

ABSTRAK

INTEGRATING DIRECTED READING THINKING ACTIVITY (DRTA) WITH PEER ASSISTED LEARNING STRATEGY (PALS) TO IMPROVE STUDENTS' READING COMPREHENSION USING NARRATIVE TEXT

Oleh

Elany Agnescia

Penelitian ini bertujuan untuk (1) mengetahui apakah pengintegrasian Directed Reading Thinking Activity (DRTA) dengan strategi Peer Assisted Learning Strategy (PALS) dapat meningkatkan kemampuan membaca pemahaman siswa, (2) mengetahui apakah pengintegrasian DRTA dengan PALS lebih efektif dalam meningkatkan kemampuan membaca pemahaman siswa dibandingkan dengan penggunaan DRTA murni, dan (3) mengetahui aspek membaca pemahaman mana yang mengalami peningkatan paling signifikan setelah siswa diajar menggunakan DRTA yang diintegrasikan dengan PALS dibandingkan dengan DRTA murni. Penelitian ini menggunakan metode kuantitatif. Subjek penelitian adalah siswa kelas X di SMA Negeri 4 Bandar Lampung. Dua kelas digunakan, yaitu kelas eksperimen yang diajar menggunakan DRTA terintegrasi dengan PALS dan kelas kontrol yang diajar menggunakan DRTA murni.

Hasil penelitian menunjukkan bahwa (1) nilai Sig. (2-tailed) adalah 0.001 (< 0.05), yang berarti terdapat peningkatan signifikan pada skor kemampuan membaca pemahaman siswa di kelas eksperimen, dari nilai rata-rata 67,31 pada pre-test menjadi 83,94 pada post-test. (2) Hasil post-test menunjukkan bahwa integrasi DRTA dengan PALS lebih efektif dibandingkan dengan DRTA murni dalam meningkatkan kemampuan membaca pemahaman siswa; kelas kontrol memperoleh nilai rata-rata 65,09, sedangkan kelas eksperimen memperoleh nilai rata-rata 80,51. Hasil uji t untuk post-test menunjukkan nilai Sig. (2-tailed) sebesar 0.049 (< 0.05), yang berarti terdapat perbedaan yang signifikan secara statistik antara kedua kelompok setelah perlakuan. (3) Aspek membaca yang mengalami peningkatan paling signifikan adalah menemukan informasi spesifik. Kelas eksperimen mengalami peningkatan rata-rata sebesar 2,229 pada aspek ini, lebih tinggi dibandingkan kelas kontrol yang mengalami peningkatan rata-rata sebesar 2,200. Temuan ini menunjukkan bahwa pengintegrasian DRTA dengan PALS efektif dalam meningkatkan kemampuan membaca pemahaman siswa.

***Keywords:* DRTA, PALS, Pemahaman Membaca**

ABSTRACT

INTEGRATING DIRECTED READING THINKING ACTIVITY (DRTA) WITH PEER ASSISTED LEARNING STRATEGY (PALS) TO IMPROVE STUDENTS' READING COMPREHENSION USING NARRATIVE TEXT

By

Elany Agnescia

This study aimed (1) to identify whether the integration of Directed Reading Thinking Activity (DRTA) with Peer Assisted Learning Strategy (PALS) improves students' reading comprehension, (2) to find out whether the integration of Directed Reading Thinking Activity (DRTA) with Peer Assisted Learning Strategy (PALS) improves students' reading comprehension better than the Original DRTA and (3) to investigate which aspect of reading comprehension improves the most after the students are being taught through the integration of Directed Reading Thinking Activity (DRTA) with Peer Assisted Learning Strategy (PALS) compared to the Original DRTA. This research employed a quantitative method. The study was conducted with the first-grade students at SMA Negeri 4 Bandar Lampung. Two classes were used: an experimental class, which was taught using the integrated DRTA and PALS, and a control class, which was taught using the original DRTA.

The results showed (1) the Sig. (2-tailed) value is 0.001, which is less than the conventional significance level of 0.05. Therefore, there is a significant improvement in students' reading comprehension scores in the experimental class; the mean score increased from 67.31 in the pre-test to 83.94 in the post-test. (2) The results of the post-test showed that the integrated DRTA with PALS was found to be significantly more effective than the original DRTA in improving students' reading comprehension, the control group had a mean score of 65,09, whereas the experimental group had a higher mean score of 80,51. The t-test results for the post-test indicated a Sig. (2-tailed) value was 0.049 (< 0.05), which means there is a statistically significant difference between the two groups after the treatment. The experimental group achieved better improvement in reading comprehension compared to the control group. (3) Finding specific information aspect showed the most significant improvement after the students were taught using the integrated DRTA with PALS and those who were taught using the original DRTA. The experimental class experienced a mean gain of 2.229 in finding details, much higher than the control class that experienced a mean gain of 2.200. These findings suggest that integrating the DRTA with PALS improves students' reading comprehension.

***Keywords:* DRTA, PALS, Reading Comprehension**