THE USE OF THE DIRECTED READING THINKING ACTIVITY (DRTA) IN A READING CLASS AT SENIOR HIGH SCHOOL KRIDA UTAMA CENTRAL LAMPUNG

(A Thesis)

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ABSTRACT

DIRECTED READING THINKING ACTIVITY ON READING COMPREHENSION AT SMA KRIDA UTAMA GUNUNG SUGIH

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The aims of this research were: (1) to describe whether the process of DRTA strategy can be used to improve students’ reading comprehension, (2) to describe whether DRTA strategy can be used to improve students’ reading comprehension achievement. This research was conducted to students’ eleventh grade of SMA Krida Utama Gunung Sugih, Lampung Tengah. The samples were chosen by purposive sampling. The data of this research were collected by using observation, interview, and pretest-postest. The data were analyzed using t-test. The results of the research showed that: (1) DRTA can improve the students’ reading comprehension by encourages them to be more active in reading activities. From all of the activities in the DRTA process, predictions have a deeper role in the process of helping students understand the text; (2) there was significant difference on the students’ reading achievement after being taught through DRTA, the post-test mean score (74.17) which was higher than pre-test mean score (62.17). The conclusions of the research showed: (1) in the pre-reading stage, prediction had an important role in DRTA strategy to help the students to comprehend the text. In this stage the students were active used their critical thinking; and (2) there was significant difference on the students' reading comprehension achievement before and after being taught through DRTA strategy.
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Dengan ini saya menyatakan dengan sebenarnya bahwa:

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Yang membuat pernyataan,

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The writer’s name is Fellycia Agustine. She was born in Kota Bumi, North Lampung on August 30th 1992. She is the first daughter of the two children of a happy couple Murkanti Slamet and Yuni Putri Dyahsuikmo Susiliongrum.

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Alhamdulillahi rabbil ‘alamin

I sincerely dedicate this thesis to:

♥ My Parents who always make me feels strong and protects me with their prayers. I do love you.

♥ Me myself, for my hard work and my future.

♥ My lovely sister Viomita Agyl Amara

♥ My beloved companions Siti Jarlina, Ninings Yasrida, and Febriyanti.

♥ My friends of MPBI 2014

♥ The last, my almamater “Lampung University”
MOTTO

IT IS NEVER TOO LATE TO BE WHAT YOU MIGHT HAVE BEEN

(George Eliot)
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Praised be merely to Allah SWT, the almighty and merciful God, for blessing the writer with faith, health, and opportunity to finish this research entitled “Directed Reading Thinking Activity On Students’ Reading Comprehension at SMA Krida Utama Gunung Sugih” this research is submitted as a compulsory fulfillment of the requirements for obtaining S-2 Degree of Postgraduate English Education Program at Lampung University.

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The writer hopes this research would give a positive contribution to the educational development, and to the readers.

Bandar Lampung, 17 Desember 2018
The writer

Fellycia Agustine
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I. INTRODUCTION

This chapter includes the background of problems, identification of problems, limitation of problems, formulation of research questions, objectives of research, and significances of study.

1.1 Background of Problems

Reading is one of the language skills used to get information from the writers to the readers. The writers can express their ideas in writing something to communicate or give some information or transfer some ideas to the readers. According to Harmer (2001), reading is not a passive skill. Reading is an incredibly active occupation. To do it successfully, we have to understand what the words mean, see the pictures, the words are painting, understand the arguments, and work out if we agree with them. It is in line with Berardo (2006), “Reading is considered to be an interactive process (a conversation between writer/reader, even though the writer is not present)”.  

According to Nunan (as cited in Dadivong, 2011) reading is the process of reader combining information from a text and their own background knowledge to build meaning. The goal of reading is comprehension. It is clear that reading is the most important language skill for all of the students at all levels starting from
elementary school through the university which consists of recognition and comprehension skill. The students will get some benefit by reading, they are expected to be good at reading in order to increase their knowledge and get some information.

Grabe and Stoller (2001:188) state that reading is the ability to read-taking general comprehension as the exam-requires that the reader draws information from a text and combine it with information and expectations that the reader already has. Reading cannot be separated from comprehension because the purpose or the result of the reading activity is to comprehend what has read. Reading is a very important skill for the learners. Learners will know what they do not know after reading something.

Based on the preliminary research, the students at SMA KRIDA UTAMA Gunung Sugih, were found that they have failed in comprehending an English text. There are many factors that can influence the students’ problems in reading comprehension. First, students said that reading an English text is a very difficult activity. It is caused by the leaners lack of linguistic competence, such as vocabulary and structure.

The second problem is the students fail to understand how sentences related to one another. The students also do not have motivation and interest in learning a new language, so they are not able to comprehend the text. It was because of the learners themselves, who do not have a desire to learning English. It could become from the teacher reading strategy which has no variation in the teaching-
learning process. The third problem comes from the teacher. The teacher always teaches them by using textbooks. The students have no challenge when they learn a new language by using a textbook. Teaching English by using textbook is not teaching them the culture of the target language.

From the statement above, the writer realizes the importance of reading. Reading is considered a very important activity in students’ live to update his/her knowledge. Moreover, reading skill is assumed to be an important tool for academic success. Considering the conditions above, the writer is interested in applying Directed Reading Thinking Activity (DRTA) strategy which is developed by Stauffer (1969) to teach reading comprehension. Why the writer choose DRTA strategy because it actively teaches students the skill of comprehension. This strategy relies on the teacher actively modeling the art of comprehension for her students. DR-TA serves several purposes; to encourage students to be active and thoughtful readers, to activate students' prior knowledge, to teach students to monitor their understanding of the text as they're reading, and to help strengthen reading and critical thinking skills.

The writer focused on students’ purpose, where to comprehend an English text they have to learn from a text itself. By reading the text, the students recognize and build rhetorical frames that organize the information in the text, such as the genre of the text. To make students think critically, the writer uses the DRTA strategy. DRTA is a comprehension strategy that guides students in asking questions about a text, making predictions, and then reading to confirm or refute their predictions. The DRTA process encourages students to be active and
thoughtful readers, enhancing their comprehension. There have been several researchers who have conducted the research dealing with DRTA strategy to improve students' reading comprehension. Al Odwan (2012) has done the research on the effect of the DRTA through Cooperative Learning on English secondary stage students’ reading comprehension in Jordan. The findings his study was the use of the DRTA through cooperative learning as a successful instructional strategy to improve reading comprehension.

Furthermore, Halimah (2013) states the use of DTRA strategy to improve students' ability in finding the main idea and word meaning can be said it was effective. This statement was supported by the result of the score of the students in the experimental group which mostly increase from the pretest and posttest after they were given treatment. In line with Anjani, Jismulatif, and Mahsyur (2015) that have investigated the application of DRTA to improve students’ reading comprehension. The result of the research was DRTA strategy could improve students’ ability in comprehending reading text. It can be seen in students’ Score after being taught by using DRTA strategy. This strategy can activate students; Prior knowledge and make students more active to talk and ask about their own opinion. Besides, the students are easier to comprehend the text by making a prediction first before they go to read the whole text.

Moreover, Hasanah (2016) has investigated the application of DRTA on students’ reading comprehension with cooperative learning. The result of the research was students’ reading comprehension achievement has increased after being taught
through DRTA into cooperative learning and that shows the improvement on the students’ reading comprehension achievement.

Dealing with some studies which have been conducted by several researchers above, the writer assumes that their studies only focus on the result. They only talk about the result of the students’ reading achievement are increase, but they do not talk about the process. Therefore the writer observes the process of students reading comprehension through DRTA strategy. In addition, the students’ reading comprehension progress in before, while, and after reading stage is monitored during the process of DRTA strategy in the teaching learning process.

Since the previous studies paid more attention on quantitative data which only focused on the improvement of reading comprehension achievement. In this study, the writer focused on the qualitative data which regarded on the process of how DRTA strategy helped the students to improve their reading comprehension. The researcher observed all of students’ activities in teaching learning process through DRTA strategy.

1.2 Identification of Problems

Based on the background of the problem above, the writer would like to identify the problems that might have affected the students’ reading ability as follows:

1. Students get difficulties to comprehend what they have read.
2. Students have low motivation in reading a text.
3. Students fail to understand how sentences related to one another.
4. Students lack practice.
5. Learning facilities do not support.
6. Teacher’s teaching strategy may not be suitable.

1.3 Limitation of Problems

Based on the identification of the problems, the writer focuses the current research on the following issues:

1. The students’ difficulties to comprehend texts.
2. Students fail to understand how sentences related to one another.
3. Teacher’s teaching strategy.

1.4 Formulation of Research Questions

Considering the limitation of the problems above, the writer formulates the problems as follows:

1. How did DRTA strategy help students improve their reading comprehension process of learning?
2. Did DRTA strategy improve students reading comprehension achievement?

1.5 Objectives of Research

According to research questions, the objectives of this research are:

1. To describe whether the process of DRTA strategy can be used to improve students’ reading comprehension.
2. To describe whether the DRTA strategy can be used to improve students’ reading comprehension achievement.
1.6 Significances of Study

The findings of this research might be useful both theoretically and practically.

1. Theoretical of Study

The results of the research may give theoretical information about the process of using directed reading thinking activity in teaching reading comprehension.

2. Practical of Study

Practically, the outcome of this research study is expected to give feedback to English teachers. The feedback of this research which about the use of directed reading thinking activity strategy in reading comprehension will be a breakthrough in developing teaching and learning process of English subject.

1.7 Definition of Term

1. “Reading is considered to be an interactive process (a conversation between writer/reader, even though the writer is not present)” (Berardo, 2006).

2. “Reading comprehension is the process of making meaning from the text” (Wolley, 2011, p.15).

3. Achievement is a thing done successfully by the students in teaching learning process after being taught through DRTA strategy. Reading achievement is the result in greater reading success as an event through standardized testing and overall gains in reading achievements level.

4. Directed Reading Thinking Activity (DRTA) is a teaching strategy that allows guiding the students through the process of making predictions based on the information that the text has provided them.
II. THEORETICAL FRAME

This chapter deals with two major points related to the study, consisting of a review of previous research and review of related literature.

2.1 Review of Previous Research

Much information have been written about the Directed Reading-Thinking Activity (DRTA) and its importance for improving reading comprehension in general.

According to Stauffer (as cited in Vacca, 1981:164), the DRTA allows a teacher to serve as an intellectual agitator by directed reading with the frequent use of three questions: "What do you think?", "Why do you think so?", "Can you prove it?". This activity begins by having students predict meaning based on a selection's title.

In addition according to Tierney, Readence, and Dishner (as cited in El-Koumy, 2006), the DRTA is a strategy for building independent readers. They add that this strategy has the potential to equip readers with the abilities to determine purposes for reading, examine reading materials based on these purposes, suspend judgments and make decisions based upon information gleaned from the text.
Similarly, Richardson and Morgan (as cited in El-Koumy, 2006) state that the DRTA engages students in higher order thinking skills and that these skills include making connections between interrelated elements of the text, justifying thought processes and drawing logical conclusions. They maintain that these skills can set the pathway toward independent reading, foster learner responsibility and improve reading comprehension. Jennings and Shepherd (as quoted in El-Koumy, 2006) state that the DRTA helps students become aware of the reading strategies, understand the reading process, and develop prediction skills. They add that this strategy stimulates students' thinking and makes them listen to the opinions of others and modify their own in light of additional information.

Furthermore El-Koumy (2004) states that the DRTA engages students in thinking about what they read in three phases. In the first phase, students generate predictions about what they are going to read based on the title of the text. In the second phase, they read to confirm or reject their predictions. In the third phase, they evaluate their predictions using information from the text to support their opinions. He maintains that this strategic process can develop students’ reading comprehension skills as well as their higher-order thinking skills. Along with the same lines, Tankersley (as cited in El-Koumy, 2006) states that the DRTA extends reading to higher-order thought processes and provides teachers with a great deal about each student's ideas, thought processes, prior knowledge, and thinking skills. Moreover, it is useful for processing all types of text.
Moreover, Al Odwan (2012) has done the research about The Effect of the Directed Reading-Thinking Activity through Cooperative Learning on English Secondary Stage Students' Reading Comprehension in Jordan. The findings concluded that there was a statistically significant difference in reading comprehension among English secondary stage students due to the instructional strategy (Directed reading thinking activity through cooperative learning) compared with the conventional strategy. The results presented that the reading comprehension scores across the experimental and the control groups were significantly different from each other. In line with Yazdani and Mohammadi (2015) states the DRTA strategy is an effective one for developing reading comprehension in the Iranian context. This strategy emphasizes the development of thinking skills and involves the students in processes to enhance learning. This strategy should be used for teaching reading comprehension from the outset of instruction. It should be noted that success with the DRTA does not come immediately, but the effort should be made for any teacher who wants to develop thinking readers. The findings, however, are limited by the participants' level, the length of the study, and the operationalization of the dependent and independent variables of the study.

Since the previous studies paid more attention on quantitative data which only focused on the improvement of reading comprehension achievement. In this study, the writer focused on the qualitative data which regarded on the process of how DRTA strategy helped the students to improve their reading comprehension.
The researcher observed all of students’ activities in teaching learning process through DRTA strategy.

2.2 Review of Related Literature

The related literature consists of several general concepts of the important theories related to the research. The concept of reading, reading comprehension, and DRTA.

2.1.1 General Concept of Reading Comprehension

a. Definition of Reading Comprehension

Reading comprehension is the degree to understand the text that one reads. Reading comprehension is defined as the level of understanding of writing. According to Smith (2004), comprehension may be regarded as relating aspects of the world around us—including what we read—to the knowledge, intentions, and expectations we already have in our head. We do not have to know something in advance in order to comprehend it. But we must be able to relate new things to what we already know if we are to comprehend them. Thus comprehension and learning are fundamentally the same, relating the new to already known.

Grabe and Stoller (2001:188) state that reading is the ability to read-taking general comprehension as the exam—requires that the reader draws information from a text and combine it with information and expectations that the reader already has. Reading cannot be separated from comprehension because the purpose or the result of the reading activity is to comprehend what has read. It is clear that
reading without understanding or comprehending the meaning of the text is a useless activity.

According to Wolley (2011:15) reading comprehension is the process of making meaning from the text. It means when we read, we not only know about the symbol in writing but also knowing the meaning of words. Reading will not occur without comprehension. Writer and reader can not make eye contact if the reader can not catch the meaning of the text. Comprehension can be inferred as the reader able to determine the essence of the sentence or text and receive the main purpose of the reading process. It is necessary for the readers because by comprehension the readers can get the aim of reading text.

b. Skill in Reading Comprehension

Common types of questions found in reading comprehension are included as follows:

1. Identifying the main idea, main point, author’s purpose, or an alternate title for the passage.
2. Recognizing the tone of the passage or identifying the style.
3. Comprehending information directly stated in the passage (finding supporting detail).
4. Answering relational questions about the author’s opinions or ideas, even if not directly stated.
5. Recognizing the structural methodology employed to develop the passage, for example, sequencing (reference).
6. Extending limited information given by the author to a logical conclusion using inference (inference meaning).

This research will be focused on the main idea, vocabulary, supporting detail, reference, and inference meaning.

1) Main Idea

Suparman (2012:130) states that the main idea is the main purpose of comprehension-getting the main idea. The main idea is what the story is about, including the content and plot details. In some paragraph, the main idea is not explicitly stated in one sentence it can be also stated implicitly. In other words, the main idea was the most important idea that the writer develops throughout the paragraph. The readers have to be wise in deciding the main idea of the text. The author often states the main idea in the first or last few sentences of the first paragraph. However, the author might state the main idea anywhere in the passage. Sometimes the author only suggests the main idea by leaving clues within the passage. The longer reading passage can have more than one main idea. Sometimes the main idea of a literary passage is called theme. The question of the main idea can be for example: (1) what is the main idea in the first paragraph? (2) What is the main idea in the last paragraph?

2) Vocabulary

According to Linan et al (2007:87) state that the role of vocabulary in reading are clearly understood: vocabulary knowledge, the understanding of the words meaning and its use, contribute to reading comprehension and knowledge building. Vocabulary is important for readers to understand words of the text
what they have read. The question of understanding vocabulary can be for instances: (1) **what is the closest meaning of the underlined word?** (2) **What is the synonym of the word “beauty” in line 5?**

3) **Supporting detail**

Supporting sentence or specific information develops the topic sentence by giving the definition, example, fact, incident, comparison, analogy, quotation, cause, and effect. Segretto, as quoted by Dewi (2013:23) states that supporting details provide the reader with more information about the main idea or subject of a passage. For example, after reading a story about Cinderella, general question relate to specific information can be for instance: (1) **where did the Cinderella live? (2) how did her mother treat Cinderella**

4) **Reference**

References are words or phrases use either before or after the reference in reading materials. It means that such words are used, they are signals the reader to find the meaning elsewhere in the text. In general, questions relate to this type of reading can be for example: (1) **the word “he” in line 2 refers to? (2) what are the word “him” position?**

5) **Inference Meaning**

The inference is an educational guess or prediction about something unknown based on available fact or information. It is a connection that the reader draws between his/her observe or know and what he or she does not know. In general, questions related to this type of reading can be for examples: (1) **who are the main character in the story? (2) all the following statement are true related to**
the passage, EXCEPT…. (3) what is the best title for the passage? (4) what is the moral value of the story? (5) what will you do if you were him?

From all the definition above, the writer can be concluding that reading comprehension is about getting the main idea, vocabulary, supporting details, reference, and inference meaning. Therefore she used DRTA strategy in helping the students to comprehend the text by using three principles of DRTA; namely predicting, reading, and proving/disproving. Those principles of DRTA helps the students to understand the five aspects of reading such as; the main idea, supporting an idea, vocabulary, reference, and inference.

- In the main idea; the students have to look for the idea from each paragraph. The students directly know the idea of each paragraph by the look at the pictures series.

- In supporting the idea, the students finding information in the text. They are easier to comprehend the text by making the prediction, often oper their dictionary, share information, asking a question, they can check their prediction by checking the text content, and then they know whether their prediction is proved or disproved.

- In vocabulary; when the students write their prediction, they must find the difficult word by finding the difficult word. The students would check their dictionary therefore, it could help them improve their vocabulary.

- In reference; after the students make the prediction, they must read the text to check whether their prediction proved or disproved. And in this reading activity, they must be found a reference in the text.
In inference; the students can conclude whether their prediction proved or disproved after reading the whole text.

c. Elements of Reading Comprehension

According to Snow (2002: 13), comprehension needs three important elements. They are reader, text, and activity. The first important element of reading is the reader. In the purpose of comprehending the reader must have a wide range of capacity and abilities. They include cognitive capacity include attention and various types of knowledge. The cognitive capacity includes attention, memory, critical analytic, inference, visualization ability, etc., meanwhile, motivation refers to the purpose of the reader. Finally, various type of knowledge, linguistic and discourse knowledge and knowledge for certain comprehension strategies.

The second element of reading, the reading comprehension is the text. During reading, the reader constructs different representations of the text that are important for comprehension. These representations include, for example, the surface code (the exact wording of the text), the text base (idea units representation the meaning), and the representation of the mental models embedded in the text.

The last important element in reading comprehension is the activity. A reading activity involves one or more purpose, some operations to process the text at the hand and the consequences of performing the activity. The purpose is influenced by the cluster of motivational variables, including interest and prior knowledge.

Reading comprehension is the ability to understand the text. It involves the ability to find the main ideas, find details, make meaning from the text. It involves the
ability to find main ideas, find details, make inferences, and predict word meaning from context.

2.1.2 Directed Reading Thinking Activity

a. What is Directed Reading-Thinking Activity (DRTA)?

Directed Reading/Thinking Activity is a teaching strategy that allows guiding the students through the process of making predictions based on the information that the text has provided them. The teacher asks questions about the text, the students answer them, and then develop predictions about the text. As the students move through the text, their predictions are changed and modified according to the new information that is provided from the text.

According to Clark and Ganschow (1995), Directed Reading Thinking Activity (DRTA) is a reading comprehension strategy that is used in each of the three stages of reading (pre-reading, during reading, and post-reading). It emphasizes **prediction** (thinking ahead), **verification** (confirmation), and **reading with a purpose**. DRTA helps students realize that prediction and verification of predictions are essential parts of the reading process. Students learn that by reading with a purpose, they can more easily focus their predictions. Prior knowledge and prediction are utilized in the Directed Reading-Thinking Activity (DRTA) developed in 1969 by Stauffer. The DRTA is intended to develop students’ ability to read critically and reflectively and is fundamentally different from the DRA used in basics. The DRTA attempts to equip readers with the ability to determine purposes for reading; the ability to extract, comprehend, and assimilate information; the ability to examine reading materials based upon
purposes for reading; the ability to suspend judgments; and, the ability to make decisions based upon information gleaned from reading (Stauffer, 1969).

b. Why is DRTA Important?

Directed Reading-Thinking Activity is an important strategy because of the DRTA foster critical awareness by moving students through a process that involves prediction, verification, judgment, and ultimately the extension of thought. The teacher directs reading and agitates thinking; therefore, the teacher should pose open-ended and/or directive questions which prompt interpretation and application. It means that the DRTA strategy actively teaches students the skill of comprehension. This strategy relies on the teacher actively modeling the art of comprehension for her students.

c. Purpose

DR-TA serves several purposes:

a) To encourages students to be active and thoughtful readers
b) To activates students' prior knowledge.

c) To teaches students to monitor their understanding of the text as they're reading.
d) To help strengthen reading and critical thinking skills.

(http://www.readingrockets.org/strategies/drtta)
**d. How to Use DR-TA**

According to Clark and Ganschow (1995), Directed Reading Thinking Activity (DRTA) is a reading comprehension strategy that is used in each of the three stages of reading (pre-reading, during reading, and post-reading). It emphasizes **prediction** (thinking ahead), **verification** (confirmation), and **reading with a purpose**. DRTA helps students realize that prediction and verification of predictions are essential parts of the reading process. Students learn that by reading with a purpose, they can more easily focus their predictions. Therefore, the writer applies the procedure of DTRA by Clark and Ganschow. Below are the guidelines for helping students apply DRTA in each of the three stages of reading:

**1. Pre Reading**

1) The teacher explains the aim of teaching and learning process.

2) The teacher chooses a text for the students and presenting the clues (titles or keywords).

3) The teacher helps the students make predictions about the text’s content.

4) The teacher asks students to write their prediction down on Prediction Verification Checklist.

5) The teacher makes sure students understand how to use the checklist to classify their prediction as prove or disproved.

6) The teacher helps the students establish a purpose for reading by predicting them to read the text to determine whether it proves or disproves their predictions.
2. During Reading

1) The teacher asks students to read the text, silently or aloud, individually or in groups, to verify their prediction.

2) The teacher instructs students to place a check mark under the appropriate category on the Prediction Verify Checklist as they read the text.

3. Post-Reading

1) The teacher asks students to compare their predictions with the actual content of the text.

2) The teacher asks students to analyze their checklist and determine how well they predicted the content of the text.

3) The teacher verifies that students have learned the DRTA strategy by having them answer the following met cognitive questions:
   a. What is the name of the strategy you learned?
   b. How does the strategy help you understand what you read?
   c. What should you do before you read? While you read? After you read?
III. RESEARCH METHOD

In this chapter, the writer delivers the method of research that will be conducted which include Setting (Time and Place), Research participants, Research Design, Data collecting techniques, Research Instruments, Try out of the instruments, Validity, and Reliability of the data, Data analysis, Scoring system, and Research procedure.

3.1 Setting

a. Time

The research was conducted in SMA Krida Utama Gunung Sugih, Lampung Tengah at the second semester in 2016/2017, and there were five meetings in doing this research, in order to do a pre-test, treatment three times, and post-test. This research was focused on reading achievement.

b. Place

The research was conducted at SMA Krida Utama Gunung Sugih, Lampung Tengah is located on Karang Sari, Fajar, Bulan, Gunung Sugih, Lampung Tengah.
3.2 Research participants

The research participants are the students of the second year students at SMA Kridat Utama Gunung Sugih, Lampung Tengah. The writer asked the students to make the prediction before they read a short story given by the teacher. Then, the writer observed their activities during the teaching-learning process. The sample was taken by using purposive sampling because the writer will choose a class where which consists of the students in high, middle, and low achievement. Then, the result can be determined for all population.

3.3 Research Design

This study was conducted using qualitative and quantitative data. The qualitative data are used to describe the situation during the teaching and learning process while the quantitative data is used to analyze the score of the students.

The qualitative data are obtained and analyzed from the observation recording to see the progress of the students’ reading comprehension, in reading narrative text through Directed Reading Thinking Activity (DRTA) and whole process when the teaching and learning took place. According to Suparman (2009), a qualitative study is designed to proceed beyond the philosophical assumptions, perspectives, and theories into the introduction of a study. The writer used this method because it attempts to describe the process of students’ reading comprehension through DRTA.
For the quantitative data, in this case, the writer uses one-group pretest-posttest design. This design is similar to the one-shot case study. The difference is that a pretest is given before instruction (or treatment) begins. According to Hatch and Farhady (1982:20), this design is an improvement over the one-shot case study because you have measured the gains that the subjects have made rather than just looking at how well everyone did it at the end. There are two tests:

\[ T_1 \times T_2 \]

Notes:

\[ T_1 = \text{Pretest} \]
\[ X = \text{Treatment} \]
\[ T_2 = \text{Post-test} \]

(Hatch & Farhady, 1982, p.20)

### 3.4 Data Collecting Techniques

In collecting the data, the writer administers observation, interview, and reading test. Then the writer analyzes the result of those activities which are classified as follows:

1. To describe whether the DRTA strategy helps students reading comprehension achievement are apply in the class. The writer observes the students’ reading activities in the classroom. Then she records all of the students reading activities during the teaching learning process.

2. To determine the DTRA strategy improves students reading comprehension achievement. The writer gives the students a reading test.
3.5 Research Instruments

In this research, the data are collected in the form of qualitative data. It is used to obtain the needed data about the classroom interaction at SMA Krida Utama Gunung Sugih, Lampung Tengah. The research instruments used by the researcher are:

1. Observation

By doing observation, the researcher has an opportunity to describe and understand the situations which occur during teaching and learning process, to see things that may be unconsciously missed, and to obtain things that might not be obtained in an interview. In this research, the writer observes the classroom interaction during the process of teaching and learning. She does not take many roles and also does not communicate with the participants being observed. The writer simply observes and records the classroom interaction naturally, records the interactions between participants from the beginning until the end.

2. Interview

Semi-structured interviews were conducted to reveal opinions and expectations of the research members concerning the research conduct to find evidence the process of implementation of DRTA. These interviews were conducted following interview guidelines prepared to interview the students. The interviews were conducted after the implementation had been implemented. The data obtained would be recorded in interview transcripts. The interview guidelines were related to classroom teaching
and learning activities, students’ reading skills, students’ interest and motivation, classroom interaction, and task.

Since semi-structure interview combine both the structured and unstructured interview style, they can offer the best from both worlds. This type of interview was used as the best interview technique since it provides the interviewer with the flexibility to deepen information related to the topic of the interview from the interviewees. In addition, this type of interview is to avoid the problems arising from students’ lack of English proficiency is to allow them to be interviewed in their first language. Hence, the researcher conducted the interviews in Indonesian.

3. Reading Items

The writer administered reading test to the students. The test consists of 50 items with 4 options (a, b, c, and d). Each item has 2 points. So the highest score will be 100 and the lowest score will be 0. The test is given whether to know the students’ reading comprehension are increase or not after using DRTA strategy.

<table>
<thead>
<tr>
<th>No.</th>
<th>Aspect of Reading</th>
<th>Item No.</th>
<th>Total (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Main Idea</td>
<td>3, 4, 11, 14, 25, 27, 30, 36, 37, 40</td>
<td>20%</td>
</tr>
<tr>
<td>2.</td>
<td>Supporting Detail</td>
<td>1, 2, 5, 9, 10, 16, 17, 18, 23, 24</td>
<td>20%</td>
</tr>
<tr>
<td>3.</td>
<td>Inference</td>
<td>8, 15, 21, 22, 28, 29, 32, 33, 39, 43</td>
<td>20%</td>
</tr>
<tr>
<td>4.</td>
<td>Reference</td>
<td>7, 13, 20, 26, 35, 41, 44, 48, 49, 50</td>
<td>20%</td>
</tr>
<tr>
<td>5.</td>
<td>Vocabulary</td>
<td>6, 12, 19, 31, 34, 38, 47, 42, 45, 46</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>50 items</td>
<td>100%</td>
</tr>
</tbody>
</table>
3.6 Data Analysis

The researcher analyzed the data in order to get the answer to the research question proposed in the formulation of the problem, that is how does DRTA strategy help students improve their reading comprehension process of learning, as well as to find evidence the process of implementation.

There were two types of data in this research. Consequently, two types of data analysis techniques must be employed; those were the qualitative data analysis technique and the quantitative data analysis technique. Each data analysis technique is explained as follows:

3.6.1 Qualitative Data Analysis

The data analysis used by the writer is descriptive qualitative because this research is done in order to explore students’ teaching-learning process of students’ reading comprehension. According to Suparman (2009), a qualitative study is designed to proceed beyond the philosophical assumptions, perspectives, and theories into the introduction of a study. So it means that the writer focuses on description technique, not in statistic technique. The writer describes prediction during the teaching-learning process of students' reading comprehension.

The qualitative data consisted of interview transcripts and observation sheets reported in the form of field notes. These data were analyzed following three stages of qualitative data analysis suggested by Miles and Huberman (as cited in Novita, 2014), namely reducing data, displaying data, as well as drawing and verifying conclusions. In the data reduction stage, the writer processed
raw data by sorting out important and relevant data from the unimportant one and using the important and relevant data. After that, she displayed the data. Then, conclusions to answer the research question can be made. To validate the research findings, the researcher would crosscheck the data found from observation with the ones gathered from interviews.

3.6.2 Quantitative Data Analysis

Quantitative approach used to measure the students’ reading comprehension achievement increase or not. In measuring the aspect of students reading comprehension achievement, the writer uses the scoring system stated by Hatch and Farhady. According to Hatch and Farhady (1982:20), this design is an improvement over the one-shot case study because you have measured the gains that the subjects have made rather than just looking at how well everyone did it at the end. There are two tests:

$$T_1 \times T_2$$

Notes:

- $T_1$ = Pretest
- $X$ = Treatment
- $T_2$ = Post-test

(Hatch and Farhady, 1982:20)
The quantitative data were obtained from tests (pre-test and post-tests). The data were presented in the form of students’ reading comprehension scores on narrative texts. To analyze them, the researcher employed inferential statistics in the form of independent samples t-test was employed to assign meaning to the difference in those means using SPSS 16.

3.7 The validity of Research Instruments

The researcher validated the data collected in this research in relation to qualitative and quantitative data in order to ensure research findings.

3.7.1 Validity of Qualitative Data

In relation to the qualitative data, the validity was based on the five criteria proposed by Anderson et al. (as cited in Novita, 2014), i.e. democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity.

a. The democratic validity has something to do with the extent to which the research conducted is truly collaborative and allows for the inclusion of multiple voices. To meet this criterion, the researcher will engage the other research members, i.e. the teacher collaborator and the students, and interviews them to find data related to their opinions and expectations about the teaching-learning process in the attempt to improve in the next meeting.

b. The process validity raises questions concerning dependability and competency of the research itself. They have something to do with the
believability of the research findings. The research will employ two types of qualitative data collection techniques, i.e. observation, and interviews, to gather accounts of a teaching situation from three different points of views; the researcher herself, the teacher collaborator, and the students. In addition, the findings will be gained from those qualitative data will be also compared to the ones gained from the quantitative data.

c. The outcome validity is related to the notion of actions leading to “successful” outcomes.

d. The catalytic validity concerns with the extent to identify the students’ behavior changes during and after the action implementation.

e. The dialogic validity is in line with the processes of peer review used commonly in academic research. To meet this criterion, the researcher needs peer-review through dialogue with the teacher collaborator.

3.7.2 The Validity of Quantitative Data

Regarding the quantitative data, the only instrument employed to collect the data was tested. Dealing with the qualitative data, this research ensured the validity and reliability of the quantitative data by ensuring those of the instrument employed to collect the data.

Try out is important to find out whether the test items are applicable or not, the researcher will determine the validity, reliability and level difficulty and also discriminate power of the test using try-out. Among 50 items in try-out, she will find the items that have good quality for pretest and posttest.
Validity is described as the degree to which a research study measures what it intends to measure. Here, the writer will use the reading test that the topic is based on the current curriculum or syllabus.

The test can be said valid if the test measures the object to be measured and suitable with the criteria, Hatch and Farhady (1982:250). Heaton (1988:159) also states that the validity of the test is the extent to which it measures what is supposed to measure. To know the validity of the test, in this research the writer will use content and construct validity because the other two were considered to be less needed. Both of them were explained as follows:

**a) Face Validity**

This kind of face validity is fulfilled through experts’ judgment by checking each word in the instrument to make sure that there is no mistyped word. Furthermore, mechanical aspects are also checked in order for the instrument looks tidy.

**b) Content Validity**

This kind of validity depends on a careful analysis of the language being tested and of the particular course objectives. The test should be constructed to certain a representative sample of the course, the relationship between the test items and the course objectives always being apparent, Heaton (1988:160). To get the content validity of reading comprehension, the researcher tries to arrange the materials based on the standard competence in the syllabus for the eleventh grade of senior high school students in the first semester that is students are able to construct
the meaning in simple monolog of narrative text to communicate with surroundings and the objectives of teaching those are the students are able to find out the main ideas, identify the specific details or information, infer the information, reveal the meaning of the words and determine the reference of words stated in the text.

c) **Construct Validity**

Construct validity concerns whether the tests are a true reflection of the theory of trait – in our case – language which is being measured. If a test has construct validity, it is capable of measuring certain specific characteristics in accordance with a theory of language behavior and learning. According to Heaton (1988:161) states that the existence of certain learning theories or constructs underlying the acquisition of abilities and skills.

3.8 **Reliability of Research Instruments**

3.8.1 **Reliability of Qualitative Data**

In relation to the reliability of the qualitative data, the researcher employed interview and observation sheet to obtain the trustworthy of the data collected. The interview was used to know the students' perception about the role of Directed Reading Thinking Activity (DRTA) in helping students' reading comprehension. While the observation sheet was used to know the process of teaching in using DRTA for helping students' reading comprehension.
3.8.2 Reliability of Quantitative Data

To see how consistent the reliability of the reading test, the researcher measures the coefficient of reliability between odd (x) and even (y), the writer used Pearson Product Moment formula to measure the correlation coefficient of reliability between odd and even number (reliability of split-half test) (Heaton, 1991:164), in the following formula:

\[
R_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{(N \sum X^2 - (\sum X)^2)(N \sum Y^2 - (\sum Y)^2)}}
\]

Where:

- \(R_{xy}\): Correlation of coefficient of reliability odd and even number
- \(N\): The number of students who take part in the test
- \(X\): The total number of odd number items
- \(Y\): The total number of even number items
- \(X^2\): The square of \(x\)
- \(Y^2\): The square of \(y\)
- \(\sum X\): The total score of an odd number
- \(\sum Y\): The total score of an even number

(Hatch & Farhadi, 1982, p.198)
After getting the reliability of half test, the research will use Spearman-Brown to determine the reliability of the whole tests, as follows:

$$r_k = \frac{2r_{xy}}{1 + r_{xy}}$$

Where:

- $r_k$ = the reliability of the whole tests
- $r_{xy}$ = the reliability of half test

(Hatch & Farhady, 1982, p.247)

The criteria of reliability are as follows:

- 0.80 up to 1.00 is very high
- 0.60 up to 0.79 is high
- 0.40 up to 0.59 is average
- 0.20 up to 0.39 is low
- 0.0 up to 0.19 is very low

3.8.2.1 Level Difficulty

Level of difficulty of an item simply shows how easy or difficult the particular item proved by in the test (Heaton, 1991:178). Level of difficulty is generally expressed as the fraction (or percentage) of the students who answered the item correctly. Besides that, the level of
difficulty can be determined by dividing the number of students who get it right by the total number of students, it is calculated by the following formula:

\[ FV = \frac{R}{N} \]

Where:
- \( FV \) = Index of difficulty
- \( R \) = Number of students who answer correctly
- \( N \) = Total number of students

(Heaton, 1991, p.178)

The criteria of the difficulty level are:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>0.00 - 0.03</td>
<td>Difficult</td>
</tr>
<tr>
<td>2.</td>
<td>0.30 - 0.70</td>
<td>Average</td>
</tr>
<tr>
<td>3.</td>
<td>0.71 - 1.00</td>
<td>Easy</td>
</tr>
</tbody>
</table>

Based on the computing the level of difficulty and discriminating power in appendix 4, there were 50 items the try-out test. After analyzing the criteria of the good test by using level of difficulty and discriminating power, it can be seen that 10 items were dropped. (See appendix 5)
Table 3.2 Level of Difficulty

<table>
<thead>
<tr>
<th>Number items</th>
<th>Total</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>2, 26, 28, 39.</td>
<td>4</td>
<td>Difficult items</td>
</tr>
<tr>
<td>1, 3, 4, 6, 7, 8, 10, 11, 12, 13, 14, 15, 18, 20, 21, 22, 23, 24, 25, 27, 30, 32, 35, 36, 37, 38, 40, 43, 45, 46, 47, 48, 49.</td>
<td>33</td>
<td>Average items</td>
</tr>
<tr>
<td>5, 9, 16, 17, 19, 29, 31, 33, 34, 41, 42, 44, 50.</td>
<td>13</td>
<td>Easy items</td>
</tr>
</tbody>
</table>

Based on the table above, there were 4 items which are less than 0.30, it means that the items were difficult. There was average (0.30 – 0.70), there were 13 items which higher than 0.70, it means the items were easy.

3.8.2.2 Discrimination Power

Discrimination power (D) tells us whether those students who are performed well on the whole test tended to do well or badly on each item in the test (Heaton, 1991:179). It is the proportion of the high group students getting the items correctly minus the proportion of the low-level students who get the items correctly. Then the discrimination power of an item the extent to which the item discriminates between the test-taker from the less able. The formula of the discrimination power is:

\[ D = \frac{U - L}{\frac{1}{2}N} \]

Where:

- D = Discrimination index
- Correct U = Number of the correct answer from an upper student
- Correct L = Number of the correct answer from a lower student
- N = Total number of student
The criteria of discrimination power are explained as follow:

\[
\begin{align*}
D : 0.00 – 0.20 & \quad = \text{Poor} \\
D : 0.21 – 0.40 & \quad = \text{Satisfactory} \\
D : 0.41 – 0.70 & \quad = \text{Good} \\
D : 0.71 – 1.00 & \quad = \text{Excellent} \\
D : - & \quad = \text{Bad items which should be removed.}
\end{align*}
\]

(Heaton, 1991, p.180)

**Table 3.3 Discrimination Power**

<table>
<thead>
<tr>
<th>Number items</th>
<th>Total</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>2, 3, 25, 26, 27, 28, 39, 40, 41.</td>
<td>9</td>
<td>Poor</td>
</tr>
<tr>
<td>1, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 24, 29, 30, 31, 32, 33, 34, 36, 42, 43, 44, 45, 46, 47, 48, 49, 50.</td>
<td>36</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>22, 23, and 35.</td>
<td>3</td>
<td>Good</td>
</tr>
<tr>
<td>37 and 38</td>
<td>2</td>
<td>Bad</td>
</tr>
</tbody>
</table>

Based on the table above, the researcher got that there were 9 poor items (less than 0.20), 36 items were satisfactory (has 0.21 – 0.40), 3 good items (has 0.41 – 0.71) and 2 items had bad items (has negative value in discrimination). After analyzing the data, the writer got 40 items were good and 10 items should be dropped. Based on the criteria of reliability, it is found that the test items have high reliability that is 0.689224433.
3.9 Scoring System

In scoring the result of the students' reading test, the writer used Percentage Correct. The percentage correct score was used in reporting the classroom achievement test and the ideal highest score was 100. The researcher calculated the average of the pre-test and the post-test by using the formula below:

\[ P = (100) \frac{F}{N} \]

Notes:

P: Percentage of correct score
F: Number of the right score
N: The total number of items on a test

(Hatch & Farhady, 1982, p.46)

3.10 Research Procedure

In collecting the data, the writer used the following procedure, they are as follows:

1. Determining the Research Problem

The first step of this research was determining the research problem which is determined the kind of problems that appear in the class.

2. Determining the Population and Selecting the Sample

The population of this research was students of the second semester at SMA Krida Utama Gunung Sugih, Lampung Tengah and the samples were chosen by using purposive sampling.
3. Arranging the Material that is Taught

The researcher arranged the material and prepared the lesson plan. Besides she used narrative text for treatment in teaching reading through DRTA strategy.

4. Administering the Try-Out Test

The try-out was conducted in the first meeting. This test was given to the students in order to determine the quality of the test used as the instrument. Then, this test was expected to measure the validity and reliability of the pretest and posttest. The test consisted of 50 items which contained five options (A, B, C, D, E) and the time allocation was 60 minutes.

5. Administering Pretest

The pretest was conducted before treatments. It was used to know how far the students' reading skills before the treatment from the researcher. The writer used short story as the media and it was applied which focused on the students' reading comprehension ability. The students had to choose the correct answer from the five options (A, B, C, D, or E)

6. Implementing the Treatment of DRTA

The writer gave treatments used narrative text by using DRTA. The treatment was conducted in three times. Each treatment has conducted in 2x45 minutes.

The teacher started the teaching and learning process by explains the aim of teaching and learning process. After that, the teacher chooses a text for the students and presenting the clues (title, picture series, and keywords).
The teacher helps the students make predictions about the text’s content and asks the students to write their prediction down on Prediction Verification Checklist. The teacher makes sure students understand how to use the checklist to classify their prediction as prove or disproved. And then, after that, the teacher helps the students establish a purpose for reading by predicting them to read the text to determine their predictions.

During reading, the teacher asks the students to read the text, silently, and individually to verify their prediction. Teacher instructs the students to place a check mark under the appropriate category on the Prediction Verify Checklist as they read the text. After that, the teacher asks the students to compare their predictions with the actual content of the text. Asked them to analyze their checklist and determine how well they predicted the content of the text.

7. Administering Postest

The researcher conducted the post-test after the treatments. It was used to know how far the students reading comprehension ability after the students were given the treatment using DRTA. The post-test was the same with pre-test because the writer used the multiple choices. The questions of post-test had similar difficulty with the pre-test and the test items related to the material that the students have learned.
V. CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions of the results in the research and also several suggestions which are elaborated in the following sections.

5.1 Conclusions

Based on the results and discussions of the implementation of teaching-learning through DRTA, the researcher draws the following conclusions:

1. This strategy emphasizes the development of thinking skills and involves the students in processes to enhance learning. The students were actively involved during teaching and learning process through the implementation of DRTA. The implementation of DRTA was believed to improve not only the teaching and learning process of reading but also the reading comprehension ability. DRTA strategy helped the students to monitor their comprehension through three stages; pre-reading, during reading, and post reading. From three stages above, prediction had an important role in DRTA strategy because in this stage the students were active used their critical thinking. It is proven by the activities that students have been done during the teaching learning process in the pre-reading stage.

2. Based on the result of the reading comprehension test, it was found that there was a significant difference in the students' reading comprehension
achievement before and after being taught through DRTA strategy. There had been a significant difference in the students' reading comprehension pre-test mean score (62.17) which was higher than the students’ post-test mean score (74.17).

5.2 Suggestions

By considering the conclusions above, the researcher proposes some suggestions which are divided into two sections as follows:

1. For English teacher

The findings of the research show that DRTA is believed to be fruitful in improving the students’ reading skills. DRTA is a teaching strategy that allows the guides students through the process of making predictions based on the information that the text has provided them. For all the teacher who wants to use Directed Reading Thinking Activity in their teaching-learning process, it is better to know the condition of the class because one class may be different from another. The implementation of the DRTA strategy in individually at a big class it is not suitable because the teacher will get the difficulties to manage the students.

2. For other researchers

It is suggested that other researchers conduct a study on the use of DRTA to improve students reading comprehension. Then, since this study only gives an emphasis on the use of DRTA to improve the reading skill, it is also suggested that other researchers conduct a study on the use of DRTA to improve another receptive skill, which is the listening skill.
REFERENCES


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