THE INFLUENCE OF USING DIRECTED READING THINKING ACTIVITY TOWARDS STUDENTS’ RECOUNT TEXT READING COMPREHENSION AT THE EIGHTH GRADE OF MTs MA’ARIF 20 EAST LAMPUNG IN THE ACADEMIC YEAR OF 2015/2016

A Thesis
Submitted to the English Department as a Partical Fulfillment Of Requirements for S-1 Degree

By:
HERNA MARLINDAWATI
NPM. 1111040195

Study Program: English Educatio
Adviso  : Bambang Irfani, M.Pd
Co-Advisor : Agus Hidayat, M.P

TARBIYAH AND TEACHER TRAINING FACULTY
THE STATE INSTITUTE OF ISLAMIC STUDIES
RADEN INTAN LAMPUNG
2016
ABSTRACT

By: Herna Marlindawati

This research was conducted based on the phenomena taking place in school, it was many students were fond of reading a lot but they did not comprehend what they read. The technique that the teacher used to teach students was dull so that it made students felt bored to join the English lesson. Therefore, this thesis discussed the influence of directed reading thinking activity strategy in teaching reading, especially for students’ reading comprehension in recount text. The objective of the research was to find out whether there was influence of directed reading thinking activity technique towards students’ reading comprehension in recount text at the first semester of the eight grade at MTs Ma’arif 20 East Lampung in 2015/2016 academic year.

In this research, the methodology of the research was quasi experimental design with the treatment held in 3 meetings, 2 x 35 minutes for each. The population of this research was the eight grade students of MTs Ma’arif 20 East Lampung. The sample taken was two classes, VIII B and VIII C which consisted of 60 students. In collecting the data, the researcher used the instruments in multiple-choice questions of recount text. After being tried-out, the instrument was used for the pre-test and the post-test.

After giving the post-test, the writer then analyzed the data. From the data analysis, it was found that the result of t-test was 5.05. This result then was consulted to the score of t_critical (level of significance). In this case the level of significance 0.05 was 1.67-1.68. From the analysis, the score of t_observed was higher than t_critical (0.05), so H_o was refused. In other words, from this research, it was known that directed reading thinking activity technique could improve the students’ reading ability in recount text. So, there was influence of directed reading thinking activity technique toward students’ reading ability in recount text at the first semester of the eight grade at MTs Ma’arif 20 East Lampung in 2015/2016 academic year.

Key words: Reading Comprehension, Recount Text, Directed Reading Thinking Activity.
Title: THE INFLUENCE OF USING DIRECTED READING THINKING ACTIVITY TOWARDS STUDENTS' RECOUNT TEXT READING COMPREHENSION AT THE EIGHTH GRADE OF MTs MA'ARIF 20 Srimosari East Lampung in the academic year of 2015/2016

Student's Name: Herna Marliandawati
Student's Number: 1111040195
Study Program: English Education
Faculty: Tarbiyah and Teacher Training

To be tested and defended in the examination session at Tarbiyah and Teacher Training Faculty, the State Institute of Islamic Studies, Raden Intan Lampung

Advisor: Bambang Irwani, M.Pd
NIP: 197305172006041001
Co-advisor: Agus Hidjrat, M.Pd
The Chairperson, of English Education Study Program

Meisuri, M.Pd
NIP: 198005152003122004
ADMISSION


Board of Examiners:

The Chairperson : Meisuri, M.Pd
The Secretary : Dian Refiya Wasti, M.Pd
The Primary Examiner : Istiqomah Nur R., M.Pd
The First Co-Examiner : Bambang Irwandi, M.Pd
The Second Co-Examiner : Agus Hidayat, M.Pd

The Dean of
Tarbiyah and Teacher Training Faculty

Dr. H. Chairul Anwar, M.Pd
NIP: 195608101987031001
“Recite in the name of your Lord who created - Created man from a clinging substance.-Recite, and your Lord is the most Generous -Who taught by the pen - Taught man that which he knew not.” (Al-‘Alaq 1-5).¹

DECLARATION

I am the student with the following identity:

Name : Herna Marlindawati

Student’s Number  : 1111040195

Thesis : The Influence of Using Directed Reading Thinking Activity Technique Towards Students’ Reading Comprehension on Recount Text at the First Semester of the Eighth Grade of MTs Ma’arif 20 East Lampung In the academic year of 2015/2016.

Certify that this thesis is definitely my own work. I am completely responsible for the content of this thesis. Other researcher’s opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

Bandar Lampung, March 2017

The Writer,

Herna Marlindawati
NPM.1111040195
CURRICULUM VITAE

The writer’s name is Herna Marlindawati. She was born in East Lampung on March 11th 1992. She is the last child from Mr. Boimin and Mrs. Poniah. She has five brothers. She lives on Sriminosari street Labuhan Maringgai, East Lampung.

The writer started her study at Elementary School of SDN 2 Srigading graduated in 2004 and then, Junior High School of MTs Ma’arif 20 Sriminosari in 2007. After that, she continued at Senior High School of SMA Daar El Qolam Tanggerang and finished in 2011. After finishing her study, for getting further education in higher level, in 2011 she entered to study in English Education Study Program of Tarbiyah and Teacher Training Faculty of the State Institute Islamic Studies Raden Intan Lampung.
CURRICULUM VITAE

The name of the writer is Herna Marlindawati. She was born in Sriminosari East Lampung on March 11th 1992. She is the sixth child of Mr. Boimin and Mrs. Poniah. She has five brothers. She lives on Sriminosari street Labuhan Maringgai East Lampung.

The writer started her study at Elementary School of SDN 2 Srigading graduated in 2004 and then, Junior High School of MTs Ma’arif 20 Sriminosari in 2007. After that, she continued at Senior High School of Daar El-qolam Tangerang and finished in 2011. After finishing her study, for getting further education in higher level, in 2011 she entered to study in English Education Study Program of Tarbiyah and Teacher Training Faculty of the State Institute Islamic Studies Raden Intan Lampung.
DEDICATION

I would like to dedicate this thesis for all my beloved people:

1. My beloved parents Mr. Boimin, and Mrs. Poniah who have always pray and support for my success and advice me wisely.

2. My beloved brothers Heri Susilo, Hestu Widodo, S.Pd.I. Hendri Prasetyo, Ismu Wahyudi, S.Pd., M.Pfis. and Hedik Wahyono, my beloved sisters in law Sutiyem, Siti Nurhatatik, S.Pd. Dwi Eni, Entang, S.Pd. and Maria who have always support for my success and advice me wisely.

3. My beloved friends especially English Education.

ACKNOWLEDGEMENT

First and foremost, she would likes to express my gratitude to Allah SWT, the Almighty God for the blessing, kindness, and inspiration in lending her to accomplish the final thesis. Without Him, she couldn’t stay patient and in control in writing this final project from the first page to the last one.

Shalawat and salam for the Prophet Muhammad who brings us from darkness to brightness. This thesis entitled “The Influence of Using Directed Reading Thinking Activity Technique Towards Students’ Reading Comprehension on Recount Text at the first Semester of the Eighth Grade of MTs Ma’arif 20 East Lampung In 2015/2016 Academic Year” is submitted as compulsory fulfillment of the requirement for S1 degree of English study program at Tarbiyah and Teaching Training Faculty, The State Institute of Islamic Studies Raden Intan Lampung.

she realize that she cannot complete this final thesis without the help of others. Many people have helped her during the writing this final thesis and it would be impossible to mention all of them. I wish, however, to give her sincerest gratitude and appreciation to :

1. Dr. H. Chairul Anwar, M. Pd as the Dean of Faculty of Tarbiyah and Teacher Training and his staff who have given an opportunity and forbearance to the writer when on going the study until the accomplishment of this thesis.
2. Meisuri, M. Pd, the chairwoman of English Education Study Program of IAIN Raden Intan Lampung.

3. Bambang Irfani, M. Pd, the advisor who has patiently guided and directed the writer until the completion of this thesis.

4. Agus Hidayat, M. Pd, the co-advisor who guided the writer until finishing this thesis.

5. All lectures of English Department of Tarbiyah and Teacher Training Faculty who have taught the writer since the first of her study.

6. Supri, S.Pd, the head master of MTs Ma’arif 20 East Lampung, Dikdo, S.Pd, the English Teacher, all of administration staff and the eight grade students of MTs Ma’arif 20 East Lampung for allowing me to carry out the research in their institution and for giving the contribution while I was conducting the research there.

7. My father Boimin (ALM), My mother Poniah and especially my best brothers and sisters.

8. My friends of PBI class A, B, C, D, and E.
Finally, the writer is fully aware that there are still a lot of weaknesses in this thesis. For this, the researcher truthfully welcomes criticism and suggestion from the readers to enhance the quality of the thesis.

Bandar Lampung, March 2017

The Writer

Herna Marlindawati
NPM.1111040195
**LIST OF TABLES**

<table>
<thead>
<tr>
<th>Title</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table 1  The Students’ Score of Recount Text of Mts M’arif 20 in</td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td>4</td>
</tr>
<tr>
<td>Table 2  The Number of Students of The Eighth Grade of Mts Ma’arif</td>
<td></td>
</tr>
<tr>
<td>20 East Lampung In 2014/2015</td>
<td>44</td>
</tr>
<tr>
<td>Table 3  The Specification of Reading Ability for Pre-Test</td>
<td>46</td>
</tr>
<tr>
<td>Table 4  The Specification of Reading Comprehension for Pre-Test</td>
<td></td>
</tr>
<tr>
<td>after Validity Test</td>
<td>48</td>
</tr>
<tr>
<td>Table 5  The Specification of Reading Ability for Post-Test</td>
<td>49</td>
</tr>
<tr>
<td>Table 6  The Specification of Reading Comprehension for Post-Test</td>
<td></td>
</tr>
<tr>
<td>after Validity Test</td>
<td>50</td>
</tr>
</tbody>
</table>
# LIST OF APPENDICES

<table>
<thead>
<tr>
<th>Title</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appendix 1  The First Step of Pre-Test Try Out</td>
<td>78</td>
</tr>
<tr>
<td>Appendix 2  The Second Step of Pre-Test Try Out</td>
<td>79</td>
</tr>
<tr>
<td>Appendix 3  The Third Step of Pre-Test Try Out</td>
<td>80</td>
</tr>
<tr>
<td>Appendix 4  The First Step of Post-Test Try Out</td>
<td>81</td>
</tr>
<tr>
<td>Appendix 5  The Second Step of Post-Test Try Out</td>
<td>82</td>
</tr>
<tr>
<td>Appendix 6  The Third Step of Post-Test Try Out</td>
<td>83</td>
</tr>
<tr>
<td>Appendix 7  The Analysis Reliability of the Instrument for Pre-Test</td>
<td>84</td>
</tr>
<tr>
<td>Appendix 8  The Analysis Reliability of the Instrument for Post-Test</td>
<td>85</td>
</tr>
<tr>
<td>Appendix 9  The Analysis Normality of Pre-Test in Control Class</td>
<td>85</td>
</tr>
<tr>
<td>Appendix 10  The Analysis Normality of Post-Test in Control Class</td>
<td>86</td>
</tr>
<tr>
<td>Appendix 11  The Analysis Normality of Pre-Test in Experimental Class</td>
<td>87</td>
</tr>
<tr>
<td>Appendix 12  The Analysis Normality of Post-Test in Experimental Class</td>
<td>88</td>
</tr>
<tr>
<td>Appendix 13  The Homogeneity of Control Class</td>
<td>89</td>
</tr>
<tr>
<td>Appendix 14  The Homogeneity Test of The Experimental Class and Control Class</td>
<td>91</td>
</tr>
<tr>
<td>Appendix 15  The Table Analysis of Hypothesis</td>
<td>94</td>
</tr>
<tr>
<td>Appendix 16  The Hypothetical Test by Using Independent T-test</td>
<td>94</td>
</tr>
<tr>
<td>Appendix 17  The Score of Experimental Class and Control Class</td>
<td>95</td>
</tr>
<tr>
<td>Appendix 18  Sylabus</td>
<td>96</td>
</tr>
<tr>
<td>Appendix 19  Lesson Plan for Experimental Class</td>
<td>100</td>
</tr>
<tr>
<td>Appendix 20  Lesson Plan for Control Class</td>
<td>115</td>
</tr>
<tr>
<td>Appendix 21  Instrument for Pre-Test</td>
<td>135</td>
</tr>
<tr>
<td>Appendix 22  Instrument for Post-Test</td>
<td>143</td>
</tr>
<tr>
<td>Appendix 23  List of the Students in Experimental Class</td>
<td>151</td>
</tr>
<tr>
<td>Appendix 23  List of the Students in Control Class</td>
<td>152</td>
</tr>
</tbody>
</table>
CHAPTER I
INTRODUCTION

A. Background of the Problem

Language is a set of rules used by human as a tool of their communication. The use of the language is governed by the conventional rules shared by the speakers of the language. Each of them must obey the rules. Otherwise, they cannot use it affectively for the sake of their communication. They cannot communicate well. Even worse, they cannot understand each other. Therefore, in order to be successful to join a communicative interaction, the members of a speech community must use their language according to the conventional rules they share among themselves. ²

In English there are four language skills to be able to communicate, they are listening, speaking, reading, and writing. In this research, however the writer does not discuss all of the skills, but only reading skill. According to Siahaan, “The receptive written language skill is called reading, it is the skill of the reader or group of reader to interpret information transferred by a writer”³. A means that reading is the reader’s activity to get the information from the written text.

---

³Ibid p.3.
Harmer says that reading is an incredibly active occupation. To do it successfully, we have to understand what the words mean. So if their reading is poor they are very likely to fail in their study or at least they will have difficulty in making progress. On the other hand, if they have good ability in reading, they will have a better chance to success in their study.

The reading skill becomes very important in education field, students need to be exercised and trained in order to have a good reading skill. Reading is also something crucial and indispensable for the students, because the success of their study depends on the greater of their ability to read. To master reading skill, the readers need good comprehension in reading activity. It is not only related to know about the code of the reading text but also to full meaning from whole reading text. It means the reading comprehension involves the thinking process. Besides mastering the reading comprehension, the students also must able to understand the English text. Since in English there are many kinds of text, and every text has different function, generic structure and grammatical feature. In this research the writer focused on recount text.

Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the

---

participants and that differentiates from narrative.\textsuperscript{5} It means that recount text is one kinds of English text that used to retell the situation in the past to give the information to the reader. The writer chooses this text because it become the material at the first semester of 8\textsuperscript{th} grade of MTs Ma’arif 20 East Lampung.

Based on the writer’s preliminary research on October 1\textsuperscript{st}, 2015, the writer found some problems faced by the students at the eighth grade of MTs Ma’arif 20 East Lampung, those are various factors that might have been caused by the failure in teaching reading. After the writer interviewed the English Teacher Mr. Dikdo, S.Pd, he said that the students had some problems in learning English especially in reading, the problems were the students really passive, confused and got bored in teaching learning process, they were not interested to know further about the text. The teaching strategy that was used by the teacher was not effective, because the teacher used Listen – Read – Discuss (LRD) strategy. This strategy did not support the students to make them interested in the lesson and motivated them to study especially reading because LRD strategy is, first the students listens the explanation about the material from the teachers. Second, the teacher asks the students to read the text to get their comprehension. Finally, the teacher guides the students to discuss to know the students comprehension about the text. The principle problem is the students found

\textsuperscript{5}Nofri Anten, \textit{Discussion Materials of Genre for Senior High School Students}, (Solo:Guru BahasaInggris 4 Solo.2001), p.41
difficulties to transfer information from the text in reading recount text. Questions and answers with the English teacher were attached.

The writer also interviewed the students in MTs Ma’arif 20, based on the interviewed to the students, the writer got information that the students got difficulty when they studied reading. The students had some problems in learning English especially in reading of the recount text. They had difficulties to transfer information form the text in reading recount text. The students were difficult to get information from the text. Questions and answers with the students were attached.

The students’ reading comprehension of recount text can be see in the table below. The individual score of the students’ recount text reading comprehension was attached.

<table>
<thead>
<tr>
<th>No</th>
<th>Score</th>
<th>Classes</th>
<th>Number of Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>1</td>
<td>≥ 70</td>
<td>15</td>
<td>14</td>
<td>18</td>
</tr>
<tr>
<td>2</td>
<td>&lt; 70</td>
<td>18</td>
<td>16</td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
<td>28</td>
<td>33</td>
<td>30</td>
<td>30</td>
</tr>
</tbody>
</table>

Source: Result of the English Reading test at the eight grade of MTs Ma’arif 20 East Lampung.

---

6 An interview between the writer and English Teacher of MTs Ma’arif 20, on December, 24th 2015, Unpublished.

7 An interview between the writer and Students of MTs Ma’arif 20, on December, 24th 2015, Unpublished.
From table 1, it can be said that the English Reading in MTs Ma’arif 20 Sriminosari East Lampung is still low because the total number of students who got the difficulty in reading is 61 out of 113 students. It means that students who felt difficult to understand reading is 54%.

After doing preliminary research, the writer concludes that the students should be conditioned to be interested in learning English by providing them with appropriate media and teaching strategy which are able to arouse their interest in learning English. In the teaching and learning process there are many kinds of good strategies that can be applied by the teacher, on of the strategy is directed reading thinking activity technique.

According to Stauffer in Rahim strategies Directed Reading Thinking Activity (DRTA) is a strategy learning where teachers motivate students with effort and concentration engaging students intellectually and to encourage students to formulate questions and hypotheses, process information, and evaluate solutions while. It means that Directed Reading Thinking Activity strategy is very appropriate in strategy that train students to concentrate and think hard in order to understand the content of reading seriously. Directed reading activity is very good strategy that can helps the students to increase their reading comprehension of recount text it was supported by the previous research that was done by Khomariyah.

---

Directed Reading Thinking Activity has been researched by Nur Khomariah and the title is Improving reading comprehension though Directed Reading Thinking Activity (DRTA) strategy in fifth class of SDN Karanganyar 01 Semarang. Pendidikan guru sekolah dasar fakultas ilmu pendidikan Universitas negri Semarang 2013. Activities of students has increased from cycle I to cycle II, and also increase from cycle II to cycle III.\(^9\)

Hopefully, by using Directed Reading Thinking Activity strategy, it gives the students more understanding and motivation to learn English especially recount text. Therefore the title of this research is the influence of directed reading thinking activity towards the students’ reading comprehension on recount text at the eighth grade of MTs Ma’arif 20 East Lampung in 2015/2016 academic year.

**B. Identification of the Problem**

Based on the background above the writer found several problems as follows:

1. The students have problem to transfer information from the text.

2. The students have difficulties to comprehend the reading text especially recount text.

C. Limitation of the Problem
In this research, the writer focused on the Influence of Directed Reading Thinking Activity towards Students’ Reading Comprehension on Recount Text at the eighth Grade of MTs MA’ARIF 20 East Lampung.

D. Formulation of Problem
Considering the identification and the limitation of the problem above the writer formulated the problem as follows: “Is there significant influence of using Directed Reading Thinking Activity towards students’ reading comprehension on recount text”.

E. Objective and Use of Research
1. Objectives of Research
The objective of the research is: to know whether there is or not any influence of using Directed Reading Thinking Activity strategy towards students’ reading comprehension on recount text.

2. Use of Research
This research can be used:
1. Theoretically, as a supporting information that Directed reading thinking activity strategy can be use as a strategy in teaching learning process particularly in reading.
2. Practically, as an information to the English teachers that they are able to use Directed reading thinking activity as a strategy in teaching reading to improve the students’ reading comprehension.

3. **Scope of Research**

The scope of the research as follows:

1. **Research Subject**

   The research subject were the students at the eighth grade of MTs Ma’arif 20 East Lampung

2. **Research Object**

   The research objects were the influence of Directed Reading Thinking Activity strategy in recount text and students’ reading comprehension.

3. **Research Place**

   The research was conducted at MTs Ma’arif 20 East Lampung.

4. **Research Time**

   The research was conducted at the first semester of 2015/2016 academic year.
A. Frame of Theory

1. Concept of Teaching English as a Foreign Language

English is learned in Indonesia by talking about the grammatical rules of English and errors are always corrected. For language learners in Indonesia, where English is not spoken in the society, accuracy is really the focus in learning English. It is not the case when people learn English in countries where English is spoken in the society, such as in the United States or Malaysia. People in those countries emphasize on the ability and fluency in communication of daily lives.10

English is a foreign language, so it is not familiar yet for the beginner to learn. We need an accurate method that gives enjoyable feeling for the students, so it can give the motivation for the students to learn English. With the strong motivation, it can give best result of learning yet, teachers have to know many kinds of teaching techniques, and they must know to implement the techniques in the class.

---

Supported by Douglas who states that teaching showing or helping someone to learn how to do something, giving instructions guiding in the study of something, providing with knowledge causing to know or understand.\textsuperscript{11}

English is an international language means for communicating and expressing one’s feelings anytime and anywhere. Moreover, English is one of the subjects that compulsory to be learnt by students in Indonesia, especially for junior and senior high school students, while for elementary school, it is as a local content subject. It is also as the first foreign language in our country that should be taught to the students from elementary level up to university students.

Knowing the benefits of learning English, teacher as the main media in educating the students, should have interesting ways and techniques to make them easier to learn English. As Nikolov says, quality of teaching is particularly important.\textsuperscript{12} It is true that it is not such an easy thing to teach students English at school with a large number of students as well as limited school hours for the subject.

Based on the statements above the writer assumes that teaching English is a foreign language, so the teacher teach English language must be interested, the teacher can


\textsuperscript{12} Marianne Nikolov, \textit{Early Learning of Modern Foreign Language and Outcomes} (Dublin: Multilingual Matters, 2009). P. 76.
use some method or new strategy well. Language learning can be regarded as process, the teacher should facilitate teaching activities in the class.

2. **Concept of Reading**

There are four skills in English should be mastered, they are: listening, speaking, reading and writing. It cannot be denied that reading takes an important role in English and it is very important just like Wallace’s statement. Wallace says reading plays a key role in almost every course of study.\(^\text{13}\) It means that reading is very important activity in the teaching and learning process.

Reading is making meaning from print and from visual information. But reading is not simple. Reading is an active process that requires a great deal of practice and skill.\(^\text{14}\) In teaching learning process, reading is one of the basic skill that students must master, in the class room, reading lesson is used as an opportunity to teach pronunciation. Reading will be given as soon as language learners have had sufficient practice in listening, reading can be introduced. Reading lesson may be given in a single class or it may be added as supplementary work. Whether it is given as a single


lesson or a supplementary work, the material of reading must be graded depending on the levels of the language learners.  

The receptive written language skill is called reading. It is the skill of a reader or a group of reader to interpret information transferred by a writer. This skill is also realized by the ability of readers to indentify the rules of the language used by the writer to transfer the information she puts in the language she or he is writing. The ability she has includes the identification of all the correct grammatical aspects of the language the writer is writing, the types of the information she is transferring, and the rhetoric she is conducting in a communicative event.

Brown says that reading is only incidentally visual more information is contributed by the reader than by the print in the page. That is, readers understand what they read because they are able to take stimulus beyond its graphic representation and assign its membership to an appropriate group of concept already attired in their memories. Skill in reading depends on the efficient interaction between linguistic knowledge and knowledge of the word.

Based on the statements above the writer concludes that reading is activated by print from his own knowledge base there is the opportunity to verify what the author actually says or means. Reading is active process that for in teaching reading must be interesting. The reader must be able to translate the written words into meaningful language.

3. Concept of Teaching Reading

Teaching is a process of transferring knowledge. Teaching reading is not only teaching to read, but more of it. Comprehending the text is one of the reading’s goals. Teaching reading can be main as facilitate students performance this in comprehending texts, and provide students with many opportunities for practice are encouraged in a number of comprehension enhancing the best known of which are reciprocal teaching, cooperative learning and reading recovery. During teaching reading process we must pay attention about the principle of teaching reading.

The principle can be standard to limit teachers when they teach reading. The principles of teaching reading are stated below:

1) Reading is not passive skill
2) Students need to be engaged with what they are reading
3) Students should be encouraged to respond to the content of a reading text, not only to the language
4) Prediction is major factor in reading
5) Match the task to the topic
6) Good teachers exploit reading texts to the full.\(^\text{18}\)

William states that there are three activities involved in reading activity namely the pre, while, and post reading activities:

a. **Pre-Reading**
   The teacher spends some time introducing a topic, encouraging skimming, scanning, predicting, and activating schemata so that students can bring the best of their knowledge and skills to a text when they have been given a chance to “ease into” the passage.

   The aims of free reading activities are:
   1. to introduce and arouse interest in the topic,
   2. to motivate learners by giving a reason for reading,
   3. to provide some language preparation for the text.

b. **While-Reading**
   Not all reading is simply extensive or global reading. There may be certain facts or rhetorical devices that students should take note of while they read. Give students a sense of purpose for reading rather than just reading because you order it.

   According to William the purpose of this phase they are:
   1. To help understanding of the text structure
   2. To help understanding of the researcher’s purpose
   3. To clarify text content

   In while-reading there is other type work, the comprehension exercise at the end of passage is one of the typical reading activities. At the pre text questions which are given to the students they might be asked to find the answer to the question interested within the passage; completing diagram, making list, taking notes. While-reading activity is begin with a global understanding of the text and then more to smaller unties a paragraph-sentences, and words, the reason for this, that the larger the unites provide a context for understanding the smaller units.

c. **Post-Reading**
   The purposes of post-reading are as follow:
   1. To consolidate of reflect what has been read
   2. To relate the text to the learners own knowledge, interest or views.
Post-reading activity include reaction to the passage and to while reading activity, example; the students say whether they like the text and find it useful or not. 19

Based on the explanation above, the writer can conclude that the teaching reading is not only teaching to read, but more of it. Comprehending the text is one of the reading’s goals. Teaching reading can be divided into three stages, namely the pre-reading, the while-reading and the post-reading. In each stage a certain amount of activities can be applied.

4. The Kinds of Reading

a. Reading for Information

Reading to learn about a trade, or politics, or how to accomplish something. We read a newspaper this way, or most textbooks, or directions on how to assemble a bicycle. With most of this sort of material, the reader can learn to scan the page quickly, coming up with what he needs and ignoring what is irrelevant to him, like the rhythm of the sentence, or the play of metaphor.

b. Reading for Ideas

With a philosopher one reads slowly, as if it was literature, but much time must be spent with the eyes turned away from the pages.

c. Reading to Escape

This reading is the automated day dream, the mild trip of the housewife and the tired businessman.

d. Reading to Engage

If we read a work of literature properly, we read slowly, and we hear all the words. If our lips do not actually move, it’s only laziness. The muscles in our throats move, and come together when we see the word “squeeze.” We hear the sounds so accurately that if a syllable is missing in a line of poetry we hear the lack, though we may not know what we are lacking. In prose we accept the rhythms, and hear the adjacent sounds. 20

5. Purpose of Reading

Everyone has their own reason when they read something. Experts differentiate the purpose of reading according to their own theory. Grabe and Stoller state the purpose of reading as follow:

a. Reading to search for simple information

In reading to search, the reader typically scan the text for a specific piece of information or a specific word.

20 Hall Donald, Four Kinds of Reading. Thinking in Writing, 2nd ed. Donald Mc Quade and Robert Atwan, ( New York: knopf ), 1993, pp. 162-167
b. **Reading to skim quickly**

Reading to skim (i.e. sampling segments of the text for a general understanding) is a common part of many reading task and a useful skill in its own right. It involves, in essence, a combination of strategies for guessing where important information might be in the text, and then using basic reading comprehension skills on those segments of the text until a general idea is formed.

c. **Reading to learn from texts**

Reading to learn typically occurs in academic and professional contexts in which a person needs to learn a considerable amount of information from a text.

d. **Reading to integrate information, write and critiques texts**

Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information and the likely restructuring of a rhetorical frame to accommodate information from multiple sources.

e. **Reading for general comprehension**

The nation of general reading comprehension has been intentionally saved for last in this discussion for two reasons. First, it is the most basic purpose of reading, underlying and supporting most other purpose for reading. Second, general reading comprehension is actually more complex than commonly assumed.  

---

Based on the explanation above, the writer concludes that there are some purpose of reading, as follows: reading is one of the best way to find out the information, as the way to get information.

6. Concept of Reading Comprehension

According to Snow in Kurniawan, reading comprehension is defined as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.\textsuperscript{22} According to Brown, reading comprehension is primarily a matter of developing appropriate, effective comprehension strategies.\textsuperscript{23} It means that reading comprehension is the reader ability or strategy to interaction and involvement with the reading text.

Simanjutak also states that reading comprehension is not just reading with aloud voice but reading is established to understand the meaning of words, sentences, and paragraph as well as sense relationship among the ideas.\textsuperscript{24} It means that reading comprehension is the activity to get and understand the whole of reading material.

\textsuperscript{24} Simanjutak,Reading-Definition, \url{http://yoyoii.blogspot.com/2011/06/definition-reading-comprehension.html}, (January, 14th 2015, 10.00 am)
Reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. In understanding reading text information children developmental models, or representations of meaning of the text ideas during the reading process. It means that reading comprehension is the process to understand all of the meaning what is the described in the text, so the teacher must develop or representations of meaning of the text ideas during the reading process clearly.

The comprehension skills categories are cumulative, in that one is built on the other. Based on the language assessment theory of Brown, especially in reading, there are some criteria commonly used in measuring students’ Reading Comprehension ability, they are:

1. Main idea (topic)
2. Inference (implied detail)
3. Grammatical features
4. Detail (scanning for a specifically stated detail)
5. Excluding facts not written (unstated detail)
6. Supporting ideas

---

25 Woolley, G, Understanding Reading http://www.springer.com/978-94-007-1173-0, (Juny, 10th 2015, 12.08 am)
7. Vocabulary in context.\textsuperscript{26}

It can be inferred that reading comprehension means the students must read the text and interact the printed on written symbols with his cognitive skill and his knowledge of the world. It means that reading is no simply making sound of the text, but it is about comprehending the idea of the text itself.

Based on the explanation above, the writer may conclude that students’ reading comprehension is the students’ ability to get meaning of the text and comprehend the text in order that the students are able to answer the question and have good understanding of main idea, inferences, grammatical features, detail, excluding facts not written, supporting ideas and vocabulary in context.

7. Concept Recount Text

a. Definition of Recount text

Recount is a text which list and describe past experiences by retelling events in the order in which they happened (chronological order). The purpose of the Recounts text is to retell events with the purpose of either informing or entertaining their audience.

\textsuperscript{26} H. Douglas Brown. \textit{Ibid.} p. 206
(or both). In order words recount text is a text that retail the past even to give the information or entertain the readers.

Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative. It means that recount text is different from narrative text, recount text only give the information or entertain the readers without complication among the participants.

Recount is a piece of text that retells past events, usually in the order in which they happened. The purpose of a recount text is to give the audience a description of what happened and when it happened. It means that recount text is a text that retells the past activity in chronological order to give the audience clear description.

Based on the definition above, the writer can conclude that recount text is text or story to tell the past event whose purpose is to inform or to entertain the readers by giving a description of what happened and when it happened.

---

28 Nofri Anten, *Discussion Materials of Genre for Senior High School Students, (Jakarta: Guru BahasaInggris)*, p.41
b. Purpose of Recount Text

The purpose of recount is to give the audience a description of what happened and when it happened. A recount has social faction. Recount “tell what happened”. The purpose of a social recount is to document a series of events and evaluate their significance in some way. It is also to give the audience a description of what occurred and when it occurred. The purpose of the literary story recount is to tell a sequence of events so that it entertains. The story recount has expressions of attitude and feeling, usually made by narrator about the events.

c. Social function, Generic Structure, Significant Lexicogrammatical Features of Recount

1. Social Function

To retell events for the purpose of informing entertaining.

2. Generic Structure

a. Orientation: provides the setting and introduces participants

b. Events: tell what happened, in what sequence

c. Re-orientation: optional-closure of events

3. Significant Lexicogrammatical Features

a. Focus on specific participants

b. Use of material processes

c. Circumstances of time and place

d. Use of past tense
Focus on temporal sequence

d. Example of recount Text

Our Trip to the Blue Mountain

Orientation: On Friday we went to the Blue Mountains. We stayed at David and Della’s house. It has a big garden with lots of Colorful flowers and a tennis court.

Event1: On Saturday we saw the Three Sisters and went on the scenic railway. It was scary. Then, Mummy and I went shopping with Della. We went to some antique shops and I tried on some old hats.

Event 2: On Sunday we went on the Scenic Skyway and it rocked. We saw cockatoos having a shower.

Reorientation: In the afternoon we went home

8. Concept of Recount Text Reading Comprehension

Reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. In understanding read text information children develop mental models, or representations of meaning of the text ideas during the reading process. 

---

30 Fathur Rohim, Teaching Reading, (Jakarta: Center Director, 2009), p. 20
31 Woolley, G, Understanding Reading, http://www.springer.com/978-94-007-1173-0, (Juny, 10th 2015, 12.08 am )
According to Burden and Byrd in Ermayanti’s journal, there are two factors that influence students’ reading comprehension and they are related one another, they are: internal factors and external factors. The first is internal factors (personal factors), it means that the factors which come from the reader himself or herself. This factor deals with self-motivation and interest. Motivation plays an important role in comprehending the text. The students will be motivated to read when they feel that they need something from the text. The motivation can be intrinsic (to increase the reader’s competences) and extrinsic (to get a reward).³²

Besides motivation, interest also becomes one of the important factors in order to increase the students’ comprehension in reading. If someone has interest to read, it means that he or she will get a good result. On the other side, if the reader has no interest to read it will make reading without comprehension. The second is external factors. The external factors have a close relationship to reading material and reading teacher. Both of these factors are related to each other.

Recount is a text which list and describe past experiences by retelling events in the order in which they happened (chronological order). The purpose of the Recounts text

---

is to retell events with the purpose of either informing or entertaining their audience (or both).³³

Based on the language assessment theory of Brown, there are some criteria are commonly used in measuring students’ reading comprehension, they are:

1) Main Idea (topic)
2) Inference (implied details)
3) Grammatical features (references)
4) Detail (scanning for specifically stated detail)
5) Excluding facts not written
6) Supporting idea
7) Vocabulary in context.³⁴

Based on the explanations above, the writer used some criteria to assess the reading comprehension on recount text based on the language assessment theory of Brown such as; the main idea of the text, inference (implied detail), grammatical features, detail (scanning for a specifically stated detail), excluding fact not written, supporting idea and vocabulary of the text.

---

Based on the explanation above the writer may conclude that students’ recount text reading comprehension is the students’ ability to get meaning of the text in the form of past event whose purpose is to inform or to entertain the readers by giving a description of what happened and when it happened and comprehend the text in order that the students are able to answer the question and have good understanding of main idea, inferences, grammatical features, detail, excluding facts not written, supporting ideas and vocabulary in context.

9. Concept of Directed Reading Thinking Activity

The Directed Reading Thinking Activity (DRTA) is a general plan for directing children’s reading of either basal reader stories or content area selections and for encouraging children to think as they read and to make predictions and check their accuracy.35 Another side, in DRTA strategy students relates background knowledge to the text, determine goals for reading, and then engage in predicting activities at set stopping points throughout the text.36

Stauffer in Puspita’s journal says, “The Directed Reading Thinking Activity is a teaching activity intended to develop predicting, summarizing and evaluating skills”.

And Kinsella also says “The DRTA strategy work well when you can make some prediction about what you will read.”

According to Stauffer in Rahim, strategy DRTA is focused students engagement with the text, because the students predict and prove it when they read.

Directed Reading-Thinking Activity (DR-TA) is a teaching strategy that guides students in making predictions about a text and then reading to confirm or refute their predictions. This strategy encourages students to be active and thoughtful readers, enhancing their comprehension.

Based on the statements above the writer can conclude that Directed Reading Thinking Activity is a teaching strategy that guides students in making prediction about a text and intended to develop predicting, summarizing and evaluating skills.

1. Advantages of DR-TA Strategy

According to Dishner as quoted in Handayanis’ journal DRTA has advantages as follows:

37Web:http://www.eduplaceSelly Dara Puspita, the effect of directed reading thinking activity (drtA) Strategy, (January 24th, 2015, 21.05)

38Faida Rahim, Op Cit. p. 47

a. DRTA gives the students’ ability to determine purposes for reading.

b. DRTA gives the students’ ability to extract, comprehend, and assimilate information.

c. DRTA gives the students’ ability to examine reading material based upon purposes for reading.

d. DRTA gives the students’ ability to suspend judgments.

e. DRTA gives the students’ ability to make decision based upon information gleaned from reading.  

By using Directed Reading-Thinking Activities (DRTA) students will think critically for students to make various predictions before and during reading. With the predictions, students automatically questioning their own questions that are part of the process of understanding a text. Curiosity of students to the truth answers make students more careful reading of the text that makes activities reading becomes more meaningful.

A. Disadvantages of DR-TA strategy

However, according to Dishner as quoted in Handayanis’ journal there are also disadvantages in DRTA strategy as follows:

a. Only useful if students have read or heard the text being used.

---

b. Classroom management may become a problem.

c. This strategy useful also depends on the situation of the class.\textsuperscript{41}

Those weaknesses require students to think independently and can be addressed with a drill or exercise strategy. Through the process of student exercises will be used to get by reading it directly, after accustomed ability for understanding the information will become faster. Additionally teacher can make situation of classroom to be conducive so that students do not get bored. Because the learning environment is a major factor in achieving the learning objectives.

\textbf{B. Procedure of Using Directed Reading Thinking Activity}

The following are the steps to teach directed reading thinking activity

Step 1

PREDICTING – making hypotheses from small portions of the text.

begin white scanning the title, chapter headings, illustrations, and other explanatory materials. Have students make predictions on what they think the reading will be about. Next, based upon the reading of a small segment of the text, the teacher guides students to predict what will happen next. After these initial predictions, the students either view pictures or listen to short passages from the text, presented in the order that they occur naturally in the text. During this step of the strategy, the teacher’s role

\textsuperscript{41} Ibid.
is to both activate and agitate thought by asking students to defend their hypotheses. This is a time to guess, anticipate, and hypothesize. “What do you think?” “Why do you think so?”

Step 2

READING – students are asked to read the text to verify the accuracy of their predictions.

Students are asked to support their predictions by locating the material in the text that will verify their responses. There is no right or wrong predictions, rather, some responses are judged to be more or less accurate than others. Reword the predictions so that they are accurate.

Step 3

PROVING – During this step, students read back through the text and point out how they were able to verify their predictions.

Students verify the accuracy of their predictions by finding statements in the text and reading them orally to the teacher. The teacher serves as the mentor, refining and deepening the reading thinking process.
Step 4

REPEAT STEPS 1-3 as you continue to read.42

C. Procedure of Teaching Recount Text Reading Comprehension By Using Directed Reading Thinking Activity:

The following are the steps to teach Recount Text Reading Comprehension By Using Directed Reading Thinking Activity

Pre Reading Activity

1. Students are greeted by the teacher
2. Student’s attendance list are checked.
3. Students are asked about their daily activity (e.g. “Do you like to study English?”).
4. Students answer the questions relate to the material they will learn “Do you know about recount text?”, “What do you know about recount text?”, Have you ever read recount text?”

While Reading Activity

1. Firstly, students listen to the teacher’s explanation about DRTA technique and follow the teacher’s instruction based on the DRTA procedure. Students are explained that DRTA can be used to help them comprehend text easily.

---

2. **Predicting:** Begin by scanning the title, chapter headings, illustrations, and other explanatory materials. Have students make predictions on what they think the reading will be about. Next, based upon the reading of a small segment of the text, the teacher guides students to predict what will happen next. After these initial predictions, the students either view pictures or listen to short passages from the text, presented in the order that they occur naturally in the text. During this step of the strategy, the teacher’s role is to both activate and agitate thought by asking students to defend their hypotheses. This is a time to guess, anticipate, and hypothesize. “What do you think?” “Why do you think so?”

3. **Reading:** Students are asked to support their predictions by locating the material in the text that will verify their responses. There is no right or wrong predictions, rather, some responses are judged to be more or less accurate than others. Reword the predictions so that they are accurate.

4. **Proving:** During this step, students read back through the text and point out how they are able to verify their predictions.

5. At last repeat steps 1-3 as you continue to read.

**Post Reading Activity**

1. Students shared their difficulties to understand the lesson.

2. The summary of the lesson is reinforced by the teacher.

3. Students listen to the closing of the meeting.
10. Concept of Listening Read Discuss (LRD) strategy

A. Definition of Listening Read Discuss (LRD) strategy

According to McKenna in Murni’s journal Listen Read Discuss (LRD) is a strategy especially designed for struggling readers. Its three stages represents before, during, and after stages of all reading lesson format. Moreover, Trowbridge says that Listen-Read-Discuss (LRD) is a comprehension strategy that builds students' prior knowledge before they read a text. Before reading, students listen to a short lecture delivered by the teacher. A guide or graphic organizer can be used to help students follow the information. It means that, there are three stages in this strategy. First, the students listens the explanation about the material from the teachers. Second, the teacher asks the students to read the text to get their comprehension. Finally, the teacher guides the students to discuss to know the students comprehension about the text.

The researcher concludes that Listen Read Discuss (LRD) is a strategy for teaching reading that helps student comprehend material presented orally. Also, it helps build students’ prior knowledge and evokes discussion in students. A teacher can use this

---

43Dewi Sri Murni, Improving Students’ Reading Comprehension Through Listen-Read-Year), http://jurnalmahasiswa.unisri.ac.id/index.php/fkiping/article/viewFile/198/141, April 18th 2016. 20. 47 pm)

strategy before and during reading and within a small a group or in a whole class setting.

B. Advantages of LRD Strategy

According to Purwanti, there are some advantages that can be used by the teacher in giving treatment in control class.

1. It helps students comprehend material presented orally.

2. It builds students’ prior knowledge before they read text.

3. It engages struggling readers in classroom discussion.45

Its mean that by using LRD to teach students in reading activity can increase their comprehension and make them enjoy in the classroom. The students get information from the teacher presented orally before they read a text.

C. Disadvantages of LRD Strategy

However according to Purwanti there are also disadvantages in LRD strategy as follows:

1. LRD is difficult to use on a daily basis because developing the lecture and the students’ prior knowledge is time intensive.

---

45 Sri Erma Purwanti, *The Use of LRD (Listen-Read-Discuss) Strategy to Improve Students’ Reading Comprehension of the Second Grade Students at SMP N.2 Tembilahan Kota*, (http://digilib.uir.ac.id/dmdocuments/ing.sri%20erma%20purwanti.pdf, May 10th 2016, 22. 36 pm)
2. The teacher must be selective and choose specific text where the students lack prior knowledge about and need more support with LRD text.\(^\text{46}\)

Teacher interaction in the learning process is important because teachers guide and mentor in the lesson, the teacher will be impossible without the learning process running optimally. So, the teacher in the learning process is necessary at all, especially in improving the reading skills of students, because of time constraints in presenting the material in the school led to the demand to achieve the desired learning achievement one of them with the intensity of reading outside of school hours in order to achieve these objectives.

**D. Procedure of Using LRD Strategy**

According to Trowbridge LRD has three basic steps: Listen, read, discus.

The following are the steps of LRD strategy:

1. **Listen:**
   Present a lecture on the content of the reading. Include a graphic organizer of the information during discussion.

2. **Read:**
   Students read the selection, guided by the idea that the reading may provide a different understanding or interpretation of the content.

\(^{46}\)Ibid
3. Discuss:
Teachers lead a classroom discussion on the materials, encouraging students to reflect on the differences between their reading of the content and the teacher’s presentation.\footnote{John E. Trowbridge, \textit{Op Cit.} p.12.}

It means that LRD has three steps, first the students listens the explanation about the material from the teachers. Second, the teacher asks the students to read the text to get their comprehension. Finally, the teacher guides the students to discuss to know the students comprehension about the text.

E. Teaching Reading Comprehension in Recount Text By Using LRD Strategy
There are some procedures of teaching reading comprehension in recount text by using LRD strategy:

1. Listen

Teacher presents information to students about the text they will be reading. This can be in the form of a short lecture on the topic, using graphic organizer to guide the lecture. Presenting the information from the portion text in a well organized lecture format is about 5-15 minutes while the students are listening the lecture of the content of their reading.
2. **Read**

In this stage, students read the text and compare what they learned during the lecture to their understanding or reading the text on their own. Students should read silently because silent reading increases comprehension and encourage students to practice study strategies independently.

3. **Discuss**

After reading, students discuss their understanding of the text with other students in their small group or large group. Teacher guides students in a review and reflect of the content. Discuss the material students now have heard and then read.

Three questions are useful in guiding this post reading discussion:

1. What did you understand most from what you heard and read?
2. What did you understand least from what you heard and read?
3. What question or thought did this lesson raise in your mind about the content and/or about effective reading and learning?\(^{48}\)

By following steps in LRD strategy the first the students listens the explanation about the material from the teachers. Second, the teacher asks the students to read the text to

\(^{48}\text{Sri Erma Purwanti, Op Cit, p.32}\)
get their comprehension. Finally, the teacher guides the students to discuss to know the students comprehension about the text.

4. Frame of Thinking

Reading is one of English skills that are mastered by the students. Reading is difficult to master by the students especially recount text. Because of that, the strategy must be appropriate with students’ level of ability. One of the strategies in the teaching English is directed reading thinking activity strategy. Directed Reading Thinking Activity (DR-TA) is one of strategies that can be used by the teacher in teaching learning reading. DR-TA is one of strategies to show the active role of readers.

Based on all previous explanation the writer assumes that directed reading thinking activity strategy can help the teacher in teaching learning process by mastering and understanding. The writer has assumption that directed reading thinking activity is suitable for teaching reading on recount text because the students will more active and enjoyable. By knowing the story elements of a text, the students will have good comprehension of the text. Therefore the writer assumes that the uses of directed reading thinking activity in teaching reading will be more effective for makes students’ reading ability will be better. The writer believes directed reading thinking activity strategy can help the students comprehend the recount text text. By using Directed Reading-Thinking Activities (DRTA) students will think critically for students to make various predictions before and during reading. With the predictions,
students automatically questioning their own questions that are part of the process of understanding a text. Curiosity of students to the truth answers make students more careful reading of the text that makes activities reading becomes more meaningful.

By using Directed Reading-Thinking Activities students will think critically for students to make various predictions before and during reading. With the predictions, students automatically questioning their own questions that are part of the process of understanding a text. Curiosity of students to the truth answers make students more careful reading of the text that makes activities reading becomes more meaningful.

By using Directed Reading-Thinking Activities (DRTA) students will think critically for students to make various predictions before and during reading. With the predictions, students automatically questioning their own questions that are part of the process of understanding a text. Curiosity of students to the truth answers make students more careful reading of the text that makes activities reading becomes more meaningful. Those weaknesses require students to think independently and can be addressed with a drill or exercise strategy. Through the process of student exercises will be used to get by reading it directly, after accustomed ability for understanding the information will become faster. Additionally teacher can make situation of classroom to be conducive so that students
do not get bored. Because the learning environment is a major factor in achieving the learning objectives.

5. Hypothesis

Based on the formulation of the problem the writer would like to propose the following hypotheses:

\( H_0: \) There is no significant influence of using Directed Reading Thinking Activity towards students’ recount text reading comprehension.

\( H_a: \) There is a significant influence of using Directed Reading Thinking Activity towards students’ recount text reading comprehension.
CHAPTER III
RESEARCH METHODOLOGY

A. Method of the Research

In conducting the research, the writer applied quasi experimental pre-test and post-test control group design. Quasi experimental design is a research design that includes assignment, but not random assignment of participants to groups. This is because the experimenter cannot artificially create groups for the experiment.\textsuperscript{49} It means that we do not have the opportunity for random assignment of students to special groups in different conditions. Furthermore, Merten states that in quasi-experimental design, these students could not be randomly assigned as individuals to treatments because of the students’ schedules.\textsuperscript{50} The common term for this type of group of participants is intact. For that, the writer selected two classes, one was the control class and the other was the experimental class. The research design could be presented as follows:

\begin{center}
G1 (random) T1 X T2  
G2 (random) T1 O T2
\end{center}

Notes :

G1 : Experimental class (group one)


G2 : Control Class (group two)
T1 : Pre-test
T2 : Post-test
X : Treatment using Directed Reading Thinking Activity strategy
O : Treatment by LRD strategy

B. Variable of Research

Variable is a concept—a noun that stands for variation within a class of objects. Quantitative variables exist in some degree (rather than all or none) along a continuum from less to more, and we can assign numbers to different individuals or objects to indicate how much of the variable they possess.\(^{51}\) There are two variables that should be pointed out in this research:

1) Independent variable is directed reading thinking activity strategy (X)

Independent variable is that the writer chose to study in order to assess their possible effect(s) on one or more other variables. An independent variable is presumed to affect (at least partly cause) or somehow influence at least one other variable.\(^{52}\)

2) Dependent variable is students’ recount text reading comprehension (Y).


\(^{52}\) Ibid. p. 42
The outcome of the study is the dependent variable, which is typically measured by a test or a measuring instrument that produces quantitative data.\textsuperscript{53}

C. **Operational Definition of Variable**

1. **Directed Reading Thinking Activity Technique**

Directed Reading Thinking Activity is a teaching strategy that guides students in making predictions about a text and then reading to confirm or refute their predictions. This strategy encourages students to be active and thoughtful readers, enhancing their comprehension.

2. **Students’ Recount Text Reading Comprehension**

Recount text reading comprehension is the students’ ability to get meaning of the text in the form of past event whose purpose is to inform or to entertain the readers by giving a description of what happened and when it happened and comprehend the text in order that the students are able to answer the question and have good understanding of main idea, inferences, grammatical features, detail, excluding facts not written, supporting ideas and vocabulary in context.

D. **Population, Sample and Sampling Technique**

1. **Population**

According to Arikunto’s statement population is the whole total number of research subject.\textsuperscript{54} The population of this research the eighth grade students of MTs Ma’arif 20 East Lampung in 2015/2016 academic year.

<table>
<thead>
<tr>
<th>NO</th>
<th>Class</th>
<th>Gender</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>1</td>
<td>VIII A</td>
<td>15</td>
<td>18</td>
</tr>
<tr>
<td>2</td>
<td>VIII B</td>
<td>8</td>
<td>22</td>
</tr>
<tr>
<td>3</td>
<td>VIII C</td>
<td>16</td>
<td>14</td>
</tr>
<tr>
<td>4</td>
<td>VIII D</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>45</td>
<td>68</td>
</tr>
</tbody>
</table>

Source: MTs Ma’arif 20 East Lampung

### 2. Sample of Research

Sample is part of amount and characteristic which have by population.\textsuperscript{55} The writer took the students in two classes from four classes available as the sample of the research. One class as Experimental Class and the other class as control class.

### 3. Sampling Technique

\textsuperscript{54} Suharsimi Arikunto, \textit{Dasar-Dasar Penelitian} (Jakarta: Bumi Aksara 1998), p. 120.

In this research, the writer used cluster random sampling technique in choosing the sample. Name of each class was written in small piece of paper, and then these piece of paper are rolling and put into the box, after that the box was shaken, the writer took two pieces of rolling paper. The first rolling paper as experimental class and the second rolling paper as control class.

E. Data Collecting Technique

In collecting the data, writer used reading test, the test was multiple choice consisting of 20 items for pretest and 20 items for post-test with 4 options (a, b, c, and d). The writer used this type because this type is easier to know the students’ reading comprehension.

In collecting the data, the writer used some technique as follows:

a. Pre-test

The Pre-test was given before the treatment. The test was done by answering the questions of reading comprehension on recount text based on the title that provid. the total items of pre-test were 20 items in the form of multiple choices. The writer gave pre-test to the students include in the control class and the experimental class to measure their reading comprehension on recount text. The result of the test were used in measuring the improvement before treatment were given. The result of the test also used to test whether the data homogen and normally distributed or not.
b. Post-test

The writer gave post-test to measure students’ reading comprehension on recount text after they were given the treatments. After try-out, the total items of post-test were 20 items in the form of multiple choices. The writer gave post test to the students in the control class and in the experimental class to measure that reading comprehension of recount text after treatment were given. The experimental class was taught by using directed reading thinking activity while control class was taught by using LRD strategy. In collecting the data in the test, the writer used multiple choice.

F. Instrument of the Research

Arikunto states that research instrument is a device use by the writer during the data collection by which the work is easier as the data are complete and systematic.\(^{56}\) In this research, the test in form of multiple choice tests. The instruments of pre-test and post-test were 20 items of reading test in multiple choices. Before the writer conducted, prepare the instruments in form of multiple choice questions. The specification of pre-test and post-test are as follows :

<table>
<thead>
<tr>
<th>NO</th>
<th>Aspect</th>
<th>Indicator</th>
<th>Odd</th>
<th>Even</th>
<th>Total</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>#</th>
<th>Task Description</th>
<th>Examples</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Main Idea (topic) Students can find the main idea of the passage.</td>
<td>9,5</td>
<td>4, 20, 32</td>
</tr>
<tr>
<td>2</td>
<td>Inference (implied detail) Students can find what is inferred in the passage.</td>
<td>3, 15, 23, 31</td>
<td>2, 18, 34</td>
</tr>
<tr>
<td>3</td>
<td>Grammatical Features (reference) Students can match between the pronoun and what or who it stands for.</td>
<td>7</td>
<td>12, 24, 18</td>
</tr>
<tr>
<td>4</td>
<td>Detail (scanning for a specifically stated detail) Students can scan for a specifically stated detail</td>
<td>1, 39, 33, 13</td>
<td>26, 38, 22</td>
</tr>
<tr>
<td>5</td>
<td>Excluding Fact not written Students can find the unstated detail</td>
<td>11, 30</td>
<td>6, 8, 16</td>
</tr>
<tr>
<td>6</td>
<td>Supporting Idea Students can find the supporting ideas to support the main idea</td>
<td>21, 35, 17</td>
<td>28,36, 40</td>
</tr>
<tr>
<td>7</td>
<td>Vocabulary in context Students can guess the meaning of difficult vocabulary from the context provided.</td>
<td>19, 25, 27, 29</td>
<td>10, 14, 37</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td><strong>40</strong></td>
</tr>
</tbody>
</table>

Based on the table, the main idea consists of 5 numbers. They are number 4, 5, 9, 20, and 32. The inference consists of 7 numbers. They are number 3, 2, 15, 18, 34, 23, and 31. The Grammatical Features consists of 3 numbers. They are number 7, 12 and 24. The Details consist of 6 numbers. They are number 1, 26, 33, 38, 39 and 40. The Excluding Fact not written consists of 6 numbers. They are 6, 8, 11, 13, 16 and 37. The Supporting Ideas consist of 6 numbers. They are number 17, 21, 22, 28, 35 and 36. The Vocabulary in context consist of 7 numbers. They are number 10, 14, 19, 25, 27, 29 and 30. So, the total number is 40.
<table>
<thead>
<tr>
<th>NO</th>
<th>Aspect</th>
<th>Indicator</th>
<th>Odd</th>
<th>Even</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Main Idea (topic)</td>
<td>Students can find the main idea of the passage.</td>
<td>1, 11</td>
<td>20</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>Inference (implied detail)</td>
<td>Students can find what is inferred in the passage.</td>
<td>9</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Grammatical Features (reference)</td>
<td>Students can match between the pronoun and what or who it stands for.</td>
<td>15</td>
<td>4,</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>Detail (scanning for a specifically stated detail)</td>
<td>Students can scan for a specifically stated detail</td>
<td>5</td>
<td>16</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>Excluding Fact not written</td>
<td>Students can find the unstated detail</td>
<td>7</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>Supporting Idea</td>
<td>Students can find the supporting ideas to support the main idea</td>
<td>3, 17,</td>
<td>10, 14,</td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td>Vocabulary in context</td>
<td>Students can guess the meaning of difficult vocabulary from the context provided.</td>
<td>-</td>
<td>6, 8, 12, 18</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td>20</td>
</tr>
</tbody>
</table>
Based on the table, the main idea consists of 2 numbers. They are number and 20. The inference consists of 4 numbers. They are number 9, and 11, 13, 19. The Grammatical Features consists of 2 number. It is number 4, 15. The Details consist of 2 numbers. They are number 5 and 7. They are 5 and 7. The Supporting Ideas consist of 5 numbers. They are number 1, 3,10, 14 and 17. The Vocabulary in context consist of 4 numbers. They are number 6, 8, 12 and 18. So, the total number is 20.

Table 5
The Specification of Reading Ability for Post-Test

<table>
<thead>
<tr>
<th>NO</th>
<th>Aspect</th>
<th>Indicator</th>
<th>Odd</th>
<th>Even</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Main Idea (topic)</td>
<td>Students can find the main idea of the passage.</td>
<td>5, 9</td>
<td>4, 20, 32</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>Inference (implied detail)</td>
<td>Students can find what is inferred in the passage.</td>
<td>3, 15, 23, 31</td>
<td>2, 34</td>
<td>6</td>
</tr>
<tr>
<td>3</td>
<td>Grammatical Features (reference)</td>
<td>Students can match between the pronoun and what or who it stands for.</td>
<td>7</td>
<td>12, 18, 24</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>Detail (scanning for a specifically stated detail)</td>
<td>Students can scan for a specifically stated detail</td>
<td>1, 39, 33, 13</td>
<td>26, 22</td>
<td>7</td>
</tr>
<tr>
<td>5</td>
<td>Excluding Fact not written</td>
<td>Students can find the unstated detail</td>
<td>11, 30</td>
<td>6, 8, 16</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>Supporting Idea</td>
<td>Students can find the supporting ideas to support the main idea</td>
<td>17, 21, 36</td>
<td>28, 35, 40</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>Vocabulary in context</td>
<td>Students can guess the meaning of difficult vocabulary from the context provided.</td>
<td>19, 25, 27, 29</td>
<td>10, 14, 37</td>
<td>7</td>
</tr>
</tbody>
</table>
Based on the table, the main idea consists of 6 numbers. They are number 1, 4, 15, 23, 30, and 40. The inference consists of 6 numbers. They are number 2, 5, 11, 18, 21 and 26. The Grammatical Features consists of 6 number. They are number 7, 9, 12, 28, 32, and 37. The Details consist of 8 numbers. They are number 18, 13, 17, 20, 27, 29, 36 and 38. The Excluding Fact not written consists of 4 numbers. They are 6, 19, 24 and 25. The Supporting Ideas consist of 5 numbers. They are number 3, 10,33, 34 and 35. The Vocabulary in context consist of 5 numbers. They are number 9, 14, 22, 31 and 39. So, the total number is 20.

**Table 6**  
The Specification of Reading Comprehension for Post-Test after Validity Test

<table>
<thead>
<tr>
<th>NO</th>
<th>Aspect</th>
<th>Indicator</th>
<th>Odd</th>
<th>Even</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Main Idea (topic)</td>
<td>Students can find the main idea of the passage.</td>
<td>3, 7, 15</td>
<td>20</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>Inference (implied detail)</td>
<td>Students can find what is inferred in the passage.</td>
<td>9, 2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Grammatical Features (reference)</td>
<td>Students can match between the pronoun and what or who it stands for.</td>
<td>5, 10, 18</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Detail (scanning for a specifically stated detail)</td>
<td>Students can scan for a specifically stated detail</td>
<td>1, 9, 19</td>
<td>4, 6, 14</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Excluding Fact not written</td>
<td>Supporting Idea</td>
<td>Vocabulary in context</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>----------------------------</td>
<td>-----------------</td>
<td>----------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Students can find the unstated detail</td>
<td>Students can find the supporting ideas to support the main idea</td>
<td>Students can guess the meaning of difficult vocabulary from the context provided.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4, 14</td>
<td>17, 12, 16</td>
<td>11, 13, 8,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total** | **20**

Based on the table, the main idea consists of 4 numbers. They are number 3, 7, 15, and 20. The inference consists of 2 numbers. They are number 2 and 9. The Grammatical Features consists of 3 numbers. They are number 5, 10 and 18. The Details consist of 6 numbers. It is number 1, 4, 6, 9, 14 and 19. The Excluding Fact not written consists of 2 number. It is number 4 and 14. The Supporting Ideas consist of 3 numbers. They are number 12, 16 and 17. The Vocabulary in context consist of 3 numbers. They are number 8, 11 and 13. So, the total number is 20.

**G. Procedures of The Research**

There are three steps that done in the research procedure, they were:

1. **Planning**

Before the writer applies the research procedure, the writer made some planning to run well, there were some steps that plan by the writer. The procedure of this research can be seen as follows:

a. Determining the subject
The writer determines the subject. In this case the writer chose the eighth grade of MTs Ma’arif 20 East Lampung as the subject of the research, one class as experimental class and the other one as the control class.

b. Preparing the try-out

The writer prepares a kind of test (call try-out) that was given to the students.

The writer prepares try-out test for pre-test and post-test. The total number of test was 40 items for each. Then the writer evaluates the test items to get good items in pre-test and post-test.

c. Preparing the pre-test

The writer prepared a kind of test (call pre-test) that was given to the students.

The writer used the test instrument which would have already been tried out before.

d. Determining the material to be taught

The writer determined the material that was taught to the students, the material was read recount text.

e. Preparing the post-test

The writer prepared a kind of test (call post-test) that was given to the students.

By giving the post-test, the writer knew what the students comprehend their reading text or not.
2. **Application**

After making the planning, the writer tried to apply the research procedure that had been already plan. There were some steps in doing this research:

a. In the first meeting, the writer gave try-out

This test is multiple choice that consists of 40 items with 4 options (a,b,c and d).

b. In the second step, the writer gave pre-test

The test was multiple choice with 4 options (a,b,c and d). The total number of test items is pre-test were 20 items, it was determined by the validity and reliability analysis of the try-out. It means that only the valid and reliable test items use in the pre-test.

c. The third step, the writer gave treatment.

After giving the pre-test to the students, the writer conducted the treatment in the control class and the experimented class. In the experiment class, the writer conducted the treatment through directed reading thinking activity strategy. While in the control class, the writer conducted the treatment through LRD strategy.

d. In the last meeting, the writer gave post-test

After given the treatments to the control class and experimental class the writer gave post test to the control and experimental class. The test was multiple choice with 4 options (a,b,c and d). The total number of the test items was determined
by the validity and reliability analysis of the try-out. It means that only the valid and reliable test items used in the pre-test.

3. **Reporting**

The last point in this research procedure was reporting. There were steps in the reporting. The steps are as follows:

a. Analyzing the data that were received from try-out test,

b. Analyzing the data that were received from the pre-test and the post-test,

c. Making the report on the findings.

**H. Scoring System**

Before getting the score, the writer determined the procedure to be used in scoring the student’s work. In order to do that, the writer used Arikunto’s formula. The ideal highest score is 100. The score of pre-test and post-test was calculated by using the following formula:

\[ S = \frac{R}{N} = 100 \]

Notes:

- \( S \) = The score of the test
- \( R \) = The total items of the right answer
- \( N \) = The total items

---

I. Criteria of Good Test

To knew whether the test is good or not, some criteria should be considered. The test should have validity and reliability.

1. Validity of Test

A good test is the test that has validity. The validity test is conducted to check whether the test measures what is intended to be measured.\(^{58}\) It means that a good test must have validity so the test can measure the aspects that will be measured. To measure whether the test has good validity or not, the researcher used the content and construct validity.

a. Content Validity

Content validity is a test actually sample the subject matter about which conclusion are to be drawn and if it requires the test take to perform the behavior that is being measure. To get the content validity, the test adapts with the student’s book and the objective of teaching in the school based curriculum for the eighth grade of MTs. The test is suite with the material was taught to the students.

Based on the statement above, the writer arranged materials based on the objectives of teaching in the school based on the curriculum for the eighth grade of MTs

students. After that, the writer consulted the instrument to the English teacher at MTs Ma’arif 20 East Lampung, Mr. Dikdo, S.Pd, to make sure that the instrument is valid and he said that the instrument have content validity.

**b. Construct Validity**

Construct validity is a determination of the significance, meaning, purpose, and used of scores from an instrument.\(^{59}\) Construct Validity refers to assumption, showing the measurement used contains correct operational definition which is based on the theoretical concept. In other words, construct validity is just like a concept.

Construct validity focuses on the kind of the test that is used to measure the students’ reading ability. To obtain the construct validity of experiment, the writer consulted the test, pre-test and post-test to an English teacher named Mr. Dikdo, S.pd. In consulting the test, the writer wanted to saw whether the aspects, indicators and items number had been fixed, and he said that the instruments have construct validity and can be used to collect the data.

**c. Internal validity**

\(^{59}\) *Ibid.*
An instrument has internal validity if every single instrument supports the mission holistically. To know the validity, the writer will use point Biserial Correlation formula as follows:

\[
R_{\text{pbis}} = \frac{(M_p - M_t)}{\sqrt{\frac{p}{q}}}
\]

Where:

- \(R_{\text{pbis}}\) = Coefficient of validity item
- \(M_p\) = The average score of the right answer
- \(M_t\) = The average of total score
- \(SD_t\) = Standard Deviation
- \(P\) = Proportional of the students who get true answer
- \(Q\) = Proportional of the students who get wrong answer.

2. Reliability of Test

Reliability refers to the consistency of test scores. Besides having high validity, a good test should have high reliability too.

Alpha formula used to know reliability of test K- R.20.\(^{61}\)

\[
R_{11} = \left( \frac{k}{k-1} \right) - \left( \frac{s^2 - \sum pq}{s^2} \right)
\]

- \(R_{11}\) = The reliability coefficient of items
- \(k\) = The number of item in the test

---


\( p \) = The proportion of the students who give answer the item 1
\( q \) = 1-\( p \)
\( \sum pq \) = Sum of \( p \) time \( q \)
\( S^2 \) = Variance of the total score

The criteria of reliability test were:

- 0.80-1.000 = Very high reliability
- 0.60-0.799 = High reliability
- 0.40-0.599 = Medium reliability
- 0.20-0.399 = Low reliability
- 0.00-0.199 = Very low reliability.\(^{62}\)

From the criteria of reliability above, it can be drawn a conclusion that the result of reliability for pre-test has a high reliability since it amounts to 0.77 and the result of reliability for post-test has a very high reliability because it amounts to 0.82. It means that reliability of the test in the research are reliable. (See Appendices 7 and 8)

J. Data Analysis

1. Normality Test

The writer used normality test to know whether the data have a normal distribution or not. Here, the test of Lilliefors was used.

When the data has been collected, so the normality test is as follows:

a. The hypothesis for the normality test is formula as follows:

\(^{62}\) Ibid. p. 184.
H₀: the data are normally distributed

Hₐ: the data are not normally distributed

b. The test of hypothesis is follows:

1) Arrange the data samples from the lowest to the highest

2) Determine the score of Z from each data by using the following formula

\[ Z = \frac{x_i - \bar{X}}{s} \]  (each of \( \bar{X} \) is the average and standard deviation of samples)

3) Determine the probability of each Z score with \( f(Z) \) by using:

   If \( Z > 0 \), then \( f(Z) = 0.5 + \) table score

   If \( Z < 0 \), then \( f(Z) = 0.5 - \) table score

4) Count the cumulative frequency of each Z score (SZ)

5) Determine the \( L_o \) score with the highest score, compare to the \( L_c \) score from the table of Lilliefors.

c. The criteria are as follows:

H₀ is accepted if \( L_{observed} \leq L_{critical} \), it means that the distribution or the data and normally distributed.

H₀ is refused if \( L_{observed} \geq L_{critical} \), it means that the distribution of the data and not normally distributed.⁶³

2. Homogenity Test

This test intends to test whether the variance of the data in the experimental class and in the control class is equal or not.

---

The formula is:

\[ F = \frac{S_1^2}{S_2^2} \]

where \( S_1^2 = \frac{\sum x^2 - (\sum x)^2}{2(n-1)} \)

\( S_1^2 \): The larger variance

\( S_2^2 \): The smallest variance

The criteria are:

1) \( H_0 \) is accepted if \( F_{\text{observed}} \) is lower than or equal to \( F_{\text{critical}} \) means the variance of the data is homogenous.

2) \( H_a \) is rejected if \( F_{\text{observed}} \) is higher than \( F_{\text{critical}} \) means the variance of the data is heterogonous.\(^{64}\)

**K. Hypothetical Test**

This test is used to determine whether the data fulfill the criteria of the quality of variance. This test is used T-test to analyze the data. The T-test formula is:

\[ T_T = \frac{|M_x - M_y|}{\sqrt{\frac{\sum x^2 - \sum y^2}{N_x + N_y - 2} \left( \frac{1}{N_x} + \frac{1}{N_y} \right)}} \]

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>( M_x )</td>
<td>Mean of scores of each group.</td>
</tr>
<tr>
<td>( N )</td>
<td>The total number of students.</td>
</tr>
<tr>
<td>( x )</td>
<td>Deviation of each scores ( x_2 ) and ( x_1 ).</td>
</tr>
<tr>
<td>( y )</td>
<td>Deviation of each ( y_2 ) from mean of ( y_1 ).(^{65})</td>
</tr>
</tbody>
</table>

---

\(^{64}\) *Ibid*, p. 249.

The hypothesis of this research are:

\( H_o \) : There is no influence of using Directed Reading Thinking Activity Strategy towards students’ reading comprehension recount text.

\( H_a \) : There is an influence of using Directed Reading Thinking Activity Strategy towards students’ reading comprehension on recount text.

The criteria of hypotheses are:

1. \( H_a \) is accepted if the \( T_{\text{observed}} \) is equal or higher than \( T_{\text{critical}} \)
2. \( H_o \) is accepted if the \( T_{\text{observed}} \) is not equal or lower than \( T_{\text{critical}} \)

   In this case, the researcher uses the level of significance \( \alpha 0.05 \).
CHAPTER IV
RESULT AND DISCUSSION

A. Research Procedure

The research was conducted in October $12^{th}$ 2015. Before conducted the research, the writer asked the headmaster and the English teacher for permission at the school. After getting the permission, the researcher conducted through the following steps:

1. Determined the subject of the research, namely the students at the eight grade of MTs Ma’arif 20 East Lampung.

2. Designed the test which was the recount text reading test that consists of 40 items for each of pre-test and post-test with four options a, b, c and d.

3. Determined the sample of research by using cluster random sampling.

4. Held the try-out test to know the reliability of the test and validity of the test (it was given to the students out of the research sample).

5. Analyzed the data gotten in try out-test.
6. Held pre-test in order to know the students’ score in reading recount text before they had treatment.

7. Analyzed the data gotten through pre-test.

8. Gave the treatment to the sample of the research by implementing DRTA strategy in teaching and learning reading recount text.

9. Held post-test in order to know the students’ score in reading recount text after the treatments.

10. Analyzed the data gotten through post-test. The data were analyzed by using statistic formula.

11. Tested the hypothesis and made the conclusion.

12. Reported the result of the research.

B. Description of Treatments

The research had been conducted since October 12th 2015 to November 05th 2015. This research had been carried through seven steps. They involved try out test, pre-test, three times treatments and post-test. To find out the influence of using directed reading thinking activity technique, the writer identified several results, they were:

The score of students before the treatment, the score of students after the treatment,
the differences between students’ score in pre-test and post-test and from the differences of students’ atmosphere between the students who were taught by using directed reading thinking activity technique and those taught by translation technique in teaching and learning process, they were in teaching reading recount text, especially in MTs Ma’arif 20 East Lampung.

Before the test was used as an instrument to collect the data, it had been tried out to the students in try out class. The writer prepared 80 items as the instrument of the test, 40 items for pre-test and 40 items for post-test. From 80 test items of tryout, some items were chosen as the instrument of the test. The choosing of the instrument had been done by considering two categories, validity and reliability. The test given before and after the students followed the learning process was provided by the writer. This test was given for control class and experimental class. Before the activities were conducted, the writer determined the materials and lesson plans. The experimental class learnt by using directed reading thinking activity strategy, while the control class used LRD strategy.

1. Description of first treatment

The lesson was begun by greeting and introducing herself which caused the students felt curious to know the next step of teaching learning process. After that, they were asked by the writer whether they knew recount text or not. She also asked what
recount text was and whether they had ever read recount text.

Before she went to further discussion, she also asked the students to mention and explain kinds of text they knew include recount text. After that the researcher gave the material to the students. After giving the material, the writer explained about DR-TA strategy to the students and then gave some example how to use it. Then the researcher asked the students to follow the procedures of the strategy step by step. Firstly, the writer divided students into a small groups. Each groups consisted of four students. Secondly, each groups was given a paper containing recount text. Thirdly, the writer wrote the title of the reading passage on the board and he asked the students to read it. Fourthly, the writer asked the students to make prediction about the title using this questions: what do you think about the passage? Why do you think? This process helped the students to develop them into thoughtful learners and made them active to comprehend more from the text. Therefore, by asking questions to the students, the teacher taught them to monitor their understanding to the reading text, consequently they would analyze the content of the text. Lastly, the students read the passage silently and confirmed or rejected their predictions. As the closing of the meeting in the first meeting, the writer asked the students to recite *hamdallah* together.

2. Description of the Second Treatment
The second treatment the students were taught through another text of recount text using DR-TA strategy. It was caused to make easy for the students. It was better than the first treatment because the students have known how to comprehend the text that given by the teacher. The writer started the teaching learning process by explaining more about the recount text and DR-TA strategy. Then, the writer gave the students text and asked students to make a group, consisting of about five students and work together, each groups was given a paper containing recount text. Then, the writer wrote the title of the reading passage on the board and he asked the students to read it. After that, the writer asked the students to make prediction about the title using this questions: what do you think about the passage? Why do you think? This process helped the students to develop them into thoughtful learners and made them active to comprehend more from the text. Therefore, by asking questions to the students, the teacher taught them to monitor their understanding to the reading text, consequently they would analyze the content of the text. Lastly, the students read the passage silently and confirmed or rejected their predictions. As the closing of the meeting in the first meeting, the writer asked the students to recite hamdallah together.

3. Description of the Third Treatment

It was better than second treatment because the students felt in accustomed in teaching learning process through DR-TA strategy and the students felt enjoyable
with the materials of reading. From this, most of students could answer the questions correctly. It mean that the treatments shown significant result.

C. Data Analysis

1. Result of Pre-test

The analysis shown that the mean score of pre-test in control class was 44.7 the highest score was 75 and the lowest was 15. The median score was 45. While in experimental class the mean score was 42 the highest score was 65 and the lowest was 10. The median score was 47.5.

2. Result of Post-test

The analysis shown that the mean score of post-test in control class was 45.17 the highest score was 75 and the lowest was 30. The median score was 45. While in experimental class the mean score was 56.17, the highest score was 80 and the lowest was 30. The median score was 55.

3. Result of Normality Test

The score of normality test of pre-test of both control and experimental class were marked by “Lobserved” from the data gained, the Lobserved of each datum were as follows:
Lobserved pre-test of control class was 0.155

Lobserved pre-test of experimental class was 0.139

The results above were to be consulted to lilliefors table. For 30 students, the score of L-critical was 0.161. Finally, if Lobserved was \( \leq \) L-critical, so the respondents were considered normal. While the score of normality test of post-test of both control and experimental class were marked by “Lobserved, from the data gained, the \( L_o \) of each datum were as follows:

Lobserved post-test of control class was 0.154

Lobserved post-test of experimental class was 0.157

The results above were to be consulted to lilliefors table. For 30 students, the score of L-critical was 0.161. Finally, if Lobserved was \( \leq \) L-critical, so the respondents were considered normal.

4. Result of Homogeneity Test

From the data gained, the homogeneity test of control class was 1.22 and experimental class was 0.53 the result above was to be consulted to fisher table, it was found that F-critical of 0.05 (29.29) = 1.84 .The data came from homogenous
data provided $F_{\text{observed}} < F_{\text{critical}}$. Finally it could be concluded that the data came from homogenous data.

5. Result of Hypothetical Test

The result of the T-test was 5.05 while the df (number of sample from both control and experimental classes subtracted by 2) was 58. So that the result of level of significant 0.05 is 1.67-1.68. If $t_{\text{observed}} \geq t_{\text{critical}}$ $H_a$ was accepted because 4.2 $\geq$ 1.67-1.68. So in this case, $H_a$ was accepted. Then, it could be assumed that there was influence of using directed reading thinking activity straegy towards students’ reading ability in recount text. The hypothesis formulas were:

$H_a$: There is a significant influence of using DRTA strategy towards students’ reading comprehension on recount text at the first semester of the eighth grade of MTs Ma’arif 20 Sriminosari, East Lampung in academic year of 2015/2016.

$H_o$: There is no significant influence of using DRTA strategy towards students’ reading comprehension on recount text at the first semester of the eighth grade of MTs Ma’arif 20 Sriminosari, East Lampung in academic year of 2015/2016.

C. DISCUSSION

Based on the finding of the research, it was found that the students who were taught by using directed reading thinking activity strategy have increased their
ability in comprehending recount text. It might be due to in directed reading thinking activity the students were highly involved in reading process, since they had to explore the text and related it to their life.

Based on the result of the pre-test before directed reading thinking activity strategy was implemented, the ability of students to comprehend the text was lower than after directed reading thinking activity strategy was implemented. After getting the treatments and post-test was conducted, it was found that there was significant differences between the experimental class and the control class where the post-test score of the experimental class was higher. It could be seen from the mean in pre-test score of control class was 44.7 and in the post-test was 45.17 while the mean of pre-test score of experimental class was 44.17 and in the post-test was 56.17. It meant that the most improvement was in the experiment class.

The result of the data analysis showed that the use of directed reading thinking activity strategy in teaching reading recount text seemed to be applicable for the eighth grade of MTs Ma’arif 20 East Lampung. The strategy encouraged the students to be more active and motivated in teaching reading, especially in text type, it was also supported by Simanjuntak. There were differences in the students’ outcome that was taught using directed reading thinking activity strategy between those who taught without directed reading thinking activity strategy. It
could be seen in teaching learning process, they were as follows:

1. In the experimental class

When the writer taught using directed reading thinking activity strategy, it made the students more interested in learning. According to Simanjuntak Directed Reading-Thinking Activity (DR-TA) is a teaching strategy that guides students in making predictions about a text and then reading to confirm or refute their predictions. This strategy encourages students to be active and thoughtful readers, enhancing their comprehension. The writer gave three treatment by using directed reading thinking activity, this strategy was very helpful, by using directed reading thinking activity, it can make the students felt relaxed, so they could express their idea in the classroom freely. When the teacher asked the students to comprehend the text, most of them could comprehend it by themselves because of the directed reading thinking activity steps. Finally, when the teacher gave them some questions, the students were able to answer them well.

2. In the control class

LRD was used by the writer to teach reading in the control class. The writer gave three treatment by using LRD. According to McKenna in Murni’s journal Listen Read Discuss (LRD) is a strategy especially designed for struggling readers. Its
three stages represents before, during, and after stages of all reading lesson format. When the researcher used LRD strategy, she just explained the material and asked the students to translate the text in Indonesian language. The students’ attention were not focused on the lesson. The students seemed bored with it because they had to open their dictionary all the time to get the meaning of the difficult words. It made them difficult to absorb the materials. The students were also lazy when the writer gave them some questions. The last they could not improve their comprehension about recount text.

Based on the statement above, it could be seen that there was difference between the students who were taught by using directed reading thinking activity and those who were taught by using LRD strategy.

However, that different achievement between the students who were taught by using directed reading thinking activity strategy and who were taught by LRD strategy in reading comprehension gave the influence for the result of the students’ post-test score. The average of students’ post-test score in experimental class was 80 and the average of students’ post-test in control class was 75. It can be concluded that the students’ post-test score in experimental class in higher than students’ post-test score in control class.
That result was the same with the research by Khomariah which is entitled “Improving reading comprehension taught directed reading thinking activity”.

Activities of students has increased from cycle 1 to cycle II, and also increased from cycle II to cycle III. The mean os cycle I is 15,76 its mean good. The mean of cycle II is 19,67 its mean good. The mean of cycle III is 22,8 its mean very good.

Therefore, the writer assumed that the directed reading thinking activity strategy could be used for reading comprehension in recount text to guide students in making predictions about a text. It was supported by Kinsella who says that the DRTA strategy work well when you can make some predictions about what we will read. So, the writer investigated the influence of directed reading thinking activity towards the students’ recount text reading comprehension. The writer proved that through this strategy, the students were better prepared to understand the text

Based on the result of the students’ score after the treatment by using directed reading thinking activity strategy, the writer’s assumption and the supporting theory were proved. So, the writer concludes that there is significant influence of using directed reading thinking activity towards students’ recount text reading comprehension at the eight grade of MTs Ma’arif 20 East Lampung in the academic year of 2015/2016.
A. Conclusion

Based on the research that was carried out in MTs Ma’arif 20 East Lampung in the academic year of 2015/2016, the researcher might draw conclusions as follows:

There was significant influence of using Directed Reading Thinking Activity technique towards students’ ability in comprehending recount text at the first semester of the eighth grade of MTs Ma’arif 20 East Lampung in the academic year of 2015/2016 before and after being taught through Directed Reading Thinking Activity technique as seen from the result of T-test where the $t_{observed}$ was 5.05 and the $t_{critical}$ is 1.67-1.68. In other words, $t_{observed}$ was higher than $t_{critical}$ ($t_{observed} > t_{critical}$, 3.6 > 1.67-1.68).

By implementing Directed Reading Thinking Activity, the students become more active to follow the class and they become more comfortable in learning recount text text. Since Directed Reading Thinking Activity gives them chance to be actively reading and involved with the text, so that they enjoy the class during the teaching learning process. Moreover, Directed Reading Thinking Activity could give opportunities in developing interaction between students themselves and also with the
text. In learning recount text of reading, the students were given chance to express their idea while comprehending text.

**B. Suggestion**

Based on the result of this research, the researcher proposed suggestions as:

1. **Suggestion to the teacher**
   a. In this research, the researcher found out that DR-TA strategy can be used to develop and motivate the students’ reading comprehension. Due the finding, English teacher can help students increase their reading comprehension by using DR-TA strategy.

b. The English teachers should provide interesting activities and materials, in order to prevent the students from being bored and encourage the students’ attention in learning English, especially in reading.

c. DR-TA strategy is a good strategy to help students in increasing reading comprehension. By using Directed Reading-Thinking Activities (DRTA) students will think critically for students to make various predictions before and during reading. With the predictions, students automatically questioning their own questions that are part of the process of understanding a text. Curiosity of students to the truth answers make students more careful reading of the text that makes activities reading becomes more meaningful. However, this strategy also has some weakness. The problem usually happens when using this strategy is only useful if
students have read or heard the text being used, classroom management may become a problem, and this strategy useful also depends on the situation of the class.

2. Suggestion for students

The students should study hard and more practice in reading English to improve their reading comprehension. They also should be active and creative in learning activity.

3. Suggestion to the further research

In this research the researcher focused on the influence of using DR-TA strategy towards students’ reading comprehension of descriptive text. Therefore, it is suggested for the next researcher to investigate the influence of other strategy towards other English skills such as listening, speaking, writing or reading ability.
C. Conclusion

Based on the research that was carried out in MTs Ma’arif 20 East Lampung in the academic year of 2015/2016, the researcher might draw conclusions as follows:

There was significant influence of using Directed Reading Thinking Activity technique towards students’ ability in comprehending recount text at the first semester of the eighth grade of MTs Ma’arif 20 East Lampung in the academic year of 2015/2016 before and after being taught through Directed Reading Thinking Activity technique as seen from the result of T-test where the $t_{\text{observed}}$ was 5.05 and the $t_{\text{critical}}$ is 1.67-1.68. In other words, $t_{\text{observed}}$ was higher than $t_{\text{critical}}$ ( $t_{\text{observed}} > t_{\text{critical}}$, 3.6 > 1.67-1.68 ).

By implementing Directed Reading Thinking Activity, the students become more active to follow the class and they become more comfortable in learning recount text text. Since Directed Reading Thinking Activity gives them chance to be actively reading and involved with the text, so that they enjoy the class during the teaching learning process. Moreover, Directed Reading Thinking Activity could give opportunities in developing interaction between students themselves and also with the
text. In learning recount text of reading, the students were given chance to express their idea while comprehending text.

D. Suggestion

Based on the result of this research, the researcher proposed suggestions as:

4. Suggestion to the teacher
d. In this research, the researcher found out that DR-TA strategy can be used to develop and motivate the students’ reading comprehension. Due the finding, English teacher can help students increase their reading comprehension by using DR-TA strategy.

e. The English teachers should provide interesting activities and materials, in order to prevent the students from being bored and encourage the students’ attention in learning English, especially in reading.

f. DR-TA strategy is a good strategy to help students in increasing reading comprehension. By using Directed Reading-Thinking Activities (DRTA) students will think critically for students to make various predictions before and during reading. With the predictions, students automatically questioning their own questions that are part of the process of understanding a text. Curiosity of students to the truth answers make students more careful reading of the text that makes activities reading becomes more meaningful. However, this strategy also has some weakness. The problem usually happens when using this strategy is only useful if
students have read or heard the text being used, classroom management may become a problem, and this strategy useful also depends on the situation of the class.

5. Suggestion for students

The students should study hard and more practice in reading English to improve their reading comprehension. They also should be active and creative in learning activity.

6. Suggestion to the further research

In this research the researcher focused on the of influence of using DR-TA strategy towards students’ reading comprehension of descriptive text. Therefore, it is suggested for the next researcher to investigate the influence of other strategy towards other English skills such as listening, speaking, writing or reading ability.