



**IMPROVING THE ELEVENTH GRADE STUDENTS' READING  
COMPREHENSION ACHIEVEMENT BY USING DIRECTED READING -  
THINKING ACTIVITY (DR-TA) STRATEGY AT MAN 2 SITUBONDO  
IN THE 2007/2008 ACADEMIC YEAR**

**THESIS**

**Composed as One of the Requirements to Obtain S1 Degree at The English  
Education Program of The Language and Arts Education Department of The  
Faculty of Teacher Training and Education of Jember University**

**By**

**LULUK LAILATUL HIKMAH**

**NIM. 020210401314**

**ENGLISH EDUCATION PROGRAM  
THE FACULTY OF TEACHER TRAINING AND EDUCATION  
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## **MOTTO**

Reading is to the mind what exercise is to the body  
*(Richard Steele)*

The best way to overcome difficulties and troubles is to go through them  
*(Anonymous)*

## DEDICATION

This thesis is honorably dedicated to:

1. My beloved parents, *Shohib Maskuri* and *Siti Maryam*.
2. My dearest sisters and brothers *Binti*, *Sadali*, *Haris*, and *Ani*.
3. My beloved nieces and nephew *Adi*, *Arum*, *Antika*, *Ganing* and *Ganang*.

## **CONSULTANT APPROVAL SHEET**

### **IMPROVING THE ELEVENTH GRADE STUDENTS' READING COMPREHENSION ACHIEVEMENT BY USING DIRECTED READING - THINKING ACTIVITY (DR-TA) STRATEGY AT MAN 2 SITUBONDO IN THE 2007/2008 ACADEMIC YEAR**

#### **THESIS**

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## ACKNOWLEDGEMENT

First and foremost, I would like to express my greatest gratitude to Allah SWT, The Almighty, who has granted me the blessing, and mercy so that I am able to finish the thesis entitled “ Improving the Eleventh Grade Students’ Reading Comprehension Achievement by Using Directed Reading – Thinking Activity (DR-TA) Strategy at MAN 2 Situbondo in the 2007/2008 Academic Year”.

In relation to the writing and finishing of this thesis, I would like to express the deepest appreciation and sincere thanks to the following people:

1. The Dean of the Faculty of Teacher Training and Education.
2. The Chairperson of the Language and Art Education Department.
3. The Chairperson of the English Program of the Faculty of Teacher Training and Education.
4. My Consultants Dra. Siti Sundari, MA and Drs. Bambang Arya WP, Dip. Ed, who have given me some suggestions and careful correction in finishing this thesis.
5. The Principal of MAN 2 Situbondo who has given me permission to conduct the research.
6. The English teacher of the eleventh grade students of MAN 2 Situbondo who helped me to conduct the research.
7. My beloved Almamater, Jember University.

Finally, I hope this research provides advantages to the readers. Any criticism and input from the readers for the improvement of this thesis would be appreciated.

Jember, 2008

The Writer

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## SUMMARY

**Improving the Eleventh Grade Students' Reading Comprehension Achievement by Using Directed Reading - Thinking Activity (DR-TA) Strategy at MAN 2 Situbondo in the 2007/2008 Academic Year;** Luluk Lailatul Hikmah, 020210401314, 2008, 64 pages, English Education Program, Language and Arts Department, The Faculty of teacher Training and Education, Jember University.

Reading is a process of gaining meaning, knowledge, and information from the printed page. It means that, in reading, the readers are encouraged to have active construction of meaning when interacting with the text. Therefore, after reading, readers should understand the writer's message in the form of meaning and get the information needed. In fact, many students still experienced difficulties in comprehending a reading text, particularly when they have to comprehend words, sentences, paragraphs, and a text. Thus, Directed Reading - Thinking Activity (DR-TA) strategy is believed as an alternative teaching strategy that can be used to solve the students' problem in reading.

The DR-TA strategy was conceptualised and refined by Russell Stauffer in 1969. The DR-TA strategy was chosen as the alternative strategy in the teaching learning process of reading under the reason that this strategy is useful to promote the students' comprehension of selection. This strategy guides the students through the process of reading text by understanding and thinking about the text. By using DR-TA strategy, the students will think, understand, and remember the material they have read easier.

This study employed a classroom action research design with cycles model. This study aims at improving the students' reading comprehension achievement by using Directed Reading Thinking Activity (DR-TA) strategy at MAN 2 Situbondo in the 2007/2008 academic year. The steps developed in this classroom action research covered a sequence of steps, namely the planning of the action, implementation of the

action, class observation and evaluation, and reflection of the action. This research was conducted at MAN 2 Situbondo from September 3<sup>rd</sup>, 2007 up to October 4<sup>th</sup>, 2007. It was done in collaboration with the English teacher. The doer of the actions was the researcher, and the observer was the English teacher. This research was conducted in two cycles in which each cycle consisted of three meetings including the test. The research subject was class XI IPA 2 since this class had the lowest mean score of reading comprehension pre test that was 40, 67. The primary data about the students' reading comprehension achievement was collected by conducting reading comprehension achievement test, while observation was collected by using observation checklist. The collected data were analysed by descriptive quantitative. The criteria used to evaluate the success of the action were as follows: (1) The mean score of the students' reading test result fulfilled the target mean score in this research that was in the good category (70-79) or more, (2) 75% of the research subjects achieved good score category or more of reading comprehension achievement (70-79 or more), and (3) 75% of the research subjects were actively involved in the teaching learning process of reading by using DR-TA strategy.

The mean score of reading comprehension test in cycle 1 was 67.2 (fair category). Meanwhile, the percentage of the students who got good scores (70-79) or more was only 63%. Moreover, the result of observation in cycle 1 revealed that was 66.7% of the subjects were actively involved in the teaching learning process of reading by using DR-TA strategy. The results above had not achieved the target of this research. Thus, the action was continued in cycle 2 by revising the teaching technique. In cycle 2, the researcher asked the students to do the activities in groups in the reading lesson.

The result of action in cycle 2 showed significant improvement. In this cycle, the mean score of reading comprehension achievement was better (M=71.2) than in cycle 1 (M=67.2). Besides, the percentage of the students who got good score (70-79) or more was also increased from 63% in cycle 1 to 76.7% in cycle 2. Additionally,

the result of observation checklist showed that 86.7% of the subjects were active during the reading lesson. It means that, the target of this research had been fulfilled in cycle 2.

From the result above, it can be concluded that Directed Reading - Thinking Activity (DR-TA) strategy could improve the students' reading comprehension achievement and could made the students actively involved in the teaching and learning process of reading. Therefore, the English teacher is suggested to use DR-TA strategy as an alternative teaching strategy of reading that can be used either to improve the students' reading comprehension achievement or to make the students actively involved in the reading lesson.