

CHAPTER IV

RESULT AND DISCUSSION OF RESEARCH

The researcher will show the result and discussion of study, which is obtained in the field based on the theory in chapter II. How does the teacher use direct reading thinking activity technique in teaching reading at the seventh grade of SMPI Nurul Fadzin, and what the advantages and disadvantages of using direct reading thinking activity technique in teaching reading at the seventh grade of SMPI Nurul Faidzin.

A. Result of Research

Researcher explain the research findings of the use of direct reading thinking activity (DRTA) technique in teaching reading at the seventh grade of SMPI Nurul Faidzin. To obtain the data the researcher make an observation to that school. Researcher comes to the school and ask a permission to conduct research in their school, then I came to classroom and join the learning process.

In this case, the researcher will explain the results, namely: how does the teacher use direct reading thinking activity technique in teaching reading at the seventh grade of SMPI Nurul Fadzin, and what the advantages and disadvantages of using direct reading thinking activity technique in teaching reading at the seventh grade of SMPI Nurul Faidzin.

1. How the teacher use direct reading thinking activity technique in teaching reading at the seventh grade of SMPI Nurul Fadzin

a. Result observation

In seventh grade of SMPI Nurul Fadzin there are twenty two students. But, the researcher not conduct this research for student but the researcher will be focused on the teacher who teach reading.

Based on observation result, the situation when I observation the English learning process, the teacher used direct reading thinking activity technique for make the student easy to understand the material.

1. The first observation

It was the first meeting in this research. It was conducted by the researcher on Thursday 21 April 2022 it started at 08.40 AM until 09.50 AM. in this part the researcher was as non-participant in English teaching learning process. The research described from the result of research that had been gotten through observation.

a. Pre Activities

On Thursday at nine point forty o'clock, time changed to the English material and at the time the teacher came into seventh grade. The teacher started the class by greeting. She said "Ok, Assalamualaikum Warahmatullahi Wabarakatuh" and the student answer "Walaikumsalam Warahmatullahi Wabarakatuh". Then she ask to the student "Are you ready to study?" and the student answer "we are ready", during the

learning process progress the teacher used a mixed language between Indonesian language and English language. Then she ask about students conditions. She said “How are you in this morning?” After that she ordered students to pray together before the lesson began. The teacher check the attendance list of students to know who was absent at the time. She gave warming up such as some questions about the previous material, and asked student to raise their hand to answer the teacher’s question and she gave motivation to make student spirited to join discussing material that the teacher shared in teaching learning process.

b. Main activities

It was the main point in teaching learning process in the classroom. The teacher started the lesson by explaining the material that would be discussed during English teaching learning process. In that day the material is “written text for greeting and goodbye”.

- The teacher formed in several groups
- The teacher gives vocabulary keywords to the material to be discussed or showing pictures
- The teacher asked them to read and understand the meaning of the story.

- The teacher gave students the opportunity to identify as much as possible question related to the images presented
- The teacher asked to discuss according to the group divided
- The teacher asks students to read aloud and asks them to record information
- The teacher gives open questions for students when discussing the lesson

c. Post Activities

On ten o'clock finally the lesson had to be done, and that lesson had to be closed by the English teacher because at the time the student knew about the time which would finish. And all of student had to take rest. Before the teacher close the meeting, the teacher asks the students to do the assignment. The last before the teacher closed the lesson, teacher said "ok, because the time is over, I think enough for today. See you next meeting class", then the teacher gave motivation and student progress feedback.

2. Second Observation

It was the second meeting of this research. It was conducted by the researcher on Thursday 12 May 2022. The lesson is about "stating, asking, personal data and responding to introductions".

a. Pre Activities

Before the teaching and learning process, the teacher did the similar activity with the previous meeting by saying “Assalamualaikum Warahmatullahi Wabarakatuh Good morning class?” and the student answer “Walaikumsalam Warahmatullahi Wabarakatuh morning miss”. Then she asked the students conditions and checked the attendance list. She said “are you ready class?” and the student answer “we are ready”. After that she continued to the next material.

b. Main activities

The teacher started the lesson by explaining the material that would be discussed. She said “ok student know we will learn about asking and responding to introductions”.

- The first a teacher asked students to prepare dictionaries
- The teacher indicated which text to read
- The teacher prepared some key words of the content and purpose of the story, sometimes a teacher also prepared several sequences of pictures related to the content and purpose of the story to save more time.
- The teacher prepared group work of three students, then the teacher will asked them to read and understand the meaning of the story.

- The teacher asked to discuss according to the group divided
- The teacher gave open question for students when discussing the lessons
- The teacher invited student to discuss the assigned tasks how the students answer.

c. Post activities

The last, before closing the lesson the teacher ask the results of their understanding of the story of the main sentence, the conflict and the story line. The teacher discussing the students answer. After that the teacher asked student to say al-hamdalah together before closing the lesson and she said “ok because the time is over, lets close our study by resiting hamdalah together and the end wassalamualaikum warahmatullahi wabarakatuh” and the student answer “walaikumsalam warahmatullahi wabarakatuh”. And the last the closed the class.

From the result of observation above the researcher can conclude that the teacher use direct reading thinking activity technique.

Commented [MA1]: Pindah ke apendik

From the result of observation above the researcher can conclude that the teacher use direct reading thinking activity technique. She used DRTA in teaching reading to make the class more comfortable and can make student can more active.

The result of interview from the teacher who teach reading at the seventh grade of SMPI Nurul Faizdin through offline process with giving any question. In this narration the researcher present the result, the teacher said:

“First I will ask students to prepare dictionaries, then I indicate which text to read, I will prepare some key words of the content and purpose of the story. It is to make it easier for students and not to prolong the time, sometimes I also prepare several sequences of pictures related to the content and purpose of the story to save more time, I also prepared group work of three students, then I will ask them to read and understand the meaning of the story. At the end, I will ask the results of their understanding of the story of the main sentence, the conflict and the story line.”¹

¹ Khoyunnisa, Teacher, Offline Interview, April 21, 2022, 09.00 AM

The result of interview from all of student at the seventh grade of SMPI Nurul Faizin through Whatsapp application and offline process with giving them any question.

a) Imron Hanafi

“Usually, Miss Runni repeats the previous material, if we understand, we will continue to the next material.”²

b) Lakso

“First we were told to prepare a dictionary then we were given difficult keywords in the text we were studying, sometimes giving us examples of pictures”³

c) Siti Maisyaroh

“Usually, our English lessons are often divided into groups”.⁴

d) Anisa

“Miss Runni start each lesson by greeting, then repeats the previous material and continued with new material”⁵

Commented [MA2]: Pindah ke apendik

² Imron Hanafi, Student, Online interview, April 20, 2022, 04.50 PM

³ Lakso, Student, Offline Interview, April 21, 2022, 07.00 AM

⁴ Siti Maisyaroh, Online Interview, April 20, 2022, 03.50 PM

⁵ Anisa, Online Interview, April 20, 2022, 05.00 PM

2. What the advantages and disadvantages of using direct reading thinking activity technique in teaching reading at the seventh grade of SMPI Nurul Faidzin

a. Result observation

From the result of observation on Thursday 12 May 2022, above the researcher can conclude that the advantages and disadvantages of using direct reading thinking activity technique in teaching reading.

1. The advantages of DRTA:

- Help student to get an overall picture that has been.
- Can attract student interest in learning, especially reading stories.
- Student can read independently.
- Can improve student's reading comprehension.
- Can make student can more active.
- Can develop student's reasoning abilities and ideas.
- Can develop student's questioning skills because they are required to make predictions with their previous knowledge.

2. The disadvantages of DRTA:

- During the lesson it will take a long time if the class is not efficient.
- Teacher are required to have a lot of knowledge
- Student do not get information quickly, not the same when obtaining abstraction through oral presentation by the teacher

- Lack of supply of reading books that often occurs beyond the ability of the school.

1. Interview of Teacher

The result of interview from the teacher who teach reading at the seventh grade of SMPI Nurul Faidzin through offline process with giving any question. In this narration the researcher will present the result, the teacher said:

“Therefore, I chose several ways to save time, such as forming group work, preparing some keywords from the story, and preparing some pictures related to the story. The disadvantages is need long time in the class, and the advantages are by using direct reading thinking activity, the teaching and learning in the class more comfortable and can make the students are more active.”⁶

2. Interview of Student

Samsul Anas “My teachers used the several ways so it makes us active and interesting in the class”.⁷

Andini “sometimes miss Runni also takes a lot of time if there are our friends who don’t understand”⁸

Ika Safitri “I more understand about reading lesson after my teacher teaches me by using DRTA”⁹

Commented [MA3]: Pindah ke apendik

⁶ Khoyrunnisa, Teacher, Offline Interview, April 21, 2022, 09.00 AM

⁷ Samsul Anas, Student, Online Interview, April 20, 2022, 16.00 PM

⁸ Andini, Student, Online Interview, April 20, 2022, 16.30 PM

⁹ Ika Safitri, Student, Online Interview, April 20, 2022, 16.40 PM

Fatima “By using direct reading thinking activity the activities in learning more better”¹⁰

Romla “It make us more understand and comprehend about the text that we read”¹¹

Based on interview about, researcher can conclude that the teacher use direct reading thinking activity technique to make the class more comfortable and can make student can more active.

B . DISCUSSION

This part show the discussion according to the finding research that about the use of direct reading thinking activity technique on students reading comprehension at the seventh grade of SMPI Nurul Faidzin.

Furthermore, there are two research focuses that will be discuss in this part as like in the first chapter, there are: how does the teacher use direct reading thinking activity technique in teaching reading at the seventh grade of SMPI Nurul Fadzina, and what the advantages and disadvantages of using direct reading thinking activity technique in teaching reading at the seventh grade of SMPI Nurul Faidzin , that is hold up with the literature review in second chapter.

Based on the data above, the result of this research that the researcher got the result from the observation and interview to the teacher and the student at seventh grade of SMPI Nurul faidzin, the first teacher will ask students to prepare

¹⁰ Fatima, Student, Online Interview, April 20, 2022, 16.20 PM

¹¹ Romla, Student, Online Interview, April 20, 2022, 15.00 PM

dictionaries, then teacher indicate which text to read, the teacher will prepare some key words of the content and purpose of the story. It is to make it easier for students and not to prolong the time, sometimes the teacher also prepare several sequences of pictures related to the content and purpose of the story to save more time, the teacher prepared group work of three students, then teacher will ask them to read and understand the meaning of the story. At the end, the teacher will ask the results of their understanding of the story of the main sentence, the conflict and the story line.

So, one of researcher findings, researcher found that teachers used direct reading thinking activity technique in teaching reading at the seventh grade of SMPN Nurul Faidzin, this is similar with the theory that was explained in chapter II, Steps of DRTA consist of the following steps based on statement Mutadayyinah Ani. "Implementing the DRTA strategy to improve the reading comprehension ability of the eleventh year students at MAN Kandangan Kediri",¹²her research is telling about DRTA In pre reading step; Grouping the students, explaining the objective of the lesson, leading students to the topic by delivering some questions and showing a picture, asking the students to predict the topic of the text from the picture and the title given, introducing new vocabulary items. In the guided silent reading step; Delivering opened questions, asking the students to predict the text then write them in the sheet, asking the students to share with. In this case, some students predictions were recorded on while board, assigning one of the students to read loud followed by all students

¹² Mutadayyinah Ani, "Implementing the DRTA Strategy to Improve the Reading Comprehension Ability of the Eleventh Year Students at MAN Kandangan Kediri", 2009

reading silently, requesting to take note on information, asking students to discuss with their group. In post reading step; Assigning to check and prove their prediction, asking to find evidence to support the prediction, having discussion for students prediction, asking the students to do the task Discussing the students answer. From the result of the researcher's finding it is similar with the finding found by Maisarah "using direct reading thinking activity (DRTA) technique to teach reading comprehension for eleventh grade students"¹³ her research telling about the use DRTA technique helps student's in reading ability. It is proven by the improvement of students reading, and Kurniaman "Implementation of DRTA Strategy on Reading Comprehension Skill Student Class V Muhammadiyah Elementary School 6 Pekanbaru".¹⁴ He told about they found that the implementation of direct reading thinking activity strategy in accordance with learning comprehension reading with indicators of student success seen in the evaluation results to achieve the average class 83,16 and have reached KKM on the test results given, it is different with the finding found by Nurazijah "the effect of direct reading thinking activity (DRTA) strategy on students reading comprehension for 11th grade students of senior high school cerdas murni"¹⁵ her research told about the aim of this research is to find the effectiveness of the effect of DRTA. The method applied this research was the quantitative method with the

¹³ Sarona Maisarah, "Using Direct Reading Thinking Activity (DRTA) Technique to Teach Reading Comprehension for Eleventh Grade Students", (Thesis, UIN Ar-rainy, Darussalam-Banda Aceh, 2018).

¹⁴ Otang Kurniaman, Eddy Noviana "Implementation of DRTA Strategy on Reading Comprehension Skill Student Class V Muhammadiyah Elementary School 6 Pekanbaru", proceeding of the 1st UR international on educational sciences.

¹⁵ Nurazijah, "the effect of direct reading thinking activity (DRTA) strategy on students reading comprehension for 11th grade students of senior high school cerdas murni", (Thesis, UIN Sumatera Utara Medan, 2019).

experimental research design. Similar finding from Leli sari “improving reading comprehension through directed reading thinking activity (DRTA) strategy for the eight grade students of SMP Negeri 17 medan in the academic year of 2016//2017”.¹⁶ Her research told about improvement of the student’s reading comprehension through direct reading thinking activity strategy.

The result of observation and interview with the teacher and student at the seventh grade of SMPI Nurul faidzin can help student to get an overall picture that has been, can attract student interest in learning, especially reading stories, Student can read independently, can improve student’s reading comprehension, can make student can more active, can develop student’s reasoning abilities and ideas, can develop student’s questioning skills because they are required to make predictions with their previous knowledge. It is similar with the theory Ni Made Ratmaningsih.”*Metode dan Strategi Pembelajaran Bahasa Inggris*”,¹⁷ the advantages of this teaching strategy there are; Creating independent reading activities, creating an active reading learning process, namely students can develop their reasoning abilities and ideas, provides opportunities for students to make predictions about the content of the reading activity begins, develops students questioning skills because students are required to make predictions using their prior knowledge, creates an interactive learning process, improve students understanding in reading. And he disadvantages of implementing this

¹⁶ Leli Sari, “improving reading comprehension through directed reading thinking activity (DRTA) strategy for the eight grade students of SMP Negeri 17 medan in the academic year of 2016//2017”, (Thesis, UIN Sumatera Utara Medan, 2017).

¹⁷ Ni Made Ratmaningsih, *Metode dan Strategi Pembelajaran Bahasa Inggris* (Depok: PT Rajagrafindo Persada 2019), 135.

strategy are: It often takes up a lot of time if classroom management is inefficient, the DRTA strategy requires the provision of reading books which are often beyond the ability of schools and students, through direct reading comprehension, information cannot be obtained quickly, unlike when obtaining abstractions through oral presentation by the teacher, this strategy requires the teacher to be knowledgeable.

