

**THE EFFECT OF DIRECTED READING THINKING ACTIVITY (DRTA)
STRATEGY TOWARD STUDENTS' READING COMPREHENSION OF
EXPOSITION TEXT AT SENIOR HIGH SCHOOL 3 BUKITTINGGI**

THESIS

*Submitted as Partial Fulfillment of Requirements to
Obtain Strata One (S1) Degree*



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2015

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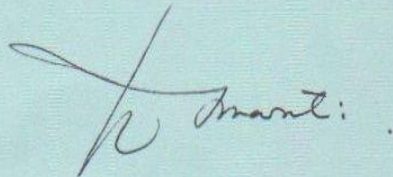
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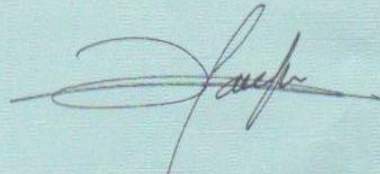
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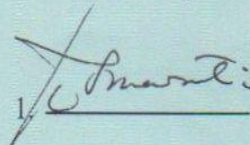
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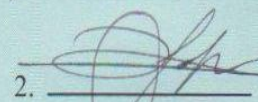
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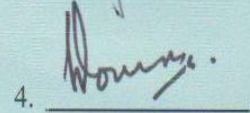
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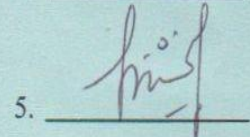
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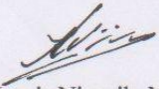
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ABSTRAK

Fitrina, Rahma. 2015. **“The Effect of Directed Reading Thinking Activity (DRTA) Strategy Students’ Reading Comprehension of Exposition Text at Senior High School 3 Bukittinggi.”***Skripsi*. Padang: Jurusan Bahasa Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Kemampuan membaca teks monolog siswa SMA Negeri 3 Bukittinggi masih rendah. Hal tersebut disebabkan karena kurangnya pengetahuan mengenai strategi membaca dalam bahasa Inggris. Dalam penelitian ini, peneliti mengajarkan dan mendorong siswa untuk menggunakan strategi *Directed Reading Thinking Activity (DRTA)* dalam meningkatkan kemampuan pemahaman siswa dalam membaca.

Jenis penelitian ini adalah penelitian eksperimental dengan desain yang disebut *posttest only control group design*. Populasi dari penelitian ini adalah siswa kelas XI SMA Negeri 3 Bukittinggi tahun ajaran 2014/ 2015 yang terdiri dari 12 kelas. Sampel dalam penelitian ini adalah XI MIA 1 dan XI MIA 3 yang dipilih dengan teknik *cluster sampling*. Setelah dipilih secara acak, kelas yang terpilih adalah XI MIA 1 sebagai kelas eksperimental dan XI MIA 3 sebagai kelas kontrol. Instrumen yang digunakan dalam penelitian ini adalah *reading comprehension test* yang terdiri dari 40 pertanyaan pilihan ganda. Tes dilakukan satu kali yakni *posttest* yang diberikan setelah menyelesaikan pemberian perlakuan.

Data dari penelitian ini berupa skor *reading comprehension test* yang dianalisis secara statistik menggunakan rumus *t-test*. Berdasarkan perhitungan tersebut, diperoleh *t*-hitung sebesar 5,05 dan *t*-tabel sebesar 1,944 yang berarti *t*-hitung > *t*-tabel yang bertaraf signifikansi 0,05. Dari hasil perhitungan tersebut dapat disimpulkan bahwa penggunaan strategi DRTA memberikan dampak yang lebih baik terhadap kemampuan pemahaman membaca siswa pada teks eksposisi analitis.

Kata Kunci: strategi DRTA, pemahaman membaca, teks eksposisi analitis

ACKNOWLEDGEMENTS



All praises are worth addressing to Allah who gives the writer guidance and strength, so she could finish this thesis. *Shalawat* and *Salam* are sent to Prophet Muhammad SAW, his family, his companions, and his followers.

First and foremost, the writer wants to express her gratitude to both her thesis advisors; Dr. DesmawatiRadjab, M.Pd and HavidArdi, S.Pd.,M.Hum., who have been patiently given valuable advice and guidance. Then, she also gives deep thanks to the thesis reviewers as well as the examiners in the thesis comprehension test; Drs. Jufri, M.Pd, Drs. Don Narius, M.Si, and LeniMarlina, S.S., M.A. The writer is very thankful for their valuable time, contribution of thoughts and ideas toward the development and accomplishment of this thesis.

Then, her gratitude also goes to the head of English Department State University of Padang- Dr. KurniaNingsih, M.A, and the secretary of English Department State University of Padang- Dra. An FauziaRozaniSyafei,M.A. Furthermore, the researcher would like to address great thanks to all English Department lecturers that have been given valuable knowledge to all the English Department students.

This thesis would never have been completed without cooperation given by the headmaster of Senior High School 3 Bukittinggi- Drs. AmriJaya,M.Pd, and the English teacher- ZetriZainal, S.Pd. It is also pleasure to thank the participants of this research; the students of XI MIA 1, XI MIA3, and XI MIA 5 Senior High School 3 Bukittinggi, who had made this research.

Padang, January 2015

The writer

DEDICATION

I dedicate my thesis to my family and my friends, especially...

to my loving parents; Syaiful and Feriyeni, who have always loved me
unconditionally and given continuous support

to my brother and sister; Iqbal and Della, for your much love and care

to my best buddies; drawliy (Dila, Asnah, Wulan), Rahmi, Yoan,
Yosi, Liza, Epril, Uni, Nova, Fandy, Nudiya, and Arini for your
help, encouragement, loyalty, and journey

to all K4-2010 members for togetherness

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CHAPTER I INTRODUCTION

A. Background of the Problems

Reading is an activity which cannot be separated from human daily life. Reading a text in first language is different from reading a text in foreign language. Reading foreign language text needs to know the meaning of words of the target language. Then, it also requires the readers' background knowledge about the topic, set the purpose of reading the text, and choose the strategy to be employed in reading. Thus, that is why the readers must master reading skill while reading foreign language text.

Mastering reading skill of English text is also learnt at school. The students are taught how to read an English text step by step until the students achieve reading comprehension. The purpose of learning reading has been determined in curriculum for each grade. Generally, the purpose of reading for students is to understand the meaning of functional text, transactional text, and monologue text.

At senior high school based on School Based Curriculum, there are three kinds of texts that must be mastered by the students. They are functional text, transactional text, and monologue text. The texts which belong to functional texts are letter, announcement, advertisement, invitation, job vacancy, and so on. Then, the texts categorized as transactional texts are showing sympathy, accepting invitation, refusing invitation, and giving compliment. On the other hand, the texts which belong to monologue texts are narrative, descriptive, procedure, report,

explanation, discussion, spoof, report, news item, analytical exposition, hortatory exposition, and discussion.

Achieving reading comprehension is not easy for students especially reading monologue text. The difficulty is found in schools in Indonesia and that is also felt by students at Senior High School 3 Bukittinggi. Based on the researcher preliminary study by interviewing an English teacher, the teacher said that there are only 45 to 47 percent of students in grade eleven that can perform well answering reading comprehension questions in test. Then, that is also obtained that exposition text is one of monologue text which is hard for the students to comprehend.

The first problem in reading analytical exposition text for the students is the students' background knowledge about the text does not explore well yet. Most of the students are not used to read this text yet since the analytical exposition text is firstly learnt in senior high school. Therefore, several students bring irrelevant information while trying to relate a text to their own life. If the students cannot relate information of a text with knowledge they already possessed, they will not be able to decode content of the text. Decoding the written word is a key for comprehension of analytical exposition text.

Second, setting a purpose is needed before reading text. Actually, there are three purposes in reading. They are reading for detail, reading for pleasure, and reading for general meaning. Reading for detail is reading to get specific information on the text. For instance, when the reader reads an instruction manual of furniture, the reader will read it carefully. Then, reading for pleasure is reading for fun. The reader reads the text to have enjoyment, such as reading magazine or

novel. Furthermore, reading for general meaning is reading to get main information about something. For example, if the reader wants to know about news generally on a newspaper, it can be done by reading the headline of the newspapers (Alderson, 2000: 50). By setting a purpose, readers know what the outcome after reading. This activity is not conducted by the teacher in learning event. So, if the students want to achieve comprehension in analytical exposition text, they have to know what information they must acquire from the text.

The third problem is the students are taught with the same strategy in reading monologue text also in teaching analytical exposition text. The students are demanded to read the text aloud. After the students are asked to retell what the text is about. At the end activity, the students must answer some questions related to the text. This strategy does not significantly improve the students' reading comprehension of analytical exposition text.

The last is the students have less motivation in reading English that is caused by their limitation in English lexicons. Lexicons have an important role for achieving reading comprehension of a text including reading analytical exposition text. The words appearing in analytical exposition text are often more specific about a field, so the students need to have many vocabularies about it. When the students get stuck with the words in the text, they are used to look up meaning of words by words so that it takes time while reading. If the students know and understand how to apply a reading strategy during reading, it will facilitate them to understand a text.

At Senior High School 3 Bukittinggi, the teacher teaches the students by combining reading aloud strategy and retelling in the classroom. Initially, the

teacher explains about what the social function of the text is, what the generic structure is, and what the language features are. Then, the teacher points the student to read the text first. After the student read, the teacher reads the text orally and the students listen to it. While the teacher is reading, the teacher asks the meaning of new words to the students. The teacher and the students discuss and the text together. Then, the students are demanded to retell what writer says in the text. At the end, the students answer several questions about the text. This activity is always practiced in every reading activity. When a test is given to the students, most of the students get score under the criteria.

Actually, there are several teaching reading comprehension strategies, such as semantic mapping, annotating, and directed reading thinking activity strategy, questioning, reading aloud, previewing, and brainstorming, and so on. According the cases mentioned above, the researcher is trying to apply the DRTA strategy whether it can improve students' reading comprehension or not. That is caused by the directed reading thinking activity strategy is a reading strategy where the readers are guided during reading process. The readers are demanded to make hypothesis about the text before reading and after reading the readers can prove what they predict. Then, the purpose of this strategy is to help the learners to activate their prior knowledge, make the reader becomes purposeful and strategic reader, motivate the reader to read, and assist reader to be critical reader.

Moreover, the DRTA strategy also can be used to teach analytical exposition text. It is stated in Peregoy et.al (2008:355) that the texts belong to narrating and expository texts are narrative, recount, hortatory exposition text, and analytical exposition text. In addition, there is a research that shows the DTRA

strategy can improve students' reading comprehension. The research was conducted in Egypt for EFL (English as Foreign Language) students'. El Koumy (2006), the researcher, sees the effect of DRTA strategy on students' referential and inferential comprehension. The result of the research is the DRTA strategy improves students' comprehension about referential and inferential in reading. Furthermore, the DRTA strategy also encourages interactive learning because the teacher guides the students to prove their predictions after reading (Al Odwan, 2012: 141). By considering the purpose of the strategy and the previous research, the researcher is going to conduct experimental research about the effect of DRTA strategy to enhance the students' reading comprehension at Senior High School 3 Bukittinggi for grade XI in teaching reading analytical exposition text.

B. Identification of the Problems

Based on the background above, it can be identified that students have difficulties in comprehending reading monologue text. The difficulty is caused by not exploring prior knowledge, unsettling purpose of reading, being taught with same strategy for monologue text, and lacking of vocabulary. Regarding to the factors, there are some researchable problems that can be identified related to the implementation of the directed reading thinking activity strategy in teaching reading. Firstly, it is necessary to know the effect of setting purpose of reading to achieve reading comprehension. Then, it is seeing the effect of applying the directed reading thinking activity strategy to increase the students' reading comprehension.

C. Limitation of the Problems

Based on the identification of the problems is limited to see the effect of using the directed reading and thinking activity strategy toward students' reading comprehension of analytical exposition text at grade XI Senior High School 3 Bukittinggi.

D. Formulation of the Research

The problem of the research is formulated "Does the Directed Reading Thinking Activity (DRTA) strategy give significant effect toward students' reading comprehension of analytical exposition text at grade XI Senior High School 3 Bukittinggi?"

E. Purpose of the Research

The purpose of the research is to find out the effect of using directed reading and thinking activity (DRTA) strategy toward students' reading comprehension of analytical exposition text at grade XI Senior High School 3 Bukittinggi.

F. Significance of the Research

The significance of the research is to give contribution both theoretically and practically. Theoretically, the finding of the research will contribute to the available theories about reading comprehension. Practically, the finding of the research may give another strategy in teaching reading comprehension for the teacher.

G. Definition of Key Terms

1. Directed Reading Thinking Activity Strategy (DRTA) is a reading strategy demanded a reader to make hypothesis about the text before reading and after reading the readers can prove what they predict.
2. Reading comprehension is the readers' ability to interact with written language by building and catching the meaning of the text. It can be seen from score reading test.
3. Analytical Exposition text is the text which argues about something in the case.
4. Effect is the impact after implementing directed reading thinking activity strategy toward students' reading comprehension especially in reading analytical exposition text showing from the score of students' reading test.