

ABSTRACT

Nadiera Yulia Azahro, 2022. *Improving Students' Reading Comprehension Through Directed Reading Thinking Activity (DRTA) Method (A Pre-Experimental Research of Twelfth Grade Students of SMAN 3 Bulukumba).* Thesis of English Education Department. The Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Supervised by Radiah Hamid and Sitti Maryam Hamid.

The objective of the research is to find out whether Directed Reading Thinking Activity (DRTA) Strategy able to improve the students' reading comprehension at the Twelfth Grade Students of SMA Negeri 3 Bulukumba.

The method of the research used pre-experimental design. It consisted of pre-test, treatment and post-test design. The population of this research is the twelfth grade students of SMAN 3 Bulukumba. The researcher used Purposive Sampling Technique which involve one class XII MIA 3. Total sample are 30 students.

The result of the study showed that Directed Reading Thinking Activity (DRTA) Method could improve the students' reading comprehension especially in literal reading comprehension at the Twelfth Grade Students of the SMAN 3 Bulukumba. It was proved that the mean score of Pre-Test is 64 and the Post-Test mean score is 70,6. Based on the difference from the mean score students get in reading comprehension show the improvement from pre-test to post-test where the increase of students reading comprehension increased by 12%. The improvement of students' achievement significantly. Thus, the null hypothesis (H_0) is discarded, while the alternative hypothesis (H_1) is accepted. The researcher emphasizes that the Directed Reading Thinking Activity (DRTA) made active because its activity foresees various strategy and it was meaningful for the daily students life. Also, Directed Reading Thinking Activity (DRTA) strategy in the learning reading comprehension is very effective, because the students more easy to understand with the prediction that identifying main idea and supporting details and it can be seen from the result of students' reading scores is better.

Keywords: *Students, Reading Comprehension, Directed Reading Thinking Activity (DRTA)*

ABSTRAK

Nadiera Yulia Azahro, 2022. *Improving Students' Reading Comprehension Through Directed Reading Thinking Activity (Drta) Method (A Pre-Experimental Research of Twelfth Grade Students of SMAN 3 Bulukumba)*. Skripsi Pendidikan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh Radiah Hamid and Sitti Maryam Hamid.

Penelitian ini bertujuan untuk mengetahui apakah Strategi Directed Reading Thinking Activity (DRTA) mampu meningkatkan pemahaman membaca siswa pada siswa kelas XII SMA Negeri 3 Bulukumba.

Metode penelitian yang digunakan adalah pre-experimental design. Ini terdiri dari pre-test, treatment dan post-test design. Populasi dalam penelitian ini adalah siswa kelas XII SMAN 3 Bulukumba. Peneliti menggunakan Teknik Purposive Sampling yang melibatkan satu kelas XII MIA 3. Jumlah sampel 30 siswa.

Hasil penelitian menunjukkan bahwa Metode Directed Reading Thinking Activity (DRTA) dapat meningkatkan pemahaman membaca siswa khususnya pemahaman membaca literal pada Siswa Kelas XII SMAN 3 Bulukumba. Terbukti bahwa nilai rata-rata Pre-Test 64 dan nilai rata-rata Post-Test 70,6. Berdasarkan selisih rerata skor yang diperoleh siswa dalam pemahaman bacaan menunjukkan peningkatan dari pre-test ke post-test dimana peningkatan pemahaman membaca siswa meningkat sebesar 12%. Peningkatan prestasi belajar siswa secara signifikan. Dengan demikian, hipotesis nol (H_0) tidak diterima, sedangkan hipotesis alternatif (H_1) diterima. Peneliti menekankan bahwa Directed Reading Thinking Activity (DRTA) aktif karena aktivitasnya meramalkan berbagai strategi dan bermakna bagi kehidupan siswa sehari-hari. Strategi Directed Reading Thinking Activity (DRTA) dalam pembelajaran membaca pemahaman sangat efektif, karena siswa lebih mudah memahami dengan prediksi yang mengidentifikasi gagasan utama dan rincian pendukung dan dapat dilihat dari hasil nilai membaca siswa yang lebih baik.

Kata Kunci: Siswa, Pemahaman Membaca, Directed Reading Thinking Activity (DRTA)