

## ABSTRACT

### IMPROVING STUDENTS' READING COMPREHENSION IN NARRATIVE TEXT THROUGH DIRECTED READING THINKING ACTIVITY (DRTA) TECHNIQUE AT THE SECOND GRADE OF SMPN 22 BANDAR LAMPUNG

By  
Rika Monika

Reading is considered difficult for all learners especially junior high school students. This is obvious since this activity involves the students not only to read the text but also skills used to comprehend it. Therefore, Directed Reading Thinking Activity (DRTA) technique in teaching reading comprehension was applied. The objectives of this study were: to find out whether there was an improvement of the students' reading comprehension, and to find out which aspect of macro reading skills improved the most after being taught by DRTA technique. This study employed a quantitative design. The population of this research was the second grade of SMPN 22 Bandar Lampung. The sample of this research was VIII J which consisted of 28 students. The data were analyzed using Paired Samples T-test. Evidently, the result showed that there was an improvement of the students' reading comprehension. It was proved by the increase of the students' mean score in the post-test which was higher than in the pre-test. In addition, main idea was the aspect of reading skills which improved the most after being taught by DRTA technique. This evidence proved that teaching reading using DRTA technique facilitates more in determining main idea. In conclusion, it can be said that DRTA technique can be used to improve students' reading comprehension.

**Keywords:** *directed reading thinking activity, reading comprehension, reading skills, teaching reading, students' improvement*