

**INCREASING STUDENTS' READING SKILL THROUGH
DIRECTED READING THINKING ACTIVITY (DRTA)
STRATEGY : CLASSROOM ACTION RESEARCH AT THE
THIRD SEMESTER STUDENTS OF ENGLISH DEPARTMENT
OF POLITEKNIK NEGERI MADIUN**

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Abstract: *This is aimed at: identifying whether or not DRTA improves students' reading skill at the third semester of English Department of PNM. The method used in this research was classroom action research which had been conducted in two cycles at the third semester students of English Department of Madiun State Polytechnic. There were two kinds of data; qualitative data and quantitative data. The qualitative data were collected through the questionnaires, observation, field note, the interview of the students' progress during teaching and learning process, and for quantitative data were collected by using test (pre and post test). The research finding shows that the use of DRTA could improve students' reading skills and the classroom situation of Reading class. The improvement of students' reading skill includes: (1) Students are identify the main idea of the text; (2) Students are able to find specific information in the text; (3) Students are able to find the purpose of the text; (4) Students are able to infer meaning ; (5) Students are able to determine references. Besides that the mean score of pre test, first post test, and the second post test that is 56.8, 62.26, and 68.66. The classroom situation also improved. The improvement class situation include: (1) The students are more active and enthusiastic in teaching learning process; (2) The students pay attention and involve in the activities during teaching learning process and (3) The Students feel more excited with the text used in the teaching learning process. Considering the result of this study, the implementation of DRTA in teaching reading conducted at English Department of PNM bring positive effects toward the students' reading ability, so that it is important for lecturer to be consistent in implementing in order that the result of teaching and learning would be maximal. Finally, it is hoped for the researcher to use the result as additional reference for further research especially research dealing with DRTA in teaching reading.*

Keywords: *directed reading thinking activity, teaching reading, classroom action research.*

INTRODUCTION

In learning English there are four skills that should be

concerned. Those are listening, speaking, reading and writing. These four language skills are

integrated and related to each other. According to Harmer (1983: 44) listening and reading belong to receptive skills in which the language users require the ability to produce language both spoken and written.

Reading as a basic skill in learning English is an important skill that can be defined as the ability of an individual to recognize a visual form, associate the form with a sound and/or meaning acquired in the past and on the basis of past experience, understands and interpret its meaning (Kennedy, 1981: 5).

The other importance of reading is stated by Grabe (2009: 4). According to Grabe, reading is also important to recognize that many people around the world read in more than one language. Large populations of people have learned to read in second or third languages for variety of reasons, including interactions within and across heterogeneous multilingual countries, large-scale immigration movements, global transportation, advanced education opportunities,

and the spread of language of wider communication.

Reading is the important skill that must be owned by the students. If the students understand what they read probably they will get much knowledge or information. Here, to make students successful in reading, lecturer must have good strategy to improve their reading skills.

Based on the pre observation conducted in the third semester students of English Department, the researcher knows that the students get many difficulties dealing with reading, especially in comprehending a text. They have problems in all aspects of reading comprehension. From the indicators of reading, they are low in: (1) finding the main idea; (2) mentioning specific information; and (3) showing the reference. Meanwhile reading is the most important ability that is used to get success in TOEFL like Test.

In line with the problems evidences which are faced in Linguistic aspects, there were also

some problem evidences found in relation class situation: (1) students have low motivation in learning reading; (2) they were getting bored with the same text used in reading; (3) students have less attention to the lecturer's explanation.

Students' difficulties in reading were caused by some factors that might come from the students, the material, the lecturer, and teaching method used in the classroom.

The factors from the materials used are: (1) the materials used is predictable to students; (2) the theme of the material is not interesting and can't attract students to read; (3) the long and monotonous text can make students bored.

Researcher is interested in conducting a research dealing with teaching reading for specific purposes through DRTA strategy. This is one of strategy provides a process for helping students learn to make predictions as purposes for reading. For use with expository material (e.g., textbooks), the concept of a

“prediction” is broadly defined as any speculation about the contents of the reading material.

From the statement which is explained before, the researcher thinks that DRTA strategy can improve students comprehension skill in reading for specific purposes. He wants to do research on teaching reading through DRTA strategy in the Diploma Students especially English department. Here, the researcher wants to improve students' reading skill through DRTA strategy in Madiun State Polytechnic.

From the background above, the researcher would like to have the research by the title “Increasing Students' Reading Skill Through Directed Reading Thinking Activity (DRTA) Strategy : Classroom Action Research at The Third Semester Students of English Department of Politeknik Negeri Madiun.

1.1.Problem Statement

Based on the background above, the problems of this study that entitled “Increasing Students' Reading Skill Through DRTA

Strategy at the Third Semester of English Department of PNM” is formulated to be ”How can DRTA strategy improve the third semester students’ reading skill?

1.2.The Objective of Study

This research that entitled “Increasing Students’ Reading Skill through DRTA Strategy at the third semester of PNM” has objective to improve the third semester students’ reading skill through DRTA strategy. Researcher wants to know that the strategy will give influence to the result of reading comprehension test. Beside that the researcher will convince to the reader that this strategy is able to improve the students’ reading skill. Classroom action research is the appropriate method to increase students’ language skills especially for reading.

1.3.Scope of Discussion

To make the study focused and easy, the scope of the study must be limited. Here, researcher just limits the study in the third semester students at English Department of PNM. Doing research in this level is

appropriate because English in this level is the foundation or basic for the following class besides the students adaptable.

Then, researcher limits in DRTA strategy because it is good strategy and has been done by the researchers before effectively. Directed Reading Thinking Activity is one of the strategies that can improve students’ reading comprehension in text and by this strategy lecturer or researcher can control the class well.

REVIEW OF RELATED LITERATURE

In this chapter, the researcher discusses the concepts concerning the topics of this research. They are;

a. Reading

There are some definitions of reading. Nuttal (1996: 3) states that reading is the transfer of a message from writer to reader. According to Derajavan in Tella (2007: 119), reading is the art of interpreting printed and written words. Stauffer (1996) states that reading is a mental process requiring accurate word

recognition, ability to mind particular meaning, and ability to shift or associate meaning.

Meanwhile, Rosenshine and Stevens (1982: 186) state that reading comprehension commonly includes seven skills. They are: recognizing the words in the context, identifying main ideas, recognizing the sequence, decoding details, drawing inferences, recognizing cause and effect and comparing and converting. Then, Bermuister (1974: 83) states some indicators that can indicate reading competence such as : understanding reference in the reading text, understanding main idea, understanding kinds of paragraph development, understanding vocabulary, understanding logical inference, making accurate prediction, and making restatement.

Based on the theories above, it can be concluded that reading is the ability to find and interpret word meaning, to find information in detail both

explicitly and implicitly, to find the topic of the text, to find main idea, to find referents, to find the interrelation between parts, and to understand the logical inference.

b. Teaching Reading

Teaching reading is the process giving knowledge that done by lecturer to students. Here, in the teaching reading, lecturer gives the explanation about the text that is taught. Then the students are ordered to answer the question from the text.

According to Richard (2002) teaching reading strategies are taught through direct explanation, lecturer modeling, and feedback. Students are never in doubt as to what the strategy are, where and when they can be used, and how they are used. The lecturer models expert behavior by reading and thinking aloud. The students also read and think aloud in the class, and their strategy use is supported by lecturer feedback.

c. **DRTA Strategy**

Directed Reading-Thinking Activity (DRTA) is an instructional framework that views reading as a problem-solving process best accomplished in a social context (Stauffer, 1969). The lecturer's role is to select an instructional level text, divide the text into meaningful sections, and facilitate discussion of each section of text. Students are responsible for establishing their own purposes for reading, generating predictions, justifying those predictions, independently reading the text, and verifying or revising predictions based on evaluations of information in the text during the lecturer-led discussion of each section.

There was a large effect size favoring both intervention groups over the control group. Baumann, Seifert-Kessell, and Jones (1992) reported that an experimental group of fourth graders engaging in DRTA outperformed a think - aloud

group and the control group on general comprehension measures and an error detection measure. The effectiveness of DRTA in earlier studies makes it important to test its relevance and effectiveness in today's primary classrooms.

The directed reading strategies thinking activity (DRTA) in which this Strategy is given as a means delivery of material history, here the researcher made a prediction based on materials or user title images and instructions so as to encourage them to formulate questions and conclude with their respective versions. Besides that, the researcher asked students to predict the continuation of a story by reading text.

d. **The Purpose of DRTA**

Additional strengths of DRTA are its emphasis on reading as a thinking activity and the importance it places on helping students determine their own purposes for reading. The DRTA also provides a

form of guided problem solving (Manzo and Manzo 1990): students are led through a cycle of making prediction, reading to verify predictions, evaluating comprehension with respect to the predictions, and making new predictions based on acquired knowledge.

Almasi in Al-Odwan (2012: 141) the purpose of DRTA Strategy is to support the independence of students in reading and involved the students in an active process where they must use critical thinking and interconnect it to their prior knowledge.

Stauffer in Rahim (2008) involves reading for a purpose determined by the students. DRTA helps students develop skills in reading and thinking. It encourages risk-taking via prediction. While DRTA can be successfully employed at any grade level, it is recommended as an integral part of the Language Arts programme in grades one through six. It is a technique

which motivates and encourages reluctant readers.

METHODOLOGY

a. Research Design

Research design used in this study is classroom action research (CAR). "Action research is a process designed to empower all participants in the educational process (students, instructors and other parties) with the means to improve the practices conducted within the educational experience" (Hopkins, 1993).

CAR is teaching learning that happens in the class which is done by a lecturer or researcher to get the better quality of teaching learning process. According to Dharma Pendidikan (2006: 5-6), CAR has some characteristics: (1) Cyclical means that this research involves planning - acting - observing - reflecting; (2) Longitudinal which means that CAR happen in one, two, or three months and it can be more; (3) Particular specific characteristic; (4) Participatory; (5) Class characteristic means that CAR has point of view the person in the

class; (6) Collaborative and cooperative characteristic; (7) Casuistic characteristic specific problem; (8) Class natural context; (9) The enough data is needed; and (10) Having purpose to increase situation better.

The researcher conducted the research in two cycles at the third semester students of English Department of Madiun State Polytechnic. There were two kinds of data used; qualitative data and quantitative data. The qualitative data were collected through the questionnaires, observation, field note, the interview of the students' progress during teaching and learning process, and for quantitative data were collected by using test (pre and post test).

b. Setting and Subject of Study

The setting of the study is English Department Students (ED) of Politeknik Negeri Madiun (PNM) which is located at Jalan Serayu 84 Madiun City. It is the only one state campus in Madiun. It is near the main street of Jl. D.I Panjaitan. Therefore, the students are easy to arrive at ED of PNM.

ED of PNM has complete facilities that support the teaching and learning activities. However, the condition of some of those facilities is not good and sufficient for all students. ED of PNM consists of three grade classes. Each class usually consists of 24-30 students. It means that it is a big class for teaching learning process.

Psychologically, they do not have high motivation in learning Reading for Specific Purposes. Most students did the task when the lecturer asked them although the result of their task is still far from what the lecturer expected. Based on the students' achievement for Reading Class, this class is also categorized into low achievers among the other classes. It also can be seen from the result previous-test given. In this case, the researcher chooses Class IIIa due to the problem covered in this class that was reading problem. They got many difficulties in understanding the text, vocabularies, predicting, inferring, finding main idea, and scanning skimming. That was

why the researcher conducted the classroom action research in order to solve the problems.

In conducting the research, the researcher was not only as a lecturer but also an observer. In addition, the researcher was helped by one collaborator. Therefore, the collaborator joined the teaching learning process during the research.

c. Research Procedure

Based on the model of the research, the procedures is composed of cycles, in which every cycle consist of four steps, those are planning, implementing, observing, and reflecting the action. The procedures of action research in this research are follows:

a. Identifying Problem

The problems are indentified first before planning the action. To identify the problems, the researcher used test to know the students competence in comprehending some texts. The test was conducted before the first cycle is started. The next step is observation. The researcher observed the teaching learning

process by using self observation checklist to know the students attitude, students' problems, and class condition. The third is interview. It is used to know the problems faced by students during the teaching learning process and causes the problems. This was held in the beginning of the research.

b). Preparation of the Strategy

After knowing the result before, the researcher wanted to improve the students' comprehension in reading text. He used Directed Reading Thinking Activity to improve the students' reading comprehension. It was taken because he knew that this strategy can improve students' comprehension in reading because in the previous study had been explained clearly, so the researcher wanted to apply it.

c). Preparation of the Lesson

Plan

A lesson plan was developed by the researcher to guide the instruction. It was crucial thing that had to be

prepared before teaching to make sure that the teaching and learning process would reach the expected result. The lesson plan according to Brown (2007: 164-167) should consist of six elements. They are goal, objectives, material and equipment, procedures, assessment, and extra-class work.

The researcher and collaborator designed the lesson plan before conducting the teaching-learning activity. It was a guide for the lecturer in his teaching. In designing the lesson plan, the researcher considered several items, they were the instructional objectives to be achieved, the reading activities, the time allocation provided, the material to be taught, the media to be used, and the assessment during the learning process.

The lesson plan was designed by the researcher and the collaborator also contained the procedure of presenting the lesson in each meeting in order to solve the problems faced by the students. Some main

components of the lesson plan are explained as follows:

1). Learning scenario

This study is designed in two meetings for each cycle. Each meeting took 90 minutes. Each cycle covers the implementation of process approach in teaching reading.

2). Assessment procedure

To know the result of the research whether it is successful or not, the researcher assessed the students' progress during the teaching learning process and the result of post-test.

d). Preparing the Instrument

The researcher took data from the result of the questionnaires or self-observation checklist, field note, the interview of the students' progress during teaching and learning process, and students' final score.

e. Preparing Instructional Materials and Media.

In this study, the researcher and his collaborator prepared instructional materials and media were used. Firstly, the researcher and collaborator

prepared the materials which support the teaching learning process, especially related to Directed Reading Thinking Activity strategy. The researcher and the collaborator prepared the books supported the reading comprehension and the questions given. The researcher and the collaborator tried to make interesting media to support teaching reading using DRTA.

The materials were adapted from many writing books TOEIC preparation books and articles from internet to support teaching learning process. The researcher chose TOEIC because it was the suitable materials for college students or vocational students. The content of the materials were not too heavy for the students and it was relevant with the minimum standard that should be achieved by the students.

f). Preparing the Criteria of Success

This research was considered successful if it

already meets the criteria of success. The criteria of success could be seen from three angles, the lecturer/ researcher, collaborator and the students. The lecturer was considered successful if he had a good performance which could be seen from the indicators of success in implementing process approach in reading as follows; (1)The lecturer and collaborator make the teaching planning, (2)The lecturer and collaborator also implement the plan well, (3)The lecturer and collaborator can organize the class well, (4)The collaborator follows the stages of the reading process, and (5)The students-lecturer/researcher, and collaborator interact well.

Meanwhile, the students are considered successful, if they meet the criteria of success as follows; the first, Most of students are actively involved doing the teaching and learning process such as asking questions, giving prediction, having good interaction, accomplish the task, giving more

attention to the lecturer, the following, Most of students are happy in doing the reading activities in teaching learning process such as having spirit to accomplish the task, enjoying the teaching learning process, giving more attention to the lecturer, the next, The students' reading ability improved which can be seen from the result of each cycle, lastly, 70% students can achieve the passing grade of the reading skill in English lesson that was 60.

g). the Implementation of the Action

Action is the phase where the researcher implements what had been planned in general planning. In doing the action, the researcher will do the one cycle first. It needs two meetings. In each meeting the researcher and collaborator will give the text and the researcher starts by asking the students' thinking about the title of the text, the picture related with the text is important to give. Students predict what happens in the text. The researcher opens or shows

the first paragraph and asks them to read, think, predict, give, ask, and answer the questions from the researcher about what will the next paragraph telling about. The researcher is observed by the other lecturer as collaborator in the action. During the meeting, collaborator helps the researcher to give or repeat the instructions, he asked them to read, think, and predict the story. He also helps to write every questions and predictions.

h). Observing

The observation will be conducted by using some instruments. They are the interview, field notes, questionnaire or self-observation checklist, and final work scoring rubric.

The interview is done to get more information about the students' progress during teaching and learning process. The researcher can ask, especially in their comprehension, how their ability before and after studying using the strategy is.

Field note is used to collect the qualitative data. During the teaching and learning process collaborator noted any findings that occur. The finding range from situation of the class to unexpected things that may happen during the implementation.

i). Reflecting

In this part the researcher analyzes the data collected during the observation section. The result of the analysis will determine the result of the research.

When the mean score of students reading comprehension is above 65, the percentage of the classical success is 70%, the research is successful and the cycle can be finished. Otherwise, one of the success criteria has not been reached yet so the cycle must be repeated with appropriate changes in the strategy.

4. Results and Discussion

This chapter presents the research findings of improving students' reading comprehension

through DRTA strategy at the second grade of English Department of PNM". The data presentation covers the presentation of data of preliminary study of reading comprehension before being taught through DRTA strategy, the data of the first cycle, and the data of the second cycle which are gotten from the observation sheet, portfolio in each cycle and scores of the students from the test.

1. Classroom Action Research Data

This classroom action research was carried out in two cycles and the description of each cycle was as follow:

1.4.Cycle 1

1). Planning

In this step, researcher has done the following activities such as doing pre observation, identification of the problem, compiling the lesson plan and doing evaluation.

Then, researcher compiled the research plan. In lesson plan, he arranged the activities by presenting classroom action

research. The activities that he prepared were DRTA strategy, sample of texts, lesson plan, power point, and the last was some printed materials and questions as instructional media.

Having analysed the problems above, the researcher concluded that argumentative reading comprehension was still difficult for the Semester III of English Department of PNM which was consisted of thirty students. The researcher proposed that DRTA strategy could help the students' problems.

The problems faced by the students above was in analyzing main idea, supporting details, vocabulary used, synonym and antonyms, inferences, explicit and implicit information of reading comprehension. Those could be overcome through lesson plan by preparing the teaching strategy and the supporting material such as: an example of the text, questions, a worksheet score, an interview

form, and observation checklist.

2). Action

This section presented the description of activities during the research in each meeting.

(a). The First Meeting

The first meeting was held on Monday, 4th of September 2017 a.m. First of all, the lecturer greeted the students and checked the attendant list, after that he explained grammar related with comprehension. It was started from explaining simple past tense both verbal and nominal sentence, linking verb explained too, than direct speech was the following grammar which was explained.

Students were explained comprehension and DRTA strategy. Lecturer gave the example of comprehension to make it easy to understand. He told the students in front of the classroom. So, students felt very excited with the text and then he told the students that the aim of comprehension was

to amuse the readers. After that, he asked the moral value that they got from the text. The following step was explaining Directed Reading Thinking Activities strategy. He told and gave the example that in this strategy they should read, predict, and answer the questions. The last was asking the students' difficulty during teaching learning process, and then, lecturer and students together concluded the material, before the meeting closed, lecturer asked the students to study at home what they got from the first meeting.

(b). the Second Meeting

The second meeting was conducted on Tuesday, 5th of September a.m. until 9.20 a.m. Lecturer asked some questions such as; "what do you think about the title?", students answered it, "we think, if we do something good, we will get a good return too", collaborator answered, "you are right!", etc.

After the first title was given, lecturer and collaborator

continued with the second title, it was showed in LCD too, and lecturer did the same action, he asked some question to predict.

Before closing the meeting, lecturer asked the students to study at home about the texts that they got before.

(c). The Third meeting

The third meeting conducted on Monday, 11th of September 2017. The lecturer greeted the students and checked the attendant list. Again, the lecturer invited the students to the laboratory, he showed the third title. After that he asked some predictions to the students and it spent for about thirty minutes.

After students got three texts, lecturer gave the test by giving a paper that consisted of three texts and some questions. He asked the students to do it individually.

3). Observation

After doing the first cycle, lecturer observed the students' paper work. From the first cycle, the result of the test

showed. In this time, the students' average could reach score 62,26. the score of the students was under the criteria of success, so the second cycle had to be conducted in order to get better score and result.

Most of the students still had problem in reading comprehension of predicting and drawing conclusion through Directed reading Thinking Activities strategy.

4). Analysis and Reflection

Based on what the lecturer had done, he analyzed the result of the first implementation and observation.

Although the lecturer had applied all the teaching procedure as in lesson plan, the students score average in reading comprehension of comprehension was 62,26 and there were 9 students got score under 60. Most of students also got difficulties in understanding the text during reading comprehension especially in

predicting and drawing conclusion. And then, lecturer asked the students about the problem that they found from the first cycle. The problems were that some students got difficulty in the vocabularies used, they did not understand the synonym and antonym of the words used, some students did not pay any attentions to the process of conducting the strategy to develop students' reading comprehension of drawing conclusion, they spoke with the other students during the process, they got difficulty to understand the questions in the test, and the time to do the test was limited.

From the result above, if the lecturer compared with the criteria of success, the lecturer still needed to improve his teaching method through DRTA strategy to improve the significant result for the following observation.

To overcome the problem above, the lecturer should find out the method, especially in applying DRTA strategy, developing students' comprehension in reading comprehension, language usage, and mechanic. Here the lecturer should collect the information, data, sharing with the other researcher, and look for other sources to improve the following observation.

1.5.Cycle 2

1). Planning

On the basis of the weaknesses found in the implementation of assessment of the previous cycle, the lecturer continued this study to the second cycle. In this cycle, the lecturer did not plan to make any crucial changes. He essentially made the same implementation as what he did in the preceding cycle. The changes that the lecturer intended to make were that he planned to improve the strategy of action.

Preparing the observation instrument were also made the planning in cycle 2, the lecturer gave the different narrative reading text. Then the lecturer asked the students to find the difficult words, lecturer invited the students to predict the meaning of the words, and lecturer explained the meaning of the difficult words. As like in the first cycle, lecturer showed the power point of text in paragraph. It was done in laboratory too.

2). Implementing and Monitoring the Action

This part provides the descriptions of the implementation of each meeting. Here, there were three meetings conducted in cycle 2.

(a). Action

This section presented the description of activities during the research in each meeting.

(1). The First Meeting

The first meeting was held on Tuesday 12th of September 2017 First of all, in laboratory, the lecturer greeted

the students and checked the attendant list, and then he asked what made them difficult and lecturer asked students to not do it again, he asked students who forgot to bring dictionary to borrow it, and to make students were easy to understand, he also asked them to write what they got during the process of teaching learning, after that lecturer started to show the first title of the second cycle, The text was showed one by one in a paragraph. Before lecturer continued to the next paragraph, he asked the students to find the difficult words, and then lecturer helped students to explain the meaning and the synonym or antonym of those words. Sometimes lecturer asked students to check the words in dictionary . The following paragraph would be showed after all students understood the text. Before the meeting closed, lecturer asked the students to study at home what they got from the first meeting.

(2). The Second Meeting

The second meeting was conducted on Tuesday . the lecturer invited the students to the language laboratory. Lecturer and collaborator showed the second text under, they showed every paragraph in power point, so it made student predicted easily. Lecturer and collaborator asked students to find the difficult words and found the meaning from dictionary, students also could asked the synonym or antonym. Lecturer asked the students to find the main ideas, topic sentences, supporting sentences from every paragraph. To make sure that all students gave attention, they were asked to predict the following paragraph in every text, questions were given too, so a good interaction between lecturer, collaborator, and students happened.

After the second title was given, lecturer and collaborator continued with the third title, it was showed in

LCD too, and lecturer did the same action.

Before closing the meeting, lecturer asked the students what moral value that they got from each text. The last lecturer asked to study at home about the texts that they got, because the test will be conducted for the next meeting.

(3). The Third Meeting

The third meeting was conducted on Monday, 18th September 2107. Lecturer gave the students a paper work and asked them to do it carefully, patiently, correctly, and individually because they had ninety minutes or two hours to finish.

(1). Observation

After doing the second action, lecturer observed the students' paper work. From the second cycle, the result of the test showed the increasing in result from the first cycle. In this time, the students' average could reach score 68,66. The score of the students was increased, and approximately

70% students got the score above the criteria of success, so the second cycle was success.

(2). Analysis and Reflection

Based on what the lecturer had done, he analyzed the result of the second implementation and observation.

The students score average in reading comprehension of text was 68,66 and there were 5 students got score under 60, but their scores were better than the first cycle. It happened because students followed what their lecturer wanted, as like; they paid attention, they had been active and enthusiasm in the class, they asked every difficulty they met, and they wrote the questions, predictions, synonyms, and antonyms, inference, identifying main idea, and drawing conclusion that made them easy to study.

CONCLUSION AND SUGGESTIONS

a. Summary of the Finding

Based on the findings, it could be concluded that Directed

Reading Thinking Activities improved the students' reading ability in reading comprehension of texts. The improvement could be identified from the increasing scores of each cycle.

By observing the students' reading skill from preliminary study or pre test, improving their reading skill both on the first and the second cycle, they were significance development in the students' reading skill. In pre – observation only 36,66% or 11 students from 30 students were success, there were 19 students got the score under the criteria of success (63,33%), and in the first cycle only 21 students were success (70%), and there were 9 students were fail (30%), it was still not success, because their score was under the criteria of success, so lecturer as researcher did the second or the last cycle that showed just 4 students got bad score or there were 86% of students were success.

Besides, the students' motivation and attitude toward Reading class get better. The students are interested in making

predictions, participating and taking part in the lesson. They got involved actively in every activity during the lesson. Most of them are brave to ask questions and express their different ideas. They are very enthusiastic and not reluctant to do the tasks. DRTA, as interesting strategy helps them to have higher motivation and interest in joining reading class.

b. Suggestion

Based on the research findings, some suggestions can be provided to improve the students' reading comprehension.

a). For The Lecturers

First, it was suggested for the lecturers that Directed Reading Thinking Activities strategy is one of effective strategy which can be used in teaching. The lecturer can make collaboration between this strategy and media (e.g pictures and videos) to make an interesting teaching learning process. Second, before teaching, the lecturer needed to formulate instructional objective to be achieved by the students through

lesson plan, he selected material or topics which were interesting for the students, he prepared the instructional media, and he designed instructional procedure of assessment.

b). For the Students

To be success in learning, the lecturer presented some suggestions to the students. They were: first, the students should build their motivation and intention. Whatever the method applied, if the students were lack of motivation and intention in the learning process, the learning process was not effective. Second, the students should be active in learning process, especially during the discussion session. By doing it, the students got many improvements in their ability, not only in reading but also in grammatical, vocabulary, and self-confidence. Those aspects were also required in reading.

c). For the Future researcher

Since the study was an action research, it was advisable that future researchers followed up the study by conducting action researchers on improving the

students' reading ability in other types of essay. It could be conducted not only in junior high school but also at senior high school.

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