

ABSTRACT

The study investigated the use of Directed Reading-Thinking Activity (DRTA) technique in teaching reading narrative texts and also the students' Perception towards the use of DRTA technique in teaching narrative text. The design of this study was quasi experimental by using two classes, each of which consisted of 20 students further assigned into control and experimental classes. The data were collected through pre-test, post-test, and questionnaire. The result of independent t-test computation showed that $t_{obt} = 5.393$ was greater than the $t_{crit} = 0.312$ on the significance level of 0.05 (two-tailed) with the effect size of 0.65. It means that there was a significance difference between the post-test score of experimental and control groups after the treatment. Thus it can be concluded that DRTA technique was effective in teaching reading narrative texts. The analysis on the questionnaire indicated that the students gave positive perceptions toward the use of DRTA where 90% of the students agreed that DRTA improved their reading ability. It is recommended that DRTA technique be used in teaching and learning reading.

