

ABSTRACT

Fitriani, 2017. Using Directed Reading-Thinking Activity (DR-TA) To Improve Reading Comprehension at the eighth grade students of SMP Bajiminasa Makassar (A Classroom Action Research at the eighth grade students of SMP Bajiminasa Makassar) under the research of English Education Department the faculty of Teacher Training and Education, Makassar Muhammadiyah University. Supervised by Bahrudin Amin and Astrianto Setiadi.

This research was aimed to find out the improvement of students' Literal reading comprehension through using DR-TA in terms of main idea and supporting idea.

The method of this research was Classroom Action Research consisted of two cycles. One cycle consisted of four meetings. This classroom action research was done at Junior High School Bajiminasa of Makassar for English subject. As subject in this research was class VIII Junior High School in 2016-2017 academic year with students' number about 47 students. The instruments of this research were reading test and observation.

The findings of the research were the students' reading comprehension improvement that coped with Literal Comprehension. In D-Test students' mean score was 5.22. In the cycle I the students' mean score had improved become 6.57 and in the cycle II the students' mean score became 7.44. It means that the improvement of students' reading comprehension from D-Test to cycle I was 45.21%, cycle I to cycle II was 73.93%

DR-TA (Directed Reading-Thinking Activity) Method was one of reading comprehension teaching method that could improve the students' reading comprehension in case of Literal Comprehension (Main idea and Supporting) at the second year students of Class VIII at SMP Bajiminasa Makassar.