

ABSTRACT**INTEGRATING THE DIRECTED READING THINKING ACTIVITY (DRTA) WITH THE SURVEY, QUESTION, READ, RECITE, AND REVIEWS (SQ3R) STRATEGY TO ENHANCE STUDENTS' READING COMPREHENSION OF DESCRIPTIVE TEXT IN SENIOR HIGH SCHOOL****By****Nadya Oktarima Kusuma Ningtyas**

This research aims to find out (1) whether there is any significant improvement in students' reading comprehension after the students were taught through the integrated Directed Reading Thinking Activity (DRTA) and Survey, Question, Read, Recite and Reviews (SQ3R) strategy and (2) which aspect of reading has the highest improvement after the students were taught through the integrated DRTA and SQ3R. This is a quasi-experimental research design that conducted a quantitative method with 30 students as the samples. Firstly, the researcher administered a try out test to the students to filter which questions that would be approved to be the question items in the pre-test and the post-test. The students were tested through the reading test before and after the treatment namely the integrated DRTA with SQ3R. The data were statistically analyzed through paired samples t-test through SPSS version 22 and manually counted to find the gain score.

The first finding shows that (1) the scores of pre-test and post-test are different. The post-test got a significant improvement. Proven from the t-test, it can be concluded that there is a significant improvement in students' reading comprehension after the students were taught through the integrated Directed Reading Thinking Activity (DRTA) and Survey, Question, Read, Recite and Reviews (SQ3R) strategy. The average score in the pre-test is 54.33, while in the post-test, it is 72.53 with the significant level of 0.000 which is lower than 0.05. This indicates that this research has reached out a significant improvement. The second finding reveals that (2) the aspect of reading that is improved the highest after the students were taught through the integration of both methods is reference. The integrated strategies made the students increase their critical thinking by understanding who or what does refer to. It was also encouraged by the material about personal pronoun that they got before this research was conducted. Then, it is suggested for teachers to apply this new integrated strategy at class because this is a very good choice to embrace students to the effective steps in answering the questions of reading comprehension. Last, this research could be a reference for further researchers who want to conduct similar researches.

Keywords: *Directed Reading Thinking Activity, Survey Question Read Recite Review, Reading Comprehension, Descriptive Text*