



**IMPROVING THE READING COMPREHENSION OF  
THE SEVENTH C GRADE STUDENTS OF  
MTs N WINONG PATI IN ACADEMIC YEAR 2013/2014  
BY USING DIRECTED READING THINKING ACTIVITY**

**By  
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**ENGLISH EDUCATION DEPARTMENT  
TEACHER TRAINING AND EDUCATION FACULTY  
MURIA KUDUS UNIVERSITY  
2014**



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**SKRIPSI**

**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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2014**

## MOTTO AND DEDICATION

### *Motto:*

- ❖ Life is a choice.
- ❖ Pray for safety and happiness.
- ❖ There is a will, there is a way from ALLAH SWT.

### *Dedication:*

*This skripsi is dedicated to:*

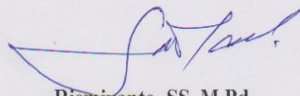
- ❖ His campus at Muria Kudus University.
- ❖ His research school at MTs N Winong Pati.
- ❖ His beloved family (Legiman, Sumiyatun, Bayu Setiyono and Puji Lestari).
- ❖ His lovely best friends and all of people who always support him.

#### ADVISORS' APPROVAL

This is to certify that the *Skripsi* of **Eko Sulistiyono** (2010-32-032) has been approved by the *skripsi* advisors for further approval by the Examining Committee.

Kudus, 18<sup>th</sup> August 2014

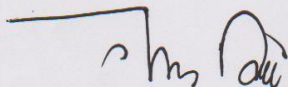
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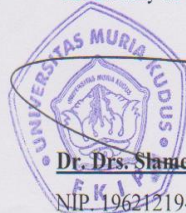
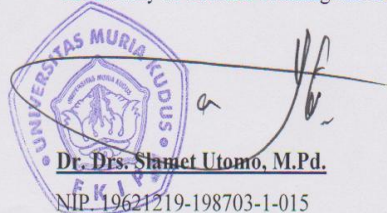
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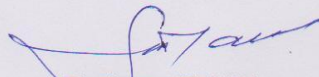
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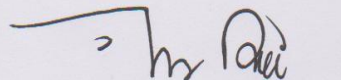
#### EXAMINERS' APPROVAL

This is to certify that the *Skripsi* of **Eko Sulistiyono** (2010-32-032) has been approved by the Examining Committee as a requirement for the Sarjana Degree of English Education.


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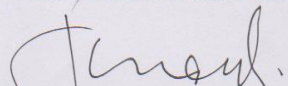
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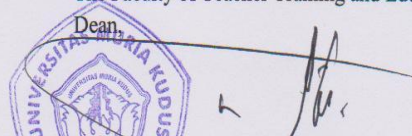
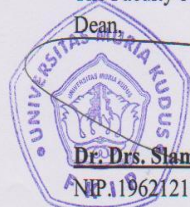
  
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10. The writer's friends that cannot be mentioned one by one.

Besides that, the writer apologies for any mistakes and happily receive any constructive criticism and suggestion, but the writer hopes that it will be useful for those especially who are in the field of education.

Kudus, 18<sup>th</sup> August 2014  
The writer



**Eko Sulistiyono**  
**2010-32-032**



## ABSTRACT

Sulistiyono, Eko. 2014. *Improving the Reading Comprehension of the Sevens C Grade Students of MTs N Winong Pati in Academic Year 2013/2014 by Using Directed Reading Thinking Activity*. Skripsi. English Education Department Teacher Training and Education Faculty. Muria Kudus University. Advisor Lecturer: (I) Rismiyanto, SS, M.Pd, (II) Drs. Supriyadi, M.Pd.

**Key Words:** *Reading Comprehension and Directed Reading Thinking Activity.*

Reading is a kind of activity that is done to the students to get the information. Reading is one of English materials of the seventh C grade students of MTs N Winong Pati. In there, the students still get difficulties to learn English in the class, especially in reading comprehension. Also, the average score of the students' daily test is 65. Most of the students cannot reach KKM (68). So, the writer tried to overcome those situations by implementing Directed Reading Thinking Activity.

The purpose of this research are to describe the activity of the teachers and students in improving the reading comprehension of the seventh C grade of MTs N Winong Pati in academic year 2013/ 2014 by using Directed Reading Thinking Activity and to find out if Directed Reading Thinking Activity can improve the reading comprehension of the seventh C grade students of MTs N Winong Pati in academic year 2013/2014.

Design of the research is classroom action research. The research conducted in MTs N Winong Pati. Subject of the research is the VII C grade students in second semester. The material is Procedure text. The writer used two instruments in this research. They are observation and achievement test.

The result of observation described, there are many students gave response to the teacher, there were many students paid attention to the teacher, there were many students more active and excited in teaching learning process. Moreover, the KKM in MTs N Winong Pati is 68 and the result of this research shows that the improvement occurs in every cycle. In cycle I, the average score of achievement test of reading comprehension by using Directed Reading Thinking Activity is 67 and the percentage is 67 %. The average score of achievement test of reading comprehension by using Directed Reading Thinking Activity in cycle II is 77 and the percentage is 77 %, so the reading comprehension in cycle II is good. The writer concluded that Directed Reading Thinking Activity as a strategy of teaching English had proven effective in improving the reading comprehension of the Sevens C Grade students of MTs N Winong Pati in academic year 2013/2014.

Based on the result of the research above, the writer suggests that English teachers should use an interesting strategy in teaching and learning process. The writer hopes that the next researcher in the other grade of students should apply this strategy on their research.

## ABSTRAK

Sulistiyono, Eko. 2014. *Meningkatkan Pemahaman Membaca siswa kelas tujuh C MTs N Winong Pati pada Tahun Ajaran 2013/2014 dengan menggunakan Directed Reading Thinking Activity*. Skripsi. Program Studi Pendidikan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Pembimbing: (I) Rismiyanto, SS, M.Pd, (II) Drs. Supriyadi, M.Pd.

**Key Words:** *Pemahaman Membaca dan Directed Reading Thinking Activity.*

Membaca merupakan jenis kegiatan yang dilakukan kepada siswa untuk mendapatkan informasi. Membaca juga merupakan salah satu bahan material Inggris siswa kelas tujuh C MTs N Winong Pati. Di MTs N Winong Pati, para siswa masih mendapatkan kesulitan untuk belajar bahasa Inggris di kelas, terutama dalam pemahaman membaca. Juga, skor rata-rata ulangan harian siswa adalah 65. Sebagian besar siswa tidak dapat mencapai KKM (68). Jadi, penulis mencoba untuk mengatasi situasi tersebut dengan menerapkan Directed Reading Berpikir Kegiatan.

Tujuan dari penelitian ini adalah untuk menggambarkan aktivitas guru dan siswa dalam meningkatkan pemahaman membaca kelas tujuh C MTs N Winong Pati pada tahun ajaran 2013/2014 dengan menggunakan Directed Reading Thinking Activity dan untuk mengetahui apakah Directed Reading Thinking Activity dapat meningkatkan pemahaman membaca siswa kelas tujuh C MTs N Winong Pati pada tahun ajaran 2013/2014.

Desain penelitian ini adalah penelitian tindakan kelas. Penelitian yang dilakukan di MTs N Winong Pati. Subyek penelitian adalah kelas tujuh C di semester kedua. Bahan yang digunakan adalah Prosedur teks. Penulis menggunakan beberapa instrumen dalam penelitian ini. Mereka adalah observasi dan tes.

Hasil observasi dijelaskan bahwa ada banyak siswa memberikan respon terhadap guru, ada banyak siswa memperhatikan guru, ada banyak siswa lebih aktif dan bersemangat dalam proses belajar mengajar. Selain itu, KKM MTs N Winong di Pati adalah 68 dan hasil dari penelitian ini menunjukkan bahwa peningkatan terjadi pada setiap siklus. Dalam siklus I, nilai rata-rata tes pemahaman membaca dengan menggunakan Directed Reading Thinking Activity adalah 67 dan persentasenya 67%. Rata-rata dari tes pemahaman membaca dengan menggunakan Directed Reading Thinking Activity pada siklus II adalah 77 dan persentasenya 77%, sehingga pemahaman membaca pada siklus II di kategorikan baik. Penulis menyimpulkan bahwa Directed Reading Thinking Activity sebagai strategi pengajaran bahasa Inggris telah terbukti efektif dalam meningkatkan pemahaman membaca dari siswa kelas tujuh C MTs N Winong Pati pada tahun akademik 2013/2014.

Berdasarkan hasil penelitian di atas, penulis menyarankan bahwa guru bahasa Inggris harus menggunakan strategi yang menarik dalam proses belajar mengajar. Penulis berharap bahwa peneliti selanjutnya harus menerapkan strategi ini pada penelitian mereka di tingkatan kelas lain.



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