

**THE IMPLEMENTATION OF DIRECTED
READING AND THINKING ACTIVITY
(DRTA) STRATEGY TO IMPROVE
STUDENTS READING COMPREHENSION**

(An Experimental Research at the Second Grade Students of MTs Al-Fathaniyah Kota Serang in the Academic Year of 2018/2019)

A Paper

Submitted to the English Education Department
as a Partial Fulfilment of the Requirements for the Sarjana Degree



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STATEMENT OF ORIGINALITY

I here declare that the research paper I wrote as partial fulfillment of the requirements for the Sarjana degree and submitted to the English education department, the faculty of education and teachers training wholly constitute my own original scientific writing.

As for the other persons' work whose ideas are quoted in this paper have been revered to appropriately in accordance to the prevailing legal and intellectual ethic in the world of scientific writing tradition.

However, if the originality of this paper either partially or wholly is later on proved or it falls under convincing plagiarism. I would be prepared to receive any sanction such as losing my related academic degree obtained from the institution as well as other rules prevailing in Indonesia.

Serang, February 13, 2019

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ABSTRACT

MASTIYAH. 142301646. 2018. “*The Implementation of Directed Reading and Thinking Activity (DRTA) Strategy to Improve Students’ Reading Comprehension*” (An Experimental Research at the Second Grade of MTs Al-Fathaniyah in Academic year 2018/2019). Understanding research Paper, English, Education Department, Faculty of Education Teacher Training, Islamic University of Sultan Maulana Hasanuddin Banten. Advisers Dr. H. Abdul Mu’in S.Ag. M.M and Drs. H. Busthomi Ibrohim, M.Ag.

This study aims to improve reading comprehension with recount text through DRTA strategy on eighth grade student of MTs Al-Fathaniyah Serang-Banten. this type of research is an Exerimental Research. This research conducted based on the main problem: 1) How are the students’ skill in reading English Recount Text at the second grade of MTs Al-Fathaniyah? 2) How is the implement of Directed Reading and Thinking Activity (DRTA) Strategy to improve student’s reading comprehension on recount text at the second grade of MTs Al-Fathaniyah? In reference to the mentioned research problem, this research aimed at 1) To know the student’s skill in reading English Recount Text at the second grade of MTs Al-Fathaniyah. 2) To examine the implement of Directed Reading and Thinking Activity (DRTA) student’s reading comprehension on recount text at the second grade of MTs Al-Fathaniyah. To answer the research question, the writer takes class VIII B, as experimental class which consists of 30 students. The class VIII C as control class which also consists of 30 students. Since the writer uses experimental method, the data is gathered through pre-test and post-test. The result of anlysis of the research shows that the value of t_o is (3,52), which is higher than t_t with level of significance 5% (1,67) or with level of significance 1% (2,38), reject H_0 which means there is no the influence of using DRTA to improve students’ reading comprehension on recount text and accept H_a which means there is the influence of using DRTA to improve students’ reading comprehension on recount text.

Keyword: Reading Comprehension, Directed Reading and Thinking Activity (DRTA), Recount.

THE ADVISERS' APPROVAL

This is to certify that the undergraduate research paper of Mastiyah entitled “The Implementation of Directed Reading and Thinking Activity (DRTA) Strategy to Improve Students Reading Comprehension at second grade of MTs Al-Fathaniyah Serang”. Has been approved by the research paper advisers for further approval by the Board of Examiners.

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FATHANIYAH SERANG**

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DEDICATION

This research paper is dedicated to

My Beloved Parents

Mr. Masnan and Mrs. Hayatin

MOTTO

”اِقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ”

“Read In the Nane of Your Lord who has Created (ali that exist)”.

(Q.S. Al-Alaq: 01)

“Allah has guided me so that I can recognize myself with all the weaknesses and shame.” (Ali bin Abi Thalib)

A BRIEF BIOGRAPHY

The writer, Mastiyah, was born in Serang, Banten, on March 6th, 1995. She is the third child of four siblings from the couple Masnan and Hayatin. She finished her elementary education at SDN Kalapian I Serang Banten in 2008, whereas her junior and senior high school educations were respectively finished at MTs an MA Al-Fathaniyah Tengkele, Cipocok Jaya, Serang Banten in 2011 and 2014. Three years later in 2014, she continued her education by joining undergraduate program of English Education Department, Faculty of Education and Teacher Training, the State Islamic University “Sultan Maulana Hasanuddin” Banten.

During this time the writer served in the Islamic Boarding School of Al-Fathaniyah in Tengkele, Cipocok Jaya, as a teacher in management organization.

During her time of studentship, she was not only involved at intracurricular organization by having position as member of UPTQ, in sector of Calligraphy, but also at extracurricular organization such as HMI. In addition, she has also been teacher at “Madrasah Diniyah Nurul Ilmi” Kaligandu, Serang-Banten since 2016, and as a teacher at “Madrasah and RA Mirqotul Ulum”.

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In the name of Allah, the Merciful, the Compassionate.

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Serang, February 13, 2019

The Writer

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CHAPTER I

INTRODUCTION

A. Background

English is very important for us, because English has become an international language in the world. English is also very important for communication in globalization era. We can communicate with other people in many countries for different purpose. There for students need to understand and use English to improve their confidence to face global competition.

The purpose of language is to communicate, whether with others by talking and writing or with ourselver by thinking. The relationship of languge to thought has generated a great deal of speculation. At one extreme are these who believe that language is merely a clothing for thought and that thought is quite in dependent of the language we use to express it. At the other extreme are those who believe that thought is merely suppressed language and that, when we are thinking, we are just talking under our breath.¹

In education Institution of Indonesia, English consists of four skills those are listening, speaking, reading and writing. One of them is reading. Reading is the most important, because it is a process to understand a written text which means extracting the required information from it as efficiently as possible.

¹ Algeo, John, Thomas Pyles. *The Originis and Development of the English Language*. (Boston : Thomson Wadsworth, 2005), 16.

In many second or foreign language teaching situations, reading seemed a special focus. There are a number of reasons for this and one of them is many foreign language students often have as one of their most important goals. They want to be able to read for information and pleasure, for the career, and for study purposes. In fact most EFL situations, the ability to read in a foreign language is all that students ever want to acquire.

Reading is an important activity in many language classes. Besides, reading is not only as a source of information and pleasurable activity, but also has a means of consolidating and extending one's knowledge of language. More and less student's knowledge is influenced by often and how long they read. By reading activity, the students will get many kinds of knowledge. When they read, they also build their comprehensions; it means that there is any interaction between the readers with the text. So by mastering English text, directly they have a good achievement in their reading comprehension. However, there are many problems faced by Indonesian students and teachers in teaching and learning English language one of them is about the appropriate strategy used for teaching English in order to make students interested to learn the subject.

There are many problems faced by students and the teacher, especially for the students in teaching and learning English in Indonesia. Based on the researcher's experience that the lowest factor of students' English skill is in reading. The researcher has observed, there are many factors that make the students low in reading. They come from the internal factor and external one. The internal means factors

from inside of the student themselves such as motivation, interest, intelligence, etc. and the external is factors from outside of the students that effect their learning process such as economic, background, learning material, and teacher's performance including their teaching methods. And other hands there are some problems coming up dealing with reading skill. The indicators are; they have limited motivation in reading skill, it is hard for them to understand the descriptive, and their scores of English tests are low.

By considering the problems as mentioned above, the writer conducted more observation on the students in class to get more information. By doing so, the writer found some factors causing those problems; the teacher's way of teaching the material in conventional. Students are just asked to read, repeat and write all the times and a teacher does not using Directed Reading and Thinking Activity (DRTA) strategy in his learning process.

Based on the problems on students above, the researcher decides to carry out a research entitled **“The Implementation of Directed Reading and Thinking Activity (DRTA) Strategy to Improve Students Reading Comprehension”** (An Experimental Research at the Second Grade of MTs Al-Fathaniyah).

B. Identification of the Problems

Based on the identification of the problem above, the writer drawn the objectives of the research as follow:

1. Students of the second grade of MTs Al-Fathaniyah are less concentration to read English text.

2. Students of the second grade of MTs Al-Fathaniyah need interesting strategy in teaching.
3. Students of the second grade of MTs Al-Fathaniyah are of lack motivation to read.
4. Students of the second grade of MTs Al-Fathaniyah do not understand the passage.

C. The Limitation of the Problems

From the background above, the writer prefer to investigate what the implementation of Directed Reading and Thinking Activity strategy to improve students reading comprehension and how did the teachers solve the student problem in learning reading.

D. The Statement of the Problem

The research is about the implementation of Directed Reading Thinking Activity (DRTA) Strategy to improve students reading comprehension at the second grade of MTs Al-Fathaniyah kel. Tengkele Kec. Cipocok Jaya-Serang. From the background above, the writer find some problems as follow:

1. How are the students' skill in reading English Recount Text at the Second Grade of MTs Al-Fathaniyah?
2. How is the implementation of using the Directed Reading Thinking Activity (DRTA) Strategy to improve students' reading comprehension on recount text at the Second Grade of MTs Al-Fathaniyah?

E. The Aims of the Study

Based on formulated problem above, the aims of study are stated as followed:

1. Knowing the student's skill in reading English Recount Text at the Second Grade of MTs Al-Fathaniyah
2. Examining the implement of using the Directed Reading Thinking Activity (DRTA) Strategy to improve students' reading comprehension on recount text at the Second Grade of MTs Al-Fathaniyah

F. Previous Study

In this research, the writer summarizes some relevant previous studies from a paper that:

The previous researcher is from Alfira e-Journal of English Language Teaching Society (ELTS), the title "Improving Reading Comprehension of the Grade VIII Students through Directed Reading and Thinking Activity (DRTA) Strategy". The researcher finds that the value of t-counted (9.64) was greater than t-table (1.706). This showed that there is a significant difference between the pre-test and post-test. The data also showed that the mean score of the post-test (73.65) was greater than the mean score of the pre-test (64.66). it concludes that the use of DRTA strategy can improve reading comprehension of the second grade students at SMP Negeri 12 Palu. Considering the importance of reading the researcher would like to give some suggestions for those who are involving in English teaching and

learning process. Firstly, the English teachers should be creative in choosing appropriate strategy, method, or technique in teaching reading. Secondly, the use of DRTA strategy can improve the reading comprehension of the second grade SMP 12 Palu. Therefore, the researcher strongly suggested the teachers to apply this strategy in teaching reading. Finally, in teaching reading, it is better for the teachers to use various topics in order to improve the students' vocabulary.²

Both of the previous studies guide the writer to conduct a different study about reading comprehension strategy. The differences of both of them is, in they research the writer applied pre-experimental research design. Therefore, there was only one class which given pre-test and post-test. But, in this research the writer applied the Quasi-experimental research design, and the researcher choose two classes. The first class VIII B as experiment class and the second class VIII C as control class.

G. Hypothesis

The hypothesis of this research is state as follow:

H₀ : There is no significant relationship between Directed Reading and Thinking Activity (DRTA) strategy in reading comprehension.

² Elfira, Muchtar Marhum, Mashuri "Improving Reading Comprehension of The Grade Viii Students Through Directed Reading Thinking Activity (DRTA) Strategy", *Journal of English Language Teaching Society*, Vol. 3, No. 1, (January, 2015), 2.

H_a : There is a significant relationship between Directed Reading and Thinking Activity (DRTA) strategy in reading comprehension.

H. The Organization of Writing

The main part of this paper consists of five chapters as follow:

CHAPTER I : INTRODUCTION consists of background, identification of problems, the limitation of the problem, statements of the problems, the aims of the study, previous study, assumption and hypothesis, and clarification of the terms.

CHAPTER II : THEORETICAL FOUNDATION consists of reading comprehension, Recount text, and Directed Reading and Thinking Activity.

CHAPTER III : METHOD OF THE RESEARCH consists of research method, the objective of the research, place and time of the research, populstion snd sample the research instrument, data collection and data analysis, and research procedure.

CHAPTER IV : RESULT AND DISCUSSION consists of the processing and Pre-test score, the processing of Post-test score, hypothesis testing, and interpretation of data.

CHAPTER V : CONCLUSION AND SUGGESTION consists of conclusions and suggestion.

CHAPTER II

THEORETICAL FOUNDATION

A. Definition of Reading

Reading is a process of acquisition meaning or message as well as the understanding present by the author. In the line what is expressed by a researcher that “Reading is not a passive, but rather an active, and in fact an interactive, process has been recognized for some time in first or native language reading”.³

Reading is one of the four skills of the second language or foreign language, and reading is the most important thing is for everyone to be able to obtain the message or meaning in a text or discourse.

According to Patricia L. Carrell that “Reading is by far the most important of the four skills in second language, particularly in English as a second or foreign language.”⁴

According to Smith (1995:23) that “Reading is an interactive process in which the reader’s prior knowledge of the world interact with the message convey directly or indirectly by the text”.⁵

According to Harras and Sulistianingsih (1997:11) state, “Reading is a process done and used by a reader to get message sent

³ Patricia L. Carrell, *Interactive Approaches to Second Language Reading*, (New York: Cambridge University Press, 1998), 1.

⁴ Patricia L. Carrell, *Interactive Approaches to Second Language Reading*, 1.

⁵ Elfira, Muchtar Marhum, Mashuri “Improving Reading Comprehension of The Grade Viii Students Through Directed Reading Thinking Activity (DRTA) Strategy”, *Journal of English Language Teaching Society*, Vol. 3, No. 1, (September, 2015), 2.

through written media". Reading activity not see the picture in he text but, the reading comprehension of the text the readers can be interact wih the author, so the message that told by written can understend by the readers.⁶ Reading is now viewed as a transactive process in which meaning is created by the reader.⁷

For many students, in the situation that they learn, reading is learn activity of second language or foreign language, but according to (Eskey 1990), say that "at advanced proficiency levels in a second language, the ability to read te written language at a reasonable rate and with and with good comprehension has long been recognized to be as important as oral skills, if not important".⁸

According to Durkin, 1979 that ,"... reading instruction is text-centered and does not provide for direct comprehension instruction. In these classroom, teachers typically use textbook questions to check for students' understanding of text, but rarely teach students the strategies and skills necessary to comprehend what they have read".⁹

The importance of study in reading, it is widely accepted that "Reading is the the process of constructing meaning from written words. As such, reading is a holistic act that takes place only when all

⁶ Samuel S, Wineburg. "On the reading of historical texts: Notes on the breach between school and academy", *Journal American Educational Research*, Vol. 28, No. 3, (January, 1991), 495-519.

⁷ Connie Eilar, Renn. "*The Effects of the Directed Reading Thinking Activity on Second Grade Reading Comprehension.*" (1999), 37.

⁸ Richard C, Anderson. "Becoming a Nation of Readers": *The report of the Commission on Reading.* (1985), 188.

⁹ Edward D, Allen., et al. "Comprehension and text genre: An analysis of secondary school foreign language readers", *Journal The Modern Language*, Vol. 72. No. 2, (December, 1988), 163-172.

of the necessary components are put together in a smooth, integrated performance”¹⁰.

1. Types of Reading

There are several type of reading in the method of learning process.

a. Intensive Reading

Intensive reading is the reading textor some kind of reading. In the reading activity, the students reading a text to get knowledge or analysis. Intensive reading related to futher progress in language under the teacher guidance this reading is done to carry out to get spesific information and tudents read book to aquire knowledge.¹¹ The process of reading using the intensive reading the students will understand about passage in the text and given basic of an explanation shall difficulty the generic structure of language and development knowledge of vocabulary and idioms. This activity have a purposes for reader these to reading short of text with the way research of spesific information. This type given material development that more high of capable on speaking skill and writing.

b. Extensive Reading

Material of extensive reading will be seleted at the lower level difficulty from intensive reading. Extensive reading is one of type to

¹⁰ M. Kobayashi. “Hitting the Mark”: *How Can Text Organisation and Response Format Affect Reading Test Performance*, Vol. 13. No. 1, (April, 2009), 43.

¹¹ B.P Panda, *Reciprocal Technique*, (New Delhi: APH Publishing Corparation, 1999), 100.

instruct on students for direct reading and fluent on target of language to delight without help from the teacher.

c. Aloud Reading

Aloud reading is one of type in reading have a characteristic that very important in the world of learn English. Aloud reading have a characteristics that important on students in pronunciation of the words.

d. Silent Reading

The skill that very important in learn English, this activity must used to increase on students abilities in reading. Silent reading used to get information there is no obstacle.

2. Purpose of Reading

The main purpose of reading is to get information in the text, known message for reader by writer in the book, newspaper, article, magazine, etc. David Nunan's book suggest that there are seven main purposes of reading:

- a.** To obtain information for some purpose or because we are curious about some topics.
- b.** To obtain instructions on how to perform some task our work or daily life.
- c.** To act in a play.
- d.** To keep in touch with friends by correspondence or to understand bussiness letters.

- e. To know when or where something will take place or what is available.
- f. To know what is happening or has happened.¹²

3. Reading Comprehension

a. The Definition of Reading Comprehension

The importance of the reading comprehension in the study, the development of the brain organs on everyone it takes persistence and thoroughness in understanding reading in any text.

Reading comprehension must important, according to Edmund Burke, 729-1797 “Reading comprehension is important, not just for understanding text, but for broader learning, success in education, and employment. It is even important for our social lives, because of email, text, and social networking sites. Reading comprehension is a complex task, which requires the orchestration of many different cognitive skills and abilities”.¹³

Reading comprehension is a strategic and interpretive process of making connections between ideas in a text and ideas in a reader’s mind. Classroom instruction must be designed to address the learner’s needs for assistance in making these connections.¹⁴

Comprehension is the process of reading in the structure of sentences and connected text understanding. Smith and Johnson

¹² David, Nunan, *Second Language Teaching and Learning*, (Boston: Heinle & Heinle Publisher, 1999), 251.

¹³ Allan, Collins, John Seely Brown, and Susan E. Newman. “Cognitive apprenticeship: Teaching the craft of reading, writing and mathematics”, *Thinking: The Journal of Philosophy for Children* Vol. 8. No. 1, (March, 1988), 2-10.

¹⁴ Nell K. Duke, and P. David Pearson. “Effective practices for developing reading comprehension”, *The Journal of Education* Vol. 189. No. 1, (January, 2008), 107-122.

(1978:56) state, “Reading Comprehension means the understanding, evaluating, utilizing of the information and gained through an interaction between reader and author.”¹⁵

Comprehension skills that must be taught and practiced include assessing and connecting with students’ background knowledge, preteaching of new vocabulary, clarification of key concepts, linking to teacher-guided and student-centered discussions about content, previewing, predicting, summarizing, selecting main ideas, self-monitoring, and teacher feedback for understanding.¹⁶

There are some reasons from Mikulecky states that why reading is important when learning language:

1. Reading helps you learn to think in the new language.
2. Reading helps you build a better vocabulary.
3. Reading makes you more comfortable with written English. You can write better English if you feel comfortable with the language.
4. Reading may be the only way for you to use English if you live in non-English speaking country.
5. Reading can help if you to plan study in an English speaking country.¹⁷

Based on the theories above, it means that comprehension is important to read the text that can help you to get more information

¹⁵ Elfira, Muchtar Marhum, Mashuri “Improving Reading Comprehension of The Grade Viii Students Through Directed Reading Thinking Activity (DRTA) Strategy”, Vol. 3, No. 1, 2.

¹⁶ Bruce Taylor, D., Mraz, M., Nichols, W. D., Rickelman, R. J., & Wood, K. D. “Using explicit instruction to promote vocabulary learning for struggling readers”, *Reading & Writing Quarterly*, Vol. 25, No. 3, (2009), 205-220.

¹⁷ Mikulecky and Linda Jefries, *Reading Power*, (Boston: Longman, 1996), 1.

when you read. In the connecting of the words very need increasing of comprehension in order to know passage and know what the message that written in the mentioned of text, what we read to knowledge, interaction, and how is remembered about content in the text.

4. Process of Reading

The reading process have models in English language. Reading is a receptive language process. It is a psycholinguistic process in that it starts with a linguistic surface representation encoded by a writer and ends with meaning which the reader constructs.¹⁸ The result of miscue analysis the researcher become of the foundational both to the research and to the model of the reading process:

- a. Language, reading included, must be seen in its social context.
- b. Competence, what readers are capable of doing, must be separated from performance, what we observe them to do.
- c. Language must be studied in process.
- d. Language must be studied in its human context.

B. The Directed Reading and Thinking Activity (DRTA) Strategy

1. Directed Reading - Thinking Activity (DRTA)

The Directed Reading - Thinking Activity (DR-TA) helps students understand that each segment of text can help them figure out the next segment. The teacher must decide in advance how to segment

¹⁸ Koda, K. *Insights into second language reading: A cross-linguistic approach*. (Cambridge University Press: 2005).

the material for a DR-TA. The organization of the material is the key factor affecting this segmentation. Studies by Stahl and FL-Koumy have shown that the DR-TA is beneficial in teaching referential and inferential learning.¹⁹

Directed Reading – Thinking Activity (DRTA) is a framework that views reading as a problem-solving process best accomplished in a social context. The teacher’s role is to select an instructional level text, divide the text into meaningful sections, and facilitate discussion of each section of text.

According to Stauffer the Directed Reading Thinking Activity is “a lesson plan which involves : (a) preparation / readiness / motivation for reading a lesson; (b) silent reading; (c) vocabulary and skills development; (d) silent and/or oral reading; and (e) follow-up or culminating activities”.

As advocated by Stauffer (1969a), the DR-TA has three basic steps: predicting, reading, and proving. Predicting involves asking readers to use not only what they already know but also whatever they can learn from a quick preview of the material to predict what the material is going to be about.

The key aspect of the DR-TA is predicting outcome. Predicting prepares the reader for comprehension but cannot stand alone. Students reflect aloud on predictions before going on to read another segment. If

¹⁹ Judy S. Richardson, Raimond F. Morgan, Charlene E. Fleener. *Reading To Learn In the Content Areas Eight Edition*. (Belmont: Wadsworth, Cengage Learning, 2012), 87.

teachers are worried that students will be reticent to make predictions, they can't use a simple prediction guide.

To develop the ability to understand of reading students take a note how the strategies used while reading a text or other text such as narrative text, recount text, for understanding easy the contents of the text. So thus, Directed Reading and Thinking Activity (DRTA) is one of strategy to help reading comprehension on students.

According to Opitz and Lindung (2009: 148) "DRTA is a strategy that boost reading comprehension by making transparent how proficient readers make and confirm predictions while they read".²⁰

The DRTA strategy is one such approach, built around the core components of direct, explicit reading comprehension instruction. The DRTA is intended to develop students' ability to read critically and reflectively and is fundamentally different from the DRA used in basais. The DRTA attempts to equip readers with the ability to determine purposes for reading; the ability to extract, comprehend, and assimilate information; the ability to examine reading materials based upon purposes for reading; the ability to suspend judgments; and, the ability to make decisions based upon information gleaned from reading.²¹

The Directed Reading Thinking Activity is a much stronger model for builing independent readers and learners. Almasi (2003)

²⁰ L. Carrell, P. Interactive text processing: Implications for ESL/second language reading classrooms. *Interactive approaches to second language reading*, (1988), 239-259.

²¹ Connie Eilar. Renn. *The Effects of the Directed Reading Thinking Activity on Second Grade Reading Comprehension*. (1999).

stated that the goal for using the directed reading thinking activity is to foster students independence when reading. It engages students in an active process where they must use their reasoning abilities and their own idea.

Likewise (1998) state that the DRTA helps students become aware of the reading strategies, understand the reading process, and develop prediction skills. They add that this strategy stimulates students' thinking and makes them listens other opinions and modifies their own in light of additional information.

Based on the students problem and the way to solve it, the researcher formulates her problems statement as: "*Can the implementation of DRTA strategy to improve reading comprehension in reading skill on students second grade of MTs Al-Fathaniyah Serang?*" the objective of the research is to find out is there improving reading comprehension through DRTA strategy on students.

2. The Advantages of Directed Reading Thinking Activity (DRTA) Strategy in Teaching Reading.

The reseacher using the DRTA strategy have a advantage to know the students activities in learning English language to improve reading comprehension. The problems of students can helped by this research method in reading skill. The teacher can helpful on students to improve their reading comprehension when they learn English language.

3. The Application of Directed Reading and Thinking Activity (DR-TA) Strategy for Teaching Reading Comprehension

The procedure of learning reading comprehension using DRTA provides opportunity for the students to utilize reading strategies. Moreover, according to Meyer et al.'s (1980) believe "good readers employed a text structure strategy, which is a strategy entailed searching for the primary thesis of or text structure that subsmed or essays.

a. Pre-Reading Phase

Indicators: responding to schemata building activity performed by the teacher. Prereading prepares students for the content, focus, organization, and level of difficulty of challenging comprehension material. The goal of prereading is to give students an overview of the topic, book, or story to be read so they can develop mental templates upon which to pattern the new informatio. Prereading can include activities to build interest and attention, explore keywords, create connections and backgroud knowledge, and establish reading goals.

- 1) Sitting in group
- 2) Raising hands to formulate prediction orally
- 3) Discussion list of prediction with their Partners and raising hands to state preferred prediction

b. Whilst Reading Phase

- 1) Reading silently and highlight / underline sentences confirming/ rejecting their prediction

- 2) Raising hand to evaluate their prediction using information from the text to support their opinions

c. Post Reading Phase

- 1) Raising hands to identify texts ideas organization
- 2) Completing the DRTA graphic organizer
- 3) Raising hands to answer comprehension questions orally

4. The General Step of Directed Reading Thinking Activity (DRTA)

In DRTA has a basic step in teaching reading. The step of directed reading and thinking activity are:

- a. Determine the text to be used and pre-select points for students to pause during the reading process.
- b. Introduce the text, the purpose of the DRTA, and provide examples of how to make predictions.
- c. Use the following outline to guide procedure.

D = Direct. Teachers direct and activate student’s thinking prior to reading a passage by scanning the title, chapter headings, illustrations, and other materials. Teachers should use open-ended questions to direct students as they make predictions about the content or perspective of the text (e.g., “Given this title, what do you think the passage will be about?”).

R = Reading. Students read up to the first pre-selected stopping point. The teacher then prompts the students with questions about specific information and asks them to evaluate their predictions and refine them if necessary. This process should

be continued until students have read each section of the passage.

T = Thinking. At the end of the reading, teachers should have students go back through the text and think about their predictions. Students should verify or modify their predictions by finding supporting statements in the text. The teacher deepens the thinking process by asking questions such as:

- a. What do you think about your predictions now?
- b. What did you find in the text to prove your predictions?
- c. What did you we read in the text that made you change your prediction?

A = Activity. a process (such as digestion) that an organism carries on or participates in by virtue of being alive. The teacher give instruction on students to write the note about text and students explained to other students after their reading using the method.

C. Recount Text

Recount text is one of text types which are taught at junior and senior high school. In our daily life, we often meet various kinds of texts which serve its social function. According to Kalmer Recount text is a text which talks about what happened, and what we/I/other did.²² According to Anderson and Anderson (2002:3), recount text is a recount is a text which list and describe past experiences by retelling

²² Barbara Kamler, Pat Thomson , *Helping Doctoral Students Write* (New York: Routledge, 2006), 28.

events in the order in which they happened (chronological order). The purpose of the Recount text is to retell events with the purpose of either informing or entertaining their audience (or both).²³

All recount start with a setting that tells the reader who began the events, when and where the events took place. Then each event is told in time order from first to last. Finally, an ending is given to complete the recount. Recount text tells about real event in the order they live for example diaries, letter, oral story, newspaper, biographies.

D. Definition of Skill

As for Piaget and Vygotsky, Skill is the integration of new knowledge obtained through physical and social interaction with prior knowledge in mind and construction of knowledge (Quiesse, 2007).²⁴

According to Perrenoud, on the other hand, says, “*Skill is the process of activating knowledge.*” As for Perrenoud, skill is activating all concepts, knowledge, methods, techniques, processes, and special information known and putting them into practice. However, an individual’s knowledge of some techniques and information does not mean s/he is competent. To develop the skill, it is necessary to make practice and to show how to transfer the knowledge; and how to activate and use cognitive and physical resources.²⁵

²³ Anderson, M, Anderson, K. *Text type 3*. (South Yara: Macmilan Education: 2002), 123.

²⁴ Firdevs Gunes, Yusuf Soylemez. *The Skill Approach in Education*. (Cambridge Scholars Publishing 2018), 3.

²⁵ Gunes, Firdevs, Yusuf Soylemez, 4.

E. Teaching Reading Skill as a Foreign Language

Language teaching is influenced by ideas on the nature of language (language theories) and the learning condition that make learners to acquire the language (language theories).²⁶ Unlike speaking, reading, is not something that every individual learns to do. An enormous amount of time, money and effort is spent teaching reading in elementary and secondary schools around the world. In fact it is probably true to say literate has been the mark of the educated person. One of the greatest indictment of many education system is that some children spend up to twelve years in school and do not become literate.²⁷

According to Robert Lado, reading in foreign language consists of grasping meaning in that language through its writing representation. This definition intended to emphasize two essential elements in such reading, the language its self and the graphic symbolization used for represent it.²⁸

²⁶Ag. Bambang Setiadi, *Teaching English As A Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), 20.

²⁷David Nunan, *Second Language Teaching and Learning*, (Canada: Heinle & Heinle Publisher,1999), 250.

²⁸Henry Guntur Tarigan, *Membaca Ekspresif* (Bandung: Angkasa, 1993), 3.

CHAPTER III

METHOD OF THE RESEARCH

A. The Research Method

The method of the research the writer is going to take the quasi-experimental as one of the method that used in the research. The writer will use the experimental research because the writer want to know how the implementation of DRTA strategy in reading comprehension on students.

According to Nunan that quasi test has the characteristics both pre- and post tests, experimental and control groups, and random assignment of subjects.²⁹ In this research the writer determined the quantitative research, and qualitative also used to complementary of the research.

Nunan said the experiment research consist three kinds of experiment, they are pre-experiment, quasi-experiment, and true-experiment.³⁰

1. Pre-experiment : is the design may have pre-and post treatment test, but lack a control group. It is may not be considered true experiment, and are not appropriate for formal research because there are external variables that take effect on the formation of the dependent variable. This design is useful to obtain preliminary information on the question in the study.

²⁹ David Nunan. *Research Methods in Language Learning*. (New York: Cambridge University Press, 1992), 40.

³⁰ Nunan. *Research Methods in Language Learning*, 41.

2. Quasi-experiment : has both pre and post tests and experimental and control groups, and random the assigment of subjects. It be considered true experimental because researchers can control all external variables that influence the course of the experiment. Thus, the internal validity can be high. The main characteristic of true-experimental is the samples used for experiments as well as a randomly selected control group of a given population.
3. True-experiment : in quasi-experiments, the investigator uses control and experimental groups but does not randomly assign participants to groups. The experimental design is the development of a true experimental design. It has the control group, but can not function fully to control external variables that effect the execution of the experimental research.

The qualitative data derived from the students' active participant in the classroom while the implementation of the DRTA strategy, while the quantitative data were taken from the result of reading activity using the DRTA strategy to know the improving the students in reading skill.

In this research, the writer uses Quasi-experimental. According to Fraenkel, Wallen and Hyun explain that Quasi-experiment design do not include the use of random assignment.

The experimental method is basically a collection of research designs, guidelines for using them, principles and procedures for determining statistical significance, and criteria for determining the quality of a study. The experimental method is part of the psychometric tradition, and it is also referred to as the *scientific method*. For some

researchers, the experimental method is the premier method, all others being 'group clearing' operations, that is preliminary data collection.

B. The Objective of Research

The object of the research is using test to improve students reading skill. The writer has taken in the second grade of junior high school of MTs Al-Fathaniyah Kota Serang academic period 2018-2019.

C. Place and Time of the Research

To collect the data of the research, the writer conducted a field research of junior high school at the second grade of junior high school of MTs Al-Fathaniyah Kota Serang. It is located at Jl. Raya Pandeglang km. 3 Komp. Tembong Indah Kel. Tengkele Kec. Cipocok Jaya Kota Serang. The research time start on October 2018 to November 2018. The writer chose this scholl because this strategy has never been used in this school, so the writer tries to use this atrategy to explore if the straegy is effective or not. in other hand, the writer has known well about the condition of this school.

D. Population and Sample

1. Population

Nunan says that "Population is all classes, situation or individuals who share one or more characteristic of interest can be widely depending on the research question and the purpose of the research."³¹ The population in this research is the students of second grade of MTs

³¹ Nunan, *Research Methods in Language Learning*, 231.

Al-Fathaniyah Serang in academic year 2018/2019, which consists of 92 students who are divided into three classes.

2. Sample

A sample is simply a subset of the population. The concept of sample arises from the inability of the researchers to test all the individuals in a given population. According to Borden and Abbott, a sample is a small subgroup chosen from the large population. Schreiber and asber-self, the sample of participants for your study is part of the population, and all possess some characteristics that make them members of the sample group. The sample that use in this research that is only one class to become experimental classroom research.

The researcher choose two classes. The first class VIII B consist 30 students, as experiment class VIII C consist 30 students, as control class because the real fact of pre-test and situation at the school. The researcher choose class VIII B as the experiment class because the students have a difficulty in reading comprehension, and students have problem about how to expressing their ideas, and how to read that good and know that they read the text and this class needs a best strategy to improve their reading comprehension.

E. The Research Instruments

The instruments used in collecting the data were achievement test, observation, fieldnotes and questionnaire in this reaseach. The research using two kinds the instruments to collect of the data that are observation and tests. This research using the observation to get information from situation about how the teacher teaching learning

process reading comprehension in the classroom before and after treatment.

According to Anderson, 2008; the measure the students' reading comprehension as a pre-test and post-test, three passages from the book: *Active skills for reading: Intro* were chosen. The test consisted to fifteen multiple choice and essay-type items to assess the reading comprehension of subject.³² The instrument that would be used by writer in this research are tests. The tests consists pre-test and post-test.

a. Pre-test

Pre-test is a test that given to students before treatment. Firstly researcher ask students to read recount text. After given the test, the researcher determines the statistically analysis technique to find out whether both groups have observation and test in the research.

b. Post-test

Post-test is a test that given after treatment on students. The procedure of post-test same with pre-test. Post-test can did known by researcher after the result of test is good that do by students. The students can know so many understanding in reading comprehension.

F. Technique of Data Collection

There are some techniques which are taken by the researcher in collecting data as follows:

³² Anderson, *The Report of the Commission on Reading*, 28.

a. Observation

Observation is the activity of observing that used by researcher to know the students activity in the classroom. The use of observation is procedure in the research to know the activity of students in reading skill.

b. Test

In this test will give a test, the test divided into pre-test and post-test. The researcher gives a written text on students, the researcher gives the general theme to know the students abilities in reading comprehension. The test used in this research to know level of reading skill on students in reading comprehension.

G. Technique of Data Analyzing

The technique of data analysis in quasi-experiment nonequivalent control group design is comparing the students result from pre-test and post-test. The researcher gets two collecting data, the writer will conducts several steps as follow:

The first data analysis is the result of pre-test and the second data is the result of post-test. Collaboration of data above is to make data valid.

After getting the data from pre-test and post-test of the two groups, the researcher analyzes it by using t-test. The formula as follow:

$$t_0 = \frac{M1 - M2}{\sqrt{\left\{ \frac{\Sigma X_1^2 + X_2^2}{N_1 + N_2 - 2} \right\} \left\{ \frac{N_1 + N_2}{N_1 \cdot N_2} \right\}}}$$

Level according to frequency, which used is significance for test formula, which used:

1. Determine mean of score experiment class (MX), with formula:

$$MX = \frac{\Sigma X}{N}$$

2. Determine mean of score control class (MY), with formula:

$$MY = \frac{\Sigma Y}{N}$$

3. Determine the total square of error of experiment class (X), with formula:

$$\Sigma X^2 = \Sigma X^2 - \frac{(\Sigma X)^2}{N}$$

4. Determine the total square of error of control class (Y), with formula:

$$\Sigma y^2 = \Sigma y^2 - \frac{(\Sigma Y)^2}{N}$$

5. Calculates t-test

To calculate t-test, the researcher used to formula stated by Suharsimi Arikunto as follows:

Determine the Degree of Freedom, with formula:

$$Df = N_x + N_y - 2$$

Notes:

MX = Mean of experiment class

MY = Mean of control class

ΣX^2 = The total square of error of experiment class

ΣY^2 = The total square of error of control class

N = The numbers of subject

Df = Degree of freedom.

The writer was collecting the data for this study, the oral test and written test will be used. A test is any procedure for measuring ability, knowledge, or performance.³³ Test is given to help the students assess the effect of study and to know so far the students can understanding what they have learned.

In this reacher, before conducting the treatment the reseacher administred a pre-test to know the prior knowledge of the students in rading comprehension. For easier in this research, the writer give one of the text in the pre-test for to containing 30 questions.

The reseacher drew the table 1 to make obvious the score system in the test, as seen in the table below:

Table 3.1
The scoring system of the test

No	Kind of Test	Number of items	Score of each correct item	Maximum score
1	PG	30	10	100
	Total			100

³³ Richards, et, al, 291.

Score of value x 10 = 100

3

H. Research Procedure

The procedure of this research can be described as follows:

1. Observation the English teaching activity
2. Provide pre-test of the Experimental class and control class
3. Provide treatment to the experimental class using Directed Reading and Thinking Activity and control class without Directed Reading and Thinking Activity as follow:

a. Experimental Class

- 1) Preparation
 - a) Preparation the lesson plan
 - b) Preparation the material
 - c) Preparation reading recount for students's reading comprehension
- 2) Implementation
 - a) Teacher guide students to make a group
 - b) Teacher explain the material
 - c) Teacher give the example
 - d) Each group discuss about text based on topic/theme (different title between one group to another)
 - e) Teacher guide student to reading text and write the result of reading comprehension on reading recount
 - f) Students discuss with other group

b. Control Class

- 1) Preparation
 - a) Preparation the lesson plan
 - b) Preparation the material
 - c) Preparation reading recount for students's reading comprehension
- 2) Implementation
 - a) Teacher guide students to make a group
 - b) Teacher explain the material
 - c) Teacher give the example
 - d) Each group discuss about text based on topic/theme (same title between one group to another)
 - e) Teacher ask the student
4. provide post-test of experimental class and control class
5. analyzing the data from pre-test and post-test
6. drawing the interpretation based on the result of test and making conclusion.

Before start of the reaseach at school, navigating to check the reliability of pre-test reading comprehension. Therefor, 30 students on second grade junior high school MTs Al-Fathaniyah sat for the pre-test. The reliability index was calculated to be 0,65. After deleting two items, the reliability increasing to 0,87 which was reasonable.

Before conducting the research, the approval of junior high school authorities was collected. However, the researcher using the Nelson language proficiency test. Te test will administred to the participants who were about 87 boy students in second grade in all four

classes. After analysis the data, some students with extreme scores were crossed out from each class.

I. Research Implementation

Before the researcher carry out research in the classroom, the researcher implementing with DRTA strategy. In the book DRTA stands for *Directed Reading and Thinking Activity*. This organizer prompts students to preview the text and make predictions. As the students read the text, they should take notes that can provide support and evidence for their predictions.

The tips for classroom research implementation, the researcher make a ways to reading comprehension in the reseach. It is helpful to conduct a think-alound and model the strategy before the students use the organizer independently.

The previewing and motivating process begins with activating prior knowledge, building connections, establishing goals for reading with purpose, and pre-teaching information needed for successful comprehension of the particular text.

The Directed Reading and Thinking Activity (DRTA) strategy is considered to be very effective in the learning activities :

1. The media's used pretty easily.
2. It didn't take very long / time effeciency.
3. Add vocabulary.
4. Conducting first organization on material in the pre-reading way, take note and review.

5. Students are directed in reading by questions, so effective in learning reading comprehension.

CHAPTER IV

RESULT AND DISCUSSION

A. Data Description

In this chapter, the writer describes the data that gotten from the students of MTs Al-Fathaniyah and the subject of this research is the second grade students. In this research, the writer divided them into two groups, 30 students as experimental class, it is from class VIII B, and 30 students as control class, it is from class VIII C.

To find out how the students' reading comprehension is, the writer identified some result, they are: the score of students before treatment, the score of students after treatment, the differences between pre-test and post-test scores of students and from the differences of students' condition between the students who are not taught by using Directed Reading and Thinking Activity (DRTA) strategy in teaching and learning process.

To know the implementation of Directed Reading and Thinking Activity (DRTA) strategy to improve students reading comprehension on recount text, the writer gave the test to students as the sample both at the experimental class and control class. The test divided into two types, there are pre-test and post-test. The pre-test and post-test is the test that giving before treatment and the post-test is given after giving the treatment. Each of the test consist of 30 multiple choice. Having finished the field research, the writer gets the score as follow:

1. Experiment Class

The writer describes the result of pre-test in the experimental class on the table of bellows:

Table 4.1

The students' score of Pre-test at the Experiment Class

No.	Students	Score	
		Pre-test	Post-test
1	AD	50	70
2	LS	60	90
3	MY	40	60
4	DF	70	80
5	MS	40	50
6	MA	63.3	8.67
7	MI	46.7	70
8	MF	43.3	60
9	MR	50	83.3
10	DC	60	73.3
11	AY	70	76.7
12	SN	70	80
13	NJ	40	80
14	DAF	43.3	70
15	AJ	46.7	80
16	FF	76.7	80
17	TQA	40	70
18	HJ	70	80
19	DP	40	80

20	VK	50	80
21	RF	40	73.3
22	LJT	50	70
23	AK	70	70
24	AS	40	80
25	ST	50	76.7
26	WR	50	70
27	AR	40	60
28	IN	60	80
29	MD	50	70
30	NR	40	70
N=30	Total	$\Sigma X = 1450$	$\Sigma X_1 = 2220$
	Average	$M = 48.3$	$M_1 = 74$

The table 4.1 above shows the result of students' pre-test and post-test score in reading comprehension at the experimental class. The data shows that the maximum score of pre-test is 76.7 and the minimum score is 40. The average score of the pre-test is 48.3. The result of students' post-test score in reading comprehension of experimental class. The data above shows that the maximum score of post-test is 90 and the minimum score is 50. The average score of the pre-test is 74.

Based on the explanation above, it shows that the result of experimental class get the significance improvement after given treatment. It can be seen from the average score of post-test and pre-test is better than the average score of pre-test that $74 > 48.3$. It means that

using directed reading and thinking activity (DRTA) strategy to improve students reading comprehension.

To find mean score, the researcher follows the formula:

$$\begin{aligned} M1 &= \frac{\Sigma X1}{N1} \\ &= \frac{2220}{30} \\ &= 74 \end{aligned}$$

$$\begin{aligned} M2 &= \frac{\Sigma X2}{N2} \\ &= \frac{1450}{30} \\ &= 48.3 \end{aligned}$$

Note: M1 = Mean

X1 = Students score (Post-test)

X2 = Students score (Pre-test)

N = Number of students

Determine mean by formula:

$$\begin{aligned} M &= M1 - M2 \\ &= 74 - 48.3 \end{aligned}$$

$$= 25.7$$

Note: M = Mean

M1 = Mean of Post-test

M2 = Mean of Pre-test

2. Control Class

The writer describes the result of pre-test and post-test in the control class on the table bellows:

Table 4.2

The students' score of Pre-test and Post-test from Control Class

No.	Students	Score	
		Pre-test	Post-test
1	IR	40	50
2	SM	50	60
3	ANZ	33.3	40
4	SA	36.7	50
5	R	46.7	60
6	EW	70	70
7	ADS	43.3	50
8	L	63.3	60
9	MW	60	50
10	US	70	60
11	INA	50	60
12	YN	40	50

13	AFI	43.3	50
14	SS	50	70
15	MSR	60	63.3
16	SK	36.7	50
17	SH	46.7	60
18	LZP	50	70
19	NR	40	50
20	ST	43.3	60
21	AI	50	70
22	NY	40	80
23	K	60	70
24	IW	50	63.3
25	FM	46.7	80
26	DN	40	76.7
27	AD	50	60
28	ALP	70	66.7
29	RA	40	50
30	MKP	30	40
N=30	Total	$\Sigma X_1 = 1450$	$\Sigma X_1 = 1790$
	Average	$M = 48.3$	$M_1 = 59.67$

The table 4.2 above shows the result of the students' pre-test and post-test score in reading comprehension at the control class. The data shows that the maximum score of pre-test is 70 and the minimum score is 30. The average score of the pre-test is 48.3. The result of students'

post-test score in reading comprehension of control class. The data above shows that the maximum score of post-test is 80 and the minimum score is 40. The average score of the pre-test is 59.67.

Based on the explanation above, it shows that the result of control class doesn't have significance improvement after given treatment. It can be seen from the average score of post-test and pre-test is better than the average score of pre-test that $59.67 > 48.3$. The post-test in control class also better than pre-test but lower than experimental class.

To find mean score, the researcher follows the formula:

$$\begin{aligned} M1 &= \frac{\Sigma X1}{N1} \\ &= \frac{1450}{30} \\ &= 48.3 \end{aligned}$$

$$\begin{aligned} M2 &= \frac{\Sigma X2}{N2} \\ &= \frac{1790}{30} \\ &= 59.67 \end{aligned}$$

Determine mean by formula:

$$\begin{aligned} M &= M1 - M2 \\ &= 59.67 - 48.3 \end{aligned}$$

$$= 11.37$$

Note: M = Mean

M1 = Mean of Post-test

M2 = Mean of Pre-test

B. Analysis of Data

After getting the data from pre-test and post-test score of two classes. Then the researcher analyzed it by using t-test formula with the degree of significant 5% and 1% the writer used step as follows:

Table 4.3

The comparison of score each students of the experiment group and control group

No	X1	X2	X1-M1	X2-M2	(X1-M1) ²	(X2-M2) ²
1	70	50	11.7	-0.67	136.89	0.45
2	90	60	31.7	9.33	1004.89	87.05
3	60	40	1.7	-10.67	2.89	113.85
4	80	50	21.7	-0.67	470.89	0.45
5	50	60	-8.3	9.33	68.89	87.05
6	86.7	70	28.4	19.33	806.56	373.65
7	70	50	11.7	-0.67	136.89	0.45
8	60	60	1.7	9.33	2.89	87.05
9	83.3	50	25	-0.67	625	0.45
10	73.3	60	15	9.33	225	87.05

11	76.7	60	18.4	9.33	338.56	87.05
12	80	50	21.7	-0.67	470.89	0.45
13	80	50	21.7	-0.67	470.89	0.45
14	70	70	11.7	19.33	136.89	373.65
15	80	63.3	21.7	12.63	470.89	159.52
16	80	50	21.7	-0.67	470.89	0.45
17	70	60	11.7	9.33	136.89	87.05
18	80	70	21.7	19.33	470.89	373.65
19	80	50	21.7	-0.67	470.89	0.45
20	80	60	21.7	9.33	470.89	87.05
21	73.3	70	15	19.33	225	373.65
22	70	80	11.7	29.33	136.89	860.25
23	70	70	11.7	19.33	136.89	373.65
24	80	63.3	21.7	12.63	470.89	159.52
25	76.7	80	18.4	29.33	338.56	860.25
26	70	76.7	11.7	26.03	136.89	677.56
27	60	60	1.7	9.33	2.89	87.05
28	80	66.7	21.7	16.03	470.89	256.96
29	70	50	11.7	-0.67	136.89	0.45
30	70	40	11.7	-10.67	136.89	113.85
	2220	1790	471	269.9	9582.04	5770.43
	M₁ = 74	M₂ = 59.67				

Note:

M_1 = The average score of experiment class

M_2 = The average score of control class

X_1 = Sum of the squared deviation score of experiment class

X_2 = Sum of the squared deviation score of control class

N_1 = The number of students of experiment class

N_2 = The number of students of control class

The researcher calculation based on the step of t-test formulation as follow:

$$\begin{aligned} 1. M_1 &= \frac{\Sigma X_1}{N_1} \\ &= \frac{2220}{30} \\ &= 74 \end{aligned}$$

$$\begin{aligned} 2. M_2 &= \frac{\Sigma X_2}{N_2} \\ &= \frac{1790}{30} \\ &= 59.67 \end{aligned}$$

$$3. t_0 = \frac{M_1 - M_2}{\sqrt{\left\{ \frac{\Sigma X_1^2 + X_2^2}{N_1 + N_2 - 2} \right\} \left\{ \frac{N_1 + N_2}{N_1 \cdot N_2} \right\}}}$$

$$= \frac{74 - 59.67}{\sqrt{\left\{ \frac{9582.04 + 5770.43}{30 + 30 - 2} \right\} \left\{ \frac{30 + 30}{30.30} \right\}}}$$

$$= \frac{14.33}{\sqrt{\left\{ \frac{15352.47}{58} \right\} \left\{ \frac{60}{900} \right\}}}$$

$$= \frac{14.33}{\sqrt{\{1264.69\} \{0,0667\}}}$$

$$= \frac{14.33}{\{16.26\} \{025\}}$$

$$= \frac{14.33}{34.065}$$

$$t_0 = 3.52$$

$$4. \text{ df} = N_1 + N_2 - 2$$

$$= 30 + 30 - 2$$

$$= 60 - 2$$

$$= 58$$

5. In degree significant 5% from 58 $t_t = 1.67$

In degree of significant 1% from $t_t = 2.39$

6. The researcher compare t_0 to t_t that $t_0 > t_t$; H_0 is rejected and H_a is accepted, but when $t_0 < t_t$ it means that H_0 is accepted and H_a is rejected.

The result of df is calculated to t_t of 5% and 1% by formula:

$$t_t 5\% < t_0 > t_t 1\% = 1,67 < 3.52 > 2.39$$

$$t_0 : t_t \rightarrow 3.52 > 1.67 \text{ in degree of significant } 5\%$$

$$t_0 : t_t \rightarrow 3.52 > 2.39 \text{ in degree of significant } 1\%$$

The hypothesis the data got from the experiment group and control group are calculated by using t-test formula with assumption as follow:

If $t_0 > t_t$: the alternative hypothesis (H_a) is accepted. There is significant difference between teaching reading using Directed Reading and Thinking Activity (DRTA) and teaching reading without Directed Reading and Thinking Activity (DRTA). It means that Directed Reading Thinking Activity (DRTA) has significant effect on students reading comprehension.

If $t_0 > t_t$: the null hypothesis (H_0) is accepted. There is no significant difference between teaching reading using Directed Reading and Thinking Activity (DRTA) and teaching reading without Directed Reading and Thinking Activity (DRTA). It means that Directed Reading Thinking Activity (DRTA) have not significant effect on students reading comprehension.

Based on the assumption above, it could be seen that Directed Reading Thinking Activity (DRTA) has improve students reading comprehension. This proven by the alternative hypothesis accepted.

C. Hypothesis Testing

To prove it, the data obtained from experiment class and control class are calculated with with the assumption as follow:

If $t_0 > t_t$: The alternative hypothesis is accepted. It means that there is significant influence of teaching reading comprehension between using Directed Reading Thinking Activity (DRTA) strategy and without Directed Reading Thinking Activity (DRTA) strategy.

If $t_0 < t_t$: null hypothesis is rejected. It means that there is no significant influence of teaching reading comprehension between using Directed Reading Thinking Activity (DRTA) strategy and without Directed Reading Thinking Activity (DRTA) strategy.

From the result of the calculation above, it is obtained that the value of t_0 (t observation) is 3.52, degree freedom (df) is 58. In degree of significance 5% from 58 (t table) = 1.67, in degree of significamce 1% from 58 (t table) = 2.39.

After getting the data, the writer compared it with t_t (t table) both in degree significance 5% and 1%. Therefore, $t_0:t_t = 3.52 > 1.67$ in degree of significance 5% and $t_0:t_t = 3.52 > 2.39$ in degree of significance 1%.

The statistic hypothesis states that if t_0 is higher than t_t , it shows that H_a (alternative hypothesis) of the result is accepted and H_o (null hypothesis) is rejected. It means that there is influence of teching reading comprehension on recount text between Using Directed

Reading and Thinking Activity and without Directed Reading and Thinking Activity.

D. Interpretation of Reading Comprehension

After analysis pre-test and post-test from two group, experiment group and control group, the data showed that the result of pre-test and post-test scores gotten by students in pre-test of VIII B as experiment group has average ($M_1 = 74$) is higher than pre-test of VIII C as control group has average ($M_2 = 59.67$). The highest score of two groups are different. The highest pre-test score of VIII B = 90 and lowest score = 50. The highest pre-test score of VIII C = 80 and the lowest score = 40. The score of VIII B as experiment group is greater than C as control group. It means that students in experiment group has potential to more improve their reading comprehension and it means that employing Directed Reading and Thinking Activity (DRTA) has used in order to students reading comprehension in experiment group can more improved. It can be seen from the range (H/highest score – L/lowest score). The distribution VIII B as experiment group $90 - 50 = 40$, while VIII C as control group $80 - 40 = 40$.

The result of post-test score of VIII B as experiment group has average ($M_1 = 74$) is higher than VIII C as control group has average ($M_2 = 59.67$). The highest score of post-test of VIII B = 90 and VIII C = 80. The lowest score of post-test of VIII B = 50 and VIII C = 40. The score of VIII B as experiment group is greater than VIII C as control group. It can be proved from the range (H/highest score – L/lowest score). The distribution score of VIII B as experiment group $90 - 80 = 10$, while VIII C as control group $80 - 40 = 40$. The distribution score

and highest score of experiment class has 10 and highest score of experiment class has 90, it means that the distribution score and highest score students reading comprehension in experiment class in above average of reading rate. According to Stauffer that DRTA helps students determine a purpose for reading, carefully examine the text, and remain engaged through out the lesson.³⁴

The interpretation above showed that there is improvement on students reading comprehension. It means that Directed Reading and Thinking Activity (DRTA) has significant effect on students reading comprehension.

³⁴ Judy Tilton Brunner. *I Don't Get it Helping Students Understand What They Read*, (Lanham: Rowman & Littlefield Publishers, Inc., 2011), 56.

CHAPTER V

CONCLUSIONS AND SUGGESTION

A. Conclusion

After research, the researcher can be knowledge able about the implementation and the effect of Directed Reading and Thinking Activity (DRTA) on students reading comprehension as follow:

1. First, the researcher found the student's ability before giving treatment using DRTA strategy at a low level with an average score 48.3. Then, give treatment to experiment classes with a DRTA strategy and found an increase the ability in reading comprehension on students with an average score 74.
2. Second, the result of observation, the researcher found the ability on students in reading comprehension is low level that is 48.3, once obtained from the result of pre-test. Then the writer gave the treatment to the experiment class in a way:
 - a. Measure the level of students' abilities in reading comprehension by given pre-test.
 - b. Processes the data from the pre-test, found the average value of students' abilities at a low level 48.3.
 - c. Give treatment to the experiment class in reading material with using DRTA strategy.
 - d. The steps performed by the researcher is make a graphic organizers for supporting reading comprehension as follows:
 - 1) The students are directed to read one of the recount text.
 - 2) Digging into information with a questions.

- 3) Give instructions on students to take the information they can during reading (take note).
- 4) Each students conveys the information that found in the text with the different sentences to the other groups.

Thus, the writer can conclude that the implementation of Directed Reading and Thinking Activity (DRTA) strategy has improved the ability in reading comprehension on students at the second grade of MTs Al-Fathaniyah in academic year 2017/2018.

B. Suggestion

The process of this research so far to fare well, moreover from school sides accept the writer by well. But then, although the research to fare well sometimes the researcher find obstacle on this research. The obstacle of this research there is in beginning researcher process especially from students who did not like reading. They looked not enthusiastic on following learning process but this condition became different after Directed Reading and Thinking Activity (DRTA) has given. They recognize that learning with the researcher, they felt comfortable and felt close to the teacher and they did not hesitant to ask about the subject so they became enthusiastic in learning process. Finally, the researcher can coped the obstacle by this research process.

The directed Reading and Thinking Activity (DRTA) giving support to students in order to became students feel enthusiasm and comfortable in studying, Directed Reading and Thinking Activity (DRTA) giving supervision and guide to assist students in teaching learning. Therefore, in this occasion the researcher desired to encourage teachers to use the Directed Reading and Thinking Activity (DRTA)

because the Directed Reading and Thinking Activity (DRTA) has positive influence for students reading and Directed Reading and Thinking Activity (DRTA) also has impact to improve students reading comprehension.

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