IMPROVING STUDENTS' ABILITY IN READING COMPREHENSION THROUGH DRTA (DIRECTED READING THINKING ACTIVITY) STRATEGY AT ELEVENTH GRADE OF MAN KP. TEUNGOH LANGSA

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STATEMENT OF CERTIFICATION

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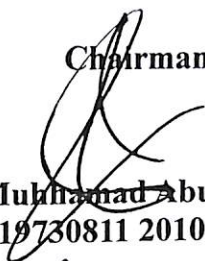
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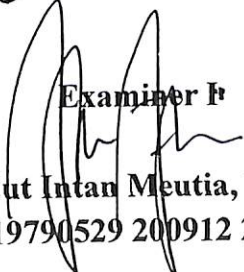12 Jumadil-Awwal 1438 H

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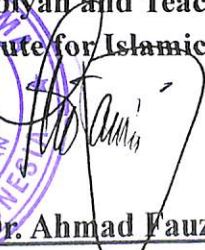
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TABLE OF CONTENTS

CHAPTER I : INTODUCTION

CHAPTER II : REVIEW OF LITERATURE

ABSTRACT

Jayanti Agustina, 1042012057, English Department. The title of this research is "Improving Students' Ability in Reading Comprehension Through DRTA (Directed Reading Thinking Activity) Strategy at Eleventh Grade of MAN Kp. Teungoh Langsa". Reading is one of abilities that need to be mastered in learning English. The students had difficulties in reading comprehension. Therefore, the researcher tried to use DRTA strategy to improve students' ability in reading comprehension. It tryed to address the following question, how DRTA (Directed Reading-Thinking Activity) strategy is implemented at the Eleventh grade of MAN Kp. Teungoh Langsa, and could DRTA (Directed Reading-Thinking Activity) strategy improve students' ability in reading comprehension or not In so doing, this researcher would explore how DRTA (Directed Reading-Thinking Activity) strategy implemented at the eleventh grade of MAN Kp. Teungoh Langsa and to know whether DRTA (Directed Reading-Thinking Activity) strategy improved students' ability in reading comprehension. The researcher believed that this strategy would make reading easy, enjoy and also motivated students to focus on the lesson. This research used Experiment method on the students of XI MIA 3 as a experiment class and XI MIA 4 as control class. The class XI MIA 3 consist of 26 students and The class XI MIA 4 consist of 26 students too. These classes would be tested and observed to find out weather the treatment is positively effect the experiment class. Accordingly, was founded that learning reading comprehension through DRTA strategy made students can improve their reading comprehension ability. The result of post test in control class was 52,69 and in experimental class was 73,19. Based on these finding it can be concluded that DRTA strategy can improve the students' ability in reading comprehension at the eleventh grade of MAN Kp. Teungoh Langsa.

Keywords : DRTA Strategy, Reading Comprehension

CHAPTER I

INTORUCTION

A. Backgroud of Study

Language is something to express our opinion, emotion, desires whether in speaking or writing. Language plays very important role in social relationship among human beings. It is a medium of communication which can help people to interact, converse, and also to share with other people.

English is most important language in the world. It is widely used at the international form. This is the reason why many people want to learn English. In English, there are four skills that should be mastered, they are: listening, speaking, reading, and writing. Thus, the Indonesia goverment considers English lesson to be included in school curriculum, form primary to senior high school.

The aim of teaching English in the senior high school is to motivate students to be ready and have self confident in English at higher level of education and able to use the four major skills such as: reading, speaking, writing and listening. As one of the four language skills, Reading is very important skill. Through reading, we can get knowledge. When we read something we must understand the text, such as printed text and visual text. We are simply meat that the end result of any act of engagement with a written text should be comprehend of text. Reading is also something crucial and indispensable for the students, because the success of their study depends on their ability to read. Like all language, it is a complex interaction between the text and the reader. Reading is the window of the

world because it is an important tool for people to access information. The purpose of teaching English language at school is to develop the students' language skills. Therefore, reading is essential not only to get the information but also to comprehend the text. There are several texts that are commonly used in teaching reading namely, descriptive text, report text, recount text, and narrative text.

In curriculum, it is stated that one of the objectives of teaching reading skill for the eleventh grade SMA is enabling the students to get the main ideas, to answer the questions based on the text, to find supporting ideas and details. In other words, reading skill should be paid more attention to achieve the level. As stated in English Curriculum for SMA/MA students, along with the higher level of difficulty on any text in the levels of education, students must be able to follow these developments of texts and improve their reading skills. However, the fact showed that the students were not able to adapt to the level of text difficulty which is more complex over the time.

Based on the researcher's observation at the eleventh grade of MAN Kp. Teungoh Langsa, in general, the students had difficulty in comprehending and getting information from the text. Most of the students thought that learning English was difficult. Besides that, they still got difficulties to determine main idea, and answer questions based on the text. As the result, their reading achievement was below the expectation. The second problem is students' lack of vocabulary in reading text. Usually the English textbook was difficult for them and they could not understand the meaning of the text without knowing the

meaning. Teachers should recognize this condition and then give a solution by selecting appropriate technique. Some students actually had a strong to memorize, and they succeed to remember the vocabulary. However, vocabulary can be developed by reading more often.

Considering the importance of reading comprehension for the students' successful English mastery, it is necessary to overcome the aforementioned problems. Those problems indicate the need in an appropriate teaching strategy that cannot only help improve students' comprehension ability but that can make them actively participate in the reading class as well. In this case, the researcher suggests the use of Directed Reading-Thinking Activity (DR-TA). According to Opitz and Guccione, Directed Reading Thinking Activity is a strategy that boosts reading comprehension by making transparent how proficient readers make and confirm predictions while they read.[1] DR-TA helps students comprehend texts by activating their background knowledge related to the texts and promote the use of reading strategies. In addition, the students' comprehension progress *before, while and after* reading is monitored during the discussion so as to prevent the students from misunderstanding the texts. Also, DR-TA uses media and activities that can help the students understand the text and make them actively involved in the teaching and learning process. It is expected that DR-TA will be an effective way to teach students reading to improve their comprehension.

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[1] Michael F Opitz and Lindsey M Guccione, *Comprehension and English Language Learners,* (Portsmouth: Greenwood Publishing Group, 2009), P.148

Based on the explanation above, the researcher wants to conduct a research which entitled **"IMPROVING STUDENTS' ABILITY IN READING COMPREHENSION THROUGH DRTA (DIRECTED READING-THINKING ACTIVITY) STRATEGY AT ELEVENTH GRADE OF MAN KP. TEUNGOH LANGSA"**

B. Research Question

Based on the background above, the researcher would address the following research questions:

1. How DRTA (Directed Reading-Thinking Activity) strategy is implemented at the eleventh grade of MAN Kp. Teungoh Langsa?

2. Could DRTA (Directed Reading-Thinking Activity) strategy improve students' ability in reading comprehension?

C. Purpose of Study

1. To explore how DRTA (Directed Reading-Thinking Activity) strategy is implemented at the eleventh grade of MAN Kp. Teungoh Langsa

2. To know whether DRTA (Directed Reading-Thinking Activity) strategy improve students' ability in reading comprehension.

D. The Significance Of Study

   1. To the teacher

To give the result of this study is expected to be one of appropriate method in selecting in using teaching method until there are the increasing of learning effectiveness in classroom. Furthermore, it can be an influence on the increasing of students' ability in reading comprehension.

   2. To the students

The result of this study will be useful for student. Especially, to overcome the problem in reading and to improve their reading comprehension.

   3. To researcher

The result of this study gives new experience and add researcher's knowledge about advantage and disadvantages of reading comprehension using Directed Reading-Thinking Activity strategy, so the researcher can also increase her/his in reading.

E. Terminology

In this study there are some terminologies that explain to avoid the misunderstanding, those are:

1. Reading Comprehension

Reading comprehension is the ability to read text, process it and understand its meaning. An individual's ability to comprehend text is influenced by their traits and skills, one of which is the ability to make inferences. If word recognition is difficult, students use too much of their processing capacity to read

individual word, which interferes with their ability to comprehend what is read. There are a number of approaches to improve reading comprehension, including improving one's vocabulary and reading strategies.

Reading comprehension is defined as the level of understanding of a text/message. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text/message. Anderson, Hiebert, Scott, & Wilkinson said that reading comprehension the process of constructing meaning by coordinating a number of complex process that include word reading, word and world knowledge, and fluency.[2] Comprehension is a "creative, multifaceted process" dependent upon four language skills: phonology, syntax, semantics, and pragmatics. Proficient reading depends on the ability to recognize words quickly and effortlessly.[3] It is also determined by an individual's cognitive development, which is "the construction of thought processes". Some people learn through education or instruction and others through direct experiences.

2. Directed Reading-Thinking Activity

Directed Reading-Thinking Activity (DR-TA) is the teaching of reading strategies developed by Russell Stauffer. DR-TA is used in each of the three stages of reading, i.e. pre-reading, during reading, and post-reading. It can be

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[2]William Grabe and Stoller Fredicka, *Teaching And Researching*, (Great Britian: Logman, 2002), p.17

[3] *https://en.wikipedia.org/wiki/Reading_comprehension.com.* accessed on 07 november 2016

implemented both in small groups and individually. In DR-TA, predictions play an important role to provide students with reading purposes. The teacher can raise questions that help students activate their prior knowledge and uses clues such as the title and pictures from the text so as to stimulate the students to make an accurate prediction. In addition, the teacher should also pre-teach vocabulary considered important to support them making an accurate prediction of the text.

DR-TA has several purposes. According to Tierney, Readence and Dishner in El-Koumy DR-TA is a strategy to build independent readers because the readers are equipped with the abilities to set reading purposes, examining reading material based on these reading purposes, and making decisions based on the information from the text.[4]

Based on the explanation above, it is known that in the implementation of DR-TA, readers should make predictions before reading a text. To make predictions, they should use any hints they find in the text and their background knowledge of the text as well. Then, their reading purpose is to find whether their predictions about the text are accurate or not. Having reading purposes is believed to help readers comprehend a text better.[5] These activities of predicting and proving/disproving predictions help the students monitor their comprehension before, while, and after reading. As a result, the implementation of DR-TA will help students comprehend a text.

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[4] J Conner, *Instructional Reading Strategy: DR-TA (Directed Reading Thinking Activity)*, retrieved from: http://www.indiana.edu/~l517/DRTA.htm on 7 November 2016
[5] H Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (2nd Ed.), (New York: Pearson Education, 2001), P.189

CHAPTER II

REVIEW OF LITERATURE

A. Related Studies

In this planning research, I found the other related studies from as follows :

1. Thesis by Khairun Nisa (2015), State Institute for Islamic studies (IAIN) Zawiyah Cot Kala Langsa, entitled : "*Improving Students' Reading Comprehension by Using Herringbone Technique in Recount text At First Grade Students in SMAN 3 Langsa*". And the result of this research showed that there was significant improvement in mastering the reading comprehension of recount text. The population of her research was the first grade students of SMAN 3 Langsa, her instrument data was using qualitative data ; questionnaire sheet and quantitative data ; the students was given a reading test.

2. Thesis by Laiya Haviza (2015), State Institute for Islamic studies (IAIN) Zawiyah Cot Kala Langsa, entitled : "*Implementing QuIP Strategy Through Informational Text to Improve Students' Reading Comprehension at SMPN 1 Peureulak*". And the result of this research is that there was significant implementing between the means got by the students after being treated by using QuIP strategy than before treated. The population of her research was the eight year students of SMPN 1 Peureulak. Her instrument data was test (consisting pre-test, treatments, post-test and the test was tested by validity and reliability test : the result attached in appendices).

3. Thesis by Ainul Marziah (2013), State Institute for Islamic studies (IAIN) Zawiyah Cot Kala Langsa, entitled : "Applying Bottom-Up Processing Strategy in Developing Students' Reading Comprehension to The second Year Students at MAN Langsa". And the result of this research is Bottom-up processing strategy is effective in developing students' reading comprehension. The population of her research was the second year students at MAN Langsa, her instruments data were using test and observation sheet.

4. Thesis by Chintya Febrie Hana Saputri (2015), University of Yogyakarta, entitled : "Effectiveness Directed Reading Thinking Activity (DRTA) Strategy for learning Reading Comprehension of Explanation Text In Class VII of SMP Negeri 1 Parakan Temanggung". And the result of this research is DRTA strategy is effective for learning reading comprehension of text explanasi. The pupolation of her research was the class VII of SMP N 1 parakan temanggung, her instrument data were using test and interview.

B. Theoretical Framework

1. Definition of Reading and Comprehension

Reading is one of the skills in English which should be studied in deep. Reading is act of reading something like books, articles, etc. Reading is concerned as one of the important skills in English. As Louisia statement, "reading is the fundamental skill upon which all formal education depends.".[6]

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[6] Louisa C. Moat, *Teaching Reading is Rocket Science*, (Washington DC: NICHD, 1999), P. 5.

There are some experts proposing different definitions of reading such as Richards and Schmidt, Brown, Spratt, Pulverness and Williams and Johnson. According to Richards and Schmidt, readers read a text to understand its contents (comprehension).[7] Moreover, Spratt, Pulverness and Williams explains that comprehending a text involves understanding the language of the text at word level, sentence level and whole-text level.[8] In addition, Brown inserts that in the attempt to comprehend texts, readers use a set of schemata or their knowledge about the world while they are reading.[9] In short, it can be concluded that readers try to understand a text when they read it. To do that, they do not only interact with the text itself but also activate their background knowledge about the text. This comprehension can be achieved after they manage to understand words and sentences composing the text so as to make them understand the whole text.

Nevertheless, there is a type of reading which does not require readers to understand the text. Richards and Schmidt affirm that oral reading, saying a written text aloud, can be done with or without an understanding upon its contents.[10] This is consistent with Brown stating that reading does not always lead to comprehension.[11] Hence, there is a gap between reading and comprehending. Corresponding to the previous explanation by Spratt, Pulverness and Williams that readers should understand the words and sentences composing the text in

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[7] Jack C Richard and Richard Schmidt, *Dictionary of Language Teaching and Applied Linguistics (3rd Ed.)*, (London : Pearson Education Limited, 2002), P. 3.

[8] Marry Spartt, Alan Pulverness and Melanie, *The TKT (Teaching Knowledge Test) Course*, (Cambridge : Cambridge University Test, 2005), P.21.

[9] H. Douglas Brown, *Language Assessment : Principles and Classroom Practices*, (New York : Pearson Education, Inc, 2004), P. 366.

[10] Richard and Richard Schmid, *Dictionary*., P. 4

[11]Brown, *Teaching*., P. 20

order to comprehend a text,[12] Neufeld explains that this process is intentional in nature and therefore, to comprehend a text, readers should have a reading purpose first.[13] Likewise, Jacobson and Ianiro emphasize that whatever the purpose of reading is, understanding is always a part of the reading purpose.[14] In short, to comprehend a text is what makes one reads.

Comprehension means "what you read is more than just recognizing and understanding words. True comprehension means making sense of what you read and connecting the idea in the text to what you already know. It is also remembering what you have read. In the other words, comprehending means thinking while you read".

Reading comprehension is the ability to read text, process it and understand its meaning. An individual's ability to comprehend text is influenced by their traits and skills, one of which is the ability to make inferences. If word recognition is difficult, students use too much of their processing capacity to read individual word, which interferes with their ability to comprehend what is read. There are a number of approaches to improve reading comprehension, including improving one's vocabulary and reading strategies.

Reading comprehension is defined as the level of understanding of a text/message. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text/message.

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[12] Spartt, dkk, *The TKT*., P. 21

[13] Paul Neufeld, "*Comprehension Instruction in Content Area Classes*"*International Reading Association,* (59, 4, 2005)*,* p. 302-312.

[14] Jacobson, Erik, and Sally Ianiro, *Reading Comprehension: Research and Teaching Strategies*, (California : the California Adult Literacy Professional Development Project (CALPRO) of the American Institutes for Research, 2007), p. 182

Anderson, Hiebert, Scott, & Wilkinson said that reading comprehension the process of constructing meaning by coordinating a number of complex process that include word reading, word and world knowledge, and fluency.[15] Comprehension is a "creative, multifaceted process" dependent upon four language skills: phonology, syntax, semantics, and pragmatics. Proficient reading depends on the ability to recognize words quickly and effortlessly.[16] It is also determined by an individual's cognitive development, which is "the construction of thought processes". Some people learn through education or instruction and others through direct experiences.

1.1. Types of Reading Comprehension

Experts categorize reading comprehension into different types. This part presents the categorizations of reading comprehension by Richards and Schmidt They will be further explained as follows. Westwood divides reading comprehension into three different levels, there are literal, inferential and critical comprehension.[17] The literal comprehension is the most basic one. It is where readers are able to understand the factual information presented in a text because that information in the text is stated explicitly. The next level, the inferential comprehension, is where readers are able to go beyond the words on the page in order to draw inferences related to the text. At this stage, readers use information effectively to deduce cause and effect, and to anticipate what may come next. The

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[15]Grabe and Stoller Fredicka, *Teaching*., p.17

[16] *https://en.wikipedia.org/wiki/Reading_Comprehension.com.* Accessed on 7 November 2016

[17] Peter Westwood, *What Teachers Need to Know About Reading and Writing Difficulties*, (Victoria: ACER Press, 2008), P. 16

last level, the critical comprehension, is where readers are able to evaluate what they are reading. Another categorization of reading comprehension by Richards and Schmidt approves that comprehension involves concluding both the explicitly stated information and implicitly-stated information as well as criticizing the information contained in the text.[18] In addition, they see another type of reading comprehension, which is appreciative comprehension.

In summary, there are four types of reading comprehension suggested by experts, namely literal, inferential, critical and appreciative comprehension. Readers perform literal comprehension to conclude explicitly-stated information. Unlike literal comprehension, inferential comprehension is performed to infer implicitly-stated information. As the names imply, readers perform critical comprehension to criticize the text they read and they perform appreciative comprehension to gain emotional response. However, this research will only focus on literal and inferential comprehension.

1.2. Components of Reading

This part explains components of reading. According to experts, readers are able to comprehend texts only if key components of reading are in place. There are four components of reading suggested by Curtis and Bercovitz in Jacobson and Ianiro, namely alphabetic, vocabulary, fluency, and comprehension. To describe the relationship among these components, they are illustrates that while reading, readers decodes words (alphabetic) contained in a text, associates

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[18] Richard, *Dictionary*., P. 4

the words with meanings stored in their memory (vocabulary), and processes phrases and sentences composing the text rapidly enough (fluency) in order to build comprehension during the reading process.[19] This sequence to comprehend is somewhat similar to what Spratt, Pulverness and Williams has explained previously. It is indicated that in the attempt to make meaning from a text, one component influences the other components.[20] In a nutshell, reading components is crucial in the attempt to understand a text. Reading components such as alphabetic, phonemic awareness and word recognition deal especially with oral reading since they demand readers to know how words in print sound. They deal with the ability to hear and manipulate the sound in oral language. Together with the other reading components, there are vocabulary, fluency and comprehension, these reading components help readers build meaning from the text.

1.3. The Processes of Reading

Reading comprehension is the process in which readers construct meaning from the text. In the attempt to understand a text, readers use their pre-existing knowledge related to the text, in addition to their knowledge about knowing the language. However, the way these two aspects interact may differ from one reader to another reader. Brown suggests three types of reading processes, namely bottom-up process, top-down process and the one combining the bottom-up process and the top-down process called interactive reading.[21]

a) The Bottom-Up Process

[19] Jacobson and Sally Ianiro, *Reading*., P. 182
[20] Spartt, dkk, *The TKT*., P.22.
[21] Brown, *Teaching*., P. .358

The bottom-up process, as the name imply, uses parts to understand a whole. Brown explains that in the bottom-up processing, readers process the text using their knowledge about language such as letters, morphemes, syllables, words, phrases, grammatical cues, discourse markers which compose a text and therefore it is also known as a data driven-operation since it is those items serving as the data which help the readers make meaning from a text.[22] In addition, May also explains that this model assumes reading as a process of building letters into words, words into sentences or phrases and then proceeds to the overall meaning. [23] In so doing, meaning takes place after accurate decoding of print.

b) The Top-Down Process

Contrary to the bottom-up process, the top-down process is a meaning driven process. In this process, readers use meaning predictions to process the print. Harmer states that the top-down process has the readers get a general view of a reading passage by absorbing the overall picture and this process is greatly helped if their schemata allow them to have appropriate expectations of what they are going to come across.[24] In addition, Richards and Renandya define this process as a process having readers actively construct meaning based on their

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[22] Ibid.,

[23] Chamseddine May, *Explicit Instruction of Reading Strategies that Enable EFL Learners to Achieve Comprehension in Reading : The Case of Third Year Lychee Learners. Dissertation. (*Constantine : Department of English, Department of Foreign Languages, Mentoury University, 2009), P. 254

[24] Jeremy Harmer, *The Practice of English Language Teaching* (4th Ed.), (New York : Longman, Inc, 2007), P. 201

expectations, inferences, intentions, and other relevant prior knowledge.[25] Talking about this top-down process, Brown states it involves a risky guessing-game, meaning that readers use their intelligence and experience to process the print.[26]

c) The Interactive Process

It has already been explained that the interactive approach to reading combines the bottom-up process with the top-down process. According to Nuttall as cited in Brown, when it comes to reading, readers continually shifts from the top-down approach to the bottom-up approach and vice versa. [27]They use the top-down approach to predict the probable meaning and then move to the bottom-up approach to check whether their prediction is really what the writer says. Also, Harmer sees reading as interactions between these two processes. According to him, it is sometimes the individual details that help readers understand the whole and vice versa.[28]

As a final point, there are three approaches to reading, namely the bottom-up process, the top-down process, and the interactive process. In the bottom-up process, readers focus on the elements of language and process the print using these elements together to build up a whole, whereas in the top-down process, readers' background knowledge concerning the text is significant for successful comprehension. Lastly, according to the interactive process, readers alternately employ those two processes to process the print.

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[25] Jack C Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice, (*Cambridge : Cambridge University Press, 2002), P.5

[26]Brown, *Teaching*., P. 358

[27] Ibid., P. 360

[28] Harmer, *The Practice*., P. 202

1.4. Reading Sub Skills

Reading is not one single skill. It consists of several sub skills. To master reading therefore means mastering these reading sub skills. The terms reading macro skills and micro skills are often used interchangeably with reading sub skills, whereby the first involves understanding the ideas in the text and the latter requires recognizing and interpreting linguistic features of the text. According to Brown, the reading skill is divided into a number of reading macro skills and micro skills. They are mentioned as follows.[29]

Micro-skills for Reading Comprehension

1. Discriminate among the distinctive graphemes and orthographic patterns of English.

2. Retain chunks of language of different lengths in short-term memory.

3. Process writing at an efficient rate of speed to suit the purpose.

4. Recognize a core of words, and interpret word order patterns and their significance.

5. Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization) patterns, rules, and elliptical forms.

6. Recognize that a particular meaning may be expressed in different grammatical forms.

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[29]Brown, *Language.*, P. 187-188

Macro-Reading Skills for Reading Comprehension

7. Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

8. Recognize the rhetorical forms of written discourse and their significance for interpretation.

9. Recognize the communicative functions of written texts, according to form and purpose.

10. Infer context that is not explicit by using background knowledge.

11. From described events, ideas, etc., infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

12. Distinguish between literal and implied meanings.

13. Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.

14. 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 the interpretation of texts.

2. Teaching Reading Comprehension

According to Brown, teaching means "... showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, or causing to know or understand." Thus, it can be

defined that teaching reading comprehension means sharing information through sequences such as modeling, instructing and providing assistance in order to bring changes in learners' ability and attitude towards reading at the end of the teaching process.[30] The issues concerning teaching reading are worth considering in establishing the effective reading teaching and learning process. Those issues among of them cover principles in teaching reading comprehension and types of classroom reading performance.

2.1. Principles in Teaching Reading Comprehension

A text does not by itself carry meaning. Therefore, in the teaching of reading, the teacher cannot teach reading to the students by simply giving them a text and then asking them to understand it by themselves. They had better not assume reading as a skill that the students will take it for granted.[31] They should consider principles to be applied in classroom reading instruction to maximize students' comprehension. Harme and Nation propose principles in teaching reading. They are explained as follows.

There are six principles in teaching reading suggested by Harmer.[32] First, teachers should be aware that reading is not a passive skill and therefore they should scaffold students understand the reading text. Second, teachers should engage students with what they are reading by making them actively interested in what they are reading in order that they benefit from the materials. Third, teachers

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[30] H. Douglas Brown, *Principles of Language Learning and Teaching* (5th Ed.), (New York : Pearson Education, Inc, 2007), P.8

[31] Brown, *Language*., P. 185

[32] Jeremy Harmer, *How to Teach English: An Introduction to The Practice of English Language Teaching.*(Edinburg : Longman, 2001), P. 210

should encourage students to respond to the content of the reading text, in addition to the language use. The message of the text is as important as the way the text uses the language. fourth, teachers should give students hints to predict what is coming since predicting makes them better and more engaged readers. fifth, teachers should match the reading task to the topic of the reading text. According to Harmer, the most interesting reading text can be undermined by asking boring and inappropriate questions. In contrast, imaginative and challenging tasks can make the most commonplace passage really exciting. Finally, good teachers exploit a reading text to the full. They integrate the reading text into interesting class sequences by using the topic for discussion and further tasks, using the language for study and later activation.

In essence, classroom reading instruction should facilitate the improvement of students' reading ability. Reading is receptive in nature and the teacher is in charge of assisting the students to receive both information and the linguistic knowledge from the reading text in order that they understand the text and their understanding upon it will not be misleading. To do this, the activation of students' background knowledge related to the text as well as a series of task to evaluate students' comprehension are useful.

Aside from those principles by Harmer, Nation also suggests principles to guide reading instruction in the class. They consist of meaningfocused input,

meaning-focused output, language-focused learning, and fluency development. Each of them is explained as follows.[33]

    a. Meaning-Focused Input

Meaning-focused input involves getting input reading where the students' focus is on understanding the message of the text and where only a small proportion of the language features in the text are outside the learners' current level of proficiency. For example, they should know approximately 98% coverage of the vocabulary used in the text so that they can learn the remaining 2% of the vocabulary by guessing from the context. This way, reading will help develop learners' language proficiency.

    b. Meaning-Focused Output

Meaning-focused output involves the students producing language through speaking or writing where the learners' focus is on others understanding the message. In so doing, classroom reading instruction should also involve practicing activities related to the other skills of English.

    c. Language-Focused Learning

Language-focused learning involves deliberate attention to language features both in the context of meaning-focused input and meaning-focused output. Reading instruction should emphasize on the reading sub-skills and the language features needed to read, including phonemic awareness activities, vocabulary learning, and grammar study. In addition, Janzen and Stoller in Nation

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[33] I. S. P. Nation, *Teaching ESL/EFL Reading and Writing*, (New York : Routledge, 2008), P. 25

attach that " learners should become familiar with a range of text structures, such as those used in newspaper reports, stories, recount sand information reports".[34]

d. Fluency Development

Fluency development involves making the best use of what is already known. It is often neglected in courses, partly because teachers and students assume that they should always learn something new. Fluency in reading can be developed using speed reading where students focus on increasing their reading speed while maintaining good comprehension. As the principle of meaning focused input suggests, the reading material used needs to be within the students' level of proficiency. In the view of Al yousef, the expansion of readers' vocabulary is the key aspect to their reading fluency.[35] In addition to mastering vocabulary, activating background knowledge related to the text is believed as an effective strategy to understand it.

As a final point, there are some steps to help students develop their reading ability. First, the teacher needs to provide them with a text that is neither too difficult nor too easy for them to comprehend. This way can facilitate the development of the students' reading ability. Second, in the attempt to increase students' reading ability, the teacher should not focus only on the linguistic aspects of the text but also on reading sub skills that make the students more advanced readers. Then, students' understanding upon the text is not only a matter of communicating it to themselves but also to communicate it to the others to

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[34] Ibid, P.25

[35] Alyouser, Hesham Suleiman, *"Teaching reading comprehension to ESL/ EFL learners"*. *Journal of Language Learning,* 5, 1, p. 63-73.

make them understand it. Finally, the teacher should spend time to develop students' reading fluency during the classroom reading instruction by employing any knowledge and reading sub skills that the students have mastered previously.

2.2. Types of Classroom Reading

There are various types of reading performance to which teachers can expose students in the class. Brown classifies classroom reading performance into two broad categories, namely oral and silent reading.[36] The latter, consists of intensive reading and extensive reading.

The first type of reading performance, oral reading, provides teachers with several benefits. Brown mentions three advantages of oral reading, i.e. serving as an evaluative check concerning readers' bottom-up processing skills and pronunciation as well as enhancing students' participation if teachers want to highlight a certain short segment of a reading passage.[37] Despite those benefits of oral reading, the apparent participation of the students reading text aloud might conceal the fact that they are merely reciting and do not really understand the text.

Another type of classroom reading performance is silent reading, which consists of intensive reading and extensive reading. Intensive reading is usually a classroom-oriented activity whereas the latter is usually done outside the class time. In intensive reading, students focus on the linguistic or semantic aspects of a text. It calls students' attention to terms such as grammatical forms, discourse markers, and other surface structure details in order that they understand literal

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[36] Brown, *Teaching*., P. 371
[37] Ibid., P.371

meaning, implications, rhetorical relationships, and the like. Meanwhile, extensive reading is used to achieve a general understanding of a longer text such as books, long articles, essays, novels, etc.

Based on the explanation above, it can be concluded that both oral reading and silent reading can help teachers develop students' reading ability. Therefore, in classroom practice, teachers should combine between oral reading and silent reading. Using oral reading, teachers can monitor students' phonemic awareness and participation in the class. Using intensive reading, teachers can help students develop their linguistic knowledge related to the text that is needed to comprehend the text. Finally, using intensive reading, teachers can help students develop their reading fluency.

3. **Directed Reading-Thinking Activity (DR-TA)**

   3.1. The Nature of Directed Reading-Thinking Activity (DR-TA)

   Directed Reading-Thinking Activity (DR-TA) is the teaching of reading strategies developed by Russell Stauffer. DR-TA is used in each of the three stages of reading, there are pre-reading, during reading, and post-reading. It can be implemented both in small groups and individually. In DR-TA, predictions play an important role to provide students with reading purposes. The teacher can raise questions that help students activate their prior knowledge and uses clues such as the title and pictures from the text so as to stimulate the students to make an accurate prediction. In addition, the teacher should also pre-teach vocabulary considered important to support them making an accurate prediction of the text.

DR-TA has several purposes. According to Tierney, Readence and Dishner in El-Koumy, DR-TA is a strategy to build independent readers because the readers are equipped with the abilities to set reading purposes, examining reading material based on these reading purposes, and making decisions based on the information from the text.[38] Moreover, Allen in Odwan states that: The value of directed reading thinking activity is to make predictions before reading each section.[39] Requiring students to make predictions encourage use of context clues and establishes a purpose for reading. This cycle requires students to use their background knowledge to set purposes for reading and develop their questioning ability.

Based on the explanation above, it can be concluded that DR-TA aims to have students employ reading strategies, to elicit their prior knowledge related to the topic of the text, to set a purpose for reading and to encourage them to monitor their comprehension while they are reading. These steps later can make students an independent reader.

In relation to the procedure of DR-TA, Gaith explains that it consists of comprehension activities featuring making predictions prior to reading and then reading to prove or to modify the predictions made about the story events.[40] Also, Corner describes that the sequences of DR-TA are: first, students make

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[38] El-Koumy, Abdel Salam Abdel Khalek.*The Effects of Directed Reading Thinking Activity on EFL Students' Referential and Inferential Comprehension*, 2006 retrieved from: http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2365150, on 7 November 2016

[39] Odwan, Talal Abd Al- Hameed Al, "The effect of the directed reading thinking activity through cooperative learning on English secondary stage students' reading comprehension in Jordan". *International Journal of Humanities and Social Science, 2006,* p. 141

[40] C. Glass, *et al, Directed Reading Thinking Activities*, retrieved from: http://forpd.ucf.edu/strategies/stratDRTA.htm, 2006, on Monday, 7 November 2016

predictions before reading; after they read a segment of a text, the students stop and confirm or revise the previous predictions; finally, the cycle continues until they finish reading the whole text.[41] In short, it can be concluded that DR-TA consists of three main stages, namely predicting before reading, reading, and proving/disproving the prediction after reading.

Based on the explanation above, it is known that in the implementation of DR-TA, readers should make predictions before reading a text. To make predictions, they should use any hints they find in the text and their background knowledge of the text as well. Then, their reading purpose is to find whether their predictions about the text are accurate or not. Having reading purposes is believed to help readers comprehend a text better. These activities of predicting and proving/disproving predictions help the students monitor their comprehension before, while, and after reading. As a result, the implementation of DR-TA will help students comprehend a text. Each of the three stages of DR-TA is described in details in the next section.

3.2. The Teaching of Reading Using Directed Reading-Thinking Activity (DRTA)

It has been stated previously that the implementation of Directed Reading Thinking Activity (DR-TA) involves three basic stages, namely predicting, reading, and proving/disproving the predictions. According to Stahl, both the teacher and the students have their own role during the implementation of

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[41] Conner, *Instructional*., 7 November 2016

DRTA.[42] The students are responsible for establishing their reading purposes, generating predictions, justifying those predictions, reading the text, and verifying or revising the predictions based on the information in the text. Meanwhile, the teacher's role is to select a text, divide the text into meaningful sections, and facilitate the discussion. In DR-TA strategy used prediction verification checklist is table in the appendix 3. The stages of DR-TA are explained further as follows.

a. **Before Reading: Predicting**

In this stage, students reflect on what they think the text will be about by predicting the answer to the questions raised by the teacher. This step helps the students set a purpose for reading, i.e. to answer their prediction. In this stage, the teacher's role is both to activate students' background knowledge to make a prediction and to agitate their prediction by asking them to defend their prediction. Introducing the title of the text, pictures related to the text and key words can prompt prediction. However, it is important to note that the teacher should first divide the reading text into meaningful segments in which the students gain understanding by comprehending segment by segment in order. This stage can be accomplished following the steps below.

a) The teacher surveys the text with the students to look for clues about the content of the text. The clues can be the title, keywords, illustrations and other explanatory materials.

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[42] Stahl, Katherine A. Dougherty, "The effects of three instructional methods on the reading comprehension and content acquisition of novice readers". *Journal of Literacy Research*, 2008, p. 359–393.

b) The teacher helps the students make a prediction about what they think the text will be about.

c) The teacher asks the students to write their predictions down. Students may write individual predictions, write with a partner or contribute to an oral discussion creating a list of the class' predictions.

d) The teacher helps the students establish a purpose for reading by directing them to read the text to determine whether it proves or disproves their predictions.

b. While Reading: Reading

In this stage, the students are asked to support their predictions by locating the information in the text that will verify their prediction. Using the predictions in mind, the students read the first section of text in order to prove or disprove their prediction. There are neither right nor wrong predictions. Those predictions made are judged to be more or less accurate than others. The students having less accurate prediction should reword their predictions to make their predictions accurate. This stage can be accomplished following the steps below.

a) The teacher has the students read the text, silently or aloud, individually or in groups, to verify their predictions.

b) The teacher asks the students to place a check mark under the appropriate category (ranging from accurate, less accurate, to inaccurate) on the Prediction Verification Checklist as they read the text.

c. After Reading: Proving/Disproving the Predictions

In this step, students engage in a discussion about what they have read. It is at this stage that the students will confirm, reject, or refine their predictions and justify their ideas by finding statements in the text and reading them orally to the teacher. In this stage, the teacher serves to refine and deepen the reading and thinking process. This stage can be accomplished following the steps below.

a) The students have a discussion by comparing their predictions and the actual content of the text.

b) The teacher asks the students to analyse their checklist and determine how well they predicted the content of the text.

c) The teacher verifies that the students have learned the DR-TA strategy by having them answer the questions: *What is the name of the strategy you learned? How does the strategy help you understand what you read? What should you do before you read? While you read? After you read?* The cycle of predicting, reading, and proving/disproving continues until the text is completely read. Then, the teacher closes the lesson with a review of the content of the reading and a discussion of the prediction strategies students should use as they read a text.

C. Conceptual Framework

The conceptual of this research is there is an appropriate in improving students' ability in reading comprehension trough DRTA strategy. Because all

those steps that DR-TA contains are associated with students' improved comprehension. Here is the draw of my conceptual framework :

Direct Reading Thinking Activity (DRTA) is a teaching strategy that guides students in making predictions about a text and then reading to confirm or refute their predictions. This strategy encourages students to be active and thoughtful readers, enhancing their comprehension of the text.

Reading comprehension is the ability to read text, process it and understand its meaning. An individual's ability to comprehend text is influenced by their traits and skills, one of which is the ability to make inferences. If word recognition is difficult, students use too much of their processing capacity to read individual word, which interferes with their ability to comprehend what is read.

Comprehension as the final goal of reading can be improved through activating background knowledge related to the text and using reading strategies. Questions raised by the teacher before the students begin reading make those reading strategies effective. Also, the questions make the students have reading purposes, that is to find answers to the questions. These reading strategies, in practice, should be used before reading by previewing the text and setting reading purposes, while reading by monitoring comprehension, and after reading by summarizing the text. This framework is in line with the steps of DR-TA, namely making predictions before reading the text, reading to prove or disprove the predictions and proving/disproving the predictions. This technique requires the students to make predictions each time they begin reading an English text. To predict the text, they need to use their background knowledge related to the text or

clues that the text provides such as the title or pictures. These predictions serve as their reading purpose since they will need to prove or disprove the predictions after reading. As they manage to find information from the text to prove or disprove the predictions, their understanding of the text gets better. In the literature review, all those steps that DR-TA contains are associated with students' improved comprehension. Thus, it was decided to apply DR-TA to improve the reading comprehension ability of the students. By applying DR-TA, it was expected that students' reading comprehension ability improves. To support the fruitful results, key vocabulary that may be unfamiliar for them was given and so were rewards to attract students' enthusiasm to participate in the teaching and learning activities.

D. Hypothesis

According to Arikunto hypothesis is " a prediction of the result of research that must be checked the truth by doing the research".[43] A hypothesis is a type of prediction found in many experimental study. It is a statement about what we expect to happen in study. Based on the problems above the researcher takes hypothesis:

Ho : DRTA (Directed Reading-Thinking Activity) did not improvement Students' ability in reading comprehension.

Ha : DRTA (Directed Reading-Thinking Activity) strategy did improvement Students' ability in reading comprehension.

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[43] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek.*(Jakarta : Rineka Cipta, 2002), P.127

CHAPTER III

RESEARCH METHODOLOGY

A. The Location and Time of Study

1. Location of Study

The researcher was conducted at MAN. Kp Tengoh Langsa. It is located in Islamic Center Seuriget street. The reason for choosing MAN. Kp Tengoh Langsa as the place of the research was because the researcher had experiences in teaching the students in the school. As the researcher observed that there were a lot of students have problem in learning reading comprehension. For instance in simple reading task, they still difficult to find main idea and to answer those questions correctly. Therefore, the researcher has inserted to build this study in this school.

2. Time of Study

The study will be conducted for 2 weeks in academic year 2016-2017. It would be started on 2th january 2017 and ended on16^{th} 2017. The researcher needed to have permission of the school principle before doing the research.

B. Population and Sample

1. Population

Population is represent all subject research. The population refers to aggregate of all interest to the researcher.[44] Its mean that population is total number of objects that should be observed in research. The population in this research is student the eleventh grade of MAN Kp. Teungoh Langsa. There are 7 classes and the number of class are student. The respondent will be demonstrated on the table.

Table : 3.1
The population of the Eleventh grade of MAN Kp. Teungoh Langsa

No	Class	Population
1	XI MIA 1	27
2	XI MIA 2	24
3	XI MIA 3	26
4	XI MIA 4	26
5	XI IIS	28
6	XI IIA 1	31
7	XI IIA 2	23
Total	**185**	

Source:Adm.MANKp.TeungohLangsa

2. Sample

Sample is part of the population which is representatively. The researcher chose the sample purposively. " In purposive sample, researcher select individuals

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[44] Surakhmad Winarto, *Pengantar Penyelidikan Ilmu Dasar dan Metode*, (Bandung: Nuansa Cendikia, 2005), P. 203.

based on their knowledge of the population and in order to elicit data in which they are interested. The sample may or may not be intended to be representative".[45] According quotation above, the researcher chose class XI MIA 3 and XI MIA 4 as the sample of the research. The students of class XI MIA 3 acted as the experimental class, while class XI MIA 4 as control class.

C. Research Method and Variable

1. Research Method

In this research, the researcher conducted an experimental research. Sugiyono states that " experimental research is the research which studies about the effect of a certain treatment in studying".[46] A typical experimental study usually uses comparison or control group to investigate research question. Many second language research studies involve a comparison between two or more groups. This is known as a between groups design. This comparison can be made in one or two ways, two or more groups with different treatment, or two or more groups, one of which the control group with receives no treatment.[47] Therefore the researcher chose two class for this research.

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[45] Allison Mackey and Susab Gass, *Second Language Research Methodology and Desaign,*(London: Laurence Erlbaum Associated, 2005), P.123

[46] Sugiyono, *Metode Penelitian Pendidikan,* (Alfabeta : Bandung, 2009), P.126

[47] Mackey and Susab Gass, *Second Language*., P.146

2. Research Variable

a. Dependent variable

Dependent variable is the factor that is observed and measured to determine the effect of the independent variable. That is the factor that appears, disappears or varies as the experimenter introduces, removes or varies the independent variable. Based on definition, the dependent variable of this study is students' reading comprehension ability.

b. Independent variable

Independent variable is the factor which is measured, manipulated or selected by the experimenter to determine is relationship to an observed phenomenon. Based on the definition, the independent variable of this study is DR-TA strategy.

D. Steps of The Study

Before doing the research, the researcher has planned some steps to conduct

The study, they are as following:

1. Preparing proposal of the study

In this step, the researcher collected some books and theories which relate to the topic of study. The researcher found some books and theories related to the application of teaching reading comprehension through DRTA strategy.

2. Designing the instrument

   The researcher designed the instrument which is used to collect data.

3. Doing pre-test

   Pre-test is the first test which is conducted to measure students' ability in reading comprehension. The pre-test is done for both experimental and control classes before giving an treatment.

4. Implementing treatment

   The treatment is the implementing of teaching reading comprehension by using DRTA strategy. The application is only done for experimental class.

5. Doing post-test

   Post-test is the test which is conducted after doing treatment. The post-test activity is done for both controlled and experimental class.

6. Analyzing data

   The data analyze is done after the process collecting data is done. In this step, the researcher analyzed the score in the pre-test and post-test from both controlled and experimental class.

7. Making the final report of the research

In this step, the researcher concluded the result of the research and take conclusion to answer the research question.

E. Technique of Collecting Data

In collecting data, the researcher used a test and observation as the instrument of the research. They were as follows:

1. Test

Test is an important part of every teaching and learning experience. Test is a set of questions that is used to measure the skill knowledge, intelligence, and talent of an individual of a group. As a stated by Brown says that test is an instrument and a set of technique, procedures, or items that requires performance on the part of the test takes. It measures an individual's ability, knowledge, or performance.[48]

The essay tests are performed. Namely in the pre-test and post test. Test used to measure basic skills and accomplishments or achievements. Pre-test will be used to analyze the students' basic knowledge. The researcher will know the students' weaknesses which are used as the basis to face the treatment. Post test results are analyzed so that it could be seen an improvement in reading comprehension by DR-TA Strategy. This test will be used to determine the student's skills in reading comprehension. According to Suharsimi "test was several question, exercise or tools used to measure ability, knowledge,

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[48] Brown, *Language*., P.32

intelligence or talent which have by individual or group".[49] There is the table of
the indicators used in test:

Table : 3.2

The Indicators used in Test

NO	Indicators	Test Item	Total Items
1	Finding the main idea	3, 6, 7, 11, 20	5
2	Finding supporting Idea	8, 14	2
3	Finding purpose of text	2, 17	2
4	Detail(Identifying important information in the text)	4, 5 , 10, 12, 16	6
5	Vocabulary in context	9, 13, 18	3
6	Excluding fact not written (unstated detail)	1, 15,19	2
Total			**20**

2. Observation

Observation will be used to monitor the students' activities during the
teaching learning process. Researcher observed the situation in class during
lesson, response and attitude of the student when they were give explanation,
doing task and to know their difficulties.

F. Technique of Data Analysis

In order to see the students' achievement during the experimental teaching,
the researcher gives test. The test is dividing in two kinds such as pre-test and
post-test. The result of the pretest will be emphasized at the student ability in
reading. To process the data, the writer used some statistical formulas to interpret
the result statically, the formulas are as follows:

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[49] Arikunto, *Procedure Penelitian.,* P. 266

1. Range is difference of that highest with the lowest score. To find the result the researcher used the following formula:

$$R = Hs - Ls$$

Where :

R : The range score

H : The highest score

Ls : The lowest score

2. Interval is amount of class and to find the score, to researcher used the following formula :

$$K = 1 + 3,3 \log n$$

Where :

K : Interval

Log : Logarithm

N : Number of respondents

3. Class Interval is the number of score that has been grouped based on the expected interval and the formula is :

$$P = \frac{R}{K}$$

Where :

P : Length of interval class

K : The range Score

R : Interval[50]

4. The Mean

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[50] Arikunto, *Prosedure Penelitian.*, P. 264

$$X = \frac{\Sigma F}{\Sigma F}$$

Where :

X : Mean Score

ΣF : The total of the student score

ΣF : The number of the tested

5. Standard Deviation

$$S_1^2 = \frac{\Sigma f \cdot x^2 - (\Sigma f)^2}{n(n-1)}$$

Where :[51]

S_1^2 : Standard Derivation

N : Number of sample

ΣX : Total score of score each derivation.

6. Combined Varian.

$$S2 = \frac{(N-1)S_x^2 - (N-1)S_y^2}{N + N_y^2 - 2}$$

Where :[52]

Nx : Number of student of experiment class

Ny : Number of student control class

SD_x^2 : Standart Derivation of experiment class

SD_y^2 : Standard Derivation of control class

After all that, then do the test with hypothesis. The statistic hypothesis which is used in this research are :

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[51] Husaini Usman, and Purnomo Setiady Akbar, *Pengantar Statistika,* (Jakarta: Bumi Aksara, 2007), P. 96
[52] *Ibid,* 142

1. $H_0 : \mu1 = \mu_2$ There is no improvement of Students' ability in reading comprehension through DRTA (Directed Reading-Thinking Activity) strategy of eleventh grade at MAN Kp. Tengoh Langsa.

2. $H_a : \mu_1$ μ_2 There is improvement of Students' ability in reading comprehension through DRTA (Directed Reading-Thinking Activity) strategy of eleventh grade at MAN Kp. Tengoh Langsa

To test the hypothesis, the researcher chose to use dependent t-test. Dependent t-test was used when given simples appear in pairs and consists of related group. The statistic formula based on Sudjana's point of view as follows:[53]

$$ t = \frac{Mx - My}{S\sqrt{\dfrac{1}{NX} + \dfrac{1}{NY}}} $$

Where :

t	: The significant different between two mean
$Mx - My$	: Mean of each group (experimental and control)
S	: standard derivation
NX and NY	: The subject of sample

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[53] Sudjana, *Metode Statistika*, (Bandung: Tarsito, 2002), p.239

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

The researcher has done research in MAN Kp.Teungoh Langsa. Before the researcher started the research at that school, she collected some information from several sources such as headmaster, teachers and students. Starting from the staff administration, the researcher obtains such information, the total number of students, and number of classes. Then of teachers, especially English teachers, the researcher asked things the related to learning, especially in learning English reading comprehension. Not only that, the researcher also got the information, that the teachers had difficulty when teaching reading comprehension. It is cause to the lack of media owned by the school, but it is also, the lack of student interest in learning reading comprehension, so, only a few students who have English language dictionary. When the researcher ask what constraints experienced by the students in learn reading comprehension. They said that method taught their teacher was very boring. They are not interested to pay attention to the lesson. Hence, the researcher became more enthusiastic to implement a DRTA strategy to improve students' ability in reading comprehension in MAN Kp. Teungoh Langsa.

A. FINDING OF THE RESEARCH

The researcher aim of this research is to explore how DRTA (Directed Reading-Thinking Activity) strategy is implemented to the students' ability in

reading comprehension and to know whether DRTA (Directed Reading-Thinking Activity) strategy improve students' ability in reading comprehension at the eleventh grade of MAN Kp. Teungoh Langsa.

The test was done into classes : Experiment class and control class. Each class was given pre-test before treatment and post-test after treatment. The writer take score of students' reading comprehension based on the result score from pre-test and post-test that she gave. Next the researcher teach reading comprehension by using DRTA strategy in experiment class and teach reading comprehension without using DRTA strategy in control class. Then, the researcher gave them post-test to know the result score. There is the different score between experiment class and control class. Score in experiment class is better than score in control class. Furthermore, the result of the test could drawn in the tables below.

Table 4.1
The Student's Score in the Experiment Class

No	Name of Students	Experiment Class	
		Pre Test	Post Test
1	APR	40	50
2	FI	55	85
3	FR	40	65
4	FTI	40	75
5	HS	35	60
6	IM	60	85
7	IR	40	70
8	IS	55	85

9	LDS	35	60
10	MH	45	65
11	MFR	50	80
12	MDW	55	85
13	MH	35	75
14	MRJ	45	50
15	ND	45	65
16	NR	55	85
17	RA	55	85
18	RK	50	70
19	SW	50	80
20	SSH	40	70
21	SFS	50	75
22	SZ	40	70
23	TD	40	65
24	TRI	45	70
25	WD	50	80
26	ZT	50	80
Amount		**1200**	**1885**
Average		**46,15**	**72,5**
Max		**60**	**85**
Min		**35**	**50**

Based on the table above, the experimental class showed that there are differences in scores before and after treatment. The pre-test, the lowest score is 35, the highest score is 60 and the average score is 46,15. After treatment the researcher provide teaching reading comprehension by using DRTA strategy, students' score has increased, which is the lowest score is 50, the highest score is 85 and the average score is 72,5

Table 4.2

The Student's Score in the Control Class

No	Name of Students	Control Class	
		Pre Test	Post Test
1	AM	55	55
2	FA	55	70
3	IA	55	60
4	INA	60	55
5	IR	45	45
6	KJ	45	50
7	MN	35	45
8	MP	35	45
9	MRP	30	40
10	MR	60	65
11	MD	45	50
12	NF	55	55

13	NA	60	65
14	NAI	35	40
15	NIN	35	45
16	NM	35	40
17	RH	35	40
18	RR	55	55
19	SAR	40	50
20	SAA	40	40
21	UA	60	65
22	VR	30	45
23	WM	35	40
24	YS	60	70
25	ZM	55	55
26	ZA	60	70
Amount		**1210**	**1355**
Average		**46,53**	**52,11**
Max		**60**	**70**
Min		**30**	**40**

Based on the table above, the control class showed that there are differences in scores before and after the treatment. The-pretest, the lowest score was 30, the highest score was 60 and the average score was 46,53. After that, the researcher provide post-test with the same question without the use DRTA

47

strategy. Control class also increased, although the score is not very significant. The lowest score was 40, the highest score was 70 and the average score was 52,11.

Table 4.3

The Comparing Score of Experiment Class and Control Class after

Treatment (Post Test)

Number of Respondents	Students' Score	
	Experiment Class	Control Class
1	50	55
2	85	70
3	65	60
4	75	55
5	60	45
6	85	50
7	70	45
8	85	45
9	60	40
10	65	65
11	80	50
12	85	55
13	75	65
14	50	40

15	65	45
16	85	40
17	85	40
18	70	55
19	80	50
20	70	40
21	75	65
22	70	45
23	65	40
24	70	70
25	80	55
26	80	70
Amount	**1885**	**1355**
Average	**72,5**	**52,11**

Based on the table above, the average post test (72,5) in experiment class is better than the average pos test (52,11) in control class. That is showed score of students in experiment class are better than control class.

B. Analysis of The Result

1. The Students Pos-test Scores in Experimental Group

Furthermore, the researcher analyzed the data by using the formula stated in chapter three to make easy it, the researcher arranged the score orderly from the lowest score to the highest score.

50	50	60	60	65	65	65	65	70	70
70	70	70	75	75	75	80	80	80	80
85	85	85	85	85	85				

2. The Students Post-test Scores in Control Group

Furthermore, the researcher analyzed the data by using the formula stated in chapter three to make easy it, the researcher arranged the score orderly from the lowest score to the highest score.

40	40	40	40	40	40	45	45	45	45
45	50	50	50	55	55	55	55	55	60
65	65	65	70	70	70				

a. Average score and variance of students' post-test from experimental group.

1. The first step is to find the range score, where the highest score is 85 and the lowest score is 50 the result is:

$$Rs = Hs - Ls$$

$$= 85 - 50$$

$$= 35$$

2. The second step is to find amount of interval, and the result was:

$$K = 1 + (3,3) \log N$$

$$= 1 + 3,3 \log 26$$

$$= 1 + 3,3 (1,414)$$

$$= 1 + 4,6694$$

$$= 5,6694$$

$$= 6$$

3. The researcher has to find out the class interval score, and the result was:

$$P = \frac{R}{K}$$

$$= \frac{3}{6}$$

$$= 5,83$$

$$= 6$$

After getting the score range, interval class, the researcher made distribution frequency of the post-test score in order to find out mean. It can be seen in the following table.

Table 4.4

Frequency distribution of students' post-test in experiment class.

Class Interval	F	X	Fx	x^2	$F.x^2$
50-56	2	53	106	2809	5618
57-63	2	60	120	3600	7200
64-70	9	67	603	4489	40401
71-77	3	74	222	5476	16428

78-84	4	81	324	6561	26244
85-91	6	88	528	7744	46464
Total	**∑f= 26**		**∑fx=1903**		**142355**

Based on the frequency of the students' score, the mean can be calculated by using the following formula:

$$\chi = \frac{\sum f}{}$$

$$= \frac{1}{2} = 73,19$$

After calculation the mean, the standard deviation obtain be found. The variance is measure of validity calculated from the mean. The result of variance is obtained by using following formula:

$$S_1^2 = \frac{\sum f\ ^2 - (\sum f\ )^2}{n\ (n-1)}$$

$$= \frac{2\ (1\ \ \ ) - (1\ \ \ )^2}{2\ (2\ -1)}$$

$$= \frac{3\ \ \ \ -3}{2\ .2}$$

$$= \frac{7}{6}$$

$$= 122,80$$

$$S_1 = \sqrt{1\ \ ,8}$$

$$S_1 = 11,08$$

So, the result was 11,08

b. Average score and variance of students' post-test from control group.

1. The first step is to find the range score, where the highest score is 70 and the lowest score is 40 the result is:

$$Rs = Hs - Ls$$
$$= 70 - 40$$
$$= 30$$

2. The second step is to find amount of interval, and the result was:

$$K = 1 + (3,3) \log N$$
$$= 1 + 3,3 \log 26$$
$$= 1 + 3,3 (1,414)$$
$$= 1 + 4, 6694$$
$$= 5, 6694$$
$$= 6$$

3. The researcher has to find out the class interval score, and the result was:

$$P = \frac{R}{K}$$
$$= \frac{3}{6}$$
$$= 5$$

After getting the score range, interval class, the researcher made distribution frequency of the post-test score in order to find out mean. It can be seen in the following table.

Table 4.5

Frequency distribution of students' post-test in control class

Class Interval	F	X	Fx	x^2	$F.x^2$
40-46	11	43	473	1849	20339
47-53	3	50	150	2500	7500
54-60	6	57	342	3249	19494
61-67	3	64	192	4096	12288
68-74	3	71	213	5041	15123
75-81	0	78	0	6048	0
Total	$\sum f= 26$		$\sum fx=1370$		74744

Based on the frequency of the students' score, the mean can be calculated by using the following formula:

$$\chi = \frac{\sum f}{f}$$

$$= \frac{1}{2} = 52,69$$

After calculation the mean, the standard deviation obtain be found. The variance is measure of validity calculated from the mean. The result of variance is obtained by using following formula:

$$S_1^2 = \frac{\sum f^2 - (\sum f)^2}{n(n-1)}$$

$$= \frac{2(7\quad)-(1\quad)^2}{2(2-1)}$$

$$= \frac{1\quad -1}{2.2}$$

$$= \frac{6}{6}$$

$$= 102,22$$

$$S_1 = \sqrt{1 \quad , 2}$$

$$S_1 = 10,11$$

So, the result was 10,11

According to the statistical analysis of the data, the average score and variance from students' post test for experimental group and control group were shown below:

Table 4.6

Table of Average Score, Variance, and Standard Derivation from Students' Post-test of Experimental Group and Control Group

Class	Average ( )	Variance (^{2})	Standard Derivation (S)
Experimental	73,19	122,80	11,08
Control	52,69	102,22	10,11

From the table above, it showed that the average score from experimental group was 73,19 and for the control group was 52,69 It proved that the experimental group has a better result than control group. While, the variance for experimental group was 122,80 and for the control group was 102,22. In addition, the standard derivation that was obtained for experimental group was 11,08 and 10,11 for control group.

Before calculating the t-score, it's necessary to calculate the combine SD_x and SD_y by using the following formula:

$$S2 = \frac{(Nx - 1)SD_x^2 - (Ny - 1)SD_y^2}{Nx + N_y^2 - 2}$$

$$S2 = \frac{(2 - 1)(1,0)_x^2 - (2 - 1)(1,1)_y^2}{2 + 2 - 2}$$

$$S2 = \frac{(25)(122,7664) - (25)(102,2121)}{50}$$

$$S2 = \frac{(3069,16) - (2555,30)}{50}$$

$$S^2 = \frac{5,8}{5}$$

$$S^2 = 10,27$$

$$S^2 = \sqrt{1,2}$$

$$S^2 = 3,20$$

The t-test could be calculated by using the following formula:

$$t = \frac{Mx - My}{S\sqrt{\dfrac{1}{NX} + \dfrac{1}{NY}}}$$

$$t = \frac{7,1 - 5,6}{3,23\sqrt{\dfrac{1}{2} + \dfrac{1}{2}}}$$

$$t = \frac{2,5}{3,2\sqrt{0,0}}$$

$$t = \frac{2,5}{0,8}$$

$$t = 23,72$$

To determine a hypothesis was accepted or rejected, the researcher needed to find out the score of t-test. Then, it was compared with the critical value which was used at level of significant 5% (= 0,05) for educational level. If obtained t-test score was the higher than critical value of table, it means that the null hypothesis (Ho) was rejected, while research hypothesis (Ha) was accepted.

To find out t-critical in table, the statistical determine degree of freedom (def) formula is:[54]

df= (N_1+N_2-2)

Where:

df : degree of freedom

N_1 : the subject of the sample in experimental class

N_2 : the subject of the sample in control class

So, degree of freedom that used in this research was:

df : (N_1+N_2-2)

df : (26+26-2)

  : 50

Based on the quantification results, the mean score of post test both experimental and control group was different. The mean score of experimental class 73,19 and the mean score of control class was 52,69. Besides, the obtained t-test score 23,72 was higher than critical value 2,000 for degree of freedom from 52 samples was 50.

From list of t distribution for α = 0,05 and dk = 50, t_{table} is 2,000. Next by comparing between both value, $t_{calculated} > t_{table}$, namely 23,70 > 2,000. it means H_0 is rejected and H_a is accepted. Thus there is effect of using DRTA strategy enhancing students' reading comprehension mastery to the eleventh grade in MAN Kp. Teungoh Langsa.

C. DISCUSSION

1. The researcher has completed the research in MAN KP. Teungoh Lagsa. The researcher conducted the experiment teaching by implementation of DRTA strategy to improve students' ability in reading comprehension. It was found enhancement when applying the DRTA strategy. Based on the test which had given to the students, this strategy can increase their reading comprehension because they can comprehend of text with step by step. The implementation of DR-TA with three stages, are predicting, reading, and proving/disproving predictions was effective to improved the students' reading comprehension ability and engaged them in the teaching and learning activities. The implemented of DR-TA especially during the predicting stage taught the students that to comprehend an English text, translating every single word composing the text is not a sole strategy to achieve comprehension. Instead, they may also use their background knowledge to predict the content of the text. Predictions served as their reading purposes which are believed to be one of the strategies to improve comprehension. Besides, the implementation of DR-TA also helped the students to monitor their comprehension through the

predicting and prediction proving/disproving sequence. Through this sequence, the students hypothesized and proved/disproved predictions that they made on their own which eventually resulted in their improved comprehension.

2. The students' ability in reading comprehension by using DRTA strategy is good ability for the students of MAN Kp. Teungoh Langsa. It was caused ; there is an enhancing score that students got. The researcher used experiment class, for using DRTA strategy. The researcher done pre-test before treatment an post test after treatment, score before treatment and score after treatment was different and was significant. The score of pre-test was 46,15 and the score of pos-test was 73,19. In this class, students' reading comprehension ability was different ; some of them have good score while other have bad score. Even though they have varieties score, but total score of students in experiment class is better than control class. On other word, students' reading comprehension ability by using DRTA strategy is better than students' reading comprehension ability without using DRTA strategy.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Basically, learn English reading comprehension is interesting, because students will know the meaning from a word. With use of DRTA strategy, students are easily to determine the intended meaning .

According this research assumed that, DRTA strategy conducted improvement students' ability in reading comprehension. From testing hypothesis was found t $_{calculated}$ is higher than t $_{table}$. The research hypothesis H_a was accepted and H_0 was rejected.

When the researcher conducted the pretest to students the score was 52,69 and after doing treatment which, the score was 73,19. Which shown are improvement. Thus, DRTA strategy improvement students' ability in reading comprehension to the eleventh grade of MAN Kp. Teungoh Langsa.

B. Suggestion

Based on the experiment that the researcher did, here some suggestion :

1. The findings of the research show that DR-TA is believed to be fruitful in improving the students' reading skills. Therefore, it is suggested that English teachers apply and explore more deeply the application of DR-TA in improving the students' reading skills. It is very useful for them to use DR-TA to teach students reading comprehension and to teach them to be critical

readers. Also, English teachers may apply DR-TA not only within a group as what this action research did, but also in pairs or individually considering the students' English proficiency.

2. Teachers should not teach vocabulary their students monotonously, because it made them bored. Sometimes, as teacher is needed sense of humor when teaching. So, the students feel happy and want to pay attention high concentration in their subject when their teacher explains the subject.

3. In learning reading comprehension, dictionaries are needed to facilitate the search for the meaning of words is needed. So parents are expected to pay more attention to the needs of their children in their studies such as buying dictionary, because it is very important when learning reading comprehension.

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