

**THE USE OF DIRECTED READING THINKING ACTIVITY (DRTA) TO
TEACH READING COMPREHENSION FOR THE ELEVENTH GRADE
STUDENTS AT SMK NEGERI 1 PONCOL IN ACADEMIC YEAR**

2017/2018

THESIS



By:

YATMINI

NIM: 13331818

**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
MUHAMMADIYAH UNIVERSITY OF PONOROGO**

2017

**THE USE OF DIRECTED READING THINKING ACTIVITY (DRTA) TO
TEACH READING COMPREHENSION FOR THE ELEVENTH GRADE
STUDENTS AT SMK NEGERI 1 PONCOL IN ACADEMIC YEAR
2017/2018**

Present to

Muhammadiyah University of Ponorogo

In Partial Fulfilment of the Requirement for the Degree of Sarjana

In English Language Education

By:

YATMINI

13331818

**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
MUHAMMADIYAH UNIVERSITY PONOROGO**

2017



UNIVERSITAS MUHAMMADIYAH PONOROGO
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
(STATUS TERAKREDITASI B)
Alamat : Jl. Budi Utomo Np. 10 Telp (0352) 481124, Fax. (0352)
461796
Ponorogo - 63471

APPROVAL PAGE

This is to certify that the Sarjana's thesis of YATMINI has been approved by the Board of Examiners as the requirement for the degree of Sarjana in English Education.

Ponorogo, August 23rd 2017
Thesis Examining Committee

Niken Reti Indriastuti, M.Pd
NIK. 19681215 199904 12

Chairman

Siti Asiyah, M.Pd
NIK. 19710104 201211 12

Member

Restu Mufanti, S.Pd, M.Pd
NIK. 19800113 201309 13

Member

Approved by
Dean, Teacher Training and
Education Faculty



Andriana Januar M., M.KP
NIK. 19870123 201112 13

Acknowledge by
Chief of English Department

Risqi Ekanti Avuningtvas Palupi, M.Pd
NIK. 19880214 201211 13



UNIVERSITAS MUHAMMADIYAH PONOROGO
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
(STATUS TERAKREDITASI B)

Alamat : Jl. Budi Utomo Np. 10 Telp (0352) 481124, Fax. (0352)
461796
Ponorogo - 63471

AGREEMENT PAGE

This is to certify that the Sarjana's thesis of YATMINI has been approved by the thesis advisors for further approval by the board of examiners.

Ponorogo, August, 22nd 2017
Advisor I,

Siti Asivah, M.Pd
NIK. 19710104 201211 12

Ponorogo, August, 22nd 2017
Advisor II

Restu Mufanti, S.Pd, M.Pd
NIK. 19800113 201309 13

MOTTO

***“BETTER TO FEEL HOW HARD EDUCATION IS AT THIS
TIME RATHER THAN FEEL THE BITTERNESS OF
STUPIDITY, LATER”***

DEDICATION

My Lovely Parents

(Suyatno and Sartun) thanks for your support in material and spiritual, your suggestion, advice, and for many things that has given. You are my motivation. I do know how to reply your kindness. I'm proud to have the best parents like you. Big love for you, you are everything for me.

My beloved brother and sisters

(Suratno, Sri Winarsih, and Anggun) thanks for your motivation, suggestion, and I love you so much.

My Big Family

Thanks for your support, motivation, and suggestion. I'm rightfully proud to have all of you

My Beloved Friends

(Rita, Santi, Riris, Emma, Ayu, Afid) thanks for your support and pray. I will always remember your kindness and loyalty to help.

All of My Classmate

(Abstract people) thanks for your attention and help. I hope we can always together and we can graduate together.

All of My Friends

Who contribute successful for this thesis that I can't mention one by one. Thank you very much.

ACKNOWLEDGEMENT

Praise to ALLAH SWT as the higher power, who gives His blessing for all creatures in the universe. Particularly, His blessing to the writer therefore the writer affords to finish totally this thesis entitled “The Use of Directed Reading Thinking Activity (DRTA) Technique to Teach Reading Comprehension for the Eleventh Grade Students in SMK N 1 Poncol”. Shalawat and salam praise to our beloved prophet Rasulullah Muhammad SAW, the messenger as well as the one who brought good news to human life. The writer affords to accomplish this thesis successfully because of some talented person because of advices, guidance and critic to make betterment for this thesis. The writer deliver deepest gratitude to:

1. Drs. Jumadi, M.Pd. As the dean of Teacher Training and Education Faculty of Muhammadiyah University of Ponorogo.
2. Risqy Ekanti, M.Pd. as the chief of English Education Department Teacher Training and Education Faculty of Muhammadiyah University of Ponorogo.
3. Siti Asiyah, M.Pd. as the first advisor who had given guidance, advice, suggestion and information from the beginning until the end of thesis.
4. Restu Mufanti, S.Pd, M.Pd. as the second advisor who had given guidance, advice, suggestion and information from the beginning until the end of thesis.
5. Gatot Sokarno, S.Pd, MM as the headmaster of SMKN 1 Poncol.
6. Mujiono, S.Pd, M.Pd. as the English teacher of SMK N 1 Poncol.
7. All lecturers of English Education Department Teacher Training and Education Faculty of Muhammadiyah University of Ponorogo.

The researcher realizes that this criticism and suggestion can develop this thesis for perfecting. The researcher also hopes this thesis will be useful for the readers. Wish Allah SWT bless us.

Ponorogo, August, 2017

The writer

ABSTRACT

Yatmini, 2017. *The Use of Directed Reading Thinking Activity (DRTA) to Teach Reading Comprehension for the Eleventh Grade Students in SMK N 1 Poncol in the Academic Year 2017/2018*. Thesis. English Education Department, Faculty of Teacher Training and Education, Muhammadiyah University of Ponorogo, Advisors: (1) Siti Asiyah, M.Pd (2) Restu Mufanti, S.Pd, M.Pd.

Key Words: Reading, Reading Comprehension, DRTA technique

DRTA technique is a strategy that explain about teaching students in good reading habits. This strategy helps strengthen reading and critical thinking skill. The purpose of this research was to know the use of directed reading thinking activity (DRTA) technique to teach reading comprehension for the eleventh grade students in SMK N 1 Poncol.

The subject of this research was the students of the eleventh grade class XI Boga 2 of SMK N 1 Poncol in the academic year 2017/2018, which consisted of 21 students. The research was started on July 26th, 2017 until August 1st, 2017. This Classroom Action Research was conducted in two cycles and each cycle consisted of two meetings. The researcher used three research instruments. They were: observation, checklist, questionnaire, and test.

Based on the result of this research, the observation checklist result showed that the students become active during teaching learning process. The result of observation checklist cycle 1 was 66.67%, while, the result improved up to 90.00% in cycle 2. The result of questionnaire in cycle 1 was 72.00%. While, the result of questionnaire in cycle 2 was 84.00%. It showed that the students enjoyed and were interested in reading comprehension. In cycle 1, there were 12 or 60.00% of students got score under KKM, and 8 or 40.00% of students passed in the test. Then, the students who reached the minimum score based of KKM in cycle 2 was 100%.

Finally, the researcher concluded that the implementation of Directed Reading Thinking Activity (DRTA) Technique to Teach Reading Comprehension for the Eleventh Grade Students in SMK N 1 Poncol was successful. The researcher hopes that the result of this study will be useful for the next researcher.

TABLE OF CONTENT

TITLE	i
INSIDE COVER	ii
APPROVAL PAGE	iii
AGGREMENT PAGE.....	iv
MOTTO	v
DEDICATION.....	vi
THESIS STATEMENT	vii
ACKNOWLEDGEMENT	viii
ABSTRACT	ix
TABLE OF CONTENT.....	x
LIST OF APPENDICES	xiv
CHAPTER I INTRODUCTION.....	1
1.1 Background of Study	1
1.2 Statement of Problem.....	4
1.3 Purpose of the Study	4
1.4 Significant of the Study.....	4
1.5 Scope and Limitation	5
1.6 Definition of Key Terms	5
CHAPTER II REVIEW OF RELATED LITERATURE	7
2.1 Reading	7
2.1.1 Definition of Reading	7
2.1.2 Types of Reading	9
2.1.3 The Purpose of Reading	9

2.2 Reading Comprehension	11
2.2.1 Definition of Reading Comprehension	11
2.2.2 Teaching Reading Comprehension	13
2.2.3 The Role of Teachers	14
2.2.4 Strategy for Reading Comprehension	16
2.2.5 Assessing reading.....	17
2.3 DRTA technique	18
2.3.1 Definition of DRTA Technique	18
2.3.2 Steps of DRTA Technique	20
2.3.3 Advantages of DRTA Technique.....	21
2.4. Review of Related Researches	22
CHAPTER III RESEARCH METHODOLOGY	24
3.1 Research Design.....	24
3.2 Setting and Subject of Research	24
3.3 Research Procedure	28
3.3.1 Preliminary Study	29
3.3.2 Implementing the Research.....	29
3.3.2.1 Planning	29
3.3.2.2 Acting	31
3.3.2.3 Observing	31
3.3.2.4 Reflecting	32
3.3.2.5 Data Presentation	33
3.3.2.5.1 Validity Test	34
3.3.2.5.2 Reliability.....	35
CHAPTER IV RESEARCH FINDING AND DISCUSSION	36

4.1 Finding of the CAR Process.....	36
4.1.1 Cycle 1	36
4.1.1.1 Planning	36
4.1.1.2 Acting.....	37
4.1.1.3 Observing	39
4.1.1.3.1 Questionnaire	39
4.1.1.3.2 Test	40
4.1.1.3.3 Validity Test of Cycle 1	40
4.1.1.3.4 Reliability Test of Cycle 1	40
4.1.4 Reflecting.....	41
4.1.2 Cycle 2	42
4.1.2.1 Revised Plan	42
4.1.2.2 Acting.....	42
4.1.2.3 Observing	44
4.1.2.3.1 Questionnaire	44
4.1.2.3.2 The Result of Test II	45
4.1.2.3.3 Validity Test of Cycle 2	45
4.1.2.3.4 Reliability Test of Cycle 2	46
4.1.2.4 Reflecting	47
4.1 Discussion	47
4.2.1 Observation in Teaching Learning Progress	47
4.2.2 Test Progress Result from Cycle 1 to Cycle 2	48
4.2.3 Questionnaire Progress in Cycle 1 and Cycle 2	49
CHAPTER V CONCLUSION AND SUGGESTION	51
5.1 Conclusion	51

5.2 Suggestion	52
5.2.1 The English Teacher	52
5.2.2 For Students	52
5.2.3 For next researcher	53
BIBLIOGGRAPHY	54
APPENDICES	56

LIST OF APPENDICES

Appendix 1 Official Report of Title Approval	58
Appendix 2 Official Report of Thesis Guidance Transcript I.....	59
Appendix 3 Official Report of Thesis Guidance Transcript II	60
Appendix 4 Research Application/ Request Letter	61
Appendix 5 Attendance List	62
Appendix 6 Lessons Plan Cycle I	63
Appendix 7 Lessons Plan Cycle II.....	64
Appendix 8 The Result of Observation Checklist.....	65
Appendix 9 The Result of Questionnaire.....	66
Appendix 10 The Result of Test	67
Appendix 11 Photos of Classroom Action Research	68