

ABSTRACT

Febriyanti, Resti. (2023) *“The Implementation of Direct Reading Thinking Activity to Improve Students’ Reading Comprehension”* (A Classroom Action Research to the Eleventh Grade Students of SMA Negeri 1 Sekadau Hulu in the Academic Year 2022/2023) Main Supervisor: M. Iqbal Ripo Putra, M.Pd. Assistant Supervisor: Ageung Darajat, M.Pd. A Thesis of English Department, Faculty of Language and Art Education, Institute of Teacher Training and Education Teacher Association of the Republic of Indonesia (IKIP-PGRI) Pontianak 2023.

This research aimed to interested to study the Directed Reading Thinking Activity (DRTA) strategy on its implementation in teaching reading comprehension on recount text to the eleventh-grade students of SMA Negeri 1 Sekadau Hulu. This research also used a Classroom Action Research design and applied a mixed method approach to collect, analyze and report the data. The research procedure involved a preliminary stage and four stages of cycle; planning stage, action stage, observation stage, and reflection stages. To obtained the data, researcher used an interview, an observation, a series of tests. The subjects of this research were 20 eleventh-grade students in MAI 1 class of SMA Negeri 1 Sekadau Hulu.

Nonetheless, the use of DRTA in the classroom and its impacts on reading activity are generally well-received by students. Most importantly, the implementation of Directed Reading Thinking Activity (DRTA) technique can improve the students’ reading comprehension ability based on the average score of tests 2 (M=62.8) and 3 (M=76.8). Hence, this research found that the use of DRTA in the classroom and its impacts on reading activity are generally well-received by students.

Moreover, students address difficulties they had when trying to recognize and understand uncommon English words found in the reading material. However, the method helped students score better on reading comprehension tests because they started to employ predicting ideas contained in an English text as a reading comprehension strategy that was improved by DRTA. Along with their positive view on the matter, recommendations were made for use in the classroom in the future, mainly on how the DRTA may encourage students to improve the aspects reading comprehension in balance including the vocabulary mastery through reading.

Keywords: *Reading Comprehension, Directed Reading Thinking Activity, and Teaching Reading.*

