



**USING DIRECTED READING THINKING ACTIVITY (DRTA) TECHNIQUE  
TO TEACH READING COMPREHENSION  
FOR THE ELEVENTH GRADE STUDENTS IN MA ABADIYAH GABUS PATI  
IN THE ACADEMIC YEAR 2011/2012**

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FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF MURIA KUDUS  
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**Presented to the University of Muria Kudus**  
**In Partial Fulfillment of the Requirements for Completing**  
**the Sarjana Program in English Education**

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**2011**

## MOTTO AND DEDICATION

- Failure only happens when we give up.

(Lessing)

- Whatever you can do, or dream you can, begin it. Boldness has genius, power, and magic in it.

(Goethe)

- Remove the sense of shame or pride because it will only be a burden in achieving successful.

### **This research is dedicated to:**

- Her beloved parents (Mr. Pagianto and Mrs. Ruminah) who always give attention and pray for her.
- Her beloved friends in boarding house (Bunga Putri) who always helps her to smooth of arranging this research.
- Her beloved love (AM) who always spirit and care for her.
- All of her friends in English Education Department 2011.

## ADVISORS' APPROVAL

This is to certify that the Sarjana Skripsi of Lilik Istigfaroh (NIM: 2007-32-252) has been approved by the skripsi advisors for the further approval by the Examining Committee.

Kudus, October 2011

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2. Fitri Budi Suryani, S.S., M.Pd as the Head of English Education Department Teacher Training and Education Faculty who has given permission to conduct the research
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Kudus, October 2011

The writer



## ABSTRACT

Istigfaroh, Lilik. 2011. *Using Directed Reading Thinking Activity (DRTA) Technique to Teach Reading Comprehension for the Eleventh Grade Students in MA Abadiyah Gabus Pati in the Academic Year 2011/2012. Skripsi.* English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisors: (i) Nuraeningsih, S.Pd., M.Pd, (ii) Dra. Hj. Sri Endang Kusmaryati, M.Pd.

**Key words:** DRTA, reading comprehension.

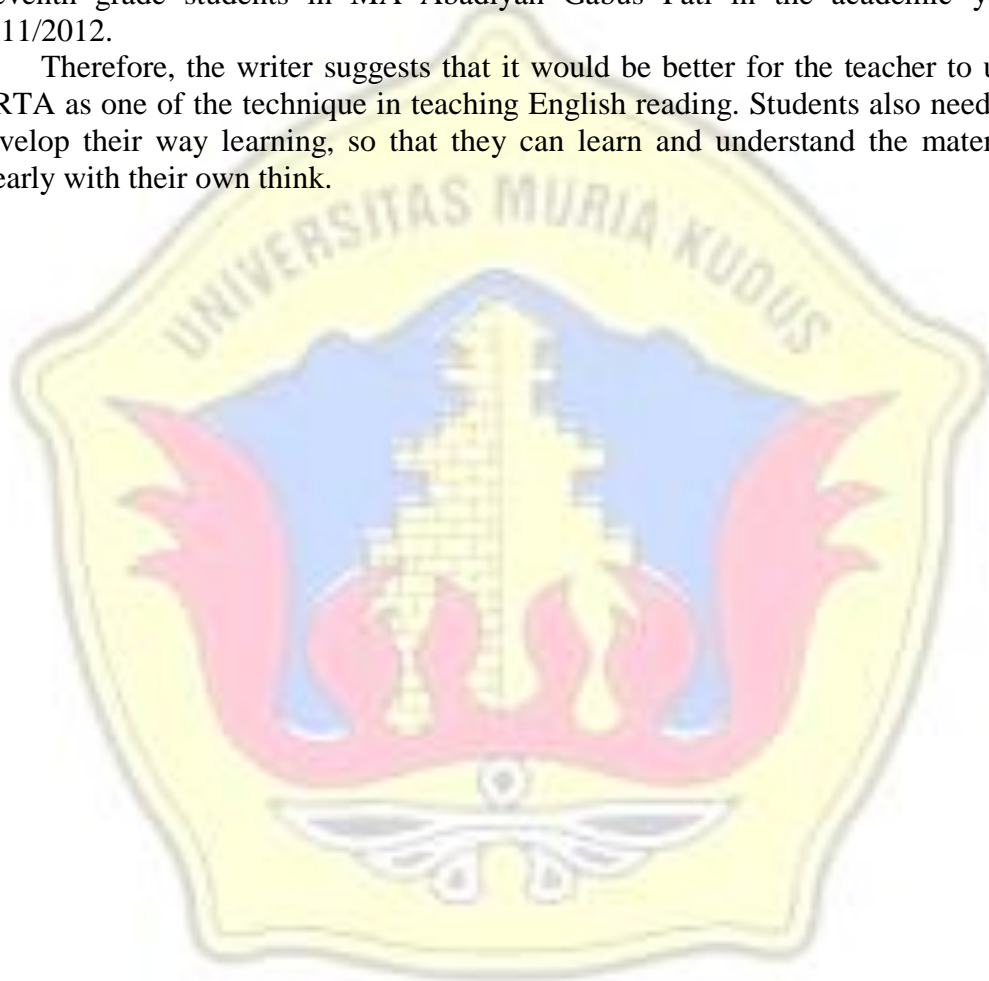
Reading is very important for us. By reading, we can get a lot of information and learn from it. However, many students still have difficulties in reading English text, and the eleventh grade students of MA Abadiyah Gabus Pati are one of them. Most of them have limitations in English reading. One cause the writer found is they are still confused and misunderstand with content of passage. They are not felt freedom to express with what their mind, so it makes them to be passive. Concerning to this condition, the writer thinks it would be better to use the learning technique that comes by students, and DRTA technique is the most appropriate technique to solve the problem. By using DRTA technique, the students can be critical and active readers. They can be freedom to examine their own think to raise questions seeks answer diligently and boldly in a passage during the learning process.

The purpose of this research are (i) To find out the ability of reading comprehension of the eleventh grade students in MA Abadiyah Gabus Pati before being taught by using DRTA technique, (ii) to find out the ability of reading comprehension of the eleventh grade students in MA Abadiyah Gabus Pati after being taught by using DRTA technique, and (iii) to describe the significant difference of the ability of reading comprehension of the eleventh grade students in MA Abadiyah Gabus Pati before and after being taught by using DRTA technique. To answer the research questions, the writer holds an experiment to apply DRTA technique in teaching English reading. The writer makes a one group pre-test and post-test experiment. The number of sample is 29 students. The writer uses test as the instrument to gather the data of the students' ability of the reading comprehension before and after being taught by using DRTA technique.

The result of the pre-test shows that the highest score is 56, the lowest score is 36, the Mean is 50.9, the Median is 51.25, the Mode is 51.25 and the Standard Deviation is 4.66. This result shows that the students' ability of reading comprehension before experiment is categorized as low. Meanwhile, the result of the post-test score shows the highest score is 76 and the lowest score is 60. The mean of post-test score is 69, the median is 70.4, the mode is 72.1, and the Standard Deviation is 3.16. It means that the students' ability of reading comprehension after experiment is categorized as good. Both means then being compared by using t-test formula. It result t-observation is 11.27. Compared by t-table at the level significance 0.05 that is 2.048. So, t-observation is higher than t-table.

It indicated that the null hypothesis ( $H_0$ ) that there is no significant difference between the ability of reading comprehension of the eleventh grade students in MA Abadiyah Gabus Pati in the academic year 2011/2012 before and after being taught by using DRTA technique is rejected. On the other hand, the alternative hypothesis ( $H_a$ ) that there is a significant difference between the ability of reading comprehension of the eleventh grade students in MA Abadiyah Gabus Pati in the academic year 2011/2012 before and after being taught by using DRTA technique is confirmed. Based on the research result, the writer concludes that DRTA technique is effective in improving the English reading ability of the eleventh grade students in MA Abadiyah Gabus Pati in the academic year 2011/2012.

Therefore, the writer suggests that it would be better for the teacher to use DRTA as one of the technique in teaching English reading. Students also need to develop their way learning, so that they can learn and understand the material clearly with their own think.



## ABSTRAKSI

Istigfaroh, Lilik. 2011. *Penggunaan Directed Reading Thinking Activity (DRTA) Technique untuk Mengajar Pemahaman Membaca Siswa Kelas XI MA Abadiyah Gabus Pati Tahun Pelajaran 2011/2012*. Skripsi. Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan. Universitas Muria Kudus. Pembimbing: (i) Nuraeningsih, S.Pd., M.Pd, (ii) Dra. Hj. Sri Endang Kusmaryati, M.Pd.

**Key words:** DRTA, Reading Comprehension

Aktivitas membaca merupakan sesuatu yang sangat penting dalam kehidupan kita. Dengan membaca, kita dapat memperoleh berbagai informasi dan pengalaman. Namun kenyataannya, masih banyak siswa yang mempunyai kelemahan membaca. Siswa kelas sebelas MA Abadiyah Gabus pati adalah contoh nyata dari keadaan ini. Beberapa diantara mereka masih mempunyai keterbatasan dalam membaca, khususnya membaca teks bahasa Inggris. Salah satu penyebab yang penulis temukan adalah mereka masih bingung dan salah paham dengan isi dari sebuah bacaan. Mereka tidak merasa bebas berekspresi dari apa yang mereka pikirkan, sehingga membuat mereka menjadi pasif. Hal ini mendorong penulis untuk menggunakan teknik belajar yang sesuai dengan minat siswa. Menurut penulis, menerapkan DRTA dalam proses pembelajaran adalah sebuah teknik yang paling tepat untuk mengatasi masalah ini. Dengan menggunakan teknik DRTA, siswa dapat menjadi pembaca kritis dan aktif. Mereka bebas berpikir sendiri untuk mengajukan pertanyaan dan mencari jawabannya dengan tekun dan berani dalam proses belajar mengajar.

Penelitian ini bertujuan untuk (i) menemukan kemampuan pemahaman membaca bacaan bahasa inggris siswa kelas XI MA Abadiyah Gabus Pati tahun pelajaran 2011/2012 sebelum diajarkan menggunakan teknik DRTA. (ii) menemukan kemampuan pemahaman membaca bacaan bahasa inggris siswa kelas XI MA Abadiyah Gabus Pati tahun pelajaran 2011/2012 sesudah diajarkan menggunakan teknik DRTA. (iii) menggambarkan apakah ada perbedaan yang signifikan antara kemampuan pemahaman membaca siswa bahasa inggris siswa kelas XI MA Abadiyah Gabus Pati tahun pelajaran 2011/2012 sebelum dan sesudah diajarkan menggunakan teknik DRTA. Oleh karena itu, penulis melakukan penelitian pada kelas tunggal dengan jumlah sampel 29. Instrument yang digunakan untuk mengambil data dalam penelitian ini adalah dengan menggunakan tes sebelum dan sesudah penelitian.

Hasil dari penelitian ini menunjukkan bahwa sebelum diajar dengan menggunakan teknik DRTA, skor tertinggi yang diperoleh siswa adalah 56, dan skor terendah 36. Dari hasil tersebut, diperoleh nilai rata-rata 50,9, nilai tengah 51,25, nilai yang paling banyak muncul 51,25 dan Standard Deviation 4,66. hal ini berarti bahwa kemampuan pemahaman membaca bacaan bahasa inggris siswa sebelum diterapkan percobaan adalah "cukup". Sedangkan setelah dilakukan percobaan, nilai tertinggi yang dicapai siswa adalah 76 dan nilai terendah adalah 60. Nilai rata-rata 69, nilai tengah 70,4, nilai yang paling banyak muncul 72,1, dan

Standard Deviation 3,16. hal ini menunjukkan bahwa kemampuan pemahaman membaca bacaan bahasa inggris siswa setelah dilakukan percobaan adalah “baik”. Untuk mengetahui adanya perbedaan antara sebelum dan sesudah diajar dengan menggunakan teknik DRTA, penulis membandingkan dengan menggunakan rumus t-test. Hasil perhitungan menunjukkan bahwa nilai t-observation sebesar 11,27. Bila dibandingkan dengan nilai t-tabel pada level signifikan 0,05 adalah 2,048. Nilai t-observation lebih besar dari nilai t-table.

Hal ini berarti bahwa hipotesis nol ( $H_0$ ) yang menyatakan bahwa tidak ada perbedaan yang signifikan antara kemampuan pemahaman membaca bacaan bahasa inggris siswa kelas XI MA Abadiyah Gabus Pati tahun pelajaran 2011/2012 sebelum dan sesudah diajar dengan menggunakan teknik DRTA ditolak. Sedangkan hipotesis alternatif ( $H_a$ ) yang menyatakan bahwa ada perbedaan yang signifikan antara kemampuan pemahaman membaca bacaan bahasa inggris siswa kelas XI MA Abadiyah Gabus Pati tahun pelajaran 2011/2012 sebelum dan sesudah diajar dengan menggunakan teknik DRTA diterima. Dari hasil tersebut, penulis menyimpulkan bahwa penggunaan teknik DRTA dapat meningkatkan kemampuan pemahaman membaca bacaan bahasa inggris siswa kelas XI MA Abadiyah Gabus Pati tahun pelajaran 2011/2012.

Oleh karena itu, penulis menyarankan bagi guru, khususnya guru mata pelajaran bahasa inggris agar menggunakan DRTA sebagai salah satu teknik dalam proses pembelajaran. Siswa juga harus mengembangkan cara belajar mereka agar mereka dapat belajar dan memahami materi secara jelas pemikiran mereka sendiri.

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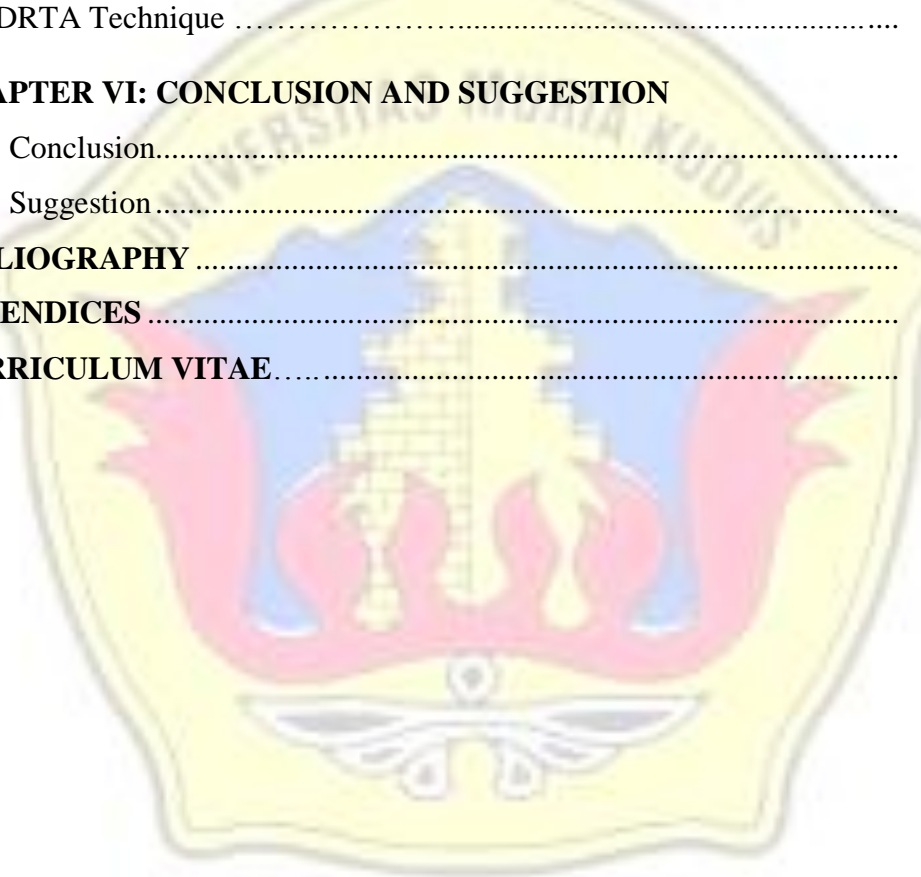
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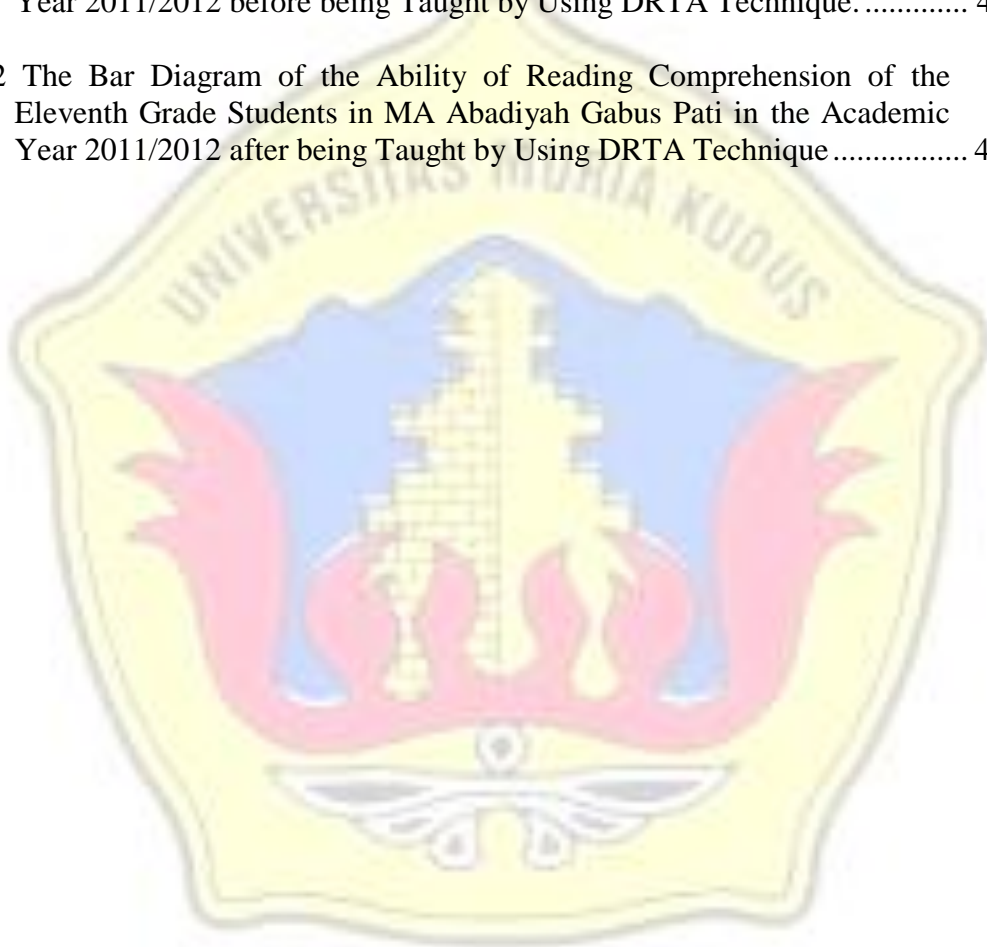
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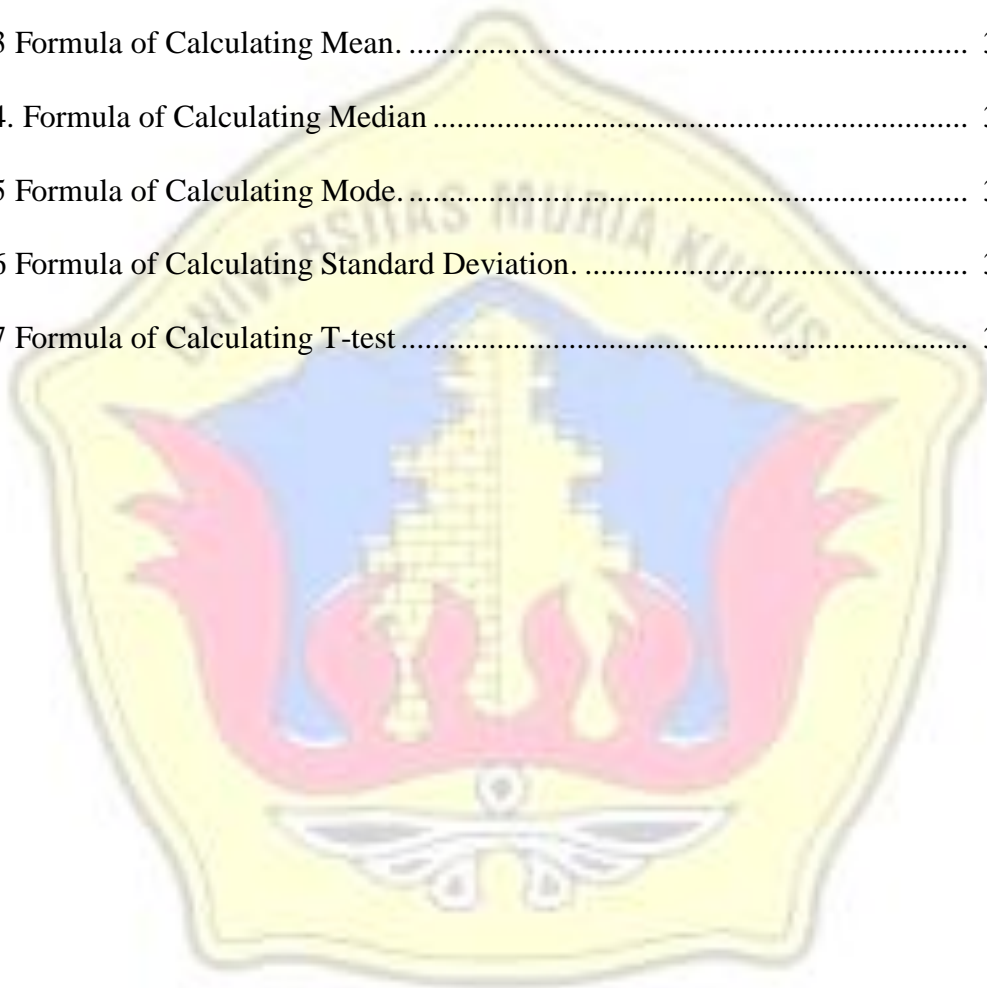
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