

**IMPROVING STUDENTS' READING COMPREHENSION OF HORTATORY
EXPOSITION TEXTS BY USING DIRECTED READING THINKING ACTIVITY
(DRTA) AT GRADE XI A2 OF MADRASAH ALIYAH
DARUL HIKMAH PEKANBARU**

THESIS



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of Magister Pendidikan (M.Pd) in English Language Education Program*

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ABSTRAK

Loli Safitri, 2013. Meningkatkan Kemampuan Membaca Pemahaman Teks Hortatory Exposition Menggunakan Directed Reading Thinking Activity (DRTA) pada Siswa Kelas XI A2 Madrasah Aliyah Darul Hikmah Pekanbaru. Tesis. Program Pasca Sarjana. Universitas Negeri Padang.

Berdasarkan pengamatan awal, peneliti menemukan bahwa siswa kelas XI A2 Madrasah Aliyah Darul Hikmah Pekanbaru mengalami kesulitan dalam memahami teks hortatory exposition. Mereka sulit memahami isi teks dan mengidentifikasi struktur teks. Disamping itu, guru telah menggunakan beberapa strategi dalam mengajar, tapi masih belum efektif. Dalam hal ini, peneliti merasa perlu untuk menyelesaikan permasalahan tersebut dengan melakukan penelitian tindakan kelas dengan menerapkan strategi DRTA.

Penelitian ini bertujuan untuk mengetahui apakah strategi DRTA dapat meningkatkan kemampuan pemahaman siswa dalam membaca teks hortatory exposition dan faktor-faktor apa saja yang mempengaruhi peningkatan kemampuan tersebut. Penelitian tindakan kelas ini terdiri dari 2 siklus yang terdiri dari empat kali pertemuan pada masing masing siklus; tiga pertemuan untuk pembelajaran membaca teks hortatory exposition dengan menggunakan strategi DRTA dan satu pertemuan lagi untuk tes pemahaman membaca. Penelitian ini dilaksanakan mulai tanggal 10 Januari 2013 sampai 7 Februari 2013. Dalam mengumpulkan data, peneliti menggunakan tes pemahaman membaca, lembar observasi, catatan lapangan, dan interview. Kemudian, data dianalisa secara kuantitatif dan kualitatif

Hasil penelitian menunjukkan bahwa adanya peningkatan nilai pemahaman membaca teks hortatory exposition siswa setelah menggunakan strategi DRTA. Nilai rata-rata siswa pada siklus 1 adalah 65 dan pada siklus 2 adalah 78. Kemudian, faktor yang mempengaruhi peningkatan kemampuan siswa tersebut adalah keaktifan siswa, bahan ajar, dan pendekatan guru.

Maka dapat disimpulkan bahwa penerapan DRTA dapat meningkatkan kemampuan membaca pemahaman teks hortatory exposition siswa kelas XI A2 Madrasah Aliyah Darul Hikmah Pekanbaru. Peningkatan tersebut tidak hanya pada nilai siswa tetapi juga pada ketertarikan siswa dalam membaca. Jadi, guru-guru yang mengalami masalah yang sama dengan peneliti dapat mengaplikasikan strategi DRTA dalam pengajaran membaca pemahaman dan pengajaran kemampuan bahasa lainnya. Guru sebaiknya lebih kreatif dalam menyediakan bahan ajar. Selain itu, para siswa khususnya di Madrasah Aliyah Darul Hikmah Pekanbaru dapat menerapkan strategi ini pada pembelajaran membaca.

ABSTRACT

Loli Safitri, 2013. Improving Students' Reading Comprehension of Hortatory Exposition Texts by Using Directed Reading Thinking Activity (DRTA) at Grade XI A2 of Madrasah Aliyah Darul Hikmah Pekanbaru. Thesis. English Education Section. Language Education Program. Graduate Program. State University of Padang.


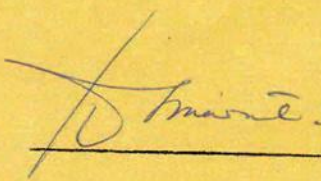
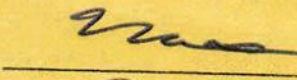
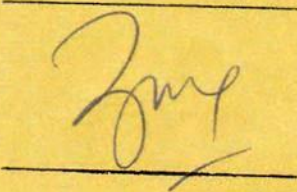
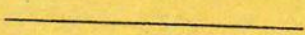
Based on a preliminary study, the researcher found that students at grade XI A2 of Madrasah Aliyah Darul Hikmah Pekanbaru had problems in comprehending hortatory exposition texts. They were difficult to understand contents and to identify generic structure of the texts. Besides, the teacher had used some strategies in teaching reading comprehension, but they were still not effective. In this case, the researcher decided to solve these problems in reading by conducting a classroom action research by applying DRTA.

The purposes of this research were to find out whether DRTA can improve students' reading comprehension of hortatory exposition texts and the factors that influence the changes of students' reading comprehension of hortatory exposition texts. This classroom action research was done in two cycles with four meetings in each cycle; three meetings for teaching reading comprehension of hortatory exposition texts by applying DRTA and one meeting for the test. The research was conducted from January 10th up to February 7th 2013. In collecting the data, researcher used reading comprehension tests, observation sheets, field notes, and interview. Then, the data were analyzed in quantitative and qualitative.

The research findings showed that there was an improvement of the students' score in reading comprehension of hortatory exposition texts tests after applying DRTA. The average score of students in cycle 1 was 65 and in cycle 2 was 78. Then, the factors that influence the improvement of students' reading comprehension of hortatory exposition texts were students' activeness, teaching material, and teachers' role.

In conclusion, the implementation of DRTA could improve students' reading comprehension of hortatory exposition texts at grade XI A2 of Madrasah Aliyah Darul Hikmah Pekanbaru. It improved students' score in reading tests and their interest in reading activities. So, the teachers who have the same problems with the researcher should continue using DRTA in teaching reading and in teaching other language skills. They should be more creative in selecting the teaching material. The students, especially in Madrasah Aliyah Darul Hikmah Pekanbaru should also apply this strategy in reading class.

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Finally, this thesis is expected to give a significant and useful contribution for the development of English education.

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The Researcher

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is a part of language learning that is crucial and indispensable for students. Through reading, students can enlarge their knowledge. Actually, reading is an active process in which the reader engages in an exchange of ideas with the author via the text. It means that the students are expected not only to understand the overall text, but also to understand the implicit meaning existed in text. So, in reading, the students are expected to be able to develop their comprehension in grasping the message provided by the writer in the reading text.

Although reading is important for students, many students still have problems in reading comprehension. Based on the researcher's observation and experience at grade XI A2 of MA Darul Hikmah Pekanbaru, there were some problems found in teaching reading especially in hortatory exposition text. Most of the students in class XI A2 failed to comprehend hortatory exposition texts. It was known based on the result of students' reading comprehension of hortatory exposition test given by the teacher. Only 3 students of 25 students got 84, 2 students got 76, and the other students got the lower score than the minimum standard criteria of achievement that is 70 and the average score of students' reading comprehension was 60. It can be concluded that they could not comprehend the text and distinguish some significant information from the text.

In addition, most of the students did not participate actively and enthusiastically in teaching and learning reading hortatory exposition text. They were passive, just kept silent and less interested in reading the text. They paid less attention to the teacher's

explanation and not engaged with the text. It seemed that they were not enthusiastic to participate or involve in reading class.

Then, the researcher interviewed some students about their problems in comprehending reading texts. They said that reading was boring and uninteresting because they did not know how to comprehend the texts especially in hortatory exposition text. Since hortatory exposition text is not written in the same structure as the other texts that tell the story, many students thought that it was not interesting material. They also said that the words in the text were difficult to comprehend. They kept looking up dictionary without predicting or guessing from the contextual clues. As a result, they were not curious to read and explore more detailed information from the text, they were not eager to comprehend the text.

Besides, teacher had used some strategies in teaching reading comprehension at MA Darul Hikmah Pekanbaru, but they were still not effective and appropriate. Teachers were used to ask the students to read the entire page by reading it loudly. Then, the teacher explained the difficult words if there was any, if not they asked the students to answer certain questions which were related to the text. This way of teaching reading was considered as a passive language process because there is only little interaction between the reader and the text. Actually, reading is not a passive process but an interactive between the readers and the text. It means that, readers not only read to use linguistic knowledge in comprehending the text, but they also need their prior knowledge to help them in reading comprehension. Therefore, the teacher should use strategy that can make the students active and teaching learning process to be communicative.

Realizing the phenomena above, appropriate reading strategy in teaching reading should be implemented in the classroom because teaching strategy can give great effect on the students' success in reading texts. The strategy that is used by the teacher should

be appropriate to the students' comprehension level. The strategy that will be implemented is Directed Reading Thinking Activity (DRTA). The researcher considered that DRTA is an appropriate strategy to be applied in teaching reading because it actively teaches students the skill of comprehension. This strategy relies on the teacher actively modeling the art of comprehension for her students. It can develop critical reading skills, encourage active reading, activate the students' prior knowledge, and monitor students' reading comprehension as they are reading. It is a strategy that may make reading easier for the readers.

In addition, DRTA strategy has been proven, through many studies, to have been able to improve students' reading comprehension. The DRTA strategy is developed by Russell Stauffer in 1969 to help the students in comprehending a text which has three basic steps namely: Predicting, Reading, and Evaluating. Predicting involves what the students interpret as to what will happen in the text. Then the students read to turning point in the text. And evaluating involves the students and the teacher reacts to the text as a whole.

Moreover, Stauffer in Eanes (1997:128) who is in favor of the power of DRTA states that DRTA or Directed Reading Thinking Activity was designed to get the pupils asking questions in reading comprehension instead of just answering the teacher's questions. This method teaches students to acquire and activate their own purpose for reading. By setting their own purposes of reading, students develop their reading and thinking process while the teacher through his questioning techniques prescribe how the students will interact with the text. Considering the brief argument above, the writer believes that DRTA strategy could be effective for improving the students' reading comprehension of hortatory exposition text.

Based on the phenomena above and the strong desire of finding the solution of these problems, the writer has motivation to conduct a research under title "Improving

Students' Reading Comprehension of Hortatory Exposition Texts by Using Directed Reading Thinking Activity (DRTA) at Grade XI A2 of MA Darul Hikmah Pekanbaru”

B. Identification of the Problem

Based on the background of the problems above, the researcher identifies some problems that have been faced by the students in comprehending hortatory exposition text that are:

1. Most of the students in class XI A2 failed to comprehend hortatory exposition texts. They still have problems in finding information of the texts and identifying the generic structure of the text.
2. Most of the students were passive, less involvement in comprehending hortatory exposition text.
3. Teaching strategy at school could not help the students to comprehend the text effectively and efficiently.

C. Focus of the Research

Based on the identification above, it can be stated the focus of the problems as the following:

1. Students' achievement in reading comprehension of hortatory exposition text at grade XI A2 MA Darul Hikmah Pekanbaru was low.
2. Directed Reading Thinking Activity (DRTA) was used to improve students' reading comprehension of hortatory exposition text.

D. Research Question

Based on the statement of the problem, the research questions are as follows:

1. To what extent can DRTA improve students' reading comprehension of hortatory exposition text at grade XI A2 Madrasah Aliyah Darul Hikmah Pekanbaru?
2. What are the factors that influence the changes of students' reading comprehension of hortatory exposition text by using DRTA at grade XI A2 of Madrasah Aliyah Darul Hikmah Pekanbaru?

E. Purpose of the Research

Based on the research questions, the purposes of the research can be stated as follows:

1. To find out whether DRTA can improve students' reading comprehension of hortatory exposition text at grade XI A2 of Madrasah Aliyah Darul Hikmah Pekanbaru.
2. To find out the factors that influence the changes of students' reading comprehension of hortatory exposition text by using DRTA at grade XI A2 of Madrasah Aliyah Darul Hikmah Pekanbaru.

F. Significance of the Research

The findings of this research are expected to give valuable contribution to the followings:

1. For students, it may help them to overcome their problems in comprehending reading texts especially in hortatory exposition text.
2. For English teachers, it may give information about the appropriate strategy in teaching reading in this case using DRTA.
3. For readers, this research will give insight about the technique how to improve students' ability in comprehending hortatory exposition text.

4. For the researcher, to apply knowledge and develop the researcher's way of thinking in the research field.

G. Definition of the Key Terms

To avoid misunderstanding and misinterpretation about the topic of this research, it is necessary for the writer to define the following terms:

1. Reading comprehension is an activity to associate the prior knowledge in understanding the meaning of the written material thus the reader can get ideas of the text. In this research, it is related to comprehending hortatory exposition text.
2. Hortatory exposition text is a kind of genre that elaborates the writer's idea about the phenomenon surrounding. Its social function is to persuade the reader that something should or should not happen or be done.
3. Directed Reading Thinking Activity (DRTA) is a reading comprehension strategy that is done on students with the teacher's guidance using the ideas of their own experiences to predict what the text might be about, prove and evaluate the prediction, so that it can help the students become active and skillful reader. In this research, DRTA is used as a strategy to improve students' ability in comprehending hortatory exposition text.

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

Based on the finding of the research, it can be concluded as the following:

1. The use of DRTA improves the students' reading comprehension of hortatory exposition text at grade XI A2 of Madrasah Aliyah Darul Hikmah Pekanbaru. The average score of students' reading comprehension of hortatory exposition text has better improved after teaching and learning activities by applying DRTA and passes the minimum standard criteria of achievement.
2. The factors that influence the changes of students' reading comprehension of hortatory exposition text by applying DRTA at grade XI A2 of Madrasah Aliyah Darul Hikmah Pekanbaru are students' activeness in applying DRTA, teaching material and teacher's role.

B. Implication

Directed Reading Thinking Activity is one of the strategies that can be used by the teacher to help the students in improving their reading comprehension of hortatory exposition text because it encouraged the students to be active and thoughtful readers. Since this research finding showed that the use of DRTA can improve students' reading comprehension of hortatory exposition text, the teachers who have the same problems with the researcher needs to apply this strategy in teaching especially in teaching reading comprehension.

C. Suggestion

Finally, for the sake of improving the teaching reading comprehension of hortatory exposition text, particularly by using DRTA strategy, the researcher presents the following suggestion:

1. The researchers as English teachers who have the same problems should continue using DRTA in teaching reading and in teaching other language skills and they should be more creative in selecting the teaching material.
2. The students, especially in Madarasah Aliyah Darul Hikmah Pekanbaru should apply DRTA in their reading activities.
3. Future researchers who are interested in conducting a research can use this research as their references in conducting a research in the same field.