

ABSTRACT

Dzikrillah, An Nissa'. 2014. *Improving Students' Reading Skill on Descriptive Text Trough Directed Reading Thinking Activity (DRTA) Strategy at Second Grade SMPN 1 Jambon in Academic Year 2013/2014*. Education. Muhammadiyah University of Ponorogo. Advisors: (1) Bambang Harmanto, M.Pd (2) Ana Maghfiroh, M.Pd.

Key Words: *DRTA (Directed Reading Thinking Activity) Strategy, Reading, Descriptive text.*

Reading is a developmental, interactive, and global process improving learned skills. The process specifically incorporates an individual's linguistic knowledge. It means that reading is regarded as complex activity that involves various activities, such as knowing each symbol and analyzing the words into a meaning.

Reading is a very important skill that students need to master as early as possible. However, the process of mastering reading is actually very complex and this is clearly shown by the large number of students who are not skilled in reading. The students need good reading skills for acquiring knowledge and learning new information.

The statement of problem of this research is how can Directed Reading Thinking Activity (DRTA) strategy improve the students' reading skill in SMPN 1 Jambon Ponorogo in Academic Year 2013/2014. The purpose of this research is to know Directed Reading Thinking Activity (DRTA) strategy to improve the students' Reading skill in SMPN 1 Jambon Ponorogo.

The subject of this research was the students of the eighth grade of SMP Negeri 1 Jambon in academic year 2013/2014 which consisted of 20 students. The research was started on November 26th, 2013 until December 5th, 2013. This research was conducted in two cycles. The writer used three research instruments. There are observation check list, questionnaire, and test.

Based on the result of this research, it was concluded that Improving Students' Reading Skill on Descriptive Text Trough Directed Reading Thinking Activity (DRTA) Strategy at the Eight Grade of SMPN 1 Jambon in Academic Year 2013/2014. It was seen from the data of score test. In the cycle 1 was known that only 30% who got score above KKM and 70% who got score under KKM. It improved in the cycle 2, all students got score greater than the English KKM. The students were also more active and they had higher motivation to learn. The result of questionnaire stated that there were some improvements from first questionnaire and second questionnaire. The total of the first questionnaire was 65% and the second questionnaire was 75,13%. So, the result of the second cycle was higher than the first questionnaire. The students were more interested, enjoyed, and easier to understand the material.

Finally, the researcher gives suggestion that English teachers can use DRTA (Directed Reading Thinking Activity) strategy as alternative strategy in teaching reading. The next researcher can develop this strategy to get better result in teaching and learning process.