

## ABSTRAK

Widya, Ephin Tiara. 2018. *Efektivitas Implementasi Strategi Directed Reading Thinking Activity (DRTA) dalam Pembelajaran Membaca Pemahaman Siswa Kelas VIII SMP Budya Wacana Yogyakarta Tahun Ajaran 2017/2018*. Skripsi Strata Satu (S1). Yogyakarta: Program Studi Bahasa Sastra Indonesia, Fakultas Keguruan Ilmu dan Pendidikan, Universitas Sanata Dharma Yogyakarta.

Penelitian ini bertujuan untuk mengetahui pengaruh strategi *Directed Reading Thinking Activity (DRTA)* terhadap keterampilan membaca pemahaman. Penelitian ini dilaksanakan di SMP Budya Wacana Yogyakarta pada kelas VIII semester I tahun ajaran 2017 / 2018. Metode yang digunakan dalam penelitian ini adalah quasi eksperimen dengan desain penelitian *non equivalent control group design*. Penelitian ini mengambil sampel sebanyak 19 siswa kelas eksperimen dan 18 siswa kelas kontrol. Instrumen penelitian ini berupa tes objektif (pilihan ganda). Teknik analisis data menggunakan uji T-Test program SPSS 16 for Windows.

Berdasarkan hasil penelitian diperoleh rata – rata keterampilan membaca pemahaman pada siswa dengan menerapkan *Directed Reading Thinking Activity* (kelas eksperimen) lebih tinggi dibandingkan rata – rata keterampilan membaca pemahaman pada siswa yang diajarkan dengan pembelajaran konvensional (kelas kontrol). Rata – rata nilai *pretest* yang diperoleh kelas eksperimen yaitu 68,737. Rata – rata nilai *pretest* kelas kontrol yaitu 68,222. Setelah dilakukan tindakan pada kedua kelas, diperoleh rata – rata *posttest* kelas eksperimen yaitu sebesar 89,895 dan kelas kontrol sebesar 81,333.

Jumlah peningkatan kelas eksperimen berdasarkan nilai *pretest* dan *posttest* 21,895 sedangkan pada kelas kontrol sebesar 13,1. Pengujian hipotesis dengan menggunakan teknik *paired sample T-Test* diperoleh t sebesar 0,000 pada taraf signifikansi  $\alpha < 0,05$ . Dengan demikian,  $H_1$  diterima dan  $H_0$  ditolak karena  $0,000 < 0,05$  sehingga dapat disimpulkan bahwa terdapat pengaruh strategi *Directed Reading Thinking Activity (DRTA)* terhadap keterampilan membaca pemahaman siswa.

Kata kunci : Efektivitas, Strategi Pembelajaran *Directed Reading Thinking Activity (DRTA)*, Membaca Pemahaman.

### **ABSTRACT**

Widya, Ephin Tiara. 2018. *Effectiveness of Directed Reading Thinking Activity (DRTA) Implementation Strategy in Learning Reading Comprehension for 8<sup>th</sup> grader Student Budya Wacana Junior High School Yogyakarta in the academic year of 2017 / 2018*. Thesis for Strata 1. Yogyakarta: Indonesian Language and Literature Education Study Programme faculty of Education and Teaching of Sanata Dharma Yogyakarta University.

*This research is used to find out the influence of Directed Reading Thinking Activity (DRTA) strategy for student in reading comprehension skill, and has been applied for 8<sup>th</sup> graders of Budya Wacana Junior High School Yogyakarta in the first semester. The method which was used in this research is "Quasi Experiment" which is used non equivalent control group design. This research used two classes as the samples; the first class consists of 19 student, as the experiment class and the second consists of 18 students as the control class. This experiment includes objective test or multiple choice and the analysis technique that is used T- test programme of SPSS 16 for Windows.*

*Based on the result of the research, the average of the experiment class using Directed Reading Thinking Activity (DRTA) is higher than the control class using conventional method to teach. The average of pretest from experimental class is 68,737 and 68, 222 for control class. After the treatment of these classes, they had to complete the posttest that will show the effect of the treatment. The result of the posttest for experiment class is 89,895 and 81,333 for control class.*

*The amount of experiment class increasing score based on the pretest and posttest score is 21,893, meanwhile the control class increasing score is 13,111. The hypothesis test which used paired sample technique in T-test is about 0,000 in the significance level is  $\alpha < 0,05$ . So  $H_1$  is received and  $H_0$  is rejected, because of  $0,000 < 0.05$  so that it can be concluded that Directed Reading Thinking Activity (DRTA) is affected on reading comprehension skill of the student.*

**Keyword :** *Effectiveness, Learning Strategy of Directed Reading Thinking Activity (DRTA), Reading Comprehension.*