

ABSTRACT

Permono, Ahmad Sidiq. 2016. *The Effectiveness of Teaching Reading Spoof Text By Using DRTA (Directed Reading Thinking Activity) Of The Second Grade Student Of MA Al Ma'arif Tulungagung*. Thesis, English Department, Faculty of Teacher Training and Education, Kadiri Islamic University of Kediri. Advisor (1) Drs. Hj. Lely Setyawati, M.Pd. (2) Erwin Hari Kurniawan, M.Pd.

Keywords: DRTA Strategy, Reading Comprehension

Reading may be considered as the most difficult skill that students think. Facing this problem, the teacher should be creative to lose the students paradigm according to Hill (1995). Together with strategy, a teacher can take strategy learning as media for being applied in their classroom and creating a fun atmosphere during learning. In this research, Directed Reading Thinking Activity (DRTA) as of learning strategy is used to teach reading spoof text.

The objectives of this research are (1) To describe students' reading comprehension of spoof text on control group of second grade student of MA Al Ma'arif Tulungagung (2) To describe students' reading comprehension of spoof text on experimental group at second grade student of MA Al Ma'arif Tulungagung (3) To find out whether there is significant difference of the students' reading comprehension of spoof text on experimental and control group at second grade student of MA Al Ma'arif Tulungagung (4) To find out whether the teaching reading by using DRTA strategy at second grade students of MA Al Ma'arif Tulungagung effective or not.

The research design used is quantitative and the method is apply two groups namely control group and experimental group. The population of this research is the second grade of MA Al Ma'arif Tulungagung. Taking two classes as control and experimental group. They are XI₂ as experimental group and XI₁ as control group, both of them is consist 29 students. The data are collected from the result of experimental group and control group to know significant difference between students' reading comprehension of spoof text on experimental and control group of second grade of MA Al Ma'arif Tulungagung and the effectiveness of DRTA strategy to increase students' reading comprehension in comprehending spoof text. The data analyzed by using t-test can be found with SPSS 21: variable view Analyze compare means independent sample t-test define grouping option ok.

The research findings indicated that the students are active and motivated during the teaching learning process. The students' reading skill improves after being implemented DRTA strategy. The technique of data analysis is testing every group. The test was given in the last meeting after doing treatment. The procedure of giving test; researcher giving student a question paper that contain of 20 question and answer sheet, asking them to do the test. The Result of research showed (1) The Students' Reading Comprehension Spoof Text In Control Group without Using DRTA strategy in a fair category. (2) The Students' Reading

Comprehension Spoof Text in Experimental Group by Using DRTA strategy in a good category.(3) There was significant difference between the Students' reading comprehension spoof text in experimental by using DRTA Strategy and control group without DRTA strategy. The mean of control group without taught by using DRTA strategy was 64.66. The mean of experimental group taught by using DRTA strategy was 75.00.(4) Teaching reading in spoof text by DRTA strategy is effective. It could be seen from the result that The t_{obt} shown in the table is (3.143). Whereas, the degree of freedom of post-test is (56), means that the t_{crit} is (2.65) at the level 0.01. Based on the scores gained, we can state that t_{obt} (3.143) is higher than the t_{crit} (2.65).It is proven by the SPSS computation that is significant at 2-tailed. So, the alternative hypothesis (H_a) is accepted.

Based on the result of DRTA strategy above, the researcher assumes that DRTA strategy improves the students' reading skill of spoof text especially in the second grade students of MA Al Ma'arif Tulungagung. After seeing the result, it is recommended for the students to be active in learning reading process. For the English teacher should give various activities in teaching reading, this will make students more enthusiastic and motivated in learning reading. For the readers did the better same research. Beside that it teaching learning process when he or she becomes an English teacher in the future, and for further researcher hopefully this research can be an example of simple technique in teaching reading, but it can make students easy and confident to improve their reading skill in essay text in Senior High School especially spoof text.