

## ABSTRACT

Kusumayanti, Dika Ayu. 2017. *The Effect of Directed Reading Thinking Activity for Student's Reading Comprehension on Twelve Grade at SMK NU GRESIK*. Thesis. English Language Education Department, Faculty of Teacher Training and Education, University of Muhammadiyah Gresik. Advisor: (I). Dr. Khoirul Anwar, M.Pd. (II). Candra Hadi Asmara, M.Pd.

**Key Words:** *Directed Reading Thinking Activity, Reading Comprehension.*

Many of studies related to the reading comprehension which has been considered as one of the factor which differentiate the way of the learners to learn. The problem reading at vocational high school is understanding instruction through text and then problem on reading comprehension. Moreover, for student in Indonesia, English as foreign language has some aspect in learning it. So, it can be mastered by appropriate method. One of them is Directed Reading Thinking Activity method. Based on some previous studies, Directed Reading Thinking Activity gave positive effect for student's reading comprehension and many research on male student and ten grade at senior high school. Thus, for making different with previous study, the researcher focused more specific in reading comprehension of student at twelve grade vocational high school and has limited subject is female student.

This study was experimental research. The purpose of this research is to find out the significance effect of using Directed Reading Thinking Activity strategy on students' reading comprehension. The population of this study was twelve grade at SMK NU Gresik in academic 2017/2018. The researcher chose the sample of this study through cluster sampling. The sample of this research is XII-MM as experiment consist of 37 students and XII-TKJ as control group consist of 29 students. There are two group named experimental group and control group. The data was collected through pre-test and post-test in both groups.

The post-test mean result showed that experimental group was higher than control group. The post-test score mean of the experimental group was 79.05 while control group was 70.17. the result of this study showed that probability value lower than the level of significance 0.05 ( $0.000 < 0.005$ ). This result implied that the experimental group and control group were different in their ability after giving a treatment. It can be concluded the research conclusion is "there is enough evidence to say the ability in reading comprehension between experimental and control group are significantly different in the 5% level."

The researcher suggest to English teacher for implementing directed reading thinking activity as an alternative method in teaching reading. Furthermore, students must be confidence in the classroom, speak English mix with Bahasa. This strategy has positive effect is increase critical thinking because in directed reading thinking activity, they must predict. That's way directed reading thinking activity can improve reading comprehension. The next researcher can use directed reading thinking activity on both female and male with the same skill or different grade and level.

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***Kata kunci: Directed Reading Thinking Activity, Pemahaman Membaca.***

Banyak penelitian yang berhubungan dengan pemahaman pembaca yang mana telah ditibangkan sebagai fakyor perbedaan cara murid terhadap pelajaran. Masalah membaca dalam sekolah menengah kejuruan adalah pemahaman instruksi melalui text kemudian menjadi masalah dalam pemahaman membaca. Walaupun, untuk murid di Indonesia, bahasa inggris sebagai bahasa asing mempunyai beberapa aspek dalam mempelajari .Jadi, mempelajari bahasa inggris dikuasai dengan metode yang tepat. Salah satunya yaitu menggunakan Directed Reading Thinking Activity. Berdasarkan penelitian sebelumnya, Directed Reading Thinking Activity memberikan pengaruh positif dan banyak peneletian untuk murid laki-laki dan kelas 10 SMA. Oleh karena itu, untuk membuat penelitian ini berbeda dengan penelitian sebelumnya, peneliti lebih focus dalam muris kelas 12 di sekolah menengah kejuruan dan mempunyai batasan subjek yaitu murid perempuan.

Penelitian ini menggunakan penelitian ekperiment. Tujuan dari penelitian ini adalah untuk menemukan signifikan efek penggunaan strategi directed reading thinking activity terhadap pemahaman membaca siswa. Populasi penelitian ini adalah kelas 12 di SMK NU Gresik di tahun ajaran 2017/2018. Peneliti memilih subject dengan menggunakan metode cluster sampling. Sampel di penelitian ini adalah XII-MM sebagai kelas experiment dengan jumlah murid 37 siswa dan XII-TKJ sebagai kelas control dengan jumlah siswa 29 murid. Ada 2 nama grup yaitu grup experiment dan grup control. Data dikumpulkan dengan cara pre-test dan post-test dikedua group.

Hasil rata-rata dari post-test memperlihatkan bahwa kelas ekperimen lebih tinggi daripada grup control. Rata-rata nilai post-test grup eksperimen yaitu 79.05 sedangkan grup control yaitu 70.17. Hasilnya menunjukkan bahwa grup experiment and grup control ada perbedaan di kemampuan mereka setelah diberikan treatment. Penelitian ini dapat disimpulkan bahwa “ ada bukti yang cukup untuk mengatakan bahwa kemampuan pemahaman pembaca antara grup eksperimen dan grup control berbeda secara signifikan level 5%.”

Penelitian memberikan saran kepada guru bahasa inggris untuk mengimplementasikan directed reading thinking activity sebagai alternative metode dalam mengajar membaca. Selanjutnya, murid harus lebih percaya diri di dalam kelas , berbicara menggunakan bahasa campuran yaitu bahasa inggris dan bahasa Indonesia. Di strategi ini terdapat pengaruh positif yaitu meningkatkan pemikiran kritis karena Directed Reading Thinking Activity mereka harus memprediksikan. Ini mengapa Directed Reading Thinking Activity dapat meningkatkan pemahaman membaca. Untuk peneliti selanjutnya, dapat menggunakan Directed Reading Thinking Activity dengan menggunakan subjek perempuan dan laki-laki dengan kemampuan yang sama atau berbeda kelas dan tingkat.

