational Journal of Adolescence and Youth. 12(4),253-281
- Grellet, F. 1996. Developing Reading Skills : A practical guide to reading comprehension exercises.CambridgeUniversityPress
<https://repository.arraniry.ac.id/id/eprint/2776/1/SKRIPSI%20FULL.pdf>
<https://www.bing.com/search?form=MOZLBR&pc=MOZD&q=skripsi+nuraini+jambi>
- Kaur,S (2003) *Variables in Research*, International Journal, Vol.3, No.4
- Klingner Janette K., Vughn, S., Boardman, A. (2007). Teaching Reading Comprehension to Students with Learning Difficulties. (H. and S.G. Karen R.,Ed). London:The Guilford PressLuedeke, Ed.). Ohio: Winthro Publisher, IncNew York: Routledge.
- Nuraini (2009), Reading comprehension Descriptive text at Junior high School Jambih
- Nuttal, 2005. Techniques and Principles in Language Teaching. Oxford University Press.
- OECD (2010) Progress in International Reading Literacy Study (PIRLS) Reading literacy score on the World. <https://nces.ed.gov/surveys/pirls/>
- Sadoski, M. (2007). Comprehending comprehension [essay review of the book *Comprehension: a paradigm for cognition*]. *Reading Research Quarterly*, 34, 493–500.

Shabrina Alfari, jan 6,2019 4:00:00 AM, *LatihansoalUNbahasaInggrisSMP*,Source:
<http://www.bigbanktheories.com>

Singer, 2002, *Theoretical Models and Process of Reading*. Bartely: University of California

Sugiyono, (2016). *Metode penelitian kuantitatif, kualitatif, dan R&D*. Bandung, Alfabeta.

Sumber (RUANG GURU): pegangan guru untuk SMP/MTS oleh Bachtiar Bima Mustriana,
2009, PT Intan Pariwara).

Weaver, C. (2009). *Reading Process Brief Edition of Reading Process and Practice*.
(L.Luedeke, Ed.), Ohio; Winthro Publisher, Inc.

Weaver, C. (2009). *Reading Process Brief Edition of Reading Process and Practice*. (L.