

ABSTRACT

Jaya, Winda Lestari. Registered Number. 1723143193. 2018. *The Effectiveness Of Using Directed Reading Thinking Activity (DRTA) strategy Strategy On Students' Reading Comprehension Ability of Second Grade At MTs Ma'arif BakungUdanawu* Sarjana Thesis. English Education Department, Faculty Tarbiyah and Teacher Training. State Islamic Institute (IAIN) of Tulungagung. Advisor: Faizatul Istiqomah M. Ed.

Key Word: Effectiveness, DRTA strategy, Reading Comprehension.

Reading is one important skill to absorb information in daily life to follow development of the age and reading is also learned in education at the school because most of knowledge is obtained by reading. But the difficulty of the students in understanding the content of the reading makes students frustrated and bored. The interesting strategy is needed to teach them. Thus, the researcher is interested in finding out the effects treatments of DRTA strategy in teaching reading comprehension.

The research problems are: 1) "How is the students' reading comprehension ability without being taught by using Direct Reading Thinking Activity (DRTA) strategy?". 2) "How is the students' reading comprehension with being taught by using Directed Reading Thinking Activity (DRTA) strategy?". 3) "Is there any significant different score on student's reading comprehension ability without and with being taught Directed Reading Thinking Activity (DRTA) strategy?".

The research objectives are: 1) To know the students' reading comprehension ability without being taught by using Direct Reading Thinking Activity (DRTA) strategy. 2) To know students' reading comprehension ability with being taught by using Directed Reading Thinking Activity (DRTA) strategy. 3) To find out whether there is any significant different score on student's reading comprehension ability without and with being taught Directed Reading Thinking Activity (DRTA) strategy.

This research used quasi experimental research with quantitative approach. The population was all students of eight grade that consist of 306 students. The researcher took the eight grade of G and H classes as the samples. The instrument of this research was test reading using (pre-test and post-test). Data analysis of this research was using Independent Samples T test with SPSS 16.0.

The research finding in this research showed the difference between the mean of students' reading comprehension ability score when they are taught without using DRTA strategy (61.50) and when they are taught using DRTA strategy (71.73). And the results of SPSS, the significant value is $0.001 < 0.05$. It mean (H_0) is rejected and (H_a) is accepted. Based on the result above, the alternative hypothesis (H_a) that state is significant difference of students' reading comprehension ability by using DRTA strategy is accepted, while the null hypothesis (H_0) states there is no significant difference of students' reading comprehension ability by using DRTA strategy is rejected.

Finally, it can be concluded that Directed Reading Thinking Activity (DRTA) strategy is effective to teach reading comprehension ability for eight graders of MTs Ma'arif Bakung Udanawu.

ABSTRAK

Jaya,Winda Lestari. NIM. 1723143193. 2018. *The Effectiveness Of Using Directed Reading Thinking Activity (DRTA) strategy Strategy On Students'Reading Comprehension Ability of Second Grade At MTs Ma'arif BakungUdanawu.* Program S1. Tadris Bahasa Inggris. Institut AgamaIslam Negeri (IAIN) Tulungagung. Pembimbing: Faizatul Istiqomah M. Ed.

Kata Kunci: Keefektifitasan, Strategi DRTA, Pemahaman Membaca

Membaca adalah salah satu keahlian penting untuk menyerap informasi dalam kehidupan sehari-hari guna mengikuti langkah perkembangan zaman dan membaca juga dipelajari di pendidikan sekolah karena sebagian besar pengetahuan diperoleh dari membaca. Tapi kesulitan siswa dalam memahami isi bacaan membuat siswa – siswa putus asa dan bosan. Strategi yang menarik dibutuhkan untuk mengajar mereka. Oleh karenanya, penulis tertarik untuk mengetahui keefektifan menggunakan DRTA strategy dalam pengajaran kemampuan pemahaman membaca.

Rumusan masalah penelitian ini adalah 1)“Bagaimana kemampuan pemahaman membaca siswa tanpa diajar menggunakan strategi DRTA?”. 2) “Bagaimana kemampuan pemahaman membaca siswa ketika diajar menggunakan strategi DRTA?”. 3) “apakah ada perbedaan yang signifikan dalam kemampuan pemahaman membaca siswa yang diajar dengan menggunakan strategi DRTA dan tanpa menggunakan strategi DRTA?.

Tujuan penelitian ini adalah 1) untuk mengetahui kemampuan pemahaman membaca siswa tanpa diajar menggunakan strategi DRTA. 2) Untuk mengetahui kemampuan membaca siswa ketika mereka diajar menggunakan strategi DRTA. 3) Untuk mengetahui apakah ada perbedaan yang signifikan dalam kemampuan pemahaman membaca siswa yang diajar dengan menggunakan strategi DRTA dan tanpa menggunakan strategi DRTA.

Penelitian ini menggunakan quasi experimental research dengan menggunakan quantitative. Populasinya semua siswa kelas delapan MTs Ma'arif Bakung Udanawu adalah 306 siswa. Peneliti menggunakan kelas delapan G dan H sebagai sampel. Instrumen dalam penelitian ini menggunakan tes membaca (pre-test dan post-test). Analisis data dalam penelitian ini menggunakan Independent smapel T test SPSS 16.0.

Temuan dari penelitian ini menunjukkan perbedaan antara nilai rata-rata dari kemampuan pemahaman membaca siswa ketika mereka diajar tanpa menggunakan strategi DRTA (61, 50) dan ketika mereka diajar menggunakan strategi DRTA (71,73). Dan hasil dari SPSS dapat diketahui bahwa nilai significant adalah $0.001 < 0.05$. Hal itu berarti pernyataan (H_0) ditolak dan (H_a) di diterima. Alternative hypothesis (H_a) menyatakan bahwa ada perbedaan yang significant pada pemahaman siswa membaca dengan menggunakan strategi DRTA, sedangkan null hypothesis (H_0) menyatakan bahwa tidak ada perbedaan yang signifikan pada pemahaman siswa dengan menggunakan strategi DRTA.

Berdasarkan hasil diatas dapat disimpulkan bahwa strategi DRTA effektif untuk mengajar pemahaman membaca siswa kelas delapan di MTs Ma'arif Bakung Udanawu.