

**Teaching Reading Narrative Text by Using Directed Inquiry Activity (DIA)
Technique at Junior High School**

PAPER

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to Obtain Srata One (S1) Degree*



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**TEACHING READING NARRATIVE TEXT BY USING DIRECTED INQUIRY
ACTIVITY (DIA) TECHNIQUE AT JUNIOR HIGH SCHOOL**

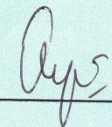
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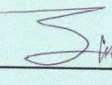
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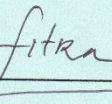
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ABSTRAK

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Membaca merupakan salah satu keterampilan yang diajarkan dalam pengajaran bahasa Inggris berbagai jenjang pendidikan. Dalam pengajaran tersebut, terdapat berbagai jenis teks yang mesti dikuasai oleh siswa yaitu *transactional* dan *interactional*, *monologue*, dan *short fuctional text*. Salah satu teks *monologue* yang mesti dikuasai siswa di jenjang pendidikan SMP adalah teks *narrative*. Namun demikian masih banyak siswa SMP yang tidak mampu memahami teks *narrative* yang mereka baca. Hal ini disebabkan oleh faktor yang berasal dari mereka sendiri dan guru mereka. Salah satu faktor dari guru adalah metode yang tidak menarik.

Salah satu teknik yang dirasa dapat mengatasi masalah tersebut diatas adalah DIA (*Directed Inquiry Activity*). Teknik ini mampu membantu siswa memahami teks yang mereka baca karena adanya aktifitas- aktifitas dalam teknik tersebut yang mengarahkan siswa memahami teks melalui usaha mereka sendiri. Aktitas itu yakni, membaca teks nyaring bersama sama, diskusi di kelas, dan menjawab *inquiry questions*. Makalah ini akan membahas penggunaan teknik DIA dalam mengajar teks *narrative* di SMP.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

There are four skills in learning English as a foreign language. Those are listening, speaking, reading and writing. Reading is a skill to find ideas, information and knowledge from a text. Reading is one of the means to get information from a written source. Through reading, someone can get meaning from the interaction of his or her prior knowledge with the presented information in the text that he or she reads. Therefore, teaching reading is really important.

In Indonesia, teaching English today is based on *Kurikulum Tingkat Satuan Pendidikan (KTSP)*. Based on this curriculum, the students are required to comprehend the text. According to this curriculum, there are five *monologue* texts that must be learnt by the Junior High School students. One of the texts is narrative text. There are many kinds of written texts which are in form of narrative such as magazine, newspaper, story, and novel. As a result, teaching reading narrative text takes great interest.

Based on an informal interview with one of the English teachers in SMP N 13 Padang, the teacher said that the students still had problem in reading narrative text. The problems are caused by two factors. There are factors from students and factors from teachers. From the students' factor, the students do not have enough vocabulary, thus, they have difficulties in understanding the text. Meanwhile from the teachers' side, there are uninteresting technique and materials. Most teachers

just ask their students to read the text and answer the questions. After that, the teacher discusses the student's answers in order to get correct answers. There is no other activities to encourage the students to participate. The use of uninteresting materials is proved from the fact that many teachers rely too much on LKS (Students' Work Sheet). The material from this is less interesting for students because the story local legend such as *Malin Kundang*, *Timun Mas*, and *Situ Bagendit*. They mostly have been known by students. Thus, students feel bored to read and become less motivated to learn. As a result, the students feel bored in reading narrative text.

In fact, Mirriam and Roz (2000: 109) say that to get the good result in reading, the teachers should have a good technique. Therefore, the students are able to comprehend reading text easier. The teachers not only prepare the technique of teaching to catch students' interest in reading but also motivate them to read. By using the interesting technique, the students' motivation in reading can be increased.

Based on the problems above and the explanation offered by the experts, there is one technique that can be used to solve the problem. The technique is Directed Inquiry Activity (DIA). According to Sanjaya (2006: 194), DIA is learning activity that emphasizes the process of seeking and finding the orientation, problems, and resolutions in a narrative text. The subject matter is not given directly. In this technique the students are asked to seek and find their own subject matter, while teachers facilitate and mentor them to learn.

DIA encourages the students to be active and interactive in reading narrative texts. Students are active in finding the orientation, the complication and the resolution in the text. In this technique, the students are asked to think critically, predict, connect and assess performance. Additionally, DIA involves the activity directly for the students to give questions to the teachers when they do not understand about the text. Through this technique it is hoped that students will be successful in reading narrative text.

B. Limitation of the Problem

The problem of this paper is limited on the discussion of using Directed Inquiry Activity (DIA) Technique in Teaching Reading Narrative Text in Junior High School.

C. Formulation of the Problem

The problem of this paper is formulated into the following question “How is DIA (Directed Inquiry Activity) used in teaching reading narrative text in Junior High School?”

D. Purpose of the Paper

The purpose of this paper is to explain how the teachers teaching reading narrative text by using Directed Inquiry Activity (DIA) technique.