THE INFLUENCE OF USING DIRECTED READING - THINKING ACTIVITY (DR-TA) STRATEGY TOWARDS STUDENTS' READING COMPREHENSION IN RECOUNT TEXT AT THE EIGHTH GRADE OF SMPN 25 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2018/2019

A THESIS

Submitted to the English Department as a Partial Fulfillment of
Requirements for S-1 Degree

By

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ABSTRACT

THE INFLUENCE OF USING DIRECTED READING THINKING ACTIVITY STRATEGY TOWARDS STUDENTS READING COMPREHENSION IN RECOUNT TEXT AT THE EIGHTH GRADE OF SMPN 25 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2018/2019

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One of the most important skills in English is reading (Muh Farid Maftuh, 2017: 44). It is often considered as the most difficult skill by the students. This problem was also faced by the students of the eight grade of SMPN 25 Bandar Lampung. Some strategies were needed by teacher to overcome that problem. One of the strategies is Directed Reading-Thinking Activity (DR-TA) Strategy. The objective of the research is to know whether there is significant influence of using Directed Reading – Thinking Activity (DR-TA) Reading comprehension in recount text at the eighth grade of SMPN 25 Bandar Lampung in the academic year of 2018/2019 or not.

The design of this research was quasi experimental design. The population of this research was the students of SMPN 25 Bandar Lampung at the Eighth grade. The researcher chose the sample randomly by using cluster random sampling technique. The researcher got VIII B as the control class and VIII D as the experimental class. In collecting the data, the researcher used instrument test in multiple choice questions form. After being tried out, the instrument was used for the pre test and post test. The researcher did the pre test to measure students' reading comprehension in recount text before treatment and post test to find out the students' reading comprehension in recount text after conducting the treatment. To analyze the data, the researcher used independent sample t-test.

From the data analysis, it was found out the result of Sig (P_{value}) $= 0.015 < \alpha = 0.05$. it means that H_0 is rejected and H_a is accepted. In other words, from this research it is known that DR-TA strategy can influence the students' reading comprehension in recount text. It can be concluded that there is significant influence of using Directed Reading-Thinking Activity (DR-TA) strategy towards students' reading comprehension in recount text.

Keywords: Directed Reading-Thinking Activity (DR-TA) strategy, Recount Text, Reading Comprehension, Quasi Experimental Design.

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DECLARATION

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Certify that this thesis is definitely her own work. She is completely responsible for the content of this thesis. Other writer's opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

Bandar Lampung, 25th February, 2019
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MOTTO

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِى خَلَقَ ۝ خَلَقَ الْإِنسَـٰنَ مِنْ عَلَقٍ ۝ اقْرَأْ وَرَبُّكَ الْأَكْرَمُ ۝

الَّذِى عَلَّمَ بِالْقَلَمِ ۝ عَلَّمَ الْإِنسَـٰنَ مَا لَمْ يَعْلَمْ ۝

Read! In the name of Allah thy lord and cherisher, who created. Created man, out of a

leech-like clot: Read! And thy lord is most beautiful, he who taught the pen. Taught man

that which he knew not.[1]

---

[1] The Precidency of Islamic Researches, UFTA, CALL, AND GUDANCE, *The Holy Qur'an English Translation of the Meaning and Commentary,* (Al-Madinah Al Munawarah, King Fahd Holy Qur'an Printing Complex, 1410 H), p. 1980

DEDICATION

The researcher would like to dedicate this thesis for all my beloved people.

1. The researcher's beloved parents Mr. Tumino and Mrs. Priyantini who have always prayed and supported for her success and advised me wisely.

2. My beloved brother Beni Kurniawan who has always support for my success and advised me wisely.

3. My beloved friends especially English Education.

4. My beloved almamater UIN Raden Intan Lampung.

CURRICULUM VITAE

The name of researcher is Atin Fitriani. She was born in Gunung Raya, East Lampung on July 29th 1996. She is the first child of Mr. Tumino and Mrs. Priyantini. She has one brother. She lives on Gunung Raya, Marga Sekampung, East Lampung.

The researcher started her study at Elementary School of SDN 1 Gunung Raya graduated in 2008 and then, Junior High School of Darul 'Ulum Sekampung and graduated in 2011. After that, she continued at Islamic Senior High School 2 Metro but now become MAN 1 Metro and finished at 2014. After finishing her study, for getting further education in higher level, in 2014 she entered to study in English Education Study Program of Tarbiyah and Teacher Training Faculty of the State Islamic University of Raden Intan Lampung.
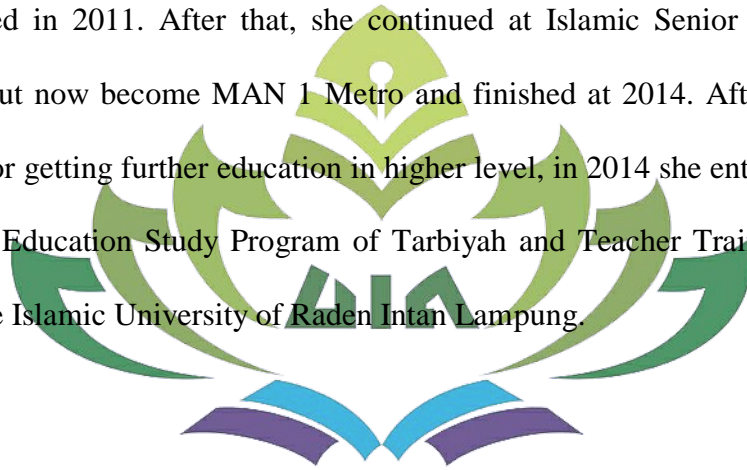
ACKNOWLEDGEMENT

In the name of Allah, the beneficent, the merciful, praise and gratitude be to Allah for giving the strength and guidance for the writer, so that this thesis can be finished accordingly. Peace and blessing be upon Prophet Muhammad *Shallallaahu'alaihi wa salaam*, his family, his relatives, and all his followers. The written of this thesis entitled "The Influence of Using Directed Reading-Thinking Activity (DR-TA) Strategy Towards Students' Reading Comprehension in Recount Text at the Eighth Grade of SMPN 25 Bandar Lampung In the Academic Year of 2018/2019".

The thesis is written to fulfill one requirement to obtain the *sarjana degree* at Department of English Education Tarbiyah and Teacher Training Faculty State University of Raden Intan Lampung.

Finishing of writing this thesis is actually a miracle for me since it was firstly regarded as a task would be very hard to do. However, it has now been denied since this thesis has finally been written. Then, I would like to thank Allah *Subhaanahu Wa Ta'ala* for the blessing given to me so that the writing of this thesis has been finished without any meaningful problem. Additionally, the writer is grateful to the following for their supports and helps.

1. Prof. Dr. H. Chairul Anwar, M. Pd, the Dean of Faculty of Tarbiyah and Teacher Training

2. Meisuri, M. Pd, the Chairwomen of English Education Study Program of UIN Raden Intan Lampung and also as my first advisor who has given her

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The last, this thesis is far from being perfect, but it is expected that this thesis will be useful not only for the writer, but also the readers. For these reasons, constructive thoughts, full suggestions, and critics are welcome to make this thesis better.

Finally, may Allah *Subhaanahu Wa Ta'ala* receives all their work and kindnesses. Aamiinn

Bandar Lampung,………….2019
The Researcher,

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CHAPTER I
INTRODUCTION

A. Background of the Problem

Reading is one of the English skills which are essential to be mastered by the students. Reading skills are necessary for students in acquiring knowledge and new information. According to Brown that reading is the most essential skills in the educational context as it can be the assessments for students' general language ability.[1] Reading comprehension is one aspect of language skills that must be mastered by student. To be able to interpret and absorb information from reading material, students should have good understanding ability. Reading comprehension is required in each subject, because each lesson is inseparable from the act of reading. Therefore, students are required to have good understanding capabilities.

Reading comprehension is a complex process which comprises the successful or unsuccessful use of many abilities[2] .When we read, we should be able to recall information afterwards. Meanwhile, according to Jannette Klingner "Reading comparison is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and word knowledge, and fluency[3].

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[1] Brown, H. D, *Language Assesment – Principle and Classroom Practices,* (San Fransisco: San Fransisco University Press, 2004) p. 185.

[2] Gordon Wainwright, *How to read Faster and Recall More,* (Oxford: Handbook, 2007), p.35

[3] Jannette Klingner, Sharon Vaughhn and Alinson Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties,* (Guilford Press,2007).p.2

Based on Standard of Curriculum 2013, the purpose of reading competence is to comprehend the meaning of simple written text interpersonally and transactionally both formal and informal situation in the form of descriptive, narrative, procedure and recount texts.[4]

In the fact, there are still many problems in the learning process of reading comprehension. Sometimes students are only required to read the text in the heart, and then answer questions related to the content of the text. It is a way that does not involve the process of thinking students so that students are not involved in active reading process.

Based on the English syllabus of the eighth grade, students are expected to able to comprehend recount and descriptive texts. Nevertheless, based on the preliminary that is done by the reseacher in SMPN 25 Bandar Lampung, many students had problem in comprehending the text, especially occurred in class VIII of SMPN 25 Bandar Lampung. The students got difficulty particularly in recount text. From the result of interview to the English teacher Mrs. Erwinda S. Pd.[5] Many students did not pass minimum standard mastery (KKM) in recount text. The students had problem in comprehending recount text. It could be seen from students' English reading score. The score is displayed in Table 1:

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[4] Kurikulum 2013, *Kompetensi Dasar Sekolah Menengah Pertama (SMP)/ Madrasah Tsanawiyah (MTs),* Kementrian Pendidikan dan Kenudayaan, 2012, p. 64

[5] See Appendix 1 Mrs. Erwinda, *English Teachers' of SMPN 25*, Bandar Lampung, (an interview).

Table 1

Students' English Reading Score at the Eighth Grade of SMPN 25 Bandar Lampung in the Academic Year of 2017/2018.

No	Class	Students' Score		Number of Student
		<75	≥75	
1	VIII A	22	10	32
2	VIII B	19	11	30
3	VIII C	21	13	34
4	VIII D	20	10	30
5	VIII E	22	12	34
6	VIII F	20	14	34
7	VIII G	17	17	34
8	VIII H	7	27	33
9	VIII I	17	16	33
Total		165	130	295
Percentage		55.93%	44.06%	100%

Source: SMPN 25, Bandar Lampung in the academic year of. 2017/2018.

Based on Table 1, there were 130 students of the 295 students who passed the test based on criteria of minimum mastery (KKM) and 165 students failed. In this case, the students' score of KKM in SMPN 25 Bandar Lampung is 75 and there were many students who got the score under 75. It means that more than 50% students who do not pass the criteria of minimum mastery.

After preliminary research, the researcher concluded 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 strategy.

Richardson *et.al*.. state Directed Reading-Thinking Activity (DR-TA) is an activity that helps students understand that each segment of text can help them

figure out the next segment.[6] It is supported by previous research conducted by Leli Sari. Directed Reading-Thinking Activity has been researched by Leli Sari and the title is Improving Reading Comprehension Throught Directed Reading Thinking Activity (DRTA) Strategy for the Eight Grade Students of SMP Negeri 17 Medan in the Academic Year of 2016-2017. She found the result of the pre-test was unsatisfactory. The students had difficulty in comprehending the text. The mean reading scores in preliminary test was low (53.36). It is still far from the minimum requirement criteria or *Kriteria Ketuntasan Minimal (KKM)*. Furthermore, after teaching students by using Directed Reading Thinking Activity strategy, it was found that the students could improve their reading comprehension achievement.[7]

The second previous research conducted by Nesya investigated the use of DR-TA strategy to improve the ability of the second year students of SMP Negeri 12 Pekanbaru in comprehending narrative texts. The result was found that average scores of students in every evaluation kept improving. It can be said that there is a significant improvement on the students reading ability. It can be concluded that used of DR-TA strategy improve students' reading ability more active in reading process.[8] Therefore, using DR-TA strategy with students will help them make prediction about what they will be reading with the generation of question they would like to have answered.

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[6] Judy S.Richardson, Raimon F. Morgan, Charlene Fleener, *Reading to Learn in the Content Areas*, (Wadsworth City: Unpublished, 2009), p.108

[7] Leli Sari. *Improving Reading Comprehension Through Directed Reading Thinking Activity (DRTA) Strategy for the Eight Grade Students of SMP Negeri 17 Medan in the Academic Year of 2016-2017*

[8] Irma Fitria Nesya, *Using DR-TA strategy to Improve the ability of the second year students of SMP Negeri 12 Pekanbaru in Comprehending Narrative Texts,*

Directed Reading-Thinking Activity (DR-TA) strategy is one of the strategies in the teaching of reading comprehension. Strategies Directed Reading-Thinking Activity (DR-TA) focusing student engagement with the text, because students have to predict and prove when the students read. In teaching reading comprehension, students can find the main ideas in the text. Directed Reading-Thinking Activity (DR-TA) strategy which is attempts to equip readers with the ability to determine the purpose of reading, the ability to extract, comprehend, and assimilate information, the ability to make prediction to examine reading materials based on the purposes of reading, the ability to pass judgments, and finally the ability to make decisions based upon information gleaned from reading.[9]

Based on the problems, the researcher is interested in doing a research entitle: "The Influence of Using DR-TA Strategy Towards Students' Reading Comprehension in Recount Text at the Eight Grade of SMPN 25 Bandar Lampung in the Acadesmic Year of 2018/2019".

B. Identification of the Problem

Based on these conditions, the researcher identifies some problems as follows:

1. The students' ability in comprehending reading text was still low especially in recount text.

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[9] Odwan, T. A. A. H, *"The Effect of the Directed Reading Thinking Activity through Cooperative Learning on English Secondary Stage Students' Reading Comprehension in Jordan",* (International Journal of Humanities and Social Science, 2012) *Vol. 2, No. 6,* p. 139

2. Students have difficulty in understanding the content of the text for reading comprehension.

3. The teacher's strategy was not interesting.

C. Limitation of the Problem

Based on the background and the identification of the problems, in this research the researcher focuses on the influence of using Directed Reading-Thinking Activity (DR-TA) strategy towards students' reading comprehension in recount text at the eighth grade of SMPN 25 Bandar Lampung in the academic year of 2018/2019.

D. Formulation of the Problem

Based on the background of the problem, the researcher formulates the problem as follow: "Is there any significant influence of using Directed Reading Thinking Activity (DR-TA) strategy towards students' reading comprehension in recount text at the eighth grade of SMPN 25 Bandar Lampung in the academic year of 2018/2019?"

E. Objective of the research

The objective of the research is to know whether there is significant influence of using Directed Reading - Thinking Activity (DR-TA) strategy towards students' Reading comprehension in recount text at the eighth grade of SMPN 25 Bandar Lampung in the academic year of 2018/2019.

F. Use of the Research

The following are the uses of the research:

1. Practically, it is hoped that this study will be used as the information concerning with whether there is improvement of students' reading comprehension that are taught by using DR-TA strategy, and as a help to English teachers in finding an appropriate way to improve students' reading comprehension.

2. Theoretically, the result of the research is expected to add insight and knowledge of strategies to improve reading comprehension skills that can be applied in schools especially Directed Reading Thinking Activity (DR-TA) Strategy.

   a. For students, this research may provide motivation for students to increase interest in reading and continue to improve language skills, especially reading comprehension skills.

   b. For the teacher, as a guide in selecting appropriate strategies to learning, especially in learning the English language so as to eliminate the problems that arise in the learning process.

   c. For researchers, is expected to add insight and knowledge of strategies to improve reading comprehension skills that can be applied in schools especially Directed Reading Thinking Activity (DRTA) strategy.

d. For schools, this is expected to contribute an idea, to use innovative instructional strategies, creative and provide maximum results in the learning process.

G. Scope of the Research

1. Subject of the research

   The subject of the research is the students at second semester of the eighth grade of SMPN 25 Bandar Lampung in the Academic Year of 2018/2019.

2. Object of the research

   The object of this research is using Directed Reading Thinking Activity (DR-TA) strategy and students' reading comprehension in recount text.

3. Place of the research

   The research was conducted at SMPN 25 Bandar Lampung.

4. Time of the research

   The research was conducted at the first semester of eighth grade in the academic year of 2018/2019.

CHAPTER II
REVIEW OF RELATED LITERATURES

A. Concept of Teaching English as a Foreign Language

Language is a set of rules used by human as a tool of their communication. That functions is a tool to talk to each other and express their idea. It means that, language is very important to human life, because all interaction and activities will be run with language. In other word, language is an instrument of communication that should be learned by all people.

According to Broughton, in some countries, English is a second language but, in the rest of the world, English is a foreign language. It is taught in schools, often widely, but it does not play an essential role in national or social life.[1] In Indonesia, English is as a foreign language and English has been a subject of learning in Junior High School, Senior High School, and University level. At Junior High School level, English is as a compulsory subject where the students study four skills they are listening, speaking, reading, and writing. English subject is one of curricula's programs that have purposes to develop the students' competence in terms: attitude, knowledge, and skill.

Many experts explain about what is Teaching English as a Foreign Language (TEFL). One of them is Wilkins, he said that teaching English as a foreign language is one in which the target language is not the mother tongue of any

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[1] Geoffrey Broughton, *et.al.*, *Teaching English as a Foreign Language* (2nd Edition) (New York: Routledge, 1980), p. 6.

group within the country where it is being learned.[2] It means that the students who learned English as a foreign language have little opportunities to use their English in real life situations.

In Teaching English as Foreign Language, teachers have big influence of the student comprehension of material. It is supported by Bowman who states, in recent year teachers of English as a Foreign Language have been paying increasing attention to identifying the needs of their students, to students' attitudes towards English and their reasons for learning it.[3] In Teaching English as a Foreign Language (TEFL), one significant factor that influences most of the success in teaching and learning are teachers. They have to find the way how to make the students enjoy the lesson. In teaching English as a foreign language, the teacher should know what they do in order to make the student interested in English. So, the teacher should really prepare the materials, media, instruction and technique well. It is clear that the purpose of teaching learning English as foreign language is to make the students master the language. To make it happen, the students should actively involve in the teaching learning process. The teacher also should manage the class in a good way. The teacher should be creative in teaching by using variety of media or technique, so the students will not feel bored or lose eagerness to learn.

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[2] D.A Wilkins, *Linguistics in Language Teaching* (London: Edward Arnold Publisher, 1980), p. 55.
[3] Brenda Bowman, Grace Burkart, and Barbara Robson, *TEFL/TESL: Teaching English as a Foreign or Second Language* (Washington DC: Peace Corps, 1989), p. 6.

English is a foreign language, so it is not familiar yet for the beginner to learn. We need an accurate method, technique or strategy 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 how to implement the techniques in the class.

Based on the explanation above, TEFL is a process to comprehend about content of English, so the students can be helped to understand about English. To achieve the goal of English teaching, it needs an accurate method, technique or strategy which can support and achieving the goal. In addition, the teaching should be interesting, appropriate for students.

B. Concept of Reading

1. Definition of Reading

Reading is one of the important skills which is needed by the students from elementary school up to university. Reading is also skill to know, see and understand the contents of what they read. That is, after reading something, the reader knows the information obtained from what he/she has read. One important point of reading is to transfer of a message from between writer and reader.[4]

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[4] Moh Farid Maftuh, "Increasing Students' Reading Skill Through DR-TA Strategy: Classroom Action Research at the Third Semester Students of English Departemen of Politeknik Negeri Madiun". *Inovish Jurnal,* Vol. 2, No. 2 (Desember 2017), p. 44

According to Lethbridge, reading also involves sharing ideas with the reader and writer. The writer has a message or idea he or she wants to pass on you.[5]

The main point in reading is how the reader can take the passage of the text what they read. It is supported by Grabe who said that reading is something many of us take for granted. We read with what appears to be little effort and little planning. And it is remarkable that so much of the world's population can read-a little more than 80 percent of the world's population can read to some extent.[6] A good reader should be able to get the point of the text which they read. So they should do an effort to comprehend the message of the text based on their own manner.

Another explanation from Harmer who states that reading is an incredibly active occupation. To do it successfully, we have to understand what the words mean.[7] Relationship between writer and reader focus on how the readers comprehend the main idea of the intention of the writer. A written book has a purpose or content that want to share to the reader.

From some of information above it can be concluded that reading is an activity to obtained information from written material through an interaction between the reader and the author, represented by his writings.

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[5] Gross Connie, *"A Reader's Handbook a Step Towards Increasing Self-Direction in Adults Literaly Learners"* University of Lenthbridge (September, 1997), p. 6

[6] William Grabe, *Reading in Second Language* (New York: Cambridge University Press, 2009), p. 4.

[7] Jeremy Harmer, *Op. Cit,* p.70.

C. Reading Comprehension

1. Definition of Reading Comprehension

Comprehension is an active process in the construction of meaning and the process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning. Therefore, comprehension is not a passive process, but an active one.[8] It means that comprehension is process activity to get the meaning from text or knowledge from vocabulary that active process.

Mikulecky and Jeffries stated that comprehension is making sense of what someone reads and connecting the ideas in the text to what he/she already knows.[9] According to Brown, reading comprehension is primarily a matter of developing appropriate, effective comprehension strategies.[10]

From those statements it can be concluded that reading comprehension is the reader's ability to take information or message from paragraph or reading text including the ability to deal with questions related to main idea, inference, grammatical features, detail, excluding facts not written, supporting idea, and vocabulary in context.

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[8] Elizabeth Pang, S. Muaka Angaluki, Benbard B. Elizabeth, Kamil, L. Machel. *Teaching Reading,* (Chicago: Internal Academy of Education. Series-12, 2003) p. 14.

[9] Mikulecky, B.S., and Jeffries, L, (2004), *More Reading Power: Reading for Pleasure, Comprehension Skills, Thinking Skills, Reading Faster, New York:* Pearson Education, p. 74.

[10] H. Douglas Brown, *Teaching by Principle, an Interactive Approach to Language Pedagogy*, (2nd Edition), (San Francisco: San Francisco University Press, 2000), p.306

2. Processes of Reading Comprehension

Hedgcock and Ferris say that reading is a complex interaction of cognitive processes and strategies (used by the reader) and various types of information (contained in the text). Earlier models of reading instruction have tended to focus primarily either on *bottom-up processes* (for decoding and comprehending the text) or *top down skills* (for activating the background knowledge and prediction strategies of the reader).[11] Both of them are processes of reading comprehension and according to the recent research, there is one more kind of processing reading comprehension, called interactive reading.

1) Bottom-up processing

In bottom-up processing, readers must first recognize a multiplicity of linguistic signals (letters, morphemes, syllables, words, phrases, grammaticals cues, discourse markers) and use their linguistic data processing mechanism to impose some sort of order on these signals. These data-driven operations obviously require knowledge of the language itself. From among all the perceived data, the reader select the signals that make some sense to what is called-meaning.

2) Top-down processing

Top-down, is a process in which the readers draw their own intelligence and experience to understand a text.

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[11] John S. Hedgcock, and Dana R. Ferris, *Teaching Readers of English Students, Texts, and Context* (New York: Routledge, 2009), p. 49.

3) Interactive reading

Interactive reading is a combination of top-down and bottom-up processing. It is almost always a primary ingredient in successful teaching methodology because both processes are important.

1. Micro and Macro Reading Comprehension

The readers, in micro-skills, must have skills when they deal with graphemes and orthographic patterns and linguistic signals.

According to Brown there are micro and macro skills reading comprehension, as follows:

Micro skills:

1. Discriminate among the distinctive graphemes and orthographic patterns of English.
2. Retain chunk of language of different lengths in short term memory.
3. Process writing at an efficient rate of speed to suit the purpose.
4. Recognize a core of word and interpret word order patterns and their significance.
5. Recognize grammatical word classes (noun, verb, system e.g., tense agreement, pluralization).
6. Recognize that a particular meaning may be expressed in different grammatical forms.
7. Recognize cohesive device in written discourses and their role in signaling the relationship between among clauses.

While in the macro-skills, the readers need to make use of their discourse knowledge, communicative function of written texts, inference skill, scanning, and skimming techniques. The macro skills will help the readers to comprehend a text well. As presented by Brown, these are the macro-skills of reading as follows:

8. Recognize the rhetorical form of written discourses and their significance for interpretation.

9. Recognize the communicate function of written texts, according to form and purpose.

10. Infer context that is not explicit by using background knowledge.

11. From described event, idea, etc., infer links and connections between events, deduce causes and effect and detect such relations as main idea, supporting idea, new information, given information generalization and exemplification.

12. Distinguish between literal and implied meanings.[12]

Based on the theory above, the researcher assumes up the goal of reading is comprehension to obtain or understanding meaning and select the message and information from written text by identifying meaning, main idea, explicit information and implicit information.

So, reading comprehension is not just reading with a loud voice but also to establish and understands the meaning of words, sentences, and paragraph sense the relationship among the ideas. As it is, if a students' just read loudly, but cannot understand the content of the passages, it means they fails in the

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[12] H. Douglas Brown, *Language Assesment Principles and Classroom Practice on Education* (San Francisco: San Francisco University Press, 2004), p. 187-188

comprehending the passage. If the students have good reading ability automatically it makes them easier to understand all of information in the text.

D. 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.[13]

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[13] Jeremy Harmer, *Op. Cit,* p. 70-71

Teaching reading is not a stuck activity. Students have to enjoy the reading

process. We must pay attention how to increase reading text in classroom because

teaching reading needs more than only reading the text.

Furthermore, Alyousef state that in teaching reading, contemporary reading task,

unlike the traditional materials, involves three phase: pre-, while-, and post-

reading stages.

1) Pre-reading, it helps in activating the relevant schema, for example, teacher can ask the students question that arose their interest and activate the students background knowledge while previewing the text.
2) While-reading, the aim of while reading stage (or interactive process) is to develop students' ability in tackling text by developing their linguistic and schematic knowledge.
3) Post-reading includes activities, which enhance learning comprehension using matching exercises, cloze exercises, cut-up sentences, and comprehension question. [14]

It means that in teaching reading the teacher should have or plan the stages of

teaching reading which can make easier in teaching reading process, the students

will also be more directional in their learning are pre-reading, while-reading, and

post-reading stages.

E. Concept of Recount Text

1. **Definition of Recount Text**

One kind of texts that is learned by Junior High School Students is recount

text. Recount text is one of text types that retells past events. According to

Anderson, a recount is a piece of text that retells past events, usually in order in

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[14] H.S Alyousef, *Teaching Reading Comprehension to ESL/EFL Learners* (New York: Longman Inc.2005), p.149

which they happened.[15] Thus the special features of recount text could be found in its sequence of events in which the past event is written chronologically. The purpose of the text is usually to give the reader a description of event. Besides, its most common purposes are to inform and to entertain.

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.[16] 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.

2. **Purpose of Recount Text**

The purpose of recount text is to give the audience a description of what happened and when it happened. A recount has social function. 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 descriptions of what accursed 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.

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[15] Mark Anderson and Katy Anderson, *Text Types in English 2,* (South Yarra: Macmillan. 1997), p. 48

[16] M. Arifian Rosyadi, *Teaching Materials Development Recount Text,* (Jakarta: Graha Ilmu, 2001), p.1

3. **Types of Recount Text**

Referring of Rojas defines the recount text in tree types there are personal recount, factual recount and imaginative recount:

a. Personal Recount – these usually retell an event that the writer was personally involved in.

b. Factual Recount – recording an incident, e.g. a science experiment.

c. Imaginative Recount – writing an imaginary role and giving details of events, e.g. a day in the life of a pirate.[17]

4. **The Generic Structures of Recount Text**

The generic structures of recount text are consists of: orientation, sequence of events, and reorientation.[18]

a. Orientation

Recount begins by telling the reader was involved, what happened. Orientation gives reader background information needed to understand the text, and the reader will recognize about scene setting and context of the text.

b. Sequence of Events

Event is the main activities that accurate in the story of the text. In recount text, events are ordered in a chronological sequence to give some information for reader.

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[17] Rojas , *Language Features of Seven Writing Genres,* (Language Education Consultant, 2010), Page10

[18] Lancashire Country Council, *Primary Framework Support for Writing, non-fiction,* (Lancashire Country Council, 2008), p. 6-7

c. Reorientation

Reorientation is a closing statement that may include elaboration.

Table 2
Example of Generic Structure of Recount Text

Orientation	Last night, I read an article about adolescene in a magazine. I learned that it was a time of change between childhood and adulthood.
Sequence of Event	After I finished reading the article from the magazine, I remembered my own adolescene. I was fourteen at that time. I felt very emotional about everything. But I tried to learn more about myself. I tried to discover what I wanted to do, and what kind of people I wanted to be.
	To divert In my emotions, I took many extracurricular activities. I took piano lessons on Mondays. On Tuesday, I joined an English Course. Then on Wednesdays and Thursdays, I had extra science and math lessons. Fridays, it was my time to play basketball with my friends. Finally, I spent most of my weekends with my family.
Reorientation	I was able to control my emotions and to have a place where I could express my creativity in positive ways.[19]

F. 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.

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 recount text is to retell events with the purpose of either informing or entertaining their audience (or both). [20]

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[19] Artono Wardiman, Masduki B. Jahur, and M. Sukirman Djusma, *English in Focus for Grade VIII Junior High School (SMP/MTs)* (Bandung, 2008), p. 60.
[20] Eni Yusnita, *Improving Students' Recount Text Writing by Using Picture Series,* (Pontianak: The Journal, 2011), p. 3.

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) Inferences (implied detail), 3) Grammatical features, 4) Detail (scanning for a specifically stated detail), 5) Excluding facts not written (unstated details), 6) Supporting idea, 7) Vocabulary in context.[21]

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 fact not written, supporting ideas and vocabulary in context.

G. Concept of Directed Reading-Thinking Activity (DR-TA) Strategy

1. Definition of Directed Reading-Thinking Activity (DR-TA)

The Directed Reading Thinking Activity (DR-TA) 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.[22] Another side, in DRTA strategy student relates

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[21] H. Douglas Brown, *Language Assessment Principles and Classroom Practice on Education* (San Francisco: San Francisco University Press, 2004), p. 206

[22] Paul C. Burns, *Teaching Reading in Today's Elementary School Third Edition,* (Malaysia: Library Association), p. 310

background knowledge to the text, determine goals for reading and then engage in predicting activities at set stopping point throughout the text.[23]

According to Stauffer as quoted by Dixon *et.al,* Directed Reading Thinking Activity is a comprehension strategy that guides students in asking questions about a text, making predictions, and then reading to confirm or refute their predictions.[24] It's mean that the students will think automatically before and after reading.

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.[25] So, it's a process encourages students to be active and thoughtful readers, enhancing their comprehension.

Based on those statements, the researcher can conclude that Directed Reading Thinking Activity (DR-TA) is a strategy for teaching reading comprehension which serves the students to be active in the process of reading by determining the purpose of reading and making prediction about the text from limited information such as title, the author's name or a few illustrations.

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[23] William Grabe, *Reading in A Second Language,* (Cambridge University Press, 2009), p.232

[24] Brenda Dixon, *et.al., Common Core Teaching and Learning Strategies,* (Chicago: Illionis State of Education, 2012), p.10.

[25] Puspita Dara, *The Effect of Dirrected Reading Thinking Activity (DRTA) Strategy*

H. Advantages and Disadvantages of Directed Reading-Thinking Activity (DR-TA) Strategy

In implementing DR-TA in teaching, some advantages and disadvantages can be found by the teacher and students. According to Dishner as quoted in Handayanis' journal Directed Reading-Thinking Activity (DR-TA) has advantages as follows:

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. [26]

By using Directed Reading-Thinking Activities (DRTA) students will think critically to make various predictions before and during reading.

Besides having many advantages, strategies Directed Reading Thinking Activity (DR-TA) also has its disadvantages, namely:

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[26] Sri Murti Handayani, *The Effects of Directed Reading Thinking Activity (DRTA) Strategy Towards the Ability of the First Year Students of SMA Negeri 10 Pekanbaru in Comprehending Reading Text*,

(http://jom.unri.ac.id/index.php/JOMFKIP/article/viewFile/6150/5850. May 2nd 23.09 pm)

a. Strategy Directed Reading Thinking Activity (DR-TA) often took a lot of time if the management class is not efficient.

b. Strategy Directed Reading Thinking Activity (DR-TA) requires the provision of textbooks and often beyond the ability of school and students, through direct reading comprehension, information isn't can be obtained quickly, unlike the case if the obtaining of abstraction through the presentation orally by the teacher.[27]

Additionally teacher can make situation in the classroom become conducive so that students do not get bored. Because the learning environment is a major factor in achieving the learning objectives.

I. Procedure of Using DR-TA Strategy

The DR-TA process encourages students to be active and thoughtful readers, enhancing their comprehension. Richardson, *et.al,* states the DR–TA has five basic steps: Previewing, decision making, writing, reading, and reflecting on the reading.

The following are the steps of DR–TA strategy:

Pre Reading Activity

1. Students are greeted by the teacher

2. Students attendance lists are checked

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[27] Ianatut Tolibin, (2013), *Pengaruh Penggunaan Strategi Directed Reading Thinking Reading Activity (DRTA) Terhadap Kemampuan Membaca Pemahaman Pada Siswa Kelas V Mis Sidorejo,* Fakultas Ilmu Pendidikan Universitas Negeri Yogyakarta, p. 41

3. Students are asked about their daily activity (e.g. "Do you like to study English?")

4. Students answer the question 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 DR-TA strategy and follow the teacher's instruction based on the DR-TA procedure. Students are explained that DR-TA can be used to help them comprehend the text easily.

2. Predicting

   a) Previewing

   The students learn from a quick preview (Title, introduction, subtitles, pictures, inside the text) of the material to predict what the material is going to be about.

   b) Decision making

   The students guess, anticipate, and hypothesize what known after previewing, and what we need to learn about.

   c) Writing

   Writing specific questions students need to learn.

3. Reading

   The students read and comprehend the text finding the answers to the students' written question.

4. Proving

After reading up to the key step, the students can check their hypothesis. The students read aloud of the text that support their hypothesis. This is also a good time to recap the main events of the text.

Reflecting on the reading by

- Determining answers to students' questions

- Having students defend their inferences by referring to text

- Finding out what we still need to know

- During this step, students read back through the text and point how they are able to verify their predictions.[28]

It means that DR-TA gives examples of how to make predictions. Be aware of the reading levels of each student, and be prepared to provide appropriate questions, prompts, and support as needed. Encourage students not to be intimidated by taking a risk with predictions and not to feel pressure to state only correct predictions.

J. Concept of Listening Read Discuss (LRD) strategy
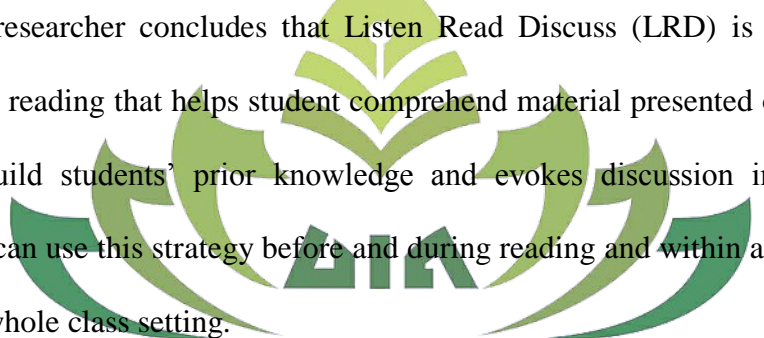
1. Definition of Listening Read Discuss (LRD) strategy

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.[29] Moreover,

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[28] Judy S. Richardson, *et.al, Op Ci*t. p.110.
[29] Dewi Sri Murni, *Improving Students' Reading Comprehension Through Listen-Read-Discuss (LRD) Strategy (A Classroom Action Research at Class X-1 of SMA Negeri 1 Musuk Boyolali in 2014/2015 Academic Year),*

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

K. Advantages and Disadvantages of LRD Strategy

Listen Read Discuss, is a strategy that help students comprehend the text by building their prior knowledge of the topic in advance to reading the text. Students begin using this strategy by listening to a presentation of the content they are going to read. Then students read the text selection and once finished they participate in a discussion. In the other word, there are some advantages and disadvantages of using LRD strategy.

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[30]John E. Trowbridge, *Reading in the Content Areas*, (Washington: Louisiana Public Broadcasting, 2002), p.11.

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.[31]

It means that by using LRD to teach students in reading activity, it 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.

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.

2. The teacher must be selective and choose specific text where the students lack prior knowledge about and need more support with LRD text.[32]

Teacher interaction in the learning process is important because teachers are guides and mentors 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

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[31] 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*,
[32]*Ibid*

achieve the desired learning achievement one of them with the intensity of reading outside of school hours in order to achieve these objectives.

L. Procedure of Using LRD Strategy

Listen Read Discuss strategy made the students better prepared for reading. Notice in the procedure below, how this approach quickens the pace instruction and provides for several repetition of the information.

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.

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.[33]

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

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[33] John E. Trowbridge, *Op Cit*, p.12.

the text to get their comprehension. Finally, the teacher guides the students to discuss to know the students comprehension about the text.

M. Frame of Thinking

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. According to Stauffer Directed Reading-Thinking Activity (DR-TA) is an instructional framework that views reading as a problem-solving process best accomplished in a social context. It means that if teaching strategy is appropriate with the students' need in this case reading comprehension primarily in recount text.

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.

By using Directed Reading-Thinking Activities (DRTA) students will think critically for students to make various predictions before and during reading. Curiosity of students to the truth answers make students more careful reading of the text that makes activities reading becomes more meaningful.

Based on previous explanation the writer assumes that Directed Reading-Thinking Activities (DRTA) strategy can help the teacher in teaching learning process by mastering and understanding. The writer has assumption that Directed Reading-Thinking Activities (DRTA) is suitable for teaching reading on recount

text, because the students will more active and enjoyable. By knowing the story elements of a text of a text, the students will have good comprehension of the text. Therefore the writer assumes that the uses of Directed Reading-Thinking Activities (DRTA) in teaching reading will be more effective for makes students' reading ability will be better. The writer believes Directed Reading-Thinking Activities (DRTA) can help the students comprehend the recount text.

N. Hypothesis

Based on the formulation of the problem the researcher would like to propose the following hypothesis:

H_α: There is a significant influence of using DR-TA strategy towards students' reading comprehension in recount text at the second semester of the eighth grade of Junior High School 25, Lampung in the academic year of 2018/2019.

H_o: There is no significant influence of using DR-TA strategy towards students' reading comprehension in recount at the second semester of the eighth grade of Junior High School 25, Lampung in the academic year of 2018/2019.

CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

In conducting the research, the researcher applied quantitative based on the experimental research. An experimental design is the general plan for carrying out a study with an active independent variable. The design is important because it determines the study's internal validity, which is the ability to reach valid conclusions about the effect of the experimental treatment on the dependent variable.[1] It means that experimental design is a research design that is used to finds the influence of one variable to another.

In experimental design, the researcher used quasi experimental design. Quasi experimental design are similar to randomized experimental designs in that they involve manipulation of an independent variable but differ in that subjects are not randomly assigned to treatment groups.[2] The researcher used quasi experimental because in quasi experimental, the subjects are not randomly assigned to the treatments groups. That is appropriate to this research's subject because this research's subject is to groups; So if the researcher randomly assigned the students into the special groups, it will disrupt the classroom learning.[3]

In this research, the researcher selected two classes, the first is experimental class and the other is a control class. The experimental class is the classes which

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[1] Donald Ary, Lucy Cheser Jacobs, and Chris sorensen, *Introduction to Research in Education,* (8th Edition), (Canada: Wadsworth. Cengage Learning, 2002), p.301
[2] *Ibid,* p. 316
[3] John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research* (New York: PearsonEducation, 2012), p.96

get treatments DR-TA strategy in the control class the researcher used LRD strategy. The researcher used pre-test and post-test design.[4] The control class got the treatments (O) using Listen Read Discuss strategy, and the students in experimental class got the treatments (X) using Directed Reading Thinking Activity Strategy. The design is illustrated as follows:

G1	T1	X	T2
G2	T1	O	T2

Notes:

G1 = Group one (Experimental Class)

G2 = Group two (Control Class)

T1 = Pre-test

T2 =Post-test

X = Treatments using directed reading thinking activity

O = Treatments using listen read discuss strategy

B. Variable of the Research

Arikunto states that variable is the object of research or a central in the research.[5] Moreover, Kountur says that variable is showing a meaning which differentiates among something from other.[6]

From those statements, the researcher concludes that the variable is a central point in the research investigated to know the improvement of reading comprehension after giving treatment.

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[4] Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, *Op Cit*, p.309
[5] Suharsimi Arikunto, *Prosedure Penilitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2010) p. 96
[6] Rony Kountur, *Metode Pendidikan untuk Penulisan Skripsi dan Tesis* (Jakarta: PPM, 2003) p. 47

Variables of research are:

1. The independent variable is Directed Reading-Thinking Activity (DR-TA) as (X). The independent variable is variable selected by the researcher to determine their effect on the relationship with the dependent variable.

2. The dependent variable is the students' reading comprehension in recount text (Y). The dependent variable is observed to determine what effect, if any the other types of variables may have on it.[7]

C. Operational Definition of Variable

The operational of variable in this research are:

1. Independent Variable (X)

Directed Reading Thinking Activity (DR-TA) is a strategy for teaching reading comprehension which serves the students to be active in the process of reading by determining the purpose of reading and making prediction about the text from limited information such as title, the author's name or a few illustrations.

2. Dependent Variable (Y)

Students' reading comprehension in recount text 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 reader by giving a description of what happened and when it happened and comprehend the text in order that the student are able to answer the question and have good understanding of main idea, inferences, grammatical

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[7] Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R & D,* (Bandung: Alfabeta, 2010), p. 61.

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.[8] The population in this research was all of the students at the second semester of the eighth grade in SMPN 25 Bandar Lampung in the academic year of 2017/2018.

The population can be seen in the table below:

Table 3
The Students' Number of the Eighth Grade of SMPN 25 Bandar Lampung in the Academic Year of 2017/2018

No	Class	Gender		Number of Students
		Male	Female	
1	VIII A	17	15	32
2	VIII B	15	15	30
3	VIII C	16	18	34
4	VIII D	10	20	30
5	VIII E	16	18	34
6	VIII F	15	19	34
7	VIII G	12	22	34
8	VIII H	16	19	34
9	VIII I	15	18	33
Total		132	162	295

Source: SMPN 25 Bandar Lampung in the Academic Year of 2017/2018

Based on the table 3, can be concluded that in the eighth grade of SMPN 25 Bandar Lampung have 9 classes, but the populattion in this research, the researcher only used 7 classes, there are VIII A, VIII B, VIII C, VIII D, VIII E, VIII F, and VIII G. Because, VIII H and VIII I as an excellent class, it means those classes cannot be include in the population.

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[8] Suharsimi Arikunto, *Dasar-Dasar Penelitian* (Jakarta: Bumi Aksara 1998), p. 120.

2. Sample

Arikunto states that sample is the part of population which investigated.[9] Here, the researcher took the students in two classes from nine classes available as the sample of the research, one class as Experimental Class and the other class as Control Class.

3. Sampling Technique

In this research the researcher used cluster random sampling technique. Fraenkel and Wallen say that the selection of groups, or cluster, of subjects rather that individuals is known as cluster random sampling.[10] The researcher conducted the research at the eighth grade consists of two classes. The steps in determining the experimental class and control class as follows:

1. The researcher wrote the name of the class in a small piece of paper
2. Then the paper rolled and put into a box. Then, the box was shake
3. Then the researcher took two pieces of the rolled paper randomly.
4. Then the first paper is VIII D as the experimental class and the second paper is VIII B as the control class.

E. Data Collecting Technique

In collecting the data, the researcher used reading test, the test is multiple choice for post-test with 4 options (a, b, c, and d). The researcher used multiple choice test to know the students skill in reading comprehension after the treatments.

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[9] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek,* (Jakarta: Rineka Cipta, 2010), p. 174

[10] Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in education.*, (7th Edition) New York: McGraw Hall. p.95.

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

1. Pretest

The pretest was given before the treatment. The test was done by reading comprehension the recount text based on the provided topics. The researcher gave pretest to the students in control class and the experimental class to measure their reading comprehension in recount text before treatment. In pretest the students were asked to answer reading comprehension test in form multiple choice questions about recount text based on the provided topics that consist of the result of the try out is gained with four alternative options.

2. Post-test

The researcher gave post-test to measure students' reading comprehension in recount text after they are gave the treatments. The researcher gave post-test to the students in the experimental class and control 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 researcher used multiple choices.

F. **Instrument of the Research**

Arikunto state that research instrument is a device use by the researcher during the data collection by which the work is easier as the data are complete and systematic.[11] In this research, the instrument was test in the form of multiple choice tests. The instruments of pre-test and post-test were 20 items of reading

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[11] Suharsimi Arikunto, *Op Cit* p. 149

test in multiple choices. Before the researcher conducted prepare the instrument in the form of multiple choice questions. The specification pretest and posttest can be seen in Table 4:

Table 4
Table Specification of Reading Comprehension for pre-test before validity

No	Aspect	Indicator	Item Number		Total
			Even	Odd	
1	Main Idea (topic)	Students determine the main idea of the passage.	36	4, 20	3
2	Inference (implied detail)	Students can find what is inference in the passage.	1, 3, 31, 35, 37, 39	6, 18, 26, 28, 30, 38	12
3	Grammatical feature	Students can match between the pronoun and what or who it stands for.	7, 27, 29	-	3
4	Detail (scanning for a specifically stated detail)	Students understanding specificaly state detail or explicit detail.	9, 15, 17	2, 16	5
5	Excluding fact not written (Unstated details)	Students can find unstated in pessage.	5	8, 12, 40	4
6	Supporting idea	Students can find supporting idea to support the main idea.	-	14, 22, 24, 32, 34	5
7	Vocabulary context	Students can guess the meaning of difficult vocabulary from the content provided.	11, 13, 19, 21, 23, 25, 33	10,	8
	Total				**40**

Based on the table 4, the main idea consists of 3 numbers. They are number 4, 20, and 36. The inference consists of 12 numbers. They are number 1, 3, 6, 18, 26, 28, 30, 31, 35, 37, 38, and 39. The grammatical feature consists of 3 numbers. They are number 7, 27, and 29. The detail consists of 5 numbers. They are number 2, 9, 15, 16 and 17. The excluding fact not written consists of 4 numbers. They are number 5, 8, 12, and 40. The supporting idea consists of 5 numbers. They are number 14, 22, 24, 32, and 34. The vocabulary context consists of 8

numbers. They are number 10, 11, 13, 19, 21, 23, 25, and 33. So the total number

is 40 before validity.

Table 5
The Specification of Reading Comprehension for pre-test after validity

No	Aspect	Indicator	Item Number		Total
			Even	Odd	
1	Main Idea (topic)	Students determine the main idea of the passage.	33	28,	2
2	Inference (implied detail)	Students can find what is inference in the passage.	29	10, 22, 30	4
3	Grammatical feature	Students can match between the pronoun and what or who it stands for.	-	4,	1
4	Detail (scanning for a specifically stated detail)	Students understanding specificaly state detail or explicit detail.	1, 21,	14, 24	4
5	Excluding fact not written (Unstated details)	Students can find unstated in pessage.	5, 7	30	3
6	Supporting idea	Students can find supporting idea to support the main idea.	13, 35	20	3
7	Vocabulary context	Students can guess the meaning of difficult vocabulary from the content provided.	-	, 8, 12, 18	3
	Total				**20**

Based on table 5, the researcher got 20 items after validity. The main idea

consists of 2 numbers. They are number 28 and 33. The inference consists of 4

numbers. They are number 10, 22, 29, and 30. The grammatical feature consists of

1 number. They are number 4. The detail consists of 4 numbers. They are number

1, 14, 21, and 24. The excluding fact not written consists of 3 numbers. They are

number 5, 7, and 30. The supporting idea consists of 3 numbers. They are number

13, 20, and 35. The vocabulary context consists of 3 numbers. They are number 8,

12, and 18. So the total number is 20. It means, there are 20 items that not valid

after validity, they are number 2, 3, 6, 9, 11, 15, 16, 17, 19, 23, 25, 26, 27, 32, 34,
36, 37, 38, 39, and 40. So, the total number is 20.

Table 6
Table Specification of Reading Comprehension for post-test before validity

No	Aspect	Indicator	Item Number		Total
			Even	Odd	
1	Main Idea (topic)	Students determine the main idea of the passage.	-	34	1
2	Inference (implied detail)	Students can find what is inference in the passage.	5, 11, 13, 21, 29, 37	10, 26, 36	9
3	Grammatical feature	Students can match between the pronoun and what or who it stands for.	3, 15	40	3
4	Detail (scanning for a specifically stated detail)	Students understanding specifically state detail or explicit detail.	7, 9, 17, 27, 33, 39	6, 8, 30	9
5	Excluding fact not written (Unstated details)	Students can find unstated in pessage.	31	2, 12, 16, 32	5
6	Supporting idea	Students can find supporting idea to support the main idea.	25, 35	18, 20, 24, 28, 38	7
7	Vocabulary context	Students can guess the meaning of difficult vocabulary from the content provided.	1, 19, 23	4, 22,	5
	Total				40

Based on the table 6, the main idea consists of 1 number. They are number 34.
The inference consists of 9 numbers. They are number 5, 10, 11, 13, 21, 26, 29, 36
and 37. The grammatical feature consists of 3 numbers. They are number 3, 15,
and 40. The detail consists of 9 numbers. They are number 6, 7, 8, 9, 17, 27, 30,
33, and 39. The excluding fact not written consists of 5 numbers. They are
number 2, 12, 16, 31, and 32. The supporting idea consists of 7 numbers. They are
number 18, 20, 24, 25, 28, 35, and 38. The vocabulary context consists of 5
numbers. They are number 1, 4, 19 22, and 23. So the total number is 40 before
validity.

Table 7

The Specification of Reading Comprehension for post-test after validity

No	Aspect	Indicator	Item Number		Total
			Even	Odd	
1	Main Idea (topic)	Students determine the main idea of the passage.	15, 35	36	3
2	Inference (implied detail)	Students can find what is inference in the passage.	21	2, 28	3
3	Grammatical feature	Students can match between the pronoun and what or who it stands for.	25, 31	18, 40	4
4	Detail (scanning for a specifically stated detail)	Students understanding specificaly state detail or explicit detail.		22, 34	2
5	Excluding fact not written (Unstated details)	Students can find unstated in pessage.	1, 19	4, 6,	4
6	Supporting idea	Students can find supporting idea to support the main idea.	3,	12, 16,	3
7	Vocabulary context	Students can guess the meaning of difficult vocabulary from the content provided.	11,	8,	2
	Total				20

Based on table 7, the researcher got 20 items after validity. The main idea consists of 3 numbers. There are number 15, 35, and 36. The inference consists of 3 numbers. There are number 2, 21, and 28. The grammatical feature consists of 4 numbers. They are number 18, 25, 31, and 40. The detail consists of 2 numbers. There are number 22 and 34. The excluding fact not written consists of 4 numbers. They are number 1, 4, 6, and 19. The supporting idea consists of 3 numbers. They are number 3, 12, and 16. The vocabulary context consists of 2 numbers. They are number 8 and 11. So the total number is 20. It means, there are 20 items that not valid after validity, they are number 5, 7, 9, 10, 13, 14, 17, 19, 20, 23, 24, 26, 27, 29, 30, 32, 33, 37, 38, and 39. So, the total number is 20.

G. Research Procedure

There are three steps that done in the research procedure. The procedures are as follows:

1. Planning

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

a. Determining the subject

The researcher determined the subject. In this case the researcher chose the eighth grade of SMPN 25 Bandar 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 researcher prepared a kind of test (called try-out test) that test was given to the students. The total number of test is 40 items. The try out administered in 90 minutes. The researcher evaluates the test items to get the good items for pre-test and post-test.

c. Preparing the pre-test

The researcher prepared a kind of test (called pre-test) that was given to the students at control and experimental class. This test was given by researcher before the students got treatment. The researcher used the instruments which have already been tried out before.

d. Determining the material to be taught

After giving pre-test to students, the researcher determined the material that was taught to the student that is reading comprehension in recount text.

e. Preparing the post-test

The researcher prepared a kind of test (call post-test) that was given to the students. By giving the post-test, the researcher knew what the students comprehend their reading text or not.

2. Application

After making the planning, the researcher tried to apply the research procedure that had been already planned. There are some steps in doing this research:

1. In the first meeting, the researcher gave try-out for pre-test

This test is multiple choices that consist of 40 items with 4 options a, b, c, and d. This test was given to the students which does not become the sample of the research.

2. In the second meeting, the researcher gave try-out for post-test

This test is multiple choices that consist of 40 items with 4 options a, b, c, and d. This test was given to the students which does not become the sample of the research.

3. In the third meeting, the researcher gave pre-test.

The researcher gave pre-test to the control class and experimental class. The test is multiples choices, the number of test were 20 items, it was taken from the result of try-out test. It means that only the valid and reliable test item used in the pre-test.

4. In the fourth step, the researcher gave treatment

After giving the pre-test to the students, the researcher conducted the treatment in control class and experimental class. In control class the researcher conducted a treatment with teacher's strategy (Listen Read Discuss) LRD strategy of SMPN 25 Bandar Lampung. While in experimental class, the researcher conducted the treatment with DR-TA strategy. The researcher done in three meetings use DR-TA strategy and three meetings use LRD strategy.

5. In last meeting, the researcher gave post test.

This test is multiple choice tests. The total numbers of test were 20 items. It means that only the valid and reliable test items that used.

3. Reporting

The last step that should be done in the research procedure is reporting. There are as follows:

1. Analyzing the data received from try-out
2. Analyzing the data received from pre-test and post-test
3. Making a report based on the findings.

H. Treatments for Experimental Class and Control Class

1. Treatments for Experimental Class

In this research, the researcher taught reading comprehension in recount text by using DR-TA as a treatment in experimental class. The researcher conducted the treatment in three meetings. In the first meeting, the researcher asked some questions related to the DR-TA and recount text to the students. It was done in order to know how far the students understand about DR-TA and recount text. Then the researcher eexplained

about what recount text and DR-TA strategy is. Then the researcher explained to the students about how to use DR-TA into reading comprehension in recount text.

In second meeting, the researcher gave the explanation more clearly about DR-TA and how to use DR-TA in reading comprehension in recount text by giving another example. Then, the researcher gave reading recount text to students and asked the students to answer the questions.

In the third meeting, after giving the explanation about recount text and DR-TA the researcher gave reading recount text to students and asked the students to answer the questions.

2. **Treatments for Control Class**

In control class, the students were taught by LRD. This strategy is often used by the teacher when teaching reading. There were three meeting in control class with same material as the experimental class.

I. Scoring System

Before getting the score, the researcher determined the procedure to be used in scoring the student's score. In order to do that, the researcher use Arikunto's formula.[12] The ideal highest score is 100. The score of pre-test was calculated by using the following formula:

$$S = \frac{r}{n} = 100$$

Notes:

S = The score of the test

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[12] Suharsimi Arikunto, *Dasar-Dasar Evaluasi Penelitian* (Jakarta: Bumi Aksara 2013), p. 272.

r = The total items of the right answer

n = The total items

J. Criteria of Good Test

To know whether the test is good or not, some criteria should be considered. They 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.[13] It means that a good test must have validity so the test can measure the aspect that was measured. To measure whether the test has good validity or not, the researcher used the content and construct validity.

a. Content Validity

The validity of an assessment or tool indicates the extent to which it is an adequate measure of the curriculum and objectives it represent. Best and Kahn say that content validity refers to the degree to which the test actually measures or is specifically related to the traits for which it was design, content, validity is based upon the careful examination of course textbooks, syllabus, objectives, and the judgments of subject matter specialists.[14] It means that content validity is the level

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[13]Arthur Hughes, *Testing for Language Teacher,* (2nd Edition), (Cambridge: Cambridge University Press, 2003), p.26.

[14] John W. Best and James V. Kahn, *Research in Education* (7th Edtion) (New Delhi: PrenticeHall, 1995), p. 219

validity of the instrument that can be taken from course textbooks, syllabus, objectives, and the judgments of subject matter specialists.

The content validity defines the degree to which the content (i.e. items) of the measurement instrument adequately reflects the construct to be measured.[15] This includes several aspects. First, the items in the instrument should be judged on their relevance and comprehensiveness. It is appropriate to have this done by several experts, for instance by means of a survey. Second, the aim of the measurement instrument should be clear, either being discriminative, evaluative or predictive. Third, the content of the measurement should match the target population. In a patient-reported outcome, patients should be the judge of the relevance for the patient population. Sometimes an instrument is used in a different population than the original target population.[16] Therefore, in this research to get content validity, the test adapts with the textbook and based on the syllabus for the eighth grade of junior high school.

Content validity is a kind of validity which depends on careful analysis of the language being tested and of the particular test. A test is said to have content validity if its contents constitutes a representative sample of the language skill, structures, etc. being tested. The researcher made this test based on the course objectives in the syllabus of eight grades in SMPN 25 Bandar Lampung and asked

[15] Mokking LB, Terwee CB, Pattrick DL, *et al. The COSMIN checklist for evaluating the methodological quality of studies on measurement properties: a clarification of its content* (BMC Med Res Methodol, 2010), p. 10

[16] Ibid, p. 22

students to answer the multiple choice questions. Therefore, this test is valid in the term of content validity.

So, it can be concluded that the researcher asked the students to answer the question based on recount text to measure to the students' reading achievement and fulfill the construct of reading test and therefore valid in the term of construct validity.

b. Construct Validity

Best and Kahn say that Construct validity is the degree to which scores on a test can be accounted for by explanatory construct of sound theory.[17] It means that construct validity is showing the measurement used contained correct operation definite, which is based on the theoretical concept. In this research, the researcher administer the test whose the scoring covered seventh aspect of reading they are: main idea, inference, supporting idea, grammar, vocabulary, detail, excluding fact not written.

To make sure, the researcher consulted to English teacher of SMPN 25 Bandar Lampung Mrs. Erwinda, S. Pd as a validitor, for determining whether the test has obtained construct validity or not.

The researcher validated the instrument by consulting to the English teacher of SMPN 25 Bandar Lampung on Saturday, 20th October, 2018. After the teacher analyzed the instruments and she said that the content must be fixed and replaced

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[17] *Ibid*

so the researcher fixed and replaced wrong the content. The result of validation form for reading test was attached.

c. **Item Validity**

Item validity is appropriateness of a given test or any of its component parts as a measure of what it is purpose to measure.[18] The researcher gave some questions to know valid or not the questions that given to the student. The item validity used to measure validity of the test items. The researcher gave the try-out for pre-test to 30 students of VIII A, try out for pre-test was held on October 22th, 2018. The numbers of items were 40 items.

The researcher also gave the try-out for post-test that was taken from the different sample. The researcher gave the try-out for post-test to 30 students of VIII A, try-out for post-test was held on October 25th, 2018. The numbers of items were 40 items. Then, the researcher evaluated the test items to get good items that were tasted in test.

d. **Reliability of the Test**

Fraenkel and Wallen state that reliability refers to the consistency of the scores obtained-how consistent they are for each individual from one administration of an instrument to another and from one set of items to another.[19] Besides having high validity, a good test must have high reliability too. Alpha formula was used to know reliability of test is K – R.20. [20]

$$R11 = \left(\frac{k}{k-1}\right) - \left(\frac{S2 - \sum pq}{S2}\right)$$

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[18] Glend Fulcher and Fred Davinson, *Language Testing and Assessment,* (New York: Rouletge 2007), p.56
[19] Jack R. Fraenkel and Norman E. Wallen, *Op. Cit,* p. 154
[20] Suharsimi Arikunto, *Op.Cit*, p. 115

Where:

R11	=	The reliability coefficient of items
k	=	The number of item in the test
p	=	The proportion of students who give answer the item 1
q	=	1-p
$\sum pq$	=	Sum of p time q
S^2	=	Variance of the total score

Then the result is consulted to the criteria of reliability as follows:

Reliability coefficient $0.800 - 1.000$ is very high

Reliability coefficient $0.600 - 0.800$ is high

Reliability coefficient $0.400 - 0.600$ is fair.

Reliability coefficient $0.200 - 0.400$ is low

Reliability coefficient $0.000 - 0.200$ is very low[21].

J. Data Analysis

After collecting the data, the researcher is going to analyze the data by using independent sample t-test. There are two assumptions that must be done before analyzing the data by using independent sample t-test. The tests consist of:

a. Normality Test

The Normality is used to know whether the data, in experimental and control class, has the normal distribution or not. In this research, the researcher used statistical computation by using SPSS (*Statistical Package for Social Science).* While the criteria of acceptance or rejection of normality test are as follows:

H_o is accepted if sig $> \alpha = 0.05$

H_a is accepted if sig $< \alpha = 0.05$

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[21] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktis,* Jakarta, PT. Rineka Cipta, 2006, p. 276

The hypotheses for the normality test are formulated as follows:

H_o : the data are normally distributed

H_a : the data are not normally distributed.

b. Homogeneity Test

After the researcher gets the data which has normality distribution, the researcher will do the homogeneity test in order to know whether the data is homogenous or not. In this research, the researcher used statistical computation by using SPSS (*Statistical Package for Social Science*). The test of homogeneity employing Levene's Test.

While the criteria of acceptance or rejection of homogeneity test are as follow:

H_o is accepted if sig $> \alpha = 0.05$

H_a is accepted if sig $< \alpha = 0.05$

The hypotheses for the homogeneity test are formulated as follows:

H_o = The variances of the data are homogenous

H_a = The variances of the data are not homogenous

c. Hypothetical test

After the data is normal and homogeneous, the data was analyzed by using independent sample t-test in order to know the significance of the treatment effect. While the criteria acceptance or rejection of hypothesis test are:

H_a is accepted if sig $< \alpha = 0.05$

H_o is accepted if sig $> \alpha = 0.05$

The hypotheses are:

H_o :There is no significant influence of using Directed Reading Thinking Activity Strategy towards students' reading comprehension in recount text at the eighth grade of SMPN 25 Bandar Lampung in the Academic Year of 2018/2019.

H_a :There is a significant influence of using Directed Reading Thinking Activity Strategy towards students' reading comprehension in recount text at the eighth grade of SMPN 25 Bandar Lampung in the Academic Year of 2018/2019.

CHAPTER IV
RESULT AND DISCUSSION

A. Description of Treatment

In SMPN 25 Bandar Lampung, the English was taught twice a week. This research was conducted in seven meetings (the first for try-out pre-test, second for try-out post-test, the third for pre-test, the fourth until six for treatments and seven for post-test). Each meeting was held on 80 minutes. On 22th and 25th October, 2018 the researcher gave the try-out pre-test and post-test to VIII A. On October 30th, 2018 the researcher administered pre-test in experimental class (VIII D) and control class (VIII B). In the next meeting the researcher gave the treatments. The treatment were held in three times, it began on November 9th, 2018, on November 13th 2018 and on November 16th 2018. After the treatments, the researcher administered the post-test in experimental class and control class on November 23th 2018. The result of the pre-test and post-test that were in score form were as the data of the research in the process of treatments all activities could run well.

1. Description of the First Treatment

On November 9th 2018, the students felt surprise for new teacher. The lesson was started by greeting and giving introduction which caused the students to feel curious to know the next steps of teaching learning process. After that the researcher gave the material to the students. After giving the material, the researcher 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 researcher divided students

into a small group. Each groups consisted of four students. Secondly, each group was given a paper containing recount text. Thirdly, the researcher wrote the title of the reading passage on the board and she asked the students to read it. Fourthly, the researcher asked the students to make prediction about the title using this question: 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 the text, consequently they would analyze the content of the text. Lastly, the students read the passage silently and confirmed and rejected their predictions. As the closing of the meeting in the first meeting, the researcher asked the students to recite *hamdallah* together.

2. Description of the Second Treatment

On November 13th the second treatment the students were taught trough another recount text using DR-TA strategy. It was caused to make easy for students. It was better than the first treatment because the students have known how to comprehend the text that given by the teacher. The researcher started the teaching learning process by explaining more about the recount text and DR-TA strategy. Then, the researcher gave the students text and asked students to make a group, consisting of five students and work together, each group was given a paper containing recount text. Then, the researcher wrote the title of the reading passage on the board and she asked the students to read it. After that, the researcher asked the students to make prediction about the title using this

question: 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 and rejected their predictions. As the closing of the meeting in the first meeting, the researcher asked the students to recite *hamdallah* together.

3. Description of the Third Treatment

On November 16th 2018, 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 question correctly. It mean that the treatments shown significant result.

B. Result of the Research

The researcher got the data in the form of score. The score was derived from pre-test and post-test. The pre-test was held on October 30th, 2018 and post-test on November 23th, 2018. In pre-test, the researcher gave the task for the students before treatment and in the post-test, the researcher gave the task for students to answer the question after treatment.
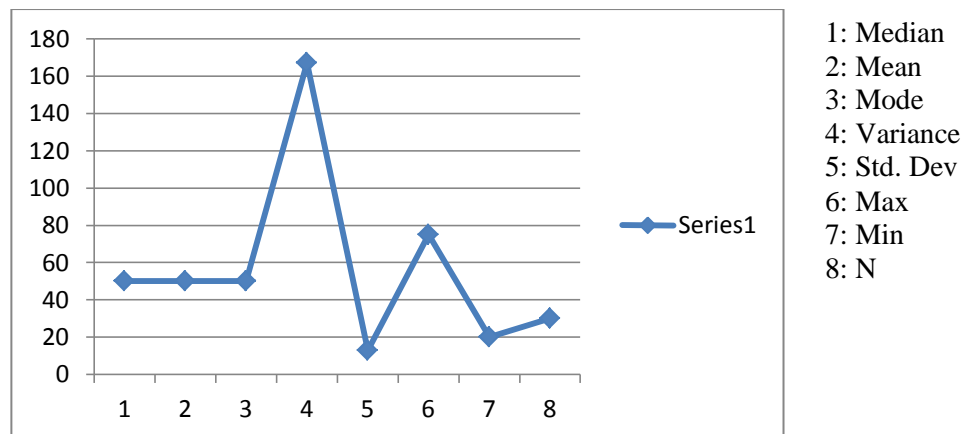
1. Result of Pre-test in Experimental Class

The researcher conducted Pre test in order to know students' ability before treatment. The pre-test was administrated on October 30th, 2018. The scores of

students' recount text tested in pre-test in the experimental class could be seen in

Figure 1:

Figure 1
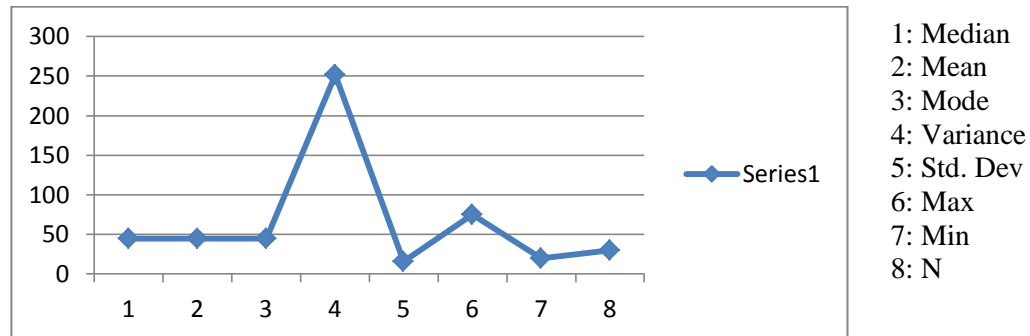**Graphs of the Pre Test Result in Experimental Class**

Based on figure 1, showed that the median score of pre-test in experimental

class was 50. The mean score was 50. The mode score was 50. The variance score

was 167.2. The standard deviation was 12.93. The highest score was 75 and the

lowest score was 20. (See Appendix XIX)

2. Result of Pre-test in Control Class

The researcher conducted Pre test in order to know students' ability before

treatment. The pre-test was administrated on October 30th, 2018. The scores of

students' recount text tested in pre-test in the control class could be seen in Figure

2:

Figure 2
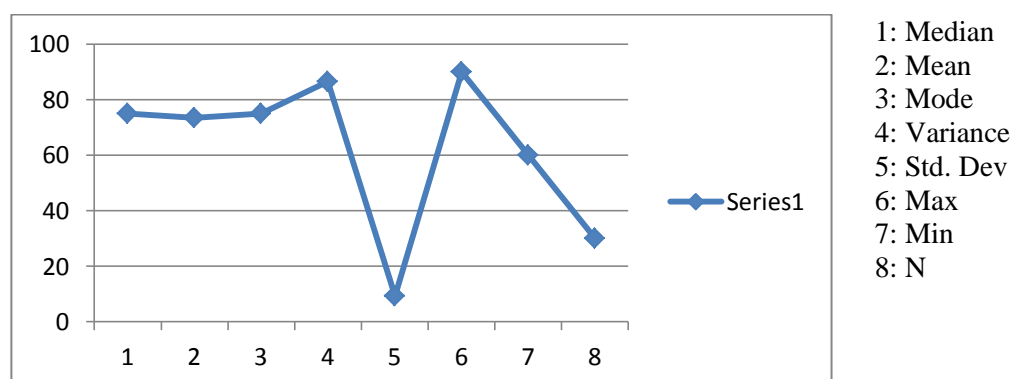**Graphs of the Pre Test Result in Control Class**

Based on figure 2, showed that the median score of pre-test in control class was 45. The mean score was 44.67. The mode score was 45. The variance score was 251.6. The standard deviation was 15.86. The highest score was 75 and the lowest score was 20. (See Appendix XIX)

3. Result of Post-test in Experimental Class

The researcher conducted Post test in order to know students' ability before treatment. The post-test was administrated on November 23th, 2018. The scores of students' recount text tested in pre-test in the control class could be seen in Figure 3:

Figure 3
**Graphs of the Post Test Result in Experimental Class**

Based on figure 3, showed that the median score of post-test in experimental class was 75. The mean score was 73.5. The mode score was 75. The variance score was 86.4. The standard deviation score was 9.29. The highest score was 80 and the lowest score was 60. (See Appendix XX)

4. Result of Post-test in Control Class

The researcher conducted Post test in order to know students' ability before treatment. The post-test was administrated on November 23th, 2018. The scores of students' recount text tested in pre-test in the control class could be seen in Figure 4:

Figure 4
Graphs of the Post Test Result in Control Class

1: Median
2: Mean
3: Mode
4: Variance
5: Std. Dev
6: Max
7: Min
8: N
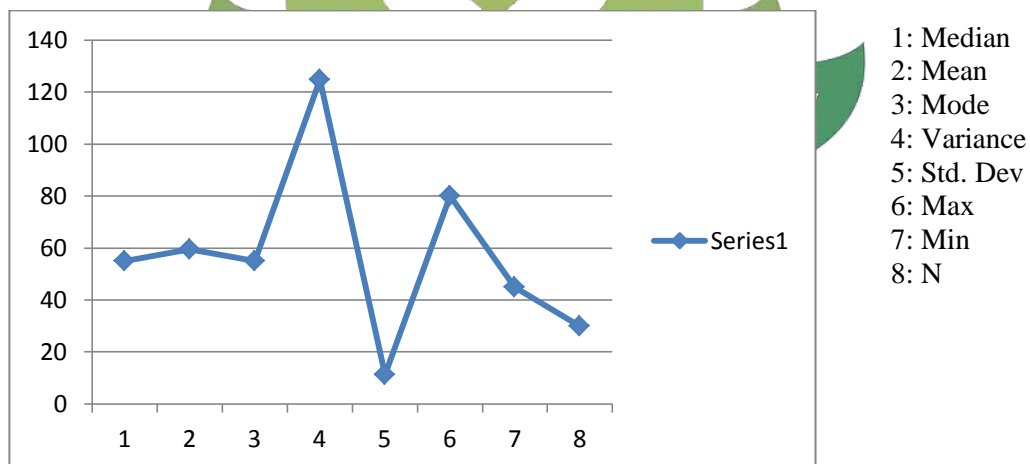
Based on figure 4, showed that the median score of post-test in control class was 55. The mean score was 59.5. The mode score was 55. The variance score was 124.7. The standard deviation score was 11.1. The highest score was 80 and the lowest score was 45. (See Appendix XX)

5. Result of Normality Test

The normality test was used to measure weather the data in the experimental and control class are normally distributed or not.

The hypothesis formulas are:

H_o = The data have normal distribution

H_a = The data do not have normal distribution

The criteria of acceptance or rejection of the hypotheses for normality test were:

H_o is accepted if *Sig.* (Pvalue) > $\alpha = 0.05$
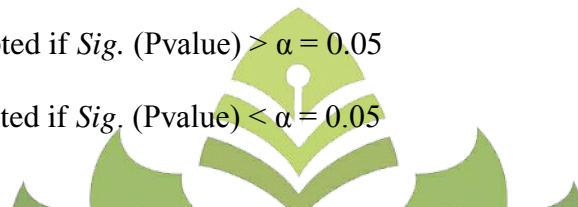
H_a is accepted if *Sig.* (Pvalue) < $\alpha = 0.05$

Table 8
Result Normality Test of the Experimental and Control Class

	2 CONTROL	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
1 EXPERIMENTAL	1	.136	30	.166	.927	30	.042
	2	.154	30	.067	.941	30	.099

a. Lilliefors Significance Correction

Based on table 8, it can be seen that P_{value} (Sig) for experimental class was 0.166 and P_{value} (Sig) for control class was 0.067. Because *Sig* (P_{value}) of experimental class > α 0.05. So, H_a is rejected. The conclusion is that the data in the experimental class and control class had normal distribution. (See Appendix XXI)

6. The Result of Homogeneity Test

After knowing the normality the data, the researcher calculated the homogeneity test to know whether the data were homogenous or not.

Table 9
Result of Homogeneity Test

Levene Statistic	df1	df2	Sig.
1.980	1	58	.165

Based on the result obtained in the test of homogeneity of variance in the column, it could be seen that *Sig.* (P_{value}) = 0.165 > α = 0.05. It demonstrated that H_o was accepted because *Sig.* (P_{value}) > α = 0.05. It means that the variance of the data was homogenous. (See Appendix XXII)

7. Result of Hypothetical Test

Based on the previous explanation that the normality and homogeneity test were satisfied. Therefore, the researcher used the hypothetical test using SPSS (*Statistical Program for Social Science*). Independent sample t-test.

The hypothesis formulas are:

H_α: There is a significant influence of using DR-TA strategy towards students' reading comprehension in recount text at the eighth grade of SMPN 25 Bandar Lampung in the academic year of 2018/2019.

H_o: There is no significant influence of using DR-TA strategy towards students' reading comprehension in recount text at the eighth grade of SMPN 25 Bandar Lampung in the academic year of 2018/2019.

The criteria of acceptance or rejection of the hypothesis for hypothetical test were:

H_o is accepted if *Sig.* (P_{value}) > α = 0.05

H_α is accepted if *Sig.* (P_{value}) < α = 0.05

Table 10
Result of Hypothetical Test

T	Df	Sig. (2-tailed)
2.543	58	.014

Based on the results obtained in the independent sample t-test in table 10, that the value of significant generated *Sig.* (P_{value}) = 0.014 < α = 0.05. So, H_α is accepted and H_o is rejected. Based on the computation, it can be concluded that there was a significant influence of using DR-TA strategy towards students' reading comprehension in recount text at the eighth grade of SMPN 25 Bandar Lampung. (See Appendix XXIII)

C. Discussion

At the beginning of the research, the pre-test was administered to know students' quality in reading comprehension in recount text before they were given treatments by the researcher. The score of pre-test would be used as the students score before treatments. The result showed that the mean score of pre-test between experimental class were slightly different. The score of pre-test in experimental class showed mean was 50. And the score of pre-test in control class showed mean was 44.66. Then, after analyzed the data of normality test score and it showed that the data were normal and homogeneous.

Furthermore, the students were taught by using DR-TA strategy in the experimental class and LRD strategy in the control class. There are three themes that are tested in students' reading comprehension in recount text, grandpa's

birthday, my vacation and my holiday. In the first meeting the researcher explained definition of DR-TA strategy.

The last of the research, post-test was given to measure to improvement of students' reading comprehension in recount text in both classes after the treatments done. The score of post-test in experimental class showed mean was 73.5 and the score of post-test in control class showed mean was 59.5.

Based on the result of the students' pre-test and post-test score, it shows that the students' post test is higher than in pre-test. Besides that, DR-TA strategy can improve each aspect of students' reading comprehension including main idea (topic), inference (implied detail), grammatical feature, detail (scanning for specifically stated detail), excluding fact not written, supporting idea, vocabulary content. The result of pre-test and post-test also showed that the students who taught by using DR-TA strategy got better result than the students who taught by using LRD strategy.

Based on the analysis of the data and the testing of hypothesis, the result of T-test null hypothesis (H_o) is refused and alternative hypothesis (H_α) is accepted. It means that the treatments had influence of using DR-TA strategy towards students' reading comprehension in recount text, so alternative hypothesis is accepted. It had been supported by the previous research conducted by Leli Sari. She who conducted research in SMP Negeri 17 Medan which entitled "Improving Reading Comprehension Through Directed Reading Thinking Activity (DRTA) Strategy for the Eight Grade Students of SMP Negeri 17 Medan in the Academic

Year of 2016/2017. The result showed that DRTA strategy practically can improve students' reading comprehension achievement.[1] According to Stauffer as quoted by Dixon *et.al.* The DRTA process encourages students to be active and thoughtful readers, enhancing their reading comprehension.[23] By applying DR-TA strategy, 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. Having better comprehension and understanding of the text is very important for the students because they can answer the question correctly and understand what the text tells about. Therefore, they need help the teachers work to motivate and in support them to increase their comprehension in reading and science to make them interest about it. DRTA also helps students become aware of the reading strategies, understand the reading process, and develop prediction skills.

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[1] Leli Sari, *Improving Reading Comprehension Through Directed Reading Thinking Activity (DRTA) Strategy for the Eight Grade Students of SMP Negeri 17 Medan in the Academic Year of 2016-2017*

[2] Brenda Dixon, *et.al., Common Core Teaching and Learning Strategies,* (Chicago: Illionis State of Education, 2012), p.10.

CHAPTER V
CONCLUSION AND SUGESTION

A. Conclusion

At the end of the research, the post-test was given to measure the influence of Directed Reading Thinking Activity (DR-TA) towards students' reading comprehension of recount text in both classes after treatments done. The mean score of post-test in experimental class was 73.5 and the mean score of post-test in control class was 59.5. It showed that the students' post-test score in experimental class was highest than students' post test score in control class.

The result can be seen from sig. (2-tailed) of the equal variance assumed in the independent sample test table where the sig. (2-tailed) is 0.014. it is lower than α = 0.05 and it means that H_o is rejected and H_α is accepted.

Based on the result of data analysis, the researcher concluded that there was significant influence of using Directed Reading-Thinking Activity strategy towards students' reading comprehension in recount text at the eighth grade of SMPN 25 Bandar Lampung in the academic year of 2018/2019.

B. Suggestion

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

1. Suggestion to the teacher

   a. In this research, the researcher found out that DR-TA strategy can be used to developed and motivate the students' reading comprehension.

Due the finding, English teacher can help students increase their reading comprehension by using DRTA strategy.

b. The English teacher 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 Activity (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 answer 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 in learning activity and not afraid of making mistakes during teaching and learning process. They should practice speak up, helps each other, and

enjoy during reading class. DR-TA is one of alternative ways that can be chosen in teaching reading.

3. Suggestion for further research

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

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