

**THE INFLUENCE OF DIRECTED READING THINKING ACTIVITY STRATEGY
ON THE STUDENTS' READING COMPREHENSION OF THE EIGHTH
GRADE STUDENTS AT SMP N 2 GROGOL KEDIRI
IN ACADEMIC YEARS 2014/2015**

THESIS

Presented as a Partial Fulfillment of the Requirements to Obtain
the Sarjana Degree of Education (S.Pd) of English Education Department
Faculty of Teacher Training and Education
University of Nusantara PGRI Kediri



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UNIVERSITY OF NUSANTARA PGRI KEDIRI
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APPROVAL PAGE

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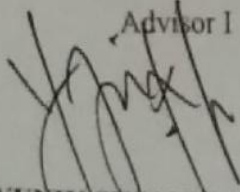
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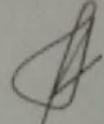
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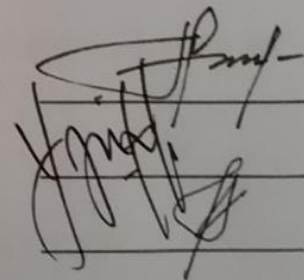
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STRATEGY ON THE STUDENTS' READING COMPREHENSION OF THE EIGHTH GRADE STUDENTS AT SMP N 2 GROGOL KEDIRI IN ACADEMIC YEARS 2014/2015

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11.1.01.08.0149
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ABSTRACT

Reading skills as a part of receptive skills gives the first priority in the printed information is very dominant nowadays. Reading becomes important as there are some information are written in English. Furthermore, reading is not only eyes' work but also mind's job to understand the message in the text. So, in this research, the writer would like to describe and prove that the activity named the Directed Reading Thinking Activity (DRTA) can give better influence to help the students' reading comprehension. This research is used quantitative approach and experimental in the form of pre-test, treatment and post-test design and the population of the research is the eighth grade students of SMP Negeri 2 Grogol Kediri. There are 135 students in 9 classes. While the sample taken is the class 8-A consisting 20 females and 17 males students. The research was done in 4 meetings and the technique of analyzing the data used pre-test, treatment and post-test and than using the T-test formula to count the result of the test.

The result of the research are 1) The students' ability is still poor at the first time before the writer taught using the DRTA method in learning reading, 2) The students' reading ability increases after the writer taught using the DRTA Method, 3) There is a significant effect of using the DRTA method to the students' reading comprehension ability. Thus, the DRTA method can influence the students reading comprehension to the second grade students of SMP Negeri 2 Grogol Kediri academic year 2014/2015.

Key word: reading, reading comprehension, the Directed Reading Thinking Activity

I. BACKGROUND

In English, there are four skills that should be mastered. One of them is reading. In reading, the readers should understand the content of the text to get the information in it and to understand what the writer is talking about as well as the writer's purpose in writing the text. According to Padma (2008: 5), "Reading is the process of using one's eyes and mind to understand the literal as well as the hidden meaning of what the writer was attempting to convey." The quotation means that reading is the process of understanding the written text by using eyes to recognize the written symbols in the form of words, phrases and sentences as well as using brain or mind to understand the meaning of those written utterances to know what the text is talking about.

Reading becomes an important skill, especially in reading English. Most reading materials nowadays are written in English, for example manual book. If someone buys electronic tool, the manual book that described how to operate the tool is written in English. Here, Pang et. al. (2003: 6) states, "Reading enables us to gain new knowledge, enjoy literature and do everyday things that are part and parcel

of modern life, such as reading the newspapers, job listings, instruction manuals, maps and so on." It means that English is used in some materials. There are newspapers, magazines and novels written in English. Even, the maps and manual books are always written in English.

In fact, however the students read only word by word did not use the comprehension. It also happens in SMP N 2 Grogol, Kediri. Based on the writer's experience while doing teaching practice in SMP N 2 Grogol, Kediri, the writer found that the strategy that students have is not only reading but also they translate word by word in order to know the full meaning of the passage. So, the dictionary is always needed when they read the passage. But the writer does not blame all of them are student's mistake but the first things that have been problem is the teacher's teaching. The conventional teachers still use the direct method that is translating the text and than doing the exercise, giving the students task and then take the longer time in order to finish the subject they sometimes ask the students to read the text.

In teaching reading, the teacher should conduct an activity to give the students chance to train their reading

ability. One of the teaching activity is called as Directed Reading Thinking Activity (DRTA). The Directed Reading Thinking Activity (DRTA) is a method that guides students in asking questions about a text, making predictions, and then reading to confirm or refute their predictions. It is stated by Stauffer, adopted by Mariotti (2009: 131), "The directed reading-thinking activity (DRTA) is a teaching activity that incorporates predicting, summarizing and evaluating. Combined with oral retelling and summarizing, the technique helps to develop critical thinking" It means the DRTA method encourages students to be active being thoughtful readers, enhancing their comprehension, including expressing their comprehension results into oral products, like retelling.

Relating to the reasons above, the writer needs to conduct a research under the title "The Influence of Directed Reading Thinking Activity Strategy on the Students' Reading Comprehension of the Eighth Grade Students at SMPN 2 Grogol, Kediri in Academic Year 2014/2015". Here, the writer takes SMPN 2 Grogol, Kediri because this school is one of Junior High School in Kediri that gives good attention to the students' academic ability, including English. It can be seen from the English laboratory and some of English literatures available in the library.

II. METHOD

This research used quantitative approach for analysing the data. , this research used quantitative approach because the writer did an experiment in applying DRTA in teaching reading to increase the students' reading ability. To analyse the data and to prove the writer's hypothesis, the writer used the students' reading score in the form of numbers and the writer uses certain statistical formula to analyse it.

The research took place in SMP Negeri 2 Grogol, Kediri. This research was conducted in Academic Year 2014/2015. In this case, the writer took the second semester of this academic year. It was around April 2015. The sample of this research was the eighth grade students of 8-A class consist of 20 females and 17 males students. The writer used test and observation as the instrument in collecting the data. The writer used test because the writer needs to know the students' reading ability before and after being taught using DRTA. So, there were two kinds of tests, pre-test and post-test.

From this process, the writer knew whether this research was significant or not by looking at the result of pre test and post test analyzing using t-test. The formula of T-test is:

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

III. FINDINGS AND CONCLUSION

The result of this research can be seen from the result of data analysis. From the result of pre-test the highest score is around 81 to 90 and there is only 1 students or 2 % from 37 students in the class who got the highest score. While in the result of post-test, the highest score is around 91 to 100 and there are 6 students got this highest score. There are 16 % from the whole class got the highest score. It means that there is a significant increasing reading ability achievement of the students after being taught using the DRTA.

The result of t-test is compared with the result of t-table in the degree of freedom 36. The result of 5% is 2.030 and 1% is 2.723. It means that t-observed is higher than t-table 5%. So, the result of the reseach is significant.

This kind of significant influence of using the DRTA method in helping the students in comprehending the text can be seen from the increasing average score from the pre-test and post-test given to the students before and after being taught using the DRTA method. It can be seen that the mean for pre-test is only 67.16, while the mean for post-test is 77.70. It

means that the students' reading score is also increasing. Here, the students can get better and effective chances to train their reading ability.

So, the suggestions are given to the English teachers and the other researchers. In teaching reading, the teacher can conduct attractive and interactive method that can encourage the students to be active reading. Besides, the activity do not only demand the students to read but also to think. This research is about the efforts of improving the students' reading comprehension ability. There are a lot of other teaching methods and media in teaching reading to help the students to increase their reading ability besides the use of the Directed Reading Thinking Activity (DRTA). So, this research needs some improvements to complete the reading teaching method. This research can be used to be a reference to build another similar research.

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