

## **ABSTRACT**

### **THE COMPARATIVE STUDY OF READING ACHIEVEMENT AND PERCEPTIONS BETWEEN THE STUDENTS TAUGHT THROUGH THE DIRECTED READING THINKING ACTIVITY (DRTA) AND THOSE THROUGH THE SURVEY, QUESTION, READ, RECITE, AND REVIEWS (SQ3R) STRATEGY AT THE SECOND YEAR STUDENTS OF SMPN 9 BANDAR LAMPUNG**

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The current study aimed to find out i) whether there was a statistically significant difference of reading achievement between the students taught through the DRTA and those through the SQ3R strategy, ii) the students' constraints in finding the main idea of the reading texts, iii) the students' perceptions of the implementation of the DRTA strategy, iv) the students' perceptions of the implementation of the SQ3R strategy.

The study employed a true-experimental design, including two classes: the experimental and the control classes. The subjects of the research were 63 EFL students at the second grade of SMPN 9 Bandar Lampung. The data were collected through the pre test and the post test in the forms of reading tests, questionnaires, and interviews. The data of the pre and the post test were analyzed using SPSS 17.0 and those taken from questionnaires and interviews were analysed through manual coding.

The results showed that there was statistically significant difference of reading achievement between the students taught through the SQ3R and those through the DRTA strategy with the significant level, 0.05. That is, the students provided with the SQ3R strategy had better reading achievement than those with the DRTA strategy. The students' in both classes were found to have lacked vocabulary, resulting their difficulty in understanding the main idea of the text. Furthermore, the majority of the students in both the classes had positive perceptions of the two reading strategies. This suggests that the two reading strategies, the SQ3R and the DRTA, facilitates students to improve their reading achievement.

**Keywords:** *Reading achievement, DRTA strategy, SQ3R strategy.*