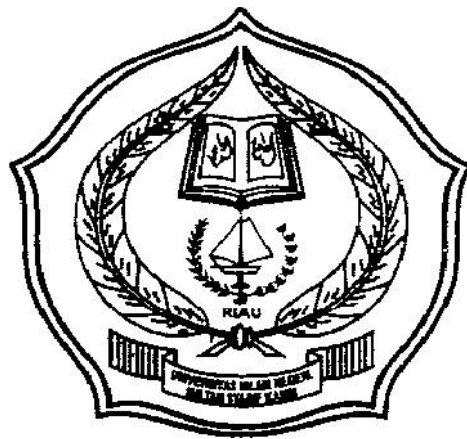


**THE INFLUENCE OF DIRECTED READING ACTIVITY (DRA)  
STRATEGY ON READING COMPREHENSION AT THE  
FIRST YEAR STUDENTS OF SENIOR HIGH SCHOOL  
14 SIAK TUALANG OF SIAK REGENCY**



**By**

**DEWI SUMARNI**

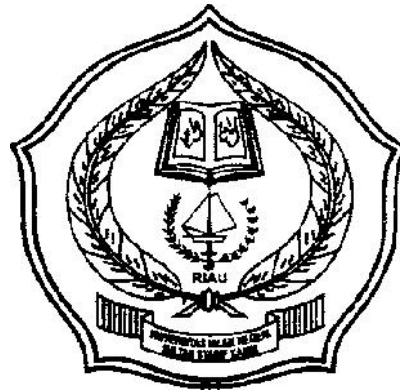
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**FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU  
PEKANBARU  
1433 H/2012 M**

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STRATEGY ON READING COMPREHENSION AT THE  
FIRST YEAR STUDENTS OF SENIOR HIGH SCHOOL  
14 SIAK TUALANG OF SIAK REGENCY**

Thesis

Submitted to Fulfill One of Requirements  
For Undergraduate Degree in English Education  
(S.Pd.)



By

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PEKANBARU  
1433 H/2012 M**

## ABSTRACT

### **Dewi Sumarni (2011): The Influence of Directed Reading Activity (DRA) Strategy on Reading Comprehension at the First Year Students of SMAN 14 Siak of Siak Regency**

Based on the writer's preliminary study, it was found that the students could not comprehend the meaning of texts in their text book at the school. This problem was caused by some factors. For example, some students could not understand about the content of reading text and identify the detailed information of the text. So, the writer was interested in carrying out the research about this problem.

The research was administered at SMAN 14 Siak of Siak Regency. The subject of the research was the first year students of SMAN 14 Siak of Siak Regency, and the object of this research was the influence of directed reading activity (DRA) Strategy. The design of this research was quasi- experimental design.

The population of this research was all of the first year students. The total number of population was 240 students. Because the number of population was large, the researcher used random sampling by taking two classes only as sample; X.2 consisted of 30 students as experimental group, and X.5 consisted of 30 students as control group, so the numbers of sample from two classes were 60 students. To analyze the data, the researcher adopted Independent sample T-test formula by using SPSS.

After analyzing the data, the researcher found that there is significant Influence of Directed Reading Activity (DRA) Strategy on Reading Comprehension at the First Year students of SMAN 14 Siak of Siak Regency, where  $t_{\text{observed}}$  shows 5.965 at significant level of 5%,  $t_{\text{table}}$  shows 2.00, and at level of 1%,  $t_{\text{table}}$  shows 2.65. Thus, Null Hypothesis ( $H_0$ ) is Rejected, and Alternative Hypothesis ( $H_a$ ) is Accepted, which shows  $2.00 < 5.965 > 2.65$

## ABSTRAK

### **Dewi Sumarni (2011): Pengaruh Strategy Directed Reading Activity (DRA) terhadap pemahaman Bacaan Siswa Tahun pertama di SMAN 14 Siak**

Berdasarkan studi pendahuluan penulis, di temukan bahwa, siswa belum mampu memahami sebuah bacaan dalam buku pelajaran di sekolah. Masalah ini disebabkan oleh beberapa faktor. Misalnya, sebagian siswa kurang memahami tentang isi dari teks bacaan dan tidak bisa mengidentifikasi informasi dari teks bacaan. Jadi, penulis tertarik mengadakan penelitian tentang masalah tersebut.

Penelitian ini diadakan di SMAN 14 Siak. Subjek dari penelitian ini adalah siswa tahun pertama SMAN 14, dan objek dari penelitian ini adalah pengaruh dari Directed Reading Activity (DRA) strategi. Adapun jenis penelitiannya adalah *Quasi-experiment*.

Populasi dari penelitian ini adalah seluruh siswa tahun pertama. Keseluruhan dari jumlah populasi adalah 240 siswa. Dikarenakan jumlah populasinya sangat banyak, peneliti menggunakan *random sampling* yang hanya mengambil dua kelas sebagai sampel: X.2 yang terdiri dari 30 siswa sebagai kelompok eksperimen, dan X.5 yang terdiri dari 30 siswa sebagai kelompok kontrol. Jadi, jumlah sampel dari dua kelas tersebut adalah 60 siswa. Untuk data analisisnya, peneliti menggunakan Independent sample T-test melalui SPSS.

Setelah data di analisis, peneliti menemukan pengaruh yang signifikan dari Directed Reading Activity (DRA) strategi untuk meningkatkan pemahaman bacaan siswa tahun pertama SMAN 14 Siak, dimana  $t_{\text{observed}}$  menunjukkan 5.965 pada level signifikan 5%  $t_{\text{table}}$  adalah 2.00, dan pada level 1%  $t_{\text{table}}$  adalah 2.65. Maka, Null Hypothesis ( $H_0$ ) ditolak, dan Alternative Hypothesis ( $H_a$ ) diterima, ditunjukkan dengan  $2.00 < 5.965 > 2.65$ .

## الملخص

ديوي سومرني (2011) : تأثير النشاط إخراج القراءة (DRA) استراتيجيات القراءة والفهم لطلاب السنة الأولى في المدرسة العالية الحكومية 14 سيالك توالنج ريجنسي سيالك

يستند مؤلف الدراسة الأولية ، وجدت أن الطلاب لم يتمكنوا من فهم القراءة في الكتب المدرسية في المدرسة .هو سبب هذه المشكلة عن طريق عدة عوامل .على سبيل المثال ، عدم فهم بعض الطلاب حول مضمون النص والقراءة لا يمكن تحديد المعلومات من قراءة النص .وبالتالي ، فإن الكتاب يبدون اهتماما في إجراء البحوث بشأن هذه المسألة .

أجري البحث في المدرسة العالية الحكومية 14 سيالك .موضوع هذه الدراسة هي الأولى من طلاب السنة في المدرسة العالية الحكومية 14 سيالك ، والهدف من هذا البحث هو تأثير نشاط القراءة إخراج (DRA) الاستراتيجية .نوع من البحوث هي تجربة شبه .

كان سكان هذه الدراسة جميع طلاب السنة الأولى .كله من السكان هي 240 طالب وطالبة .لأن سكانها كثيرا ، استخدم الباحثون عينة عشوائية من اتخاذ اثنين فقط من الطبقات كعينة X.2 :تتكون من 30 طالبا باعتبارها تجربة المجموعة ، والذي يتكون من 30 X.5 طالبا كمجموعة تحكم .وبالتالي ، فإن عدد عينات من هاتين الطبقتين هو 60 طالبا .لتحليل البيانات ، والباحثون باستخدام عينات المستقلة-t الاختبار من خلال SPSS .

استراتيجيات (DRA) البيانات في التحليل ، وجد الباحثون تأثير كبير في نشاط القراءة إخراج بعد سيالك، والذي المدرسة العالية الحكومية 14 لتحسين القراءة والفهم لطلاب السنة الأولى من في وعلى مستوى 1 % .% هو 2:00 ، 5 الجدول t خدم الأعلى على مستوى أهمية أظهر 5965 وبالتالي ، يتم رفض فرضية البطلان (هو) ، وقبول الفرضية البديلة (ها) ، كما هو .الجدول t 2.65 < 5.965 > 2.65 . موضح مع 2:00

## EXAMINER APPROVAL

The thesis entitled “*The Influence of Directed Reading Activity Strategy on Reading Comprehension at the First Year Students of Senior High School 14 Siak Tualang of Siak Regency*”, is written by Dewi Sumarni, NIM. 10714000704. It has been approved and examined by the Examination Committee of Undergraduate Degree on Muharram 24, 1433 H/December 28<sup>th</sup>, 2011 M at the Faculty of Education and Teacher Training of State Islamic University Sultan Syaif Kasim Riau as one of requirements of Undergraduate Degree (S.Pd.) in English Education departement.

Pekanbaru, Muharam 24, 1433 H  
December 28<sup>th</sup>, 2011 M

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## **SUPERVISOR APPROVAL**

The thesis entitled “*The Influence of Directed Reading Activity Strategy on Reading Comprehension at the First Year Students of Senior High School 14 Siak Tualang of Siak Regency*” is written by Dewi Sumarni, NIM. 10714000704. It is accepted and approved to be examined in the meeting of final examination committee of undergraduate degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

Pekanbaru, Dzulqo’dah 29, 1432 H

October 25<sup>th</sup>, 2011 M

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Drs. H. Kalayo Hasibuan, M.Ed. TESOL.

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The title of this thesis is the influence of Directed Reading Activity (DRA) strategy on reading comprehension at the first year students of SMAN 14 Siak of Siak Regency.

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Finally, the writer really realizes that there are many weaknesses on the thesis. Therefore, constructive critiques and suggestion are needed in order to improve this thesis.

May Allahz Almighty, the lord of universe bless you all. Amin..

Pekanbaru, October 25, 2011

The writer

Dewi Sumarni  
NIM. 10714000704

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## CHAPTER I

### INTRODUCTION

#### **A. The Background of the Problem**

In this country, English has been taught to the students starting from Elementary school until university as a subject. The existence of English has brought influence in human communication. Indonesia is one of developing countries. It is realized that English plays a very important role in the aspect of life in this globalization era, especially to get science and technology. By mastering English, it will be easier to know development of world. Much scientific information available on electronic media is also presented in English. In learning English there are four skills which the students should master at the end of the learning process they are listening, speaking, reading, and writing<sup>1</sup>. In listening, the students hear the words. In speaking, the students utter words. In Reading, the students read words. In writing, the students write word. All of the four skills must be learned simultaneously.

Reading is one of the language skills that students should master in learning English. By reading, the students can spend their time in good way to get information, knowledge, as well as enrich their vocabulary, and improve their structure. Reading is also one of common ways to get information and knowledge from written form, People will obtain the ideas that they want and will be able to use them in accordance with their needs. Reading perceives a written text in order

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<sup>1</sup> Douglas Brown. *Teaching by Principles: An Interaction Approach to Language Pedagogy*. (New Jersey. Prentice. Hal, Inc. 1994).p:217



to understand. Reading is one of the language skills that will give a great value because by reading someone can know the information such as book. English teaching aims at making students to acquire basic knowledge of a foreign language as well as a communicative competence by way of listening, speaking, reading and writing. Communicative competence is the ability to use language appropriately in a variety of the context that consist of grammatical, discourse, and strategic competence<sup>2</sup>. Therefore, the skill is not easy to master because the reader should have an ability to comprehend the author message, the main idea, and etc. The aim of English learning in senior high school is to achieve the literacy level of informational. Informational level is the level literacy where the students can access their knowledge with the medium of English. Based on the School-Based Curriculum, in reading skill, there are two basic competences that should be achieved by the students at the first year of senior high school. First, the students are able to understand and to respond the meaning of short functional text accurately and fluently. Second, the students are able to understand and to respond the meaning and the rhetorical step of the monolog/essay in the form of recount, narrative and procedure text accurately and fluently. So, one of genres that should be learned by the students is the narrative text.

Narrative is one of the most commonly read, though least understood all of the genres<sup>3</sup>. Narrative text is stories concern temporal sequences, situations and

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<sup>2</sup> Kalayo Hasibuan and Muhammad Fauzan Ansyari. *Teaching English as a Foreign Language*. (Pekanbaru: Alaf Riau). pp. 24

<sup>3</sup> Peler and Megan. *Genre, Text, Grammar*. (Sydney: University of New South Wales Press Ltd, 2005), pp. 220

events unfolding in time<sup>4</sup>. The purpose of narrative text is that to amuse or to obtain the reader such as folk tales, fable, and legend and so on. Basically, the generic structure of narrative text is consists of three parts: orientation, complication, and resolution. Orientation describes scene and introduces the participants of the story. Complication begins when there is a problem encountered by the characters. Then, resolution is the characters find the solution of the problem. In reading narrative text, the students are called comprehend that if they can find the main ideas of the text, characters, setting, events, cause and effect of the events.

SMAN 14 Siak is one of schools that also applying School-Based Curriculum that is the priority the reading skill with the time allocation had been determine<sup>5</sup>. Reading is taught twice a week with duration of time 40 minutes for one meeting, school based curriculum. It means that they have to learn English for 160 minutes in a week. The implementation of the curriculum, the English teacher uses conventional method in teaching reading such as reading aloud, translation method and answering the questions. The teacher just focused on a textbook, the students read the text either silently or loudly, and then the students had to answer the questions. In fact, some of the students cannot read well. They do not understand for what they read. It is not effective for the students in learning reading. The standard competence that should be achieved by the students in reading skill is that the student should comprehend the meaning of some genres. The reading material that is learned by them is the text is exist in their handbook.

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<sup>4</sup> David Herman. *Basic Elements of Narrative*. (Singapore: Ho Printing Pte Ltd, 2009). pp.1

<sup>5</sup> KTSP 2010

Many technique and strategies as well as reading activities applied to the students are to help them to comprehend English text well, such as students should be able to comprehend or to respond meaning in the text.

Based on the writer's observation in SMAN 14 Siak uses school based curriculum (KTSP) as guidance in arranging lesson plan, including in reading skill. Based on the experiences of the English teacher of SMAN 14 Siak, they got some difficulties in teaching reading comprehension, the students' ability to comprehend the text is low because they cannot answer the questions that are given after reading a text. Even though the students have studied English from elementary school. Moreover, comprehending reading text is very important. Reading can be viewed as a dynamic activity that produces meaningful knowing. Each can read well if they have patience and determination to do so. Some of the students of SMAN 14 Siak do not know how to read meaningfully. They do not learn the process of reading. In spite of this, some of them get low scores in reading comprehension. They read the text as if it is consisted of discrete elements. Students do not interact with the passage they read, nor do they build relationship between the terms in the text to build up the meaning. And then to lead themselves toward reading comprehension. Naturally, the students had no choice but to read even if they had not technical ways of how to read. The result is that students hate to read, they only read the required textbook in order to be able to set for the achievement routine exam. In such case, students lacked motivation to read, even if they read, they show negative attitude. Finally, they are not being able to get KKM that is 6,5.

Based on preliminary research by interviewing one of the English Teachers at the SMAN 14 Siak, the writer knows that students have low ability in reading comprehension because in the reading achievement test some of them get low scores in reading comprehension exercise. The problems that are still faced by the students are indicated in some symptoms as follows:

1. Most of the students are not able to find the main idea in the Narrative text
2. Most of the students are not able to identify general and specific information such as place of the story, name of characters, etc.
3. Most of the students are not able to find the meaning of unfamiliar words in the Narrative text
4. Most of students are not able to find the communicative purpose in the Narrative text.
5. Most of the students are not able to find the factual information of sentence in narrative text.

The problem happen is caused by inappropriate teaching strategies used by the teacher. In teaching and learning process, the teacher just focused on a textbook. As the result, students have low scores in reading comprehension exercise. Sometimes, the students feel bored because their teacher just asks them to comprehend reading text based on a handbook without using teaching strategy in learning activities. In learning process, teacher must have the capability to use some learning techniques in order to make student active. Actually, there are some methods that can be used in reading comprehension, one of them is Directed Reading Activity (DRA). According to Stauffer and Gunning, Directed reading

activity (DRA) is a reading comprehension/critical thinking activity for the Building Knowledge part of a reading lesson with either narrative or informational text<sup>6</sup>. Directed reading activity (DRA) strategy can help students become critical readers. In this case, Directed reading activity (DRA) can give a freedom to the readers to examine their own thinking to raise questions and seeks answer diligently and boldly. It builds readers' self concepts. When readers see that what they predict helps them to understand better, and then everyone's speculations are important whether or not they are proven to be what the author concluded, they feel more confident about their reading. In addition, the writer views that DRTA is one strategy that ensures the students will become actively engage in the text they read.

DRA may be used by an individual, a small group, or a whole class. This activity can be easily adapted for a variety of subjects and reading levels. This strategy helps strengthen reading and critical thinking skills. As the teacher guides the process, the DRA teaches students to determine the purpose for reading and make adjustments to what they think will come next based on the text. The students are required to make predictions or hypothesis about what they will read. Students often relate the word hypothesis with science class and in other content area teachers could use this strategy to get students thinking about making predictions. The DRA strategy helps scaffold the reader's comprehension process by allowing students to consider before, during, and after reading type questions. The before reading questions allow students to generate ideas on what

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<sup>6</sup> Alan Crawford. *Teaching and Learning Strategies for the Thinking Classroom*.(New York: The International Debate Education Association, 2005).pp.50

they already know, making the topic and ideas less foreign to the students. Next, students will consider text features to better help them understand the organization of the text and comprehend areas of the text. Lastly, after reading questions, students must critically consider what they have learned from the text.

Based on the explanation and the problem experienced by the students above, the writer is interested in conducting a research entitled: “**THE INFLUENCE OF DIRECTED READING ACTIVITY (DRA) STRATEGY ON READING COMPREHENSION AT THE FIRST YEAR STUDENTS OF SMAN 14 SIAK OF SIAK REGENCY**”.

## **B. The Problem**

### **1. The Identification of the Problem**

Based on the background and phenomena of this research, the problems are identified into the following identification:

- a. Why do some of the students not able to find main idea in Narrative text?
- b. Why do some of the students not able to identify general and specific information in narrative text?
- c. Why do some of the students not able to find the meaning of unfamiliar words in the Narrative text?
- d. students are not able to find the factual information of sentence in the Narrative text

- e. Why do some of the students not able to find the communicative purpose in narrative text?

## **2. The Limitation of the Problem**

The writer focuses this research on the influence of Directed Reading Activity (DRA) strategy on reading comprehension at the first year students of SMAN 14 Siak. Then, the reading text used by the researcher in this research is Narrative text.

## **3. The Formulation of the Problem**

Based on the explanation above, the writer would like to state the formulation of the problems in the following question: Is there any significant difference of students' reading comprehension taught Directed Reading Activity (DRA) and conventional strategy at the first of SMAN 14 Siak?

The problems of the research can be formulated in the following questions:

1. How is reading comprehension of the students taught by Directed Reading Activity (DRA) strategy?
2. How is reading comprehension of the students taught by conventional strategy?
3. Is there any significant difference between students' reading comprehension who are taught by using Directed Reading Activity (DRA) strategy and those who are conventional strategy?

### **C. The Reason of Choosing the Title**

The reasons why the writer is very interested in carrying out a research on the topic above are based on several considerations:

- a. The writer is very interested in carrying out this research in order to know the influence of using Directed Reading Activity (DRA) strategy on reading comprehension at the first year students of SMAN 1 Siak of Siak Regency.
- b. This research is very important to be discussed and it will be valuable contribution for the researcher particularly and for the English teachers generally to be recognized and applied to the students in teaching reading.
- c. This research is relevant to her status as an English student of English Education Department of State Islamic University Sultan Syarif Kasim Riau.
- d. As far as the writer is concerned, this research title has never been investigated by any researcher.

### **D. The Objectives and the Significance of the Research**

#### **1. The Objectives of the Research**

- a. To find out how is students' ability in reading text who are taught by Directed Reading Activity (DRA) strategy and conventional strategy?



- b. To find out whether there is any significant difference between students' ability in reading text who are taught by Directed Reading Activity (DRA) strategy and conventional strategy?

## **2. The Significance of the Research**

- a. To give positive contribution in teaching and learning process in reading subject at the first year students of SMAN 14 Siak of Siak Regency
- b. To give information and solutions for the English teacher and others who concern in learning English by using Directed Reading Activity (DRA) strategy to obtain reading comprehension.

## **E. The Definition of the Term**

In order to avoid misunderstanding and misinterpretation about the topic of this research, it is important for the writer to define the following terms:

### **1. Influence**

Influence is effect that somebody or something has on the way somebody thinks or behaves or on the way something develops<sup>7</sup>.

### **2. Directed reading activity**

According to Walker 2000 Directed reading activity (DRA) is an instructional strategy designed to give children experiences in predicting

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<sup>7</sup> Jack C. Richard and Richard Schmidt. *Longman Dictionary of Language Teaching and Applied linguistics*. Third Edition (New York: Pearson Education, 2002).pp 221

what an author will say reading the text to confirm or revise the prediction and elaborating upon responses<sup>8</sup>.

3. Strategy

Strategy is defined as a particular way of doing something.

4. Students

Students are a person who is studying for a formal or non formal school at some or other places of higher education or technical training<sup>9</sup>.

5. Reading comprehension

Reading comprehension is perceives a written text in order to understand its contents and understanding that results<sup>10</sup>.

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<sup>8</sup> Peter Westwood. *Reading and Learning Difficulties*. (Victoria: ACER Press, 2001). pp. 68-69

<sup>9</sup> *Oxford Learner's Pocket Dictionary*. (New York. Oxford university press, 2000).pp.429

<sup>10</sup> Jack C. Richard and Richard Schmidt.*op.cit*. pp. 454

## CHAPTER II

### LITERATURE REVIEW

#### A. The Theoretical Framework

##### 1. The Nature of Reading Comprehension

We all know reading is an important life skill. Many children acquire reading skills easily. Reading is an interactive process, a process in which the reader engages of idea with an author via text<sup>10</sup>. They can use reading to learn and to gain information from the world around them. Reading can enhance their lives and be a source of great pleasure<sup>11</sup>. When we consider how important reading is within the classroom and everyday life. Reading is a highly complex skill, and some pupils, even if they are intelligent and motivated, truly find the process very difficult. In additional, Kalayo and Fauzan state that reading is an interactive process that goes on between the reader and the text, resulting in comprehension. So, the last process of reading is reader's comprehension about the reading material itself. The text, presents letters, Words, sentences, and paragraph that encode meaning. The reader uses knowledge, skills, and strategies to determine what that meaning is. Readers knowledge, skills, and strategies include:

- a. Linguistic competence: the ability to recognize the element of the writing system; knowledge of vocabulary; knowledge of how words are structured into sentences.

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<sup>10</sup> Nunan, D. *Designing Task for the Communicative Classroom*. (Cambridge: Cambridge University press, 1989),pp.12

<sup>11</sup> Glynis Hannell. *Succes with Inclusion*. (New York: Taylor & Francis Group,2007),pp.26-27

- b. Discourse competence: knowledge of discourse markers and how they connect parts of the text to one another.
- c. Sociolinguistic competence: knowledge about different types of texts and their usual structure and content.
- d. Strategic competence: the ability to use top-down strategies as well as knowledge of the language ( a bottom-up-strategy)<sup>12</sup>.

Reading comprehension involves much more than readers responses to text. The students need knowledge, skill, and strategies to increase their comprehension. Reading comprehension is a multi component, highly complex process that involves many interactions between readers and what they bring to the text ( previous knowledge, strategy use) as well as variable related to the text itself ( interest in text, understanding of text types)<sup>13</sup>. It means that the primary activity of reading is to comprehend what the text is about. Because they do not know the exact meaning of the words that the writer uses, reading comprehension section is always given along with vocabulary section.

According to Rubin, Reading comprehension has been described as a complex intellectual process involving a number of abilities<sup>14</sup>. Readers must use information already acquired to filter, interpret, organize, reflect upon and establish relationships with the new incoming information on the page. In order to understand text, a reader must be able to identify words rapidly, know the

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<sup>12</sup> Kalayo Hasibuan and Muhammad Fauzan Ansyari, *loc cit.* pp.115

<sup>13</sup> Jannete K Klingner, et al. *Teaching Reading Comprehension to Students with Learning Difficulties*. (New York: The Guilford Press,2007), pp.8

<sup>14</sup> Jannete k Klingner,et al. *Ibid.* Pp. 19

meaning of almost all of the words and be able to combine units of meaning into a coherent message.

Besides, Teale and Yokota state that Comprehension must be the central focus of teaching children to read and not something to be emphasized only after children have learned how to decode and identify words<sup>15</sup>. Even in the beginning stages of reading acquisition, children should discuss, reflect upon, ask and answer questions about what they have read or what has been read to them. It is never too early to develop critical readers.

In additional, Smith states that Reading comprehension considered occurring at four levels of complexity. These levels are often referred to as literal level, inferential level, critical level and creative level.

a. Literal level

At the literal level the basic facts understand.

b. Inferential level

At the inferential level the reader is able to go beyond what is written on the page and add meaning or draw conclusions.

c. Critical level

At the critical level the reader assesses the good sense of what he or she is reading, its clarity, accuracy and any apparent exaggeration or bias.

d. Creative level

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<sup>15</sup> Peter Westwood. *Op.cit.* pp. 18

At the creative level the reader can take information or ideas from what has been read and develop new ideas from them. The creative level stimulates the reader to new and original thinking.

Therefore, Reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. She also mentioned that comprehension entails three elements, such as<sup>16</sup>:

- a. The readers who is doing the comprehension.
- b. The text is to be comprehended.
- c. The activity in which comprehension is a part.

Thus, reading comprehension result when the reader knows which skills and strategies are appropriate for the type of text, and understand how to apply them to accomplish the reading purpose.

## **2. Teaching Reading**

Reading is not easy learning activities. Many factors can affect students' success in reading. In general, these factors can be identified such as teacher, students, environment condition, subject matter and techniques to learn the lesson material. According to Anderson Reading ability can be improved by teaching how to read by particular purpose<sup>17</sup>. The combination of our daily encounters with text and our needs to read in different ways in educational and professional setting

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<sup>16</sup> Catherine Snow and Chair. *Reading for Understanding Toward an Research and Development Program in Reading Comprehension*. (Santa Monica, CA:RAND Reading Study Group,2002), pp.11

<sup>17</sup> William Grabe.*opcit*.pp. 20

require that we read differently depending on the context and our goals. The goal is to identify, prior to reading, the key words that students are likely to have challenges decoding and teaching them so that students can read these words and use them in discussions and written expression. Achieving this goal with students with learning disabilities is not easy matter.

The success of teaching reading for the senior high school is determined by many aspects such as the material of reading, facility, teacher, the students themselves, methodologies and strategy. Several studies have indicated that one of the crucial aspects in teaching reading is the technique used by the teacher in teaching.

Kalayo stated that reading is an activity with a purpose<sup>18</sup>. Furthermore, Rivers and Temperly (1978: 187) in Nunan suggest that there are seven main purposes for reading:

- 1 To obtain information for some purpose or because they are curious about some topic.
- 2 To obtain instructions on how to perform some task for their work or daily life.
- 3 To act in a play, play a game, do a puzzle.
- 4 To keep in touch with friends by correspondence or to understand business letters
- 5 To know when or where something will take place or what is available

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<sup>18</sup> Kalayo Hasibuan and Muhammad Fauzan Ansyari. *Loc.cit*.pp.114

- 6 To know what is happening or has happened (as reported in newspaper, magazines, reports)
- 7 For enjoyment or excitement

Besides, Williams (1984) in McDonough classified reading into getting general information from the text, getting specific information from a text and for pleasure or interest.

Furthermore, the aim of teaching reading is to develop the students ability so that they can read English text effectively and effectively. To be able to read effectively and effectively readers have to gain a particular purpose in their mind before they interact with the text.

To achieve that all students should comprehend the meaning of reading. Reading comprehension is the ability to construct meaning from a given written text<sup>19</sup>. Reading comprehension is not a static competency; it varies according to the purposes for reading and the text that is involved. Reading comprehension requires the use of strategies before, during, and after reading<sup>20</sup>.

a. Pre reading activity

Pre reading activity helps to establish a proper set for the reading and discussion of the passage. Pre reading activity is used to introduce the topic and to motivate the students to read the passage by using story mapping. Reading text is

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<sup>19</sup> Kristin Lems,et all, *Teaching Reading to English Language Learners*. (New York: The Guilford Press,2010).p.170

<sup>20</sup> Kristin Lems,et all, *Ibid*.p.72



not always interesting and pre reading activity gives the necessary motivation to read the passage.

b. During reading

In during reading activity, the teacher develops the students' reading skill skimming and scanning, skimming is reading rapidly to get general information, and scanning is reading rapidly to find special information.

c. After reading

After reading activity can be done in various activities related to the passage that has been read. An oral or written follow up activity, the students can be asked to describe a situation related to the passage or an incident similar to the passage. In the context of reading comprehension, strategies can be defined as deliberate actions that readers take to establish and enhance their comprehension.

In English learning, there are some kinds of texts that are taught to the students of senior high school level namely narrative, recount, procedure, and exposition in form of monologue or essay. Narrative is the kind of text that has purposes to entertain the reader, Recount is the text that is used to tell what happened or retell event, Procedure is the text that tells how to do or make something, and Exposition is the text that explores how things work or how something comes to do. Concerning to reading narrative text such as folktale, legend, fable, and etc, the main characteristics of narrative text are as follows:

The generic structure of narrative text<sup>21</sup>:

- 1 Orientation: It sets the scene and introduces the participants of the story such as the characters, time, and place. (It answers the question: who, when, what and where) and introduce.
- 2 Complication: the problems that arise in the story. The complication divided into three types: physical conflict, social conflict, and internal or psychological conflict.<sup>22</sup> Physical conflict is the description of man struggle to his physical world. Social conflict is the struggle of man against his society and internal or psychological conflict is a conflict which happens inside the participant.
- 3 Resolution: the character that finds out the solution of the problem happened.

In linguistics characteristics of narrative text, according to English K-6 Modules, the grammatical features of narrative are as follows<sup>23</sup>:

- a Use simple Past Tense.
- b Use the particular nouns to refer to or describe the particular people, animals, and thing that the story is about.
- c Use the adjectives to build noun groups to describe the people, animals, or thing in the story.
- d Use the conjunction and time connectives to sequence event through time.

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<sup>21</sup> Peler and Megan, *op.cit* .pp. 238

<sup>22</sup> [http:// www. Understandingtext.blogspot.com/2008](http://www.Understandingtext.blogspot.com/2008) ( Retrieved on August 2<sup>nd</sup>, 2011)

<sup>23</sup> English K-6 Module. (Sydney: Board of Studies NSW, 1998), p.37

- e Use the adverbial phrases to locate the particular incidents or events.
- f Use of saying and thinking verb to indicate what characters are feeling, thinking, and saying.

Example of narrative text:

### **A Farmer and his Three Sons**

A farmer had three sons. They were strong and young but never agreed with one another. They often quarreled among themselves. The farmer had given them a lot of advice. But they always turned a deaf ear. They disliked advice. The farmer felt very sad about it.

The farmer thought a lot and then he thought up a good plan. He called his sons and ordered them, "Bring me a few sticks." The farmer tied the sticks into a bundle.

"Each of you, break this bundle of sticks said!" said the farmer. They did so, but they could not break it. Then, the farmer untied the sticks and gave each of his sons a stick. Each of them broke the stick easily in the twinkling of an eye.

"There you are, my sons.", shouted the farmer. "If you remain united, you are strong. But if you quarrel with one another, you will be broken one by one easily. Do you understand what I mean?"

At last, the advice worked out. They lived in harmony and united ever after. The farmer felt relieved."Now I can die peacefully," he whispered.

Title	<b>A Farmer and his Three Sons</b>
Orientation (Characters, Setting, Main idea)	<p>A farmer had three sons. They were strong and young but never agreed with one another. They often quarreled among themselves. The farmer had given them a lot of advice. But they always turned a deaf ear. They disliked advice. The farmer felt very sad about it.</p>
Complication (Body)	<p>The farmer thought a lot and then he thought up a good plan. He called his sons and ordered them, "Bring me a few sticks." The farmer tied the sticks into a bundle.</p> <p>"Each of you, break this bundle of sticks said!" said the farmer. They did so, but they could not break it. Then, the farmer untied the sticks and gave each of his sons a stick. Each of them broke the stick easily in the twinkling of an eye.</p>
Resolution	<p>"There you are my sons." shouted the farmer. "If you remain united, you are strong. But if you quarrel with</p>

(Conclusion)	<p>one another, you will be broken one by one easily. Do you understand what I mean?"</p> <p>At last, the advice worked out. They lived in harmony and united ever after. The farmer felt relieved."Now I can die peacefully," he whispered.</p>
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Strategy is kinds of classroom activities.<sup>24</sup> Strategy is much needed to achieve the teaching and learning objective. Because reading is process of constructing the meaning of the written material, so strategy can make easier the students to comprehend the text. For example in reading narrative text, to make the students comprehend about narrative text, the teacher not only asks them to read it but also to use strategy to make students easier to comprehend the text itself.

### 3. The Concept of Directed Reading Activity strategy

#### a. The Definition or Directed Reading Activity Strategy

Directed Reading Activity (DRA) strategy had been developed by Stauffer and Gunning, Directed reading activity (DRA) strategy is a reading comprehension/critical thinking activity for the Building Knowledge part of a reading lesson with either narrative or informational text<sup>25</sup>.

DRA is a strategy for directing the students' silent reading with comprehension level questions. The students read with stops, pausing to discuss every few paragraphs. This strategy is an instructional scaffold which encourages

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<sup>24</sup>Kalayo Hasibuan and Muhammad Fauzan Ansyari. *Op.cit.* p. 4

<sup>25</sup>Alan Crawford.*loc.cit.*pp.50

students to first consider what they already know about a particular topic and activates their own prior knowledge.

DRA is a strategy that provides students with instructional support before, during, and after reading. The teacher takes an active role as he or she prepares students to read the text by pre-teaching important vocabulary, eliciting prior knowledge, teaching students how to use a specific reading skill, and providing a purpose for reading.

During reading, the teacher asks individual students questions about the text to monitor their comprehension. After reading, the teacher engages students in a discussion focusing on the purpose for reading, and follow-up activities that focus on the content of the text and the specific skill that students learned to use.

b. The advantages of Directed Reading Activity (DRA) strategy are as follows:

- a. Teaches word identification skills.
- b. Elicits students' prior knowledge of the topic of the text.
- c. Teaches specific reading skills.
- d. Sets a purpose for reading.
- e. Encourage students to monitor their comprehension while they are reading.

c. The standard procedure of Directed Reading Activity strategy are as follows:

1. Begin with one or two anticipation activities designed to motivate students and to activate or install needed background knowledge,

including new vocabulary: semantic map to gloss (introduce) the term *yacht* and activate background knowledge, and prediction from terms to apply knowledge of additional vocabulary from the story.

2. Before beginning the Directed Reading Activity, the teacher should chunk the text by dividing it into manageable pieces for the students to read silently. the teacher should prepare one or two comprehension-level questions for each chunk to be read by the students
  - a. Chunk text with stops to support comprehension
  - b. Directed Reading Activity (DRA) to guide silent reading with higher order questions
  - c. Discussion of responses to questions, with evidence provided through brief oral reading.
3. Provide a culminating activity that allows students to review their understandings of the text and to apply them. In many lessons, this may be provided as a home task.
  - a. Think-Pair-Share activity to share new knowledge about characters
  - b. Completion of character map to share new knowledge (graphic organizer)
  - c. Predictions about characters based on character traits<sup>26</sup>.
- d. The teaching of Directed Reading Activity (DRA) strategy as follows:

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<sup>26</sup> Alan Crawford. *Op.cit.* pp.42-43

- 1) Rational: The DRA method is designed to support students' reading comprehension by guiding them to key points in the text and providing opportunities to discuss its meaning with their classmates.
- 2) Group size: This activity can be done with eight to twenty-five students. It is possible to do with more, but their opportunities for participation are diminished.
- 3) Resources: The method requires a sufficient number of texts for all students to read. They also need paper and pencils
- 4) Time required: This type of lesson can be completed in 30 to 40 minutes (anticipation phase: 5 to 10 minutes; building knowledge phase: 15 to 20 minutes; consolidation phase: 5 to 10 minutes). A lesson can be extended over several days, with perhaps anticipation activities the first day, building knowledge activities over the second and third days, and consolidation activities on a fourth day.

Narrative texts come in subcategories such as realistic fiction, historical fiction, folk stories, fantasies, legends, and works of magical realism or science fiction. It can be useful to remind readers of the category of story they are reading, and what kinds of possible actions they can expect from it. For example, in realistic fiction the events will be drawn from what is possible in real life, but in a work of fantasy or a folk tale magic can happen. In science fiction, impossible actions may occur, so long as they are derived from a logical extension of what is possible. Narrative texts usually contain a predictable set of elements: the setting, the characters, the problem, attempts at solutions, the consequences of the actions,

and the theme or message of the story. Questions about settings may lead students to visualize the setting, to notice how the author created it in her or his imagination, and to reflect on what kinds of actions and issues the author expects from the setting.

Questions about characters similarly call attention to how the author helps the reader know the characters, sense the tensions between the characters, and understand the kinds of problems the main character might have, as well the resources with which that character faces the problems. Questions about the problem, the attempts at solutions, and the consequences of the actions can guide readers to follow the plots of stories. Readers can be asked to note the main.

Determine the text to be used and pre-select points for students to pause during the reading process. The reading should be broken into small sections so that the students have time to think about and process information. The amount of reading should be adjusted to fit the purpose and the difficulty of the text. Introduce the text, the purpose of the DRA and give examples of how to make predictions. Be aware of the reading levels of each student, and be prepared to provide appropriate questions, prompts, and support as needed. Encourage students not to be intimidated by taking a risk with predictions and not to feel pressure to state only correct predictions.



#### b. Procedures of conventional strategy

In control group, the students are taught without directed reading activity. The procedure of teaching reading by using the conventional or traditional strategy can be done as follows:

1. Teacher asks the students to read the text loudly.
2. Teacher helps the students to find out the meaning of the difficult words.
3. Teacher asks the students to answer the question related to the reading text.
4. The students discuss the answer of the question.

### **B. Relevant Research**

According to Syafi'i relevant research is required to observe some previous conducted by other researchers in which they are relevant to our research itself<sup>27</sup>. Besides, we have to analyze what the point that is focused on inform the designs, finding and conclusion of the previous research.

This research has relevance with other research; a research from I Kadek Rika Widyantara. She conducted a research entitled "The Use of Directed Reading Activity Strategy to Improve the Students' Achivements in Finding Main Idea and Words Meaning of the First Year Students 2 of SMK N 2

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<sup>27</sup> M. Syafi'i. *A Writing of English for Academic Purposes*. (Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive, 2007). pp.122

Singaraja. From the research, she found that students' comprehension in the first year students in the academic year 2009/2010 at SMK N 2 Singaraja in reading could be improved through the use of DRA strategy. It can be seen from the increasement of the mean score from the pre-test to post-test I, and post-test II. The mean score of pre-test was 31, 7. In cycle I, it increased 26, 3 points (58, 0), and in cycle II, it also increased 15, 3 points from cycle I (73, 3). Particularly, DRA strategy could improve the students' comprehension in finding the main idea and word meaning. In comprehending the main idea, the students' average score in the pre test was 32, 6 (insufficient), the students' mean score increased to 62, 6 (sufficient) in cycle I. In cycle II, the students' mean score increased until 66, 9 (good).

The students' comprehension in finding word meaning, it creased into 53, 4 (insufficient) in cycle I from 30, 8 (insufficient) in the pre-test. In cycle II, the students' mean score increased into 79, 7 (good). Based on the result of the researcher's diary in cycle I, it showed that the students did not enjoyed the class during the implementation of DRA strategy especially in sessions 1, but it was change in the second sessions. The students started to like the strategy and became more serious in reading the text. In cycle II, both in session I and II, no serious problems were found. Moreover, it was found that their comprehensions in reading text was better and they felt highly motivated than in the previous meeting. Regarding to the result of the questionnaire, it was showed that the students liked to learn reading by using DRA strategy because it helped them much in comprehension the text.

In 2009, Agvemi Zulhadi Alga conducted a research entitled “The Effect of Directed Reading Thinking Activity (DRTA) Strategy toward Reading Comprehension of the First Year Students of SMAN 1 Cerenti. In his research, he concluded that the second hypothesis is accepted, because in T-table at the 5% grade of significance that refer to 2.01. While in the level of significance 1% is 2.68. So, it can be analyzed that  $t_o$  is higher than T-table in either at 5% or 1%. It can be read that  $(2.01 < 8.26 > 2.68)$ . He found that there is significant effect of Directed Reading Thinking Activity (DRTA) Strategy toward students’ reading comprehension on the first year students of SMAN 1 Cirenti.

### **C. Operational Concept**

Operational concept is a concept as a guidance used to avoid misunderstanding. It should be interpreted into particular words in order to make it easy to measure.

The operational concept is the concept used to clarify the theories used in the research. There are two variables used in the research, they are variable X and variable Y. Directed reading activity (DRA) strategy is as variable X that gives the influence on students’ reading comprehension as variable Y.

1. The indicators of Directed Reading Activity (DRA) strategy are as follows:

- a. The teacher discussed the strategies that were used to understand the passage.
- b. The teacher asked the students to predict what would the author presented in the passage using the title and any available pictures.
- c. The teacher asked the students to read the passage.
- d. The teacher asked the students to stop reading in a certain part of passage.
- e. The teacher asked the students if their predictions were accurate or not
- f. The teacher asked the students to support their answer using the information in the text.
- g. The teacher asked the students to revise prediction.
- h. The students read to the text turning point of the passage.
- i. When the students finished reading, the teacher and the students reacted to the passage as a whole.
- j. The teacher asked the students to answer the questions following the passage.

The teacher directed and stimulated students' thinking prior to reading a passage by scanning the title, chapter headings, illustrations, and other explanatory materials. Then teachers used open-ended questions to direct students as they make predictions about the content or perspective of the text (e.g., "Given this title, what do you think the passage will be about?"). Students should be encouraged to justify their responses and activate prior knowledge.

The teachers had students read up to the first pre-selected stopping point in the text. The teacher then prompted the students with questions about specific information and asked them to evaluate their predictions and refined them if necessary. This process should be continued until students have read each section of the passage.

At the end of the reading, teachers should have students go back through the text and think about their predictions. Students should verify or modify the accuracy of their predictions by finding supporting statements in the text. The teacher deepens the thinking process by asking questions such as:

- 1) What do you think about your predictions now?
- 2) What did you find in the text to prove your predictions?
- 3) What did you find in the text that caused you to modify your predictions<sup>28</sup>?

As students become more comfortable with this strategy have each student write predictions in a learning log or on a piece of paper. Then, in small groups, students can discuss their predictions and share their thinking processes. Next ask students to write summary statements about how their predictions compared to the passage.

2. The indicators of students' reading comprehension in reading subject are as follow:

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<sup>28</sup> Haggard, M . *An Interactive Strategies Approach to Content Reading. Journal of Reading*. Pp. 204-210

- a. The students are able to find the main idea in reading narrative text.
- b. The students are able to find the specific information in narrative text such as characters, time and place of the story in reading narrative text.
- c. The students are not able to find the meaning of unfamiliar words in the Narrative text
- d. The students are able to find factual information of sentence in Narrative text.
- e. The students are able to find the communicative purpose in the Narrative text.

According to Suharsimi Arikunto that there are some categories to evaluate the student's comprehension in understanding the reading text<sup>29</sup>. The test consisted of 25 items and each item was given score 4.

#### **D. Assumption and Hypothesis**

##### **1. The Assumption**

In this research, the researcher assumes that Directed Reading activity (DRA) strategy can influence students' reading comprehension.

##### **2. The Hypothesis**

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<sup>29</sup> Suharsimi Arikunto. *Dasar-dasar Evaluasi Pendidikan (edisi revisi)*. (Jakarta: Bumi Aksara,2009).pp.245

Based on the assumption above, hypothesis of this study can be forwarded as follows:

H<sub>0</sub>: There is no significant difference of reading comprehension between students taught by using Directed Reading Activity (DRA) strategy and those taught by using Conventional strategy.

H<sub>a</sub>: There is a significant difference of reading comprehension between students taught by using Directed Reading Activity (DRA) strategy and those taught by using Conventional strategy.

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

This research is categorized as quasi-experimental research. Quasi-experiment is a research design having some but not all of the characteristics of a true experiment. The element most frequently missing is random assignment of subjects to the control and experimental conditions.

The type of the research is an experimental research. According to Gay and Airasian experimental research is “the only type of the research that can test hypotheses to establish cause- and- effect relationship”<sup>26</sup>. This design involves a single group that is pretest, exposed to a treatment, and post tested. The success of the treatment is determined by comparing pretest and post test score. In conducting this research, two classes of first year students of SMAN 14 Siak will be participated. Both groups administered a pretest at the beginning, different treatment in the middle and posttest at the end of the research. The pretest and posttest result were be compared in order to determine the effect of the treatment. Both experimental and control group will be treated in the same test<sup>27</sup>.

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<sup>26</sup> L.R.Gay and Peter Airasian.*Educational Research Competencies for Analysis and Application.Six Ed* (New Jersey:Prentice Hall,Inc,2000).pp.367

<sup>27</sup> Marguerite G Lodico, Dean T. Spaulding.Katherine. *Methods in Educational Research*.(San Francisco: Jossey-Bass.2006).pp.178



**Table III.1**  
**The type of the Research**

Group	Pre-test	Treatment	Post-test
Experiment	X1	Y	X2
control	Y1		Y2

Where:

$X_1$  : The students' reading Comprehension before treatment of experimental class

$Y_1$  : The students' reading Comprehension before treatment of control class

T : Teaching reading by using of Directed Reading Activity (DRA) Strategy (treatment)

$X_2$  : The students' reading Comprehension after treatment of experiment class

$Y_2$  : The students' reading Comprehension after treatment of control class

### **B. The Location and Time of the Research**

This research was conducted at the first year students of SMAN 14 Siak Regency. The research has been conducted on July until August 2011.

### **C. The Subject and Object of the Research**

Subject of the research was the First Year Students of SMAN 14 Siak of Siak Regency. The object of the research was the influence of Directed Reading Activity (DRA) strategy on reading comprehension.

#### **D. Population and Sample of the Research**

The population of this research was all the First Year Students of Senior High School 14 Siak of Siak Regency in 2010-2011 Academic Years. It consists of eight classes. The number of Students is 240 students.

**TABLE III.2**  
**The Total Population of the First Year Students of SMAN 14 Siak of Siak Regency 2011-2012**

No	Class	Total
1	X <sub>1</sub>	30
2	X <sub>2</sub>	30
3	X <sub>3</sub>	30
4	X <sub>4</sub>	30
5	X <sub>5</sub>	30
6	X <sub>6</sub>	30
7	X <sub>7</sub>	30
8	X <sub>8</sub>	30
<b>TOTAL</b>		<b>240</b>

The sample of this research is all of the students it is a quite large population. Arikunto states that the amount of the subject is less than 100, it is better to take all the population and if the amount of the subject is more than 100 it is better to take sample about 10-15 % or 20-25 % of the population<sup>28</sup>. So, the writer used random sampling because the students were already formed into classes. The writer named cards based on every first year class in SMAN X.1, X.2, X.3, X.4, X.5, X.6, X.7, and X.8. After mixing these cards, the writer tooks

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<sup>28</sup> Suharsimi Arikunto. *Procedure Penelitian: Suatu Pendekatan Praktik. Edisi Revisi VI.* (Jakarta: Rineka Cipta, 2006). pp.134

two cards randomly as a sample of research. It is class X.2 for control class and X.5 for experimental class.

### **E. The Procedure of Data Collection**

Directed reading activity (DRA) is a strategy to improve students' reading comprehension skill which helps teachers to achieve the goals of teaching, the procedures of this research were decided into two phrases:

#### 1. Procedures of collecting data for experimental group

##### a. Pre-test

The pre-test was carried out to determine the ability of students selected as the sample. Items used for pre-test consisted of 25 items. The test was about reading comprehension which was appropriate with their in-use curriculum. The test consisted of five passages with five questions for each.

##### b. Treatment

The treatment was conducted for experimental group only. The treatment was using Directed Reading Activity (DRA) Strategy in teaching reading comprehension. The length of time to apply the strategy was about eight meetings.

##### c. Post-test

After nine meetings (including pre-test), the post-test was administrated. The results of the post-test for experimental group were analyzed and used as final data for this research.

#### 2. Procedures of collecting data for control group

a. Pre-test

Goal, item, and procedures of the test for control group were the same as those conducted for experimental group.

b. Conventional Strategy

In this case, the teaching of reading comprehension for control group by using conventional strategy or classical method. The strategy used in classroom was characterized as follows:

- 1) The teacher asked the students to read the passage on the text
- 2) The teacher asked the students to find out the meaning of difficult words
- 3) The teacher asked the students to answer the questions based on the text
- 4) The teacher collected the students' reading assignment

c. Post-test

Post-test for both control group and experimental group was administered after giving the treatment. The results of the post-test for both control group and experiment group were analyzed and used as final data for this research.

## **F. The Technique of Collection Data**

In order to get some data that was needed to support this research, the writer applied the techniques by the test and observation.

### **1. Observation**

The observation was intended to observe directly the Influence of the implementation of Directed Reading Activity (DRA) Strategy on reading

comprehension at the First Year Students of Senior High School 14 Siak of Siak Regency. The observer of the observation was the English teacher while the writer implemented the strategy in the classroom. The observation was only given for the students in the experimental group.

## 2. Test

The data of this research were gotten from the scores of the students' pre-test and post-test. The data were collected through the following procedures:

- a. Both groups (experimental group and control group) were asked to express their idea of reading comprehension.
- b. The teacher evaluated the test based on reading comprehension aspect that consisted of finding specific information, finding main idea, finding the unfamiliar word, finding factual information, and finding the communicative purpose Narrative text. It was done to make the teacher is easy to collect the data.

The test was used to obtain the data concerning the students' reading comprehension. The technique was carried out in items of collecting the data and information dealing with the data variable X (Directed Reading Activity strategy and conventional strategy) Y' (reading comprehension). The materials of the test were adopted from the syllabus at the First Year Student's of Senior High School 14 Siak of Siak Regency.

The type of the test was multiple choice tests which consisted of 25 items. Every multiple choice item consists of four answer options (a, b, c, and d). Then, the score test and reading comprehension of Narrative test were classified in this table below:

**Table III.3**  
**The Classification of Students' Score**

The Score Level	Category
80-100	Very Good
66-79	Good
56-65	Enough
40-55	Less
30-39	Fail

## G. The Validity and Reliability of the Test

### 1. Validity

Before the tests were given to the sample, both of tests had been tried out to 30 students at the first year. The purpose of try out is to obtain validity and reliability of the test. It was determined by finding the difficulty level of each item. Item difficulty is determined as the proportion of correct responses. The formula for item difficulty is as follows<sup>29</sup>:

$$FV = \frac{R}{N}$$

Where

FV : Index of difficulty or Facility value

R : the number of correct answers

N : the number of examinees or students taking the test

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<sup>29</sup> Suharsimi Arikunto. *Dasar-dasar Evaluasi Pendidikan*. (Jakarta: PT Bumi Aksara, 2009), pp. 209

The difficulty level of an item shows how easy or difficult a particular item in the test. The items that do not reach the standard level of difficulty are excluded from the test and they are changed with the new items that are appropriate.

The standard level of difficulty used is  $<0,30$  p  $>0,70$ <sup>30</sup>. It means that the item test that accepted if the level of difficulty is between 0.30-0.70 and it is rejected if the level of difficulty is below 0.30 (difficult) and over 0.70 (easy). Then, the proportion correct is represented by “p”, whereas the proportion incorrect is represented by “q”.

## 2. Reliability

A test must first be reliable as measuring instrument. Reliability is a necessary characteristics of any good test. Heaton explains that reliability is of primary importance in the use of both public achievement and proficiency test and classroom test<sup>31</sup>. There are some factors affecting the reliability of a test, they are:

- a. The extent of the sample of material selected for testing,
- b. The administration of the test, clearly this is an important factor in deciding reliability.

Besides, Tambunan in Agvemi state that reliability coefficient for good classroom achievement tests are expected to exceed 0.07 and closed to 1.00. He states that reliability of test is considered as follows:

- c. 0.00-0.20 : Reliability is low

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<sup>30</sup> Suharsimi Arikunto . *Ibid.* pp. 210

<sup>31</sup> Heaton, J.B. *writing English Language Test.* (New York, Longman Inc:1988). Pp.159

- d. 0.21-0.40 : Reliability is sufficient
- e. 0.41-0.70 : Reliability is high
- f. >0.70 : Reliability is very high

In the research, the writer used software SPSS 16 version to calculate the reliability of test.

## H. The Technique of Data Analysis

The technique of collecting data in this research was test. The type of the test was multiple choice tests which consisted of 25 items. The data were analyzed by SPSS 16.

Comprehension test was used to evaluate subject results given from teachers to students, and so forth. To apply this test, the writer divided the test into multiple choices.

To analyze the data, the writer used score of post-test of the experimental and control class. These scores were analyzed by using statistical analysis. The data were analyzed by using T-test (independent samples t-test) and it was calculated by using software SPSS 16 version.

The following formula was T-table. It was employed to see a significant difference between the mean score of both experimental and control class. The T-obtained value was consulted with the value of t-Table as degree of freedom.

$$df = (N_1 + N_2) - 2$$

Statistically hypothesis:

$$H_o = t_o < t_{table}$$



$$H_a = t_o > t_{table}$$

Criteria of hypothesis:

1.  $H_o$  is an accepted if  $t_o < t_{table}$ . It can be said that there is no significant difference in reading comprehension between the students taught by using Directed Reading Activity (DRA) strategy and by using conventional strategy.
2.  $H_a$  is accepted if  $t_o > t_{table}$ . It can be said that there is significant difference in reading comprehension between the students taught by using Directed Reading Activity (DRA) strategy and by using conventional strategy.

To know the reliability of the test, we must know: (a) the mean score, (b) the standard deviation of the test, and (c) Cronbach's Alpa. The following steps how to get the result based on SPSS 16.0 for windows-statistical software are:

1. Open the students test file.
2. From the menu of SPSS, click *Analyze* and then click sub menu *Scale*.
3. From the menu click your variables, and press the narrow button.
4. From *statistics*, click item and scale, at inter-item; click correlation, at summaries; click means and correlation, and then click *ok* to end this process and you will see the output data of SPSS automatically.

The following steps how to get the result based on SPSS 16.0 for windows-statistical software are:

1. Open the students test file.
2. From the menu of SPSS, click *Analyze* and then click sub menu *Compare Means*, and click *Independent-Samples T Test*.

3. From the menu click your variables, and press the narrow button, and then click *ok* and then click *ok* to end this process and you will see the output data of SPSS automatically.

## CHAPTER IV

### THE DATA PRESENTATION AND DATA ANALYSIS

#### A. The Description of the Data

In order to find whether or not there was a significant difference on reading comprehension of the two classes, the writer calculated data taken from the scores of the students' final test. The data were analyzed by using statistical analysis technique to identify the average score of both experimental and control class. The difference of means was analyzed by using Independent sample T-test in SPSS. Instead, this research used pre-test and post-test.

This research is to obtain the influence of Directed Reading Activity (DRA) strategy on reading comprehension at the First Year students of Senior High School 14 Siak of Siak Regency. The data of this research are the scores of students' post-test. The writer gave pre-test to all of the population to determine two classes as the samples. It was found that class X<sup>2</sup> was the experimental group and IPS X<sup>5</sup> was the control group.

#### B. The Data Presentation

##### The Data Presentation from Classroom Observation

The writer taught the students directly. The English teacher always observed the writer in classroom. The English teacher observed the writer for eight meetings in classroom. To obtain how to use Directed Reading Activity (DRA) strategy, the writer took data from classroom observation. It will be

described in the tables that present frequency distribution of each observation. To make data clearer, it can be seen in table below:

**Table IV.1**  
**Recapitulation Percentage Observation List of Directed Reading Activity (DRA) Strategy on Reading Comprehension**

No	Indicators of using Communicative Language Teaching	Alternative Answers	
		Yes	No
1	The teacher asks students to read carefully a short story.	8	0
2	The teacher Prepare the text by marking four or five good stopping points. Plan stopping a point to fall at moments of suspense in the story.	8	0
3	The teacher Remind the students that it is important not to read beyond the stopping points. They will be making predictions and reading to confirm those predictions.	8	0
4	The teacher reminds students that most stories have a beginning, which includes the time of the story, where it takes place, and introduces the main character(s), middle and the end.	8	0
5	The teacher asks the students to check their last predictions against what actually happened in the story, and dictate their findings about what happened.	4	4
6	The teacher asks students to pronounce new vocabulary or difficult word of story.	6	2
7	The teacher asks students to point out the main idea of story.	8	0
8	The teacher asks students to point out the specific information of story.	6	2
9	The teacher asks students to point out the factual information of story.	4	4
10	The teacher makes conclusion of the lesson and closes the learning session	4	4
	Total	64	16
	Percentage	80%	20%

$$P = \frac{F}{N} \times 100\%$$

Where : P = Percentage  
 F = Frequency of score  
 N = Number of case<sup>33</sup>

$$\frac{64}{80} \times 100\% = 80\%$$

$$\frac{16}{80} \times 100\% = 20\%$$

The table above showed the result of observation of using Directed Reading Activity (DRA) strategy in the classroom in experimental research. The result of observation for answer “Yes” is 80% and for answer “No” is 20%.

The table indicators showed some frequently aspects implemented by the teacher in the classroom. It can be seen as follows:

1. The teacher asks students to read carefully a short story.
2. The teacher Prepare the text by marking four or five good stopping points. Plan stopping a point to fall at moments of suspense in the story.
3. The teacher Remind the students that it is important not to read beyond the stopping points. They will be making predictions and reading to confirm those predictions.
4. The teacher reminds students that most stories have a beginning, which includes the time of the story, where it takes place, and introduces the main character(s), middle and the end.

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<sup>33</sup> Anas Sudijono. *Pengantar Statistic Pendidikan*. (Jakarta: Raja Wali Pers,2009),pp.43

5. The teacher asks the students to check their last predictions against what actually happened in the story, and dictate their findings about what happened.
6. The teacher asks students to pronounce new vocabulary or difficult word of story.
7. The teacher asks students to point out the main idea of story.
8. The teacher asks students to point out the specific information of story.
9. The teacher asks students to point out the factual information of story.
10. The teacher makes conclusion of the lesson and closes the learning session.

### **C. The Data analysis**

The total of test for both classes was significantly different. The data of this research were gotten from the scores of the students' pre-test and post-test. The data were collected through the following procedures:

- a. Both groups (experimental group and control group) were asked to do express the pre-test and post-test.
- a. The teacher evaluated the test based on reading comprehension aspect that consisted of finding specific information, finding main idea, finding the unfamiliar word in narrative text, finding factual information, and finding the communicative purpose in Narrative text. It was done to make the teacher is easy to collect the data.

There were 25 items of reading comprehension test given to the 30 respondents in this research. From the test, it was obtained that the lower score is 44 and the higher score is 80. The mean is 74.53.

The result of the test from the experimental and control group can be seen in the following table:

**Table IV.2**  
**The Result of the Test from the Experimental and Control Group**

		Statistics			
		before	after	ctrlbefore	ctrlafter
N	Valid	30	30	30	30
	Missing	0	0	0	0
Mean		57.20	74.53	58.13	65.73
Std. Error of Mean		1.345	1.059	1.353	1.027
Mode		56 <sup>a</sup>	72 <sup>a</sup>	60	68
Std. Deviation		7.364	5.800	7.408	5.626
Variance		54.234	33.637	54.878	31.651
Skewness		-.866	-.830	-.440	-.292
Std. Error of Skewness		.427	.427	.427	.427
Kurtosis		.898	.337	-.650	.039
Std. Error of Kurtosis		.833	.833	.833	.833
Range		28	24	24	24
Minimum		40	60	44	52
Maximum		68	84	68	76
Sum		1716	2236	1744	1972
Percentiles	25	56.00	72.00	52.00	60.00
	44	56.00	74.56	58.56	64.00
	50	58.00	76.00	60.00	68.00
	75	60.00	80.00	64.00	68.00
	80	60.00	80.00	64.00	71.20

a. Multiple modes exist. The smallest value is shown

Based the table IV.1, we can see that mean score of experimental group after having treatment mean score was 74.53, and standard deviation was 5.800. If we compare with before treatment, mean score was 57.20, and standard deviation was 7.364. It means that the experimental group after treatment is better than before. In control group after treatment, the means score was 65.73 and standard deviation was 5.626. When we compare with control group before treatment, mean score was 58.13, and standard deviation was 7.408. It means that the control group after treatment is better than before treatment.

**Table IV.3**  
**Students' Pre-Test and Post-Test Scores Of Experimental Class**

<b>Valid of Pre-Test</b>	<b>Frequency of Pre-Test</b>	<b>Standard Graduated</b>	<b>Valid of Post-Test</b>	<b>Frequency of Post-test</b>	<b>Standard Graduated</b>
44	3	No Pass	60	1	Pass
48	1	No Pass	64	3	Pass
52	5	No Pass	72	9	Pass
56	4	No Pass	76	7	Pass
60	7	Pass	80	9	Pass
64	5	Pass	84	1	Pass
68	5	Pass	-	-	-
Total	30		-	30	

Based on the data obtained, in the pre-test of experimental class there were 13 students did not pass the graduated standard (SKL), or the score obtained  $< 60$  while there were 17 students passed the graduated standard (SKL), or the score obtained  $\geq 60$ . The percentage of students who do not pass the graduated standard as follows:

$$= \frac{13}{30} \times 100\%$$

$$= 43.33\%$$

The percentage of students who pass the graduated standard as follows:

$$= \frac{17}{30} \times 100\%$$



$$= 56.66\%$$

Besides, it can also be seen that the total frequency is 30 and the total scores is 1604 so that Mean ( $M_x$ ) and Standard Deviation ( $\delta$ ) can be obtained by using SPSS as follows.

**Table IV. 4**  
**Mean and Standard Deviation of Pre-Test Scores**

<b>Mean</b>	57.20
<b>Standard Deviation</b>	7.364

From the table IV.12, the distance between Mean ( $M_x$ ) and Standard Deviation ( $\delta$ ) is too far. In other words, the scores obtained are normal

In the post-test of experimental class there were did not pass the graduated standard (SKL), or the score obtained  $< 60$  while there were 30 students passed the graduated standard (SKL), or the score obtained  $\geq 60$ . The percentage of students who do not pass the graduated standard as follows:

The percentage of students who pass the graduated standard as follows:

$$= \frac{30}{30} \times 100\%$$

$$= 100\%$$

Besides, it can also be seen that the total frequency is 30 and the total scores is 2072 so that Mean ( $M_x$ ) and Standard Deviation ( $\delta$ ) can be obtained by using SPSS as follows.

**Table IV. 5**  
**Mean and Standard Deviation of Post-Test Scores**

<b>Mean</b>	74.53
<b>Standard Deviation</b>	5.800

From the table IV.13, the distance between Mean ( $M_x$ ) and Standard Deviation ( $\delta$ ) is too far. In other word, the scores obtained are normal.

**Table IV. 6**  
**Students' Pre-Test and Post-Test Scores of Control Class**

<b>Valid of Pre-Test</b>	<b>Frequency of Pre-Test</b>	<b>Standard Graduated</b>	<b>Valid of Post-Test</b>	<b>Frequency of Post-test</b>	<b>Standard Graduated</b>
40	2	No Pass	52	1	No Pass
44	2	No Pass	56	1	No Pass
52	1	No Pass	60	6	Pass
56	10	No Pass	64	6	Pass
60	10	Pass	68	10	Pass
64	1	Pass	72	4	Pass
68	4	Pass	76	2	Pass
Total	30		Total	30	

Based on the data obtained, in the pre-test of control class there were 15 students did not pass the graduated standard (SKL), or the score obtained  $< 60$  while there were 15 students passed the graduated standard (SKL), or the score obtained  $\geq 60$ . The percentage of students who do not pass the graduated standard as follows:

$$\begin{aligned}
 &= \frac{15}{30} \times 100\% \\
 &= 50\%
 \end{aligned}$$

The percentage of students who pass the graduated standard as follows:

$$= \frac{15}{30} \times 100\%$$

$$= 50 \%$$

Besides, it can also be seen that the total frequency is 30 and the total scores is 1620 so that Mean ( $M_x$ ) and Standard Deviation ( $\delta$ ) can be obtained by using SPSS as follows.

**Table IV. 7**  
**Mean and Standard Deviation of Pre-Test Scores**

<b>Mean</b>	58.13
<b>Standard Deviation</b>	7.408

From the table IV.15, the distance between Mean ( $M_x$ ) and Standard Deviation ( $\delta$ ) is too far. In other words, the scores obtained are normal.

In the post-test of control class there were 2 students did not pass the graduated standard (SKL), or the score obtained  $< 60$  while there were 28 students passed the graduated standard (SKL), or the score obtained  $\geq 60$ . The percentage of students who do not pass the graduated standard as follows:

$$= \frac{2}{30} \times 100\%$$

$$= 6.66 \%$$

The percentage of students who pass the graduated standard as follows:

$$= \frac{28}{30} \times 100\%$$

$$= 93.33 \%$$

Besides, it can also be seen that the total frequency is 30 and the total scores is 1672 so that Mean ( $M_x$ ) and Standard Deviation ( $\delta$ ) can be obtained by using SPSS as follows.

**Table IV. 8**  
**Mean and Standard Deviation of Post-Test Scores**

<b>Mean</b>	65.73
<b>Standard Deviation</b>	5.626

From the table IV.14, the distance between Mean ( $M_x$ ) and Standard Deviation ( $\delta$ ) is too far. In other words, the scores obtained are normal.

To obtain the data about the contribution of Directed Reading Activity (DRA) strategy to improve students reading comprehension, the writer acquires to see each score. It was used pertaining to the most characteristic of an item to be accurately determined by its difficulty. Then, the tests given to students were taken into account. The difficult or easy test often shows the low reliability. Item difficulty is determined as the proportion of correct responses. This is held pertinent to the index difficulty, in which it is generally expressed as the percentage of the students who answer the questions correctly.

The formula for item difficulty is as follows<sup>34</sup>:

$$P = \frac{B}{JS}$$

Where

P : Index of difficulty or Facility value

B : the number of correct answers

JS : the number of examinees or students taking the test

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<sup>34</sup> Suharsimi Arikunto. *Prosedur Penelitian Suatu Pendekatan dan Praktek*. (Jakarta: PT. Rineka Cipta.2002),P.209

The difficulty level of an item shows how easy or difficult a particular item in the test. The items that do not reach the standard level of difficulty are excluded from the test and they are changed with the new items that are appropriate.

The standard level of difficulty used is  $<0,30$  and  $>0,70$  (Suharsimi, Dasar-Dasar Evaluasi Pendidikan, 2009: 210). It means that the item test that is accepted if the level of difficulty is between 0.30-0.70 and it is rejected if the level of difficulty is below 0.30 (difficult) and over 0.70 (easy). Then, the proportion correct is represented by “p”, whereas the proportion incorrect is represented by “q”.

**Table IV.9**  
**The Students are Able to Identify Main Idea**  
**in Reading Text**

Variable	Identify Main Idea in Narrative Text					N
Item no	1	6	11	16	21	30
Correct	16	17	18	16	20	
P	0.53	0.55	0.57	0.53	0.62	
Q	0.47	0.45	0.43	0.47	0.38	

Based on the table IV.7, the proportion of correct answer for item number 1 shows the proportion of correct 0.53, item number 6 shows the proportion of correct 0.55, item number 11 shows the proportion of correct 0.57, item number 16 show the proportion of correct 0.53. Item number 21 show the proportion of correct 0.62. Based on the standard level of difficulty “p”  $<0.30$  and  $>0.70$ , it is

pointed out that item difficulties level of each item number for understanding the content of reading text are accepted.

**Table IV.10**  
**The Students are Able to Find the Specific Information such as**  
**Character, Time and Place from Reading Text**

Variable	Finding the specific information					N
Item no	2	7	12	17	22	30
Correct	13	14	16	18	17	
P	0.46	0.48	0.53	0.58	0.55	
Q	0.54	0.52	0.47	0.42	0.45	

Based on the table IV.8, the proportion of correct answer for item number 2 shows the proportion of correct 0.46, item number 7 shows the proportion of correct 0.48, item number 12 shows the proportion of correct 0.53, item number 17 shows the proportion of correct 0.58. Number 22 shows the proportion of correct 0.55 .Based on the standard level of difficulty “p” <0.30 and >0.70, it is pointed out that item difficulties level of each item number for identifying main idea are accepted.

**Table IV.11**  
**The Students are Able to Find The Meaning Of Unfamiliar Words In**  
**The Narrative Text**

Variable	Finding the meaning of unfamiliar words in narrative text					N
Item no	3	8	13	18	23	30
Correct	18	16	17	19	17	
P	0.57	0.53	0.57	0.62	0.57	
Q	0.43	0.47	0.43	0.38	0.43	

Based on the table IV.9, the proportion of correct answer for item number 3 shows the proportion of correct 0.57, item number 8 shows the proportion of correct 0.53, Item number 13 shows the proportion of correct 0.57, item number 18 shows the proportion of correct 0.62. Number 23 shows the proportion of correct 0.57. Based on the standard level of difficulty “p”  $<0.30$  and  $>0.70$ , it is pointed out that item difficulties level of each items number for finding the specific information such as characters, time and place from the reading text are accepted.

**Table IV.12**  
**The Students are Able to Find Factual Information**  
**of Sentence**

Variable	Finding the factual information					N
Item no	4	9	14	19	24	30
Correct	17	12	17	15	12	
P	0.55	0.46	0.55	0.51	0.46	
Q	0.45	0.54	0.45	0.49	0.54	

Based on the table IV.10, the proportion of correct answer for item number 4 shows the proportion of correct 0.55, item number 9 shows the proportion of correct 0.46, item number 14 shows the proportion of correct 0.55, item number 19 shows the proportion of correct 0.51, number 24 shows the proportion of correct 0.54. Based on the standard level of difficulty “p”  $<0.30$  and  $>0.70$ , it is pointed out that item difficulties level of each item number for finding cause and effect are accepted.

**Table IV.13**  
**The Students are Able to Identify the Content of Reading Text**

Variable	Finding Identify the Content of Reading Text					N
Item no	5	10	15	20	25	30
Correct	16	25	13	15	11	
P	0.58	0.44	0.52	0.57	0.44	
Q	0.42	0.56	0.48	0.43	0.56	

Based on the table IV.11, the proportion of correct answer for item number 5 shows the proportion of correct 0.58, item number 10 shows the proportion of correct 0.44, item number 15 shows the proportion of correct 0.52, item number 20 shows the proportion of correct 0.57. Number 25 shows the proportion of correct 0.56. Based on the standard level of difficulty “p”  $<0.30$  and  $>0.70$ , it is pointed out that item difficulties level of each items number for recalling and recognizing the events happened in narrative text are accepted.



**TABLE IV.14**  
**The Classification of Experimental Group at the First Year Students**  
**of Senior High School 14 Siak of Siak Regency**

NO	Categories	Score	Frequency	Percentage
1	Very Good	80 – 100	10	33.3%
2	Good	70 – 79	16	53.3%
3	Enough	60 – 69	4	13.3%
4	Less	50 – 59	-	0%
5	Bad	0 – 49	-	0%
Total		-	30	100%

Based on the table IV.14, the classification of the experimental group at the First Year of Senior High School 14 Siak the output from 30 students shows that the category number 1 shows frequencies (33.3%), the category number 2 shows 16 frequencies (53.3%), the category number 3 shows 4 frequencies (13.3%), the category number 4 shows no frequencies (0%), the category number 5 shows no frequencies (0%). The table above shows that highest percentage of classification of experimental group is 53.34%. Thus, the majority of students in this regard is classified as **Good**.

**TABLE IV.15**  
**The Classification of Control Group at the First Year Students**  
**Of Senior High School 14 Siak of Siak Regency**

No	Categories	Score	Frequency	Percentage
1	Very Good	80 – 100	-	0%
2	Good	70 – 79	6	20%
3	Enough	60 – 69	22	73.3%
4	Less	50 – 59	2	6.6%
5	Bad	0 – 49	-	0%
Total		-	30	100%

Based on the table IV.15, the classification of the control group at the First Year of Senior High School 12 Siak. The output from 30 students shows that the category number 1, there is no frequencies (0%), the category number 2 shows 6 frequencies (20%), the category number 3 shows 22 frequencies (73.3%), the category number 4 shows 2 frequencies (6.6%), the category number 5 shows no frequencies (0%). The table above shows that highest percentage of classification of control group is 73.3%. Thus, the majority of students in this regard are classified as **Enough**.

**Table IV.16**  
**The Result of Pre Test and Post Test for Experimental Group**

students		y	$x^2$	$y^2$	XY
1	40	80	1936	6400	3520
2	68	80	3600	6400	4800
3	60	76	2704	5776	3952
4	60	80	4096	6400	5120
5	56	64	3136	4096	3584
6	60	80	4624	6400	5440
7	68	72	1936	5184	3168
8	56	76	3136	5776	4256
9	64	84	2704	7056	4368
10	60	72	2704	5184	3744
11	56	72	3136	5184	4032
12	44	76	3600	5776	4560
13	60	76	2704	5776	3952
14	44	72	3600	5184	4320
15	56	80	3600	6400	4800
16	56	80	4096	6400	5120
17	40	72	4624	5184	4896
18	68	76	4096	5776	4864
19	52	72	3600	5184	4320
20	68	72	3136	5184	4032
21	56	80	4096	6400	5120
22	56	80	1936	6400	3520
23	56	60	4624	3600	4080
24	56	80	2304	6400	3840
25	60	64	4624	4096	4352
26	60	72	4096	5184	4608
27	60	76	4624	5776	5168
28	56	72	2704	5184	3744
29	60	76	3600	5776	4560
30	60	64	3600	4096	3840
	1716	2236	102976	167632	129680

**Table IV.17**  
**The Result of Pre Test and Post Test for Control Group**

students	X	Y	X <sup>2</sup>	Y <sup>2</sup>	XY
1	44	68	1600	4624	2720
2	60	52	4624	2704	3536
3	52	64	3600	4096	3840
4	64	60	3600	3600	3600
5	56	56	3136	3136	3136
6	68	64	3600	4096	3840
7	44	60	4624	3600	4080
8	56	68	3136	4624	3808
9	52	72	4096	5184	4608
10	52	76	3600	5776	4560
11	56	68	3136	4624	3808
12	60	72	1936	5184	3168
13	52	64	3600	4096	3840
14	60	60	1936	3600	2640
15	60	72	3136	5184	4032
16	64	68	3136	4624	3808
17	68	76	1600	5776	3040
18	64	68	4624	4624	4624
19	60	64	2704	4096	3328
20	56	68	4624	4624	4624
21	64	64	3136	4096	3584
22	44	68	3136	4624	3808
23	68	60	3136	3600	3360
24	48	60	3136	3600	3360
25	68	68	3600	4624	4080
26	64	64	3600	4096	3840
27	68	68	3600	4624	4080
28	52	60	3136	3600	3360
29	60	72	3600	5184	4320
30	60	68	3600	4624	4080
	1744	1972	99728	13055	112512

**Table IV.18**  
**Case Processing Summary**

		N	%
Cases	Valid	30	100.0
	Excluded <sup>a</sup>	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

**Table IV.19**  
**Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.400	.401	30

**Table IV.20**  
**Statistics Scale**

Mean	Variance	Std. Deviation	N of Items
121.60	150.731	12.277	30

#### The Reliability of Test

Number items	25
Mean	121.60
Standard deviation	12.277
Cronbach's Alpha	0.400

Reliability coefficient for good classroom achievement tests are expected to exceed 0.07 and closed to 1.00. Reliability of test is considered as follows:

- a. 0.00-0.20 : Reliability is low

- b. 0.21-0.40 : Reliability is sufficient
- c. 0.41-0.70 : Reliability is high
- d. >0.70 : Reliability is very high

The score obtained compares to  $r$  table of product moment that the degree of freedom is 58 " $r$ " product moment at the level of 5% is 0.250 and 1% is 0.325. The score obtained of Cronbach's Alpha was 0.400 higher than  $r$  table whether 5% and 1% ( $0.250 \leq 0.400 \geq 0.325$ ). It means that the test was reliable is sufficient.

**Table IV.21**

**Group Statistics**

	N	Mean	Std. Deviation	Std. Error Mean
Experimental Group	30	74.53	5.800	1.059
Control Group	30	65.73	5.626	1.027

Based on the table above, it can be seen that the total number of for each group is 30, the mean of experimental group is 74.53, and mean of control group is 65.73, Standard deviation of experimental group is 5.800, while standard deviation of control group was 5.626. Standard error mean of experimental group was 1.059, and control group is 1.027.

**Table IV.22**  
**The Data from Independent Sample t Test**  
**Independent Samples Statistics**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	.003	.959	5.965	58	.000	8.800	1.475	5.847	11.753
	Equal variances not assumed			5.965	57.946	.000	8.800	1.475	5.847	11.753

Based on the out put SPSS above, independent-sample T-Test shows Levene's Test to know the same variance.<sup>35</sup>

Ho : Variance Population Identical

Ha : Variance Population not Identical

- a. If the probability  $> 0.05$  the null hypothesis can be accepted.
- b. If the probability  $< 0.05$  the null hypothesis cannot be accepted.

Based on the output SPSS above, Ho is accepted because  $0.959 > 0.05$ . it means that the variance of the population is identical.

From the output above, it also can be seen that  $t_{\text{observed}}$  obtained (5.965) will be compared to "t" table,  $df = 58$  to compare either at the level of 5% or 1%. At the level of 5%,  $t_{\text{table}}$  is 2.00, while at the level of 1%,  $t_{\text{table}}$  is 2.65. Thus, the

<sup>35</sup> Hartono. *SPSS 16.0 Analisis Data Statistika dan Penelitian*. (Pekanbaru: Pustaka Pelajar, 2008). P,159.

$t_{\text{observed}}$  obtained is higher than  $t_{\text{table}}$ , either at the level 5% or 1%. In other words, we can read  $2.00 < 5.965 > 2.65$ .

Based on the calculation, the writer can conclude that  $H_a$  is accepted or there is significant difference between Directed Reading Activity (DRA) and Conventional Strategy on student's reading comprehension at the First Year Student's of Senior High School 14 Siak of Siak Regency.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

After conducting the research, it is seems very important to the writer to make conclusion and give suggestions for the students and teacher. The writer concludes that :

Based on the data analysis, the writer conclude that the analysis of T-test formula, it be seen that  $t_o$  is 5.965. It is higher than t-table either in significant 5%= 2.00 or in significant 1%= 2.65. So, the writer found that  $2.00 < 5.965 > 2.65$ . It can be said that  $H_a$  is accepted and  $H_o$  is rejected. It shows that using Directed Reading Activity (DRA) strategy has positive influence in increasing students' reading comprehension. In other words, there is significant influence between students' reading comprehension who are taught by using Directed Reading Activity (DRA) strategy at the first year students of SMAN 14 Siak of Siak Regency.

#### B. Suggestions

From the conclusion of the research above, it is known that using Directed Reading Activity (DRA) strategy can give significant influence on students' reading comprehension. Because of that, Directed Reading Activity (DRA) strategy can be one of the choices for the English teacher in order to help students in comprehending reading text.

##### 1. Suggestion for Teacher

The researcher expects English teacher to choose the suitable strategy in teaching learning process, in order to make the students interested and unbored to study English based on teaching experience of writer in this research.

- a. It is recommended to English teacher to use DRA strategy in teaching and learning process, especially in reading subject,
- b. The teacher should have ability to guide and to construct creative learning for students,
- c. The teachers should support their strategies by using interesting media,
- d. The teacher can encourage students' awareness about the importance of reading for their life,
- e. The teacher makes reading as habitual activities for students in the school.

## **2. Suggestion for Students**

- a. The students should pay more attention to the lesson that has been explained by the teacher,
- b. The students should do the discussion and share information in order to improve their comprehension in reading the English text,
- c. The students should more often read the English books,
- d. The students should try to understand the use of Directed Reading Activity (DRA) Strategy in reading texts.
- e. The students must be creative to select kinds of reading in order to comprehend the text well and diminish boredom in learning English.



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