IMPROVING STUDENTS’ READING COMPREHENSION
USING DIRECTED READING THINKING ACTIVITY (DRTA) METHOD
(A Classroom Action Research at the X-2 Grade Students of SMA Negeri 1 Rawalo
in the Academic Year 2011/2012)

A THESIS
Submitted to English Department as a Partial Fulfillment of the
Requirement S. Pd Degree

By:
Septi Rahayu
0801050028

ENGLISH DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
MUHAMMADIYAH UNIVERSITY OF PURWOKERTO
2012
DEDICATION

This thesis is dedicated to:

1. Alloh SWT, who always gives me a wonderful life every day, without your love, I can’t be like this. I’m nothing without you, I can’t be strong than ever.

2. My beloved mother and father, thanks for everything that given for me. I can’t say more words because all my gratitude is just “I love you so much”.

3. My beloved sister (Nunung) thanks for support and love.

4. My beloved lecturers and supervisors Ms. Titi wahyukti and Ms. Listiani, thanks for the sciences and all the kindness.

5. My beloved boyfriend “Andi”, thank you very much for everything that has been given to me (loves, advice, attention, pray and support).

6. My beloved friends: Desy, Chika, Isni, Vara, Titis, Mega, Isma, Ratih, Rias, etc, you all are amazing friends who I have ever had. Thanks for tears, happiness, and I will always love you till eternity… don’t forget me

7. All my friends in English Department ’08, especially for A1 thanks for the laugh guys.

8. My beloved boarding house in (Hamdalah), thanks for all your support and affection….I will miss you

9. All of the students at grade X-2 students of SMA N 1 Rawalo in academic year 2011/2012, thanks for your help.

10. All the people who can’t mentioned one by one. Big thanks for you guys… I love you so much.
MOTTO

- Be positive thinking in every time, so that you can be positive feeling.
- If there is somebody laughed your mistake, just pray for them that they never do the same mistake.
- Do not judge somebody from their appearance, judge them from their mind, heart and appearance.
PREFACE

First of all the writer would like to express great thankfulness to Allah SWT, who has given guidance, blessing and strength, physically and spiritually, so that the writer can complete and finish writing the thesis as a partial fulfillment of the requirements for the S. Pd. Degree of Teacher Training and Education Faculty of Muhammadiyah University of Purwokerto. The writer would like to thanks to the following people for the various help and suggestion which they have given for the completion of this thesis:

1. Drs. Joko Purwanto, M.Si, the Dean of Teacher Training and Education Faculty of Muhammadiyah University of Purwokerto who gave the writer permission to conduct the research.

2. Endang Kusrini, S.Pd. M.Hum, the Head of English Department of Muhammadiyah University of Purwokerto who has given agreement to conduct the research.

3. Dra. Titi Wahyukti, M.Pd as the first supervisor who has given much attention to me, so the writer could finish this thesis.

4. Listiani, M.pd, as the second supervisor who has guided the writer patiently.

5. Togiyono, S.Pd, M.Si, the headmaster of SMA N 1 Rawalo, who has given permission to the writer to conduct this research.
6. Budi Purwadi, S.Pd as the teacher of SMA N 1 Rawalo, who has given permission to conduct this research in his class.

7. The writer’s friends in English Department who always help her in finishing the thesis.

8. The students of X-2 class in SMA N 1 Rawalo who gave the participation in this research.

   The writer realized that there are still a lots of mistake and lots of weaknesses in this research. Because of that, the writer wishes suggestion and corrections for the improvement of this thesis in the future.

   Finally, the writer hope hat this thesis can give significant contribution to education environment, especially in teaching and learning process.

Purwokerto, 24th July 2012

   The writer
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE</td>
<td>i</td>
</tr>
<tr>
<td>APPROVAL</td>
<td>ii</td>
</tr>
<tr>
<td>DEDICATION</td>
<td>iii</td>
</tr>
<tr>
<td>MOTTO</td>
<td>iv</td>
</tr>
<tr>
<td>PREFACE</td>
<td>v</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>vii</td>
</tr>
<tr>
<td>THE LIST OF TABLES</td>
<td>x</td>
</tr>
<tr>
<td>THE LIST OF FIGURES</td>
<td>xi</td>
</tr>
<tr>
<td>THE LIST OF APPENDICES</td>
<td>xii</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>xiii</td>
</tr>
</tbody>
</table>

## CHAPTER 1 INTRODUCTION

A. The Background of Research ............................................. 1
B. The Reason of Choosing the Topic .................................... 3
C. The Problem of Research ............................................ 3
D. The Aim of Research .................................................. 3
E. The Contribution of Research ........................................ 3
F. The Clarification of Terms ........................................... 4
CHAPTER II LITERATURE REVIEW

A. Reading Comprehension ........................................... 7
   1. The Definition of Reading ........................................ 7
   2. Reading Comprehension ......................................... 8
   3. The Major Components of Reading ............................... 9
   4. The Aims of Reading ........................................... 11
   5. The Instructional Framework .................................... 13

B. Directed Reading Thinking Activity (DRTA) Method .......... 14
   1. The Definition of DRTA ........................................ 15
   2. The Procedural Steps of DRTA ................................ 15
   3. The Advantages and Disadvantages of DRTA .................. 17

C. Teaching Reading Using DRTA Method ........................... 19

D. Basic Assumption .................................................. 22

CHAPTER III RESEARCH METHODOLOGY

A. The Method of Research .......................................... 23
B. The Place and Time of Research ................................ 23
C. The Subject of Research .......................................... 25
D. Research Design .................................................. 26
E. The Procedure of Classroom Action Research .................. 27
F. The Technique for Collecting Data ............................... 29
G. The Technique for Analyzing Data ........................................ 34
H. Process of Data Validity...................................................... 38
I. The Criteria of Action Success .......................................... 39

CHAPTER IV RESULT AND DISCUSSION

A. The Result of Research ...................................................... 40
1. The Implementation of Cycle 1 .......................................... 40
2. The Implementation of Cycle 2 .......................................... 52

B. Discussion ........................................................................ 63
1. The Result of Research ...................................................... 63
2. Reading Test Result ......................................................... 64
3. The Result of Observation ................................................ 65
4. The Result of Questionnaire ............................................. 68

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion ........................................................................ 72

B. Suggestion ........................................................................ 73

REFERENCES

APPENDICES
THE LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table 1</td>
<td>The Table of Research Schedule</td>
<td>25</td>
</tr>
<tr>
<td>Table 2</td>
<td>The Table of the Indicator of Teacher’s Activities</td>
<td>31</td>
</tr>
<tr>
<td>Table 3</td>
<td>The Table of the Indicator of Students’ Activities</td>
<td>32</td>
</tr>
<tr>
<td>Table 4</td>
<td>The Table of the Questionnaire Item List</td>
<td>33</td>
</tr>
<tr>
<td>Table 5</td>
<td>The Table of Observation Result of Students’ Activity in Cycle 1</td>
<td>46</td>
</tr>
<tr>
<td>Table 6</td>
<td>The Table of Teacher’s Observation Sheet in Cycle 1</td>
<td>48</td>
</tr>
<tr>
<td>Table 7</td>
<td>The Table of Students’ Improvement of Reading Test in Cycle 1</td>
<td>52</td>
</tr>
<tr>
<td>Table 8</td>
<td>The Table of Observation Result of Students’ Activity in Cycle</td>
<td>58</td>
</tr>
<tr>
<td>Table 9</td>
<td>The Table of Teacher’s Observation Sheet in Cycle 2</td>
<td>60</td>
</tr>
<tr>
<td>Table 10</td>
<td>The Table of Students’ Improvement of Reading Test in Cycle 2</td>
<td>63</td>
</tr>
<tr>
<td>Table 11</td>
<td>The Table of The Result of Research</td>
<td>63</td>
</tr>
<tr>
<td>Table 12</td>
<td>The Table of The Improvement of Students’ Reading Comprehension in Cycle 1 and Cycle 2</td>
<td>65</td>
</tr>
<tr>
<td>Table 13</td>
<td>The Table of The Result of Students’ Observation</td>
<td>66</td>
</tr>
<tr>
<td>Table 14</td>
<td>The Table of The Result of Questionnaire</td>
<td>69</td>
</tr>
</tbody>
</table>
THE LIST OF FIGURES

Page

Figure 1: The Figure of Kemmis and Mc Taggart Action research Model ..... 26

Figure 2: The Figure of the schema of Analyzing the Qualitative Data........ 34
LIST OF APPENDICES

1. **Appendix A**
   a. List of Students’ Name
   b. Students’ observation list
   c. Teacher’s observation list
   d. The students’ Questionnaire

2. **Appendix B**
   a. Students’ Reading Test Result in Cycle 1
   b. Students’ Reading Test Result in Cycle 2
   c. The Improvement of Students’ Reading Comprehension in Cycle 1 and Cycle 2
   d. The Improvement of Students’ Activity in 2 Cycles
   e. Students’ Observation List
   f. Result Teacher’s Activities
   g. Result of Students’ questionnaire

3. **Appendix C**
   a. Lesson plan 1
   b. Lesson plan 2
   c. Lesson plan 3
   d. Lesson plan 4
   e. Pre test
   f. Post test 1
   g. Post test 2

4. **Appendix D**
   a. The photos as a Documentation of The Research
   b. Letters of permission
ABSTRACT

IMPROVING STUDENTS' READING COMPREHENSION USING DIRECTED READING THINKING ACTIVITY METHOD
(A Classroom Action Research at the X-2 Grade Students in SMA N 1 Rawalo in the Academic Year 2011/2012)

By:
Septi Rahayu
0801050028

This research aimed to improve students' reading comprehension using DRTA Method in reading activity. It used classroom action research (CAR), which was conducted at X-2 grade students of SMA N 1 Rawalo in Academic Year 2011/2012 as the subject of this research. The population of the class was 32 students. It was done on 28th March until 11st April 2012.

This research did collaboration with the English teacher in the class. The CAR was carried out based on Kemmis and McTaggart design. This research took two cycles with 2 actions in each cycle. Each cycle consisted of planning, acting, observing, reflecting and evaluating. This research applied both qualitative data and quantitative data that were test, observation and questionnaire.

The result of this research showed that there was a significant improvement in students' reading comprehension after implementing the CAR using DRTA Method in reading activity. The average score of the students in reading test in cycle 1 was 58.65 and 69.00 in cycle 2. Therefore, the improvement in cycle 1 was 40.07% and improved again to 64.8% in cycle 2. So, the improvement of students’ reading comprehension from cycle 1 to cycle 2 was 24.73%. The improvement also happened in students’ reading activity. It was 40.05% in Cycle 1 and improved to 59.68% in Cycle 2. The improvement of questionnaire which was gained from then 10 questions showed that the students gave positive response to the implementation of DRTA Method in reading activity. The average of the students’ questionnaire that filled “Yes” was 84.68%. Those data proved that DRTA Method in reading activity could improve the students’ reading comprehension.