



**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
JEMBER UNIVERSITY
2008**



**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

By

LULUK LAILATUL HIKMAH

NIM. 020210401314

**ENGLISH EDUCATION PROGRAM
THE FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2008**

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

Presented 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:

Name : Luluk Lailatul Hikmah
Identification Number : 020210401314
Level of Class : 2002
Department : Language and Arts
Program : English Education
Place of Birth : Kediri
Date of Birth : March 23th, 1982

Approved by

The first consultant

The second consultant

Dra. Siti Sundari, MA
NIP. 131 759 842

Drs. Bambang Arya WP, Dip. Ed
NIP. 131 759 833

APPROVAL OF EXAMINATION COMMITTEE

This thesis is approved and received by the examination committee of The Faculty of Teacher Training and Education of Jember University.

Day : Wednesday

Date : January 9th, 2008

Place : The Faculty of Teacher Training and Education

Examiner Team

The Chairperson,

The Secretary,

Drs. Bambang Suharjito, M. Ed

NIP. 131 832 333

Drs. Bambang Arya WP, Dip. Ed

NIP. 131 759 833

The Members:

Signatures,

1. Drs. Sugeng Ariyanto, MA

NIP. 131 658 398

(.....)

2. Dra. Siti Sundari, MA

NIP. 131 759 842

(.....)

The Faculty of Teacher Training and Education
The Dean,

Drs. H. Imam Muchtar, S.H, M. Hum

NIP. 130 810 936

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

TABLE OF CONTENTS

TITTLE	i
MOTTO	ii
DEDICATION	iii
CONSULTANT APPROVAL SHEET	iv
APPROVAL OF THE EXAMINATION COMMITTEE	v
ACKNOWLEDGEMENT	vi
TABLE OF CONTENTS	vii
THE LIST OF TABLES	xi
LIST OF APPENDICES	xii
SUMMARY	xiii
CHAPTER 1. INTRODUCTION	
1.1 The Background of the Research	1
1.2 The Problem of the Research	5
1.3 The Scope of the Research	5
1.4 The Operational Definition of the Terms.....	5
1.4.1 Directed Reading – Thinking Activity (DR-TA) Strategy	6
1.4.2 Reading Comprehension Achievement	6
1.5 The Objective of the Research	6
1.6 The Significant of the Research	7
CHAPTER 2. REVIEW OF RELATED LITERATURE	
2.1 The Process of Reading.....	8
2.2 The Students’ Reading Comprehension Achievement	9
2.2.1 Word Comprehension.....	11
2.2.2 Sentence Comprehension	11
2.2.2.1 Identifying Key Ideas	13
2.2.2.2 Locating Details	13
2.2.2.3 Combining Ideas into a Sentence	13

2.2.2.4 Reading a Complicated Sentences	14
2.2.3 Paragraph Comprehension	15
2.2.3.1 Identifying the Topic Sentence	16
2.2.3.2 Identifying the Supporting Sentences	17
2.2.3.3 Identifying a Concluding Sentence	17
2.2.4 Text Comprehension	17
2.3 Kinds of Text	18
2.5.1 Narrative Text	21
2.4 Levels of Reading Comprehension	23
2.4.1 Literal Reading	23
2.4.2 Inferential Reading	23
2.4.3 Evaluative Reading	24
2.5 Directed Reading – Thinking Activity (DR-TA) Strategy	24
2.6 The Steps of Directed Reading – Thinking Activity (DR-TA) Strategy	26
2.6.1 Prediction	26
2.6.2 Guided Silent Reading	27
2.6.3 Prove	28
2.7 The Advantages of Directed Reading – Thinking Activity (DR-TA) Strategy in Teaching Reading	29
2.8 The Application of Directed Reading-Thinking Activity (DR-TA) Strategy for Teaching Reading Comprehension	30
2.8.1 Pre - Reading Phase	30
2.8.2 Whilst Reading phase	30
2.8.3 Post Reading phase	31
2.9 Action Hypothesis	31
CHAPTER 3. RESEARCH METHODOLOGY	
3.1 Research Design	32
3.2 Area Determination method	35
3.3 Research Subject Determination Method	36

3.4 Data Collection Methods	36
3.4.1 Primary Data	36
3.4.1.1 Reading Comprehension Test.....	36
3.4.1.2 Observation	38
3.4.2 Supporting Data	39
3.4.2.1 Interview.....	39
3.4.2.2 Documentation	39
3.5 Research Procedures	40
3.5.1 General Description of the Research	40
3.5.2 Details of the Research Procedures	40
3.5.2.1 The planning of the Actions.....	40
3.5.2.2 The Implementation of the Actions	41
3.5.2.3 Class Observation and Evaluation	41
3.5.2.4 Data Analysis and Reflection of the Action	43
CHAPTER 4. RESEARCH RESULTS AND DISCUSSION	
4.1 The Results of Action in Cycle 1	46
4.1.1 The Result of Observation in Cycle 1	47
4.1.2 The Result of the Students' Reading Comprehension Achievement Test in Cycle 1.....	49
4.1.3 The Result of Reflection in Cycle 1	52
4.2 The Result of Action in Cycle 2	53
4.2.1 The Result of Observation in Cycle 2.....	54
4.2.2 The Result of the students' Reading comprehension Achievement Test in Cycle 2	55
4.2.3 The Result of Reflection in Cycle 2	58
4.3 Discussion	59

CHAPTER 5. CONCLUSION AND SUGGESTIONS

5.1 Conclusion	63
5.2 Suggestions	63

REFERENCES

APPENDIXES

LIST OF TABLES

2.1 Kinds of Text	18
3.1 The Classification of the Score Levels	44
4.1 The Result of the Students' Reading Comprehension Achievement Test in Cycle I	49
4.2 The Classification, the Frequency, and the Percentage of the Students' Reading Comprehension Achievement Test Score in Cycle 1	51
4.3 The Result of the Students' Reading Comprehension Achievement Test in Cycle 2	55
4.4 The Classification, the Frequency, and the Percentage of the Students' Reading Comprehension Achievement Test Score in Cycle 2 ...	57
4.5 The Improvement of the Students' Reading Comprehension Achievement In the First and the Second Cycle	61
4.6 The Improvement of the Students' Active Involvement in the Teaching Learning Process of Reading in the First and the Second Cycle	61

LIST OF APPENDICES

1. Research Matrix
2. The Guide of Research Instrument
3. Observation Guide
4. a. Reading Comprehension Pre Test
b. The Result of Reading Comprehension Pre Test
5. Lesson Plan 1 Cycle 1 (Meeting 1)
6. Lesson Plan 2 Cycle 1 (Meeting 2)
7. Reading Comprehension Achievement Test of Cycle 1
8. The Table Distribution of the Reading Indicators in the Reading Comprehension Test in Cycle 1
9. Lesson Plan 1 Cycle 2 (Meeting 1)
10. Lesson Plan 2 Cycle 2 (Meeting 2)
11. Reading Comprehension Achievement Test of Cycle 2
12. The Table Distribution of the Reading Indicators in the Reading Comprehension Test in Cycle 2
13. Observation Checklist of Cycle 1 (Meeting 1)
14. Observation Checklist of Cycle 1 (Meeting 2)
15. Observation Checklist of Cycle 2 (Meeting 1)
16. Observation Checklist of Cycle 2 (Meeting 2)
17. The Names of the Research Subject
18. The scores of the Students' Reading Comprehension Achievement done by the English Teacher
19. Some Samples of the Students' answers on Reading Test in Cycle 1 and Cycle 2
20. Permission Letter of conducting research from the Faculty of Teacher Training and Education of Jember University.
21. Statement Letter for accomplishing the research from MAN 2 Situbondo.
22. Consultation Sheet

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 3rd, 2007 up to October 4th, 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.