



**THE EFFECT OF USING DIRECTED READING THINKING ACTIVITY
(DRTA) STRATEGY ON READING COMPREHENSION ACHIEVEMENT
OF THE TENTH GRADE STUDENTS AT SMAN ARJASA JEMBER**

IN THE 2012/2013 ACADEMIC YEAR

THESIS

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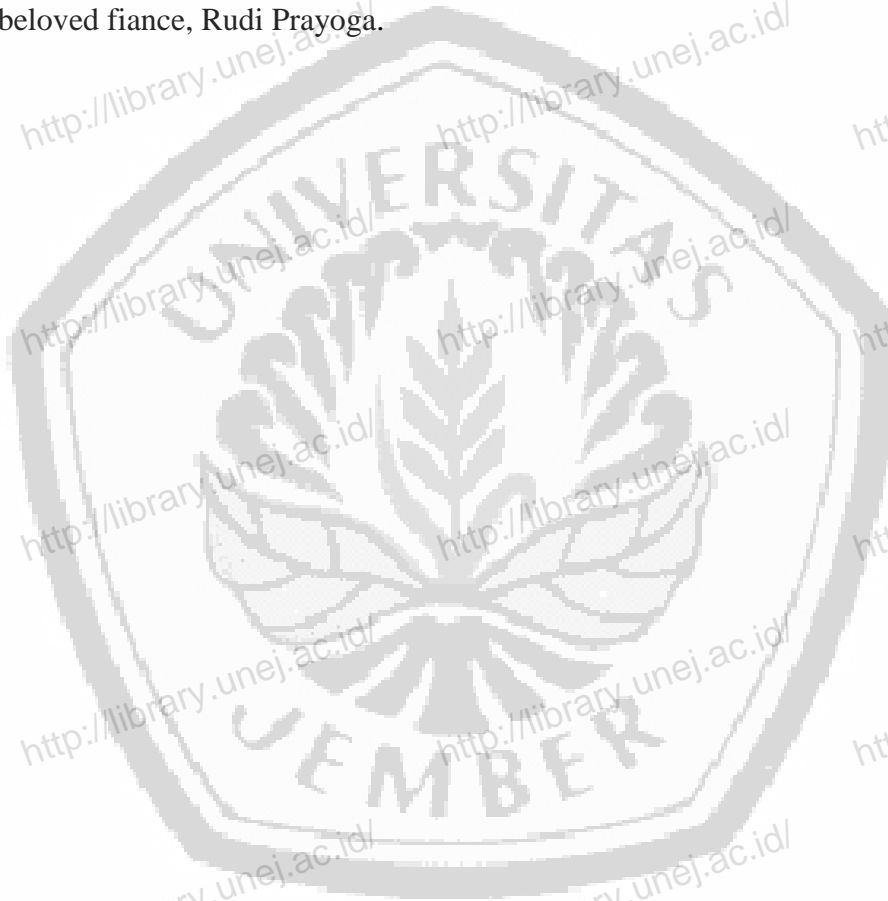
DEDICATION

This thesis is honorably dedicated to the following people:

My beloved parents, Muhamad Arifin and Junaidah;

My lovely brothers, Bagus Aditiawan and Lilo Hafiz Ramadhan;

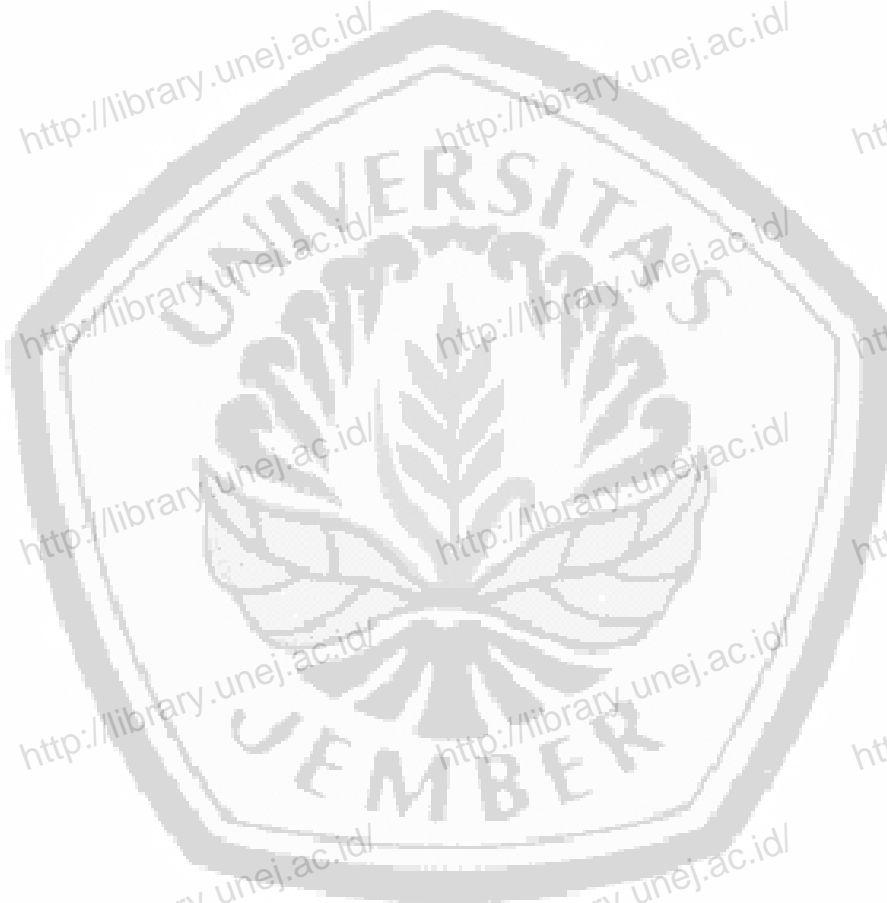
My beloved fiance, Rudi Prayoga.



MOTTO

Read more, learn more. *)

A pessimist sees the difficulty in every opportunity; an optimist sees the opportunity
in every difficulty. **)



*) Topz D Luffy

**) Winston Churchill, UK Prime Minister at the World War II

STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an Original and authentic piece of work by the author himself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is the result of work which has been carried out once that official commencement date of the approved thesis title, this thesis has not been submitted previously, in whole or in part, to qualify for any other academic award, ethics procedures and guidelines of thesis writing from the university and the faculty have been followed.

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THE EFFECT OF USING DIRECTED READING THINKING ACTIVITY (DRTA) STRATEGY ON READING COMPREHENSION ACHIEVEMENT OF THE TENTH GRADE STUDENTS AT SMAN ARJASA JEMBER IN THE 2012/2013 ACADEMIC YEAR

THESIS

Composed to fulfill one of the requirements to obtain S1 Degree at the English
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SUMMARY

The Effect of Using Directed Reading Thinking Activity (DRTA) Strategy on Reading Comprehension Achievement of The Tenth Grade Students at SMAN Arjasa Jember in The 2012/2013 Academic Year; Galuh Eka Yunita, 080210491023; 2013:56 pages; English Education Program of Language and Arts Education department, the Faculty of Teacher Training and Education, Jember University.

Reading in English as a Foreign Language (EFL) contributes a part of essential skills to be taught besides the other skills. In other words, reading almost dominates all the students' activities before having other skills. Concerning reading, Carrel *et. al* (1995:1) state that "For many students, reading is by far the most important of the four skills in a foreign language". Through reading, students are able to learn speaking, listening, and writing. Grellet (1996:3), states that reading comprehension is the process of understanding a written text. When students read a written text, they must be able to get all the information from the text. Furthermore, they must comprehend the words, sentences, and paragraphs in order to gain the meaning of the whole text. As stated by Hennings, (1997:269) reading requires understanding words, sentences, and paragraphs to comprehend more complex meaning.

This research was an experimental research. This research was conducted to investigate the effect of using Directed Reading Thinking Activity (DRTA) strategy on reading comprehension achievement of the tenth grade students at SMAN Arjasa Jember in the 2012/2013 academic year. The population of this research was the tenth year students of SMAN Arjasa Jember in the 2012/2013 academic year. Homogeneity test was done to know the homogeneity of the population and to determine the research samples. The result of the homogeneity test was analyzed

using ANOVA and the result showed that ' F_0 ' was higher than F table ($5.14 > 2.05$). It means that the population was heterogeneous. Thus, two classes which had the closest mean score were chosen as the respondents of the research. The calculation revealed that two classes which had the closest mean score were X-1 and X-2. The total number of the respondents was 76 students that consisted of 38 students of X-1 as the experimental group that was taught reading by using Directed Reading Thinking Activity (DRTA) strategy, while the control group consisted of 38 students of X-2 that was taught reading by using Question-Answer strategy.

The primary data of this research were collected from the students' score of reading comprehension test, while the supporting data of this research were gained through interview and documentation. The primary data were collected and then analyzed by using t-test formula. The result indicated that the value of t-statistic was 2.86, while the t-table with the significant level of 5% and the degree of freedom (Df) of 74 was 1.67. The value of t-test was 2.86 and it was higher than 1.67 ($2.86 > 1.67$). Therefore, the null hypothesis (H_0) which was formulated: "there is no significant effect of using Directed Reading Thinking Activity (DRTA) strategy on the tenth grade students' reading comprehension achievement at SMAN Arjasa Jember in the 2012/2013 academic year" was rejected. On the other hand, the formulated alternative hypothesis (H_a): "there is a significant effect of using Directed Reading Thinking Activity (DRTA) strategy on the tenth grade students' reading comprehension achievement at SMAN Arjasa Jember in the 2012/2013 academic year" was accepted.

The research results proved that there was a significant effect of using Directed Reading Thinking Activity (DRTA) strategy on the tenth grade students' reading comprehension achievement at SMAN Arjasa Jember in the 2012/2013 academic year. Therefore, it is recommended for the English teacher to apply Directed Reading Thinking Activity (DRTA) strategy as an alternative strategy in teaching reading.

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3. The Chairperson of the English Education Program,
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5. The Examination Committee.
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Finally, I feel indebted to all of those who gave positive comments for the improvement of this thesis.

Jember, 27 May 2013

Writer

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