

**USING DIRECTED READING THINKING ACTIVITY (DRTA) THROUGH  
DESCRIPTIVE TEXT TO IMPROVE VOCABULARY ACHIEVEMENT OF  
THE EIGHT GRADE STUDENTS OF SMPN 8 PALEMBANG**

**A Thesis by**

**Sigit Priambodo**

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**English Education Study Program**

**Language and Arts Education Department**



**FACULTY OF TEACHER TRAINING AND EDUCATION**

**SRIWIJAYA UNIVERSITY**

**PALEMBANG**

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Palembang, March 2016  
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## DEDICATION

This Thesis is dedicated to :

1. My parents (Kasdi and Sri Partilah) who always give me support, motivation, and prayer all the time.
2. My advisors (Prof. Diemroh Ihsan MA., Ph.D and Soni Mirizon M.A., Ed.D).  
Thanks for your guidance, comments, and suggestions in writing this thesis

Motto

*“Failure occurs only when we give up.”*

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First of all, the writer would like to express his deepest gratitude to his parents, Kasdi and Sri Partilah, his brother, Wisnu Dwi Nugroho and also all of his beloved families for their prayer, love, support, motivation, and time.

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Palembang,     March 2016

The writer,

**SP**

## TABLE OF CONTENTS

**TITLE PAGE**

**CERTIFICATION PAGE**

**DECLARATION**

**DEDICATION**

**ACKNOWLEDGEMENTS..... i**

**TABLE OF CONTENTS..... ii**

**ABSTRACT ..... iv**

**LIST OF TABLES ..... v**

**LIST OF FIGURES ..... vi**

**LIST OF APPENDICES ..... vii**

### **CHAPTER 1 INTRODUCTION**

1.1 Background of the Study ..... 1

1.2 The Problem of the Study ..... 4

1.3 The Objective of the Study ..... 4

1.4 The Significance of the Study ..... 4

### **CHAPTER 2 LITERATURE REVIEW**

2.1 Vocabulary in English..... 6

2.2 Directed Reading Thinking Activity..... 8

2.3 Descriptive Text..... 11

2.4 Previous Related Studies..... 12

2.5 Hypotheses of the Study ..... 14

### **CHAPTER 3 METHOD AND PROCEDURES**

3.1 Method of the Study..... 16

3.2 The Variables of the Study..... 17

3.3 Operational Definitions ..... 17

3.4 Population and Sample ..... 18

3.4.1 Population ..... 18

3.4.2	Sample .....	18
3.5	Techniques and Procedures for Treatment .....	19
3.6	Techniques for Collecting the Data .....	23
3.6.1	Test .....	23
3.6.2	Validity of the Test .....	23
3.6.3	Reliability of the Test .....	24
3.7	Technique for Analyzing the Data .....	25
<b>CHAPTER 4 FINDINGS AND INTERPRETATION</b>		
4.1	Findings .....	27
4.1.1	The Result of Pretest and Posttest in the Experimental Group .....	27
4.1.2	The Result of Pretest and Posttest in the Control Group .....	28
4.2	Statistical Analyses .....	30
4.2.1	The Normality of the Result of the Test .....	30
4.2.2	Homogeneity of the Test .....	32
4.2.3	The Result of paired sample T-test.....	33
4.2.4	The Result of Posttest between the Experimental and Control Group by using Independent sample T-test.....	34
4.3	Interpretation .....	35
<b>CHAPTER 5 CONCLUSION AND SUGGESTIONS</b>		
5.1	Conclusion .....	37
5.2	Suggestions .....	37
<b>REFERENCES .....</b>		<b>39</b>
<b>APPENDICES .....</b>		<b>42</b>

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**ABSTRACT**

The objectives of this study were to find out whether or not : (1) there was a significant difference in vocabulary achievement between the eighth grade students of SMP Negeri 8 Palembang before and after they were taught by using Directed Reading Thinking Activity (DRTA) through descriptive texts, (2 )there was a a significant difference in vocabulary achievement between the eighth grade students of SMP Negeri 8 Palembang who were taught by using Directed Reading Thinking and Activity (DRTA) through descriptive text and those who were not. The sample of this study were 66 eighth grade students who were divided into two groups, that are, experimental and control groups. Each group had 33 students who were taken by using purposive sampling method. To collect the data, each group was given pretest and posttest. The data were analyzed by using paired sample t-test and independent sample t-test in SPSS version 21. The result from paired sample t-test showed that the mean difference between posttest and pretest of the experimental group was 6.73 at the significance level of  $p < 0.05$  and since  $t$  obtained was higher than  $t$  table ( $16.006 > 2.0369$ ). The result from independent sample t-test of the post-test in both experimental and control groups showed that the  $t$ - obtained was 1.982 at the significance level of  $p < 0.05$  for two tailed test and (df) 64, the  $t$ -table was 1.9977,  $t$ -table was higher than  $t$ -obtained. Nevertheless, the mean difference from experimental group was higher than control group ( $6.727 > 1.121$ ). Conclusively, DRTA was effective to be used in teaching vocabulary for the eighth grade students of SMP Negeri 8 Palembang apart from the absence of significance in vocabulary achievement between experiment and control group

**Keywords :** *teaching vocabulary, vocabulary achievement, Directed Reading Thinking Activity (DRTA)*

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A thesis of English Education Study Program Student, Faculty of Teacher Training and Education, Sriwijaya University, 2016

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## LIST OF TABLES

<b>Table 1</b>	<b>: Population of the Study .....</b>	<b>18</b>
<b>Table 2</b>	<b>: The Sample of the Study .....</b>	<b>19</b>
<b>Table 3</b>	<b>: Teaching Materials .....</b>	<b>20</b>
<b>Table 4</b>	<b>: Table of Test Specification .....</b>	<b>24</b>
<b>Table 5</b>	<b>: Range of the Students' Score .....</b>	<b>26</b>
<b>Table 6</b>	<b>: The Score Distribution in the Experimental Group .....</b>	<b>27</b>
<b>Table 7</b>	<b>: The Score Distribution in the Control Group .....</b>	<b>29</b>
<b>Table 8</b>	<b>: One Sample Kolmogorov-Smirnov Test of Experimental Group .....</b>	<b>30</b>
<b>Table 9</b>	<b>: One Sample Kolmogorov-Smirnov Test of Control Group .....</b>	<b>31</b>
<b>Table 10</b>	<b>: The Homogeneity of the Test .....</b>	<b>32</b>
<b>Table 11</b>	<b>: Paired Sample T-test .....</b>	<b>33</b>
<b>Table 12</b>	<b>: Independent Sample T-test .....</b>	<b>34</b>

## **LIST OF FIGURES**

<b>Figure 1</b>	<b>: The Result of Pretest and Posttest of Experimental Group .....</b>	<b>28</b>
<b>Figure 2</b>	<b>: The Result of Pretest and Posttest of Control Group .....</b>	<b>29</b>
<b>Figure 3</b>	<b>: The Normality Result of Experimental Group .....</b>	<b>31</b>
<b>Figure 4</b>	<b>: The Normality Result of Control Group .....</b>	<b>32</b>

## LIST OF APPENDICES

<b>Appendix A</b>	<b>: The Vocabulary Test .....</b>	<b>43</b>
<b>Appendix B</b>	<b>: Result of Students' Vocabulary Test .....</b>	<b>47</b>
<b>Appendix C</b>	<b>: Lesson Plan .....</b>	<b>55</b>
<b>Appendix D</b>	<b>: Silabus Bahasa Inggris SMP Negeri 8 Palembang .....</b>	<b>59</b>
<b>Appendix E</b>	<b>: The Result of Pretest and Posttest of Exp. Group .....</b>	<b>95</b>
<b>Appendix F</b>	<b>: The Result of Pretest and Posttest of Control Group .....</b>	<b>97</b>
<b>Appendix G</b>	<b>: Treatment Schedule .....</b>	<b>99</b>
<b>Appendix H</b>	<b>: Validity and Reliability of the Test .....</b>	<b>102</b>
<b>Appendix I</b>	<b>: The Normality of the Result of the Test (Experimental Group) .....</b>	<b>104</b>
<b>Appendix J</b>	<b>: The Normality of the Result of the Test (Control Group) .....</b>	<b>106</b>
<b>Appendix K</b>	<b>: Homogeneity of the Test (Experimental and Control Group) .....</b>	<b>108</b>
<b>Appendix L</b>	<b>: Paired Sample T-test of the Experimental Group.....</b>	<b>110</b>
<b>Appendix M</b>	<b>: Paired Sample T-test of the Control Group.....</b>	<b>111</b>
<b>Appendix N</b>	<b>: Independent Sample T-Test of Experimental and Control Group .....</b>	<b>112</b>
<b>Appendix O</b>	<b>: Attendance List of Experimental Group .....</b>	<b>113</b>
<b>Appendix P</b>	<b>: Attendance List of Control Group .....</b>	<b>115</b>
<b>Appendix Q</b>	<b>: Usul Judul Skripsi .....</b>	<b>117</b>
<b>Appendix R</b>	<b>: Surat Penunjukan Pembimbing Skripsi .....</b>	<b>118</b>
<b>Appendix S</b>	<b>: Surat Izin Penelitian dari FKIP .....</b>	<b>119</b>

<b>Appendix T</b>	<b>: Surat Izin Penelitian dari Diknas Kota Palembang .....</b>	<b>120</b>
<b>Appendix U</b>	<b>: Surat Keterangan Telah Melakukakan Penelitian .....</b>	<b>121</b>
<b>Appendix V</b>	<b>: Approval for Reseach Design Seminar .....</b>	<b>118</b>
<b>Appendix W</b>	<b>: Research Design Seminar Attendance List .....</b>	<b>119</b>
<b>Appendix X</b>	<b>: Research Design Seminar Suggestion List .....</b>	<b>121</b>

## CHAPTER 1

### INTRODUCTION

This chapter presents (1) Background of the Study, (2) Problems of Study, (3) Objectives of Study, and (4) Significance of Study.

#### 1.1 Background of the Study

In teaching and learning English as a foreign language, reading is one of important skills that must be learned beside listening, speaking and writing. Reading is very important for students to get information from various references like books, magazines, journals, wallpapers, and online printing.

Based on School-Based Competence Curriculum, reading is a means of understanding the meanings in written expression formally or informally as in recount, narrative, procedure, or descriptive texts. In this research, the writer only focuses on descriptive text it is in accordance with the syllabus they have learnt in curriculum 2013. According to Elisabet, Apriliaswati and Suhartono (2014, p. 2), descriptive text is a text which describes what a person, place, animal or a thing like. Unfortunately, the English teacher often finds some problems how to make the students good readers. Students have to understand the main idea of the text, but they must reread it more than once to grab the idea. This problem makes the students need more time to read to answer the questions. It happens because the students lack of vocabulary. Misbahudin (2011, p.2) said that students often got difficulties to understand the meaning of the text because they have only a little vocabulary. In other words, without knowing a lot of vocabulary, students cannot read well.

Vocabulary is one of language aspects that must be taught to the students, because vocabulary has the primary role in all languages. According to Nurweni and Read (1999), as cited in Hanifia (2013, p. 81), “although English is a compulsory subject at schools in Indonesia, the result has not been satisfactory enough yet”. Therefore, choosing the appropriate way to teach vocabulary is necessary since vocabulary is one of the important aspects in learning a language. Everybody should have an adequate vocabulary to improve the four language skills. According to Richards and Renandya (2002, p. 255), vocabulary is a core component of language proficiency and provides much of the basis about how well learners listen, speak, read, and write. In other words, students must have a lot of vocabulary first if they want to improve all language skills. The same opinion stated by Al-Jarf (2007). He states that by learning new words, students can increase their listening, speaking, writing and can improve comprehension and production in a second or foreign language.

The problem of learning English still exists at schools because English is completely different from bahasa Indonesia in the system of pronunciation, vocabulary, and structure. For example, when the students get some new words, they tend to forget what they have learned before. Based on an interview with an English teacher of SMP Negeri 8 Palembang, some students were lack of vocabulary because of their difficulty to memorize the words. Many students learnt new words relatively quickly but they also forget them quickly too. Pinter (2004) as cited in Hanifia (2013, p. 83) said that the teacher only teaches by doing the task on worksheet, so the students do not have enough experience in learning vocabulary. Therefore, the writer should find a good method to teach vocabulary. A good teaching technique can make students more interested in learning vocabulary and they will memorize the new words. There are some techniques and methods that can be selected in teaching vocabulary. One of the methods is Directed Reading Thinking Activity (DRTA).

DRTA is a strategy that can be used to expand and to strengthen students' reading ability. It is necessary to learn vocabulary with the text. In this strategy, "students relate background knowledge to the text, determine goals for reading, and then engage in predicting activities at set stopping for points throughout the text" (Grabe, 2009, p. 232). According to Conner (2006), the purpose of DR-TA are as follows: (1) Teacher can obtain the students prior knowledge of the topic or the text, (2) Teacher can encourage students to monitor their comprehension while they are reading, and (3) Teacher can allow the students to set a purpose for reading (Students read to confirm and revise predictions they are making).

In line with this, there is a study which has the same strategy, entitled "Applying Directed Reading Thinking Activity (DRTA) in Teaching Vocabulary about Anecdotes to the Eighth Grade Students of State Junior High School 29 of Palembang" written by Reni Malinda in 2014. The main objective of the study was to find out whether or not it is effective to apply Directed Reading-Thinking Activity (DR-TA) in teaching vocabulary using anecdotes as the material to the eighth grade students of State Junior High School 29 of Palembang in the Academic Year of 2014/2015. The result of the study showed that there was a significant difference between the students' average score in the pre-test and in the post-test. Based on the data from the students' scores in the pre-test and in the post-test, it was found that the t-obtained was 12.66 at the significance level of 5% and the degree of freedom (df) was 32. The critical value of the t-table was 1.693. Since the value of the t-obtained was higher than the t-table, the null

hypothesis was rejected and the alternative hypothesis was accepted. Therefore, Directed Reading-Thinking Activity (DR-TA) can be recommended as a strategy of teaching vocabulary through descriptive text, because it was effective enough applied to the eighth grade students of State Junior High School 29 Palembang.

From the explanation above, it is understood how important of vocabulary in reading activity. Furthermore, the writer limits the problem in this strategy from teaching vocabulary through descriptive text. In this research, the writer focuses on teaching vocabulary using descriptive text by combining Directed Reading Thinking Activity (DRTA) to the eighth grade of SMP Negeri 8 Palembang students.

## **1.2 The Problems of Study**

The problems of study were formulated in the following questions :

1. Was there any significant difference in students' vocabulary achievement before and after they were taught by using DRTA through descriptive text?"
2. Was there any significant difference in vocabulary achievement of the eighth grade students of SMP Negeri 8 Palembang who were taught by using Directed Reading Thinking Activity ( DRTA) through Descriptive Text and those who are not?

## **1.3 The Objectives of Study**

The objectives of this study were :

1. to find out whether or not there was a significant difference in vocabulary achievement before and after they were taught by using DRTA through descriptive text.
2. to find out whether or not there was a significant difference in vocabulary achievement of the eighth grade students of SMP Negeri 8 Palembang after they were taught by using Directed Reading Thinking Activity (DRTA) through descriptive text and those who are not.

## **1.4 The Significance of Study**

The writer expects that this study can give contribution to the development of teaching vocabulary.

For the students, the writer expects that they can improve their vocabulary well through directed reading thinking activity and this activity is also good for their reading comprehension.

For the teachers, the writer expects that they can find out a good technique in teaching English, because it can make students feel more comfortable in learning English.

For the writer himself as the prospective teacher, it is expected that this strategy can help him improve his vocabulary achievement and provide another good technique for teaching vocabulary.



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