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THE EFFECTIVENESS OF USING DIRECTED READING ACTIVITY TO INCREASE STUDENTS' VOCABULARY ABILITY AT THE SECOND YEAR STUDENTS OF SMA NEGERI 1 LOSARI BREBES

A THESIS

Submitted to English Language Teaching Department, *Tarbiyah* and Teacher Training
Faculty, *Syekh Nurjati* State Islamic Institute Cirebon In Partial Fulfillment of The
Requirements of Undergraduate Degree



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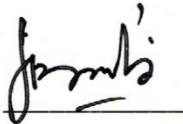
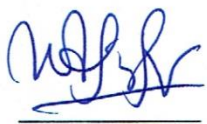

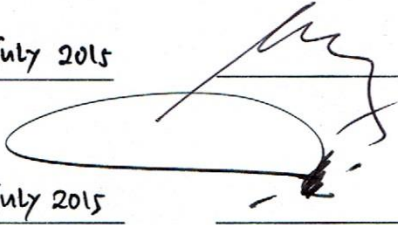




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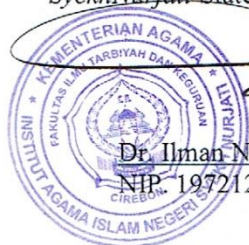
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RATIFICATION

This thesis which entitled " **THE EFFECTIVENESS OF USING DIRECTED READING ACTIVITY TO INCREASE STUDENTS' VOCABULARY ABILITY AT THE SECOND YEAR STUDENTS OF SMA NEGERI 1 LOSARI BREBES**" written by Mohammad Ulin Nuha, registered numbers 14111310155 has been examined on 22th June 2015. It has been accepted by board examiners. It has been recognized as one of requirements for Undergraduate Degree in English Language Teaching Department at *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon.

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ABSTRACT

Mohammad Ulin Nuha. 14111310155. *The Effectiveness of Using Directed Reading Activity to Increase Student's Vocabulary Ability at the Second Year Students of SMA Negeri 1 Losari Brebes.*

This study was designed to increase the students' vocabulary mastery by using DRA Technique with the aims (1) to find out the students achievement before using Directed Reading Activity in vocabulary ability, (2) to find out the students achievement after using Directed reading Activity in vocabulary ability, (3) to find out there is a positive and effectiveness of using of Directed Reading Activity to increase vocabulary ability at the second year students of SMA Negeri 1 Losari.

Vocabulary is the basic that must be learnt first by learners in study language. As stated by Tarigan (1986:p.2) state that the quality of language skill depends on the quantity and quality of vocabulary, there are many problem to increase vocabulary and the solution is using Directed Reading Activity Supardi (2010) in his thesis states that apply DRA Technique because this technique is not only very beneficial to increase the students' vocabulary mastery but also to raise the students' motivation in memorizing and increasing new vocabulary. So DRA technique can increase and give motivation student to memorizing the new vocabulary.

This research method is quantitative, that used pre-experimental design; the population of this research are all the students in second year grade of SMA Negeri 1 Losari, the sample of the research are students in XI IPS 1 that consist of 29 students. The techniques of collecting data are observation and test.

The result findings shows that the achievement of students' before and after using Directed Reading Activity method to increase vocabulary ability has increase after using the method, it since the mean of pretest is 42.75 and posttest is 60.51 so, it mean the students has good achievement after using directed reading activity in process and learning and the Directed Reading Activity Method is positive and effectiveness to students' vocabulary ability with the result of T-test it shows t is 9.686 and t_{table} is 2.048, it means $t_{count} > t_{table}$ it mean that the effectiveness of Directed Reading Activity is positive and effectiveness on students' vocabulary ability, and then the value of DC is 36.2404 (0.362 it shows in Software SPSS) it sign 36.2% and the rest 63.8% is effectiveness by other factors that uncounted in this research perhaps, students' absence, teacher's factor, students' learning style, condition of class etc. from calculation by d'cohen formula got 1.7, it mean the effect of the application of the method gives large effect to students' reading skill.

Based on the data analysis, It means that Directed Reading Activity can be used as one of the alternatives to teach vocabulary.

Key words: *Directed Reading Activity, Vocabulary Ability.*



9. Dr. KH. Samsudin, M.Ag and Family as the Head of Islamic Boarding House Al-Ihya that has given a place to stay during as student in IAIN *Syekh Nurjati* Cirebon and to all my friends in Islamic Boarding House Al-Ihya.
10. All of the Employers of IAIN Syekh Nurjati Cirebon who help me in administration affairs.
11. All staff and teachers of SMA Negeri 1 Losari Brebes, who given some information and help.
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13. My parents, my brother, my sisters who always supported me in finishing this thesis.
14. My friends especially the students of English program A, thanks for all support and spirit for me.
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The writer realized that this thesis is still far from being perfect and there are many mistakes either in the arrangement or in the context. Therefore, the writer should welcome the comment and suggestions from reader.

Finally, the writer hopes this thesis will be some valuables to the readers especially for the writer herself and for English faculty of IAIN *Syekh Nurjati* as reference on general.

Cirebon, 31 Mei 2015

The Writer



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CHAPTER I INTRODUCTION

Introduction tells about area of the research, this session also talks about topic that was investigated and besides that, talks about the overall purpose in this research, This chapter deals with background of problem, the identification of the problem which consist of the field of the research, the kinds of problem, and the main problem, besides that, in this chapter include the limitation of the problem, the questions of problem, the aims of the problems and the significance of the research.

1.1 Background of the problem

Vocabulary is the basic that must be learnt first by learners. Vocabulary is element of language and the most important in language, because vocabulary is cannot separate with language especially in language learning. As the stated by Richards and Renandya (2002: 225) states that, “vocabulary is a core component of language proficiency and provides much of the basis for well learners speak, listen, read, and write”. So, in this state if the learners English limited in vocabulary they can’t express their idea and feeling in target language.

If the student’s want to mastery in basic four in learning English and the students have to master the four basic language skills. They are listening, speaking, reading, and writing. They are is such basic skill in language and to understanding language you must to have memorize and know more vocabulary, the student has to master some vocabularies as well as possible. Vocabulary is one important aspect in learning a foreign language. If the students or people with a limited vocabulary anyone will also has a limited understanding in terms of listening, speaking, reading, and writing. It is true that it might be impossible to learn a language without mastering vocabulary. Vocabulary is one of the problems confronted by English language learners. Because of the limited vocabulary, the learners cannot communicate to others clearly. Sometimes it is difficult to group the idea transmitted to them. The

acquisition of a large number of vocabularies can help the students read, speak, listen, and write a good. According to H. G. Tarigan (1986:p.2) state that the quality of language skill depends on the quantity and quality of vocabulary. So, vocabulary is very important in language and the more vocabulary we have, the bigger possibility to have a skill to use the language. Addition by Allen and Valette (1977:149) “Vocabulary is an important factor in all language teaching. Students must continually be learning words as they learn structures and as they practice the sound system

Vocabulary learning is the important aspect in learning a foreign language. Student’s can enhance and mastery language much if they learn more words and expression in Vocabulary is central to language and of critical importance to the typical language learner. Vocabulary is important in English because the vocabulary can improve our ability. In reading ability, vocabulary helps learners in comprehending and can fast to get main idea in the text. In speaking vocabulary can helps learning in fluency, in writing vocabulary can helps learners expand in idea basic sentences, and in listening vocabulary can comprehend and understand what the people speaks. Cameron, (2001: 73) declares the vocabulary is a key unit in building up skills and knowledge. So, vocabulary is important in skill of English especially to understand in target language. Vocabulary is the knowledge of meanings of words (Hiebert and Kamil, 2005: 3). Learning language is means that learning vocabulary.

Vocabulary is important for students to understand and know in language teaching. Flohr (2010, p. 2) argue that accentuated that students need to learn vocabulary because otherwise they will not be able to express and articulate themselves in a way that other students or native speakers of English can understand them. In vocabulary, many difficulties for student to mastered. So, we have to look for the solution in order to find the solution. Before finding the solution, of course we must make the students aware the importance facts about vocabulary, Allen (1982: 9) says that:

When we think about vocabulary lessons in this way, we become aware of five facts: 1) Foreign words for familiar objects and persons are important to teach, but we cannot expect most members



of the class to learn them easily. 2) Teaching such words will require special skills because students often feel their native language words for familiar objects and persons are all they really need. 3) Students are very likely to feel that foreign words for familiar objects are not really needed when the foreign language is not used for communication outside the language class. 4) When a student feels unreal need to learn something a feeling of need must be created by the teacher. 5) To create in student's minds a sense of personal need for a foreign word, it is not enough to say, "Here is a word, "here is what the word means," "The word will be useful to you someday.

However vocabulary is the component of language so is important to student understanding in text and vocabulary is important in English because the vocabulary can improve our ability in essential skills of English. So, the researcher tries to research the investigating the effectiveness of use directed reading (DRA) to increase vocabulary in EFL. As stated by Rahim (2005:44) state that Directed Reading Activity strategy is a strategy that using for increase and strong student vocabulary and reading ability.

Many various methods that can used by teacher in teaching and learning foreign language, the using many methods in learning is has purpose to help students to achieve the learning's aim and objective. But every method is given advantage or weakness, until teachers should comprehend the appropriate various methods which is hoped be able to increase students' vocabulary ability, skill in thinking process and express their opinion. In teaching and learning there are many problem that we find in students, the traditional method that still used by teacher make students do not have opportunity to active in the process of learning English, except make a note in their book. They do not to be active in the activity, so it is not best way to problem solving.

The previous study about this method and techniques are conducted is teaching English vocabulary conducted by Supardi (2010) Using Directed Reading Activity (DRA) Technique to increase vocabulary of first year (X-5)



students of SMA Negeri 2 Pamekasan this problem the students not understand instruction about word and pronunciation. Nurhamida (2012) improving students' vocabulary mastery through word wall this problem is most of the students in junior high school as the beginners in learning and mastering lesson get much difficulty to learn English especially in vocabulary, Afifah (2012) improving the Reading Comprehension through Directed Reading Activity of the second grade students of SMK Baitul Hikmah Tempurejo Jember in the 2010/2011 academic year this problem is It was known that many students still found difficulties in comprehending a reading text in learning English, Arshintia (2014) the implementation of direct reading strategy in teaching descriptive text to help reading comprehension to the seventh graders. From the previous study there are some similarities and differences between the writer and the literature review. The researcher will take research in different place and to know the expanding of method directed reading activity on increasing vocabulary students in different time and place.

Many problem are found in teaching EFL/ESL for learners namely in about principle teaching, design of learning materials and syllabus, classroom management, curriculum method, and some of EFL/ESL learners find English language classrooms boring, because in the fact that students are engaged in those activities they consider unrelated of class communication in the L2. On the other hand, some of student's when read the text they don't consider and understand about the structure, unfamiliar vocabulary, synonym and antonym, so make the student difficult to understand in target language because limited in vocabulary.

This study will investigate the effectiveness of using of Directed Reading Activity technique for teaching English especially teaching vocabulary in text reading. The researcher try to choose this discussion because it is very important for teacher to know the effective technique in learning English and avoid learning naturally in the class, because if the teacher teaching naturally in the class without using the technique of course the result is not maximaly and make the student difficult to understand the material. The techniques also make the teacher easier to teaching in the class. However, the teacher having



difficulties in teaching in the large class with effective technique the class easy to manage. During the teaching hours the teacher should make the students pay attention to the materials given to them. It needs hard effort for getting the students attention. Lacks of control also occur when they are teaching in the large class. There for, it is difficult to implement the individual control for each student. Therefore the teacher's technique is very important in learning in the class. In daily life activities, we often have known that problems in learning English especially are about method or technique of teaching. Teacher's technique is one of the important thing in learning process, in order to the students more easy to get ability from what the teacher delivery, and also the student's able to study maximally with the good and effective technique and of course to expand quality of education in Indonesia. In Learning English many skills must be known and we have to mastery in order to communicate with other people correctly. "Directed reading activity is a strategy that provides students with instructional support before, during, and after reading. The teacher takes an active role as his or she prepares students to read the text by pre teaching important vocabulary, eliciting prior knowledge, teaching students how to use a specific reading skill, and providing a purpose for reading. (Betts. E.A: 1946)".

The writer chooses direct reading activity because it is very useful to develop the students' vocabulary ability in text. This activity can monitor the students' understanding about the text while they are reading and before the students activity in reading the teacher will pre- teach unfamiliar or important vocabulary in the text. In this strategy, the students are asked to read the text silently and the teacher should prepare one or two comprehension-level questions for their reading. In this case, the teachers used silent reading as a procedure of Direct Reading Activity (DRA). Related to this case, Crawford et al (2005: 42) stated that DRA is a strategy for directing the students' silent reading with comprehension-level questions by guiding them to key points in the text and providing opportunities to discuss its meaning with their classmates. In addition, Crawford et al (2005: 42) The DRA or DRTA method is designed to support students' reading comprehension by guiding them to



key points in the text and providing opportunities to discuss its meaning with their classmates.

The aim of the research, the researcher tries to investigate the effect of using directed reading activity (DRA) to expanding student vocabulary in EFL classroom. DRA is a strategy that provides students with instructional support before, during, and after reading. The teacher takes an active role as he or she prepares students to read the text by pre-teaching important vocabulary, eliciting prior knowledge, teaching students how to use a specific reading skill, and providing a purpose for reading.

SMA Negeri 1 Losari is one of Senior High School which is located at jendral Soedirman street, Losari district, Brebes regency. They have many problems in learning English as a foreign language. Students are not familiar or less about English vocabulary in the language learning. Students do not know about the meaning of English vocabulary. Students cannot memorize the English vocabulary. Student can't developed the synonym and antonym in vocabulary, Students feel bored and saturated in learning English. The main problems that the writer found in the school are the students in vocabulary and the students are lazy to read English text unfortunately, students difficult to memorize the vocabulary, they are opting to go out, some of them don't understand in English lesson, so make their lack in vocabulary and sleepy in the class when English class and then hide in canteen and never comeback until the end of the English lesson.

So, based on the problem, the researcher tries to experiment the use of directed reading activity method. And to know the teaching using directed reading activity can develop the vocabulary ability student in EFL class or not. So, the researcher tries to make research about "the effectiveness of using direct reading activity to increase student vocabulary ability at senior high school 1 Losari Brebes".

1.2 Identification of the problem

Based on the background in identification of the problem in this investigate is more complex and complete as follow:



1.2.1 The Field of the Research

The field of research in writing this thesis is method of teaching, discussing about increasing students' vocabulary ability with the using of directed reading activity strategy.

1.2.2 The Kinds of the Problem

The problems are found in SMA 1 Losari. The researcher sees the process of learning English especially about learning word.

- 1) Students are not familiar or less about English vocabulary in the language learning.
- 2) Students do not know about the meaning of English vocabulary.
- 3) Students cannot memorize the English vocabulary.
- 4) Student can't developed the synonym and antonym in vocabulary
- 5) Students feel bored and saturated in learning English.

1.2.3 Main Problem

The main problem of this research is some of students lack in vocabulary and difficult to memorize the vocabulary, so this thesis the writer tries to describe the effectiveness of directed reading activity to increase student's mastery in vocabulary.

1.3 Delimitation of the research

Based on the background above the researcher will conduct the research in teaching English in senior high school. The researcher focuses on practice teaching English text to increase vocabulary by using method. And the method will be using directed reading activity.

The researcher will investigate the student's achievements before and after using method in treatment at senior high school. The researcher will conduct English Language Teaching practices about some English vocabulary such as things in the classroom. Because, usually the teachers teach English vocabulary without using media and method, so children trouble to understand unfamiliar vocabulary such as in synonym antonym, do not familiar English vocabulary, and students not implemented in daily life. So the limitation of



this research use the directed reading activity technique at SMA N 1 Losari Brebes.

1.4 Questions of the problem

Based on the statement mentioned in the research background, some questions which become the formulation of the problem are as follow:

- 1) How good is the student achievement vocabulary ability before using of directed reading activity?
- 2) How good is the student achievement vocabulary ability after using directed reading activity?
- 3) How is the effectiveness of the application of directed reading activity on vocabulary ability at Senior high school 1 Losari?

1.5 The aims of the research

The aims of the research this research is as follows;

- 1) To find out the student vocabulary ability before using of directed reading activity.
- 2) To find out the students student vocabulary ability after using of directed reading activity.
- 3) To find out the effectiveness of the application of directed reading activity on vocabulary ability at the second year students Senior high school 1 Losari Brebes.

1.6 Significant of the research

The result of the study are hoped to give some significance to the students, teachers, writer herself, institution and other researchers.

1.6.1 For students

This study will be helpful for students on increasing Vocabulary and the students apply the method to increase their vocabulary ability.



1.6.2 For teachers of English

After knowing effectiveness in teaching vocabulary use Directed reading activity, the teacher can implement this method when they teaching reading and vocabulary.

1.6.3 For the writer herself

The result of this research can be useful to enlarge her knowledge about increasing vocabulary through Directed Reading Activity Method.

1.6.4 For institution

As input to this institute to criticizing how the important of using method in teaching and learning since IAIN Syekh Nurjati Cirebon is one of institution that will product educator.

1.6.5 For other researchers

To be the source of information for other researchers who are also investigating increasing vocabulary using Directed Reading Activity Method.





CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the information about the conclusions and suggestions from the research and the data analysis discussed in the previous chapter. These conclusions and suggestions hopefully will give more advantaged to increase the students' vocabulary ability.

5.1 Conclusion

After doing the research in *SMA 1 Losari Kab. Brebes* through observation and test then based on the result and description in chapter IV, the writer expected that the readers will be able to know much about this thesis easily, the conclusion such as below:

- 1) The achievement of students' before and after using directed reading activity method to increase vocabulary ability has increase after using the method, it since the mean of pretest is 42.75 and posttest is 60.51 so, it mean the students has good achievement after using directed reading activity in process and learning.
- 2) From the calculation using software SPSS v.2.2 is of T-test it shows t is 9.686 and t (table) is 2.048, it means $t_{\text{count}} > t_{\text{table}}$ it mean that the effectiveness of Directed Reading Activity is positive and significant to increase students' vocabulary ability, by other factors that uncounted in this research perhaps, the absence of student, the teacher and the condition of class etc. and from calculation by d' cohen formula got 1.7, it mean the effect of the application of the method gives large effect to students' vocabulary ability.
- 3) And the hypothesis is $H_a: \rho \neq 0$ there is positive and significant effectiveness of the using of Directed reading activity method to increase vocabulary ability.

Based on the data analysis, there is any positive and effectiveness of the using of Directed reading activity on students' vocabulary ability. So, the students have responsibility and feel enjoy the learning process. It means directed reading activity can be used as one of the alternative to

teach vocabulary in text reading but attention other factors that effectiveness too.

5.2 Suggestion

In reference to the conclusion above, it is suggested that the using of directed reading activity as alternative method for teaching English, especially on increasing students' vocabulary knowledge in text reading. Since English is one of important subject in high school but in the fact students does not follow the subject with reason do not understand with the material or feel bored in the class, for the case there are some suggestion for part of education, as follow:

1) For teacher

Teacher is significant role in education, especially in class, so they should be a partner for her students in learning process with the high responsible as an English teacher and should be creative in making the class alive and interesting, they should be always improving his or her skills and knowledge in exploring the class and the last they support and encourage the learner's desire to learn, the last always support students and help them to solve their problem in learning or other.

2) For the students

Students also should have intention in learning; they should be active in Learning English by doing some more exercises both at school and at home. Besides that the students should have a specific reading time each day to practice their ability in English vocabulary ability.

3) For the institution

The institution should give the chance to make some creations in teaching English by preparing the facility needed in the class activity, give the media and facility in order to make better progress achievement of English, and make teaching-learning more effective. Further, they can be a significant contribution to the development of the institution's elements to get the best result.



- 4) For the future researcher

The last, for the next researcher the result of the study expected can be used as reference to conduct further study about the effectiveness of using Directed Reading Activity in the next time

- 5) For other researcher

The writer hopes that finding of this study will be used as a starting point of the future studies on similar problem. There are still many other methods of teaching English that could be studied to find out the effectiveness of the methods or approaches in teaching vocabulary to be applied to the students.



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
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