

DIRECTED READING THINKING ACTIVITY (DRTA) ON STUDENTS' READING COMPREHENSION

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Abstract

This research aims (1) to investigate whether there is a significant difference of students' reading achievement who were taught through Directed Reading Thinking Activity (DRTA) with cooperative learning and DRTA without cooperative learning on students' reading comprehension, (2) to reveal whether there is any improvement of students reading comprehension after being taught by using DRTA with cooperative learning, (3) to find out reading comprehension aspect which is the mostly improved after being taught by using DRTA with cooperative learning, and (4) to explain the implementation of DRTA with cooperative learning of the second grade students of SMA Minhajuttullab Way Jepara in the academic year of 2016/2017. This research was conducted through experiment design and it was conducted in two classes: experimental class which was taught by using DRTA with cooperative learning and control class which has been taught by using DRTA without cooperative learning which comprise of 28 students. In this research, there were two types of data, i.e. qualitative and quantitative data. The qualitative data consisted of field notes obtained from observations and interview transcripts obtained from interviews with the students. Meanwhile, the quantitative data in the forms of students' reading comprehension scores were obtained from reading comprehension tests (a pre-test and post-test).

The results show that (1) there was a significant difference on the students' reading comprehension after being taught by using DRTA with cooperative learning by using independent t-test through SPSS 16.00, the analysis results showed the two tailed p-value ($0.004 < 0.05$), which indicates a significant difference of both classes: experimental and control classes, (2) there is an improvement on the students' reading comprehension in the experimental class who was taught by using DRTA with cooperative learning (80.89) which was higher than pre-test mean score (69.25), (3) understanding specific information is the mostly improves after being taught by DRTA with cooperative learning and the implementation of DRTA with cooperative learning was successfully implemented, and (4) the students participated actively in the teaching and learning activities of reading, especially during DRTA activities. It could be concluded that the implementation of DRTA with cooperative learning was effective to improve students' reading comprehension achievement.