

**THE EFFECTIVENESS OF USING DRTA (DIRECTED OF READING THINKING
ACTIVITY) STRATEGY IN TEACHING READING COMPREHENSION AT THE
SECOND GRADE STUDENTS OFSMAN 6 KEDIRI
ACADEMIC YEAR 2014/2015**

JOURNAL



By:

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NPM 10.1.01.08.0042

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI**

2014

APPROVAL PAGE

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Approved by the Advisors to be proposed to
The English Education Department Examination Committee of
University of Nusantara PGRI Kediri

Kediri, 23 December 2014

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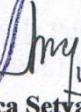
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Abstract

AYIK PUSPA YUNITA: *The Effectiveness of Using DRTA (Directed Of Reading Thinking Activity) Strategy in Teaching Reading Comprehension at The Second Grade Students of SMAN 6 Kediri Academic Year 2014/2015, Skripsi, English Department, Teacher Training and Education faculty, University of Nusantara PGRI Kediri, 2014.*

Key Words : Reading Comprehension, DRTA Strategy

Reading comprehension is a process of extracts, integrates and decodes various information to understand the meaning of reading texts. The difficulties of reading is not only remembering the text but also understanding the meaning, the structure, and the content of the text. To solve the problems, Directed Reading Thinking Activity is a kind of general reading strategy and activity that engaged readers in an active thinking process whilst reading, encourages students to be more thoughtful readers, and activate student's prior knowledge to understanding of the text as they are reading. The aims of this research are to describe students' ability in reading comprehension before and after being taught using DRTA strategy in the first grade students of SMA N 3 Kediri academic year 2014 – 2015 and to find out whether the teaching reading using DRTA effective or not

In this research, the independent variable is (DRTA) Directed Reading Thinking Activity strategy and the dependent variable

is the students' mastery of reading comprehension. The subjects of the study were 32 students of class XI-IPA 2 of SMAN 6 Kediri in academic year 2014/2015. The design of this research was quantitative design and the method used in this research was experiment research. The experimental design applied in this study is pre-experimental design with one group pretest-posttest design. The instrument of the research is pre-test and post-test.

The result of the research showed that there was a difference between pre-test and post-test score of the students. The average score of pre-test was 67 and the average score of post-test was 77. The score of t-test is 6,059 and the t-table is 2,042 in the level of significant 1% and 2,750 in the level of significance 5%. Based on the result above can be seen that the result of t-test was higher than t-table. The result of pre-test and post-test showed that there is a significance result of the students' ability in reading comprehension. From the result means that teaching reading comprehension using DRTA strategy is effective to improve the students' reading comprehension.

The suggestion for the teacher is teachers have to be able to build a good interaction between teachers and students. And for the students are they should be more active and responsive in class when the teacher gives the materials, and they should do more practices to know how well their reading comprehension ability.

CHAPTER I

BACKGROUND OF THE PROBLEM

Reading is very important part of our life. It's not just saying the words. Through reading, the readers can explore the world, countries that never been visited before, and minds and ideas of great people in the past. Reading also will enrich our experiences and knowledge. As fluent readers, the learners read many different types of text. They read throughout the day in modern societies because print is around them. They read posters, billboards, and displays when they travel on public transportation. They read form in order to fill them out. They read text messages, the title of the movie or when they look at the TV. They read whenever they write anything. According to S. Pang et al. (2003:6):

Reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text.

Reading must always be a meaning getting process called reading comprehension. Comprehension is a process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning. Reading comprehension is the act of understanding what you are reading. Here are definitions for reading comprehension according to some experts. Odwan (2012: 140) said:

Reading comprehension is a process that requires how to decode through the development of an extensive repertoire of sight words, learning the meanings of vocabulary words encountered in the texts, and learning how to abstract meaning from text. It represents how well readers understand literal comprehension which concentrates on explicit meaning and inferential comprehension which concentrates on implicit meaning in the reading text.

But, not all the students are good readers. Some of the students difficult in understanding a piece of reading text. There are several factors affecting an individual's ability to read.

It is in line with Meneghetti's explanation (2007: 292), poor comprehenders differ from good comprehenders in their ability to integrate text information, understand story structure and monitor their own understanding. According to Alderson (2000: 33), the nature of the knowledge that readers have will influence not only what they remember of text, but the product of their understanding of the text and the way they process it. Besides, Alderson also (2000: 34) states that, if the readers do not know the language of the text, then they will have great difficulty in processing the text. From the statements

above, it can be concluded that the problem of reading is not only remembering the text but also understanding the meaning, structure and content of the text.

Based on the problem of reading above to solve the problems, in teaching reading needs appropriate strategies to improve students reading comprehension and make the students interest in a teaching learning process. DRTA is one of effective strategies for the students to learn reading comprehension. There are four main steps of DRTA: predict, read, confirm and resolve. According to Al Odwan (2012:139):

DRTA is a strategy that is intended to develop students' ability to read critically and reflectively. The directed reading thinking activity attempts to equip readers with the ability to determine the purposes of reading, the ability to extract, comprehend, and assimilate information, the ability to make predictions to examine reading materials based on the purposes of reading, the ability to pass judgments, and finally the ability to make decisions based upon information gleaned from reading.

Other opinion said that, Directed Reading-Thinking Activity (DRTA) is an instructional framework that views reading as a problem-solving process best accomplished in a social context (Stauffer in Stahl, 2003). In summary, Directed Reading Thinking Activity is a kind of general reading strategy and activity that engaged readers in an active thinking process whilst reading, encourages students to be more thoughtful readers, and activate students prior knowledge to understanding of the text as they are reading.

CHAPTER II

RESEARCH METODOLOGY

In every research, it is important to know variable that is going to be observed knowing the meaning of variable will be important to determine the research variable. As stated by Sugiyono (2011: 38) “Variabel adalah segala sesuatu yang berbentuk apa saja yang ditetapkan oleh peneliti untuk dipelajari sehingga diperoleh informasi tentang hal tersebut, kemudian ditarik kesimpulannya.”

It means, variable is anything which is decide by the researcher to be learned so the researcher gets the information about it, the researcher will get the conclusion based on the title of this research, the writer will find that this research will have two variables. They are independent variable and dependent variable. An independent variable is a variable that is manipulated in order to determine if it has an effect on the dependent variable. A dependent variable is measure in the experiment and what is affected during the experiment. The dependent variable responds on the independent variable.

Based on the title of this research, “The Effectiveness of Using DRTA (Directed of Reading Thinking Activity) Strategy in Teaching Reading Comprehension at the Second Grade Students of SMAN 6 Kediri”, it will be obvious two variables addressed.

Reading comprehension is the dependent variable. It will seem clearly that students will have their own competence in reading to read written material with comprehension ability. DRTA strategy as independent variable. In this research, the researcher will use DRTA strategy.

The researcher adopts the quantitative approach of this research, because the researcher uses number to score and analyze the data.

As stated by sugiyono (2011:7)

Metode kuantitatif dapat diartikan sebagai metode penelitian yang berlandaskan pada filsafat positivisme, digunakan untuk meneliti pada populasi dan sample tertentu, pengumpulan data menggunakan instrumen penelitian, analisis data bersifat kuantitatif/statistik, dengan tujuan untuk menguji hipotesis yang telah ditetapkan.

The data will be tested using statistical after it is scored. It will be utilized treatment pre experimental one group post-test and pre-test. In addition, quantitative research collects numerical data in order to explain, predict and or control phenomena of interest, data analysis is mainly statistical, it is categorized with descriptive research correlation research, casual-comparative research and experimental research, the result of research is number, or series of numbers, present in tables or other form of statistics.

The method of this research is experimental research. Sugiyono (2011:73) explains, Metode penelitian Experimen yaitu metode penelitian yang digunakan untuk mencari pengaruh perlakuan tertentu terhadap yang lain dalam kondisi yang terkendalikan.

It means, that experimental research is to find the influence of treatment toward other treatment in restrained condition. Sugiyono (2011: 74) also say that, Bentuk pre-experimental design ada beberapa macam yaitu: One-Shot Case Study, One-Group Pretest-Posttest Design, dan Intact-Group Comparison.

In this research, The pretest was conducted to measure students' reading comprehension achievement before treatments, and the posttest was conducted to find the students' reading comprehension achievement after being taught using DRTA strategy. Then, the means of both pretest and posttest was compared to find out the progress before and after the treatment.

The design experimental research can be described as follows:

O1 X O2	O1 = Score of pre-test (before giving treatment)
	O2 = Score of post-test (After giving treatment)

This research will be conducted in SMAN 6 Kediri. It's located on Jl. Ngasinan 52 Rejomulyo Kediri. The researcher held the research on the second semester at the second grade students of SMAN 6 Kediri in academic year 2014/2015.

Time schedule of Research

NO	ACTIVITIES	TIME
1.	Designing the title	June 2014
2.	Chapter 1	July-September 2014
3.	Chapter 2	October-November 2014
4.	Chapter 3	November-December 2014
5.	Creating Instrument	January 2015
6.	During The Research	February 2015
7.	Collecting The Data	February 2015
8.	Analyzing the data	March 2015
9.	Result	April 2015
10.	Writing Conclusion	May 2015

Deciding the population and sample to do this research is important. According to Ary (2010:148) "A population is defined as all members of any well-defined class of people, events, or objects. For example, in a study in which students in American high schools constitute the population of interest, you could define this population as all boys and girls attending high school in the United States".

The research population is the students at the second grade of SMAN 6 Kediri at the first semester of the school year (2014-2015). Thus, to get the information of the last score .The writer got the data by giving the test in the last meeting. The total populations are 324 students.

According to Vanderstoep and Johnston (2009:26) sample means the subset of people from the population who will participate in the current study. Keith (2002:43) also state that “The fewer subjects used the more likely it is that sufficient bias will be introduced into sample potentially to distort the data provided.It means that sample is a part of the whole population investigated.

Vanderstoup and Johnston (2009:27) state that there are two kinds of sample: random sample and non-random sample. A random sample, sometimes called a probabilistic sample, is a sample in which each member of the sampling frame has an equal chance of being selected as a study participant. A non-random sample is a sample in which each member of the sampling frame does not have an equal chance of being selected as a participant in the study. Based on those explanations, the writer decided to use a random sampling to choose the sample of the study. Therefore, in this research the writer takes XI-IPA 2 class which consists of 32 students of SMAN 6 Kediri.

Instruments are tools used by the writer in collecting the data. In this research, the writer uses pre-test and post-test as the instrument to know the students’ reading score before and after learning using DRTA strategy. Pre-test is given in the beginning of the research and post-test is given in the end of the research.

Here is the classification to gets the score for the students. The researcher only gives the narrative text consist of 30 questions multiple choice and the researcher take score from it. It means if they can answer all of question correctly they will get 100. The multiple choice used by the researcher because it recovered the macro and micro skill. Here, the researcher just takes macro skill in applying the number of questions in pre-test and post-test because the teacher in SMAN 6 Kediri applied macro skill as an indicator in teaching reading comprehension by using narrative text. The classifications are:

Macro skill	Number of questions
1. To infer the context that is not explicit by using backgroundknowledge.	4
2. To describe events, ideas, etc., infer links and connection between events, deduce, causes and effect, detect such relation as main	16

idea,supporting idea, new information, given information,generalization, and exemplification.	
3. To develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for interpretation of texts.	10

In this research, the technique of collecting the data used by the researcher is reading comprehension test about descriptive. The researcher used from multiple choice test. Total question is 30, there are three processes of collecting the data.

In the first meeting the researcher gives the students pre-test, the researcher gives the narrative text to the students then asks them to read and do the task consist of 30 questions multiple choice. After giving the pre test the writer gives the students treatment twice in the second and third meeting followed by 32 students.

In the first treatment, the researcher gives discussion technique before they were trained to starting giving the experience about the strategy. It uses three procedures in the first treatment they are: pre teaching, whilst teaching, post teaching. In this activity the researcher greeted the students and warming up the student before the material given. The second procedure is whilst teaching. Here, the researcher would introduce the DRTA strategy, the function of DRTA, and explained how to discussion technique. In the first day of treatment, the researcher also explains about descriptive text. The third procedure was post teaching. In this activity the researcher evaluated the students after the lesson is done and then close the meeting.

On the second treatment the researcher also used three procedures. The activities of pre teaching and post teaching of the second treatment are same with the first treatment. In whilst teaching, the researcher asked the students remember of DRTA strategy and narrative text first, then asked the students to make six group consist, and give the task about narrative text. Here are the design how to teach and give treatment to the students using DRTA:

1. Pre reading
 - a. Teacher greets the students and checks their attendance list.
 - b. Teacher shows a picture in the class as a brainstorming and asks them to respond the picture, then gives a narrative text related to the picture.

- c. Select an unfamiliar big book or enlarged text (overhead transparencies, charts) so that the students can join in the reading
2. Whilst reading
 - a. Teacher explains the general information about narrative text.
 - b. Teacher explains about DRTA and how to use this method to understand the content of the text
 - c. Explain that thoughtful readers always think about what they know about a text and use this knowledge to form predictions about what the text might be about. There is no right or wrong prediction, as long as it is relevant to the topic.
 - d. Introduce the text to the students. Read the title, or ask the students to read the title, and ask them to predict what the text might be about. Encourage them to use their relevant background knowledge of the topic, available text features, and their knowledge of genres to predict and justify their predictions. Teacher can list the students' predictions on chart paper to refer to throughout the DRTA.
 - e. Read with the students, stopping at the first marked break. Ask the students to confirm, reject or modify their predictions in light of what they learned. Ask them to explain their decisions was the information explicitly stated, and in the text, or did they make inferences.
 - f. Then ask the students to form and justify new predictions before the teacher reads to the next stopping point. Ask them to evaluate their predictions after each section of text is read and refer back to the text to compare their predictions with the text.
 - g. Continue the cycle of reading, predicting, confirming, or revising, until the text has been read.
 - h. Ask the students to explain to the teacher how using their background knowledge, and predicting, justifying, confirming, rejecting, and revising their predictions will help them when they are reading independently.
 - i. Teacher gives chance to the students to ask the questions related to the material and answer it.
 - j. Teacher asks students to do the exercise individually
 - k. Teacher gives review for the student's performance
3. Post reading
 - a. Teacher sum up all the material given
 - b. Teacher gives homework to the students
 - c. Teacher closes the meeting

After collecting the data, the writer will analyze the data obtained and draw the conclusion. The data are the student's writing score got from pre-test and post-test. The technique of data analysis which the researcher using T-test for two groups because the objects of the research that be choose one class. This strategy is used to prove the hypothesis in the previous chapter. From this process the researcher will know whether teaching reading using DRTA strategy can give effect learners' reading ability or not by looking the result of pre-test and post-test on both classes. According to Arikunto (2010: 395) the formula of T-test is as follows:

$$t = \frac{\bar{D}}{\sqrt{\sum D^2 - \frac{(\sum D)^2}{n}} \div \frac{n}{n-1}}$$

It means that formula is used to analyse the data got from pre-test and post test of one class sample. The detail is as follow:

T = t-Test.

D = the total of scoring Post-test – total scoring Pre test.

$\sum D$ = the sum deviation of mean differences.

\bar{D} = the average of the total of Mean which is divided by the total of the students.

N = number of the students.

To know the significance of t-test, the researcher must compare it to t-table as follows:

1. If the t- score \geq t-table in the degree of significance 5 %, it means that the research is very significant. So, **H_a** is accepted.
2. If the t- score \geq t-table in the degree of significance 5%, it means that the research is very significant. So, **H_a** is rejected and **H_o** is accepted.
3. If the t- score \geq t-table in the degree of significance 1%, it means that the research is very significant. So, **H_a** is accepted, and **H_o** is rejected $P < 0,001$

CHAPTER III

RESEARCH FINDING AND CONCLUSION

To get the data research, the researcher applied teaching learning process by using DRTA approach in two meeting. The first meeting was conducted by giving pre-test to the learners to know the learners' ability before giving the treatment then explain about the material given. The second meeting was conducted by giving DRTA approach for teaching reading skill and giving the post-test to know the learners' progress after giving the treatment. The details explanation of those phases as follows:

Score gained

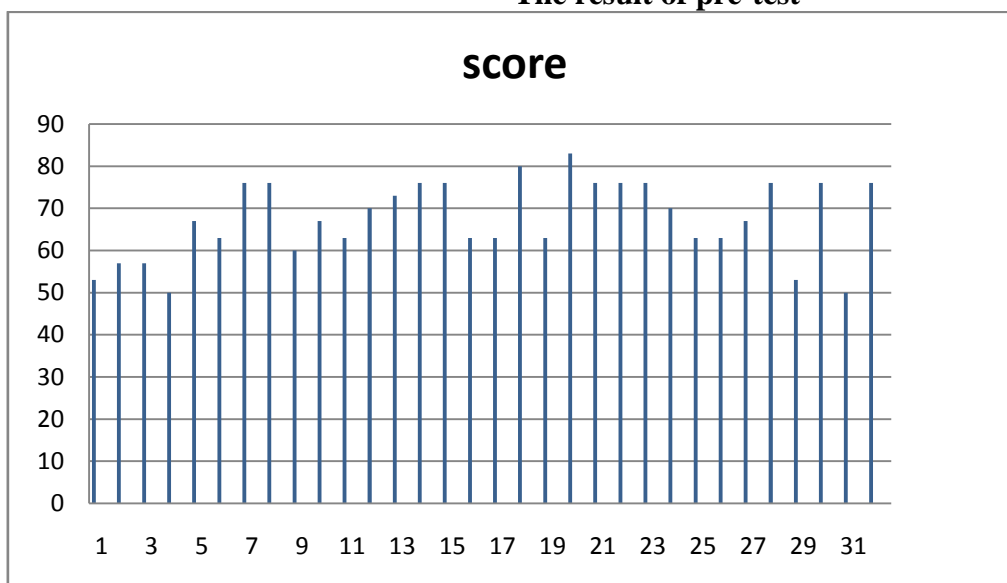
$$\frac{\text{number of correct answer}}{\text{total number of questions}} \times 100$$

Table 3.1 The Result of Pre-test

No	Initial Name	Score
1	AD	53
2	AIA	57
3	ATCM	57
4	AIP	50
5	CPP	67
6	DTA	63
7	DEDP	76
8	DSG	76
9	EI	60
10	GLAB	67
11	GVY	63
12	IWP	70
13	IIL	73
14	KWA	76
15	MSI	76
16	MW	63
17	MBECP	63
18	MAGM	80
19	MABH	63
20	MIP	83
21	MSA	76
22	MRAF	76
23	MBN	76
24	NQA	70
25	RSH	63
26	SAAF	63
27	SSQZ	67
28	TPM	76
29	WK	53
30	YO	76
31	ZAF	50
32	NIB	76
N1= 32		ΣX1=2158

The researcher also manifests those pre-test scores in the form of chart as follows:

Chart 3.1
The result of pre-test



To make easy analyzing the students' pretest score, here the researcher serves the frequency distribution table to the students' pre-test score as follows:

Table 3.2

Class limits	Class boundaries	Midpoint	Frequency	Percentage
50-54	49.5-54.5	52	4	12,50
55-59	54.5-59.5	57	2	6,25
60-64	59.5-64.5	62	8	25,00
65-69	64.5-69.5	67	2	6,25
70-74	69.5-74.5	72	4	12,50
75-79	74.5-79,5	77	10	31,25
80-84	79,5-84,5	82	2	6,25
			32	100

From the table and diagram of pre-test above, the total score is 2158. The minimum standard score of senior high school is 75. If the students get the score less from 75 it means that they failed the test. After scoring the pre-test, it can be known the mean of pre-test:

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

M = Mean

ΣX = total score

N = total number of students

$$M = \frac{2158}{32} = 67$$

According to the result above, the mean of pre-test is 67. The students who passed the test just 12 students and the other couldn't. It is less than 50% of the total students. In the process of getting students' score, the researcher found some students who made mistake in choosing the best answer of some questions. Only few students got the correct answer. So, it can be known that reading comprehension at the second grade students of SMAN 6 Kediri before being taught by using DRTA strategy is low. It can be seen from the table of level achievement below:

Table 3.3
Table Achievement

Score	Criteria
86-100	Excellent
76-85	Good
60-75	Low
55-59	Poor
0-54	Fail

The first phase in teaching learning process is giving a treatment to the learners. The series of treatment were implemented in a form of teaching activities by optimizing DRTA strategy in teaching reading comprehension. The series of treatment was conducted in the first meeting. In implementing the treatment, the researcher considered the procedures belong to DRTA. So, the treatments given are the manifestation of those procedures. After giving the subject treatment, the researcher gave post-test in the next step in research. The result of post-test can be seen in the following table:

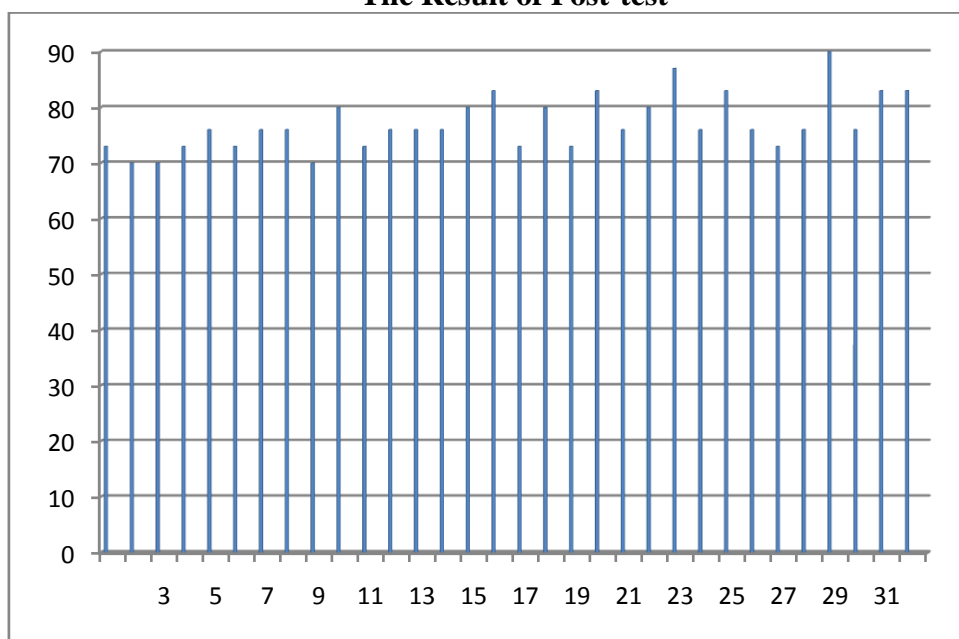
Table 3.4
The Result of Post-test

No	Initial Name	Score
1	AD	73
2	AIA	57
3	ATCM	63
4	AIP	76
5	CPP	76
6	DTA	73
7	DEDP	76
8	DSG	76
9	EI	76
10	GLAB	80
11	GVY	83
12	IWP	76
13	IIL	76
14	KWA	76

15	MSI	80
16	MW	83
17	MBECP	67
18	MAGM	80
19	MABH	76
20	MIP	83
21	MSA	76
22	MRAF	83
23	MBN	87
24	NQA	76
25	RSH	83
26	SAAF	76
27	SSQZ	77
28	TPM	76
29	WK	87
30	YO	76
31	ZAF	83
32	NIB	83
N2= 32		$\Sigma X^2=2469$

The researcher also manifests those pre-test scores in the form of chart as follows:

Chart 3.2
The Result of Post-test



To make easy analyzing the students' pretest score, here the researcher serves the frequency distribution table to the students' pre-test score as follows:

Table 3.5

Class limits	Class boundaries	Midpoint	Frequency	Percentage
55-59	54.5-59.5	57	1	3,125
60-64	59.5-64.5	62	1	3,125

65-69	64,5-69,5	67	1	3,125
70-74	69,5-74,5	72	2	6,250
75-79	74,5-79,5	77	15	46,875
80-84	79,5-84,5	82	10	31,250
85-89	84,5-89,5	87	2	6,250
			32	100

After scored the post-test, it can be known the mean of post-test:

$$M = \frac{\sum X}{N}$$

$$M = \frac{2469}{32}$$

$$M = 77$$

Based on the result above, the mean of post-test is 77. There are 22 students passed the test and the other couldn't. It is higher than 50% of the total students. In the process of getting students' score, the researcher takes the conclusion that the process of treatment is success. So, reading comprehension at the second grade students of SMAN 6 Kediri after being taught by using DRTA strategy is high.

The Comparison between Pre-test and Post-test

The writer would like to present the score different of pre-test and post-test in the form of table and calculate the mean different of pre-test and post-test, calculate of the number of deviation score, and calculate the value of t-test and the degree of freedom (db).

Table 3.6

No	Name	Pre-Test Score	Post-Test Score	D	D ²
1	AD	53	73	20	400
2	AIA	57	70	13	169
3	ATCM	57	70	13	169
4	AIP	50	73	23	529
5	CPP	67	76	9	81
6	DTA	63	73	10	100
7	DEDP	76	80	4	16
8	DSG	76	76	0	0
9	EI	60	70	10	100
10	GLAB	67	80	13	169
11	GVY	63	73	10	100
12	IWP	70	76	6	36
13	IIL	73	76	3	9
14	KWA	76	76	0	0
15	MSI	76	80	4	16

16	MW	63	83	20	400
17	MBECP	63	73	10	100
18	MAGM	80	80	0	0
19	MABH	63	73	10	100
20	MIP	83	83	0	0
21	MSA	76	76	0	0
22	MRAF	76	80	4	16
23	MBN	76	87	11	121
24	NQA	70	76	6	36
25	RSH	63	83	20	400
26	SAAF	63	76	13	169
27	SSQZ	67	73	6	36
28	TPM	76	76	0	0
29	WK	53	90	37	1369
30	YO	76	76	0	0
31	ZAF	50	83	33	1089
32	NIB	76	83	10	100
Total		2158	2469	$\Sigma D = 318$	$\Sigma D^2 = 5830$

The researcher also serves a chart which describes the students' score in order to give the explicit analysis of the difference score between pre-test and post-test score was successfully gained by the students. This chart is as follows:

Chart 3.3



1) Calculating the mean different of pre-test and post-test

$$\begin{aligned} Md &= \frac{\sum D}{N} \\ &= \frac{318}{32} \\ &= 9,937 \end{aligned}$$

Finally, the researcher puts the data into the T-test formula:

$$\begin{aligned} t &= \frac{Md}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}} \\ &= \frac{9,937}{\sqrt{\frac{5830 - \frac{(318)^2}{32}}{32(32-1)}}} \\ &= \frac{9,937}{\sqrt{\frac{5830 - \frac{101124}{32}}{32 \times 31}}} \\ &= \frac{9,937}{\sqrt{\frac{5830 - 3160,125}{992}}} \\ &= \frac{9,937}{\sqrt{\frac{2669,875}{992}}} \\ &= \frac{9,937}{\sqrt{2,691}} \\ &= \frac{9,937}{1,640} \\ &= 6,059 \end{aligned}$$

The degree of freedom $\rightarrow (N-1) = (32-1) = 31$

The main purpose of this research is to answer the question about the significance effectiveness of Directed Reading Thinking Activity (DRTA) strategy for teaching reading comprehension. Thus, the researcher has been proposed the alternative hypothesis (H_a) and the null hypothesis (H_0) as follows:

H_a : There is any effectiveness of Directed Reading Thinking Activity (DRTA) strategy for teaching reading comprehension at the second grade students of SMAN 6 Kediri.

H0 : There is not any effectiveness of Directed Reading Thinking Activity (DRTA) strategy for teaching reading comprehension at the second grade students of SMAN 6 Kediri.

The criteria of hypothesis presentation states that:

- a. If $t\text{-score} > t\text{-table}$ and the degree of significance is 1%, it means that it is very significance so H0 is rejected.
- b. If $t\text{-score} > t\text{-table}$ and the degree of significance is 5%, it means that it is significant so H0 is rejected.
- c. If $t\text{-score} < t\text{-table}$ and the degree of significance is 5%, it means that it is significant so H0 is accepted.

Based on the result of statistic calculation by using t-test formula indicates that the value of t-score is 6,059 at the degree of freedom is 31. Meanwhile the t-table is 2,042 at the level of significance 1% and 2,750 at the level of significance 5%. After comparing t-score and t-table, it is known that the t-score is higher than t-table on the level of significant 1%. Since the t-score is higher than t-table with the level of significant 1%, it means that is very significant. Therefore, the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted. Briefly, it can be concluded that there is effectiveness of Directed Reading Thinking Activity (DRTA) strategy for teaching reading comprehension at the second grade students of SMAN 6 Kediri.

As stated above that if the t-score is higher than t-table, so the alternative of hypothesis (Ha) is accepted. It can be seen on the table that the pre-test scores (before optimizing DRTA) is lower than post-test scores (after optimizing DRTA). It means that there is the effectiveness through the learners' reading comprehension when they are taught by optimizing DRTA strategy at the second grade students of SMAN 6 Kediri. Thus, DRTA can be a good strategy to be applied in developing the learners' reading comprehension

Based on the research finding in discussed above, there are three conclusions drawn here. Those are as follows:

1. The students' ability in reading comprehension before being taught using DRTA strategy in the second grade students of SMA N 6 Kediri academic year 2014 – 2015 is low. The mean of pre-test is 67.
2. Based on the data analysis, it was found that the ability of reading comprehension at the second grade students of SMAN 6 Kediri academic year 2014 – 2015 after

being taught by using DRTA strategy is good. The mean of post-test is 77. It means, there is an improvement in students' achievement.

3. The use of DRTA strategy in improving reading comprehension is effective because the t-test showed that there is significant difference of students reading achievement before being taught by using DRTA strategy and after being taught by using DRTA strategy. The result calculation of t-test was t-table for the level significant 1% and 5 % showed that there is a significant different between pre-test and post-test. The score of t-test is 6,059 and the t-table is 2,042 in the level of significant 1% and 1,687 in the level of significance 5%. Based on the result above can be seen that the result of t-test was higher than t- table.

CHAPTER IV

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