

TEACHING READING COMPREHENSION BY USING DIRECTED ACTIVITIES RELATED TO TEXT (DRTA) FOR THE STUDENTS

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ABSTRAK

Membaca merupakan keterampilan yang harus dikuasai oleh siswa dalam belajar bahasa Inggris sebagai bahasa asing. Membaca tidak hanya melihat atau membaca apa yang tertulis namun juga memahami isi bacaan sehingga pembaca memperoleh ilmu serta informasi dari bacaan tersebut. Beberapa komponen membaca yang dikemukakan oleh para ahli, seperti pemahaman ide pokok, ide pendukung, kosakata, serta tata bahasa, membuat guru harus cermat dalam mengaplikasikan metode dalam mengajar bahasa Inggris khususnya membaca. Directed Activities related to Text (DART) merupakan metode mengajar yang dapat diaplikasikan dalam kegiatan membaca. Metode ini diaplikasikan melalui aktivitas rekonstruksi dan analisis. Tujuan penulisan artikel ini adalah mendeskripsikan cara pengajaran membaca melalui metode DART. Penulisan merujuk kepada kajian kepustakaan yang mendukung teori DART dalam pengajaran membaca. Dengan adanya informasi mengenai DART yang didukung oleh teori para ahli, dapat dijadikan sumber informasi tentang metode pengajaran bahasa Inggris khususnya membaca yang dapat diterapkan oleh guru di sekolah menengah.

Kata Kunci: DART; Pemahaman membaca

ABSTRACT

Reading is a skill that must be mastered by students in learning English as a foreign language. Reading not only see or read what is written but also understand the contents of the reading therefore the readers get the knowledge and information from the text. Some reading components are suggested by experts, such as understanding the main idea, supporting ideas, vocabulary, and grammar, it makes the teachers must be careful in applying methods in teaching English, especially reading. Directed Activities related to Text (DART) is a teaching method that can be applied in reading activities. This method is applied through reconstruction and analysis activities. The purpose of writing this article is to describe how teaching of reading through the DART method. The article support by a literature review of DART theory in teaching reading. The information about of DART supported by expert theory, it can be used as a source of information about English teaching methods especially reading that can be applied by teachers in high school.

Key words: DART ; Reading Comprehension

INTRODUCTION

Reading is the skill should be mastered in learning English as foreign language. Kinds of text books and materials are written in English. It needs comprehension in reading the text to get better in catch the idea and information. According to Weaver (2009: 10) reading is a process to determine, what the reader's brain, emotions and beliefs bring to the reading. It means that reading is the reader's way in interpreting the printed words. It is supported by Linse (2005: 69) argues that reading is making sense of printed word. However, teaching reading comprehension is not an easy job for the teacher. The teachers need improve their teaching method or strategy in order to help the students get the point in reading the text.

In knowing the meaning of printed word in reading, the readers need reading comprehensively. Sanchez (2010: 5) states reading comprehension is emphasizing both what the author had written and readers' ability to use their background knowledge and thinking

ability to make sense of text. It can be said that reading comprehension not only “read” the text directly, but also get something from the text.

To be able in reading comprehension, the reader needs to know the components of reading. Klingner (2007: 5) suggests that the reader needs to attend four indicators of reading comprehension such as *vocabulary*, refers to knowing what the words mean in context. The students have to know word meaning based on context from the text. *Decoding* is word reading. It is the process of sounding out or analyzing individual letters and words. *Fluency* refers to accuracy and speed reading. It is about the process in reading with good pronunciation, spelling, intonation, and stress. *World knowledge* refers to have sufficient background knowledge to benefit from reading the text. According to Brown (2004:206) there are some indicators of reading; specific topic and main idea, interpreting and identifying the meaning of the word and sentences of the text, identify factual information, guess meaning of vocabulary, synonym, and antonym, inference of the text, analyze generic structure, social function of kind of text. Understanding the elements of reading will help the reader better in comprehending the text.

However, reading comprehensively by mastering the indicators of reading comprehension that have been discussed is difficult to do by the students in learning English as foreign language. The expectation of teaching English curriculum asks the teacher to do the better effort in teaching English. It is the reason of the teacher to apply kinds of approaches, methods, techniques and strategies in teaching English. One of the methods that can be applied in teaching reading called Directed Activities Related to Text (DART). According to Vester (2008:1), DART is activity which get students to interact with texts. The purpose is to improve the students’ reading comprehension and to make them to be critical readers; it can be done by individual or groups. Therefore, Brindley (2005:97) insists that DART is the central value placed on exchanges by pupils in small group. Those, this paper will describe the application of DART method in teaching reading for senior high school students. It can be used as information of the DART procedure that can be applied by the teacher in teaching reading comprehension.

Theoretically, the teachers need to know the types of DART in implementing DART in teaching. Department of Education and Skill (2004:266) cites that DART can be grouped into two main categories. There are reconstruction activities and analysis activities. Reconstruction activities are activities that require students to reconstruct a text or diagram by filling in missing word, phrases or sentences, or be sequencing text that has been jumbled. There are some rules in implementing DART in teaching reading. According to Vester (2008:3), using DART can be modified by following the methods; it can be classified into explaining, underlining, writing, and interacting.

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

Comparing with other method, DART has the clearly teaching procedures. DART will more effective if the teacher applies into small group. DART not only ask the students to get the ‘right’ answer from the text, but also direct the students on giving the reason related to the ‘right’ answer.

DISCUSSION

As mention before, the purpose of this article is to describe the application of DART in teaching reading comprehension. In this section, it will demonstrate the model of teaching reading by using DART method. Those, the implementing of DART will begin on the preparation, teaching model and showing the advantages of the method in teaching reading.

1. The Implementation of Teaching Reading by Using Directed Activities related to Text (DART)

a. Preparation

There are some preparations need to be done by the teacher. Materials, media, lesson plan, and sources of learning are the elements of teaching in the classroom. Materials must be suitable with the students' level and interesting by them. Media is a too that used by the teacher in teaching in order to help the students catch the knowledge in learning. Media also help the teaching and learning process interest by the students. Lesson plan is the teacher's guideline in teaching based on the curriculum and English syllabus. Last, sources of learning will support teaching and learning better.

b. Teaching Model

In order to show the application of DART in teaching reading, the writer will show teaching model of using DART in teaching reading. Narrative text is chosen by the tittle "Gingerbread Man" and "Banyuwangi". "Gingerbread Man" will be described by using reconstruction activities; fill in the blank (from what the students' hear from the audio), jumbled paragraph, and complete the diagram. Therefore, "Banyuwangi" will be described into analysis activities; underlining, guessing meaning, drawing the table, constructing the diagram. Before coming beyond into teaching activities, make sure that the students had learnt of narrative text.

1. Teaching material 1 "Gingerbread Man"

i. Pre-reading activity

The teacher invites the students in teaching and learning activity

Teacher : *Hello students, how are? Are you OK for this day?*

Students : *Of course.*

Teacher : *Well, today I have the story that will distribute for you. It is a fairy tale with the title "Gingerbread Man" I'll read it for you (the teacher read the story)*

Teacher : *Know, it is you 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)*

ii. Whilst-reading activity

Teacher : *We call as reconstruction activities, in this activity; you will fill the blank space of the story (the students do the task of filling in the blank, here the example)*

(1) Fill in the blank

(1)_____, there (2)___ an old couple who (3)___ on a little farm. They (4)___ a gingerbread cookie in the shape of a man. But as soon as she opened the oven door, the Gingerbread Man (5)_____ out and ran away from the house. The old couple (6)_____ to chase the Gingerbread Man. On the way, a pig, a cow, and a horse also (7)_____ the chase, but the Gingerbread Man was too fast for all of them. Finally, the Gingerbread Man (8)___ to a river. "Oh no! The water will make me soggy!" Suddenly, a fox came and (9)_____ him to cross the river. When they reached the other side of the river, the fox (10)_____ the Ginger Man. "Mmumm..Yummy".

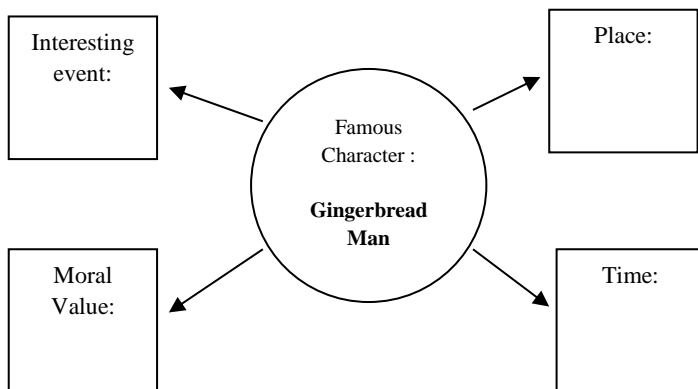
After filling in the blank the teacher asks the student to continue the lesson into arrange the jumbled paragraph.

Teacher : *Now, I ask you to jumble the paragraph of Gingerbread Man, here the paragraph and completing the diagram*

(2) Arrange the jumbled paragraph

- (1) Once upon a time, there was an old couple who lived on a little farm. They made a gingerbread cookie in the shape of a man.
- (2) On the way, a pig, a cow, and a horse also joined the chase, but the Gingerbread Man was too fast for all of them.
- (3) But as soon as she opened the oven door, the Gingerbread Man jumped out and ran away from the house. The old couple tried to chase the Gingerbread Man.
- (4) When they reached the other side of the river, the fox ate the Ginger Man. "Mmumm..Yummy".
- (5) Finally, the Gingerbread Man came to a river. "Oh no! The water will make me soggy!" Suddenly, a fox came and helped him to cross the river.

(3) Complete the diagram



After completing the activity, the teacher gives the questions to the students to check students' understanding of the text. The other activity that can be used by the teacher in applying DART in teaching reading is analysis activities. Here the example of teaching reading by using analysis activity.

2. Teaching material 2 "Banyuwangi"

i. Pre-reading activity

The teacher invites the students in teaching and learning activity

Teacher : *Hello students, how are? Are you OK for this day?*

Students : *Of course.*

Teacher : *Well, today I have the story that will distribute for you. It is a legend with the title "Banyuwangi" I'll read it for you (the teacher read the story)*

Teacher : *Know, it is you 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)*

ii. Whilst-reading activity

Teacher : *We call as analysis activities, in activity; you will underline or highlight of the important information of the story (the students do the task of that is given by the teacher, here the example)*

(1) Underlining the information

Once upon a time, there was a local ruler named King Sulahkromo thing. Prime Minister King has named Raden Sidopekso. Prime Minister's wife has named Sri Tanjung. She is so beautiful and sweet that the king wanted her to be his wife. One day, the King sent the Prime Minister for long missions. While the Prime Minister went, the King tried to get Sri Tanjung. But the king failed.

He was very angry and upset. So, when Sidopekso back, the King told him that his wife was unfaithful to him. Prime Minister is very angry with his wife. Sri Tanjung said that was not true. However, Sidopekso said that he would kill her. She took him to the river bank. Before he killed him and threw him into the river, he said that he will be proven innocent, Once Sidopekso kill him, he threw his body into the river dirty. River soon became clean and start spreading the wonderful aroma and very fragrant. Sidopekso said, "... Banyu Wangi... Banyuwangi ". It means ' fragrant water '. Banyuwangi proof of love born of noble and sacred. That's the origin of the town of Banyuwangi.

After doing the task, the teacher asks the student to continue the lesson into labelling, segmenting, diagrammatic.

Teacher : Now, I ask you to jumble the paragraph of Gingerbread Man, here the paragraph and completing the diagram

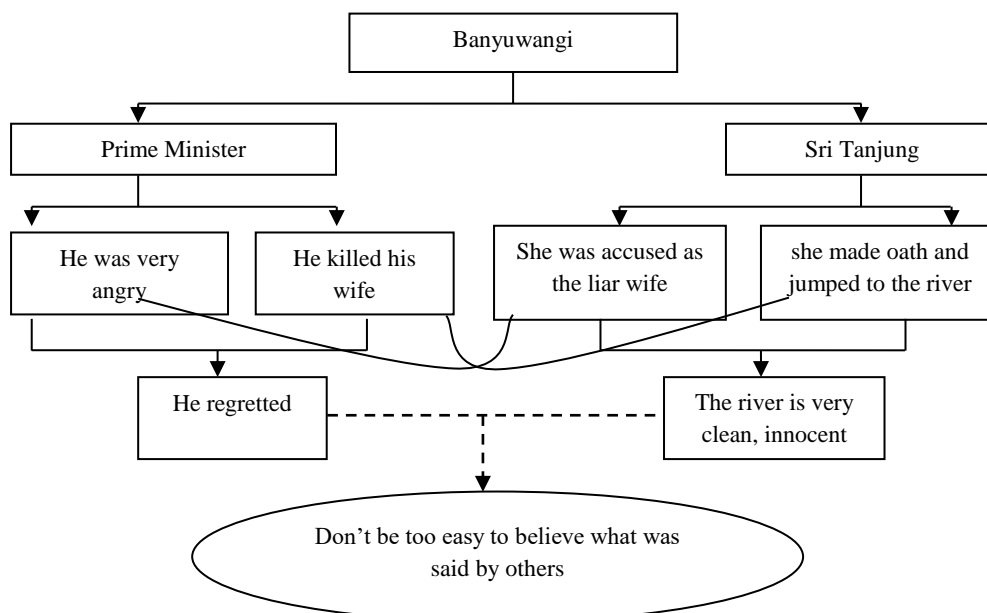
(2) Labelling

Prime Minister	:
The reason of angry	:
Sri Tanjung	:
The oath	:
The river	:

(3) Segmenting

Characters	Prime Minister	Sri Tanjung
Strong	Yes	Yes
Thoughtful	No	Yes
Kindness	No	Yes
Nostalgic	No	Sometime

(4) Diagrammatic



iii. Post-reading activity

Post-reading activity is designed to evaluate students' activity during teaching and learning process. In this stage the teacher gives kind of question related to text that they have learnt by applying DART method.

2. The advantages of Directed Activities related to Text (DART) in Teaching Reading

In implementing DART in teaching, some advantages can be found by the teacher and students. Department Education and skill (2004:266) argues that the advantages of DART, first, engaging and encourage teacher and students to tackle difficult texts. Second, DART application likes a games or puzzles. Third, the students do not require definitive answers, thus enabling to be tentative and exploratory. Fourth, the students offer a good focus for group work. Fifth, some initiative is handed over to the students. In addition, Vester (2008: 1), argue the advantages of applying DART as a method in teaching reading comprehension. First, improving students' reading comprehension. Second, the students focus how texts are constructed. Third, DART improving students' cognitive in learning.

The theorists are supported by the previous activities in implementing DART in teaching reading comprehension. The reconstruction activities are taught the students the organization of the text, supporting idea, and the key words of the text. The students learn how to fill in the blank of the missing vocabulary of the text. It will improve students' vocabulary in reading. Then, the students will know the construction the paragraph by re-organize the jumbled paragraph, and the students will focus on the specific information by completing the diagram. In the analysis activities, the students will understand the other indicators of the reading, such in marking the information, the students will learn the main idea or supporting idea of the text, and the students can summarize of the text by constructing the branch of the diagram. It is completely can be said that DART as the recommended strategy in teaching reading for the students. Unfamiliar activity in DART method can be as the difficulties for the students. Therefore, it is one of the disadvantages of DART method in teaching reading.

CONCLUSION

Theoretically, reconstruction and analysis activities in DART can be said the effective ways in helping the students in teaching reading for the students. Referring the procedure of DART and teaching model above, it can be applied by the teacher in teaching reading. However, teacher needs to control the application of the method in teaching of reading. The appropriate material, teaching planning and students' level are the important components to be attended. Then, class control and management, and time allocation in teaching should be considered by the teacher. By designing the teaching planning with the appropriate materials and methods, teaching and learning process can be done well in the classroom.

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