

## ABSTRACT

Kurnia, Nelvia. 2022. *Modifying DRTA (Directed Reading Thinking Activity) Strategy to Improve the Students' Reading Comprehension of Narrative Text at SMA Negeri 1 Bintan Timur*. Skripsi, English Language Education Study Program, Faculty of Teacher Training and Education, Universitas Maritim Raja Ali Haji. Advisors: (I) Assist. Prof. Benni Satria, S.Pd., M.Pd., (II) Assist. Prof. Hanifah, S.Pd.I., M.Pd.

**Keywords:** DRTA (Directed Reading Thinking Activity) Strategy, Reading Comprehension, Narrative Text

The objective of this research was to boost students' reading comprehension of narrative text by modifying DRTA (Directed Reading Thinking Activity) strategy at X MIPA 3 students of SMA Negeri 1 Bintan Timur. . The subjects of this research were X MIPA 3 students which made up 36 students.

Classroom action research was research design used in this research. This study held at two cycles with four meetings (three meeting for implementation and one meeting for test) in each cycle. The research instruments applied to gather the data were observation checklist and reading comprehension test.

The result showed that students' percentage whose got score  $\geq 75$  in cycle 1 and cycle 2 were higher than preliminary study. There were 63,88% students in cycle 1 and 88,88% students in cycle 2. It showed that the students' percentage whoso got score  $\geq 75$  improved and meet the criterion of success was 70%. The observation checklist's results also showed that modifying DRTA (Directed Reading Thinking Activity) strategy was successful in improving students' classroom participation. The students' participation had been reached 83% in cycle 2. From the result, it saw  $\geq 40\%$  students participated in the teaching and learning activities when the strategy was implemented. It could be conclude that the modifying DRTA (Directed Reading Thinking Activity) strategy could enhance students' reading comprehension and students' participation at X MIPA 3 students of SMA Negeri 1 Bintan Timur.

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**Kata Kunci:** Strategi DRTA (Directed Reading Thinking Activity), Membaca Pemahaman, dan Teks Naratif

Tujuan penelitian ini adalah meningkatkan pemahaman membaca teks naratif siswa dengan memodifikasi strategi DRTA (Directed Reading Thinking Activity) pada siswa X MIPA 3 SMA Negeri 1 Bintan Timur. Subjek pada penelitian ini adalah siswa kelas X MIPA 3 yang terdiri dari 36 siswa.

Penelitian tindakan kelas merupakan desain penelitian yang digunakan dalam penelitian ini. Penelitian ini dilaksanakan dalam dua siklus dengan empat pertemuan (tiga pertemuan untuk implementasi dan satu pertemuan untuk tes) disetiap siklus. Instrumen penelitian yang digunakan untuk mengumpulkan data adalah lembar observasi dan tes pemahaman bacaan.

Hasil penelitian menunjukkan bahwa persentase siswa yang memperoleh nilai  $\geq 75$  pada siklus 1 dan siklus 2 lebih tinggi dari pada pembelajaran pendahuluan. Pada siklus 1 terdapat 63,88% siswa dan 88,88% siswa pada siklus 2. Hal tersebut menunjukkan bahwa persentase siswa yang mendapat nilai  $\geq 75$  meningkat dan mencapai kriteria keberhasilan yaitu 70%. Hasil checklist observasi juga menunjukkan bahwa modifikasi strategi DRTA (Directed Reading Thinking Activity) berhasil meningkatkan partisipasi siswa di kelas. Partisipasi siswa telah mencapai 83% pada siklus 2. Dari hasil tersebut terlihat bahwa  $\geq 40\%$  siswa berpartisipasi dalam kegiatan belajar mengajar ketika strategi diterapkan. Dapat disimpulkan bahwa modifikasi strategi DRTA (Directed Reading Thinking Activity) dapat meningkatkan pemahaman membaca siswa dan partisipasi siswa pada siswa X MIPA 3 SMA Negeri 1 Bintan Timur.