

**THE INFLUENCE OF DIRECTED READING THINKING ACTIVITY  
(DRTA) STRATEGY TOWARD STUDENTS READING  
COMPREHENSIO IN NARRATIVE TEXT OF THE TWELFTH GRADE  
OF SMA KEMALA BHAYANGKARI ACADEMIC YEAR 2018/2019.**

**A RESEARCH PAPER**

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**SEKOLAH TINGGI KEGURUAN DAN ILMU PENDIDIKAN  
MUHAMMADIYAH KOTABUMI-LAMPUNG  
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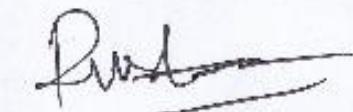
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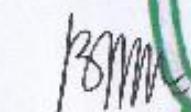
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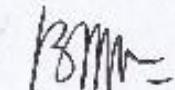
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This research paper is honestly my own writing and that I have never done any plagiarism or taken other people's thinking or writing which contradicts with the code of ethics in scientific writing.

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Kotabumi, January 2019

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## **MOTTO**

Actually, after difficulty there is ease

(QS: Al Insyirah)

“Never give up on something you really want. It’s difficult to wait, but more difficult to regret”

(Mario Teguh)

## **ABSTRACT**

Sari. Linda Oktavia 2019. *The Influence of Directed Reading Thinking Activity (DRTA) Strategy Toward Students' Reading Comprehension of Narrative Text of the Twelfth Grade In SMA Kemala Bhayangkari Kotabumi Academic Year 2018/2019.* A research paper, English Education Study Program, Department of Education Language and Art Education, STKIP Muhammadiyah Kotabumi-Lampung. The first advisor Rini Susilowati, S.S.,M.Pd and the second advisor Dewi Sri Kuning S.Pd., M.Pd.

In this research the problem was that the students had low score in English especially in reading comprehension of the narrative text. The purpose of this research was to know whether there was influence of Directed Reading Thinking Activity (DRTA) Strategy Toward Students' Reading Comprehension of Narrative Text of the Twelfth Grade in SMA Kemala Bhayangkari Kotabumi Academic Year 2018/2019. This research was experiment research. The population in this research was 153 by using purposive sampling technique, the sample was only 61 students from two classes. The instruments of this research was multiple choice test. Before did hypothesis test, the normality was done by using Lilliefors formula and homogeneity test by using equality of two variants. The result research was  $t_{count} = 2,117 > t_{table} = 1,999$ . So, it can be concluded that  $H_0$  is rejected and  $H_a$  is accepted. It's mean that "there is Influence of Directed Reading Thinking Activity (DRTA) strategy toward students' reading comprehension of narrative text".

**Key Words : Reading, DRTA, Narrative Text.**

## **ABSTRAK**

- Sari. Linda Oktavia. 2019. *Pengaruh dalam menggunakan strategi Directed Reading Thinking Activity (DRTA) terhadap Pemahaman Membaca Siswa dalam Teks Narrative pada kelas Dua Belas di SMA Kemala Bhayangkari Kotabumi Tahun Ajaran 2018/2019.* Skripsi. Program Studi Bahasa Inggris. Jurusan Pendidikan Bahasa dan Seni, STKIP Muhammadiyah Kotabumi-Lampung. Pembimbing pertama Rini Susilowati, S.S.,M.Pd dan pembimbing kedua Dewi Sri Kuning S.Pd, M.Pd.

Dalam penelitian ini terdapat masalah yaitu siswa memiliki nilai rendah dalam bahasa Inggris khusunya dalam pemahaman membaca pada teks narrative. Tujuan dari penelitian ini untuk mengetahui apakah ada pengaruh dalam menggunakan strategi *Directed Reading Thinking Activity (DRTA)* terhadap pemahaman membaca siswa dalam teks narrative pada kelas delapan di SMA Kemala Bhayangkari Kotabumi tahun ajaran 2018/2019. Penelitian ini adalah penelitian eksperimen. Populasi dalam penelitian ini adalah 153 dengan menggunakan teknik *purposive sampling*, jumlah sampel dari 2 kelas hanya 61 siswa. Instrumen pada penelitian ini adalah tes pilihan ganda. Sebelum dilakukan uji hipotesis, dilakukan uji normalitas menggunakan rumus Lilliefors dan uji homogenitas menggunakan persamaan dua varian. Hasil penelitian ini adalah  $t_{hitung} = 2.117 > t_{tabel} = 1.999$ . Jadi, dapat disimpulkan bahwa  $H_0$  ditolak dan  $H_a$  diterima. Itu berarti bahwa “ada pengaruh dari menggunakan Strategi *Directed Reading Thinking Activity (DRTA)* terhadap pemahaman membaca siswa pada teks narrative.

Kata Kunci : Membaca, DRTA, Narrative Text

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Finally, the researcher would like to welcome any constructive criticisms for a much better research paper.

Kotabumi, January 2019

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