

**IMPROVING STUDENTS' READING COMPREHENSION
OF NARRATIVE TEXT BY IMPLEMENTING DIRECTED
READING THINKING ACTIVITY (DRTA) STRATEGY
AT GRADE X5 OF SMAN 1 SOLOK SELATAN**

THESIS



Written by

**FATNI YANTI
NIM. 19356**

*Submitted as partial fulfillment of the requirements to obtain
Master Degree in Education*

**ENGLISH LANGUAGE EDUCATION SECTION
ENGLISH EDUCATION PROGRAM
GRADUATE PROGRAM
PADANG STATE UNIVERSITY
2012**

ABSTRAK

Fatni Yanti, 2012. Meningkatkan Pemahaman Bacaan Narasi Siswa Melalui Penerapan Strategi DRTA Pada Siswa Kelas X5 SMAN 1 Solok Selatan. Tesis. Program Pascasarjana Universitas Negeri Padang.

Kemampuan pemahaman wacana narasi Bahasa Inggris siswa kelas X5 SMAN 1 Solok Selatan masih rendah. Sehingga mereka mengalami kesulitan dalam memahami teks narasi. Ini dapat dibuktikan dari hasil ujian yang diberikan oleh guru pada semester sebelumnya. Untuk itu peneliti melakukan sebuah Penelitian Tindakan Kelas (PTK) dengan menerapkan strategi Directed Reading Thinking Activity (DRTA). Penelitian ini bertujuan untuk mengungkapkan sejauhmana DRTA dapat meningkatkan pemahaman membaca wacana narasi bagi siswa kelas X5 SMAN 1 Solok Selatan dan faktor apa saja yang mempengaruhinya.

Untuk mengumpulkan data kemampuan pemahaman wacana narasi siswa melalui strategi DRTA, peneliti mengumpulkan data melalui lembar observasi, catatan lapangan, interview, hasil tugas dan tes. Penelitian ini terdiri dari 8 kali pertemuan tatap muka, 3 kali tes dalam 3 siklus dan menerapkan rencana, tindakan, pengamatan dan refleksi pada setiap pertemuan.

Temuan dalam penelitian ini adalah terjadinya peningkatan nilai pemahaman wacana narasi siswa dan peningkatan dalam kegiatan proses pembelajaran. Rata – rata nilai tes siklus I adalah 62.40, siklus II 70.74, dan meningkat 78.52 pada siklus III. Peningkatan tersebut dipengaruhi oleh empat faktor, yakni pengelolaan kelas, materi ajar, pendekatan guru dan strategi motivasi dan pengajaran.

Dari penjelasan di atas dapat disimpulkan bahwa strategi DRTA bisa meningkatkan pemahaman wacana narasi siswa. Diharapkan penelitian ini dapat memberikan kontribusi bagi guru bahasa Inggris dalam pembelajaran membaca khususnya bagi siswa Sekolah Menengah Atas.

ABSTRACT

FatniYanti. 2012. Improving Students' Reading Comprehension of Narrative Text by Implementing Directed Reading Thinking Activity (DRTA) Strategy at Grade X5 of SMAN 1 Solok Selatan.

Tesis. Program Pascasarjana. Universitas Negeri Padang.

The students' reading comprehension of narrative texts at grade X5 SMAN 1 Solok Selatan was still low so that they got difficulties in comprehending narrative texts. It could be seen from the result of the exam given in the previous term. To overcome this problem, the researcher conducted a Classroom Action Research (CAR) by Implementing Directed Reading Thinking Activity (DRTA) strategy. The purposes of this research were to explain to what extent DRTA strategy could improve the students' reading comprehension of narrative texts at grade X5 of SMAN 1 Solok Selatan and to explain the factors that influenced the changes of students' reading comprehension of narrative texts.

To collect the data of students' reading comprehension of narrative texts through DRTA strategy, the researcher used the instruments; observation sheet, field notes, interview, reading task and test. This research consisted of 8 meetings, 3 tests in 3 cycles and applied plan, action, observation, and reflection in each meeting.

The findings of this research showed that there was an increase of the students' marks and improving in teaching learning process. The result of the test in cycle I was 62.40, cycle II 70.74, and increased to 78.52 in cycle III. The increase was influenced by the four factors; classroom management, teaching materials, teacher's approach and instructional and motivated strategy.

From the explanation above, it can be concluded that by implementing DRTA strategy, the students' reading comprehension of narrative text improves. Hopefully, this research has significant input for English teachers in teaching reading comprehension of narrative text, especially at Senior High School.

ACKNOWLEDGMENT

Alhamdulillah, with the blessing of Allah SWT, the Almighty, who has given the strength, opportunity and ability, finally the researcher can finish writing this thesis. A great thankful for life guidance to the beloved Rasulullah Muhammad SAW who has showed the right way to live. This great task is also impossible to be completed without support, guidance, and valuable advices from my advisors, contributors and other people. Therefore, I would like to express my great gratitude and special thanks to:

1. Prof. Drs. H. Zainil, M.A, Ph.D. and Dr. Desmawati Radjab, M.Pd as advisors who have patiently given a greatdeal of time, continued guidance, corrections, and kindness during the completion of this thesis.
2. Prof. Dr. Mukhaiyar, M.Pd, Prof. Dr. Gusril, M.Pd and Prof. Dr. Jufrizal, M. Hum, as examiners who have given valuable contributions and suggestions to complete this thesis.
3. All of the lecturers, especially those of English Language Education Program who have taught and trained during my study, and all staff who have provided supporting facilities well.
4. My beloved mother who always prays for my success and happiness in the world and the day after.

5. My beloved husband, Ahmad Sanusi Lubis, M.Pd, and my beloved children; Faizah Ahmad, Imam Khairi Lubis and Rafidal Haq Lubis who have given support and sacrifice during my study.
6. The headmaster of SMAN 1 Solok Selatan who gave me a chance to do the research.
7. All of my students at SMAN 1 Solok Selatan, especially class X5, my lovely friends, and my collaborator for their help and support during the research.
8. All of my friends, especially Deswiyanti and Dessi Zulianti, in English Education Program, Graduate Program of State University of Padang.

The researcher realized that there are so many weaknesses and incompleteness in this thesis. She believes that there is nothing and nobody is perfect, except Allah SWT. For that reason, she says sorry for those weaknesses and suggestions and constructive critics are much needed.

Padang, Juli 2012

The researcher,

FatniYanti

NIM. 19356

TABLE OF CONTENTS

	Page
ABSTRAK.....	i
ABSTRACT.....	ii
PERSETUJUAN AKHIR	iii
PERSETUJUAN KOMISI UJIAN TESIS	iv
SURAT PERNYATAAN.....	v
ACKNOWLEDGEMENT.....	vi
TABLE OF CONTENTS.....	viii
LIST OF TABLES.....	xi
LIST OF FIGURES.....	xii
LIST OF GRAPHICS.....	xiii
LIST OF APPENDICES.....	xiv
CHAPTER I INTRODUCTION	
A. Background of the Problem	1
B. Identification of the Problem	4
C. Focus of the Problem	5
D. Research Questions.....	5
E. Purpose of the Research	6
F. Significance of the Research	6
G. Definition of the Key Terms	6
CHAPTER II REVIEW OF THE RELATED LITERATURES	
A. Review of the Related Theories	8

1.	Reading Comprehension of Narrative Texts.....	8
a.	Reading Comprehension.....	8
b.	Narrative Text	17
c.	Indicators of Reading Comprehension of Narrative text	20
2.	Directed Reading Technique Activity (DRTA)	20
B.	Review of the Related Findings	29
C.	Conceptual Framework	31
CHAPTER III METHODS OF THE RESEARCH		
A.	Type of the Research	33
B.	Setting of the Research	34
C.	Instrumentation	35
D.	Procedure of the Research	46
E.	Technique of Data Collection	54
F.	Technique of Data Analysis.....	55
CHAPTER IV FINDING AND DISCUSSION		
A.	Finding	58
1.	The extent to which Directed Thinking Reading Activity could improve students' reading comprehension of narrative texts.....	58
a.	First Cycle.....	58
b.	Second Cycle.....	73
c.	Third Cycle.....	80
2.	The factors that influenced the changes of the students' reading comprehension of narrative texts.....	89

	B	Discussion.....	94
	C	Limitation of the Research.....	100
CHAPTER V		CONCLUSION, IMPLICATION, AND SUGGESTION	
	A	Conclusion.....	101
	B	Implication.....	102
	C	Suggestion.....	102
		BIBLIOGRAPHY.....	104

LIST OF TABLES

	Page
Table 1 : Common Transitions	15
Table 2 : Indicator of Reading Comprehension of Narrative Text	36
Table 3 : Teacher's Observation Checklist of Applying DRTA Strategy in Teaching Reading Comprehension of Narrative Text	38
Table 4 : Students' Observation Checklist of Applying DRTA strategy in Teaching Reading Comprehension of Narrative Text	40
Table 5 : Observation Checklist of Steps in Teaching Reading Comprehension of Narrative Text	42
Table 6 : The Students' Score on Reading Comprehension Tasks of Narrative Text (cycle 1)	59
Table 7 : The Score of Each Indicator for Test on cycle 1	163
Table 8 : The Students' Score on Reading Comprehension Tasks of Narrative Text (cycle 2)	73
Table 9 : The Score of Each Indicator for Test on Cycle 2	164
Table 10 :The Students' Score of Reading Comprehension Task of Narrative Text (cycle 3)	81
Table 11 :The Score of Each Indicator of Test on Cycle 3	165

LIST OF FIGURES

	Page
Figure 1: Conceptual Framework	31
Figure 2: Procedure of the Research	46

LIST OF GRAPHICS

	Page
Graphic 1 The Condition of the Students' Reading Comprehension of Narrative Text through Reading Tasks in Each Meeting in Cycle 1	61
Graphic 2 The Condition of Each Indicator of Students' Reading Comprehension through Reading Task in Each Meeting in Cycle 1	62
Graphic 3 The Condition of the Students' Reading Comprehension of Narrative Text through Reading Tasks in Each Meeting in Cycle 2	74
Graphic 4 The Condition of Each Indicator of Students' Reading Comprehension through Reading Task in Each Meeting in Cycle 2	75
Graphic 5 The Comparison of Students' Achievement through Reading Comprehension Test on Cycle 1 and Cycle 2	78
Graphic 6 The Condition of the Students' Reading Comprehension of Narrative Text through Reading Tasks in Each Meeting in Cycle 3	82
Graphic 7 The Condition of Each Indicator of Students' Reading Comprehension through Reading Task in Each Meeting in Cycle 3	83
Graphic 8 The Comparison of Students' Achievement through Reading Comprehension Test on Cycle 2 and Cycle 3	83
Graphic 9 The Students' Achievement in Each Cycle	86

LIST OF APPENDICES

	Page
Appendix 1 Lesson Plan at Cycle 1	107
Appendix 2 Test Sheet	122
Appendix 3 Lesson Plan at Cycle 2	125
Appendix 4 Test Sheet	139
Appendix 5 Lesson Plan at Cycle 3	142
Appendix 6 Test Sheet	152
Appendix 7 The Score of Each Indicator of Meeting 1 / Cycle 1	155
Appendix 8 The Score of Each Indicator of Meeting 2 / Cycle 1	156
Appendix 9 The Score of Each Indicator of Meeting 3 / Cycle 1	157
Appendix 10 The Score of Each Indicator of Meeting 1 / Cycle 2	158
Appendix 11 The Score of Each Indicator of Meeting 2 / Cycle 2	159
Appendix 12 The Score of Each Indicator of Meeting 3 / Cycle 2	160
Appendix 13 The Score of Each Indicator of Meeting 1 / Cycle 3	161
Appendix 14 The Score of Each Indicator of Meeting 2 / Cycle 3	162
Appendix 15 The Score of Each Indicator of Test 1 / Cycle 1	163
Appendix 16 The Score of Each Indicator of Test 2 / Cycle 2	164
Appendix 17 The Score of Each Indicator of Test 3 / Cycle 3	165

CHAPTER I INTRODUCTION

A. Background of the Problem

Reading is one of four important basic language skills learned by the students of foreign language and second language. There are some reasons why it is very necessary. First, it can help the learners to enhance their knowledge because they can learn many things through reading. Second, reading can support the learners to master the other language skills such as speaking, listening, and writing. In addition, reading can entertain the learners because it is not only for academic purpose, but it can also help the learners refresh their mind. In other words, reading is very crucial for the learners.

The importance of reading makes the teacher pay great attention in teaching it in order to make their students comprehend what they read. Reading has been taught since elementary school to university. Even, it becomes one of the important parts that are usually tested in daily test, semester test, or final examination.

Based on curriculum 2004 or Competence Based Curriculum, the basic competence of reading skill on the second semester of the tenth grade is to respond the meaning of the short or simple texts in narrative, descriptive and news item form accurately and fluently in a daily life context. Narrative text has been discussed on the first semester. So, the students should have be able to comprehend and to respond the texts and they should have be familiar and pleasant to discuss about them. In addition, they should have read the narrative

texts actively and enthusiastically because most of the narrative texts learnt by the Senior High School students are imagery, fictions, fables, fairy tales, etc.

However, based on the daily test given on October 2, 2011, it shows that only 20 percents of students were able to answer comprehension questions of narrative text. In other words, only 5 of 27 students achieved maximum achievement criterion (MAC). While the average mark gotten by the students were 51.38. A great number of students got difficulties in finding the topic, detailed information, supporting details, main idea, unstated idea and schematic structure of narrative text. This indicates that their ability in comprehending the narrative text is still low. This is a serious condition that should be solved as soon as possible.

There are several problems that cause the low of the students' reading comprehension. Based on the researcher's experience and observation at SMAN 1 Solok Selatan, especially at grade X5, there are some problems found in teaching reading comprehension. The first problem is lack of interest in reading. They did not involve in reading activity maximally. They feel that reading is a boring activity and make them sleepy. They are lazy to do reading comprehension task. They like doing other activities better than doing reading comprehension tasks. When the teacher asks them to do exercise, they like cheating their friend's work.

Next, the students feel that reading is very difficult since they have lack of vocabulary. Based on the researchers' experience in teaching learning process, they have limited vocabulary so that when the teacher gives them an English text and asks them to find information from the text, they cannot do it

well, because they do not know most of the words. They cannot guess the meaning from the context. So, they often have to look them up in dictionary. They spend a great of time in checking the meaning of words from dictionary. Consequently, they do not have enough time to comprehend the text.

The next cause of the problem faced by the students is insufficient background knowledge about the topic of the text. When the students do not have sufficient background knowledge about the topic of the text which they will read, they will get difficulties to comprehend the text. Besides, they also do not have purposes to read the text and they do not know what they have read. They just read because of the teacher's instruction.

Another factor that caused the problem is the teaching reading strategy used by the teacher. The teacher as motivator and facilitator of the students find difficulties in choosing appropriate strategy in teaching reading. In teaching and learning process, she has to be able to encourage her students to join the activity of reading, but she gets problem in involving the students in meaningful learning. The teacher usually asks two or three students to read the entire passage by reading it loudly and then she explains difficult words. She asks the students to answer certain questions which are related to the reading text. She only gives little time to activate the students' background knowledge about the text and to discuss the ideas in the text. Furthermore, She does not train the students to have critical thinking in reading a text. This way of teaching is not interesting to the students. Some of them say that they feel bored, they are not interested in studying English, especially in reading session. They like doing other activities like talking with friends and doing

task from other teacher, because teacher's strategy is always the same from time to time. As a result, a great number of students cannot comprehend the text optimally.

In order to solve the problems above, the researcher revised and improved her teaching strategy. Actually, there are some teaching strategy that can be applied to improve the students reading comprehension of narrative text. In this case, the researcher is interested in conducting the research by implementing the strategy of Directed Reading Thinking Activity (DRTA) in teaching reading comprehension of narrative text at SMAN 1 Solok Selatan, especially at grade X5. Through this strategy, the students had chance to involve in meaningful activity because the strategy engaged the students in a step-by-step process that guided them through understanding and thinking about the text by asking questions about the text, making predictions, and then reading to confirm or refute their predictions. Thus, this strategy encouraged the students to be active and thoughtful readers. This strategy also helped students in vocabulary mastery. The students are guided to understand the vocabulary first before thinking about the text. In addition, through this strategy, the students' prior knowledge could be activated and they had purposes in reading through predicting, reading to evaluate their predictions and proving their predictions.

B. Identification of the Problem

Based on the background of the problems above, there are some problems identified in teaching reading comprehension at grade X5 SMAN 1 Solok Selatan. The problems come from two sides either the students or the

teacher. The problems faced by the students are lack of interest, lack of vocabulary and lack of background knowledge about the text. Besides, they also do not have purposes to read the text and they do not know what they have read. They just read because of the teacher's instruction. The next problem comes from the teacher herself. The teacher does not use the appropriate strategy that can make the students involve maximally in reading activity and train the students in critical thinking about the text. So, the reading is not interesting for the students. Those problems need to be solved immediately in order to improve the teaching and learning process at grade X of SMAN 1 Solok Selatan.

C. Focus of the Problem

From the identification of the problems above, the researcher focused the problem on teacher's strategy in teaching reading comprehension of narrative text at grade X5 SMAN 1 Solok Selatan. The researcher implemented Directed Reading Thinking Activity (DRTA) strategy, so that the teaching and learning reading comprehension of narrative text could be improved.

D. Research Question

Based on the focus of the problem above, the researcher formulated research questions as follows:

1. To what extent can DRTA strategy improve students' reading comprehension of narrative texts at grade X5 of SMAN 1 Solok Selatan?

2. What factors influence the changes of students' reading comprehension of narrative texts through DRTA strategy at grade X5 of SMAN 1 Solok Selatan?

E. Purpose of the Research

The Purposes of this research were as follow;

1. To overcome the problems in teaching reading comprehension of narrative texts by implementing DRTA strategy at grade X5 of SMAN 1 Solok Selatan.
2. To improve reading comprehension of narrative texts by implementing DRTA strategy at grade X5 of SMAN 1 Solok Selatan.
3. To find out the factors that influence the changes of students' reading comprehension of narrative texts by implementing DRTA strategy at grade X5 of SMAN 1 Solok Selatan.

F. Significance of the Research

This research is expected to give valuable contribution to both theoretically and practically. Theoretically, the result of the research will give valuable input for the next teachers in creating an alternative strategy in teaching reading comprehension of narrative text. While practically, the result of this research will be beneficial for the teachers to consider DRTA strategy as one of the strategy used in teaching reading comprehension, so the aim of teaching and learning English can be obtained effectively.

G. Definition of the Key Terms

The researcher defined the key terms of the research as follow;

1. Reading comprehension is a process that requires how to decode through the development of an extensive repertoire of sight words, learning the meanings of vocabulary words encountered in the texts, and learning how to abstract meaning from text.
2. Narrative text is a type of genre that deals with problematic events which leads to a crises and in turn find the solution for better or worse and has function to entertain the readers or the listeners.
3. DRTA is a strategy of reading comprehension that is done in a group of students with the teacher's guidance using the ideas of their own experiences to predict what the text might be about, read, and prove the predictions so that it help students become active and skillful readers.

CHAPTER V

CONCLUSSION, IMPLICATION, AND SUGGESTION

A. Conclusion

According to the findings and discussion of the students' reading comprehension skill on narrative texts by implementing DRTA strategy during three cycles of the classroom action research, it can be concluded that the strategy can overcome the problems of teaching reading comprehension of narrative texts at grade X5 of SMAN 1 Solok Selatan. The findings show:

1. The implementation of DRTA strategy improves the students' reading comprehension of narrative texts at grade X5 of SMAN 1 Solok Selatan.
2. The factors that influence the improvement of students' reading comprehension of narrative texts by are as follows:
 - a. Classroom management. The classroom management consisted of managing students' group work, using the time and monitoring. The teacher should be able to manage the classroom and gives guidance to the students. So, by doing this, the students' involvement and participation in doing activities for every stages of reading comprehension can be obtained.
 - b. Teaching materials. By giving the interesting and the new teaching materials can increase the students' interest, curiosity and involvement in doing every stages of reading.
 - c. Teacher approach. Teacher approach determined the success of teaching result. As it was done in this research, the researcher tried hard to have

good approach to the students. So, it could encourage them to do all activities without being worried of making mistake.

- d. Instructional and motivated strategy. This strategy encouraged the students to be more active during teaching and learning process. It was found in the results of observation checklist that showed the percentage of students who did activities increased in every meeting of cycles.

B. Implication

This research implies that the implementation of DRTA strategy can be chosen as a strategy to solve the problems related to teaching reading comprehension of narrative texts at grade X5 of SMAN 1 Solok Selatan . In addition, based on the result of findings, this strategy can be disseminated in the meetings of The English Teachers' Forum (MGMP) as one of strategy to improve the students' reading comprehension of narrative texts.

C. Suggestion

In accordance with the conclusion and implication, the suggestions can be given as follow:

1. The researcher as the English teacher of SMAN 1 Solok Selatan should continue applying DRTA strategy in teaching reading comprehension of narrative text as an alternative strategy in teaching since it has been proved that DRTA strategy can improve the students' reading comprehension of narrative text.

2. The future researchers are suggested to do research related to DRTA for the other kinds of text.
3. Because of the limitation of the research, further and longer studies about the implication of DRTA strategy are highly suggested to investigate whether this strategy can be a solving problem at the other classes or other school.

BIBLIOGRAPHY

- Al Odwan, Al Hameed.T. 2007. The Effect of the Directed Reading Thinking Activity through Cooperative Learning on English Secondary Stage Students' Reading Comprehension in Jordan, Retrieved on January 2012, from www.ijhssnet.com/update/.../archives.html?id..
- Arikunto, Suharsimi. 2009. *Penelitian Tindakan Kelas*. (Edisi Cetakan Kesembilan). Jakarta: Bumi Aksara.
- Brown, H. Douglas. 2009. *Language Assessment : Principles and Classroom Practices*, Pearson Longman.
- Burn, Anne. 2009. *Doing Action Research in English Language Teaching*. New York: Routledge Taylor and Francis Group
- Cameron, Lynne. 2002. *Teaching Languages to Young Learners*. Cambridge: Cambridge University Press.
- Derewianka, Beverly. 1995. *Exploring How Text Work*. Victoria: Australian Print Group.
- El-Koumy. 2004. The Internet TESL Journal. "*The Effect of Directed Reading Thinking Activity on EFL students' referential and inferential*". Retrieved on December, 2011 from <http://www.freewebs.com/levimenei/Multimedia/directedreading>
- Gay, L.R and Peter Airasian. 2000. *Educational Research: Competencies for Analysis and Application*. Tokyo: Prentice Hall, Inc.
- Gerot, Linda and Wignell, Peter. 1995. *Making Sense of Functional Grammar*. Sydney: Antipodean Educational enterpress.
- Gipe.J. 2001. *Corrective Reading Techniques for Classroom Teachers*. Scottsdale, Arizona: Gorsuch Scarisbrick Publishers.
- Glass. C. 2006. *DRTA*. Retrieved on December 15, 2011 from
- Gunning, Thomas. 1996. *Creating Reading Instruction for All Children*. New York: Allyn and Bacon.
- Hafrizon and Nugroho. 2010. *Introduction to Genre Based Approach*. Jakarta : BERMUTU (Better Education through Reformed Management and Universal Teacher Upgrading).
- Harmer, Jeremy. 2004. *How to Teach English*. Kuala Lumpur: Addison Wesley Longman Limited.