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: THE APPLICATION OF DART STRATEGY TO TEACH

READING ANALYTICAL EXPOSITION TEXT TO THE SECOND GRADE STUDENTS IN SMA ANTARTIKA

SIDOARJO

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ABSTRACT

The Application of DART Strategy to Teach Reading Analytical Exposition Text to the Second Grade Students in SMA Antartika Sidoarjo

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This research discussess "The Application of DART Strategy to Teach Reading Analytical Exposition Text" this research was carried out at SMA Antartika Sidoarjo, especially in class XI IPS 2 that consists of 45 students. In this study, the teacher used DART strategy as the technique in teaching reading. The Problems of the study are: 1. How does the teacher apply the DART (Directed Activities Related to Text) strategy to teach reading in SMA Antartika Sidoarjo? 2. How are the student's responses after using the DART (Directed Activities Related to Text) as strategy in teaching English reading? 3. What are the advantages that students get after the application of the DART (Directed Activities Related to Text)) strategy?

The design of this study was descriptive. The instruments used in this study consisted of observation checklist, interview, documentation of lesson plan and students score, and questionnaire. The data are analyzed by using descriptive technique.

The result of the research shows that: the DART strategy was a good technique is the reading class since almost all of the students showed their interest to involve actively in the reading class and their better works regularly for three times. From the questionnaire, it found that the student's responses to be used of DART strategy were good. The result of questionnaire, most of students agreed that English lesson was interesting and useful. Their motivation was increase since the DART strategy was be applied. Then, after the application of the DART strategy, the teacher found many advantages in their reading comprehension.

Finally, after analyzing the data, the finding showed that the application of DART strategy that the teacher used is very useful and give many advantage to the students, the students feel interest in reading activity and their reading comprehension improved. And actually the students like to the reading activity since the teacher applied DART strategy in the reading analytical exposition. But, the strategy that is used by the teacher should be varied so that it will not make the students get bored and less motivated. Teacher should pay attention not only to the lesson but also to the condition of the students. In the classroom, students should be the center of the teaching-learning activity.

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CHAPTER I

INTRODUCTION

A. The Background of the Study

English has important role in the world. The different growth of languages makes it the most popular among the other international languages. Nowadays, International affairs such as education, economic, sport, science, medicine etc always involve English as the medium. Besides that, most scientific books are written in English. Accordingly, in order to be able to comprehend the books for getting knowledge, one must have mastery in English.

For Indonesian people, English is a foreign language. English in academic field is taught as a subject matter that taught from elementary school up to university level. By learning English the learners are hoped to be able to communicate about anything in English.

Knowing the importance of English, our government put English as compulsory subject that is taught from elementary school up to university level. It is done to make our students able to enlarge and increase science, technology, art, and culture.

In English teaching, there are four basic skills namely listening, speaking, reading, and writing. Among the four skills, reading, although is often viewed as receptive or passive skills, cannot be neglected by the students.

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Reading skill is considered to be the most important thing, AS stated by Nunan that reading skill is the most important skill to master in order to ensure success not only in learning English but also in learning in any content class where reading in English is required¹. Deboer added that reading competence is essential not only because it underlies successes in all areas of study in the school but also to personal enrichments and development of intelligent citizenship.²

Reading is one of superior skills than the others skills such as speaking, listening, and writing. It is because reading studied almost in all of the class activities and most of the scientific books are written in English. In reading class, the student learns how to understand or comprehend some text. The fact is many students have poor reading ability. They also feel not interest in the class and often feel bored in reading class.

There are many high school students who find difficulties comprehending reading passage. The problems arise not only in knowing what the words mean, comprehending information gained through reading but also reading was presented to them by their teachers to be passive skill that make most of them easily get bored so that the goal to make the students comprehend

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David Nunan. Practical English Language Teaching 1st edition. (New York: McGraw-Hill, 2003). P.

Deboer, J. John. Walter V. Kaulfers, Hellen Rand Miller. Teaching Secondary English. (USA: Greenwood Press Publisher, 1970). P. 161

the reading texts and have critical thinking become difficult to be accomplished. It is in line with Otto's statement:

> Many students have difficulty comprehending what they read. These children need guidance in thinking and developing skill that will help them understand what they have read³.

It makes most teachers struggles to choose an appropriate reading strategy. But somehow the problem that mostly face by the teacher is that very often the reading strategy which is chosen is easy to be applied by the teacher but it does not work well with student. Therefore, teaching students how to comprehend a text by applying suitable and applicable strategy to reach to goal of teaching learning reading is needed.

The researcher was conducted at the second grades of SMA Antartika Sidoario especially in XI IPS 2. Based on the observation from the English teacher, the students didn't seem enjoy English reading lessons. They probably thought it was boring and didn't interest. Furthermore, during the process, teacher-centered activities seemed to dominate the lesson. Based on mentioned above, the English learning in SMA Antartika Sidoarjo, the students are difficult o maintain their interest in reading, some of the students cannot find the factual information from the text, and some of them do not know the meaning of some sentence. They might think that the subject is boring and the reading activity is not interesting for them. Due to the fact, many reading expert

Wayne Otto, How to Teach Reading, (Philippines, Addison Wesley Publishing Company, Inc.,

find it necessary to make an attempt to improve student's reading ability in English that s by applying various reading strategies.

There are many strategies in teaching reading. One of them is DART (Directed Activities Related to Text) strategy. The writer chose DART (Directed Activities Related to Text) because through DART Strategy, students in the second grade of SMA Antartika Sidoarjo can share information and discuss about the text in reading. DART (Directed Activities Related to Text) is the strategy that allow students to interact with text. According to Verster, DART can improve students reading comprehension and to make them to become critical thinking readers⁴. Beside this, the activity of DART strategy that require students to reconstruct meaning, analyze and evaluate the text with discussion chart, tables, diagram etc. DART can help students to recall information, develop their own thinking, built their confidence in giving their responses and improve their motivation as they are actively involved in their learning⁵.

Cheron Verster. Interacting with Text. (Online).

(http://teachingenglish.org.uk/think/articles/interacting.mht, 2003) retrieved on 16th Maret 2010, at 9.05 pm.

⁵ Davies, F. and Greene, T. Reading for learning in the sciences. Online in (http://www.nottinghamschools.co.uk/../Directed%20activities%20related%20to%20text.doc) retrieved on 16th Maret 2010

B. The Problem of the Study

Based on the background above, the researcher formulated the research question as follow:

- How does the teacher apply the DART (Directed Activities Related to Text) strategy to teach reading in SMA Antartika Sidoarjo?
- 2. How are the student's responses after using the DART (Directed Activities Related to Text) as strategy in teaching English reading?
- 3. What are the advantages that students get after the application of the DART (Directed Activities Related to Text)) strategy?

C. Objective of the study

- To describe how the teacher applies the DART (Directed Activities
 Related to Text)) strategy in teaching reading analytical exposition to the
 second grade students in SMA Antartika Sidoarjo, so the readers can
 know how the DART strategy are conducted.
- To describe the student's responses to DART (Directed Activities Related to Text) strategy used by teacher in learning activities.
- 3. To examine the advantages that students get after the DART (Directed Activities Related to Text)) strategy be used.

D. Significance of the study

Looking at the object of the study above, this study is trying to describe the application of *Directed Activities Related to Text* (DART)

strategy in the class and the advantages that they get. The result of this study later is expected to give benefits to the teacher and the students.

1. The Teaching

The writer expects that the finding of this study will be regarded as a reference for English teachers in choosing teaching strategy especially for the English learning activities to enable students comprehending reading Analytical Exposition text. The strategy that is used by the teacher should be varied so that it will not make the students get bored and less motivated. Teacher should pay attention not only to the lesson but also to the condition of the students. In the classroom, students should be the center of the teaching-learning activity.

2. The Students

The writer hopes that this study can serve the knowledge for the students to enable them in comprehending the contents Analytical Exposition.

3. The writer and the Readers

The study can give positive contribution to both writer to gain strategy and readers to broaden knowledge about how to help students comprehending Analytical exposition text by applying suitable strategy.

E. Limitation of the Study

This research will be conducted at second grades of SMA Antartika Sidoarjo and the researcher focus on DART (Directed Activities Related to Text) strategy in her teaching and learning process.

F. Definition of Key Term

To avoid misunderstanding of the meaning of the term in this study, the definition of key term are provided, those terms are:

1. Reading

Reading is the process of getting meaning of something written or printed

2. Strategy

The tools for active, self – directed involvement that is necessary for developing communicative ability. Strategy is not a single event but rather creative events that learners actively use⁶

3. DART (Directed Activities Related to Text)

DART are individual and group activities. In this study, type of DART which is used is reconstruction activities (text completion, prediction and sequencing) and analysis activities (text marking, questioning, text segmenting and summarizing)

4. Analytical Exposition

An analytical exposition is a type of spoken or written text that is intended to persuade the listeners or readers that something is the case. To make the

⁶ lbid., P 76

persuasion stronger, the speaker or writer gives some arguments as the fundamental reasons why something is the case⁷

G. Systematic of Presentation

Chapter I

: Introduction

This chapter provides the background of the study, problem of the study, Objective of the study, significance of the study, limitation of the study, definition of key term and systematic of presentation.

Chapter II

: Review and Related Literature

This chapter reviews the understanding theory used in the study concerning with the writing ability and descriptive research. To be more specific, this review discussed about Teaching Learning English, the nature of reading, the importance of reading, the teaching of reading, the stage of reading, reading comprehension, level of comprehension, exposition text, analytical exposition text and DART (Directed Activities Related to Text) strategy.

Joko Priyana & Anita Prasctyo, INTERLANGUAGE: English for Senior High School Students XI Science and Social Study Programme, (Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional, 2008).P. 57

Chapter III

: Research Methodology

This chapter is focused on a description of the research design, subjects of the study, data of the study, research instruments, data collection techniques and data analysis.

Chapter 1V

: Result and Discussion

This chapter is focused on data presentation and discussion of the research concerning with the glance description of the research object, the description of teacher activities in use of DART (Directed Activities Related to Text) strategy, the advantage that students get after the application of DART (Directed Activities Related to Text) Strategy and the student's response in using DART Strategy (Directed Activities Related to Text) and the last is the discussion of research findings.

Chapter V

: Conclusion and Suggestion

This chapter will mainly present the conclusion and suggestion of this thesis.

CHAPTER II

REVIEW AND RELATED LITERATURE

In research, it is important to describe the theories related to the problem of the study in order to give relevant knowledge to the topic. This chapter presents some theories related to the area of interest in this research; there are Teaching Learning English, The Nature of Reading, The Importance of Reading, The Stage of Reading. Reading Comprehension, Level of Comprehension, Exposition Text, Analytical Exposition Text and DART (Directed Activities Related to Text) Strategy.

The Nature of Reading

Reading is an essential skill. It is necessary to communicate and share information and ideas. Reading text is now an important way of the general population in many societies to access information and make meaning. It is an activity with a purpose. The main goal in reading is to understand the meaning of written language. As a Hornby defines that reading is a way in which people is interpreted or understood⁸.

Mickulecky as quoted by Amelia Reading is a complex behavior which involves conscious and unconscious use of various strategies including problem - solving strategies to build a model of the meaning which the writer is assumed to have intended. In this case, reading also has been defined as a means

⁸ Homby, Oxford Advanced Learner's dictionary of current English. (Oxford: Oxford University Press, 1995).P. 986

of solving problems, a way of learning, a perception process, a mean of relaxation, a tool subject, getting meaning from the printed page, a thinking process, and a stimulator of ideas⁹

Another linguist stated that reading is a dynamic process in which the text elements interact with other factors outside the text, in this case, particularly with the readers' knowledge of the experiential content of the text¹⁰. He also said that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. It means that when people read a text in form of written verbal symbols, they expected to be able to understand and combine the information from a text to their own background knowledge. They also able to achieve or build the meaning of the text then they can be called as a successful reader¹¹

From several definitions from the linguist experts above, it can be said that reading is an interactive process that goes on between the reader and the text by the way of understanding grasping, interpreting, translating, and giving the meaning, resulting in comprehension.

⁹ Devi Rizki Amelia. Applying Direct Activities Related to Text (DART) strategy to teach reading horizory exposition text for the eleventh graders at SMA Negeri 22 Surabaya. (Unpublished Thesis S-1. UNESA, 2006).P.8

David Nunan, Understanding Language Classroom, (Great Britain: Prentice Hall International (UK), 1989)

David Nunan. Practical English Language Teaching Ist edition. (New York: McGraw-Hill, 2003).P. 68

B. The Importance of Reading

The goal of teaching reading is to develop the students reading skill. So, they can read English text effectively and efficiently. To be able to read effectively and efficiently reader should have a particular purpose in their mind before they interest with the text. Harmer stated:

"Reading is useful for other purpose too: any exposure to English (provided students understand it more or less) is a good thing for language students at the very least, some of the language sticks in their mind as part of the process of language acquisition and if the reading text is especially interesting and engaging, acquisition is likely to be even more successful¹²"

Reading is considered to be the most essential skill with paramount importance. It is in line with Nunan who stated that reading is the most important skill to master in order to ensure success not only in learning English, but also in learning any content class where reading in English in required¹³. Through reading, a reader can gain information and absorb and verify existing knowledge, or in order to critique a writer's ideas or writing style.

Beside its ability to enrich the readers' vocabularies, reading activities not only underlies model of good writing but also provides the readers to know how one's idea(s), arguments or opinion(s), knowledge and information, problem analyses, description of general or particular things, exposition, narration, and so on are expressed, and interpreted contextually based on its

¹² Jeremy Harmer. How to Teach English: New Edition, Malaysia: Pearson Education Limited, 2007)

¹³ David Nunan. Practical English Language Teaching 1st edition. (New York: McGraw-Hill, 2003).P. 68

socio-culture which becomes very important to enhance human resource quality.

Moreover, the purpose of the reading is classified into three parts; first, getting general information from a text, second is getting specific information from a text. Third is reading for pleasure or for interest.¹⁴

In general, the importance of reading is to understand the meaning and to get the information from text.

C. The Teaching of Reading

Reading is one of superior skills than the others skills such as speaking, listening, and writing. It is because reading studied almost in all of the class activities and most of the scientific books are written in English. In reading class, the student learns how to understand or comprehend some text. Nunan in Ekawati explains that reading in English is required in every part of class. But not only that, he also said that most of English learners, reading are the important skill to master in order to get success in learning English and in other aspects or skills. In other words, if the students have a good reading skill, they will make big development in all other areas of learning. 15

¹⁴ William, in Prayogo, A., Toto, C. Materi Pembelajaran Calon Pelatih Program Pengakiman Lapangan LPTK. (Jakarta: Direcktorat Jenderal Pendidikan Tinggi, 1998), P. 22

¹³ Ekawati, Implementation of Directed Reading-Thinking Activity (DR-TA) as a Strategy in Teaching Reading Comprehension to The Eight Grade Students of SMP Negeri 2 Madiun, Unpublished thesis: State University of Surabaya, 2008), p. 10

There are four principal suggestions about how to teach reading skill as quoted by Tay in Siti Chodijah 16:

- 1. Developing the ability to recognize and state main idea
- 2. Developing the ability to summarize and organize idea
- 3. Developing to follow the sequence of idea
- 4. Developing the ability to note details.

D. **Reading Stage**

Reading stage is divided into three stages, it aims to provide the readers with the skills and the strategies to become efficient, effective and independent reader¹⁷.

In classroom practice, reading act are divided into three interrelated stages, there are:

1. **Pre-Reading Stage**

The Objectives of this stage are commonly:

- a) To introduce and arouse interest in the topic
- b) To motivate learners by giving a reason for reading
- c) To provide some language preparation for the text

In this stage the students and the teacher prepare themselves for the task and make them familiar with the topic. As stated above, in this stage students crate expectations and arouse their interest in the text. Teacher

the libid, p.9
 William, in Prayogo, op.cit, P.22

should know that the objectives of pre-reading should be relevant with the type of the text being taught. Providing language preparation does not intend to make teachers explain every single difficult word and structure used in the text, but it helps learners to some extents avoid feeling by language carrier.

Norton as quoted by Amelia suggested several activities that can be done in pre-reading stage¹⁸:

- a) Finding out what the students already know about a subject
- b) Asking the students to read only the headings of the text and then say or write down what they expect the text to be about.
- c) Giving some or all the unknown vocabulary as well as key words whose meaning is crucial to the understanding of the text.

2. Whilst-Reading Stage

Whilst-reading stage is the second stage of reading activity. It can be said that it is the main activity of reading activity in language classroom. In general in this stage aims at helping learners to develop their reading strategies or skills so that they can be affective and independent readers. In this stage, the teacher should guide the students in an interaction with the text that leads to facilitation of comprehension.

¹⁸ Devi Rizki Amelia. Applying Direct Activities Related to Text (DART) strategy to teach reading hortatory exposition text for the eleventh graders at SMA Negeri 22 Surabaya. (Unpublished Thesis S-1. UNESA, 2006).P.12

The activities which are usually done in this stage are: (a) Finding the main idea, (b) finding the difficult words, (c) identifying and classifying the supporting details, (d) identifying the generic structure of the text. There are also several activities can be done in whilst-reading stage suggested by Abbot¹⁹

- a) Identifying the main idea
 - Read the passage in order to give the title
 - Read the passage in order to select the most appropriate title from the text given.
 - Identify the topic sentence
- b) Finding detail in the text
- c) Following a sequences
- d) Inferring from the text
- e) Recognizing the writer's purpose and attitude
- f) Recognizing discourse features

3. Post-Reading Stage

Post-reading stage is any activity that can be done after the main reading activities are done. Conner as quoted by Vitri stated that the goals of the post reading are (a) to provide students with the opportunity to know how far students understand about the text based on the purpose (s)

Garry Abbot, John Greenwood, Douglas Me Keating and Peter Wingard. The Teaching of English as tin International Language: A Practical Guide. (Collins: Glasgow and London 1981) P.101

for reading and (2) to extend and elaborate on ideas from the text²⁰. In other words, it can be said that the goal of post reading activities are to integrate synthesize, and consolidate the information that has been read in the selection or giving the evaluation to the text to know how well students comprehend the text they have read in the whilst reading stage.

E. Reading Comprehension

Comprehension is the power of understanding. It is also an outcome or result which depends on a number of basic reading skills. Reading comprehension is viewed as the process of using one's own prior knowledge. Reading comprehension can be used to know students reading ability through the test or assessment given by the teacher.

According to Harris and Edwar R. Sipay Comprehension is a result of interaction between the perception of graphic symbol that represents language and the reader's language skills and knowledge of the word²¹.

Reading comprehension is the activity in searching meaning that use the knowledge of the world and understanding each new thing that has been read²². This statement identifies in three elements of reading comprehension:

1. A reader needs knowledge of the worlds to understand new things

Lucky Inggar Vitri. The Implementation of Semantic Mapping to Increase Students Vocabulary Knowledge to Help Them Understand Reading Passages. (Unpublished Thesis S-1. UNESA, 2006), P.16

UNESA, 2006).P.16

21 Albert J Harris and Edwar R. Sipay. How To Increase Reading Ability. (New York: Lougman luc, 1995).P.8

²² John McNeil. Reading Comprehension: New Direction for Classroom Practice. (New York: Harper Collins Publishers, 1992) P 10

- 2. A reader needs to be familiar with the variety of text structures he/she is likely to encounter
- 3. A reader needs to seek meaning and not passively for seeking meaning to rise up from the page. It is in line with snow who defined reading comprehension as a process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

Thus, reading comprehension results when the reader knows which skills and strategies are appropriate for the type of text, and understand how to apply them to accomplish the reading purpose²³.

Several questions to develop children's understanding of the text should promote thinking at three levels²⁴:

- 1. Literal questions ask children to recall information that is directly stated in the text.
- 2. Deductive or inferential questions as children to work out answers by reading between the lines, by combining information found in different parts of the text and by going beyond the information given by drawing on their 'world view'.

²³ Ibid,.

²⁴ Harrison, Roots and research, DfES/0353/202 (Online) (http://www.standards.dfes.gov.uk/keystage3/publications, 2002) Retrieved on 6th April 2010at 9.05

 Evaluative or response question ask children to go beyond the text by, for example, thinking whether the text achieves its purpose, or making connections with other texts.

It is expected that students will be able to comprehend all genres of text. The emphasis is put on the students' ability in reading comprehension. This is to say that the ultimate output of transacting with a written text is the comprehension of the text.

F. Level of Comprehension

According to Kustaryo Level of comprehension is divided into three, below²⁵:

- 1. Literal reading; refers to the ideas and facts that are directly stated on the printed page. In fact, literal ideas and facts are usually so clearly stated that one could go back in the passage and underline the information desired. The literal level of comprehension is primary to all reading skills at any level because a reader must first understand what the author said before he can draw an inference or make an evaluation.
- 2. Inferential to get the inference, or implied meanings, from the treading material one must read between lines, inferences are ideas a reader receives when he goes beneath the surface to sense relationship, puts facts and ideas together to draw conclusions and make generalizations, and detects the mood of the material. Making inferences requires more thinking on one's part because one must depend less on the author and more on personal insight.

P:12

²⁵ Sukirah Kustaryo. Reading Techniques for College Students. (Jakarta: Depdiknas, 1988).

3. Critical reading; it requires a higher degree of skill development and perception. Critical reading requires reading with an inquiring mind and with active, creative looking for false statement. It means questioning, comparing, and evaluating.

G. **Exposition Text**

According to Anderson Exposition text belongs to factual text type which is used to present information of ideas and aim to show tell or persuade the audience²⁶

An exposition is a piece of text that presents one side of an issue that is used to persuade someone to believe something or when someone has argued. he/she has used the exposition type. The purpose of an exposition text is to persuade the reader or listener by presenting one side of an argument²⁷

An exposition text usually has three sections. The first section is introduces the author's point of view and can preview arguments that may follow in the text. Next, comes a series of arguments that aim to convince the audience. The final section is a conclusion that sums up the arguments or gives any recommendations and reinforces the author's point of view²⁸

To find common characteristics, text-types in terms of social purpose and the structure and language features which are going to be achieved for that purpose are compared. Then, sets of text-types which have similar purpose, and

²⁶ Mark and Kathy Anderson. Text Types In English 3, (South Yarra: MacMillan Education Australia, 1998). P. 2

²⁸ lbid P.124

therefore use similar structured and language features can be categorized into families.

H. **Analytical Exposition Text**

An analytical exposition is a type of spoken or written text that is intended to persuade the listeners or readers that something is the case. To make the persuasion stronger, the speaker or writer gives some arguments as the fundamental reasons why something is the case. This type of text can be found in scientific books, journals, magazines, newspaper articles, academic speech or lectures, research report etc. Analytical expositions are popular among science, academic community and educated people.

They are two components of Analytical Exposition text, they are generic structure and Language features.

1. The generic structure of analytical exposition text

An analytical exposition text consists of the following structure:

a) Thesis:

Introduces the topic and shows speaker or writer's position, in thesis the outlines of the arguments are presented.

b) Arguments:

Presenting arguments in analytical exposition text is as important as giving conflict plot in narrative text. The series of argument will strengthen the thesis stated before.

It consists about Point and Elaboration

- Point, states the main argument
- Elaboration, develops and supports each point of argument
- Reiteration or conclusion

This end paragraph actually is restating the thesis. It is something like conclusive paragraph from the previous arguments.

2. Language Features of Analytical Exposition Text

An analytical exposition focuses on generic human and non human participants.

- a) It uses mental processes. It is used to state what the writer or speaker thinks or feels about something. For example: realize, feel etc.
- b) It uses emotive and evaluative words
- c) It often needs material processes. It is used to state what happens, e.g.has polluted... etc.
- d) It usually uses Simple Present Tense and Present Perfect Tense.
- e) Enumeration is sometimes necessary to show the list of given arguments: Firstly, secondly, finally, etc

3. Example of Analytical Exposition Text

The Unhealthy Fast Food

Fast food nowadays is considered a normal eating venture. People are not just eating out on special occasions or weekends anymore. It means that all the time they mostly eat fast foods. However fast food good for health? Fast food has its popularity in the 1940's. Within a years, fast-food operations popped everywhere. With the compelling rise in fast-food restaurants since the 1940's, oddly it started the rise in obesity and cancer during that same time period. Fast food is highly processed with a wide array of additives. To ensure fast food's low cost, the fast food products are made with highly-processed ingredients to give it shelf-life, to hold consistency. and to enhance flavor. Fast food is altered from its original healthy It is not the calories in fast food which damage health and waistline. It is the chemical additives such as aspartame and MSG (monosodium glutamate). Studies show that the chemical additives lead to weight and disease issues. So, there is absolutely nothing nutritional about fast food. Fast food simply feeds hunger and craving.²⁹

I. The DART (Directed Activity Related to Text) Strategy

1. The definition of DART (Directed Activity Related to Text) Strategy

DART are individual and group activities that encourage people to read, reconstruct meaning, analyze and evaluate the text with discussion charts, tables, diagrams etc. DART help the students to recall information.

online in http://typeof text.blogspot.com

develop their own thinking, built their confidence in giving their responses and improve their motivation as they are actively involved in their learning 30

DART are activities which get the students to interact with texts. The aims of DARTS are to improve students reading comprehension and to make them to become critical thinking readers³¹.

It has been stated before that DART are individual and group activities. This technique is called individual activity because the students read the text on their own. It is also called group activity because after reading individually, the students discuss the information they get from the text with others. Group work engages the students to be active. It will be a good model to get them personally involved in reading activity.

Directed activity related to text (DART) is a strategy which is organized in group of activities not only for developing reading comprehension but also getting students to interact with the text. DART was developed in the 1980s by Lunzer and Gardner³². Their aim is to improve student's reading comprehension and to make them critical readers. They can

³⁰ Davies and Greene. Reading for Learning in the sciences (Online). (http://www.leichestershire.gov.uk/k3_cross_language_4.doc) Retrieved on 16th Maret 2010, at 9.05

³¹ Cheron Verster, Interacting with Text. (Online). (http://teachingenglish.org.uk/think/articles/interacting.mht, 2003) retrieved on 16th Maret 2010, at

^{9.05} pm.
Primary National Strategy Department for Education and Skills (DfES). Understanding Reading Comprehension: 2 (United Kingdom: DfES, 2005).P.7

be done by individual students or in groups³³. This is one of many strategies that are rarely used in the process of teaching and learning in the language classroom. DART activity made the role of teacher is crucial that aimed both make public, or externalize the internal processes of reading, which a less fluent reader can observe and learn³⁴. Harrison added that DART is one of the most widely-cited UK research studies of reading across the curriculum in schools in England, and which became to be regarded as a champion of shared exploration of texts through activity such as sequencing, prediction, highlighting or underlining, segmenting the text and so on that can be very valuable for developing comprehension³⁵

Other definitions of DART:

- Active Reading Strategies, these techniques aim to encourage and support learning in fiction, non-fiction and poetry. Group work and discussion play a fundamental role in these activities³⁶.
- 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

³³ Frank B May and Louise Fulton. Teach Reading Creatively. Reading and Writing as Communication (7th edition). (New Jersey: Pearson Merrill Prentice f fall, 2006). P. 187

³⁴ Harrison. Roots and research. DfES/0353/202 (Online) (http://www.standards.dfes.gov.uk/keystage3/publications, 2002) Retrieved on 6th April 2010 at 9.05 pm

³⁶ Devi Rizki Amelia. Applying Direct Activities Related to Text (DART) strategy to teach reading hortatory exposition text for the eleventh graders at SMA Negeri 22 Surabaya. (Unpublished Thesis S-1, UNESA, 2006), P.33

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. ³⁷

2. The Activities of Directed Activities Related to Text (DART) Strategy

These DART activities consist of a range of strategies developing Lunzer and Gardner in the 1970s and 80s. Difficulty with working with texts is on of the most common causes of lack of engagement in the classroom. These strategies focus on the structure and meaning of different texts and can be applied with all students³⁸. Verster ³⁹ added that the activities of DART strategy are activities which get students to interact with texts. Their aim is to improve student's reading comprehension and to make them critical readers. They can be done by individual students or in groups⁴⁰. The activities of DART strategy include:

³⁷ Burton, M.(2007) Developing Adult Teaching and Learning: Practitioner Guides. Reading. NIACE. (Online).

⁽http://www.essex1 to 1 tuition.org/Documents/Resources/.../How%20do%20darts) Retrieved on 16th Maret 2010, at 9.05 pm.

³⁸ Harrison. Roots and research. DfES/0353/202 (Online) (http://www.standards.dfes.gov.uk/keystage3/publications, 2002) Retrieved on 6th April 2010at 9.05 pm

http://teachingenglish.org.uk/think/articles/interacting.mht, 2003 retrieved on 16th Maret 2010, at 9.05 pm)

⁴⁰ Ibid,

a. 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.

Types of activities:

- 1) Text completion (fill in missing words, phrases or sentences)
- Sequencing (arrange jumbled segments of text in a logical or time sequence)
- 3) Grouping (group segments of text according to categories)
- 4) Table Completion (fill in the cells of a table that has row and column headings, or provide row and column headings where cells have already been filled in)
- Diagram completion (complete an unfinished diagram or label a finished diagram)
- Prediction activities (write the text step or stage of a text, or end the text)

b. Analysis activities

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

Types of activities:

 Text Marking (Find and underline parts of the text that have particular meaning or contain particular information)

- 2) Text segmenting and labeling (break the text into meaningful chunks and label each chunks)
- 3) Table construction (draw a table, use information in the text to decide on row or column headings and to fill in he cells)
- 4) Diagram construction (construct a diagram that explain the meaning of the text)
- 5) Questioning (answer the teacher's questions or develop questions about the text)
- 6) Summarizing

Other activities are considered to be DARTs

Gap Fill

These activities require the learner to understand context and vocabulary in order to identify the correct words or type of words that belong in the deleted parts of a text. Words are deleted from a passage according to a word-count formula or various other criteria, e.g. all adjectives, all words that have a particular letter pattern. The passage is presented to learners, who insert correct words in the gaps as they read, to construct appropriate meaning from the text.

Whole group analysis/collaborative activities

Interpreting text does not have to be a solitary activity. Learners working as a group can draw on a range of strengths which can benefit less assured readers.

Paragraph heading

Encouraging learners to give an appropriate heading for each paragraph or section of the text can support them in understanding the whole passage

These two activities are about identifying the main idea and restating in student's own words and also giving student's personal responses toward the text because all writers make assertions that want the readers to accept as true. As a critical reader, the students should be able not to accept anything on face value but to recognize every assertion as an argument that must be carefully evaluated

DART strategy requires the learner to independently highlight parts of a text, which are understood or not understood or which appear important, is also advocated. Completion of traditional cloze-type deletion or substitution activities (whether of single words, sentences, phrases or paragraphs in a text) but now solved through co-operative pupil-to-pupil discussion, selection and agreement of replacement, rather than at an isolated and individual level, have also found favor in terms of developing comprehension in the classroom 41

From activities of DART strategy, DART can be done individually, in pairs or in group. The topic selection is the most

Davies, F. and Greene, T. Reading for learning in the sciences. Online in (http://www.nottinghamschools.co.uk/.../Directed%20activities%20related%20to%20text.doc) retrieved on 16th Maret 2010

prominent point that should be notified by the teacher. Thus, the teachers need to prepare several topics related to teenagers towards their surroundings and life to be presented to the students that seem to be interesting and become the recent issue.

The Significant Points in Applying DART (Directed Activities Related 3. to Text) Strategy

Directed reading activities make pupils focus on important parts of the text, and involve them in reflecting on its content. They involve the pupils in discussion, in sharing ideas, and in examining their interpretation of a text⁴²

Although DART may consist of variations on classroom activities which have been around for decades'. Harrison stated that they are deemed to have a significantly positive impact on literacy development because this strategy is not only emphasized on obtaining meaning but also making explicit the process of achieving this meaning. Furthermore, the reality that the teaching of DART strategies to weaker literacy learners has resulted in improvements in literacy performance⁴³

According to Vesters in applying DART strategy, when students interact with texts, their reading comprehension improves, they also

⁴² Henderson. Teaching sensitive issues in science: the case of sex education, in secondary science: contemporary issues and practical approaches, ed. Wellington, J.J. (London: Routledge, 1994).p. 41-45

Harrison. Roots and research. DfES/0353/202. Available on the Key Stage 3 website www.standards.dfes.gov.uk/keystage3/publications, 2002) page 100

become more aware of how texts are constructed, this makes them more critical of texts, that interacting with texts also improves students' cognitive development. DART also help students learn how to use texts without plagiarizing them⁴⁴

Whisel and William stated that this strategy enables the students learn to set their own purposes for reading⁴⁵. 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 several researches have also shown that interacting with texts also improves student's cognitive development. DART strategy also enables the teacher to teach English as a context where English is the medium of instruction but it is no the students first language. There is no need fancy equipment and resources to use this strategy.

As stated by the experts above that DART strategy could make the students who are involving with the texts and the activities in DART strategy became more critical of texts it helped them to explore their critical thinking towards the text they read. Here, analytical exposition text as the text that constructed from the arguments supported and made the

Nancy Whisel and Judy William. Literature and Cooperative Learning: Pathway and Literacy. (Sacramento: Literature CO-OP, 1990) p.75

⁴⁴Cheron Verster, Interacting with Text online in

http://teachingenglish.org.uk/think/articles/interacting.mht, 2003 retrieved on 16th Maret 2010)

significant points of DART strategy of making the students became critical readers that could explore and help them express their critical thinking getting more obvious.

J. **Previous Study**

After checking the library, the researcher found the S1 thesis which relevant to the topic; first, The Implementation of DARTs for Teaching Reading at SMAN 1 Kalidawir by Rina Pujilestari in English Department Faculty of Art and Language Surabaya State University 2010. Her statement of problems is Does the implementation of DARTs improve students reading comprehension? She used Experimental approach to know that the DARTs implementation can improve or not in students reading comprehension. And she stated that DARTs could improve students reading comprehension. The second thesis is Applying Direct Activities Related to Text (DART) strategy to teach reading hortatory exposition text for the eleventh graders at SMA Negeri 22 Surabaya by Devi Rizki Amelia in English Department Faculty of Art and Language Surabaya State University 2010. Her statements of problem are: 1. How does the teacher apply the DART strategy to teach reading of hortatory Exposition Text? 2. What are the effects of applying the DART strategy to teach reading Hortatory Exposition text? She used qualitative approach to describe the implementation of DART strategy in reading of hortatory exposition text and she stated that DART strategy is useful to improve the reading skill of student SMA 22 Surabaya.

Based on the researches above, the researcher thinks that the study is different from the previous study. The first study emphasis the technique by using experimental approach and the second study emphasis on the effect for the students in applying DART by using qualitative approach. However, this study emphasizes the strategies of teaching reading using DART by using descriptive approach. The object of the study is also different. The object in the study is the students of SMA Antartika Sidoarjo

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher presents the description of the research method used in this study. It covers the Research design, the source of data, research instrument, data collection technique, research procedure, and data analysis technique.

Research Design

This study deals with the use of DART (Directed Activities Related to Text) strategy by senior high school students. It is tried to answer the question of "How" does the teacher apply the DART (Directed Activities Related to Text) strategy to teach reading analytical exposition in SMA Antartika Sidoario. It also tried to answer the question "How" are the student's responses after using the DART (Directed Activities Related to Text) as strategy in teaching English reading? And the last question is "what" are the advantages that students get after the application of the DART (Directed Activities Related to Text)) strategy?

Dealing with this, as quoted by Ndraha⁴⁶, it is stated that the research is concerned with finding out what, when and how, and then the study is descriptive.

⁴⁶ Talidium Ndraha, Disain Riset dan Teknik Penyusunan Karya Tulis Ilmiah (Jakarta: Bina Aksara, 1987), p. 39

B. Subjects of the Study

Subject states as the person (people) and the number of people who is studied, why those people, and so on 47. In conducting this study, the researcher does not use the population or sample. The subject of the study is the teacher and the second students of XI IPS-2 of SMA Antartika Sidoarjo that consists of 45 students. It is located on Jalan Siwalanpanji No. 6 Buduran Sidoarjo.

C. Data of the Study

The data in this study is the activities of the class members, those are the teacher and students' activities during the teaching learning process of reading in the classroom by applying this DART strategy and the note taking of the researcher including everything which can be heard, seen experienced and thought about. The obtained data will be described and explained descriptively.

D. Research instruments

To collect the data that are needed for this study, the researcher used four forms of instrument. They are observation checklist, interview, documentation and questionnaire. The detailed explanation of each instrument can be seen bellow:

1. Observation checklist

Observation is the primary techniques which are going to be used by the writer to collect the data. According to Guy there are two kinds of

⁴⁷ Susanto. Menyusun Usulan Penelitian dan Laporan Penelitian. (Surabaya UNESA Press, 2000).P.6

observation; those are participant and non participant. Participant observation means that the observer becomes a part of the situation being observed. On the other hand, non participant observation means that the observed is not directly involved in the situation being observed.⁴⁸

In this study the writer was be non participant observation. She only became as observer, she did not take part in the class being observed. While participating as an observer, she observed the application of the technique, the materials ad the activities in the classroom. The observation was done to see student's response in learning process.

The aspects were being measured in observation guidelines are:

- a) Time, it describes time duration of activities which occur at the beginning until the end of class
- b) Teacher's activities, it describes what kinds of activities that are done by the teacher during the process of teaching new vocabulary through reading folktales.
- c) Student's activities, it describes what kinds of activities that are done by the students during the process of learning new vocabulary through reading folktales.
- d) Note, this aspect describes the important thing that should be written by researcher as addition or comments for giving opinion about the teacher and students activities in the class.

⁴⁸ Cook Guy, Discourse Oxford (New York: Oxford university Press, 1989), p. 206-208

2. Interview

In all forms of descriptive research, occasionally all of the data are collected through interviews. Interview is a data collection technique that uses oral questions to elicit respondents' answers⁴⁹. Is in line with Arikunto who stated that interview is a list of many questions which will be asked to the informant⁵⁰ The researcher use interview to the teacher as a instrument in order to get the data consist of media, assessment, and problems that might be arisen in the applying of Directed Activities Related to Text (DART) strategy to teach reading analytical exposition text comprehension and also how to overcome those problems. Beside that it's also to get information about the advantages that the students get after the implementation of DART strategy inn analytical exposition text (see appendix)

3. Documentation

Documentation is a term used broadly to refer to printed and other materials relevant to a study, including public records, personal documents, and physical artifacts⁵¹. Documentation can be in a form of lesson plan, students' works' and their scores, photos, video-recording and all data related to the Study.

Susanto. Communicative Performance and Classroom Interaction: Qualitative Study of Leaner Language in Classroom Setting. Disertasi. (Unpublished. IKIP Malang, 1994) p.22

⁵⁰ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*. (Jakarta: Rineka Cipta, 2006).p.172

Sharan B Merriam Qualitative Research and Case Study Applications in Education. (California: Jossey-Bass Inc, 1998), p.70

The documentation of this study was form of lesson plan and the student's scores (see appendix)

4. Questionnaire

The other technique in the data is questionnaire. Questionnaire is list of questions about the problems that was be researched. 52 The purpose of the questionnaire to find out the student's responses in learning reading through DART strategy. This instrument is also used to gather the real information relating with the advantage that were encountered by students in reading skill through DART strategy (see appendix)

The aspects were being measured in the questionnaire are:

- The students' opinion of English especially in reading
- The student's opinion about the topic
- The students' opinion of using DART strategy and these advantages in reading activity

E. Data collection techniques

To make the process of observation become easier, the researcher formulated the observation steps systematically as below:

1. Observation

This is the first step that the writer did to collect the data. The researcher observed from the start of the teaching reading analytical

⁵² Suharsimi Arikunto .op.cit. p.76

exposition until the end of class. She has written down her observation of the teacher and students activities on note.

The writer observed how the teacher giving instruction for the students in reading class and also how the student's response in reading class. Moreover, the writer observed how well the students master the material especially give opinion after they read the text and also how they can answer the exercise in the end of the session. All of the results of observation would be written in descriptive form.

2. Interview

Interview is data or information collecting method by giving question to the respondent based on the subjects of the study. The function of interview in this study as completer method since interviewing is used to complete the data or information collecting method.⁵³

The researcher used interview to the teacher as a instrument in order to get the data consist of material, media, assessment, and problems that might be arisen in the applying of DART (Directed Activities Related to Text) strategy to teach reading analytical exposition text comprehension and also how to overcome those problems. Beside that it's also to get information about the advantages that the students get after the implementation of DART strategy in analytical exposition text.

Subyantoro Arief and F.X, Metode dan Teknik PenelitianSosial (Yogyakarta; C.V. Andi offset, 2007), p. 98

3. Documentation

The data are also obtained from the documentation of the lesson plan and the students' score. The result of students' scores were analyzed to get more about their understanding and whether to teach reading analytical exposition text through the DART strategy can he applied or not, the students score also used to know if the DART can improve their reading skill or not and this strategy can give advantages to students or not.

4. Questionnaire

The writer copied the questionnaire sheet as number as the students (45 sheet). After students submitted the questionnaire sheet to writer, then the writer analyzed all the answer to make conclusion from the result. The writer analyzed the data by using percentage technique. The total of the student's response of one item (question) will be divided into the total of the students answer and multiplied 100%. The questionnaires were being done after the third meeting.

After getting the questionnaires back, the researcher totaled the percentage of the answers using certain formula

F. Data analysis

Data which are gathered are analyzed by using descriptive analysis. The data are obtained during the data collection phases in three meeting conducting the research. The data in the form of notes, the feedback of interview and observation are used to describe the material used in teaching reading, the applying of DART strategy in the teaching learning process, and the problems faced by the teacher during teaching reading activities. The researcher based her data analysis on the research questions. The following are the steps of the data analysis which are done during the data collection technique:

1. Interview.

The data in a form of interview is field in order to obtained the information about teaching sets are used and problems that might be arisen in applying the DART strategy. The function of interview was to get the background knowledge that not only about the English teaching learning process in SMA Antartika Sidoarjo but also students, characteristics and their English ability after the teaching learning activities by applying DART strategy, this result of interview also to support the observation checklist. Here, the researcher submitted several questions. The first question is used to get the information about the reasons why the teacher applied DART strategy to teach analytical exposition text. The second question is used to gain the information about the material and media which were used in applying this strategy. The next question is about the

reason of the teacher use this strategy. The next question is about the problems emerged during the applying of DART strategy in the reading class. The last question is about the teacher's assessments, how the teacher assessed the students' and what aspects were assessed (see appendix)

2. Observation

The data of observation is taken in a form of observation checklist is held in order to got information about the application of DART strategy what problems that was be found by applying DART as strategy to teach reading analytical exposition text comprehension, the observation checklist was used in every meeting that shows how the DART strategy could be applied (see appendix)

3. Documentation

From the documentation of the lesson plan and the students' score. The writer analyzed to get more about their understanding and whether to teach reading analytical exposition text through the DART strategy can he applied or not, the students score also used to know if the DART can improve their reading skill or not and this strategy can give advantages to students or not (see appendix)

4. Questionnaire.

Based on the student's answers to the questionnaire, the writer analyzed the data by using percentage technique. The total of the student's response of one item (question) will be divided into the total of the students answer and multiplied 100%.

 $\frac{\text{Number of each types}}{\text{Total number of students}} \times 100\%$

CHAPTER IV

RESULT AND DISCUSSION

This Chapter presents the analysis and description about the data which were collected during the research through observation checklist, interview tape script and questionaire to answer the research question in the chapter one.

A. Result of the study

The result of this study gave a description of three aspects to be observed, they were concerning the use of DART Strategy to teach reading, the advantages that students get after the application of DART strategy and the students response toward the use of DART strategy.

1. The Result of observation application of DART strategy in reading Analytical Exposition

The application of DART strategy is used by Mrs. Endang to teach the second student of SMA Antartika especially in IPS program, there are five classes of IPS program and Mrs Endang teach all of that class.

To know about how the application of DART Strategy in SMA Antartika, the writer has done three times of observation. The duration of the English lesson was 90 minutes for each meeting. The class which the writer observes is XI-IPS 2. The number of the students joining the class was 45 students.

Observation of the first Meeting

The First Meeting was conducted on 27th July 2010. It was started at 06.45. The environment of the class was good because it is the first lesson at that day. First, I would explain about the teacher's preparation and then about the class activities.

1) Teacher's Preparation.

In the first meeting, the teacher has prepared well. From the eight indicators on observation checklist, the entire item was done. The eight indicator of the observation completely you can see in appendix 1 about the observation checklist. From the result of observation checklist in appendix 6, applying DART strategy in teaching analytical exposition, text run well especially through the aspects of teacher's readiness and his preparation: preparing teaching materials, media, also the whole items which supported the teaching learning process in the first meetings. From the eight indicators on observation checklist, the entire item was done. This column shows that the teacher had been well prepared.

2) The class activities

Pre-Reading activities

The teacher come to the class on time, the class begins at 06.45. Before the class began, the teacher asked the captain of the class lead to pray. After that the teacher tried to have some talk with the students through greetings.

T "Assalamualaikum.....Good morning students?

S "Waalaikum salam.....good morning mom.

T "How are you today?" S "Fine mom, and you?" Т "Very well, thank you."

After greeting, the teacher checked student's attendance list and make some short dialogue with the students.

: "Fandy, you look different today...." : "Yes mom, I look handsome va mom?" Fandy

(Other students laugh...)

: "Ehm... yes, I think your new hair style makes you T

different"

In the first meeting of pre-reading stage, the teacher had prepared the topic which had been adjusted to students need and character. At the first, the teacher opening the topic entitled "recent issues, rumors, gossips"

: "Well class, what's the hot of the news today?" T

S : "we lose in football competition mom"

Т : "I'm so sorry to hear that"

"But don't be sad and keep your spirit, okay!"

S : "yes mom"

: "but mom, the lawan terlalu tangguh mom" Agus

T : "so, according to you all, how to solve the problem?"

: "I think our team must practice harder mom" Icha

T : "a good opinion, others?"

Chandra: "I think not only practice harder but also istirahat cukup

sebelum pertandingan and we must have smart tak tik

mom"

T : "Very good ideas, practice, take a rest and smart way" These topics as the brainstorming to activate, built and explore the student's knowledge of analytical exposition text. The topic of "football competition" can make them show their enthusiasms and spirit in giving their critical and creative thinking to the certain cases or issues so that the indicators of making the students comprehend about what analytical exposition text was by using DART could be accomplished although the students preferred to express them in Indonesia than in English.

Then, the teacher in OHP gave picture and the text to the students about air pollution. Here, the teacher made up the situation for the students to have *prediction activity*. The teacher let her students to have prediction about the picture and the text.

Ss: "what is that mom, gambar apa itu mom?
T: "anybody can predict what picture about?"

Okky : "balap mobil mom"

T : "Other opinion please"

Ragil : "about pollution"

T: "what pollution, can explain?"

Faishal: "that's air pollution mom, asap mobil di jalan raya

make air pollution mom"

T: "That's right, I will distribute the text, according to you

what is the next paragraph will talk about?

Ss: "the next paragraph about the cause of air pollution

mom"

T : "good, do you know the cause of air pollution"

Icha : " terlalu banyak kendaraan di jalan mom, jadi asap-asap

dimana-mana dan udara jadi kotor"

T: "Then, the next paragraph about?"

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Many students can answer the teacher question; they can predict what next paragraph is about.

Then teacher ask the students about what is the type of text about opinion and the conclusion of it and students answer tat it is analytical exposition text.

Whilst-reading activities

In Microsoft Power Point, teacher explain about exposition text and also brief explanation about hortatory explanation and detail explanation about analytical exposition. Teacher just gave brief explanation about hortatory because in last semester they have just studied about it.

Then teacher gave two type of analytical text. Teacher ask student to do analysis activity, it is kind of DART activities, the students must find the differentiate about two kind of this text by marking it. Many students look enthusiastic in this activity.

Next, teacher asked student to summarize their prediction and prove their summarizing prediction by using their guide book.

The next activities, the teacher asked students to do exercise 2, they must do the table task about some genre of text (procedure, analytical exposition, horatory exposition and discussion), and the students must fill the table, including what

kind of the text (procedure, analytical exposition, horatory exposition or discussion text).

Many students scramble to answer the teacher's question and when somebody was pointed to answer the others did it also. He asked the students to accomplish filling the handout and to submit the handout and back to her and after that discussing the answer.

Post-reading activities

In the end of the stage, the teacher asks the students about their difficulties in their learning process, and the students express their difficulties to the teacher.

After that teacher close the learning process by salaam

b. Observation of Second Meeting

The Second Meeting was conducted on 29th July 2010. The English lesson started at 08.10, the environment is not enough good because it was rain.

1) Teacher's Preparation

In the second meeting, actually the teacher has prepared well. The teacher has readiness and well preparation like media, hand out and main material before she opened the class. From the eight indicators of teacher's preparation in observation checklist, 7 item of "yes" column shows that the teacher had been well

prepared and only 1 item of "no" column shows that teacher forgot to prepare alternative material. So, from the eight indicators of observation checklist, teacher did not do the last indicators. This result of the observation checklist can see in appendix 6

2) The class activities

Pre-Reading activities

The class begins at 08.15 and the teacher comes on time. Then the teacher opened the lesson by greeting students. The teacher also checked the students' attendance.

After that the teacher reviewed the lesson in the previous meeting about the analytical exposition and the students can retell what they have been got in the previous meeting.

T : ok class, do you still remember what we have learn in the last meeting?

Ss : about analytical exposition mom

: anyone can retell me what is the analytical exposition text?

Then the students told the teacher about analytical exposition and this general structure and the general feature.

Whilst-Reading activities

In this stage, firstly the teacher explained the purpose of the study. After that the teacher divided student become 8 group, every group consist of 5-6 students. After that the teacher gave the

exercise about Sequencing (arrange jumbled segments of text in a logical or time sequence) to the student.

The teacher gave the sequencing activity with the title of the text "Seeking Job is Difficult, isn't?" and the second is Learning English is Important.

The teacher gave the time to the students to finish it. In this group activity, the teacher have obstacle. It caused some of the students be a trouble maker. About three of the students that has less motivation, they are fell not enjoy about the activity and they become the trouble maker. They disturbed other students that do the task. The teacher knew it that gave the warning to the trouble maker. After the time is up, the teacher asked to collect this exercise. Then the teacher and the student discussed the exercise

The second activities the teacher gave exercise again about *Text Marking* (Find and underline parts of the text that have particular meaning or contain particular information)

The teacher still the title of "Seeking Job is Difficult, isn't?" The complete text can see in appendix 4 about the documentation of Lesson Plan and students score.

Many students fell interested and not boring in this section. Because they can explored their knowledge about the text in group. They are together with their group can discussed their

opinion about the text. Only a few students that feel not interest in the activity because they have less motivation. They didn't like the reading activity although the teacher gave varied strategy. For these students, the teacher gave them warning, the teacher also monitored them in order not to disturb other students.

Post-reading activities

In the end of the stage, the teacher asks the students about their difficulties in their learning process, and the students express their difficulties to the teacher.

After that teacher close the learning process by salaam

c. Observation of Third Meeting

The Third Meeting was conducted on 3rd August 2010

1) Teacher's Preparation

In the third meeting, the teacher has enough preparation. The teacher has readiness and well preparation like media, hand out and main material before she opened the class. This observation checklist can see in appendix 6

From the eight indicators of teacher's preparation in observation checklist, 5 items of "yes" column shows that the teacher had been enough prepared and 3 item of "no" column shows that teacher didn't use the computer or OHP. The teacher didn't use this because in the third meetings she didn't give material to the students: the teacher gave the reading comprehension task only. This result of the observation checklist can see in appendix 6

2) The class activities

Pre-Reading activities

The teacher come to the class on time, the class begins at 06.45. Before the class began, the teacher asked the captain of the class lead to pray. Everyone prayed faithfully.

Then the teacher checked the student attendance list. In the Whilst-Reading activities

In this stage, firstly the teacher explained the purpose of the study. Then the teacher reviewed the main point of the application of DART strategy in the reading text comprehension. In this stage, the teacher gave two kind of reading comprehension task. In this last exercise the teacher want to know how far the students reading comprehension in analytical exposition text. So, she gave students exercise to measure her students reading comprehension

Then the teacher distributed the copy of reading comprehension exercise to all students. First, the teacher gave the task about gap fill. These activities require the students to understand context and vocabulary in order to identify the correct words or type of words that belong in the deleted parts of a text. Words are deleted from a passage according to a word-count formula or various other

criteria, e.g. all adjectives, all words that have a particular letter pattern. The passage is presented to learners, who insert correct words in the gaps as they read, to construct appropriate meaning from the text.

The teacher asked the students to do individually and the students do it seriously.

Next, the teacher gave the text again and asked the students to identify the paragraph about this thesis, reasons (arguments) and reiteration. In this stage, the teacher want to make sure that the student have understanding in analytical exposition text.

Post-reading activities

In the end of the stage, the teacher asked the students about their difficulties in their learning process, and the students expressed their difficulties to the teacher.

There is still time to the teacher, but this time is used by the teacher and to the observer to distribute the questionnaire. Then the students filled the questionnaire and after the time is off the students collected this to the observer.

After that teacher close the learning process by salaam

2. The result of Questionnaire

To know the students responses, the teacher gave questionnaire to the students and then analyzed it. In the questionnaire, the teacher used twelve questions. Below were the result of questionnaire which was given to the students while the last meeting. To measure about the students responses, the researcher used format:

$$\frac{\text{Number of each types}}{\text{Total number of students}} \times 100\%$$

The questions in questionnaire can be seen in appendix. And the results of questionnaire were:

Number question	Yes	No	TOTAL
1	32	13	45
2	32	13	45
3	30	15	45
4	31	14	45
5	32	13	45
6	30	15	45
7	33	12	45
8	30	15	45
9	33	12	45

10	34	11	45
11	35	10	45
12	36	9	45

Notes:

Number 1 to 3 : The students' opinion of English especially in reading

Number 4 to 6 : The students' opinion of the topic

Number 7 to 12: The students' opinion of using DART strategy and these advantages in reading activity

1. The students' opinion of English especially in reading

No	Yes	No
1.	71%	29%
2.	71%	29%
3.	66%	33%

2. The students' opinion of the topic of the text

No	Yes	No
4.	68%	31%
5.	71%	29%
6.	66%	33%

3. The students' opinion of using DART strategy and these advantages in reading activity

No	Yes	No
7.	73%	27%
8	66%	33%
9	73%	27%
10	75%	25%
11	77%	22%
12	80%	20%

3. Students' Advantages that are found after the application of DART strategy

From the observation of three meeting showed that:

- a) When the teacher apply the DART strategy, the students look fun, enjoy, and interest
- b) The students also look enthusiasms to do the activity
- When the teacher asked the students to do the summary task, almost of c) the students can summaries the texts without plagiarizing them
- By the activity that called "Text marking" the students can solve their d) obstacles about difficult word in reading task
- e) The students can interact with text and their comprehension improves.
- 1) The students become more aware of how texts are constructed

It is proof with the result of interview number 3 that the teacher told that there are many advantages after DART strategy are implemented; the students feel interest, didn't bore, and their reading comprehension is improved. It is also proof with the students score after three meetings. Only four students that get unimproved score (see appendix)

Finally, from the Questionnaire, it showed positive responses. There were about 64% of the students said that the teacher' strategy can make them easier to express their critics idea and opinion about some issues.

From explanation above, we can conclude that there are many advantages that the students got after applying DART strategy. The advantages that the researcher showed is suitable with the experts stated in Chapter II.

B. Discussion

1. The Application of DART strategy in reading Analytical Exposition

The use of DART strategy in teaching reading analytical exposition, indeed, should be well prepared. The material that used by the teacher is simple, for example to do the prediction activity its only need handout and color-board marker and for the sequencing- jumble paragraph its need scissor and glue. Before the teacher applier DART strategy, she should be having interesting topic. The interesting topic can motivate the students and can prior their knowledge.

In Pre-reading activity, the teacher was done well, she was introduced interest topic and motivate learners by giving interest topic. But, the teacher didn't give some unknown vocabulary or new word to the students whereas it is very important to the students to add their vocabulary. By adding vocabulary, it can make easier to understanding text. In whilstreading stage, the teacher helped the students to develop their reading skill by DART strategy. It is deal with Abbot that suggested that whilst-reading stage including detail in text etc. and in post reading stage, the teacher was done well too, she provided students with the opportunity to know how far students understand about the text.

2. Students' responses to the use of DART strategy in reading Analytical **Exposition**

Based on the results of questionnaire above we could know:

8. The student's opinion of English especially in reading

The student's gave positive responses about English lesson; there are 71% of the student's responses that they are like English lesson. About 71% of the students like reading activity and for about 66% students said that the reading comprehension is interesting.

The student's opinion about the topic of the text b.

> For about 68% students said that the topic is interesting, about 71% of the students said that the topic can make them more active to show their idea in the class and finally about 66% of the students said

that the topic can help you to improve your language skill (knowledge and vocabulary.

The students' opinion of using DART strategy and these advantages in Ĉ. reading activity.

About 73% of the students gave opinion that Teacher' strategy can help them to understand the material about 77% of the students said that teachers strategy help them to increase the student's motivation in studying in the class. About 73% students said that Teacher' strategy can make the students easier to understand the text. About 75% students Teacher' strategy can make the students easier to express their critics idea and opinion about some issues. Teacher' strategy can make the reading class more fun, it proof about 80% of the students response. It is because the activities make the not bore, enjoy, happy and fun.

After calculating all questions item, we can conclude that teacher can maximally motivate students to learn reading analytical exposition through DART strategy, the activity of reading become more interesting and fun through DART strategy.

3. Students' Advantages after the application of DART strategy

From the interview tape script, the questionnaire and from the students score that observed got from the teacher in three meeting, there are many advantages that students get after the implementation of the DART strategy.

- a) The students can interact with text and their comprehension improves.
- b) The students become more aware of how texts are constructed
- c) The DART strategy make the students more critical of texts
- d) The students can summaries the texts without plagiarizing them
- e) Teacher' strategy in teaching can help students to understand the material
- f) Teacher' strategy can solve the students obstacles about difficult word in reading task
- g) Teacher' strategy can increase the student's motivation in studying in the class.
- h) Teacher' strategy can make the students easier to express their critics idea and opinion about some issues
- i) Teacher' strategy can make the reading class more fun This advantage is suitable what the Verster⁵⁴ stated and also other experts in chapter II about the significant point of DART strategy.

From the result and discussion above, actually the students like to the reading activity since the teacher applied DART strategy in the reading analytical exposition. But, the strategy that is used by the teacher should be

⁵⁴ Cheron Verster. Interacting with Text online in http://teachingenglish.org.uk/think/articles/interacting.mht_2003 retrieved on Maret 16 2010)

varied so that it will not make the students get bored and less motivated. Teacher should pay attention not only to the lesson but also to the condition of the students. In the classroom, students should be the center of the teaching-learning activity.

CHAPTER V

CONCLUSION AND SUGGESTION

According to the result and discussion, this section will give some conclusion at the findings. In addition, it will also give suggestion for those whose whose want to know about and apply DART strategy to teach Analytical Exposition in SMA Antartika Sidoarjo

Conclusion

1. From the result of observation, the writer could conclude the DART strategy to train students to read effectively. They could enjoy in reading activity and they didn't feel bore in their learning process. In implementing DART Strategy, the teacher also used the stage of teaching reading. First, the teacher gave stimulus to the students with interesting topic. She also gave question related to the material and explores student's prior knowledge. During whilst reading activity, the teacher allow students to interact with text by DART strategy, they can make their reading comprehension better. In this observation, this strategy and class atmosphere enables the students to practice reading comprehension. The use of DART strategy in reading class can facilitate the students to read with comprehension, share their opinion, make them enjoy and be motivated in the activity and make them a critical reader by their opinion.

However, The activities of DART strategy could explore the reading text in full and reduce the resk of restlessnes when student facion on the reading text.

2. The student's responses toward the use of the DART strategy in reading activity were good. It was prove by the data of the questionnaires that shows almost of students gave positive responses to the use of DART strategy in the learning of reading analytical exposition text. More than 50% (fifty percent) of students were interested, active and enthusiastic and cooperative when DART strategy is used.

There were more than 70% (sixty percent) of students express that teacher' strategy can increase the student's motivation in studying in the class. although 22% (thirty percent) of them stated that they feel rather enthusiasm

From those facts we can conclude that teacher can maximally motivate students to learn reading analytical exposition through DART strategy.

- 3. There are many advantages that the students got after the implementation of DART strategy, they are:
 - a) The students can interact with text and their comprehension improves.
 - b) The students become more aware of how texts are constructed
 - c) The DART strategy make the students more critical of texts
 - d) The students can summaries the texts without plagiarizing them

- e) Teacher' strategy in teaching can help students to understand the material
- f) Teacher' strategy can solve the students obstacles about difficult word in reading task
- g) Teacher' strategy can increase the student's motivation in studying in the class.
- h) Teacher' strategy can make the students easier to express their critics idea and opinion about some issues
- i) Teacher' strategy can make the reading class more fun This advantage is suitable what the Verster stated and also other experts in chapter II about the significant point of DART strategy.

B. Suggestion

1. Teacher

There are many activities including DART strategy, I think the teacher must add other activities like Grouping (group segments of text according to categories), Diagram completion (complete an unfinished diagram or label a finished diagram) and Table construction (draw a table, use information in the text to decide on row or column headings and to fill in the cells)

2. Students

DART strategy can used individually, pair and group. In pair or group the students must be cooperate with her/his team so they can do the task better.

3. Further research

The activities of DART strategy is simple, attractive and applicable so that it is expected that other researcher continue that researcher continue this research which is related to the methode, technique and another phenomenon in this study.

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