

**A COMPARISON BETWEEN READING COMPREHENSION
TAUGHT BY USING DIRECTED READING ACTIVITY (DRA)
STRATEGY AND THINK PAIR SHARE (TPS) STRATEGY
OF THE SECOND YEAR STUDENTS AT STATE
SENIOR HIGH SCHOOL 1
KUANTAN HILIR**

A Thesis

Submitted as Partial Fulfillment of the Requirements
for Getting Bachelor Degree of Education
(S.Pd.)



By

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PEKANBARU
1435 H/2014 M**

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EXAMINER APPROVAL

The thesis entitled *A Comparison between Reading Comprehension Taught by Using Directed Reading Activity (DRA) Strategy and Think Pair Share (TPS) Strategy of the Second Year Students at State Senior High School 1 Kuantan Hilir* is written by Puji Deswinda, SIN. 11014201144. It had been accepted and approved, and had been examined on 16 Rajab 1435 H/ 16 May 2014 by the final examination committee of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau to fulfil one of the requirements for getting Undergraduate Degree (S.Pd) in English Education.

Pekanbaru, Rajab 16, 1435 H
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ABSTRACT

Puji Deswinda, (2014) : **A Comparison between Reading Comprehension Taught by Using Directed Reading Activity (DRA) Strategy and Think Pair Share (TPS) Strategy of the Second Year Students at State Senior High School 1 Kuantan Hilir.**

This research was conducted based on the problems faced by the students in learning English especially in reading narrative text. Based on the fact, the students had problems in comprehend narrative text. The problems are; some of students are poor of vocabulary mastery, some of students are not able to identify main idea, some of students are not able to get information, the students are not able to comprehend the meaning of the text, and some of students are not able to make inference in narrative text. So, the researcher was interested in carrying out the research about these problems. in this case, the researcher provides *Directed Reading Activity* strategy and *Think Pair Share* strategy to help students' reading comprehension on narrative text.

The objectives of the research are to find out the the students' reading comprehension in *narrative* text taught by using *Directed Reading Activity* strategy, to find out the students' reading comprehension in *narrative* text taught by using *Think Pair Share* strategy, and to find out whether there is or no a significant difference between reading comprehension taught by using *Directed Reading Activity* strategy and *Think Pair Share* strategy at the second year students at state Senior High School 1 Kuantan Hilir.

In this research, the research design was an experimental research. The population of this research was the second year students at State Senior High School 1 Kuantan Hilir in 2013/2014. It consisted of six classes; the number of population was 202 students. The sample of this research was 68 students taken from two classes (34 students in each class). The technique of collecting data used by researcher was *test*, used to find out the students' reading comprehension in narrative text. The technique of analyzing data was an independent sample t-test and it was eased by using SPSS 16 program.

Finally, based on the data analysis, the researcher found $t_{\text{obtained}} = 4.436$ was higher than t_{table} either at $5\% = 2.00$ nor $1\% = 2.65$. It means that H_a was accepted and H_o was rejected. So, the researcher concluded that there is a significant difference between students' reading comprehension taught by using *Directed Reading Activity* strategy and *Think Pair Share* strategy of the second year students at State Senior High School 1 Kuantan Hilir.

ABSTRAK

Puji Deswinda, (2014): Perbandingan Pemahaman Membaca yang Diajarkan dengan Menggunakan Strategy Directed Reading Activity dan Strategy Think Pair Share pada Siswa Kelas 2 SMA N 1 Kuantan Hilir.

Penelitian ini dilaksanakan berdasarkan masalah-masalah yang dihadapi oleh siswa-siswa dalam belajar bahasa Inggris khususnya dalam membaca teks *narrative*. Berdasarkan fakta yang ada, siswa tersebut mengalami masalah-masalah dalam membaca teks *narrative* yaitu: beberapa siswa lemah dalam menguasai kosakata, siswa tidak mampu mengidentifikasi ide pokok dari teks *narrative*, beberapa siswa tidak mampu menemukan informasi dari teks *narrative*, beberapa siswa tidak mampu memahami makna dari *narrative text* dan siswa tidak mampu dalam membuat kesimpulan dari teks *narrative*. Terdapat beberapa strategi mengajar yang telah diterapkan oleh guru, namun masih ada beberapa siswa yang bermasalah dengan memahami teks *narrative*. Karena itu, penulis tertarik untuk melakukan penelitian terhadap masalah –masalah ini. Dalam hal ini, peneliti menggunakan strategi Directed Reading Activity dan think pair share untuk membantu siswa dalam memahami teks *narrative*.

Tujuan dari penelitian ini adalah untuk mengetahui kemampuan siswa dalam memahami bacaan terutama pada teks *narrative* dengan menggunakan strategi *Directed Reading Activity*, untuk mengetahui kemampuan siswa dalam memahami teks *narrative* dengan menggunakan strategi *Think Pair Share*, serta untuk mengetahui apakah ada atau tidak perbedaan yang signifikan pada kemampuan siswa-siswa dalam memahami teks *narrative* diantara penggunaan strategi *Directed Reading Activity* dengan strategi *Think Pair Share* pada kelas 2 SMAN 1 Kuantan Hilir.

Dalam penelitian ini, jenis penelitiannya adalah *experiment*. Populasi dari research ini adalah siswa kelas dua Sekolah Menengah Atas Negeri 1 Kuantan Hilir. Ini terdiri dari enam kelas yang berjumlah 202 siswa. Sampel dari penelitian ini terdiri dari 68 siswa yang diambil dari 2 kelas (masing-masing kelas terdiri dari 34 siswa). Dalam tehnik pengumpulan data, peneliti menggunakan tehnik *test*, digunakan untuk menemukan pencapaian siswa dalam memahami text *narrative*. Dalam menganalisis data, penulis menggunakan rumus *independent sampel t-test* dengan menggunakan SPSS versi 16.0.

Berdasarkan hasil penelitian, peneliti menemukan $t_{obtained}$ 4.436 lebih tinggi dari t_{table} baik itu pada titik signifikan 5% yaitu 2.00 atau titik signifikan 1 % yaitu 2.65. itu dapat diartikan bahwa H_a diterima and H_o di tolak. Jadi, peneliti menyimpulkan bahwa adanya perbedaan yang signifikan diantara penggunaan strategi *Think Pair Share* dan strategi *Directed Reading Activity* terhadap pemahaman membaca siswa kelas dua Sekolah Menengah Atas Negeri 1 Kuantan Hilir.

فوجي ديسويندا () : مقارنة بين فهم القراءة : استراتيجيات موجهة
استراتيجية فكر
المدرسة عالية الحكومية واحدة كوانتان هيلير

أجريت هذه الدراسة
المشاكل التي يواجهها
تعلم اللغة الإنجليزية،
يووجه مشاكل
، وهي :
ضعيفة في
غير قادرين على
غير قادرين على تحديد الفكرة الرئيسية
ليسوا قادرين على
ليسوا قادرين على
فهم معنى
التدريس التي تم تنفيذها من قبل المعلمين
لا تزال هناك بعض
الذين لديهم مشاكل فهم
هذه القضايا.
هذه الحالة،
استراتيجيات التفكير
هذه الدراسة هي هي تحديد
استراتيجية موجهة
، لتحديد
استراتيجية فكر
لتحديد ما إذا كانت هناك فروق ذات دلالة إحصائية
فهم النص السردي بين استخدام استراتيجيات موجهة
في المدرسة عالية الحكومية واحدة كوانتان هيلير.
هذا التصميم هو
شبه تجريبية .
بيانات
بيانات
واحدة كوانتان هيلير. تحليل البيانات،
المؤلفين صيغة
سيتم بعد ذلك
قيمة تي عدد مع
إحصائي للعلوم الاجتماعية
هناك فروق ذات دلالة إحصائية
فهم النص السردي بين استخدام استراتيجيات موجهة
استراتيجية فكر
الصف الثاني في المدرسة عالية الحكومية واحدة كوانتان هيلير ، أين
كل من ذات دلالة إحصائية عند
هو
وهذا مستوى كبير
هو
يمكن القول ها و هو .

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Finally, the researcher realizes that there are many weaknesses on this thesis. Therefore, comments, critiques, and suggestion are seriously needed in order to improve this thesis. May Allah Almighty, the lord of universe bless you all. Aamiin

Pekanbaru, April 2014

The researcher

PUJI DESWINDA
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