

ABSTRACT

Azizah, Fina Puji. 2017. *The Effectiveness of Using Directed Reading Thinking Activity (DRTA) Strategy to Improve Students' Reading Achievement (The Case of the Eight Grade Students of SMP N 3 Kersana, Brebes in the Academic Year of 2016/2017).* A Final Project. English Language Education Study Program, College of Languages, Sultan Agung Islamic University. Advisor, Hartono, S. S., M. Pd.

The objective of this research is to find out whether the use of DRTA strategy can improve students' reading achievement of the eight grade students of SMPN 3 Kersana, Brebes in the academic year of 2016/2017. This study was conducted at SMP N 3 Kersana which is located on Jl. Desa Limbangan Kec. Kersana, Brebes, Central Java, Indonesia. This study used quasi experimental design.

The population of this study was the eight graders of SMP N 3 Kersana, Brebes and the sample were class VIII A as the experimental group consisted 37 students who were taught using DRTA strategy, and class VIII B as the control group consisted 37 students who were taught using conventional technique. In collecting the data, the writer used test named pre-test and post-test.

The result of this study showed that the pretest mean score of experimental group was 54,81 and that of the control group was 53,18. After being given treatment for four meetings, the post test average of experimental group was 83,56 and that of the control group was 71,56. The result of the analysis showed that there was a significant difference. It was supported by t-test result, the significant difference in the result of post-test between control and experimental group was $0.000 < 0.05$. It means that the use of DRTA strategy in teaching reading comprehension was more effective than that of the conventional method. It could be concluded that H_1 was accepted. So, the use of DRTA strategy is effective to improve students' reading Comprehension.

Key Word : DRTA Strategy, Reading Achievement, Teaching Reading Strategy, Reading Skills

INTI SARI

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Tujuan penelitian ini adalah untuk mengetahui apakah penggunaan DRTA strategy dapat meningkatkan kemampuan pemahaman membaca siswa kelas VIII SMP N 3 Kersana, Brebes tahun ajaran 2016/2017. Penelitian ini dilaksanakan di SMP N 3 Kersana, Brebes yang bertempat di Jl. Desa Limbangan Kec. Kersana, Brebes, Jawa Tengah, Indonesia. Penelitian ini menggunakan quasi experimental design.

Populasi dalam penelitian ini adalah kelas VIII SMP N 3 Kersana, Brebes dan sampelnya adalah kelas VIII A sebagai grup percobaan terdiri dari 37 siswa yang diajar menggunakan DRTA strategy, dan kelas VIII B sebagai grup kontrol terdiri dari 37 siswa yang diajar menggunakan metode konvensional. Dalam mengumpulkan data, penulis menggunakan tes yaitu pre-test, dan post-test.

Hasil dari penelitian menunjukkan bahwa nilai rata-rata pre-test di grup percobaan adalah 54,81 dan di grup kontrol adalah 53,18. Setelah diberikan perlakuan selama empat pertemuan nilai rata-rata post-test di grup percobaan adalah 83,56 dan di grup kontrol adalah 71,56. Hasil tersebut menunjukkan bahwa ada perbedaan yang signifikan antara keduanya. Di dukung oleh hasil analisis t-test hasil perbandingan post-test antar kelas percobaan dan kelas control bahwa sig (2-tailed) 0.000 lebih kecil daripada 0.05. Dapat diartikan bahwa DRTA strategy di dalam mengajar pemahaman membaca lebih baik daripada metode konvensional. Dapat disimpulkan bahwa H_1 dapat diterima. Sehingga, penggunaan DRTA strategy efektif untuk meningkatkan kemampuan pemahaman membaca siswa.

Key Word : DRTA Strategy, Reading Achievement, Teaching Reading Strategy, Reading Skills