

**A COMPARATIVE STUDY IN TEACHING READING BY
USING DRTA (DIRECT READING THINKING ACTIVITY)
AND KWL (KNOW-WANT-LEARN) METHOD AT SECOND
YEAR STUDENTS OF MTsN KANIGORO KRAS KEDIRI IN
THE ACADEMIC YEAR 2013/2014**

THESIS

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Pendidikan Islam in English Education Department



By

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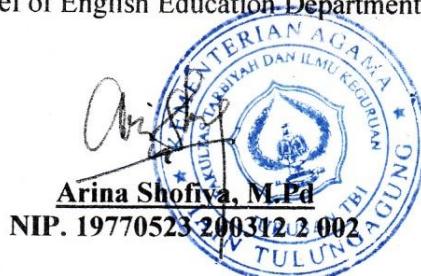
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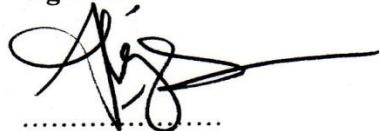
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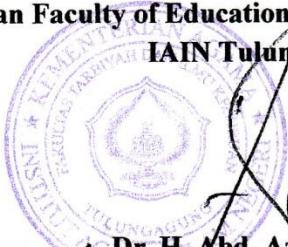
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MOTTO

**“LIFE WITHOUT KNOWLEDGE IS LIKE WALKING
ON THE DARK”**

DEDICATION

This thesis is dedicated to:

- ❖ *My “great” parents, Mr. IMAM SAHADI and Mrs. SITI FATIMAH, for their biggest support and hours of patience. Deeply, no words can represent my grateful feeling for all you both have done for me.*
- ❖ *My beloved grandmother who always guide me to be better person.*
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- ❖ *My best friends (latif, Nisak, Tya, erlin, ncus), Thank you for our inspiring friendship, both in finishing this thesis and our wonderful time for these years of togetherness.*
- ❖ *All of my classmates of TBI-A*
- ❖ *My Almamater IAIN Tulungagung*

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State that the thesis entitled “ A Comparative Study in Teaching Reading by Using DRTA (Direct Reading Thinking Activity) and KWL (Know- Want-Learn) Method at Second Year of Students MTsN Kanigoro Kras Kediri in the Academic Year 2013/2014” is truly my original work and helped by the expert of this matter. It is written and published as the requirement for the degree of Sarjana Pendidikan Islam in English Education Department, Faculty of Education and Teacher Training, State Islamic Institute (IAIN) Tulungagung in the academic year 2013/2014. Due to the fact, I am responsible for this thesis, if there is any objection or claim from other.

Tulungagung, July 11th 2014

The writer

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ABSTRACT

Faizah, Ismiatul. Registered Number Students. 3213103018. 2014. A Comparative Study in Teaching Reading by Using DRTA (Direct Reading Thinking Activity) and KWL (Know – Want – Learn) Method at Second Year Students of MTsN Kanigoro Kras Kediri in the Academic Year 2013/2014. Thesis. English Education Department. State Islamic Institute (IAIN) Tulungagung. Advisor : Faizatul Istiqomah, M.Ed.

Key words : DRTA (Direct Reading Thinking Activity) method, KWL (Know – Want – Learn) method, reading comprehension.

Reading may be considered as the most difficult skill that the students think. Therefore reading is the important skill that must be owned by the students. If the students understand what they read probably they will get much knowledge or easily to get some informations based on the text. In addition, many students have difficulty in comprehending the text especially narrative text if without have enough vocabulary. Facing those problem, it can be avoided by using stimulus from the teacher and the suitable method should be created in teaching and learning to help the students in comprehending text. In this reserach, two of the methods used in teaching reading are DRTA (Direct Reading Thinking Activity) and KWL (Know – want – learn) and then the result of two methods above will be compared.

The formulation of the research problems were : 1) How is the student's score in reading taught by using DRTA method? 2) How is the student's score in reading taught by using KWL method? 3) Which one is more effective between Direct Reading Thinking Activity (DRTA) or Know – Want - Learn (KWL) in teaching reading to improve the students achievement in reading comprehension?

The purpose of this study were to : 1) know how is the student's score in reading taught by using DRTA., 2) know how is the student's score in reading taught by using KWL, 3) find out Which one is more effective between Direct Reading Thinking Activity (DRTA) or Know – Want - Learn (KWL) in teaching reading to improve the students achievement in reading comprehension.

Research method: 1) the research design in this study was comparative design with quantitative approach, 2) the population of this research was all students of second year at MTsN Kanigoro Kras Kediri, 3) the sample were VIII^E class consisting of 42 students and VIII^I class consisting of 39 students, 4) the research instrument was test, 5) the data analysis was using T test.

The result showed that the student's score taught by using DRTA (Direct reading thinking activity) was 87 while the score taught by using KWL (Know – want - learn) method was 80. The T_{count} was 4,987. It was higher than t_{table} at either 5% or 1% significant level. In the 5% level, the value was 1,99 while in 1% was 2,64. So the value was significant at level 1% or 5%. It can be seen that

$1,99 < 4,987 > 2,64$. This mean that H_a which states that there is significant different score in teaching reading by using DRTA (Direct Reading Thinking Activity) and KWL (Know – Want – Learn) method at second year students of MTsN Kanigoro Kediri in the academic year 2013/2014 is accepted. Whereas, H_o which states that there is no significant different score in teaching reading by using DRTA (Direct Reading Thinking Activity) and KWL (Know – Want – Learn) method at second year students of MTsN Kanigoro Keras Kediri in the academic year 2013/2014 is rejected. In other words, DRTA (Direct Reading Thinking Activity) is more effective method than KWL (Know – Want – Learn) method in teaching reading at Junior High School level.

ABSTRAK

Faizah, Ismiatul. NIM. 3213103018. *A Comparative Study in Teaching Reading by Using DRTA (Direct Reading Thinking Activity) and KWL (Know – Want – Learn) Method at Second Year Students of MTsN Kras Kanigoro Kediri in the Academic Year 2013/2014.* Thesis. Program Pendidikan Bahasa Inggris. Institute Agama Islam Negeri (IAIN) Tulungagung. Pembimbing:Faizatul Istiqomah, M.Ed.

Kata kunci : metode Direct Reading Thinking Activity (DRTA), metode Know – Want – Learn (KWL) , pemahaman membaca

Latar belakang : memahami sebuah teks dalam proses membaca bisa diartikan sebagai keahlian yang paling sulit dirasa oleh sebagian siswa. Selain itu membaca merupakan keahlian yang sangat penting yang harus dimiliki oleh masing masing siswa. Jika siswa mampu memahami apa yang mereka baca maka mereka akan mendapatkan pengetahuan atau dengan mudah memperoleh informasi berdasarkan tekt bacaan tersebut. Selain itu, banyak siswa yang merasa kesulitan dalam memahami tekt jika tidak didasari dengan kosa kata yang cukup. Permasalahan itu bisa dihindari dengan menstimulus murid menggunakan metode yang sesuai dengan pengajaran dan pembelajaran untuk membantu siswa dalam memahami teks. Dalam penelitian ini, peneliti menggunakan dua metode yaitu metode DRTA dan metode KWL dalam proses pembelajaran membaca siswa yang kemudian akan dibandingkan untuk mengetahui metode yang lebih efektif dalam proses belajar mengajar pemahaman membaca siswa..

Rumusan masalah dalam penelitian ini adalah : 1) bagaimana nilai siswa dalam proses pemahaman membaca dengan menggunakan metode DRTA?, 2) Bagaimana nilai siswa dalam proses pemahaman membaca dengan menggunakan metode KWL ?, 3) metode apa yang lebih effektif diantara 2 metode yaitu metode DRTA dan KWL di dalam pembelajaran membaca siswa?

Tujuan dari penelitian ini adalah : 1) untuk mengetahui nilai siswa dalam proses pemahaman membaca dengan menggunakan metode DRTA, 2) untuk mengetahui nilai siswa dalam proses pemahaman membaca dengan menggunakan metode KWL , 3) Untuk mengetahui salah satu metode yang lebih effektif diantara metode DRTA dan KWL dalam pembelajaran membaca siswa.

Metode penelitian : 1) rancangan penelitian yang digunakan oleh peneliti adalah rancangan komparatif dengan menggunakan pendekatan quantitative, 2) populasi dari penelitian ini adalah seluruh kelas VIII dari MTsN Kanigoro Kediri, 3) sampel dari penelitian ini adalah kelas VIII E yang terdiri dari 42 siswa dan kelas VIII I yang terdiri dari 39 siswa, 4) instrument yang digunakan adalah test, 5) dan data ini dianalisis menggunakan T test

Hasil dari penelitian ini menunjukkan bahwa nilai siswa dalam membaca menggunakan metode DRTA adalah 87 sedangkan nilai siswa dengan menggunakan metode KWL adalah 80. T_{hitung} adalah 4,987. T_{hitung} tersebut lebih

besar pada level signifikan 1% maupun 5%. 2,64 menempati pada level signifikan 1% sedangkan Nilai 1,99 menempati pada level signifikan 5%. Sehingga nilai tersebut dapat dikatakan menempati level signifikan 1% maupun 5%. Hal itu dapat dibuktikan bahwa $1,99 < 4,987 > 2,64$. Itu berarti H_a yang menyatakan terdapat perbedaan nilai yang signifikan pada pembelajaran pemahaman membaca menggunakan metode DRTA dan metode KWL pada siswa kelas VIII MTsN Kanigoro Keras Kediri tahun ajaran 2013/2014 adalah diterima. Sedangkan H_0 yang menyatakan tidak terdapat perbedaan nilai yang signifikan pada pembelajaran pemahaman membaca menggunakan metode DRTA dan metode KWL pada siswa kelas VIII MTsN Kanigoro Keras Kediri tahun ajaran 2013/2014 adalah ditolak. Selain itu metode DRTA merupakan sebuah metode yang lebih efektif dari pada KWL dalam pembelajaran membaca pada level tingkat SMP.

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The writer realizes that this research is far from being perfect. Therefore, any constructive criticism and suggestion will be gladly accepted.

Tulungagung, July 12th 2014

The writer

TABLE OF CONTENT

Cover	i
Advisor's Approval Sheet	ii
Board of Examiners' Approval Sheet	iii
Motto	iv
Dedication	v
Declaration of Authorship	vi
Abstract	vii
Acknowledgement	xii
Table of Content.....	xii
List of Tables.....	xvii
List of Appendices	xviii
List of Figures	xix

CHAPTER I : INTRODUCTION

A. Background of the Research	1
B. Research Problems	6
C. Objectives of the Research	7
D. Research Hypothesis	7
E. Significance of the Research	7
F. Scope and Limitation of the Research	8
G. Definition of Key Term.....	9
H. The Organization of the Research.....	10

CHAPTER II : REVIEW OF THE LITERATURE

A. The Nature of Reading	11
B. The Definition of Teaching	13
1. Strategy of Teaching Reading.....	15
a. Pre - Reading	15
b. While - Reading	16
c. Post- Reading	16
2. Reading Skill Exercises	16
a. Skimming	17
b. Scanning.....	18
c. Thorough comprehension.....	19
d. Critical Reading	19
3. Types of Reading	20
a. Intensive Reading.....	20
b. Extensive Reading.....	21
c. Aloud Reading.....	22
d. Silent Reading	23
4. The Principle of Teaching Reading	23
5. Component in Teaching Reading.....	25
a. The Goal of the Learning	25
b. Interesting Activities and Material in the Class	26
c. Teacher	27

d. Media.....	28
e. Evaluation.....	29
C. Teaching Reading by Using DRTA	30
1. Definition of DRTA	30
2. The Purpose in Using DRTA	31
3. Some Consideration in Teaching Reading by Using DRTA	32
4. Steps in Using DRTA	33
D. Teaching Reading by Using KWL.....	34
1. Definition of KWL Method	34
2. Steps in using KWL Method.....	35
E. Previous Study	36

CHAPTER III: RESEARCH METHOD

A. Research Design.....	39
B. Population, Sample, and Sampling.....	40
C. Research Variable.....	42
D. Data Source	43
E. Data Collecting Method and Research Instrument.....	44
1. Data Collecting Method	44
2. Research Instrument.....	45
F. Validity and Reliability Testing	46

1. Validity Testing.....	46
2. Reliability Testing.....	47
G. Normality and Homogeneity Testing.....	49
1. Normality Testing	49
2. Homogeneity Testing	50
H. Data Analysis	51
1. Descriptive Statistic	51
2. Inferensial Statistic.....	53

CHAPTER IV: RESEARCH FINDING AND DISCUSSION

A. Description of the data	55
1. The Student's Reading Ability in Comprehending Narrative Text after being Taught Using DRTA (Direct Reading Thinking Activity) Method.....	55
2. The Student's Reading Ability in Comprehending Narrative Text after being Taught Using KWL (Know – Want – Learn) Method.....	60
3. The Differences the Student's Achievement when They are Taught by Using DRTA and KWL Method	64
B. Hypothesis Testing.....	70
C. Discussion	71
1. The Discussion of Student's Reading Ability Taught	

by Using DRTA (Direct Reading Thinking Activity) Method	71
2. The Discussion of Student's Reading Ability Taught by Using KWL (Know – Want – Learn) Method	73
3. The Discussion of between Student's Reading Ability Taught by Using DRTA (Direct Reading Thinking Activity) and KWL (Know – Want – Learn) Method	75

CHAPTER V: CONCLUSION AND SUGGESTION

A. Conclusion.....	77
B. Suggestion	78
1. For the Teacher	78
2. For the Students	79
3. For the Next Researcher.....	79
REFERENCES	81

APPENDICES

THE RESEARCHER'S CURRICULUM VITAE

List of Tables

Table	Page
3.1 Reliability Statistic	48
3.2 Cronbach's Alpha Interpretation Based on Triton	48
3.3 Normality Using One Sample Kolmogorov Smirnov	49
3.4 Homogeneity Testing	50
4.1 Table Frequency of Posttest Using DRTA Method	57
4.2 Table Statistic Data of Posttest Using DRTA Method	58
4.3 Table Categorization Score of Posttest Using DRTA Method	59
4.4 Table Frequency of Posttest Using KWL Method	61
4.5 Table Statistic Data of Posttest Using KWL Method	62
4.6 Table Categorization Score of Posttest Using KWL Method	63
4.7 Statistic Significant Different Score Using DRTA and KWL	65
4.8 Differences of Score Taught by Using DRTA and KWL Method	66
4.9 Table of Group Statistic	68
4.10 Table of Independent Sample Test	69

List of Appendices

- Appendix 1 Syllabus
- Appendix 2 Lesson Plan
- Appendix 3 Material of Doing Treatment
- Appendix 4 Posttest Question
- Appendix 5 Analyzed Item of Try Out
- Appendix 6 Table of T-Distribution

List of Figures

Figure	Page
4.1 Histogram of Posttest Using DRTA Method	57
4.2 Histogram Categorization Posttest Using DRTA Method	59
4.3 Histogram of Posttest Using KWL Method	61
4.4 Histogram Categorization Posttest Using KWL Method	63
4.5 Histogram Categorization Posttest Using DRTA and KWL	67