

ABSTRACT

Robbi, Muhammad Arju Ridwani. NIM. 17203153071. 2019. *The Effectiveness of DRTA (Direct Reading Thinking Activity) Strategy towards Reading Comprehension of Recount Text at Eighth Grade of Mts Imam Al Ghozali Panjerrejo Rejotangan*. Thesis. English Education Department. Faculty of Tarbiyah and Teacher Training. State Islamic Institute (IAIN) of Tulungagung. Advisor: Dr. Dwi Astuti Wahyu Nurhayati, S.S.M.Pd.

Keyword: Effectiveness, *DRTA (Direct Reading Thinking Activity) strategy*, Reading Comprehension, Recount text.

Reading is one many activities that makes the reader feels fun or happy. But sometimes it becomes difficult if the reader did not enjoy it. In this context, the difficulty of the students in understanding the content of the reading makes students frustrated and bored. The students' must to be mastery in reading comprehension especially in recount text. DRTA strategy is the example of strategies which can be implemented in teaching EFL students in reading class.

The formulation of research problem was "Is DRTA (Direct Reading Thinking Activity) Strategy effective on the students reading comprehension of recount text at eight grade of MTS Imam AL Ghozali". The researcher used the pre-experimental as a research design with quantitative approach. The population of this research was students' of MTs Imam Al Ghozali Panjerrejo Rejotangan. The researcher took the sample were second grade of MTs Imam Al Ghozali Panjerrejo Rejotangan consisted 25 students. The research instrument in this research was in form of test. the researcher analysis the data used T-test.

The finding showed that DRTA (Direct Reading Thinking Activity) Strategy was effective used in teaching reading recount text at the second grade of MTs Imam Al Ghozali Panjerrejo Rejotangan. The effectiveness of DRTA (Direct Reading Thinking Activity) Strategy can be shown in the following points: 1) the mean score of students before taught by using DRTA (Direct Reading Thinking Activity) Strategy was 60.48 and the mean score of students after taught by using DRTA (Direct Reading Thinking Activity) Strategy was 85.28. 2) the result of t-test at significance level of 0.05 showed that the significant values (sig-2 tailed) was 0.00 smaller than 0.05 ($0.00 < 0.05$). The result means that there is significant different in reading comprehension recount text of the students' taught by using DRTA (Direct Reading Thinking Activity) Strategy. This research has some delimitation such as: the sound system of media doesn't work, the short time for treatment.

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Membaca adalah salah satu dari banyak kegiatan yang membuat pembaca senang ataupun bahagia. Namun terkadang menjadi sulit jika pembaca tidak menikmatinya. Dalam konteks ini, kesulitan siswa dalam memahami isi bacaan membuat siswa frustrasi dan bosan. Siswa harus menguasai penguasaan membaca terutama dalam teks recount. Strategi DRTA adalah contoh strategi yang dapat diterapkan dalam mengajar siswa yang mempelajari bahasa Inggris di kelas membaca.

Rumusan masalah penelitian adalah "Apakah DRTA (Direct Reading Thinking Activity) Strategi efektif pada siswa membaca pemahaman teks recount di delapan kelas MTS Imam AL Ghozali". Peneliti menggunakan pra-eksperimental sebagai desain penelitian dengan pendekatan kuantitatif. Populasi penelitian ini adalah siswa MTs Imam Al Ghozali Panjerrejo Rejotangan. Peneliti mengambil sampel berupa siswa kelas dua MTs Imam Al Ghozali Panjerrejo Rejotangan yang terdiri dari 25 siswa. Instrumen penelitian dalam penelitian ini adalah tes. Peneliti menganalisis data menggunakan uji-T.

Temuan menunjukkan bahwa Strategi DRTA (Direct Reading Thinking Activity) efektif digunakan dalam mengajar membaca teks recount di kelas dua MTs Imam Al Ghozali Panjerrejo Rejotangan. Efektivitas Strategi DRTA (Direct Reading Thinking Activity) dapat ditunjukkan dalam poin-poin berikut: 1) skor rata-rata siswa sebelum diajarkan dengan menggunakan DRTA (Direct Reading Thinking Activity) Strategi adalah 60,48 dan skor rata-rata siswa setelah diajarkan dengan menggunakan Strategi DRTA (Direct Reading Thinking Activity) adalah 85,28. 2) hasil uji-t pada tingkat signifikansi 0,05 menunjukkan bahwa nilai signifikan (sig-2 tailed) adalah 0,00 lebih kecil dari 0,05 ($0,00 < 0,05$). Hasilnya berarti bahwa ada perbedaan yang signifikan dalam membaca teks recount pemahaman siswa yang diajarkan dengan menggunakan DRTA (Direct Reading Thinking Activity) Strategi. Penelitian ini memiliki beberapa batasan seperti: speaker dari media tidak berfungsi, waktu pelaksanaan strategi DRTA yang singkat.