

IMPROVING READING COMPREHENSION OF GRADE X STUDENTS AT SMK NEGERI 1 DAMPAL SELATAN TOLITOLI THROUGH DRTA (DIRECTED READING THINKING ACTIVITY)

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ABSTRACT

The objective of this research is to find out whether the use of DRTA (Directed Reading Thinking Activity) strategy can improve the reading comprehension of class X students of SMK Negeri 1 Dampal Selatan or not. This research used a pre-experimental design that involved only one class as the experimental class. The sample of this research was class X TKJ with 31 students as the experimental class selected by using purposive sampling technique. The instruments of data collection were tests, they were pretest and posttest. The experimental class was given treatment by using the DRTA (Directed Reading Thinking Activity) strategy. The data were analyzed statistically to measure the difference in score. The results shows an increase between the pretest and posttest results. The students means score before given the treatment was 51.10. After the treatment, the means score of students in the posttest was 71.48. By applying a significant level of 0.05, the researchers found that the value of t-counted (5.31) was higher than the t table (1.697). Based on these results, it can be concluded that the DRTA (Directed Reading Thinking Activity) strategy is effective to improve reading comprehension of grade X students at SMK Negeri 1 Dampal Selatan and it can be applied by teachers in teaching and learning process.

Keywords: Improving; Reading Comprehension; DRTA.

INTRODUCTION

English is an international language studied in all countries. English has an important role in communication between people. In Indonesia, English language learning is taught in schools from elementary school to university level. In other words, English language learning provides an important role in language learning. Learning English means learning language skills and language components. Language skills are listening, speaking, reading and writing, while the language components are vocabulary, grammar and pronunciation.

Reading is one of the most important skills in English besides listening, speaking, and writing. In the teaching and learning process, reading plays a role as a skill that is mostly used in conveying the materials to the students. Reading can be silent or aloud reading. By reading, learners will be able to increase their knowledge and can improve their writing and speaking skills. Most reading activities are focused on reading for comprehension. The students got the information from the source by comprehending the content. According to Fitria (2019), reading comprehension is a type of reading that is useful for knowing the contents of the reading itself. Reading comprehension is an activity to understand the meaning of words and get a clear information. In reading comprehension, students not only read but also capture ideas from the text. That way students know exactly what they read and find meaning from reading text.

Based on Merdeka curriculum, students are expected to improve their learning motivation, reading comprehension and critical thinking skills. In the context of English language learning, this curriculum ensures that students have adequate competence in communicating orally and in writing using English. In addition, this curriculum encourages the development of reading comprehension skills with other abilities, such as: writing, listening and speaking in English in a balanced manner. Students are also expected to be able to analyze the content structure of the text given in the learning process.

Based on the result of a preliminary research conducted at SMK Negeri 1 Dampal selatan, the researchers found some problem faced by students in learning reading. The researchers found that reading comprehension at SMK Negeri 1 Dampal Selatan was still low. The problem were related to students' competence in comprehending reading text. They have difficulty identifying main ideas and difficulty about understanding information from the text. That problem is caused by a lack of vocabulary and interest in reading.

To make it easier for students to comprehend the text, the most important thing is the use of teachers' strategy to help the students. According to Simangunsong (2013), in achieving good comprehension in reading is not a simple thing and requires the use of strategies in teaching. The strategy should be interesting to interest students in teaching and learning process. There are many strategies that can be applied to teach reading. One of them is the DRTA (Directed Reading Thinking activity) strategy.

The DRTA (Directed Reading Thinking activity) was developed by Stauffer as a framework for teaching reading. This strategy leads students in active learning. In the DRTA strategy, students are

expected to be able to be active in reading and they must understand what the text contains by asking questions, making predictions and checking their predictions. DRTA helps students understand the texts by activating the background knowledge related to the text. Based on this statement, the researches chose to use DRTA as a strategy to improve students' reading skills. Research on the DRTA strategy in teaching reading is needed because it has many positive effects in improving students' reading comprehension.

The results of this research are expected to provide benefits to readers, especially English teacher, students, and future researcher. First, English teacher can use the result of this research as references to solve problem in English learning, especially in reading class. Second, the researcher hope students can improve reading comprehension by using DRTA. The last, this research is expected to provide new information to the future researches about DRTA strategy. In this study, researchers used limitations. The scope of this research is to improve reading comprehension. The researcher focused on the literal level. Therefore, the research will focus on reading narrative text using DRTA (Directed Reading Thinking Activity) to the grade X students of SMK Negeri 1 Dampal Selatan.

There have been many previous studies regarding directed reading thinking activity as a strategy in learning reading. So that each study has its own objectives and findings. Ilham (2023) under the title the Implementation of Directed Reading-Thinking Activity in Improving Students Reading Comprehension. This research design is a Quasi-experimental involves two groups, the objective of this study is to find out whether through DRTA strategy able to improve students' reading comprehension. The findings from this study are that there is an increase in their knowledge about reading and how to understand reading texts well. Second, Alianda (2022) under the title The Implementation of Directed Reading Thinking activity (DRTA) Strategy in Teaching Reading Comprehension for The VIII Grade Students of SMP It Mutiara Deli Serdang In 2021/2022 Academic Year. The technique of collecting and analyzing data applied in this research were quantitative and qualitative. In this study showed that there was an improvement in students' reading comprehension skills. The students also felt more enthusiastic and interested during teaching and learning activities. It can be concluded that the DRTA (Directed Reading Thinking activity) strategy can improve the ability of students' reading comprehension ability.

METHOD

Considering data and the aims of this research, the researchers used quantitative method to conduct this research. In this research, the researchers applied pre-experimental design. The types of this research has only one class. The class is called experimental class. It means, only one class of students is given pretest and posttest. This research has a population and sample. Population is the most significant factor in conducting a research. The population of this research is the grade X students of SMK Negeri 1 Dampal Selatan that consisted of three classes. The distribution and the total number of populations are 78 students. In selecting the samples, the researchers used

purposive sampling technique. It means the samples are select based on the specific purpose. In this research, the researchers took X TKJ as experimental class consisting of 31 students. These classes is the most suitable class to use as a sample because the varied of students ability might be the first reason and also this class is recommended to the researchers by the English teacher in SMK Negeri 1 Dampal Selatan.

There are two variables of this research, they are independent variable and dependent variable. The independent variable was a variable believed to effect the dependent variable. The independent variable of this research is DRTA (Directed Reading Thinking Activity) strategy and dependent variable is students' reading comprehension. It depend on the individual variable.

In collecting data, researchers only focused on instruments to collect quantitative data. The types of instruments that used in this research are multiple choice and essay. The instrument of collecting data the research data is pretest and posttest. Pretest was given to all students as a sample. Before doing the posttest, the researchers will give treatment. Pretest is used to know the students' abilities before giving the treatment. This test was given to students who become samples. In the first meeting the researchers will give students a set of reading test which aims to know their pre-reading comprehension before treatment. Posttest is conducted after the treatment. After giving pretest, treatment was given to the students. The research applied treatment to the experimental class. The researchers expects to improve the reading comprehension by applying DRTA strategy for six meetings. The posttest is the last test to the experimental class. It is used to know whether the students' reading comprehension improved after receiving the treatment or not. The kinds, duration, and difficulty level of the test used in the post test was same as the test in the pretest. To analyze the data, this research used statistical analysis. Scores were calculated, averaged, and deviations were determined for the experimental class. The t-test was used to analyze the effectiveness of the treatment. Scores were classified using a specific classification system ranging from "Excellent" to "very poor".

To analyze the data, the research used statistical analysis. To determine the individual score by using formula by Arikunto (2006: 240):

$$\Sigma = \frac{x}{N} \times 100$$

Where:

Σ = Standard score
 x = Obtained score
 N = Maximum score

After getting the students individual score in each test, the research calculates the students mean score. They are pretest and posttest. The research used the following formula proposed by Arikunto (2014: 350):

$$M = \frac{\Sigma x}{N}$$

Where :

M = Means score
 $\sum x$ = Total amount of the students score
 N = Total number of students

Next, the researcher calculated the mean deviation score of pretest and posttest by using formula proposed by Arikunto (2014:350) as follows:

$$Md = \frac{\sum d}{N}$$

Where:

Md = Mean deviation of pretest and posttest
 $\sum d$ = pretest and posttest total deviation
 N = Number of students

After that, the sum of square deviation was calculated by using the formula proposed by Arikunto (2014: 351):

$$\sum x^2 d = \sum d^2 - \frac{(\sum d)^2}{N}$$

Where:

$\sum x^2 d$ = square deviation
 $\sum d^2$ = Sum of deviation
 N = Number of students

The last, the research calculated the t-counted in order to analyze the effectiveness of the treatment by using formula proposed by Arikunto (2014: 349):

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}}$$

Where:

t = t-counted
 Md = The mean deviation of pretest and the posttest
 $\sum x^2 d$ = Total sum of square
 N = Number of students
 1 = Constant number

In finding out whether the use of DRTA (Directed Reading Thinking Activity) is an effective in improving reading comprehension of grade X student's in SMK Negeri 1 Dampal Selatan or not, the researcher tested the hypothesis was accepted or rejected. This research is accepted or there is a significance influence if the t_{counted} is greater than t_{table} . In the other words, the using of DRTA is effective in improving students reading comprehension. In contrast, if the t_{counted} is lower than t_{table} , the hypothesis will reject or there is no significance influence to the student's achievement in reading comprehension

RESULT AND DISCUSSION

Result

The researchers gave a pretest and posttest to the sample class to measure students' skills in understanding narrative text before and after treatment. Researchers presented and analyzed data collection through tests. The results of the data will be calculated statistically to conclude whether the application of the DRTA (Directed Reading Thinking Activity) strategy can improve students' reading comprehension or not.

The Result of the Pre-Test

The pretest was carried out before being given treatment. It was given to find out students' prior knowledge of the material. The result of Pretest can be seen in the following table.

Table 4.1
Student's Score on the Pretest

No.	Initial			Score		Category	Qualification	
		Types of Test		Raw	Max			Standard
		MC	Essay					
1	A	12	18	30	50	60	Poor	Failed
2	AF	6	16	22	50	44	Poor	Failed
3	AG	6	14	20	50	40	Poor	Failed
4	APSP	10	20	30	50	60	Poor	Failed
5	AR	11	17	28	50	56	Poor	Failed
6	AS	8	16	24	50	48	Poor	Failed
7	AWI	7	17	24	50	48	Poor	Failed
8	EK	6	15	21	50	42	Poor	Failed
9	ES	5	17	22	50	44	Poor	Failed
10	FR	7	16	23	50	46	Poor	Failed
11	H	9	16	25	50	50	Poor	Failed
12	HA	11	19	30	50	60	Poor	Failed
13	HM	10	17	27	50	54	Poor	Failed
14	J	7	13	20	50	40	Poor	Failed
15	M	10	17	27	50	54	Poor	Failed
16	MA	12	18	30	50	60	Poor	Failed
17	MK	9	15	24	50	48	Poor	Failed
18	MRA	6	13	19	50	38	Very Poor	Failed
19	MS	9	21	30	50	60	Poor	Failed
20	MU	8	16	24	50	48	Poor	Failed
21	N	10	18	28	50	56	Poor	Failed
22	P	11	21	32	50	64	Poor	Failed
23	PM	6	14	20	50	40	Poor	Failed
24	PN	11	19	30	50	60	Poor	Failed
25	R	13	20	33	50	66	Poor	Failed
26	RS	6	12	18	50	36	Very Poor	Failed
27	S	6	15	21	50	42	Poor	Failed
28	SF	14	18	32	50	64	Poor	Failed

29	SJ	9	16	25	50	50	Poor	Failed
30	W	10	17	27	50	54	Poor	Failed
31	WL	7	19	26	50	52	Poor	Failed
Total		272	520	792	1550	1584		
Mean		8.77	16.77	25.55	50	51.10	Poor	Failed

Based on the Table 4.1, the number of students in the experimental class are 31 students. The highest score is 66 and the lowest score is 36. The total of the student's score was 1.584. After getting the total score of students', the researcher computed the mean score of pre-test by using formula as follows:

$$M = \frac{\sum x}{N}$$

$$M = \frac{1584}{31}$$

$$M = 51.10$$

The researchers got the mean score of students in pretest was 51.10

The Result of the Post-Test

The posttest was carried out at the last meeting after students received treatment using DRTA (Directed Reading Thinking Activity). It was done to find out the students' significant improvement in students' reading comprehension. The results of students' individual scores on the posttest can be seen in table 4.2.

Table 4.2
The student's Score on Posttest

The Student's Score on Posttest								
No.	Initial	Types of Test		Score			Category	Qualification
		MC	Essay	Raw	Max	Standard		
1	A	15	20	35	50	70	Fair	Succesfull
2	AF	15	20	35	50	70	Fair	Succesfull
3	AG	17	23	40	50	80	Good	Succesfull
4	APSP	15	22	37	50	74	Fair	Succesfull
5	AR	12	22	34	50	68	Poor	Failed
6	AS	15	18	33	50	66	Poor	Failed
7	AWI	16	25	41	50	82	Good	Succesfull
8	EK	14	20	34	50	68	Poor	Failed
9	ES	11	19	30	50	60	Poor	Failed
10	FR	16	25	41	50	82	Good	Succesfull
11	H	13	16	29	50	58	Poor	Failed
12	HA	15	21	36	50	72	Fair	Succesfull
13	HM	13	24	37	50	74	Fair	Succesfull
14	J	15	24	39	50	78	Fair	Succesfull
15	M	17	23	40	50	80	Good	Succesfull
16	MA	14	17	31	50	62	Poor	Failed

17	MK	15	26	41	50	82	Good	Succesfull
18	MRA	17	21	38	50	76	Fair	Succesfull
19	MS	15	20	35	50	70	Fair	Succesfull
20	MU	15	25	40	50	80	Good	Succesfull
21	N	13	17	30	50	60	Poor	Failed
22	P	12	24	36	50	72	Fair	Succesfull
23	PM	14	25	39	50	78	Fair	Succesfull
24	PN	15	22	37	50	74	Fair	Succesfull
25	R	16	19	35	50	70	Fair	Succesfull
26	RS	15	25	40	50	80	Good	Succesfull
27	S	13	17	30	50	60	Poor	Failed
28	SF	16	19	35	50	70	Fair	Succesfull
29	SJ	15	25	40	50	80	Good	Succesfull
30	W	12	18	30	50	60	Poor	Failed
31	WL	14	16	30	50	60	Poor	Failed
Total		450	658	1108	1550	2216		
Mean		14.5	21.23	35.74	50	71.48	Fair	Succesfull

Table 4.2 indicate students results on the posttest. Almost all students succesfull and passed the KKM, there were 21 students who passed and tenth students failed. The highest score obtained by students was 82 and the lowest score was 58, while the mean score of students was 71.48. The researchers calculated the mean score by using formula as follows:

$$M = \frac{\sum x}{N}$$

$$M = \frac{2216}{31}$$

$$M = 71.48$$

The data of students' score on pretest and posttest have been gathered. The result of mean score of students' score on pretest was 51.10 and the posttest was 71.48. By seeing the two mean scores, there were significant improvements of the students after got treatment by DRTA (Directed Reading Thinking Activity) strategy.

Deviation Score

After getting the result of mean score of pretest and posttest, the researchers continued to compute the deviation and square deviation. The data can be seen as follows:

Table 4.3
Deviation and Square Deviation

NO	Initial	Pretest (X1)	Posttest (X2)	Deviation	Squared Deviation
1	A	60	70	10	100
2	AF	44	70	26	676
3	AG	40	80	40	1600

4	APSP	60	74	14	196
5	AR	56	68	12	144
6	AS	48	66	18	324
7	AWI	48	82	34	1156
8	EK	42	68	26	676
9	ES	44	60	16	256
10	FR	46	82	36	1296
11	H	50	58	8	64
12	HA	60	72	12	144
13	HM	54	74	20	400
14	J	40	78	38	1444
15	M	54	80	26	676
16	MA	60	62	2	4
17	MK	48	82	34	1156
18	MRA	38	76	38	1444
19	MS	60	70	10	100
20	MU	48	80	32	1024
21	N	56	60	4	16
22	P	64	72	8	64
23	PM	40	78	38	1444
24	PN	60	74	14	196
25	R	66	70	4	16
26	RS	36	80	44	1936
27	S	42	60	18	324
28	SF	64	70	6	36
29	SJ	50	80	30	900
30	W	54	60	6	36
31	WL	52	60	8	64
Total		1584	2216	632	17912

After finding out the result, the researcher calculated the mean deviation score by using formula as follows:

$$Md = \frac{\sum d}{N}$$

$$Md = \frac{632}{31}$$

$$Md = 20.39$$

The mean score of deviation that the researcher obtained after calculating the score was 20.39. Then, the researcher computed sum of square deviation by using the formula as follows:

$$\sum x^2 d = \sum d^2 - \frac{(\sum d)^2}{N}$$

$$\sum x^2 d = 17912 - \frac{(632)^2}{31}$$

$$\sum x^2 d = 17912 - \frac{131044}{31}$$

$$\sum x^2 d = 17912 - 4227.23$$

$$\sum x^2 d = 13684.77$$

In calculating the sum of square deviation, the researcher found the result was 13684.77

The last, the researcher computed the t-counted by using formula as follows:

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}}$$

$$t = \frac{20.39}{\sqrt{\frac{13684.77}{31(31-1)}}}$$

$$t = \frac{20.39}{\sqrt{\frac{13684.77}{31(30)}}}$$

$$t = \frac{20.39}{\sqrt{\frac{13684.77}{930}}}$$

$$t = \frac{20.39}{\sqrt{14.71}}$$

$$t = \frac{20.39}{3.84}$$

$$t = 5.31$$

By getting the computation above, the t-counted was 5.31

To find out the significant difference in the test, she compared the value of t-counted with the value of t-table. Since degree of freedom (df) = N-1 = 31-1=30 by applying α 0.05 level significant, the result of the data analysis shows that t-count (5.31) is higher than t-table (1.697). It means that the researcher hypothesis is accepted. The researcher concluded that by using DRTA (Directed Reading Thinking Activity) strategy can improve students' reading comprehension.

Discussion

The purpose of this study was to find whether the use of DRTA (Directed Reading Thinking Activity) strategy can improve the reading comprehension of grade X students at SMK Negeri 1 Dampal Selatan. This research focused on Literal comprehension. There are two kinds of tests used in this research, they were multiple choice and essay. There were 30 items of the test, the pre-test and post-test has same kinds of exercise. The first is multiple choice (20 items) and is fill the blank (10 items). In conducting this research, the researchers gave pre-test, treatment and post-test to collecting data.

This research begins with giving a pretest to the experimental class. the results obtained indicate that students still have a low reading comprehension. The scores obtained by students on the pretest did not pass the KKM. The results of the study found that students had difficulty in English reading comprehension, especially in doing the tests given. Many of them could not understand the meaning

of the questions given in the test, so students only answered without understanding the meaning of the questions given. Therefore, to improve students' reading comprehension, researchers used the DRTA (Directed Reading Thinking Activity) strategy.

When the researchers administered the pretest to the experimental class, the data analysis indicated that the mean score obtained was 51.10. After the pretest was given to the students, the researchers applied the treatment to the experimental class for six meetings. In the first and second meetings, the researchers introduced and explained about the DRTA (Directed Reading Thinking Activity) strategy to the students. Students were still confused and asked many questions in using the DRTA sheet because this strategy was still new to them. In the third and fourth meetings, students began to understand and be active in groups in learning with the DRTA strategy. They could get the main idea and understand the content of the narrative text. In the fifth and sixth meetings, the researchers found that the teaching and learning process with the DRTA strategy had improved. Students could find the main idea and detailed information in the DRTA sheet. They also understood well how to use the DRTA sheet and were more active in discussing with theirs in making and proving their predictions. After being taught by using DRTA strategy, the students got Posttest to know whether the students improved or not.

After several meetings, students have improved in understanding the information contained in narrative text using the DRTA (Directed Reading Thinking Activity) strategy. This method makes it easier for students to get the main idea by predicting the text. Making predictions before reading the book is another strategy that can be used to help students focus on the main idea in the text. This method also uses pictures as a medium to teach reading comprehension. In other words, a picture can highlight key phrases and concepts while allowing students to relate their own experiences to the main idea of the text before reading.

Finally, students were given a posttest by the researchers after being given the treatment. the average value obtained by the experimental class was 71.48 and was included in the successful qualification. The result of Posttest showed that 21 students could pass the KKM 10 students could not pass but she still improved. this shows that the use of DRTA (Directed Reading Thinking Activity) strategy can improve students' reading comprehension at SMK Negeri 1 South Dampal.

According to Stauffer (1969), in the DRTA strategy where there are three steps, they are the prediction step, the guided silent reading step, and the proving step. DRTA strategy involves students in thinking about what they read in three steps. In the first step, students make predictions about what they will read based on the title of the text. In the second step, they read to confirm or reject their predictions. In the third step, they evaluate their predictions by using information from the text to support their opinions. This is also stated by Arista et al. (2022), The use of DRTA (Directed Reading Thinking Activity) increases learning activities and students' reading skills. as a result, students begin to be active in the learning process and answer tests.

DRTA (Directed Reading Thinking Activity) strategy is also used by two previous researchers. Based on Ilham (2023), that DRTA strategy can increase knowledge about reading and how to understand

reading texts well. In addition, Alianda (2022) DRTA strategy can improve students' ability in reading comprehension. In this study, there was an increase in students' reading comprehension after being given treatment. The strategy that is carried out directly and provides interaction between students has a positive impact. although in this study there are still some students who have not reached the passing score, this study can run well so that it can improve students' reading comprehension.

Furthermore, the study carried out by Arista et al (2022), The use of Directed Reading Thinking Activity (DRTA) increases learning activities and students' reading skills. The DRTA strategy can increase student motivation and improve reading comprehension (Risdha, 2019). Researchers agree with this statement that the DRTA strategy has a positive effect on the learning process of reading comprehension of students. based on the results that researchers get, DRTA (Directed Reading Thinking Activity) increases students' reading comprehension.

The result of the analysis shows that the students give significant effect on the reading score. It was found that the value of t-test is higher than t-table. This can be found by comparing the two critical values; t-test and t-table. The degree of freedom (df) that is used in this research is 30. It is proved by the t-counted is higher than ttable at 5.31 and 1.697. This finding indicates that the alternative hypothesis stating that the use of DRTA strategy to improve reading comprehension of grade X students at SMK Negeri 1 Dampal Selatan is accepted.

CONCLUSION

This research aims to improve the reading comprehension of grade X students using the DRTA strategy. The research results showed that there were significant differences in students after being given treatment. It can be seen from the data that there is a significant difference between the pretest results (51.10) and posttest (71.48). Apart from that, the result of tcount (5.31) is greater than ttable (1.697). Thus, it can be concluded that the use of DRTA (Directed Reading Thinking Activity) can improve students' reading comprehension. Based on research results, the use of DRTA can improve students' reading comprehension. Thus, the researcher wants to provide suggestions to teachers and future researchers. First, teachers can use the DRTA strategy to make the learning process more active. DRTA strategy can make students think more critically in reading because it can build students' preliminary knowledge. Apart from that, teachers must also motivate students to be more aware of the importance of reading and encourage students to be more active in discussions so that they can improve their reading comprehension.

Second, this research can be useful for future researchers who use the DRTA strategy to improve reading comprehension. The results in this study can serve as a guide for them on how to implement this strategy. Apart from that, it is recommended for future researchers to conduct further research using the DRTA strategy either with the same or different designs. This further research can explore DRTA research in a broader context, such as carrying out group or individual learning processes.

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