

**THE INFLUENCE OF USING DIRECTED ACTIVITIES RELATED
TO THE TEXTS (DARTS) STRATEGY TOWARDS STUDENTS'
READING COMPREHENSION ABILITY IN RECOUNT TEXT
AT THE EIGHTH GRADE MTs MA'ARIF 20 KALIDADI
CENTRAL LAMPUNG IN THE ACADEMIC
YEAR OF 2020/2021**

A Thesis

**Submitted as a Partial Fulfillment of the Requirements for S1-
Degree**



By:

**CHIKA RIZKI AMALIAH
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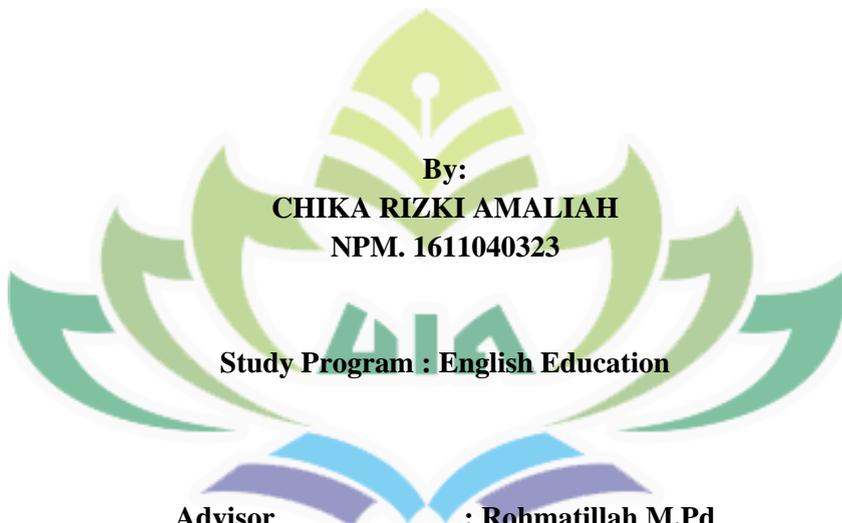
**Study Program : English Education Program
Advisor : Rohmatillah M.Pd
Co- Advisor : Satria Adi Pradana M.Pd**

**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
1443 H / 2022 M**

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ABSTRACT

The aim of the research was to know whether there was an influence of using Directed Activities Related to the Texts (DARTs) Strategy towards students' reading comprehension ability in recount text at the eighth grade MTs Ma'arif 20 Kalidadi Central Lampung at second semester in the academic year of 2020/2021. Based on the preliminary research, the students' reading comprehension score at MTs Ma'arif 20 Kalidadi was 65.8%. They got score under 68.

In this research, quasi experimental research design was used. The population of this research was the students at the eighth grade. Cluster random sampling was taken to get the sample. The sample was VIII B as experimental class and VIII D as the control class. DARTs Strategy was used in experimental class as the treatment and Discovery Learning in control class. The instrument was used for pre test and post test. The result of the data was normal distribution and the variance of the data was homogenous. Independent sample t- test was used to analyze the data.

SPSS and Independent sample t-test was used to analyze the data. The result of $Sig = 0.020$ and the $\alpha = 0.050$. It means that H_a was accepted because $Sig\ 0.020 < 0.050$. Therefore, there was a significant influence of using directed activities related to the texts (DARTs) strategy towards students' reading comprehension ability in recount text at the eighth grade of MTs Ma'arif 20 Kalidadi Central Lampung.

Keywords : DARTs Strategy, Quasi Experimentl Design, Recount Text, Students' Reading Comprehension.

DECLARATION

I am a students with the following identity :

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Related to the Texts (DARTs) Strategy
Towards Students' Reading Comprehension
Ability in Recount Text at the Eighth Grade
MTs Ma'arif 20 Kalidadi Central Lampung in
the Academic Year of 2020//2021.

Certify that this thesis is fully my own work. I am completely responsible for the contents of this thesis. The statements and theories from various sources were cited and adopted responsibly.

Bandar Lampung, July 28th 2021

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(DARTs) STRATEGY TOWARDS
STUDENTS' READING COMPREHENSION
ABILITY IN RECOUNT TEXT AT THE
EIGHTH GRADE MTs MA'ARIF 20
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ADMISSION

A thesis entitled: "THE INFLUENCE OF USING DIRECTED ACTIVITIES RELATED TO THE TEXTS (DARTs) STRATEGY TOWARDS STUDENTS' READING COMPREHENSION ABILITY IN RECOUNT TEXT AT THE EIGHTH GRADE MTs MA'ARIF 20 KALIDADI CENTRAL LAMPUNG IN THE ACADEMIC YEAR OF 2020/2021.", by: CHIKA RIZKI AMALIAH, NPM: 1611040323, Study Program: English Education, was tested and defended in the examination on: Thursday, January 20th 2022.

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MOTTO

أَقْرَأْ كِتَابَكَ كَفَىٰ بِنَفْسِكَ الْيَوْمَ عَلَيْكَ حَسِيبًا ۝١٤

“ Read your record. Sufficient is yourself against you this day as accountant.” (QS. Al-Isra:14)¹

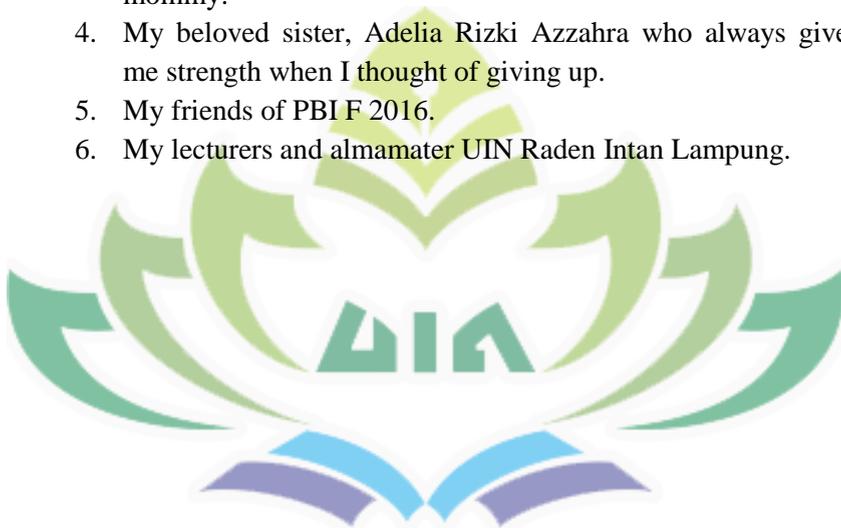


¹ Sahih International, “Quran surah Al-Isra 14(QS 17:14) in Arabic and English translation” (Online), available at: <https://www.alquranenglish.com/quran-surah-al-isra-14-qs-17-14-in-arabic-and-english-translation>. (Accessed on :August 4th 2021).

DEDICATION

This research is dedicated to:

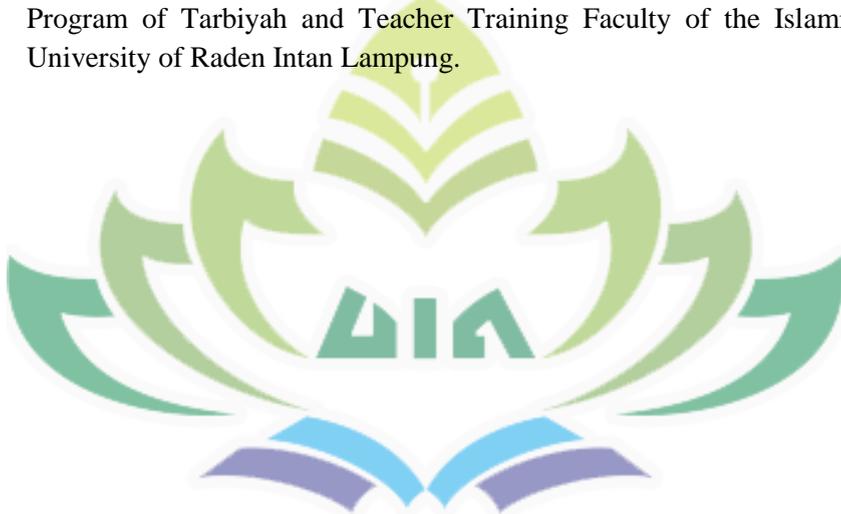
1. My beloved parents, Mr. Muhammad Saekan and Miss Musidah who continually provide their financial support and pray for my success.
2. My beloved husband, Dingga Tri Pramono who always pray, advice and support me to finish this study.
3. My precious love, the baby in my womb, I have waited for long to see your eyes which reflected me. Thank you for being strong and giving me spirit. Thanks love for being half of mommy.
4. My beloved sister, Adelia Rizki Azzahra who always gives me strength when I thought of giving up.
5. My friends of PBI F 2016.
6. My lecturers and almamater UIN Raden Intan Lampung.



CURRICULUM VITAE

Chika Rizki Amaliah was born in Kalirejo Central Lampung on 30th May 1998. Chika is the first daughter from Mr. Muhammad Saekan and Miss Musidah. She has one sister, her name is Adelia Rizki Azzahra. Chika lives in Kalirejo, Central Lampung.

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Alhamdulillah, praise be to Allah SWT who is most Gracious, Merciful Almighty, for the blessing me kindness to complete this thesis. May shalawat and salam always be with the Prophet Muhammad who brings us from the darkness to the lightness. Due to him, this thesis entitled “The Influence of Using Directed Activities Related to the Texts (DARTs) Strategy Toward Students’ Reading Comprehension Ability in Recount Text at the Eighth Grade MTs Ma’arif 20 Kalidadi in the Academic Year of 2020/2021” is handed in as compulsory fulfillment of the requirement for S1- degree of English study program at Tarbiyah and Teacher Training Faculty, Islamic University of Raden Intan Lampung.

Without the help of others, this final project cannot be completed. There are a lot of help from many people during writing this final project and it would be impossible to mention all of them. Therefore the highest appreciation is addressed to:

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Finally, nothing is perfect and there are still many flaws in this thesis. Any corrections, comments, and criticisms for the goodness of this thesis are always open-heartedly welcome.

Bandar Lampung, August 4th 2021

The Writer,

Chika Rizki Amaliah

NPM. 1611040323



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CHAPTER I

INTRODUCTION

A. Background of the Problem

In English, four basic skills must be learned. We need to acquire four language skills such as listening, speaking, reading, and writing to develop competence in receiving and sending information.¹ It can be known that reading is the third language skill that must be learned in the language learning process. Burns and Siegel said that reading is the social process of transfer information through text among the author and the reader.² It means that everybody who wants to get the information from the text, it depends on their ability to read.

Moreover, to acquire information from the text, it needs the ability in comprehension. Besides, Mikulecky and Jeffries point out that reading comprehension is the process of creating, remembering, and connecting meaning what you have got from the text.³ From the statement above, it is clear that reading comprehension does not only to understand what is described in the text but also to know and keep in mind the message from the passage. Klingner claimed there are three points that interfere in reading comprehension such as decoding, fluency, and vocabulary.⁴ In short, for reading comprehension, the learner needs to prepare their background knowledge such as decoding, fluency, and vocabulary.

¹Aruna Koneru, *English Language Skills*, (New Delhi: Tata McGraw Hill Education Private Limited, 2011),p. 288.

²Anne Burns, Joseph Siegel, *International Perspectives on Teaching the Four Skills in ELT Listening, Speaking, Reading, Writing*,(London: Palgrave Macmillan, 2018), p. 168

³Beatrice S. Mikulecky, Linda Jeffries, *Advanced Reading Power: Extensive Reading, Vocabulary Building, Comprehension Skills, Reading Faster*, (New York: Longman, 2007),p. 74.

⁴Janette K. Klingner, Sharon Vaughn, and Alison Boardman *Teaching Reading Comprehension to Students with Learning Difficulties*, (London: Guilford Press, 2007), p.5.

However, teaching reading comprehension is very difficult in the real situation. Besides that, English is not the students' first language. They may get difficulties in comprehending reading text. Based on the preliminary research on 15th October 2020 at MTs Ma'arif 20 Kalidadi Central Lampung by interviewing the teacher and giving a questionnaire to the students. Mr. Aji, as the English teacher said that "there are many problems in teaching reading process, (1) Most of the students got difficulties to catch the main idea of the passage, (2) they have a poor vocabulary, (3) the students were not interested and felt bored in learning reading comprehension process especially in recount text."⁵ By interviewing the teacher about students' score English ability especially reading comprehension, in recount text, more than 60% of students in the eighth grade got a score in a minimum pass that is exhibited in table 1.

Table 1
The Students' Score of Reading Recount Text at the Eighth Grade of MTs Ma'arif 20 Kalidadi in the Academic Year of 2020/2021

No	Class	Students' Score		Number of Students
		<68	≥68	
1	VIII A	17	13	30
2	VIII B	21	9	30
3	VIII C	23	7	30
4	VIII D	18	12	30
Total Number of Students		79	41	120
Percentage		65.8%	34.2%	100%

Source: The data from English teacher of MTs Ma'arif 20 Kalidadi

⁵Aji Ade Pamungkas, *Interview the English Teacher*, MTs Ma'arif 20 Kalidadi Central Lampung, 15th October 2020. (unpublished).

From the data, it can be seen that one hundred sixteen students of MTs Ma'arif 20 Kalidadi there are 79 students got a score under 68. It indicates that most of the eighth grade students of MTs Ma'arif 20 Kalidadi still felt difficulties in reading comprehension, especially in recount text.

There are some factors of students' problem in reading comprehension, especially in recount text that the writer found, by giving them a questionnaire. The students' problems are most of them do not like to study English, they still have difficulties mastering all of the English skills, especially in reading. Some of the students did not know the meaning of the text, and they got difficulties pronouncing words on the text. That problem appears because they have lack vocabulary, they got difficulties finding out the main idea of recount text, and the teaching strategy that teacher used was less interesting.⁶

Therefore based on the table above about the students' score of recount text, it can be seen that more than 50 % of the students still felt complications in recount text. Then, by knowing the students' problems, this research can support the teachers to find an alternative teaching way to help students reading comprehension ability in recount text.

Based on the explanation above, this research took recount text because it is appropriate based on material in the syllabus for Junior High School. The diversification of this research between other researchers is the types in the reconstruction of DARTs on text completion and focus on personal recount text. There are three previous researchers for DARTs.

The first research has been done by Stephani and Miranita in the title "The Effectiveness of Directed Activities Related to Texts (DARTs) to Improve Reading Comprehension for Science Students." Their focus is on the effectiveness of using DARTs to make students more interested in learning reading, especially in science English text. The result is accepted. It proves that the

⁶Students of MTs Ma'arif 20 Kalidadi, 8th grade, on 15th October 2020. (unpublished).

DARTs strategy can improve students' reading comprehension achievement better than Direct Instruction (DI) strategy.⁷

The second research has been done by Ni'mah in the title "The Effectiveness of Directed Activities Related to the Text (DARTs) on Students Reading Comprehension in Narrative Text at the Eighth Grade at Mts Baitul Arqom Balung in the Academic Year of 2015/2016". The purpose of the research is intended to investigate whether there is or not any significant effect of using directed activities related to texts (DARTs) on students' reading comprehension in the narrative text of the eighth grade at MTs Baitul Arqom Balung in the Academic Year of 2015/2016.⁸ The result is accepted that there is a significant effect of using DARTs on students' reading comprehension ability in the narrative text of the eighth grade at MTs Baitul Arqom Balung in the academic year of 2015/2016.

The third research has been done by Fitria in the title "The Effectiveness of Directed Activities Related to the Texts (DARTs) on Students' Reading Comprehension Ability at the Seventh Grade of MTs N 2 Tulungagung."⁹ The purpose of the research is to know the significant difference scores on students' reading comprehension ability before and after being taught by using Directed Activities Related to the Texts (DARTs) Strategy. The students' scores before taught by using DARTs strategy (62.81) and after being taught by using DARTs strategy (72.97). The result is accepted that DARTs Strategy is effective to teach reading comprehension ability for the seventh grade of MTs N 2 Tulungagung.

⁷Stephani Diah Pamelasari, Miranita Khusniati, "The Effectiveness of Directed Activities Related to Texts (DARTs) to Improve Reading Comprehension for Science Students," Semarang : Semarang State University, 2013.

⁸Hozirotn Ni'mah, "The Effectiveness of Directed Activities Related to the Text (DARTs) on Students Reading Comprehension in Narrative Text of the Eighth Grade at MTs Baitul Arqom Balung in the Academic Year of 2015/2016".

⁹Bilqis Izzaul Fitria, "The Effectiveness of Directed Activities Related to the Texts (DARTs) on Students' Reading Comprehension Ability at the Seventh Grade of MTs N 2 Tulungagung." . State Islamic Institute (IAIN) of Tulungagung : 2019.

In this research, the writer focus to used recount text. The types of DARTs strategy that the writers used was reconstruction activity especially in text completion. Based on Blum theory, text completion is regulary used dan popular in DARTs ativities around reading comprehension.¹⁰ Therefore text completion was chosen by the writer to make the learning proess run well.

In the third previous research above, there is similarities strategy that was used in their research, namely DARTs (Directed Activities Related to the Texts) Strategy. The writer will give the title in this research, “The Influence of Using Directed Activities Related to the Texts (DARTs) Strategy Towards Students’ Reading Comprehension Ability in Recount Text at the Eighth Grade MTs Ma’arif 20 Kalidadi in the Academic Year of 2020/2021”.

B. Identification of the Problem

Based on the background above, there are many problems in reading, and the main focus of this research is reading comprehension. The problems in reading comprehension are as follows:

1. Most of the students got difficulties catching the main idea in the passage.
2. They have a poor vocabulary.
3. The students were not interested and felt bored in learning the reading comprehension process, especially in recount text.

C. Limitation of the Problem

Based on curriculum 2013 and syllabus, the types of text that must be learned by the eighth grade students of Junior High School are descriptive text, recount text, and narrative text. The research was focused on recount text because in curriculum 2013

¹⁰Paul Blum, *Improving Low Reading Ages in the Secondary School*, (London: Routledge Falmer Taylor and Francis Group, 2004), p.70.

claimed that on KD 3.12 (Basic Competence), recount text should be learned by the students as a tool to catch meaning in the past or message on the text.

There are two types of DARTs activities like reconstruction activities and analysis activities. In this research, the writer was used reconstruction activities (text completion) to know the influence of using Directed Activities Related to the Texts (DARTs) Strategy towards students' reading comprehension ability in recount text at the eighth grade of MTs Ma'arif 20 Kalidadi Central Lampung in the academic year of 2020/2021.

D. Formulation of the Problem

Based on the background of the problem, the writer formulates the problem of this research as follow: "Is there any significant influence of using Directed Activities Related to the Texts (DARTs) strategy towards students' reading comprehension ability in recount text at the eighth grade of MTs Ma'arif 20 Kalidadi Central Lampung in the academic year of 2020/2021?".

E. Purpose of the Research

Based on the formulation of the problem, the aim of this research is to know whether there is any significant influence or not of using Directed Activities Related to the Texts (DARTs) strategy towards students' reading comprehension ability in recount text.

F. Uses of the Research

The uses of the research will be as follows:

1. Theoretically

The result of this research is hoped to support the previous theories about the influence of using DARTs Strategy

towards students' reading comprehension ability in recount text at the eighth grade of Junior High School.

2. Practically

The result of this research is expected that:

a) For the Students

This research was expected to improve the students reading comprehension. It can make them show their ability and build their thinking skills, especially in recount texts, by using DARTs Strategy. Besides, they get experience about how to learn reading comprehension by using this strategy.

b) For the Teacher

For the teacher of MTs Ma'arif 20 Kalidadi, It was expected to give the information about the procedure of Directed Activities Related to the Texts (DARTs) strategy, especially in reconstruction activities (text completion). The teacher can use this strategy to eliminate the problem that accrued in the learning process.

c) For the other Researcher

For the other Researcher, this research can be the inspiration or reference to develop this strategy.

G. Scope of the Research

1. The subject of the Research

The subject of the research was the students at the eighth grade of MTs Ma'arif 20 Kalidadi Central Lampung in the academic year of 2020/2021.

2. The object of the Research

The object of the research was used of Directed Activities Related to the Texts (DARTs) Strategy and students' reading comprehension ability in recount text.

3. Time of the Research

The research was conducted in the second semester at the eighth grade of MTs Ma'arif 20 Kalidadi Central Lampung in the academic year of 2020/2021.

4. Place of the Research

The research was conducted at MTs Ma'arif 20 Kalidadi Central Lampung.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Frame of Theory

1. Concept of Reading

Reading is the third language skill that must be achieved by the students in the learning process. Reading is an important aspect because to get new information about something we need to read. It is supported by Grellet argument that reading is an active skill that includes guessing, predicting, checking, and asking questions.¹ It means that reading is how the writer tries to share their ideas and get the writers' perception.

Another theory from Moreillon, the process of creating meaning from written text and visual information is called reading.² It can be known that reading is the process of the readers' brain to produce meaning from the text and the other visual facts. It is a complicated process because the reader must read and used their ability to catch the essence from the text. Meanwhile, the readers' information is not only from a book (written text) but also from pictures (visual information).

Besides that, reading is a difficult skill because it is about how the readers can pronounce words of the text and how they can understand the content of the text. Linse and Nunan said that reading is a set of abilities that includes making meaning and determining essence from the printed word.³ It implied that reading is the process of mixing two

¹Francoise Grellet, *Developing Reading Skills*, (New York: Cambridge University Press, 1981), p. 8.

²Judi Moreillon, *Collaboratives Strategies for Teaching Reading Comprehension*, (Chicago: American Library Association, 2007), p. 10.

³Caroline T. Linse, David Nunan, *Practical English Language Teaching*, (London: Mc Graw - Hill Higher Education, 2003), p. 69.

ideas from the written text and the readers' prior knowledge to get a message from the passage.

Therefore, based on the definition above, it can be known that reading is our brain's activity that looks for the written text. The purpose is to understand the content of the text. The information is not only from written text like newspapers, but also it can from visual object information like images.

2. Types of Reading

The development of reading skills plays a big role in learning English. Learning to read is not always an easy for the the reader. For this reason, it is important to know the different types of reading in order to make the readers read effectively. Here there are some the most common types of reading. Watkins stated that there are three types of reading such as :

- 1) Scanning is reading faster to find specific detailed information from the text.
- 2) Skimming is reading quickly to get the general information from the passage.
- 3) Detailed reading is reading carefully to understand as much information as possible.⁴

In conclusion, for reading purposes, it is not easy to get information in short a time. Therefore based on the theory, there are many reading types such as scanning, skimming, and detailed reading. Consequently, it can help the readers to save time to find the information in the right way.

3. Concept of Reading Comprehension

Snow claimed that reading comprehension means the process of simultaneously extracting and creating meaning

⁴Peter Watkins, *Teaching and Developing Reading Skills*, (New York: Cambridge University Press, 2017), p.16.

through connection and involvement with written language.⁵ It means that reading is the process of interaction between a reader and text to get meaning from the content.

Reading comprehension is the process of the readers to build critical thinking of making meaning and get information from the passage. Although it is related to the theory from Israel and Duffy, reading comprehension is a set of expertise that reflects of interaction between the author/speaker.⁶ The two dominant interaction contains of word meanings by the author and the readers ability to catch the content. From this concept, it can be understood that reading need comprehension because reading and comprehension cannot be separated.

Reading without comprehension is useless because we must set goals for our reading to be a good reader. Therefore Wooley stated that the purpose of reading comprehension is not only to know the meaning from sentences but also to understand what information that explained in the text.⁷ It can be seen that the aim of comprehension is to know, remember and get fully the point from the passage.

Based on the theory above, it can be inferred that reading comprehension is the readers' ability to catch the information from the text clearly. Therefore, it is why reading comprehension is important to be mastered by the readers. Furthermore, reading comprehension skills can be improved if the readers practice regularly.

4. Indicators of Reading Comprehension

Brown stated that reading comprehension is the most crucial matter of developing appropriate, efficient

⁵Chaterine Snow, *Reading for Understanding Toward R&D Program in Reading Comprehension*, (Santa Monica: RAND Education, 2002), p. 11.

⁶Susan E. Israel, Gerald G. Duffy, *Handbook of Research on Reading Comprehension*, (New York: Routledge Taylor & Francis Group, 2009), p. 32.

⁷Gary Wooley, *Reading comprehension: Assisting Children With Learning Difficulties*, (New York: Springer Science + Business Media, 2011) p, 15.

comprehension strategies. Reading comprehension indicators is important to help the teacher to measure or to see the students progress especially in learning reading comprehension. There are many criteria are commonly used to measuring the students' reading comprehension based on Brown's theory. Such as:

- 1) Main idea (topics)
- 2) Expression or phrases in context
- 3) Inferences (implied detail)
- 4) Grammatical features
- 5) Detail (scanning for a specific detail)
- 6) Excluding facts not written (unstated details)
- 7) Supporting ideas
- 8) Vocabulary in context.⁸

Based on Browns' theory, it can be summarized that the readers must read the text to get the information about the main idea (topics), expression or phrases in context, inferences (implied detail), grammatical features, detail (scanning for a specific detail), excluding facts not written (unstated details), supporting ideas, and vocabulary in context. The readers understand the content of the text by comprehending those components.

5. Concept of the Text

Text is a class of words that connected to be a sentence that has meaning. Harimann and Stork claimed that text is a series of words forming an real utterance in language and it may be transcription or recorded material or piece of

⁸H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, (San Fransiso: Longman, 2004), p. 206.

information.⁹ It means that text is part of language which can be in the form like script, taped and others.

Wallace in Hedgcock and Ferris claimed that "a text is a verbal record of a communicative act."¹⁰ It means that text is not only a written form but also a spoken form. The examples of written text are stories, comics, email, and spoken text are interviews, dialogues, conversation and others.

From the definition above, it can be concluded that text is a word that can be read. Text can be spoken text like speech or written text like a magazine. The purpose of the text is to share a message or information about something with the reader.

6. Kinds of Text

In academic term especially in learning reading, most of time will be spent interacting with the text. Text is anything that conveys a set of meanings to the person who examines it. There are many kinds of english text, for types of the text contain different funtion features and format. Gerot and Wignell divided the genre of the text into thirteen types, they are:

a. Spoof

Spoof is a text to retell an event with a humorous twist.

b. Recount

A recount is a text to retell events to inform or entertain.

⁹Harriman and Stork in Lynn Beene, Chris Hall, Karen Sunde, "Text Linguistics and Composition: Research and Practical Connection", *The Educational Resources Information Center (ERIC Journal)* 1985. p. 7. (accessed on 21th August 2020).

¹⁰John S. Hedgcock and Dana R. Ferris, *Teaching Readers of English: Students, Texts, and Contexts*, (New York: Routledge, 2009), p. 79.

c. Report

The report is a text describing a range of natural and social phenomena in our environment.

d. Analytical Exposition

Analytical exposition is a text to persuade the reader or the listener that something is in the case.

e. News Item

The news item is a text to inform readers or listeners about events that are considered newsworthy or essential.

f. Anecdote

Anecdote is a text to share with others an account of an unusual or amusing incident.

g. Narrative

The narrative is a text to amuse, entertain, and deal with the actual or vicarious experience in different ways; the narrative deals with problems that lead to a crisis or turning point of some kind, which finds a resolution.

h. Procedure

The procedure is a text to describe how something is accomplished through a sequence of actions or steps.

i. Description

Description or descriptive is a text to describe a particular person, place or thing.

j. Hortatory Exposition

Hortatory exposition is a text to persuade the reader or listener that something should or should not be the case.

k. Explanation

The explanation is a text to explain the processes that involved some formation or workings of natural or sociocultural phenomena.

l. Discussion

Discussion is a text to present (at least) two points of view about an issue.

m. Review

Review is a text to critique an artwork or event for a public audience.¹¹

From the definition above, it can be summarized that the students must know many kinds of text. Moreover, the students must know each type of text because every text has a different purpose and structure. Therefore, in this research, the writer focused on recount text because, based on the syllabus and curriculum 2013, the students should learn to recount text in the eighth grade at the second semester.

7. Concept of Recount Text

Recount text is text which retells the events or experience in the past. Priyana stated that a recount is a text to document a series of events and evaluate their significance in some ways.¹² It means that recount is a kind of text that recalls incidents that happened in the past that aim to amuse the people who read it.

All recount text is a current event that was happened in the past. It is related to the theory from Cavanagh in Marpaung *et al.* said that recount are a retelling events in the past.¹³ It can be seen that recount text is a text that can entertain the readers by telling history. In short, this text is consists of a phenomenon that was occurred.

¹¹Linda Gerot, Peter Wignell, *Making Sense of Functional Grammar*, (Sydney: Gerd Stabler, 1994), p. 152-171.

¹²Joko Priyana *Et. Al.*, *Scaffolding (English for Junior High School Students Grade VIII)*. (Jakarta : Pusat Perbukuan, Departemen Pendidikan Nasional, 2008), p. 69.

¹³Dea Venda Marpaung, Regina, Wardah, "Teaching Writing Recount Text Through Personal Journal Writing". *Journal English Language Study Program FKIP UNTAN Pontianak*, Vol. 5 No. 06 (2014), p. 3. (accessed on 15th September 2019).

Occasionally, some recount texts will present something, while others will inform and entertain the readers. Basically, recount text is telling about sequence phenomenon temporally.¹⁴ It can be known that sometimes recount text can amuse the reader and give a message from the story. Then the story is tells based on personal experience or other experience.

Based on the theory above, recount text is a type of text that describes events that happened. The purpose is to entertain and give some information to the reader. Sometimes the story in recount text is told from the imagination of the author. Generally, recount text based on the writers' experience and the other experience.

a. Generic Structure

Hyland confirmed that the generic structures of recount text are :

- 1) Orientation: provides some information about situation and introduce the participant.
- 2) Events: tells what happened or events in temporal sequence.
- 3) Re-orientation: gives information about events into the present.¹⁵

Based on the explanation above, it can be concluded that the generally generic structure of recount text has three parts. First, orientation is a part that includes detailed background information such as who formed in the story, why and when the events appeared. An event is a part that tells a story chronologically. It started from the first incident and continued from the second incident to the last incident. Finally, re-orientation in the final discussion of recount text

¹⁴Peter Knap and Megan Watkins, *Genre Text Grammar*, (Australia: University of New South Wales Press Ltd, 2005), p.228.

¹⁵Ken Hyland, *Genre and Second Language Writing*,(United State of America: The University of Michigan Press, 2003), p. 33.

contains the story's result, but re-orientation is optional. Therefore there is recount text that does not have this part.

b. Language Features

Based on Gerot and Wignell language features of recount text, there are :

- 1) Focus on specific participants.
- 2) Uses of Material Processes
- 3) Circumstances of time and place
- 4) The use of simple past tense.
- 4) Focus on temporal sequence.¹⁶

c. Example of Recount Text

Table 2

Example and Generic Structure of Recount Text

Title	Visiting Bali
<p>Orientation (explain when who, and where the story occurred)</p>	<p>There were so many places to see in Bali that my friend decided to join the tours to see as much as possible. My friend stayed in Kuta on arrival. He spent the three days swimming and surfing on Kuta beach. After that, he visited some tour agents and selected two tours. The first one was to Singaraja, and the second was Ubud.</p>
<p>Event</p>	<p>On one of the day tours,</p>

¹⁶Linda Gerot, Peter Wignell, *Making Sense of Functional Grammar*, (Sydney: Gerd Stabler, 1994), p. 154.

<p>(Explain event 1, event 2, event 3)</p>	<p>he was ready. My friend and his group drove on through the mountains. Singaraja is a city of about 90 thousand people. It is a busy but quiet town. The streets are lined with trees, and there are many Old Dutch houses. Then they returned very late in the evening to Kuta.</p> <p>The second tour to Ubud was a very different tour. It was not to see the scenery but to see the art and the craft of the island. The first stop is Batubulan, a centre of stone sculpture. There my friend watched young boys were carving away at big blocks of stone. The next stop was Celuk, a centre of silversmiths and goldsmiths. After that, he stopped a little while for lunch at Sukawati and on to mass. Mass is a tourist centre.</p>
<p>Re-orientation (Result of the story)</p>	<p>My friend ten-day stay ended very quickly beside his two tours. All his day was spent on the beach. He went sailing or</p>

	surfboarding every day. He was quite satisfied. ¹⁷
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Source: M. Arifian Rosyadi, *Teaching Materials Development Recount Text*,
(Jakarta: Graha Ilmu, 2001)

8. The Students' Ability in Reading Comprehension in Recount Text

Reading Comprehension is the activity that requires students not only to get the meaning from the text but also understanding the content of the text. Wooley argued that asking questions and gaining answers is the essence of reading comprehension.¹⁸ It means that in reading comprehension, the reader does two activities simultaneously, like reading the text and catching an overall message from the topic.

The purpose of recount text is to amuse the readers about the story that tells the experience in the past. Recount text has three generic structures that are orientation, events, and re-orientation. In addition, it has language features that are focus on the specific participant, the use of material processes of a verb, the use of past tense, and circumstance of time and place.

According to Brown, several indicators are commonly used in assessment in reading comprehensions, such as main idea (topics), expression or phrase in context, inferences (implied detail), grammatical features, detail (scanning for a

¹⁷M. Arifian Rosyadi, *Teaching Materials Development Recount Text*, (Jakarta: Graha Ilmu, 2001), p.2.

¹⁸Gary Woolley, *Reading Comprehension: Assisting Children with Learning Difficulties*, (New York: Springer Science Bussines Media, 2011) p 176.

specific detail), excluding facts not written (unstated details), supporting ideas, vocabulary in context.¹⁹

In brief, it can be concluded that the student's ability in reading comprehension of recount text is their ability to get the information from the text based on understanding all of the events, including the story, when, and what the story takes place. Besides that, the students can answer all of the questions related to comprehending the main idea and all of the reading comprehension aspects.

9. Concept of DARTs Strategy

a. Definition

DARTs is a strategy developed by Gardner and Lunzer. Based on their theory, DARTs is acronym of Directed Activities Related to the Texts.²⁰ DARTs is word processing strategy in that it encourages students to read the text carefully, to think about what they have read, beyond literal understanding.²¹ It means that activities in DARTs strategy can facilitate the students to read the text in more detail and set the text more than understand the text. It can be said, DARTs is an activity that is designed to make the reader not only read the text in the paragraph but also they can involve the story.

Another theory from Harrison, DARTs are strategies for helping the readers to explore and identify the information which lay under the surface of texts which allows the readers to learn more effectively from the texts.²² It can be known that DARTs is an activity that can

¹⁹H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, (San Francisco: Longman, 2004), p.206.

²⁰Erick Lunzer and Keith Gardner, *Learning From the Written Word*, (London: Oliver and Boyn, 1984), p. 17.

²¹Department for Education and skills, *Pedagogy and Practice: Teaching and Learning in Secondary Schools*, (May: DfES, 2004), p.10.

²²Colin Harrison, *Understanding Reading Development*, (London: SAGE, 2004), p. 15.

encourage the readers to give the reason how to identify information more than know the meaning of the passage.

Moreover, referring to Vester, DARTs are activities which get students to interact with text.²³ It means that the use of DARTs will make the students understand the content well.

From the definition above, it can be known that DARTs is an alternative activity that requires students' critical thinking to comprehend the text. By using this strategy, the students can identify the information in more detail and interact with the story.

b. Types of DARTs

Based on Gardner and Lunzer in Department for Education and Skills, there are two types of DARTs as follows:

1) Reconstruction

The activity in this stage will use to modified text which the teacher alters the original text by removing words, sentences or phrases in the text. The activities are as follows:

a) Text completion:

Text completion is an everyday activity for text structure. First, the teacher usually eliminates some sentences, phrases or words from the original passage. Afterwards, the students can complete the text by filling missing words, sentences or phrases. For example :

²³Cheron Vester, *Interacting With the Text- Directed Activities Related to the Texts (DARTs)*, 2003, available at <http://www.teachingenglish.org.uk/article/interacting-texts-directed-activities-related-texts-darts>, (online) accessed on 10th December 2018.

Table 3**Example of Text Completion: Fill in the Blank**

Last (1)____, I went to the cinema with my family. Unfortunately, we had (2)_____ time getting to the cinema, due to a traffic jam that (3)_____ for hours.

As soon as we arrived, we (4)_____ our tickets. Surprisingly, they were pretty (5)_____.

When we were waiting for the movie to start, we bought some (6)_____ and soda. Then, we went into the (7)_____ and watched the movie. It is an enjoyable experience.

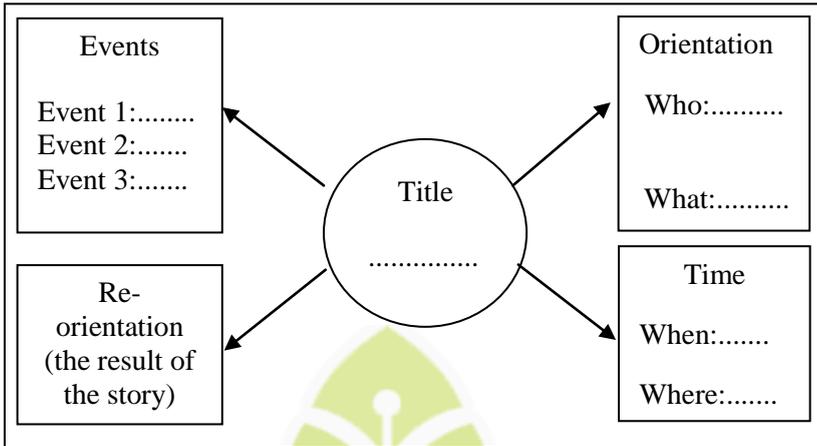
In all, I had a lot of fun with my family. And I enjoyed the movie (8)_____.

Source : <https://brainly.co.id>

b) Complete Diagram:

The complete diagram is the same as the text completion that has to explain before, but in this part, more specifically on the generic structure of the text. Therefore, the students know the meaning of the story and understand the design of the content.

Table 4
Example of Complete Diagram



c) Sequencing or categorized disordered text.

Sequencing will help the students to ascertain the cause and effect of the text. The text will jumble into the line, sentence or paragraph. This activity will succeed provided the students' focus because it depends on the students' understanding of the chronological events in the story.

Table 5

Arrange the Jumbled Sentences

- a. We had a tough time getting to the cinema, due to a traffic jam that lasted for hours.
- b. When we were waiting for the movie to start, we bought some popcorn and soda.
- c. Last week, I went to the cinema with my family.
- d. As soon as we arrived, we bought our tickets.

- e. Then, we went into the theatre and watched the movie. It is an enjoyable experience.
- f. In all, I had a lot of fun with my family. And I enjoyed the movie as well.
- g. Surprisingly, they were pretty inexpensive.

2) Analysis

Students work directly on unmodified texts. They identify different parts and represent them in various formats.

- 1) Underlining or highlighting: search for target words.
- 2) Labelling: label segments of text.
- 3) Segmenting: cut up units of text.
- 4) Diagrammatic representation: construct diagrams.
- 5) Tabular representation: extract information from text, and put it in a table.²⁴

In this research, the types of DARTs that was used is reconstruction activity especially in text completion. Based on Blum theory, text completion is popular and regulary used in DARTs strategy around reading comprehension.²⁵ This research focus on the students reading comprehension ability especially in recount text, therefore it was suitable to solve the students problem.

²⁴Department for Education and skills, *Pedagogy and Practice: Teaching and Learning in Secondary Schools*, (May: DfES, 2004), p.11.

²⁵Paul Blum, *Improving Low Reading Ages in the Secondary School*, (London: Routledge Falmer Taylor and Francis Group, 2004), p.70.

10. The Procedures of DARTs Strategy (Reconstruction) in Reading Comprehension

In this research, the writer was used text completion. Blum claimed that text completion or cloze exercises is the most popular and regularly used in DARTs activity.²⁶ It can be understood that text completion or cloze exercises are appropriate strategies for reading comprehension because the students can know how text organizes, the main idea, and the keywords of the text.

The procedures of applying DARTs strategy in type reconstruction activity (Text Completion) based on Monk and Dillon such as:²⁷

Text Completion DARTs . The instructions to the students :

- 1) Do the following task in pairs.
- 2) Read the passage and fill in the missing words.
- 3) Carry out the activities at the end.
- 4) Now underline all those sentences which tell you something about the orientation of the text.
- 5) Now double underline, or use a different colour all those sentences which tell you something about events of the text.
- 6) Then, underline all those sentences which tell you something about the re-orientation of the text.
- 7) When you have finished, write a few sentences describing what you think about the text.

²⁶ *Ibid*, p.70.

²⁷ Martin Monk and Justin Dillon, *Learning to Teach Science Activities for Students Teachers and Mentors*, (London: Taylor and Francis e-Library,2005), p.37.

11. Procedures of DARTs Strategy (Text Completion) in Teaching Reading Comprehension

Pre-reading activity:

- 1) The teacher greeted the students.
- 2) The student's attendance list was checked by the teacher.
- 3) The students answered the questions related to the material that will be learned by the students. For example :

Teacher: "oke students, have you ever heard recount text before?".

- 4) The teacher gave an example of a recount text after the students answer the question. The teacher explained the generic structures and language features of recount text. The text with the title "Cinema".

Teacher: Now, it is your job to comprehend the text; you can do it in a group (the teacher asks the students to make a group and distribute the text).

While-reading activity:

The teacher distributes text completion worksheet to the students and explains some instructions such as:

- a. Do the following tasks in pairs.
- b. First, read the passage and fill in the missing words.
- c. Then, carry out the activities at the end.
- d. Now underline all those sentences which tell you something about the orientation of the text.
- e. Now double underline, or use a different colour all those sentences which tell you something about events of the text.

- f. Then, underline all those sentences which tell you something about the re-orientation of the text.
- g. When you have finished, write a few sentences describing what you think about the text.

Post-reading activity

This stage is designed to evaluate students' activity during teaching and learning process.

- a. The teacher guided the students' questions to find out whether the students understand the material or not.

Blum claimed that do not make the text too long because the students can get confused, and they need a lot of preparation.²⁸ It can be known that the text should be simple, not too long. Afterwards, the teacher should be aware of the students' levels because the reading material will be different.

12. Strengths of DARTs Strategy

According to Lunzer and Gardner in Department for Education and Skills, there are many advantages of DARTs such as:

- 1) The use of DARTs is popular with pupils because DARTs is seem a bit like games or puzzles.
- 2) DARTs can offer a good focus for the group work.
- 3) Some initiative in DARTs is handed over to the pupils.
- 4) DARTs can engage and encourage teachers and pupils to tackle complex texts.²⁹

Another description about the strengths of DARTs based on Methodology and Teaching DARTs:

²⁸ Blum Paul, *Op. Cit*, p. 71.

²⁹ Gardner and Lunzer in Department for Education and skills, *Pedagogy and Practice: Teaching and Learning in Secondary Schools*, (May: DfES, 2004), p. 10.

- 1) When the students interact with the texts, their reading comprehension improves.
- 2) They also become more aware of how texts are constructed.
- 3) DARTs can make the students' textbooks more interesting.
- 4) This makes them more critical of texts.
- 5) The use of DARTs is simple because we do not need fancy tools and resources to use DARTs. We can use a textbook on various subjects.³⁰

Based on the explanation above, it can be assumed that this strategy is suitable for use in the process of teaching and learning, especially in reading comprehension. The students critical thinking can improve, and they will be aware of how the texts are formed.

13. Weaknesses of DARTs Strategy

The weaknesses of DARTs strategy based on Blum such as :

- 1) It is costs a lot of photocopying money to let pupils highlight copies of text especially longer ones. It is hard to use the worksheet again when the students are marked the worksheet heavily.
- 2) There are copyright issues around photocopying significant slices of text.³¹

Based on Blum theory, it can be known that when the students mark the original text, it can not be use again and again. Therefore, it can be an expensive publication to have a much copies for the worksheet.

³⁰"Directed Activities Related to the Texts (DARTs) Reading English EFL" (online), available in: <https://www.english-efl.com/methodology/methodology-teaching-dart/>.13 June 2020.

³¹ Paul Blum, *Improving Low Reading Ages in the Secondary School*, (London: Routledge Falmer Taylor and Francis Group, 2004), p.69.

However, there is still a lot that the students can still do with non- photocopiable original text to enrich understanding through a variety of differentiated written activities. The teacher can ask students to attempt a certain amount of text highlighting by using sticky labels or notes, which the students can write on without defacing the original text.

Besides, the teacher should be aware of the students' levels because the reading material will be different. The text should be simple not too long because the students can get confused and need a lot of preparation. DARTs can be used regularly to test the students' understanding of reading comprehension especially in recount text.

14. Concept of Discovery Learning Strategy

Based on preliminary research at MTs Ma'arif 20 Kalidadi on 15th October 2020, The teacher used a discovery learning strategy in teaching the reading comprehension process, especially in recount text.

a. Definition of Discovery learning

Discovery learning is one of the strategies that is usually used in the teaching-learning process, especially in Indonesia 2013 curriculum. This strategy can guide the students to find the material by themselves. Based on Balim in Rahmi argue that discovery learning is a strategy that encourages students to reach the results based on their own task and monitoring.³² It can be concluded that the discovery learning strategy is an active strategy in which the material of the lesson are not given by the teacher, but the students must search it by themselves through their own work and observation.

³²Balim in Yunisa Rahmi, Dr. Ratmanida, "The use of Discovery Learning Strategy in Teaching Reading Report Text to Senior High School Students". *Journal English Language Teaching*, Vol. 3 No. 1 (September 2014), p. 181. (Accessed on 15th June 2020).

Another theory from Lefancoios in Mufida said that discovery learning can be defined as the learning when the students are not given the material until the final lesson, but they find it themselves.³³ It means that the students not only accept all of the knowledge from the teacher but also they should think to find a solution to their problem.

Piaget claimed that Discovery Learning is learning and teaching process that the teacher allows the students to find own information about the material.³⁴ It can be known that discovery learning is the activity that makes the students practice to used their logic to solve their problems to find own knowledge during the learning process.

Based on the explanation above, it can be seen that discovery learning is a kind of teaching strategy that focuses on active students centred who use their own knowledge and idea to find problem-solving by themself.

15. Procedures of Discovery Learning Strategy

In Discovery Learning, the teacher should offer the opportunity to the students to become problem solvers. Mendikbud also cited the procedure based on Syah. There are some procedures that must be applied in teaching and learning used Discovery Learning, namely:

³³Irmayanti Mufida, Gusti Nur Hafifah, Linda Mayasari, “The Implementation of Discovery Learning to Teach Speaking at the First Grade Students at SMP Institut Indonesia”. *Tell Journal*, Vol. 3 No. 2 (2015), p. 109. (Accessed on 6th May 2019).

³⁴Piaget in Tota Martaida, Nurdin Bukit, Eva Marlina Ginting, “The Effect of Discovery Learning Model on Student’s Critical Thinking and Cognitive Ability in Junior High School”. *IOSR Journal of Research and Method in Education (IOSR-JRME)*, Vol.7 No. 6, (2017), p. 2. (Accessed on 6th May 2019).

a. Stimulation (Stimulation/ giving stimuli)

Firstly, the teacher gives questions and offer to the students to read the book or other activity in order to prepare for problem-solving. The purpose of this stage is to activate the students in exploring the material.

b. Problem Statement

Secondly, the teacher gives an opportunity for the students to identify and analyze the problem with learning material. The purpose is to make students easy to find the problem.

c. Data Collection

The teacher gives the opportunity for the students to find as much information as possible to prove the hypothesis is true or not.

d. Data Processing

Data processing is the activity of processing data and information that have been obtained by the students through the interview, observations, and so on.

e. Verification

The students check carefully to prove whether true or not the hypothesis with the outcome of data processing.

f. Generalization

It is the process of giving a conclusion that can be used to general principle and can apply to the same problem.³⁵

16. Strengths of Discovery Learning Strategy

According to Westwood, there are many strengths of Discovery Learning, such as:

³⁵Syah in Mendikbud, *Model Pembelajaran Penemuan (Discovery Learning)*, (2013).

- 1) Students are actively involved in the process of learning, and the topics are usually intrinsically motivating.
- 2) The activities used in discovery contexts are often more meaningful than the typical classroom exercises and textbook studies.
- 3) The approach builds on students' prior knowledge and experience.³⁶

17. Weaknesses of Discovery Learning Strategy

Based on the preliminary research, the writer found there is no weakness in the Discovery Learning Strategy.

- a. When the students discuss with their group, the students with the highest knowledge are more dominant. Meanwhile, the students with the lowest ability got difficulties thinking and expressing themselves about the lesson.

According to Westwood, there are many weaknesses of Discovery Learning, such as :

- 1) Discovery can be a very time-consuming strategy, often taking much longer for information to be acquired than would occur with direct teaching.
- 2) Discovery Learning Strategy often requires a resource-rich learning environment.
- 3) Effective discovery learning usually depends on learners having adequate literacy, numeracy, independent study skills, and self-management.
- 4) Students may learn little value from discovery activities if they lack an adequate knowledge base for interpreting their discoveries accurately.

³⁶Peter Westwood, *What Teachers Need to Know About Teaching Methods*. (United States of America: ACER Press. 2008), p.29.

- 5) Although students become actively involved, they may still not understand or recognize the underlying concept, rule or principle; in other words, 'activity does not necessarily equate with 'deep learning.
- 6) Teachers may not monitor activities effectively. Therefore, they cannot give the individual encouragement and guidance (scaffolding) that the learners frequently need.³⁷

Based on the explanation above, it can be known that there are many weaknesses of the Discovery Learning Strategy. First, it can make the students still not understand the material. Second, if they have the lowest knowledge from the activity, The students may learn little value.

B. Frame of Thinking

Reading comprehension is one of the English skills that should be mastered by the students. In the actual situation, the students have difficulty mastering, especially in recount text. This is because it may get difficult to catch the main idea in the passage. In addition, they have a poor vocabulary. As a result, the students were not interested and felt bored in reading comprehension, especially in recount text.

Based on the explanation above, this research was given a solution to the students' problem. Directed Activities Related to The Texts (DARTs) strategy is appropriate to increase the students' problem, especially in reading comprehension in recount text. It can make the students enjoy the learning situation.

Based on the frame of theories above, it can be concluded that English teachers must have an approach, technique or strategy to teach English well because it can motivate the students in learning English. DARTs strategy can help the students to understand the connection of supporting detail to

³⁷*Ibid*, p. 30.

identify the main idea. This strategy is helpful for students to organize information in recount text. To comprehend the recount text, the readers should know the main idea, supporting detail, supporting idea and all of the reading comprehension aspects of the text.

DARTs are a reading strategy to improve reading comprehension. It is a strategy that can develop comprehension of the main idea by plotting who, what, when, where, why, and how questions on the text. DARTs are alternative activities that require the critical thinking of students to comprehend or identify and understand the information in more detail and get interact with the passage in recount text.

C. Hypotheses

Based on the frame of theories and frame of thinking, the hypotheses are as follows:

H_a : There is a significant influence of using Directed Activities Related to the Texts (DARTs) strategy towards students' reading comprehension ability in recount text at the eighth grade MTs Ma'arif 20 Kalidadi in the academic year of 2020/2021.

H_o : There is no significant influence of using Directed Activities Related to the Texts (DARTs) strategy towards students' reading comprehension ability in recount text at the eighth grade MTs Ma'arif 20 Kalidadi in the academic year of 2020/2021.

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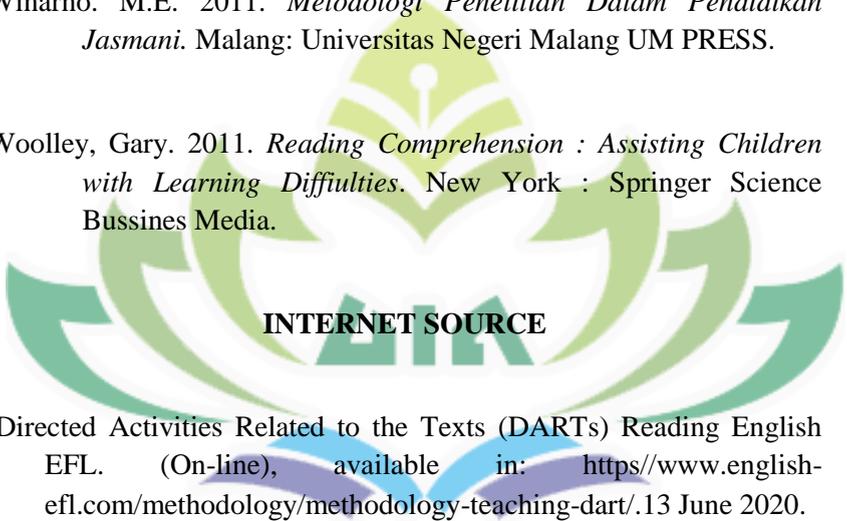
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