

**THE USE OF THE DIRECTED READING THINKING ACTIVITY
(DRTA) STRATEGY IN TEACHING READING**

AN UNDERGRADUATE THESIS

Submitted to the English Language Education Study Program in a Partial
Fulfilment of the Requirements for *Sarjana Pendidikan* Degree



by

Dhiya Atha Ghina Zaim

1908024

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF LANGUAGE AND LITERATURE EDUCATION
UNIVERSITAS PENDIDIKAN INDONESIA**

2023

**THE USE OF THE DIRECTED READING THINKING ACTIVITY
(DRTA) STRATEGY IN TEACHING READING**

Oleh

Dhiya Atha Ghina Zaim

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Sarjana Pendidikan pada Program Studi Pendidikan Bahasa Inggris Fakultas
Pendidikan Bahasa dan Sastra

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Dhiya Atha Ghina Zaim

1908024

Approved by:

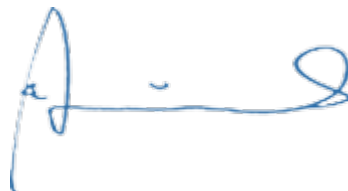
Supervisor



Gin Gin Gustine, Ph.D.

NIP.197608102001122001

**Head of Department of English Language Education
Faculty of Language and Literature Education
Universitas Pendidikan Indonesia**



Prof. Emi Emilia, Ph.D

NIP.196609161990012001

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1908024

Supervisor: Gin Gin Gustine, Ph.D

ABSTRACT

Nowadays, reading ability is no longer an option, but it is a need for all students to be literate and prosperous throughout their careers. However, being able to comprehend what is being read is an essential skill that many students are struggling with. One of the ways to solve this problem is by using a strategy in teaching reading, such as the Directed Reading Thinking Activity strategy. Therefore, the present study focused on the investigation of the use of the Directed Reading Thinking Activity strategy in one of the Senior High Schools in Bandung. The purpose of this study is to find out whether there was a difference between before and after the treatment on students' scores. This study used a quasi-experimental design involving sixty students in ten grades. The data were collected from reading tests (pre-test and post-test). The findings were analyzed using SPSS involving several statistical tests. The result shows that the post-test mean for the experimental group is 72,50, and the control group is 67,00. The value from the t-test result was 0,000 and 0,001, which is lower than the alpha level (0,05). Thus indicates that there is a significant difference in students' comprehension after applying the DRTA as a strategy. As a result, using the Directed Reading Thinking Activity strategy helps students gain more scores than before they were given the treatment.

Keywords: *Reading comprehension, the Directed Reading Thinking Activity strategy*

TABLE OF CONTENT

STATEMENT OF AUTHORIZATION	i
PREFACE	ii
ACKNOWLEDGEMENTS	iii
ABSTRACT	iv
TABLE OF CONTENT	v
LIST OF TABLE	viii
CHAPTER I	1
INTRODUCTION	1
1.1 Background of Study	1
1.2 Research Question	4
1.3 Aim of the Study	4
1.4 Scope of the Study	5
1.5 Significance of the Study	5
1.6 Clarification of the Key Terms	6
1.7 Organization of the Paper	7
CHAPTER II	8
LITERATURE REVIEW	8
2.1 Reading Comprehension in EFL Context	8
2.1.1 Reading Comprehension Strategy.....	13
2.1.2 Difficulties in Reading Comprehension for EFL Students	14
2.2 The Directed Reading Thinking Activity Strategy	17
2.3 Previous Study	22
CHAPTER III	25
METHODOLOGY	25
3.1 Research Design.....	25
3.2 Research Variables.....	27
3.3 Research Hypothesis	28
3.4 Sample and Population.....	28
3.5 Data Collection	29

3.6	Research Instrument.....	29
3.6.1	Pilot Test	30
3.6.2	Reading Pre-test and Post-test.....	30
3.7	The Procedure	31
3.7.1	Administering Pilot Test	32
3.7.2	Administering Pretest.....	32
3.7.3	Conducting Treatment.....	32
3.7.4	Administering Post-test.....	33
3.8	Data Analysis.....	33
3.8.1	Scoring Technique	33
3.8.2	Data Analysis on Pretest and Post-test.....	34
3.8.3	Normality Distribution Test	35
3.8.4	Homogeneity of Variance	36
3.8.5	Independent T-test.....	36
3.8.6	Paired Sample T-test	37
3.8.7	The Calculation of Effect Size	38
CHAPTER IV.....		39
FINDINGS AND DISCUSSION		39
4.1	Findings.....	39
4.1.1	Validity and Reliability Test.....	39
4.1.2	Data Analysis of the Pre-test and the Post-test	41
4.1.3	Normality Distribution of Pre-test and Post-test.....	43
4.1.4	Homogeneity of Variance Tests.....	45
4.1.5	Independent T-test.....	46
4.1.6	Paired Sample T-test	48
4.1.7	The Calculation of Effect Size	50
4.2	Discussion	51
CHAPTER V		51
CONCLUSION AND RECOMMENDATION		51
5.1	Conclusion	51
5.2	Limitations	52

5.3 Recommendation	52
REFERENCES.....	53
APPENDICES	59

LIST OF TABLE

Table 3. 1 Quasi-experimental Design.....	27
Table 3. 2 The Scheme of the Treatment	32
Table 3. 3 Effect Size Value	38
Table 4. 1 Output Correlation	40
Table 4. 2 Reliability Statistic	41
Table 4. 3 Descriptive Statistics of Pretest Score	41
Table 4. 4 Descriptive Statistics of Posttest Score	42
Table 4. 5 Test of Normality.....	44
Table 4. 6 Homogeneity of Variance Test (Pre-Test).....	45
Table 4. 7 Homogeneity of Variance Test (Post-Test)	46
Table 4. 8 Group Statistic of Post-Test Score.....	47
Table 4. 9 Independent T-test of Post-test Scores	47
Table 4. 10 Paired Samples Statistics	48
Table 4. 11 Paired Samples Correlations.....	49
Table 4. 12 Paired Samples Test.....	49
Table 4. 13 The Scale of Effect Size.....	51
Table 4. 14 Data on Increasing Student Grades.....	52

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