

**AN UNDERGRADUATE THESIS**

**IMPROVING READING COMPREHENSION ABILITY  
IN NARRATIVE TEXT BY USING STRATEGY DRTA  
AMONG THE EIGHTH GRADERS OF SMP N 2 KOTAGAJAH  
IN THE ACADEMIC YEAR OF 2016/2017**

**BY:**

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**State Islamic Institute (IAIN) of Metro  
1438 H / 2017**



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IN NARRATIVE TEXT BY USING STRATEGY DRTA  
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IN THE ACADEMIC YEAR OF 2016/2017**

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In English Education Program

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**1438 H / 2017**



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**APPROVAL PAGE**

Title : **IMPROVING READING COMPREHENSION  
ABILITY IN NARRATIVE TEXT BY USING  
DIRECT READING THINKING ACTIVITY  
STRATEGY AMONG THE EIGHTH GRADERS OF  
SMP N 2 KOTAGAJAH IN ACADEMIC YEAR OF  
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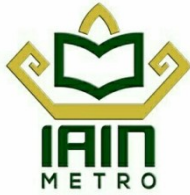
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To: The Honorable,  
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*Assalamu'alaikum Wr, Wb*

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*Wassalamu'alaikum Wr, Wb*

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*Assalamu'alaikum Wr, Wb*

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ACADEMIC YEAR OF 2016/2017**

Sudah kami setuju dan dapat diajukan untuk dapat dimunaqosahkan. Demikian harapan kami dan atas perhatiannya, kami ucapkan terimakasih.

*Wassalamu'alaikum Wr, Wb*

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**RATIFICATION PAGE**

**No:**

The undergraduate thesis entitled: Improving Reading Comprehension Ability in Narrative Text by Using Direct Reading Thinking Activity Strategy among the Eighth Graders of SMP N 2 Kotagajah in Academic Year of 2016/2017. Written by Ratnawati, student Number: 1293157 English Education Department had been examined (Munaqosah) in Tarbiyah Faculty on Monday, February 20<sup>th</sup> 2017 at 09.00-11.00 A.M

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**IMPROVING READING COMPREHENSION ABILITY  
IN NARRATIVE TEXT BY USING STRATEGY DRTA  
AMONG THE EIGHTH GRADERS OF SMP N 2 KOTAGAJAH  
IN THE ACADEMIC YEAR OF 2016/2017**

**ABSTRACT**

**By:  
RATNAWATI**

The purpose of this study is to use of a strategy. Strategy is one way that is used by the teacher to apply a method in teaching and learning process in order to make the students understand about the materials. So, as a teacher should be able to help the students to comprehend the material by providing the appropriate strategy in teaching and learning process. Therefore, to increase the students reading comprehension, the researcher provided an efficient and effective strategy, that is Direct Reading Thinking Activity. Direct Reading Thinking Activity is used to get specific information of the text. This strategy is expected be able to improve the students' reading comprehension ability. In fact, the teacher has not used yet the effective strategy in reading lesson, it caused the students' reading comprehension is low. This condition which is the researcher found at the eighth grade of students at SMP N 2 Kotagajah.

In this case, the researcher conducted classroom action research (CAR). In this research, the researcher conducted the research in two cycles. Each cycle existed the other has relationship. They are including planning, action, observation, and reflection. The subject of this research was 36 at the eighth grade of students at SMP N 2 Kotagajah. In collecting data, the researcher used the test, observation, and documentation. The tests consist of pre-test and post-test. The purposes of pre-test and post-test are to know how far the students' reading comprehension ability before and after being given the treatment.

The result of pre-test and post-test show that there improves from the pre-test and post-test. The average score of the post-test is higher than pre-test. The average score of pre-test is 8,3, then the average score of post-test I is 38,9, and the average score of post-test II is 75, so that there is progress of the average's score from the tests. The progress occurred from pre-test to the post-test cycle I, there is increase for about 30,6 points and from the post-test cycle I to the pot-test cycle II, there is increase for about 36,1 points. It is clear that by using Direct Reading Thinking Activity as the strategy of teaching and learning process, the students will be able to improve their reading comprehension ability.

**PENINGKATAN KEMAMPUAN MEMBACA PEMAHAMAN SISWA  
PADA TEKS NARATIF DENGAN MENGGUNAKAN STRATEGI DRTA  
DI KELAS DELAPAN SMP N 2 KOTAGAJAH  
TAHUN AJARAN 2016/2017**

**ABSTRAK**

**Oleh:  
RATNAWATI**

Tujuan dari penelitian ini adalah menggunakan strategi. Strategi merupakan salah satu cara yang digunakan guru dalam menerapkan sebuah metode didalam proses belajar mengajar agar siswa memahami setiap materi. Guru harus mampu membantu siswa dalam pemahaman materi, yaitu dengan penyediaan strategi yang tepat. Untuk meningkatkan pemahaman membaca siswa, peneliti menyediakan sebuah strategi yang efektif dan efisien, strategi tersebut adalah Direct Reading Thinking Activity. DRTA digunakan untuk mendapatkan informasi khusus dari sebuah teks. strategi ini diharapkan mampu meningkatkan kemampuan pemahaman membaca siswa. Faktanya, guru belum menggunakan strategi yang efektif dalam kegiatan membaca, hal tersebut menyebabkan pemahaman membaca siswa rendah. Kondisi inilah yang peneliti temukan pada siswa kelas delapan SMPN 2 Kotagajah.

Adapun bentuk penelitian ini adalah penelitian tindakan kelas (PTK). Peneliti mengadakan dua siklus. Setiap siklus ada hubungan yang terkait. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan, dan refleksi. Subjek penelitian ini adalah 36 siswakesel VIII SMPN 2 Kotagajah. Dalam pengumpulan data, peneliti menggunakan tes, obsevasi, dokumentasi dan catatan. Tes terdiri dari tes sebelum diberikan perlakuan (pre-test) dan tes sesudah diberi perlakuan (post-test). Tujuan dari kedua tes tersebut adalah untuk mengetahui sejauh mana pemahaman siswa sebelum dan sesudah diberikan perlakuan.

Hasil tes menunjukkan bahwa ada peningkatan hasil dari pre-test dan post-test. Nilai rata-rata post-test lebih besar dari nilai pre-test. Nilai rata-rata pre-test sebesar 8,3, kemudian nilai rata-rata post-test pertama sebesar 38,9, dan nilai rata-rata post-test kedua sebesar 75, sehingga ada peningkatan nilai rata-rata dari tes tersebut. Peningkatan yang terjadi dari pre-test ke post-test pertama sebesar 30,6 poin, kemudian dari post-test pertama dengan kedua sebesar 36,1 poin. Hal ini jelas bahwa dengan menggunakan direct reading thinking activity sebagai strategi pada proses belajar dan mengajar, siswa akan dapat meningkatkan kemampuan pemahaman membaca.



## STATEMENT OF RESEARCH ORIGINALITY

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States that this undergraduate thesis is original the result of the writer's research, in exception of certain parts which are quoted from the bibliographies mentioned.

Metro, 09 December 2016

The Writer

**RATNAWATI**  
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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 09 Desember 2016

Penulis

RATNAWATI  
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## MOTTOS

وَمَا كُنَّا بِمُعَظَّمِيهَا كَمَا كُنَّا بِمُعَظَّمِيهَا  
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وَمَا كُنَّا بِمُعَظَّمِيهَا كَمَا كُنَّا بِمُعَظَّمِيهَا  
وَمَا كُنَّا بِمُعَظَّمِيهَا كَمَا كُنَّا بِمُعَظَّمِيهَا  
وَمَا كُنَّا بِمُعَظَّمِيهَا كَمَا كُنَّا بِمُعَظَّمِيهَا  
وَمَا كُنَّا بِمُعَظَّمِيهَا كَمَا كُنَّا بِمُعَظَّمِيهَا

*... it may be that you dislike a thing, which is good for you and like a thing, which is bad for you. Allah SWT knows but you do not know.*

*(Al-Baqarah: 216)*

*What we need is not necessarily the best, but what is given Allah it is that we need. (Al-Baqarah: 216)*

## DEDICATION PAGE

This undergraduate thesis would highly be dedicated to:

- My parents (Mr. Suratno and Mrs. Purwanti) for the deeper prayer, the endless loving, te great support and hope to finish this paper. My brother (Mr. Mulyo Widodo and Hartono) for your support and motivation.
- My Beloved Best Friends: Nurul Hidayati, Pradita Rosa Cahya, Shelvi Avriana Darma Wati, Silvi Prokheti, Yuli Purwaningsih, Mike Wahyuni, Dita Citra Asmara for your support.
- My Almamater State Islamic Institute (IAIN) of Metro.

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The undergraduate thesis entitles “Improving Reading Comprehension Ability in Narrative Text By Using Direct Reading Thinking Activity Strategy Among The Eighth Graders Of The Junior High School 2 Kota Gajah In Academic Years 2016/2017”

In this chance, the writer would like to express her sincere gratitude those who has involved in the process of composing this undergraduate thesis. The biggest thank goes to her parents who keep supporting her in such intangible ways. Her massive thank is also given to both supervisors; Dr. Mahrus As’ad, M.Ag, and Trisna Dinillah Harya, M.Pd. All of them have a significant role in giving aid and guidance in the process of compiling this undergraduate thesis. Then, the special thank goes to her understanding friends who are always there to light up mood and to give great encouragement.

Last but not least, may this writing be of some benefits for all the readers in general and for all the knowledge seekers in particular.

Metro, 09 December 2016

The Writer,

RATNAWATI  
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## CHAPTER I

### INTRODUCTION

#### **A. Background of Study**

Reading is one of the important ways to improve general language skill in English. It has a very significant role in teaching English as a foreign language. The students can gain the information and expand their knowledge by reading. The main objectives of English teaching in education are to enable the students to read and comprehend the text. In junior high school, reading is also the main activity. Most of the materials in junior high school reading are about discourse or text. The students should learn reading effectively in order to the students can find the information of the text, but the students feel bored and lazy when they must read a text, even less answer of the questions about the text. They are difficult to answer the question of the text, because they do not know how to get information of the text easily and they need much time for understanding a text exactly. Moreover, the students have low motivation in reading comprehension and teaching strategy used by the teacher of the students is unattractive and monotonous.

In motivating students to read, the teacher should find out some strategy that can attract the students' motivation and interest. The students' needs strategies that can be motivate and increase their ability, especially



in reading skill. If the students interested in what they do, they will enjoy their teaching learning process and more understand about material given. In English subject will be focus by the students is narrative text. Narrative text is a text to tell about of a story which have a conflicts among the participants and there is a plot of problem-solving.

In fact, there are some strategies in reading. One of them that will be applied in this research is Direct Reading-Thinking Activity (DR-TA) strategy. Direct Reading Thinking Activity is to foster students' independence when reading. The students make predictions encourage use of context clues and establish a purpose for reading by Direct Reading-Thinking Activity (DR-TA). DR-TA also found to be useful to increasing of achievement and enhancing of motivation for learning.

In conducting the process of teaching and learning English in the classroom, the teacher must be creative in their ways to teach the lessons to their students. The strategies of teaching should be easy, enjoyable, motivate, stimulate and to improve the students ability. Moreover, the students are easier to understand the material. The most of reading strategies has been used in the classroom, but the result show that some student's English achievement is still low. The students found it hard to understand of the text, especially in narrative text.

The result of the data that has been obtained, by giving questions to the students in the class and the researcher find out that some of the students at the eighth grade of SMP N 2 Kotagajah in the academic year

2016/2017 still have a problem with their reading comprehension. The researcher knows that Direct Reading Thinking Activity can be used for teaching, motivating and improving the students in teaching reading especially in narrative text. Therefore, the researcher can be concludes by using direct reading thinking activity strategy can easily to understanding and they make it based their own life.

The table below is the result of pre-survey that had been conducted in SMP N 2 Kotagajah.

**Table 1**  
**The Result Test of Student's Reading Comprehension Score at the Eighth Grade of SMP N 2 Kotagajah**

| No<br>. | Name | English Learning Achievement |           |
|---------|------|------------------------------|-----------|
|         |      | Score                        | Category  |
| 1       | AR   | 80                           | Excellent |
| 2       | AN   | 76                           | Good      |
| 3       | AS   | 71                           | Poor      |
| 4       | AM   | 74                           | Poor      |
| 5       | AP   | 86                           | Excellent |
| 6       | AD   | 36                           | Low       |
| 7       | AA   | 47                           | Low       |
| 8       | AZ   | 72                           | Poor      |
| 9       | BS   | 34                           | Low       |
| 10      | DI   | 77                           | Good      |
| 11      | DA   | 74                           | Poor      |
| 12      | DL   | 74                           | Poor      |
| 13      | AS   | 78                           | Good      |
| 14      | ER   | 74                           | Poor      |
| 15      | FR   | 79                           | Good      |
| 16      | FI   | 40                           | Low       |
| 17      | GS   | 79                           | Good      |
| 18      | GA   | 74                           | Poor      |
| 19      | HZ   | 69                           | Poor      |
| 20      | ID   | 77                           | Good      |

|    |    |    |      |
|----|----|----|------|
| 21 | JR | 64 | Poor |
| 22 | KR | 74 | Poor |
| 23 | MJ | 71 | Poor |
| 24 | MZ | 78 | Good |
| 25 | MD | 74 | Poor |
| 26 | MM | 77 | Good |
| 27 | N  | 74 | Poor |
| 28 | PA | 40 | Low  |
| 29 | PI | 74 | Poor |
| 30 | RN | 74 | Poor |
| 31 | RE | 62 | Low  |
| 32 | SA | 74 | Poor |
| 33 | SA | 74 | Poor |
| 34 | VA | 77 | Good |
| 35 | WE | 74 | Poor |
| 36 | WP | 60 | Low  |

*Source: Documentation of the pre-survey data at SMP N 2 Kotagajah in the Academic Year of 2016/2017*

**Table 2**

**The Students' Reading Achievement**

| No    | Score  | Categories | Frequency | Percentages (%) |
|-------|--------|------------|-----------|-----------------|
| 1.    | 80-100 | Excellent  | 2         | 5,6%            |
| 2.    | 75-79  | Good       | 9         | 25%             |
| 3.    | 65-74  | Poor       | 18        | 50%             |
| 4.    | 0-64   | Low        | 7         | 19,4%           |
| Total |        |            | 36        | 100%            |

*Sources: Ledger of English teacher, taken on January 06<sup>th</sup>, 2016*

Based on the result of pre-survey data above, only 2 student that have excellent score, 9 students that have good score, many students that have poor score around of 18 students, and there are 7 students that have low score. It can be seen that the students' reading comprehension is still poor. It can be concluded there are 25 students of 36 students into the poor and low categories, because the students failed with the highest passing grade

75. It means that the result of pre-survey data is so far from the target of the passing grade.

From the data above, the researcher concludes that the students still have a problem's reading comprehension ability especially in narrative text. It is because of the students did not understand how to reading of narrative text. The researcher intends to increase of the students find difficulties to develop the reading comprehension ability. Therefore, the researcher uses direct reading thinking activity strategy to improve student's reading comprehension ability.

#### **B. Problem Identification**

There are some problems related to reading comprehension:

1. The students have difficulties in reading comprehension ability especially in narrative text.
2. The students have less motivation in reading ability.
3. The students still use ineffective reading strategy.

#### **C. Problem Limitation**

Based on the problem identification above, the writer would like to focus on "The students have difficulties in reading comprehension ability especially in narrative text using Direct Reading-Thinking Activity (DR-TA) strategy".

#### **D. Problem Formulation**

From the problem limitation above, it can be formulated problem formulation as follow “Can Directed Reading-Thinking Activity (DR-TA) strategy improve the students reading comprehension ability in narrative text?”

## **E. The Objectives and Benefit of the Study**

### **1. The Objectives of the Study**

The objective of the study is to show that the use of Direct Reading Thinking Activity (DR-TA) strategy can improve the studnets reading comprehension ability in narrative text at the eighth grade of SMP N 2 Kotagajah.

### **2. Benefit of the Study**

The results of this research might be useful as follow:

#### **a. For the Students**

- 1) By using Direct Reading-Thinking Activity (DR-TA) strategy it is hoped that the students be able to increase their reading comprehension ability especially in narrative text.
- 2) The strategy is able to increase the student’s motivation.
- 3) The students can be used as the effective strategy.

#### **b. For the Teacher**

- 1) By using Direct Reading-Thinking Activity (DR-TA) strategy it is hoped that the teacher teach their students in reading comprehension ability more efficient way.
- 2) By using Direct Reading-Thinking Activity (DR-TA) to give information about the importance of reading.
- 3) By this strategy, the teacher can improve teaching and learning process in the classroom.

c. For the Headmaster

This strategy can be used in English learning process by preparing the teaching instrument's support in the school.



## CHAPTER II

### REVIEW OF THE RELATED THEORIES

#### A. The Concept of Reading Comprehension Ability in Narrative Text

##### 1. The Concept of Reading Comprehension Ability

According to Merriam Webster's Learner's dictionary the simple definition of ability is the power or skill to do something<sup>1</sup>. It means that ability is a potency as able to do something that related with reading discourse.

Cathy Collins assumes that comprehension is instruction encompasses the ability to construct meaning as the text is read<sup>2</sup>. It means that comprehension is the ability that has to comprehend of the meaning of the text.

Then, according to John T Guthrie, comprehension is also describing the nature of the reader's capabilities and knowledge, the text and its qualities, and the reader's activities that include the purpose or consequences associated with reading<sup>3</sup>. It means that comprehension is describe the capabilities, knowledge and the activities of the readers that is include of the purpose of associated with the reading of the text. Therefore, it can be concluded that

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<sup>1</sup> [WWW.Merriam-Webster.com/dictionary/ability.com](http://WWW.Merriam-Webster.com/dictionary/ability.com), Accessed on January 19<sup>th</sup>, 2016.

<sup>2</sup> Cathy Collins Block. et. al., *Comprehension Process Instruction: Creating Reading Success in Grades K-3*, (New York: Guilford Publication, Inc., 1993), p. 1.

<sup>3</sup> John T. Guthrie, et. al., *Motivating Reading Comprehension: Concept-Oriented Reading Instruction*, (Lawrence Erlbaum Associates, Inc., 2004), p. 226.



comprehension is to understand that encompasses ability to construct meaning and knowledge related by the activities that purpose associated with reading course.

Besides, Sanggam Siahaan assumes that reading is one of the important skills which are required by the student's are able to get a lot of information from the text. This category is skill to comprehend a piece of information in the written language<sup>4</sup>. Catherine Wallace states that reading is a part of daily life for those of us who life in literate communities that much of the time we hardly consider either the purposes or processes involved<sup>5</sup>. It means that reading is to integrate of information requires additional decisions about the relative importance of complementary, mutually supporting or completing information and likely restructuring of theoretical frame to accommodate from multiple sources.

Reading is also one of the main skills that a pupil must acquire in the process of mastering a foreign language in school. In the syllabus Junior High School for foreign languages is a list of reading as one of the leading language activities to develop. Reading develops pupils' intelligence, because reading is not only an aim in itself.

*William* assumed that reading is the ability to draw meaning from the printed page and interpret this information appropriately<sup>6</sup>. It means

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<sup>4</sup> Sanggam Siahaan, *Issue in Linguistics*, (Yogyakarta: Graha Ilmu, 2008), p. 106.

<sup>5</sup> Catherine Wallace, *Reading (Language Teaching: a Scheme for Teacher Education)*, (New York: Oxford University Press, 1992), p. 5.

<sup>6</sup> William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading: Applied Linguistics in Action Series, 2<sup>th</sup> Edition*, (New York: Routledge, 2011), p. 3.

that reading skills is the ability to get the meaning from the text that necessary for learners to access information and understand of the text or literature in English. Furthermore, it can be inferred that reading is a complex activity process which is very important involving the language and though in order to get meaningful message, science of information that to sent by writer through such as graphic symbol, written verbal symbol. Therefore, reading makes the students to develop of the reading ability.

In the Guthrie and Scaffiddi, the authors of the recent RAND Report also said that “reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language”. It means that reading comprehension is underscores currently the centrality of the processes and interactions of the reader only during the course of reading. Moreover, “reading comprehension is the ability to construct meaning from a given written of the text. Reading comprehension is not a static competency; it varies according to the purposes for reading and the text that is involved”<sup>7</sup>. When the prerequisite skills are in place, reading becomes an evolving interaction between the text and the background of the reader. In additional, reading comprehension is an active process, directed by intentional thinking that allows young readers to make connections between their thinking processes, the

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<sup>7</sup> Kristin Lems, et. al., *Teaching Reading to English Language Learners: Insights from Linguistics*, (New York: The Guilford Press, 2010), p. 170.

textual content, their own knowledge, expectations, and purposes for reading<sup>8</sup>.

Based on the quotations above, it can be concluded that ability comprehension reading is an active process when the students to comprehend and to do something that goal to get the information when they reading discourse.

#### a. The Purposes of Reading Comprehension Abilities

*William Grabe* assumed that there are seven purposes abilities of reading comprehension, as follow<sup>9</sup>:

##### 1) Reading to search for simple information,

Reading to search for simple information is a common reading ability, though some researchers see it as a relatively independent cognitive process. It is used so often in reading that it is probably best seen as a type of reading ability. In reading to search typically *scan* the text for a specific word or a specific piece of information.

##### 2) Reading to skim quickly,

Reading to *skim* is a common part of many reading tasks and a useful skill in its own right. It involves, in essence, a combination of strategies for guessing where important information might be

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<sup>8</sup> Cathy Collins Block. et. al., *Comprehension Process Instruction: Creating Reading Success in Grades K-3*, p. 3.

<sup>9</sup> William Grabe and Fredricka L. Stoler, *Teaching and Researching Reading: Applied Linguistics in Action Series, 2<sup>th</sup> Edition*, (New York: Routledge, 2011), p. 6-8.

located in the text, and then using basic reading comprehension skills on those segments of the text until a general idea is formed. For instance is a sampling segment of the text for a general understanding.

3) Reading to learn from texts,

Reading to learn typically occurs in academic and professional contexts in which a person needs to learn a considerable amount of information from a text. Reading to learn is usually carried out at a reading rate somewhat slower than general reading comprehension. In addition, it makes stronger *inference* demands than general comprehension to connect text information with background knowledge.

4) Reading to integrate information,

Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information and likely restructuring of a rhetorical frame to accommodate information from multiple sources. These skills inevitably require critical evaluation of the information being read so that the reader can decide what information to integrate and how to integrate it for the reader's goal.

5) Reading to write and to critique texts (or search for information needed for writing),

*Reading to write* and *reading to critique texts* are task variants of reading to integrate information. Both require abilities to select critique and compose information from a text. Both purposes represent common academic tasks that called the reading abilities needed to integrate information.

6) Reading for general comprehension

General comprehension is the most basic purpose for reading, underlying and supporting most of other specifically purposes for reading. Moreover, general reading comprehension is actually more complex than commonly assumed. (Note that the term ‘general’ does not mean ‘simple’ or ‘easy’.) Reading for general comprehension when accomplished by a skilled fluent reader, requires very rapid and automatic processing of words, strong skills in forming a general meaning representation of main ideas, and efficient coordination of many processes.

From the explanation above, I suggest that purposes of reading comprehension abilities using Direct Reading-Thinking Activity (DR-TA) strategy is reading to learn from texts help the students to predict of the answer on the text where the students have to read the questions before, because this purpose specifically help the students to make inference of text. Therefore, this purpose focuses

on reading to learn from text to make easy the students to comprehend the matter.

## **b. The Aspects of Reading Comprehension**

Reading comprehension has five aspects this clarifies actually concerned with reading comprehension as they are elaborate like the following<sup>10</sup>:

### 1) Main idea

Main idea is called the topic sentence. It tells the content of the paragraph. The other word, the main idea is the important ideas that is developed by the writer throughout paragraph and sometimes are available in the key words and explicit or implicit message. For instance: the story about of Cinderella, the writer gives one main idea in the one paragraph. "Once upon a time, there was a girl called Cinderella. She lived happily with her mother and father until her mother died.

### 2) Specific Information

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<sup>10</sup> [www.belajarbahasainggrisku.com/2014/10/5-aspek-membaca-di-dalam-bahasa-inggris-yang-perlu-dikuasai.html](http://www.belajarbahasainggrisku.com/2014/10/5-aspek-membaca-di-dalam-bahasa-inggris-yang-perlu-dikuasai.html). accessed on November 29, 2016.

Specific information or supporting idea is developed from the main idea by giving the specific definitions, examples; facts, comparison, cause and effect that is related to the topic sentence.

### 3) Reference

Reference is the words or phrases that are used either before or after the reference in the reading material. They are used to avoid unnecessary repetition of words or phrases. It means that words are used to be a signal to the reader to find the meaning elsewhere in the text or sometimes is called pronoun.

### 4) Inference

Inference is the activities to add information that the reader already knows to what is stated. The other words, inference are the activity to make the conclusion after they reading of the text.

### 5) Vocabulary

Vocabulary is fundamental for everyone who wants to speak or to produce utterance for reading.

Based on the aspects of reading comprehension above, it can be concluding that the aspect to concern are main idea, specific information, reference, inference and vocabulary. The aspect of reading comprehension is able to make the students to comprehend the matter when they read the text.

### c. The Abilities Belonging to Reading Comprehension

According to Richard and Jeong-suk Park, the abilities belong to reading comprehension:<sup>11</sup>

#### 1) Ability in Literal comprehension

*Literal comprehension* refers to an appreciation of the direct meaning of the text, namely facts, vocabulary, dates, times, and locations. The learner can answer the questions of the text directly and explicitly. Teachers usually check on literal comprehension first to make sure that the basic or surface meaning of the text has been understood by students.

#### 2) Ability in Reorganization Comprehension

Reorganization is derived from a literal understanding of the text; students must use information from assorted components of the text and bundle them for gaining a deep understanding.

#### 3) Making in Inference

Making *inferences* concerns more than a literal understanding. Initially the students have a trouble time to answer inference question that the answers are based on material that is in the text implicitly. An inference includes students to combine their literal comprehending of the text with their own knowledge and intuitions.

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<sup>11</sup> Richard R. Day and Jeong-suk Park, *Developing Reading Comprehension Questions*, (Cambridge: Cambridge University Press), Vol.16, p. 62-64.



#### 4) Making in Prediction

*Prediction* concerns students using both their understanding and their own knowledge of the passage and connected substances in a systematic style to decide on what might happen next or after a story ends.

#### 5) Making in Evaluation

*Evaluation* refers to the learner to give a whole or comprehensive assessment about some points of view of the text.

#### 6) Making in Personal response

*Personal response* requires readers to respond with their feelings for the text and the subject. There is no incorrect response of personal, they are implicit, but they must connect to the content of the text and invert a literal comprehends of the material.

## 2. The Concept of Narrative Text

### a. The Definition of Narrative Text

According to Otong S Djuharie, narrative is kinds of essay in the form of a story or events that aim is to entertain the readers. Even though, Nikki said that narrative relates a sequence of events<sup>12</sup>. Narrative also places occurrences in time and tells what happened according to natural time of sequence. The quotation above of the narrative, it can be referred that to retell an event in order to the readers to get the information in reading discourse.

### b. Reading Comprehension Abilities in Narrative Text

Otong S. Djuharie said that there are the characteristics of narrative reading comprehension abilities<sup>13</sup>, as follow:

- 1) The Generic Structures of Narrative Text:
  - a) Orientation is told about the introduction figure's story, time and the location's story.
  - b) Complication is developing of the conflict.
  - c) Resolution is Resolving of the conflict or the steps take to response of the conflict or problems.
  - d) Reorientation is expressions to show the story had done, and this story has optional character.

- 2) The Grammatical Features of Narrative Text includes:

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<sup>12</sup> Nikki Gamble and Sally Yates, *Exploring Children's Literature: Teaching the Language and Reading of Fiction*, (New Delhi: Sage Publication Inc., 2002), p. 20.

<sup>13</sup> *Ibid.*

- a) Use of noun as a pronoun of people, animal, and thing in the story; for examples are stepmother, household, etc.
- b) Use of past tense; for instances are went, ran, ate, etc.
- c) Use of time connectives and conjunction to sequence of events; such as after, before, soon, then, after that, etc.
- d) Use of action verbs to indicate an event; for instances are stayed, climbed, killed, etc.
- e) Use of adverbs and adverbial phrases to locate the particular events; such as once upon a time, one day, etc.

Based on the characteristics above, it can be concluded that narrative text used in classroom by seeing the generic structures and grammatical features because this characteristics can help students to comprehend of narrative text.

### 3. The Concept of Direct Reading-Thinking Activity (DR-TA)

#### Strategy

#### a. The Definition of Direct Reading-Thinking Activity (DR-TA)

##### Strategy

In the International Journal of humanities and social science, Stauffer said that “the directed reading thinking activity is associated with the DRA (Directed Reading Activity)<sup>14</sup>. The directed reading thinking activity which involves; preparation/readiness/motivation for reading a lesson, silent reading/oral reading, vocabulary and skills development that culminating activities.

Richardson assumes that Direct Reading-Thinking Activity (DR-TA) is an activity that helps students understands that each segment of text can help them figure out the next segment<sup>15</sup>. It means that the DR-TA is the way of to help the students to understand in the reading process each of the text. Moreover, *Stauffer* said that the Directed Reading-Thinking Activity is a popular strategy for engaging students in reading narrative texts for understanding. It is similar to DRA that students read silently under the direction of the teacher, but the question prompts are less

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<sup>14</sup> Jordan Amman, “*The Effect of the Directed Reading Thinking Activity through Cooperative Learning on English Secondary Stage Students’ Reading Comprehension*”, (United StateS: International Journal of Humanities and Social Science[IJHSS], Vol.2 No.16/August 2012, p. 141.

<sup>15</sup> Judy S. Richardson, et, al., *Reading to Learn in the Content Areas; 7<sup>th</sup> Ed.*, (United States: Wadsworth Cengage Learning, 2006), p. 108.

specific and provide less support for comprehension. DR-TA is suitable for students who have had good success, because it encourages them to make their own predictions<sup>16</sup>. The directed reading-thinking activity is also a much stronger model for building independent readers and learners. It means that the goal for using the directed reading thinking activity is to foster students' independence when reading. It engages the students in an active process where they must use their reasoning abilities and their own ideas.

The value of directed reading-thinking activity is to make predictions before reading each section. Requiring the students to make predictions encourage use of context clues and establishes a purpose for reading. This cycle requires students to use their background knowledge to set purposes for reading and develop their questioning ability. *Allen stated* after that verifying predictions while reading extend thoughts and promotes interactive learning. The power of the directed reading-thinking activity strategy increases when the teacher guides students to check their predictions after reading<sup>17</sup>.

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<sup>16</sup> Alan Crawford, et. al., *Teaching and Learning Strategies for the Thinking Classroom*, "in quote the definition of Direct Reading Thinking Activity from Stauffer R (1969), (New York: The International Debate Education Association, 2005), p. 44.

<sup>17</sup> Jordan Amman, "The Effect of the Directed Reading Thinking Activity through Cooperative Learning on English Secondary Stage Students' Reading Comprehension", in quote the definition of Direct Reading Thinking Activity from Allen J(2004), p. 141.

From the quotations above, it can be inferred that the definition of Direct Reading-Thinking Activity is the activity to help the students to understand of the matter or lesson especially in English subject by doing to make the prediction from the sentence clues and the purpose of reading can achieve when the reading process.

**b. The Principles of Direct Reading-Thinking Activity (DR-TA) Strategy**

The principles of Direct Reading-Thinking Activity (DR-TA) strategy as follow<sup>18</sup>:

1) Previewing

Previewing is an effective reading strategy that has been examined as a strategy to help students to retain textbook material. In previewing, the students learn to establish purpose for reading and to make accurate predictions, actions which reinforce and enhance the learning process. Yet, many students do not bother preview. The students open their material and just start reading from page to page – an unstructured activity which severely limits the amount of learning accomplished<sup>19</sup>. For example, *preread*: see of the title, picture, subtitles, and introduction (if story is long enough).

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<sup>18</sup> Judy S. Richardson, et, al., *Reading to Learn in the Content Areas; 7<sup>th</sup> Ed.*, p. 110.

<sup>19</sup> Maria Valeri-Gold, *Reading Horizons*, (Georgia State University: Beikeley Electronic Press (bepress), Vol. 27, Issu 2/January 1987, p. 2.

## 2) Verifying

Verifying read to find whether predictions were right. Verifying is also an activity students go back through the text and think about their predictions. The students should verify or modify their prediction by finding supporting statements in the text. The teacher asks questions such as<sup>20</sup>:

- a) What did you find in the text to prove your predictions?
- b) What did you was read in the text that made you change your predictions?

## 3) Reflecting on reading

Reflecting on reading is an activity the students read up to the first pre-selected stopping point. The teacher then informs the students with questions about specific information and asks them to evaluate their predictions and refine them if necessary. This process should be continued until the students have read each section of passage. Besides, reflection is *developing comprehension by* checking on individual or group and staying with or redefining hypotheses.

From the explanation above, it can be concluded there are three principle (previewing, verifying, and reflection on reading) that used as generally in Direct Reading-Thinking Activity (DR-TA) strategy. This principle be able to used in the teaching learning

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<sup>20</sup> [www.adlit.org/strategies](http://www.adlit.org/strategies), accessed on December 06, 2016.

process because can to help students to comprehend the text or material.

**c. The Purposes of Direct Reading-Thinking Activity (DR-TA) Strategy**

The purposes of Direct Reading-Thinking Activity (DR-TA) strategies are<sup>21</sup>:

- 1) To help the students think might next and then read to verify their prediction. Direct Reading-Thinking Activity (DR-TA) applies in the fiction and non-fiction text. In the fiction text, the students read to find out whether the prediction they made were accurate. Even though in the non-fiction, the students read to find the answers to questions they have generated. But, these researches just focus on the fiction text,
- 2) Direct Reading-Thinking Activity is also to make the students building foundation for successful when the reading, and
- 3) DR-TA lessons help the teacher model in the reading process at its best<sup>22</sup>.

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<sup>21</sup> Judy S. Richardson, et, al., *Reading to Learn in the Content Areas; 7<sup>th</sup> Ed.*, p. 109.

<sup>22</sup> *Ibid.*, p. 114.



#### **d. The Benefits of Direct Reading-Thinking Activity (DR-TA)**

##### **Strategy**

The benefits of Direct Reading-Thinking Activity (DR-TA) strategies are<sup>23</sup>:

- 1) Direct Reading-Thinking Activity is to motivate teaching strategy. This strategy is also a very flexible strategy in that it can be used individually, with a small group, or with an entire class. It can also be used in any subject and can meet the needs of any leveled reader.
- 2) The strategy helps strengthen reading and critical thinking skills. As the teacher guides the process, the Direct Reading-Thinking Activity teaches students to determine the purpose for reading and make adjustments to what they think will come next based on the text.
- 3) The students enjoy making predictions and then finding out whether or not their predictions were correct, and
- 4) Direct Reading-Thinking Activity is also to make the students building foundation for successful when the reading.

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<sup>23</sup> <https://literacystrategies.wordpress.com/drta/>, accessed on June 3<sup>rd</sup>, 2016.

#### **4. Improving of Reading Comprehension Ability in Narrative Text Using Direct Reading-Thinking Activity (DR-TA) Strategy**

According to Stauffer, Direct Reading-Thinking activity is a popular strategy for engaging students in reading narrative texts for understanding. It is similar to DRA in that students read silently under the direction of the teacher, but the question prompts are less specific and provide less support for comprehension than DRA. It is suitable for students who have had good success, because it encourages them to make their own predictions<sup>24</sup>. While this is a useful plan for some reading lessons.

Almasi also stated that the goal for using the directed reading thinking activity is to foster students' independence when reading. It engages students in an active process where they must use their reasoning abilities and their own ideas<sup>25</sup>. Then, according to Allen, the power of the directed reading thinking activity strategy increases the student's comprehend when the teacher guides students to check their predictions after reading<sup>26</sup>. The value of directed reading thinking activity is to make predictions before reading each section. Requiring students to make predictions encourage use of context clues and establishes a purpose for reading. This cycle requires students to use their background knowledge to set purposes for reading and develop

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<sup>24</sup> Alan Crawford, et. al., *Teaching and Learning*. p. 44.

<sup>25</sup> Jordan Amman, *The Effect of the Directed Reading*, p. 141.

<sup>26</sup> *Ibid*.

their questioning ability. Verifying predictions while reading extend thoughts and promotes interactive learning. It is important to model this strategy when the teacher teaches to the students in the classroom. Therefore, improving of reading comprehension through Direct Reading-Thinking Activity (DR-TA) strategy as follows:

**a. The Procedures of Direct Reading-Thinking Activity (DR-TA) Strategy**

Reading material as a form narrative text, for the example<sup>27</sup>:

**The Farmer and The Beet**

Once upon a time, a farmer planted a beet. The beet grew and grew.

One day, the farmer pulled on the beet, but the beet did not come up. "Horse, please help me pull up this beet. I want to eat it for dinner," said the farmer. "Sure, I'll help you," said the horse. But the beet did not come up.

The farmer went to the cow. "Dear cow, please help me pull up his beet. I want to eat it for dinner," said the farmer. "Sure, I'll help," said the cow. So the farmer went to a goat. "My lovely goat, please help me pull up this beet. I want to eat it for dinner," said the farmer. "Sure, I'll help you," said the goat. The beet still did not come up.

Next the farmer went to the cat. "Oh my dear cat, please help me pull up this beet," said the farmer. "Sure, I'll help you," said the cat. The beet again did not come up. So the farmer went to the mouse. "Lovely mouse, please help me pull up this beet," said the farmer. "Sure, I'll help," said the mouse. So the mouse pulled on

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<sup>27</sup> Cicik Kurniawati & Marta Yuliani, *Detik-Detik Ujian Nasional Bahasa Inggris SMP/MTs.*, (Klaten: PT. Intan Pariwara, 2009), p. 21.

the cat. The cat pulled on the goat and the goat pulled on the cow. The cow pulled on the horse, the horse pulled the farmer and the farmer pulled on the beet. And then, the beet came up! “Thank you horse, cow, goat, cat mose!” said the farmer. “ Now we can all eat dinner.” and they did.

**The procedure of DR-TA on the reading, as follow<sup>28</sup>:**

- 1) Prepare the students for the lesson by clarifying key concepts about the reading; assess students’ background knowledge. The teacher may ask students to make predictions concerning concepts inherent to the reading.
- 2) The teacher asks the students to remember all they can about the reading.
- 3) After the students have completed the reading assignment, have them close the book and relate everything they know about the material that have they read. Then, list statements on the board without editing, whenever possible assigning two students to act as class recorders. Using student recorders makes it easier for the teacher to monitor and guide the class discussion.
- 4) Have the students reread the selection to determine whether the information they listed is accurate.<sup>29</sup>

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<sup>28</sup> Judy S Richardson, et, al., *Reading to Learn.*, p. 44.

<sup>29</sup> *Ibid*, p.115.

The procedures of DR-TA above that the teacher in this lesson as a facilitator and monitor of the student's reading comprehension. Because the teacher only to help the students to understand and to develop prediction skill more about of the reading process.

**b. The Steps of Direct Reading-Thinking Activity (DR-TA) Strategy**

The steps of Direct Reading-Thinking Activity (DR-TA) are follows<sup>30</sup>:

- 1) Give each student a copy (for example: narrative text of material) of the selected reading and give a question;

Example of the questions:

- a) What do you think a story with this title is about?
- b) What do you think might happen in this story?
- c) Which of this prediction do you agree with?

This step, the teacher gives a material (for example narrative text) to the students. The students will be reading the story, one bit at a time. *Remind them*, it is important not to read beyond the stopping points. They will be *making predictions* and reading to confirm those builds anticipations and sharpens the think process.

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<sup>30</sup> Alan Crawford, et. al., *Teaching and Learning Strategies for the Thinking Classroom*, p. 44.

- 2) Introducing of DR-TA to the students, familiarize to the students with the strategy for dealing with unknown words;

Direction:

- a) Read to the end of the sentence,
- b) Use picture clues, if available,
- c) Sound out the word, or
- d) Ask for help.

This step, the teacher introduce of direct reading thinking activity to the students as the strategy. The teacher asks the students to read the title of the story, talk about the genre, and name of the author. The teacher shows the cover illustration and read the title. Then, ask for their prediction about what will happen in the story. The students can use it as the clue to help them to prediction of the answer.

- 3) The students read the material.

In this step, direct the students to read a segment of the story silently to check their predictions. Observe their reading comprehension; this purpose of step is to ensure that students read meaning of the text.

- 4) After that, the students read of the questions.

The students following the questions guide the students' examination of the clues and evaluation of their previous and analyze their new prediction. This step ensures that

encourage students to screen their ideas and to make predictions about event to come.

5) Finally, the students read new segment's material.

The last step, the students have continued reading the passage of the predicting-reading-proving cycle with each new segment of reading material<sup>31</sup>.

## **B. Action Hypothesis**

Based on the theoretical review, the writer formulates the hypothesis as follows:

Using Direct Reading-Thinking Activity strategy can improve reading comprehension ability in narrative text among the eighth graders of SMP N 2 Kotagajah in the Academic Year of 2016/2017.

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<sup>31</sup> *Ibid.*, p. 45.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Setting and Subject of Study**

##### **1. Setting of the Study**

The research will be conducted at the SMP N 2 Kotagajah Lampung Tengah which located in Sri Rahayu 1 village, Sri Rahayu Street, No. 17, Subdistrict of Kotagajah, Regency of Lampung Tengah, and province of Lampung.

##### **2. Subject of The Study**

The subject of this research is the eighth grade students of SMP N 2 Kotagajah Lampung Tengah in the Academic Year of 2016/2017. There are ten classes and classroom action research. The researcher chooses class C which consists of 36 students.

#### **B. Action Plan**

The research method used in this study is classroom action research (CAR). According to Kumar, action research is a research method which is aimed improving and modifying the working system of a classroom in the school or institution<sup>32</sup>. Meanwhile, Cresswell assumed that action

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<sup>32</sup> Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi: New Age International Publisher, 2006), p. 261.



research provides the opportunity for educators or teachers to reflect their own practices<sup>33</sup>. From quotation above, it can be inferred that action research emphasizes on the reflection and improvement teaching and learning process in the classroom.

In other word, Ary, et.al, states that action research is practical tools to solve the problem experienced by people in their professional lives<sup>34</sup>. *Jean* also assumed that action research is a name given to a particular way of researching your own learning<sup>35</sup>. It means that action research is a practical way of looking for at your practice in order to check whether it is as you feel it should be.

From several theories or quotation above, it can be inferred that classroom action research is inquiry or research which enables teachers or researcher to investigate and evaluate their work in the classroom which is concerned for the problem solving to improve teaching and learning in the classroom through self-reflection which carried out with planned action.

Concerning about the type of action research, the writer will use collaborative action research so that it needs the collaborator or another participant which is English teacher to assist the writer in this research. Therefore, the writer will be assisted by Mrs. Nurayalina, S.Pd. She is an English teacher of SMP N 2 Kotagajah Lampung Tengah.

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<sup>33</sup> John Creswell, *Educational Research: Planning, Constructing and Evaluating Quantitative and Qualitative Research*, (Boston: Pearson Education, 2012), p. 577.

<sup>34</sup> Donald Ary, et.al, *Introduction to Research in Education*, (Belmont: Cengage Learning, 2010), p. 516.

<sup>35</sup> Jean McNiff and Jach Whitehead, *Action Research: Principles and Practice*, Second Edition, (London and New York: Routledge Falmer, 2002), p. 15.

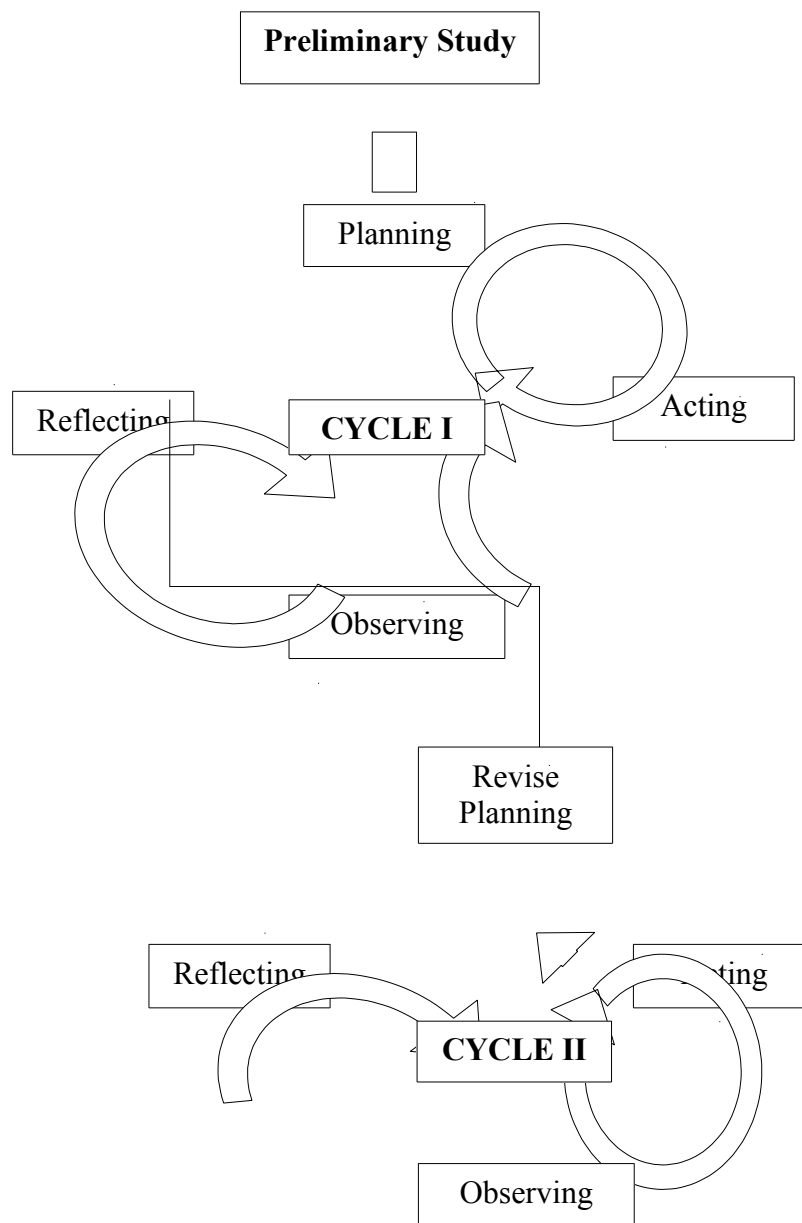
Classroom action research (CAR) has various models but this research; the writer will use Kemmis and McTaggart research design. According to Kemmis and Taggart as cited by Anne Burns, action research is dynamic and complementary process which consists of four essential phases such as planning, action, observation and reflection in spiral system<sup>36</sup>.

Kemmis and McTaggart's concept of action research<sup>37</sup> (*Modifier by the writer*) and the sequences of research can be seen by following figure:

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<sup>36</sup> Anne Burns, *Collaborative Action Research for English Language Teacher*, (Cambridge: Cambridge University Press, 1999), p. 32.

<sup>37</sup> *Ibid*, p. 33.



**Classroom Action Research**  
**Kemmis and Mc Taggart's Model**

**Figure I**

The figure describes the sequence of the research that is preceded by preliminary study and followed by planning, acting, observing and reflecting that implemented in each cycle. The assumption is the

determined target in the first cycle cannot be achieved, so it will probably be continued and review in the next cycle that have same phase on the first cycle.

### **C. Action Procedure**

Based on Kemmis and Mac Tagart's research design, the steps of the research cover four phases in each cycle<sup>38</sup>. They are the following:

#### **1. Cycle I**

##### **a. Planning**

Planning is the first phase in each activity. After analyzing the finding of the preliminary study such as identifying and diagnosing student's problem in reading comprehension that occurred in the classroom and concluding the finding in preliminary study. Then, the writer and the collaborator (teacher) prepare some plans to conduct the classroom. Planning is one of step to achieve the criteria of success in passing grade. Planning has to be the orientation in learning process. Here is the phase that researcher can make in planning:

- 1) The researcher prepares the lesson plan including teaching procedure, media, and relevant material to be applied in acting phase.
- 2) The researcher prepares the material.

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<sup>38</sup> *Ibid*

- 3) The researcher determines the technique to be applied in acting phase. In this case, the writer uses Direct Reading-Thinking Activity teaching strategy to improve reading comprehension ability.
- 4) The researcher prepares observation format and also evaluation format to evaluate the student's activity after teaching and learning process.
- 5) The researcher and the collaborator design the criteria of success.

**b. Acting**

The second phase in the action research is acting. It is the realization or application of the planning that have stated above. In this phase the writer will decide to take action as a teacher who implements the determined technique in teaching and learning process. Meanwhile, the collaborator will be the observer who observes the activity of teaching and learning process in the classroom. In this phase the researcher acts as follows:

- 1) The writer will apply the lesson plan.
- 2) The writer will teach the students by using Direct Reading-Thinking Activity teaching strategy which is preceded with the explanation of the benefit of Direct Reading-Thinking Activity strategy.

- 3) The writer will guide the students to learn effectively based on the lesson plan.

**c. Observing**

In the third phase, the observer will observe the student's activity, their participations, class situation during teaching and learning process, and teacher (writer) performance by using structure observation form and make note the overall activities. Furthermore, the writer will also collect the data from the post test and the result of student's activity.

**d. Reflecting**

In the fourth phase, the writer and the collaborator will discuss about the data that have been collected from all the activities from the acting phase until observing phase. In this phase, the writer and the collaborator will also analyze the teacher performance during teaching and learning process and the student's activity worksheet to find out whether the implementation of Direct Reading-Thinking Activity teaching strategy run successful or unsuccessful by identifying strength and weakness. If there still found the problems the writer and collaborator will conduct the next cycle and use the collected data in cycle one as the reference by repairing all the problems or weaknesses in previous cycle.

## **2. Cycle II**

### **a. Re-Planning**

In the first phase, before conducting the action in the next phase, the writer will repair the problem found in cycle one. It will be explained as follow:

- 1) The writer will study the reflection result to obtain the solving problem.
- 2) The writer will revise and prepare the lesson plan based on the problem appears in the previous cycle including teaching procedure, media, and relevant material to be applied in acting phase.
- 3) The writer will rearrange observation format and also reforms the evaluation format to improve the planned indicators that have not been achieved yet in the previous cycle.

### **b. Acting**

In the second phase, it is regarded with same step in previous cycle in which the writer and collaborator will apply the revised plan such as lesson plan, selected material, and instrument for evaluation to be implemented in teaching and learning process in the classroom.

**c. Observing**

In the third phase, the writer will observe the student's activity, their participations, class situation during teaching and learning process by using observation form and makes note the overall activities to collect the data.

**d. Reflecting**

In the fourth phase, the writer and the collaborator will discuss and analyze about the data that have been collected from all the activities from the acting phase until observing phase to find out whether the implementation of direct reading-thinking activity teaching strategy run successful or unsuccessful in cycle 2 and also compare the student's improvement from cycle one until cycle to find out the student's achievement. If there is found good improvement based on the criteria of success that have been determined before, the writer will not continue the action in next cycle.

**D. Data Collection Techniques**

For this research, there are four techniques which will be used by the writer to collect the data. They can be explained as follows:



## 1. Test

Test is a set of stimuli which given to the individual to obtain the respond based on what is assessed.<sup>39</sup> In this research, the tests that will be given to the students consist of two types; pre-test and post-test:

### a. Pre-test

First, pre-test is examined to the students before giving the treatment through the implementation of direct reading-thinking activity teaching to evaluate their ability at first. The type of pre-test is reading comprehension test. In this pre-test the writer apply objective test in the form of multiple choice.

### b. Post-test

Second, post-test is examined to the students after they are taught reading comprehension by using direct reading-thinking activity teaching as the treatment to find out the improvement before and after giving treatment. It can be seen by comparing the result between pre-test and post-test. In this post-test the writer applies objective test in the form of multiple choice.

## 2. Observation

According to Wallace, observation is data collection technique which concerns on some form of observation of learning processes and

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<sup>39</sup> Donald Ary, *et.al*, *Introduction to Research.*, p. 201

it may involves the use of video or audio techniques or of checklists or observational schedule.<sup>40</sup> In this case the researcher used observation to obtain the data about students' learning activity or participation in the classroom which was observed by observer.

### 3. Documentation

Cohen, *et.al* states that Documentation or document is data collection technique which is useful in rendering more visible the phenomena under study for instance field note, diary and journal, record, biography, autobiography, directories, archive, photograph, book, article and others.<sup>41</sup> The researcher used documentation to obtain the data about the school profile such as history of the school, the number of teacher and staff officer and students at SMP N 2 Kotagajah Lampung Tengah, organization structure, and location sketch. Besides, the documentation was used for visualizing the classroom activity in the form of photograph.

### 4. Field Note

Field note is observation instrument used in CAR to provide a record of what is going on during an observation which includes

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<sup>40</sup> Michael J Wallace, *Action Research for Language Teachers*, (Cambridge: Cambridge University Press, 1998), p. 46

<sup>41</sup> Louis Cohen, *et.al*, *Research Methods in Education*, (New York: Rout ledge, 2007), p. 201

description of places, people, objects, acts, activities, events, purposes, times and feelings.<sup>42</sup> In this research, the researcher used field note to record the student's activity during the learning process in narration form.

### E. Data Analysis Techniques

The researcher collected and analyzed the entire data by taking average score between pre-test and post-test of student's reading comprehension ability per action in each cycle. The formula to figure out the average between pre-test and post-test as follow:<sup>43</sup>

$$X = \frac{\sum X}{N}$$

X = Mean

$\sum X$  = Sum of the scores

N = Number of scores

Then, to find out the result or improvement the researcher compared the gained score between pre-test and post-test by comparing with the minimum mastery criteria (KKM) in this school at least 75. If in the cycle I the students do not pass the KKM, so the researcher conducted the cycle II. The minimum cycle in classroom action research was two cycles, so it will not be continued to the next cycle if in the cycle II at least 75% of the

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<sup>42</sup> Donald Ary, *et.al*, *Introduction to Research.*, p. 526

<sup>43</sup> James B. Schreiber and Kimberly Asner-Self, *Educational Research*, (New Jersey: John Wiley and Sons, 2011),p. 233

students passed the KKM. The formula to figure out the percentage of the students who passed the KKM in each cycle as follow:<sup>44</sup>

$$P = \frac{F}{N} \times 100$$

**P** = Percentage

**F** = Frequency

**N** = Total Number of Students

## **F. Indicator of Success**

Classroom action research (CAR) is regarded to be successful if it can pass the criteria that have been established and failed if it cannot pass the criteria. The indicators of student's successfulness in reading comprehension through DR-TA strategy can be seen in the criteria of student's improvement in learning process by using DR-TA strategy as a result follows:

1. The criteria of student's improvement in learning process by using direct reading-thinking activity teaching strategy is the students become more active and enthusiastic in English subject.
2. The criteria of student's improvement in learning result as follows:
  - a. The average of student's scores at least 75.
  - b. The student's reading comprehension score can achieve the KKM (Minimum Criteria Mastery) score of 75 which is adapted from the school passing grade SMP N 2 Kotagajah in English subject.

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<sup>44</sup> Louis Cohen, *et.al*, *Research Methods.*, p. 423.

- c. The study is regarded to be successful if 75% of students can achieve the scores at least 75 in post-test and the research will not be continued to next cycle.

## **CHAPTER IV**

### **RESULT OF THE RESEARCH AND INTERPRETATION**

#### **A. Result of the Research**

##### **1. Description of Research Location**

###### **a. The Brief History of SMP N 2 Kota Gajah Lampung Tengah**

SMPN 2 Kota Gajah is located in Sri Rahayu I, sub-district of Kota Gajah. It was established in 1968, which is founded by Sri Rahayu street No. 17, Regency of Lampung Tengah and Province of Lampung. SMPN 2 Kota Gajah still led by Mr. Prayitno Untoro, S.Pd.

###### **b. Vision and Mission SMP N 2 Kota Gajah**

###### **1) Vision of School**

- The implementation of learning activity process is harmonious, comfortable and full of a sense of responsibility, which is supported with adequate equipment and facilities, in order to cultivate the next generation who is ready to plunge in the wider community.
- Existence of facilities and adequate infrastructure for learning.
- Supplying the learning tools so that the learning process can be run in an orderly and peaceful.

## 2) Mission of SMP N 2 Kota Gajah

- Conducting the training of teachers in educational field.
- Optimizing students' activities programs through intra and extra-curricular activities.
- Equipping students with the skills/courses.
- Involving students in some trainings and seminars which are able to support student's talents and interests.

### c. List of Teachers and Officials Staff in SMP N 2 Kota Gajah

Teachers are the critical factors for success in teaching and learning interactions in school. Numbers of teachers still teach at SMPN 2 Kota Gajah are 86 people, relationships with friends peer teachers, administration staff and principals look harmonious and mutually supportive so as to create a comfortable atmosphere of the school. Here is a state school official junior high school 2 Kota Gajah.

**Table 1**  
**List of Teachers and Official Staff in SMP N 2 Kotagajah**

| No.       | Teachers Education Background |    |    |    |    |
|-----------|-------------------------------|----|----|----|----|
|           | MA/SMA                        | D1 | D2 | S1 | S2 |
| 1.        | 11                            | 2  | 5  | 66 | 2  |
| Tota<br>1 | 86                            |    |    |    |    |

#### d. Building Condition

SMPN 2 Kota Gajah has permanent facilities and infrastructure that is divided into several rooms for teaching purposes such as:

**Table 2**  
**List of Facilities in SMP N 2 Kota Gajah**

| No | Names of Building                   | Total |
|----|-------------------------------------|-------|
| 1  | Headmaster Room                     | 1     |
|    | Vice Head Master Room               | 1     |
| 2  | Teacher Room                        | 3     |
| 3  | School Administration Room          | 1     |
| 4  | Living Room                         | 1     |
| 5  | Classroom                           | 27    |
| 6  | Library                             | 1     |
| 7  | Science Laboratory                  | 1     |
| 8  | Computer Laboratory                 | 1     |
| 9  | School Medical Unit (UKS) Room      | 1     |
| 10 | Guidance and Consultation (BK) Room | 1     |
| 11 | Hall                                | 1     |
| 12 | Canteen                             | 7     |
| 13 | Kitchen                             | 1     |
| 14 | Storage Room                        | 1     |
| 15 | Guard House                         | 1     |
| 16 | Teachers' Toilet                    | 2     |
| 17 | Students' Toilet                    | 9     |
| 18 | Basketball Court                    | 1     |
| 19 | Volleyball Court                    | 1     |

## 2. Description of the Research Finding

### a. Cycle I

#### 1) Result of Pre-Test

Pre-test was presented to student which was aimed to find out students' ability before the treatment was implemented. It was



conducted on Tuesday, September 13<sup>th</sup>, 2016. In this meeting the writer was being an observer and the collaborator was being a teacher. Then, the result of pre-test could be seen on the table below:

**Table 3**  
**The Students Results' Pre-test of**  
**Reading Comprehension Ability in Narrative Text**

| <b>NO</b> | <b>NAME</b> | <b>SCORE</b> | <b>CATEGORY</b> |
|-----------|-------------|--------------|-----------------|
| 1         | AR          | 60           | Poor            |
| 2         | AN          | 70           | Low             |
| 3         | AS          | 60           | Poor            |
| 4         | AM          | 80           | Very Good       |
| 5         | AP          | 70           | Low             |
| 6         | AD          | 60           | Poor            |
| 7         | AA          | 70           | Low             |
| 8         | AZ          | 60           | Poor            |
| 9         | BS          | 70           | Low             |
| 10        | DI          | 60           | Poor            |
| 11        | DA          | 60           | Poor            |
| 12        | DL          | 50           | Poor            |
| 13        | AS          | 70           | Low             |
| 14        | ER          | 50           | Poor            |
| 15        | FR          | 70           | Poor            |
| 16        | FI          | 80           | Very Good       |
| 17        | GS          | 70           | Low             |
| 18        | GA          | 60           | Poor            |
| 19        | HZ          | 70           | Low             |
| 20        | ID          | 60           | Poor            |
| 21        | JR          | 60           | Poor            |
| 22        | KR          | 60           | Poor            |
| 23        | MJ          | 60           | Poor            |
| 24        | MZ          | 80           | Very Good       |
| 25        | MD          | 45           | Poor            |
| 26        | MM          | 50           | Poor            |
| 27        | N           | 60           | Poor            |
| 28        | PA          | 70           | Low             |
| 29        | PI          | 60           | Poor            |
| 30        | RN          | 60           | Poor            |
| 31        | RE          | 70           | Low             |

|            |    |      |           |
|------------|----|------|-----------|
| 32         | SA | 60   | Poor      |
| 33         | SA | 70   | Low       |
| 34         | VA | 80   | Very Good |
| 35         | WE | 70   | Low       |
| 36         | WP | 60   | Poor      |
| Total      |    | 1785 |           |
| Average    |    | 49,6 |           |
| High Score |    | 80   |           |
| Low Score  |    | 45   |           |

*Source:* The result of Pre-test on September 13<sup>th</sup>, 2016

**Table 4**  
**Frequency of Students' Score of Pre-test of**  
**Reading Comprehension Ability**

| NO    | SCORE | FREQUENCY | PERCENTAGES | CATEGORY  |
|-------|-------|-----------|-------------|-----------|
| 1     | 45    | 1         | 2,8%        | Poor      |
| 2     | 50    | 3         | 8,3%        | Poor      |
| 3     | 60    | 13        | 36,1%       | Poor      |
| 4     | 70    | 16        | 44,5%       | Low       |
| 5     | 80    | 3         | 8,3%        | Very Good |
| Total |       | 36        | 100%        |           |

*Source:* the result of Pre-test on September 13<sup>th</sup>, 2016.

Based on the table above, it can be seen that only 8,3% (3 students) got very good score, 47,2% (17 students) got poor and 44,5% (16 students) got low score. While the standard minimum for English lesson in SMP N 2 Kotagajah at least 75. It was the lowest score from standard score. That is the reason, why the researcher choosed improving their reading comprehension ability in SMP N 2 Kotagajah.

## 2) Description of the Research

### a) Planning

In the cycle, the researcher and collaborator would like to make and discuss the lesson plan. The minimum mastery criterion (KKM) at SMP N 2 Kotagajah for English was 75. The lesson is reading comprehension especially in narrative text. In this meeting, the students were expected to get specific information of the narrative text. In the first and second meeting, the teacher explained narrative text and the direct reading thinking activity strategy. Therefore, in the last meeting, the teacher evaluated the 36 students of VIII C class. The evaluation was about multiple choices, it consisted of twenty questions based on the narrative text.

Based on the evaluation, the students were expected to be able to achieve the minimum mastery criteria (75). Then, they discussed what direct reading thinking activity is and the procedure of direct reading thinking activity strategy, because the researcher would be implemented the direct reading thinking activity strategy in reading lesson.

#### **b) Action**

The implementation of this cycle was conducted in two meetings. The first meeting was done on Wednesday, September 14<sup>th</sup> 2016. In this meeting the collaborator was being the teacher and the researcher was being the observer. This

meeting was start by praying, greeting, checking the attendance list, and asking the students' condition. Before doing the next action, the teacher explained about direct reading thinking activity for students.

In the second meeting was conducted on Thursday, September 15<sup>th</sup> 2016. In this meeting, the researcher was being the teacher and the collaborator was being the observer. The meeting was start by praying, greeting, checking the attendance list, and asking the students condition. In this meeting, the researcher reviewed the assignment that the students have done at the first meeting and the teacher asked the students what they understanding about direct reading thinking activity. Then, the teacher explained direct reading thinking activity and after that the researcher gave a test. The teacher and the students made conclusion together before closed the meeting.

**Table 5**  
**The Students Results' Post-test 1 of**  
**Reading Comprehension Abilityy in Cycle I**

| <b>N<br/>O</b> | <b>NAME</b> | <b>SCORE</b> | <b>CATEGORY</b> |
|----------------|-------------|--------------|-----------------|
| 1              | AR          | 80           | Very Good       |
| 2              | AN          | 60           | Poor            |
| 3              | AS          | 80           | Very Good       |
| 4              | AM          | 80           | Very Good       |
| 5              | AP          | 80           | Very Good       |
| 6              | AD          | 80           | Very Good       |
| 7              | AA          | 70           | Low             |
| 8              | AZ          | 80           | Very Good       |
| 9              | BS          | 70           | Low             |

|            |    |      |           |
|------------|----|------|-----------|
| 10         | DI | 70   | Low       |
| 11         | DA | 70   | Low       |
| 12         | DL | 50   | Poor      |
| 13         | AS | 70   | Low       |
| 14         | ER | 60   | Poor      |
| 15         | FR | 70   | Low       |
| 16         | FI | 80   | Very Good |
| 17         | GS | 60   | Poor      |
| 18         | GA | 80   | Very Good |
| 19         | HZ | 80   | Very Good |
| 20         | ID | 80   | Very Good |
| 21         | JR | 50   | Poor      |
| 22         | KR | 70   | Low       |
| 23         | MJ | 70   | Low       |
| 24         | MZ | 80   | Very Good |
| 25         | MD | 60   | Poor      |
| 26         | MM | 50   | Poor      |
| 27         | N  | 80   | Very Good |
| 28         | PA | 60   | Poor      |
| 29         | PI | 70   | Low       |
| 30         | RN | 70   | Low       |
| 31         | RE | 70   | Low       |
| 32         | SA | 70   | Low       |
| 33         | SA | 80   | Very Good |
| 34         | VA | 80   | Very Good |
| 35         | WE | 70   | Low       |
| 36         | WP | 60   | Poor      |
| Total      |    | 2540 |           |
| Average    |    | 70,5 |           |
| High Score |    | 80   |           |
| Low Score  |    | 50   |           |

*Source:* The result of Post-test 1 on September 15<sup>th</sup>, 2016.

**Table 6**  
**Frequency of Post-Test 1 Score**

| No    | Score | Frequency | Percentages | Category  |
|-------|-------|-----------|-------------|-----------|
| 1     | 50    | 3         | 8,3%        | Poor      |
| 2     | 60    | 6         | 16,7%       | Poor      |
| 3     | 70    | 13        | 36,1%       | Low       |
| 4     | 80    | 14        | 38,9%       | Very Good |
| Total |       | 36        | 100%        |           |

*Source:* The result of Post-test 1 on September 15<sup>th</sup>, 2016

Based on the data above, it can be seen that 25% (9 students) got poor score and 36,1% (13 students) got low score 38,9% (14 students) got very good score. It was higher than the result of pre-test. The criterion of students who was successful in mastering the material was the students who got minimum score 75. Learning process is said success, when 75% got score above 75. The fact showed that the result was unsatisfactory.

### **c) Observation**

In observation of the researcher's action, the researcher presented two meetings in cycle I of learning to find information of the text in reading lesson. In the first meeting, the teacher explained about the direct reading thinking activity strategy to the students. Although the teacher explained direct reading thinking activity strategy, but the students confused about what should they do and got difficulty to find information of the text.

In the second meeting, the researcher still explained about the strategy before giving the students assignment. In this meeting, the students began active. They also began to be interested in teaching and learning process. In the test, there were 14 students (38,9%) out of 36 students got very good

score. Even though only 14 students who got very good score, but the result of the students' post-test was better than the students' pre-test before giving treatment.

**Table 7**  
**The Students' Activities Result in Cycle I**

| No | Name | First Meeting |             | Second Meeting |             | Category |
|----|------|---------------|-------------|----------------|-------------|----------|
|    |      | Act           | Percentages | Act            | Percentages |          |
| 1  | AR   | 3             | 60%         | 3              | 60%         | Constant |
| 2  | AN   | 2             | 40%         | 3              | 60%         | Improve  |
| 3  | AS   | 3             | 60%         | 3              | 60%         | Constant |
| 4  | AM   | 3             | 60%         | 3              | 60%         | Constant |
| 5  | AP   | 2             | 40%         | 3              | 60%         | Improve  |
| 6  | AD   | 3             | 60%         | 3              | 60%         | Constant |
| 7  | AA   | 2             | 40%         | 3              | 60%         | Improve  |
| 8  | AZ   | 3             | 60%         | 3              | 60%         | Constant |
| 9  | BS   | 2             | 40%         | 3              | 60%         | Improve  |
| 10 | DI   | 3             | 60%         | 3              | 60%         | Constant |
| 11 | DA   | 3             | 60%         | 2              | 40%         | Decline  |
| 12 | DL   | 1             | 20%         | 1              | 20%         | Constant |
| 13 | ES   | 2             | 40%         | 2              | 40%         | Constant |
| 14 | ER   | 1             | 20%         | 1              | 20%         | Constant |
| 15 | FR   | 2             | 40%         | 3              | 60%         | Improve  |
| 16 | FI   | 3             | 60%         | 3              | 60%         | Constant |
| 17 | GS   | 2             | 40%         | 1              | 20%         | Decline  |
| 18 | GA   | 1             | 20%         | 3              | 60%         | Improve  |
| 19 | HZ   | 2             | 40%         | 2              | 40%         | Constant |
| 20 | ID   | 1             | 20%         | 2              | 40%         | Improve  |
| 21 | JR   | 3             | 60%         | 1              | 20%         | Decline  |
| 22 | KR   | 3             | 60%         | 2              | 40%         | Decline  |
| 23 | MJ   | 3             | 60%         | 2              | 40%         | Decline  |
| 24 | MZ   | 3             | 60%         | 3              | 60%         | Constant |
| 25 | MD   | 1             | 20%         | 1              | 20%         | Constant |
| 26 | MM   | 1             | 20%         | 1              | 20%         | Constant |
| 27 | N    | 3             | 60%         | 3              | 60%         | Constant |
| 28 | PA   | 2             | 40%         | 3              | 60%         | Improve  |
| 29 | PI   | 3             | 60%         | 3              | 60%         | Constant |

|    |    |   |     |   |     |          |
|----|----|---|-----|---|-----|----------|
| 30 | RN | 1 | 20% | 2 | 40% | Improve  |
| 31 | RE | 2 | 40% | 2 | 40% | Constant |
| 32 | SW | 1 | 20% | 2 | 40% | Improve  |
| 33 | SA | 2 | 40% | 2 | 40% | Constant |
| 34 | VA | 3 | 60% | 3 | 60% | Constant |
| 35 | WE | 2 | 40% | 2 | 40% | Constant |
| 36 | WP | 1 | 20% | 1 | 20% | Constant |

Source: The result of students activities on September 13-15<sup>th</sup>, 2016.

Note :  $\leq 50\%$  = Not Active

$\geq 50\%$  = Active

#### The students Score Criteria:

1. The students' attention of explanation from the teacher.
2. Answer the question from teacher or other students.
3. Giving attention to the teachers' explanation.
4. Making note from the material.
5. Doing the task.

#### Scoring:

Score 1, with percentage 20% = low

Score 2, with percentage 40% = enough

Score 3, with percentage 60% = good

Score 4, with percentage 80% = very good

Score 5, with percentage 100% = excellent

**Table 8**  
**Frequency of Students' Activities Result In Cycle I**

| No | Score | First Meeting |             | Second Meeting |             | Category  |
|----|-------|---------------|-------------|----------------|-------------|-----------|
|    |       | Frequency     | Percentages | Frequency      | Percentages |           |
| 1  | 5     | -             | -           | -              | -           | Excellent |
| 2  | 4     | -             | -           | -              | -           | Very Good |



|       |   |    |       |    |       |        |
|-------|---|----|-------|----|-------|--------|
| 3     | 3 | 15 | 41,7% | 18 | 50%   | Good   |
| 4     | 2 | 11 | 30,5% | 11 | 30,5% | Enough |
| 5     | 1 | 10 | 27,8% | 7  | 19,5% | Low    |
| Total |   | 36 | 100%  | 36 | 100%  |        |

*Source:* the result of students activities on July 13-15<sup>th</sup> 2016

According to the result of observation above, it can be concluded that the learning process was sufficient. Although there are some of students made noisy, it can be inferred that the learning process has done well. It can be seen in the first meeting the students did 41,7% of positive activity in learning process, 30,5% enough active and then 27,8% not active in the class. Therefore the second meeting the students more active than first meeting. It can be seen that more than 50% from all class was active in the learning process.

#### **d) Reflection**

Based on the result of the first meeting, it can be seen that the most of the students got difficulty in answering the assignment about narrative text. It happened because the teacher has not explained more about direct reading thinking activity strategy yet. Occasionally, in doing the assignment, the students face difficulty and they felt bored following the class.

Moreover, in the second meeting the teacher explained direct reading thinking activity more. So, it has positive effect to the students in teaching and learning process. It can be seen

from the result of the assignment in the first meeting and the test in the second meeting. Although few students who got score more than 75 only, but there was increase in it. It proves that implement the direct reading thinking activity strategy was better than not implement it. The teaching and learning process will be effective if the teacher used direct reading thinking activity strategy to the students, because this strategy help the students to make a predict if the answer of the questions.

Even though there was increasing of the result from the first and second meeting, but the research should be continued to the next cycle because the students' average have not achieved the minimum mastery criteria yet.

## **b. Cycle II**

### **1) Planning**

In the planning, the researcher and collaborator would like to make and discuss about the lesson plan. The lesson was reading, narrative text especially. In this meeting, the students expected are able to get specific information of the narrative text. In the first and second meeting, the teacher would explain more about narrative text and the procedure of direct reading thinking activity strategy. Therefore, in the last meeting, the teacher would evaluate for the 36 students of VIII C class. The

evaluation was about essay, it consisted of twenty questions based on the narrative text. Then, they discussed more about what direct reading thinking activity is and the procedure of direct reading thinking activity strategy, because the researcher would like to implement the direct reading thinking activity strategy in reading lesson.

## **2) Action**

The action of this cycle was conducted in two meetings. The first meeting was done on Tuesday, September 20<sup>th</sup>, 2016. In this meeting, the collaborator was being the teacher and the researcher was being the observer. The meeting was started by praying and greeting, checking the attendance list, and asking the students condition. After that, the researcher explained the material. The material was the narrative text. Therefore, the teacher explained the direct reading thinking activity more.

The second meeting was conducted on Wednesday, September 21, 2016. In this session, the researcher was being the teacher. This meeting was started by praying and greeting, checking the attendance list, and asking the students condition. After that, the teacher asked to the students to explain what narrative is and direct reading thinking activity is. After some students explained, then the teacher gave a test. There were

twenty questions based on the narrative text. Therefore, the teacher asked the students to answer the questions. In this meeting, most of the students could answer well. It can be seen from the result of test who gave by the teacher. There were 27 out of 36 students could do well.

**Table 9**  
**The Students Post-test 2 Result of**  
**Reading Comprehension Ability in Cycle II**

| <b>NO</b>  | <b>NAME</b> | <b>SCORE</b> | <b>CATEGORY</b> |
|------------|-------------|--------------|-----------------|
| 1          | AR          | 80           | Very Good       |
| 2          | AN          | 70           | Low             |
| 3          | AS          | 80           | Very Good       |
| 4          | AM          | 80           | Very Good       |
| 5          | AP          | 80           | Very Good       |
| 6          | AD          | 80           | Very Good       |
| 7          | AA          | 70           | Low             |
| 8          | AZ          | 80           | Very Good       |
| 9          | BS          | 80           | Very Good       |
| 10         | DI          | 70           | Low             |
| 11         | DA          | 70           | Low             |
| 12         | DL          | 60           | Poor            |
| 13         | AS          | 80           | Very Good       |
| 14         | ER          | 70           | Low             |
| 15         | FR          | 80           | Very Good       |
| 16         | FI          | 80           | Very Good       |
| 17         | GS          | 80           | Very Good       |
| 18         | GA          | 80           | Very Good       |
| 19         | HZ          | 80           | Very Good       |
| 20         | ID          | 80           | Very Good       |
| 21         | JR          | 80           | Very Good       |
| 22         | KR          | 80           | Very Good       |
| 23         | MJ          | 80           | Very Good       |
| 24         | MZ          | 80           | Very Good       |
| 25         | MD          | 80           | Very Good       |
| 26         | MM          | 60           | Poor            |
| 27         | N           | 80           | Very Good       |
| 28         | PA          | 80           | Very Good       |
| 29         | PI          | 80           | Very Good       |
| 30         | RN          | 70           | Low             |
| 31         | RE          | 80           | Very Good       |
| 32         | SA          | 80           | Very Good       |
| 33         | SA          | 70           | Low             |
| 34         | VA          | 80           | Very Good       |
| 35         | WE          | 80           | Very Good       |
| 36         | WP          | 80           | Very Good       |
| Total      |             | 2770         |                 |
| Average    |             | 77           |                 |
| High Score |             | 80           |                 |
| Low Score  |             | 60           |                 |

*Source:* The result of Post test 2 on September 21<sup>th</sup>, 2016.

**Table 10**  
**Frequency of Post-Test 2 Score**

| No    | Mark | Frequenc<br>y | Percentages | Category  |
|-------|------|---------------|-------------|-----------|
| 1     | 60   | 2             | 5,6%        | Poor      |
| 2     | 70   | 7             | 19,4%       | Low       |
| 3     | 80   | 27            | 75%         | Very Good |
| Total |      | 36            | 100%        |           |

*Source:* The result of Post test 2 on September 21<sup>th</sup>, 2016.

Based on the data above can be seen that 5,6% (2 students) got Poor score, 19,4% (7 students) got Low score, 75% (27 students) got very good score and 0% students got high score. It was higher than the result of pre-test. The criterion of students who was succesful in mastering the material was the students who got minimum criteria 75. Learning process is said success, when the 75% students got score above 75.

### 3) Observation

From the observation of the researchers' action, she presented two meetings in cycle II. The researcher implemented the direct reading thinking activity strategy for the reading lesson. It expected able to help the students to get information of the text easily. In this meeting, the students were seriously in following the class. They interested to find out something important in the text.

In the second meeting, the researcher explained the direct reading thinking activity strategy before giving the students a test. In this meeting, the students began active. They also began to be interested in teaching and learning process. In this meeting, the teacher gave the test. The result was very good score because most of the students could do the test easily. The students who got score more than 75 were 27 (75%) out of 36 students.

**Table 11**  
**The Students' Activities Result in Cycle II**

| No | Name | First Meeting |             | Second Meeting |             | Category |
|----|------|---------------|-------------|----------------|-------------|----------|
|    |      | Act           | Percentages | Act            | Percentages |          |
| 1  | AR   | 4             | 80%         | 5              | 100%        | Improve  |
| 2  | AN   | 4             | 80%         | 5              | 100%        | Improve  |
| 3  | AS   | 4             | 80%         | 4              | 80%         | Constant |
| 4  | AM   | 5             | 100%        | 5              | 100%        | Constant |
| 5  | AP   | 5             | 100%        | 5              | 100%        | Constant |
| 6  | AD   | 4             | 80%         | 4              | 80%         | Constant |
| 7  | AA   | 4             | 80%         | 4              | 80%         | Constant |
| 8  | AZ   | 5             | 100%        | 5              | 100%        | Constant |
| 9  | BS   | 5             | 100%        | 5              | 100%        | Constant |
| 10 | DI   | 5             | 100%        | 5              | 100%        | Constant |
| 11 | DA   | 3             | 60%         | 4              | 80%         | Improve  |
| 12 | DL   | 3             | 60%         | 4              | 80%         | Improve  |
| 13 | AS   | 4             | 80%         | 5              | 100%        | Improve  |
| 14 | ER   | 4             | 80%         | 5              | 100%        | Improve  |
| 15 | FR   | 4             | 80%         | 5              | 100%        | Improve  |
| 16 | FI   | 5             | 100%        | 5              | 100%        | Constant |
| 17 | GS   | 3             | 50%         | 4              | 80%         | Improve  |
| 18 | GA   | 4             | 80%         | 4              | 80%         | Constant |
| 19 | HZ   | 4             | 80%         | 5              | 100%        | Improve  |
| 20 | ID   | 4             | 80%         | 5              | 100%        | Improve  |
| 21 | JR   | 4             | 80%         | 5              | 100%        | Improve  |

|    |    |   |      |   |      |          |
|----|----|---|------|---|------|----------|
| 22 | KR | 3 | 60%  | 4 | 80%  | Improve  |
| 23 | MJ | 5 | 100% | 5 | 100% | Constant |
| 24 | MZ | 5 | 100% | 5 | 100% | Constant |
| 25 | MD | 4 | 80%  | 4 | 80%  | Constant |
| 26 | MM | 3 | 60%  | 4 | 80%  | Improve  |
| 27 | N  | 5 | 100% | 5 | 100% | Constant |
| 28 | PA | 5 | 100% | 5 | 100% | Constant |
| 29 | PI | 5 | 100% | 4 | 80%  | Decline  |
| 30 | RN | 4 | 80%  | 5 | 100% | Improve  |
| 31 | RE | 4 | 80%  | 4 | 80%  | Constant |
| 32 | SA | 3 | 60%  | 4 | 80%  | Improve  |
| 33 | SA | 5 | 100% | 5 | 100% | Constant |
| 34 | VA | 5 | 100% | 5 | 100% | Constant |
| 35 | WE | 3 | 60%  | 4 | 80%  | Improve  |
| 36 | WP | 3 | 60%  | 4 | 80%  | Improve  |

*Source:* The result of students activities on September 20-21<sup>th</sup> 2016.

Note :  $\leq 50\%$  : Not Active

$\geq 50\%$  : Active

#### **The students Mark Criteria:**

1. The students' attention of explanation from the teacher.
2. Answer the question from teacher or other students.
3. Giving attention to the teachers' explanation.
4. Making note from the material.
5. Doing the task.

#### **Scoring:**

Score 1, with percentage 20% = low

Score 2, with percentage 40% = enough

Score 3, with percentage 60% = good

Score 4, with percentage 80% = very good

Score 5, with percentage 100% = excellent



**Table 12**  
**Frequency of Students' Activities Result In Cycle II**

| No    | Score | First Meeting |             | Second Meeting |             | Criteria  |
|-------|-------|---------------|-------------|----------------|-------------|-----------|
|       |       | Frequency     | Percentages | Frequency      | Percentages |           |
| 1     | 5     | 13            | 36,1%       | 21             | 58,3%       | Excellent |
| 2     | 4     | 15            | 41,7%       | 15             | 41,7%       | Very Good |
| 3     | 3     | 8             | 22,2%       | -              | -           | Good      |
| 4     | 2     | -             | -           | -              | -           | Enough    |
| 5     | 1     | -             | -           | -              | -           | Low       |
| Total |       | 36            | 100%        | 36             |             | 100%      |

*Source:* The result of students activities on July 27-30<sup>th</sup> 2016.

According to the result of the observation above, it can be concluded that the learning process was successful. It can be inferred that the learning process has done well and the students were active in the class than cycle I.

#### 4) Reflection

Based on the result of the first meeting, it can be seen that most of the students have not difficulty in answering the assignment and the test. It happened because the teacher explained direct reading activity strategy more. The students have serious in doing the assignment. In this meeting, the most of the students got very good score. It happened caused the teacher and the researcher has revised and improved the teaching and learning process in cycle I.

In the second cycle, the students were also active to do the assignment and test than before. They also felt confidence to answer the question. It means that the direct reading thinking activity is effective strategy to improve the student's reading comprehension ability. The students who got score more than 75 were 27 (75%) out of 36 students. The research did not continue to the next cycle because most of the students got very good score than cycle before. So, this strategy could help the students to improve the students' reading comprehension ability of the text especially in narrative text.

## **B. Interpretation**

### **1. The Result of Student's Score in Cycle 1**

In Classroom Action Research (CAR), the writer presented pre-test to measure the student's ability before implementing the treatment. The writer obtained the data through test in the form of multiple choices test. The researcher conducted of the pre-test carried out on Tuesday, September 13<sup>th</sup>, 2016.

From the result of pre-test shown that most of the students difficult for answering the test. It can be seen that the students' average was 49,6. It shows that most of the students have not passed yet in achieving the minimum mastery criteria (75). Therefore, only 3 students (8,3%) out of 36 students passed of the minimum criteria mastery. It can be seen that

most of the students failed in achieving materials. So, it needs improvement by direct reading thinking activity strategy.

After the implementing the pre-test and calculating all the result, the writer conducted the treatment in cycle I. The treatment was carried out in twice meeting by teaching reading narrative text by using direct reading thinking activity strategy in teaching. Then in the end of the cycle I, the writer gave post test I. The writer obtained post test I through multiple choice test. It can be seen that the students' average was 70,5; it shown that most of the students have not passed yet in achieving the minimum mastery criteria (75). Therefore, only 14 students (38,9%) out of 27 students passed of the minimum criteria mastery. It can be seen that most of the students failed in achieving materials. So, it needs improvement by direct reading thinking activity strategy.

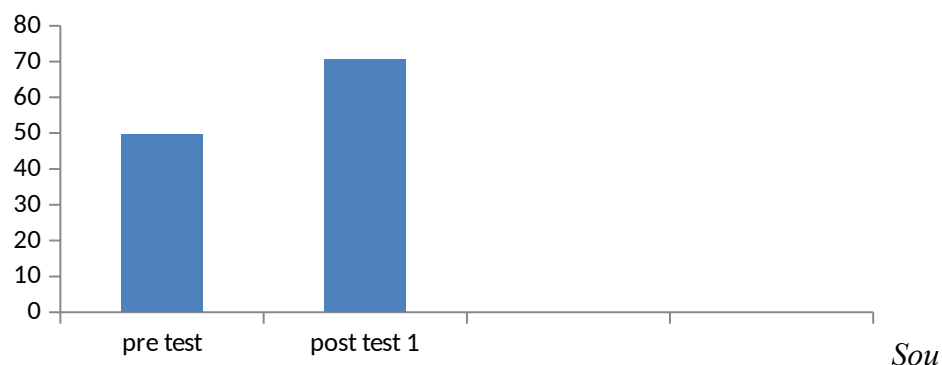
**Table 13**  
**The Student's Result of Pre-test and Post-test 1**

| No | Name | Students Result |             |         | Category |
|----|------|-----------------|-------------|---------|----------|
|    |      | Pre test        | Post test 1 | Improve |          |
| 1  | AR   | 60              | 80          | 20      | Improve  |
| 2  | AN   | 70              | 60          | 10      | Decline  |
| 3  | AS   | 60              | 80          | 20      | Improve  |
| 4  | AM   | 80              | 80          | 0       | Constant |
| 5  | AP   | 70              | 80          | 10      | Improve  |
| 6  | AD   | 60              | 80          | 20      | Improve  |
| 7  | AA   | 70              | 70          | 0       | Constant |
| 8  | AZ   | 60              | 80          | 20      | Improve  |
| 9  | BS   | 70              | 70          | 0       | Constant |
| 10 | DI   | 60              | 70          | 10      | Improve  |
| 11 | DA   | 60              | 70          | 10      | Improve  |
| 12 | DL   | 50              | 50          | 0       | Constant |
| 13 | AS   | 70              | 70          | 0       | Constant |

|         |    |       |       |    |          |
|---------|----|-------|-------|----|----------|
| 14      | ER | 50    | 60    | 10 | Improve  |
| 15      | FR | 70    | 70    | 0  | Constant |
| 16      | FI | 80    | 80    | 0  | Constant |
| 17      | GS | 70    | 60    | 0  | Decline  |
| 18      | GA | 60    | 80    | 20 | Improve  |
| 19      | HZ | 70    | 80    | 10 | Improve  |
| 20      | ID | 60    | 80    | 20 | Improve  |
| 21      | JR | 60    | 50    | 10 | Decline  |
| 22      | KR | 60    | 70    | 10 | Improve  |
| 23      | MJ | 60    | 70    | 10 | Improve  |
| 24      | MZ | 80    | 80    | 0  | Constant |
| 25      | MD | 45    | 60    | 15 | Constant |
| 26      | MM | 50    | 50    | 0  | Constant |
| 27      | N  | 60    | 80    | 20 | Improve  |
| 28      | PA | 70    | 60    | 10 | Decline  |
| 29      | PI | 60    | 70    | 10 | Improve  |
| 30      | RN | 60    | 70    | 10 | Improve  |
| 31      | RE | 70    | 70    | 0  | Constant |
| 32      | SA | 60    | 70    | 10 | Improve  |
| 33      | SA | 70    | 80    | 10 | Improve  |
| 34      | VA | 80    | 80    | 0  | Constant |
| 35      | WE | 70    | 70    | 0  | Constant |
| 36      | WP | 60    | 60    | 0  | Constant |
| Total   |    | 1785  | 2540  |    |          |
| Average |    | 49,6% | 70,5% |    |          |

Source: The result of pre test and post test 1

**Graph 1**  
**The Average of the Students' Score on Pre-test and Post-test 1**



*rce*: the result of pre test and post test 1

## 2. The Result of Student's Score in Cycle II

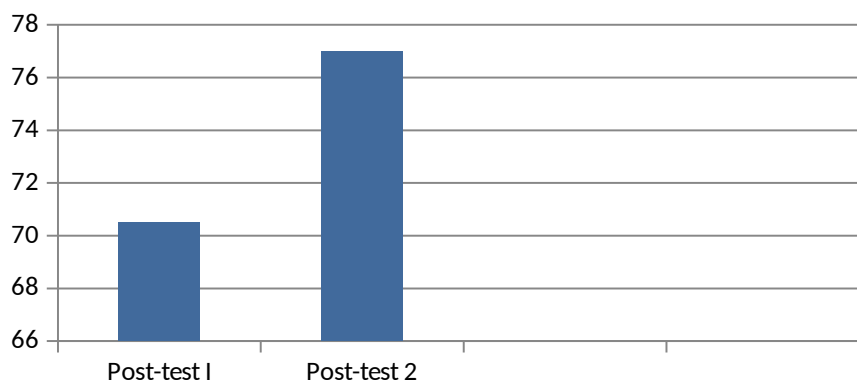
In this cycle the writer conducted the treatment in twice meeting. Then to measure the student's achievement, the writer held post test II. It carried out on Wednesday, September 21<sup>th</sup>, 2016. It can be seen that the students' average was 70,5%, it shown that most of the students passed in achieving the minimum criteria mastery (75). Therefore, there are 27 students (75%) out of 36 students passed of the minimum criteria mastery. It can be seen that most of the students passed in achieving material. This cycle, the students can achieve the material by using direct reading thinking activity strategy, so the student's reading comprehension ability can be improved.

**Table 14**  
**The Student's Result of Post-test 1 and Post-test 2**

| No      | Name | Students Result |             |         | Category |
|---------|------|-----------------|-------------|---------|----------|
|         |      | Post test 1     | Post test 2 | Improve |          |
| 1       | AR   | 80              | 80          | 0       | Constant |
| 2       | AN   | 60              | 70          | 10      | Improve  |
| 3       | AS   | 80              | 80          | 0       | Constant |
| 4       | AM   | 80              | 80          | 0       | Constant |
| 5       | AP   | 80              | 80          | 0       | Constant |
| 6       | AD   | 80              | 80          | 0       | Constant |
| 7       | AA   | 70              | 70          | 0       | Constant |
| 8       | AZ   | 80              | 80          | 0       | Constant |
| 9       | BS   | 70              | 80          | 10      | Improve  |
| 10      | DI   | 70              | 70          | 0       | Constant |
| 11      | DA   | 70              | 70          | 0       | Constant |
| 12      | DL   | 50              | 60          | 10      | Improve  |
| 13      | AS   | 70              | 80          | 10      | Improve  |
| 14      | ER   | 60              | 70          | 10      | Improve  |
| 15      | FR   | 70              | 80          | 10      | Improve  |
| 16      | FI   | 80              | 80          | 0       | Constant |
| 17      | GS   | 60              | 80          | 10      | Improve  |
| 18      | GA   | 80              | 80          | 0       | Constant |
| 19      | HZ   | 80              | 80          | 0       | Constant |
| 20      | ID   | 80              | 80          | 0       | Constant |
| 21      | JR   | 50              | 80          | 30      | Improve  |
| 22      | KR   | 70              | 80          | 10      | Improve  |
| 23      | MJ   | 70              | 80          | 10      | Improve  |
| 24      | MZ   | 80              | 80          | 0       | Constant |
| 25      | MD   | 60              | 80          | 20      | Improve  |
| 26      | MM   | 50              | 60          | 10      | Improve  |
| 27      | N    | 80              | 80          | 0       | Constant |
| 28      | PA   | 60              | 80          | 20      | Improve  |
| 29      | PI   | 70              | 80          | 10      | Improve  |
| 30      | RN   | 70              | 70          | 0       | Constant |
| 31      | RE   | 70              | 80          | 10      | Improve  |
| 32      | SA   | 70              | 80          | 10      | Improve  |
| 33      | SA   | 80              | 70          | 10      | Decline  |
| 34      | VA   | 80              | 80          | 0       | Constant |
| 35      | WE   | 70              | 80          | 10      | Improve  |
| 36      | WP   | 60              | 80          | 20      | Improve  |
| Total   |      | 2540            | 2770        |         |          |
| Average |      | 70,5%           | 77%         |         |          |

Source: The result of post test 1 and post test 2.

**Graph 2**  
**The Average of the Students' Score on Post test 1 and Post test 2**



*Source:* the result of post test 1 and post test 2.

### 3. The Comparison of Pre-test, Post-test I and Post-test 2

Based on the table, it can be seen that there is progress from 49,6 to 70,5 to 77. From pre-test to the post-test cycle I, there is increase, and from the post-test cycle I to the post test cycle II, there is increase for about 7. To know clearly about the increase of the pre-test, post-test cycle I and cycle II, the researcher shows the line of table and graph.

**Table 15**  
**The Student's Result of Pre-test, Post-test 1 and Post-test 2**

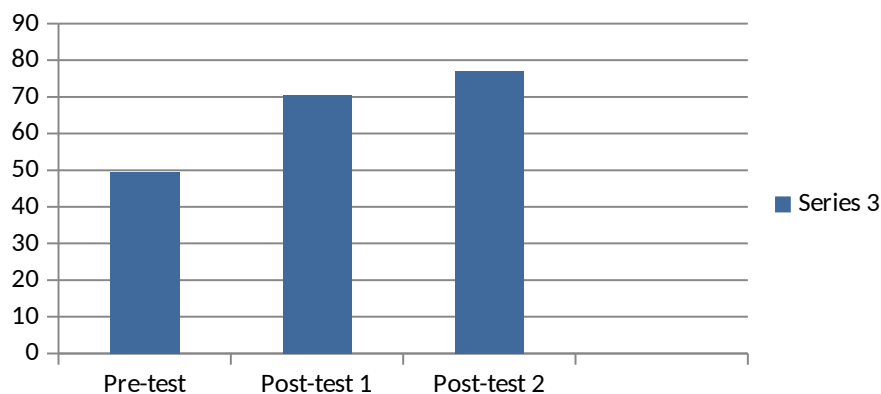
| No | Name | Students Result |             |             | Category |
|----|------|-----------------|-------------|-------------|----------|
|    |      | Pre test        | Post test 1 | Post test 2 |          |
| 1  | AR   | 60              | 80          | 80          | Improve  |
| 2  | AN   | 70              | 60          | 70          | Constant |
| 3  | AS   | 60              | 80          | 80          | Constant |
| 4  | AM   | 80              | 80          | 80          | Constant |
| 5  | AP   | 70              | 80          | 80          | Improve  |
| 6  | AD   | 60              | 80          | 80          | Improve  |
| 7  | AA   | 70              | 70          | 70          | Constant |
| 8  | AZ   | 60              | 80          | 80          | Improve  |
| 9  | BS   | 70              | 70          | 80          | Improve  |

|         |    |       |       |      |          |
|---------|----|-------|-------|------|----------|
| 10      | DI | 60    | 70    | 70   | Improve  |
| 11      | DA | 60    | 70    | 70   | Improve  |
| 12      | DL | 50    | 50    | 60   | Improve  |
| 13      | AS | 70    | 70    | 80   | Improve  |
| 14      | ER | 50    | 60    | 70   | Improve  |
| 15      | FR | 70    | 70    | 80   | Improve  |
| 16      | FI | 80    | 80    | 80   | Constant |
| 17      | GS | 70    | 60    | 80   | Improve  |
| 18      | GA | 60    | 80    | 80   | Improve  |
| 19      | HZ | 70    | 80    | 80   | Improve  |
| 20      | ID | 60    | 80    | 80   | Improve  |
| 21      | JR | 60    | 50    | 80   | Improve  |
| 22      | KR | 60    | 70    | 80   | Improve  |
| 23      | MJ | 60    | 70    | 80   | Improve  |
| 24      | MZ | 80    | 80    | 80   | Constant |
| 25      | MD | 45    | 60    | 80   | Improve  |
| 26      | MM | 50    | 50    | 60   | Improve  |
| 27      | N  | 60    | 80    | 80   | Improve  |
| 28      | PA | 70    | 60    | 80   | Improve  |
| 29      | PI | 60    | 70    | 80   | Improve  |
| 30      | RN | 60    | 70    | 70   | Improve  |
| 31      | RE | 70    | 70    | 80   | Improve  |
| 32      | SA | 60    | 70    | 80   | Improve  |
| 33      | SA | 70    | 80    | 70   | Decline  |
| 34      | VA | 80    | 80    | 80   | Constant |
| 35      | WE | 70    | 70    | 80   | Improve  |
| 36      | WP | 60    | 60    | 80   | Improve  |
| Total   |    | 1785  | 2540  | 2770 |          |
| Average |    | 49,6% | 70,5% | 77%  |          |

*Source:* The result of pretest, post test 1 and post test 2

**Graph 3**  
**The Comparison of the Average Mark of the Students**  
**on Pre-test, Post-test 1 and Post-test 2**





*Source:* The result of pretest, post test 1 and post test 2.

**Table 16**  
**The Percentage of Students' Score**  
**at Post test Cycle I and Post test Cycle II**

| No           | Score | Percentage  |             | Category  |
|--------------|-------|-------------|-------------|-----------|
|              |       | Post test 1 | Post test 2 |           |
| 1            | 50    | 8,3%        | -           | Poor      |
| 2            | 60    | 16,7%       | 5,6%        | Poor      |
| 3            | 70    | 36,1%       | 19,4%       | Low       |
| 4            | 80    | 38,9%       | 7,5%        | Very Good |
| <b>Total</b> |       | <b>100%</b> | <b>100%</b> |           |

*Source:* The result of pretest, post test 1 and post test 2.

From the table above can be seen that there was an improving from post-test 1 to post test 2. The students could achieve the target, the target is 75% of students got scorek  $\geq 75$  and they could understand the material and can reading English book well than before. It means that they can improve their skill in reading comprehension.

#### 4. The Result of the Students' Activity

This observation sheet result was gotten when the learning process happened by the researcher. The result of the students' activities in cycle I and cycle II can be seen as follow:

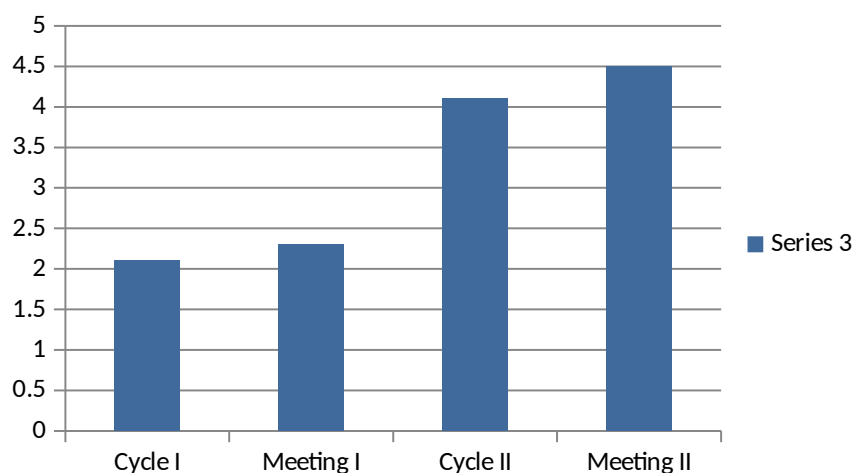
**Table 17**  
**The Result of The Students' Activity in Cycle I & II**

| No | Name | Cycle I   |           | Cycle II  |           |
|----|------|-----------|-----------|-----------|-----------|
|    |      | Meeting 1 | Meeting 2 | Meeting 1 | Meeting 2 |
| 1  | AR   | 3         | 3         | 4         | 5         |
| 2  | AN   | 2         | 3         | 4         | 5         |
| 3  | AS   | 3         | 3         | 4         | 4         |
| 4  | AM   | 3         | 3         | 5         | 5         |
| 5  | AP   | 2         | 3         | 5         | 5         |
| 6  | AD   | 3         | 3         | 4         | 4         |
| 7  | AA   | 2         | 3         | 4         | 4         |
| 8  | AZ   | 3         | 3         | 5         | 5         |
| 9  | BS   | 2         | 3         | 5         | 5         |
| 10 | DI   | 3         | 3         | 5         | 5         |
| 11 | DA   | 3         | 2         | 3         | 4         |
| 12 | DL   | 1         | 1         | 3         | 4         |
| 13 | ES   | 2         | 2         | 4         | 5         |
| 14 | ER   | 1         | 1         | 4         | 5         |
| 15 | FR   | 2         | 3         | 4         | 5         |
| 16 | FI   | 3         | 3         | 5         | 5         |
| 17 | GS   | 2         | 1         | 3         | 4         |
| 18 | GA   | 1         | 3         | 4         | 4         |
| 19 | HZ   | 2         | 2         | 4         | 5         |
| 20 | ID   | 1         | 2         | 4         | 5         |
| 21 | JR   | 3         | 1         | 4         | 5         |
| 22 | KR   | 3         | 2         | 3         | 4         |
| 23 | MJ   | 3         | 2         | 5         | 5         |
| 24 | MZ   | 3         | 3         | 5         | 5         |
| 25 | MD   | 1         | 1         | 4         | 4         |
| 26 | MM   | 1         | 1         | 3         | 4         |
| 27 | N    | 3         | 3         | 5         | 5         |
| 28 | PA   | 2         | 3         | 5         | 5         |
| 29 | PI   | 3         | 3         | 5         | 4         |
| 30 | RN   | 1         | 2         | 4         | 5         |
| 31 | RE   | 2         | 2         | 4         | 4         |
| 3  | SW   | 1         | 2         | 3         | 4         |

|         |    |     |     |     |     |
|---------|----|-----|-----|-----|-----|
| 2       |    |     |     |     |     |
| 3       | SA | 2   | 2   | 5   | 5   |
| 3       | VA | 3   | 3   | 5   | 5   |
| 4       | WE | 2   | 2   | 3   | 4   |
| 3       | WP | 1   | 1   | 3   | 4   |
| 5       |    |     |     |     |     |
| 6       |    |     |     |     |     |
| Total   |    | 78  | 83  | 149 | 165 |
| Average |    | 2,1 | 2,3 | 4,1 | 4,5 |

*Source:* The result of students' activities in cycle I and II.

**Graph 4**  
**The Comparison of Percentage Students' Activity**  
**in Cycle I and Cycle II**



Based on the table and graphic above, it could be concluded that using Direct Reading-Thinking Activity (DR-TA) Strategy can improve reading comprehension ability in narrative text. There is also improvement of students' activities during the learning process of cycle I and cycle II through using narrative text. It means that using Direct

Reading-Thinking Activity (DR-TA) Strategy had positive effect to improve the teaching and learning process in narrative text.

Related this research until cycle II, the learning result score and the activities of the students achieved the target of teaching invented as by the indicator of success 75% from students who get minimum score 75. Based on the result of this research, it is known that more than 75% from the students get minimum Score 75. In short, the research was finish and it is not necessary to be continued to the next cycle.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. CONCLUSION**

Based on the result of the implementation of direct reading thinking activity strategy in reading comprehension ability, it can be concluded that there is an improvement of the students' reading comprehension ability by using direct reading thinking activity strategy at the eighth grade of SMP N 2 Kotagajah. Therefore, the direct reading thinking activity strategy can be an effective strategy in reading skill and it can be used as an alternative choice in process of learning reading, because the strategy is easy to be implemented and it can improve the students reading comprehension ability.

The students' learning result can be seen from the average of students' learning result on cycle I was 38,9% and improved on cycle II was 75%. So that it improved 36,1%.

#### **B. SUGGESTION**

Based on the result of the research, the researcher would like to give some suggestions as follows:

1. For students
  - a. The students are suggested to be active in learning process, especially in English reading subject.

- b. The students are suggested to improve their reading ability, especially in narrative text by using direct reading thinking activity strategy.
  - c. The students should be accustomed to read English text in daily activities to get the important of information.
2. For English teacher
- a. It is suggested for the English teacher to use direct reading thinking activity as strategy because this strategy is effective to improve the students reading comprehension ability in learning process.
  - b. It is suggested for the English teacher to give explanation about reading thinking activity clearly, without give more explanation from the teacher, the students difficult for understanding what is reading thinking activity and how implement in reading skill. The explanation can be used English or combine; it is depending on the students' condition.
3. For Headmaster
- a. The headmaster should be support the English learning process by preparing the facilitations and instruments completely.
  - b. The headmaster is recommended to make the further research about improving reading comprehension ability in narrative text by using reading thinking activity strategy.

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Ratnawati was born on April 04<sup>rd</sup> 1994 in Kota Gajah, Central Lampung. She comes from Javanese family descent. She is the last child of Mr. Suratno and Mrs. Purwanti.

She was graduated from elementary school at SDN 5 Kota Gajah (2000-2006). Three years later she graduated from Junior High School Wiratama Kota Gajah, Lampung tengah in 2009. Then, she continued to Senior High School 1 Punggur, Lampung Tengah and finished in 2012. Actually, at the same year, she was registered as a S1 student of English Education Department of State Islamic Institute (IAIN) of Metro.