



**THE USE OF DIRECTED READING THINKING ACTIVITY
(DRTA) STRATEGY IN IMPROVING STUDENTS' READING
COMPREHENSION IN NARRATIVE TEXT AT THE TENTH
GRADE STUDENTS OF SOCIAL PROGRAM ONE OF MA NU
BANAT KUDUS IN ACADEMIC YEAR 2014/2015**

By
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**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
UNIVERSITY OF MURIA KUDUS
2015**



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SKRIPSI

**Presented to the University of Muria Kudus in Partial Fulfillment of
the Requirements for Completing the Sarjana Program
in the Department of English Education**

**By
SITI ANISAH
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**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY
2015**

MOTTO AND DEDICATION

MOTTO

Nothing is hard if you try really to work hard, work smart and sincerity work.

Because *Man Jadda Wajada*. (Ruli Mustofa)

DEDICATION

This skripsi is fully dedicated to:

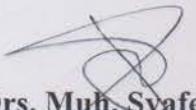
1. My beloved parents Mr. Sumardiyanto and Mrs. Hj Suparmi who always pray for my success.
2. My beloved brothers and sister (Muh. Anis Setiawan, Muh. Zubaidi Wijaya and Siti Aminah) who always support and help me.
3. My teachers and lecturers who teach me about everything in my life.
4. All of my beloved friends (Aida, Muna, Ita, Hani, Najm, Ulya, Ima, Ninik, Nia) who always give me support and motivation to me.
5. My big UMK friends and someone's who always teach me about a life; Mbi, Ars.

ADVISORS' APPROVAL

This is to certify that the *skripsi* of Siti Anisah (NIM 201132195) has been approved by the *skripsi* advisors for further approval by the Examining Committee

Kudus, 28th June 2015

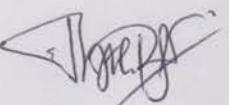
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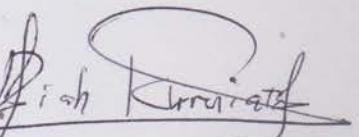
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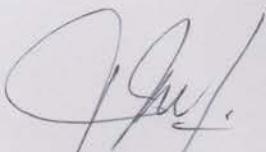
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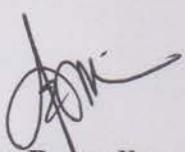
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Kudus, 28th June 2015

The writer,

Siti Anisah

ABSTRACT

Anisah, Siti, 2015. *The Use of Directed Reading Thinking Activity (DRTA) Strategy in Improving Students Reading Comprehension in Narrative Text at the Tenth Grade Students of Social Program One of MA NU Banat Kudus in Academic Year 2014/2015.* Skripsi: English Education Department Teacher Training and Education Faculty Muria Kudus University. Advisor: (i) Drs. Muh. Syafei, M. Pd, (ii) Atik Rokhayani, S.Pd, M.Pd.

Key words: *Reading comprehension, narrative text, directed reading thinking activity strategy, classroom action research*

Reading is one of the important skills in the learning English subject, especially in this globalization era. There are four skills in English; Listening, Speaking, Reading and Writing. Reading is something done by someone to get information, knowledge from written form. The students are expected to be able to read the text correctly and transform the text into their opinion in the reading comprehension, especially reading narrative text.

The purpose of this research is to find out that DRTA strategy can improve the students reading comprehension in narrative text at the tenth grade students of social program one of MA NU Banat Kudus in academic year 2014/2015.

In this research, the writer used classroom action research design. In this classroom action research, there are two cycles. The instrument of this research are observation sheet and achievement test. And the researcher also applied the research design in each cycle as follows: planning, action, observation, analysis and reflection.

The Research was conducted in MA NU Banat Kudus in academic year 2014/2015 exactly in the tenth grade students of social program one, the number of participants in this research was 45 students. The researcher used narrative text as the material in each cycle. The average score percentage of the students reading comprehension in narrative text in cycle I is 72.94%, there are still many students who are failed. Because they are busy with their tablemate when the teacher gives apperception in pre-activity and explanation in main-activity. In cycle II the average score percentage of the students reading comprehension in narrative text is 82.16%. The researcher concludes that the students reading comprehension in cycle II increase 9% (82.16% - 72.94%) from cycle I.

Based on the observation of the whole process and result of this research, the researcher would like to propose some suggestion as follows: the researcher hope that the teacher can use DRTA as teaching strategy to improve the students reading comprehension in narrative text, because DRTA strategy can make the students more

active and improve their reading comprehension. For the students, they must be active in applying DRTA strategy in narrative text, so it suggests that the English teacher give apperception and motivation before teacher start the teaching learning process to make students be active in class. And for the next researcher, the use of DRTA strategy in this research is an effective way to improve the students reading comprehension in narrative text.



ABSTRAK

Anisah, Siti, 2015. *Penggunaan Strategi Directed Reading Thinking Activity (DRTA) dalam Meningkatkan Pemahaman Membaca Siswa dalam Teks Naratif pada Siswa Kelas Sepuluh IPS Satu MA NU Banat Kudus pada Tahun Ajaran 2014/2015*. Skripsi : Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muria Kudus. Pembimbing: (i) Drs. Muh. Syafei, M.Pd, (ii) Atik Rokhayani, S.Pd, M.Pd.

Kata Kunci : *Pemahaman Membaca, teks naratif, strategi DRTA, penelitian tindakan kelas*

Membaca adalah salah satu kemampuan penting dalam belajar bahasa Inggris, terutama dalam era globalisasi ini. Ada empat kemampuan dalam bahasa Inggris; Mendengarkan, Berbicara, Membaca dan Menulis. Membaca adalah suatu kegiatan yang dilakukan oleh seseorang untuk mendapatkan informasi, pengetahuan dalam bentuk tertulis. Siswa diharapkan dapat membaca teks dengan benar dan mengubah teks ke opini mereka dalam pemahaman memaca terutama membaca teks narratif.

Tujuan dari penelitian ini yaitu untuk mencari tahu bahwa strategi DRTA dapat meningkatkan pemahaman siswa dalam teks narratif pada siswa kelas sepuluh IPS satu MA NU Banat Kudus tahun ajaran 2014/2015.

Dalam penelitiannya, peneliti menggunakan desain penelitian tindakan kelas. Di dalam penelitian tindakan kelas, ada dua siklus dan instrumen penelitian ini yakni lembar observasi dan tes keberhasilan. Dan peneliti juga mengaplikasikan desain penelitian dalam setiap siklus seperti: perencanaan, tindakan, observasi, analisis dan refleksi.

Penelitian telah dilakukan di MA NU Banat Kudus tahun ajaran 2014/2015 tepatnya pada kelas sepuluh IPS satu, dalam penelitian ini diikuti oleh 45 siswa. Peneliti menggunakan teks naratif sebagai materi pada setiap siklus. Persentase nilai rata-rata dari kemampuan pemahaman siswa dalam teks naratif pada siklus pertama yakni 72,94%, masih terdapat banyak siswa yang gagal. Karena mereka sibuk dengan teman sebangku ketika guru memberikan apersepsi di awal pembelajaran dan penjelasan di inti pembelajaran. Pada siklus kedua persentase nilai rata-rata kemampuan pemahaman membaca siswa dalam teks naratif yakni 82,16%. Peneliti menyimpulkan bahwa kemampuan pemahaman membaca siswa dalam teks naratif pada siklus kedua meningkat 9% (82,16% - 72,94%) dari siklus pertama.

Berdasarkan pada proses keseluruhan observasi dan hasil dari penelitian, peneliti akan mengajukan beberapa masukan seperti: peneliti berharap guru dapat menggunakan DRTA sebagai strategi pembelajaran untuk meningkatkan kemampuan

pemahaman membaca siswa dalam teks naratif, karena strategi DRTA dapat membuat siswa lebih aktif dan meningkatkan kemampuan pemahaman membaca. Untuk siswa, mereka harus aktif dalam pengaplikasian strategi DRTA dalam teks naratif, jadi itu adalah masukan kepada guru bahasa Inggris memberi apersepsi dan motivasi sebelum memulai proses pembelajaran untuk membuat siswa aktif di kelas. Dan untuk peneliti selanjutnya, penggunaan strategi DRTA pada penelitian ini adalah sebuah jalan efektif untuk meningkatkan kemampuan pemahaman membaca siswa dalam teks naratif.



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