

**THE EFFECTIVENESS OF USING DIRECTED READING THINKING
ACTIVITY (DRTA) TO IMPROVE READING COMPREHENSION IN
RECOUNT TEXT AT SMP 5 KOTA KEDIRI**

THESIS



By:

M. KHAQUL FIRDAUS KHAQIQI

NIM. 21202129

**ENGLISH LANGUAGE EDUCATION DEPARTEMENT
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
STATE ISLAMIC UNIVERSITY OF SYEKH WASIL KEDIRI**

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THESIS

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Written by:

M. Khaqul Firdaus Khaqiqi

NIM. 21202129

ENGLISH LANGUAGE EDUCATION DEPARTEMENT

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

STATE ISLAMIC UNIVERSITY OF SYEKH WASIL KEDIRI

2025

DECLARATION OF AUTHENTICITY

Name : M. Khaqul Firdaus Khaqiqi
Student's ID Number : 21202129
Study Program : Department of English Language Education
Faculty : Tarbiyah
Tittle of Thesis : The Effectiveness of Using Directed Reading Thinking Activity (DRTA) to Improve Reading Comprehension in Recount Text at SMP 5 Kota Kediri

I hereby state that I wrote the thesis and the work presented in it is my own and has been made by me as a result of my own original research. Thus, to the best of my knowledge and belief that this thesis does not contain any material that has been published or written by anyone else except those mentioned. This thesis also contains my own translations from sources in other languages.

This thesis was made to fulfill the requirements for the degree of *Sarjana* (S1) in the English Language Study Program, State Islamic University of Syekh Wasil Kediri

Kediri, 22th December 2025

The Researcher



M. Khaqul Firdaus Khaqiqi

NIM. 21202129

APPROVAL PAGE

This is to certify the bachelor thesis of M. Khaqul Firdaus Khaqiqi has been
Approved by advisors for further approval by the board examiners

TITTLE

**THE EFFECTIVENESS OF USING DIRECTED READING THINKING
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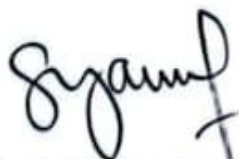
M. Khaqul Firdaus Khaqiqi

NIM. 21202129

Approved by

Advisor 1

Advisor 2



H. Burhanudin Syaifulloh, M. Ed., Ph. D.

NIP. 197906202009121001



Mohammad Muhviddin, M. Pd.

NIP. 198012262009121004

RATIFICATION SHEET

THE EFFECTIVENESS OF USING DIRECTED READING THINKING ACTIVITY (DRTA) TO IMPROVE READING COMPREHENSION IN RECOUNT TEXT AT SMP 5 KOTA KEDIRI

M. KHAQUL FIRDAUS KHAQIQI

21202010

Has been examined by the board of examiner of State Islamic University of Syekh
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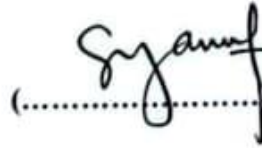
1. Main Examiner

Prof. Dr. Fathor Rasvid, M.Pd.
NIP. 197509302007101004


(.....)

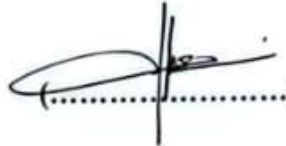
2. Examiner I

H. Burhanudin Syaifulloh, M. Ed., Ph. D.
NIP. 197906202009121001


(.....)

3. Examiner II

Mohammad Muhyiddin, M. Pd.
NIP. 198012262009121004


(.....)

Kediri, 22th December 2025

Acknowledged by Dean of Faculty of Tarbiyah

State Islamic University of Syekh Wasil Kediri



Prof. Dr. Hj. Munifah, M.Pd.
NIP. 197004121994032006

DEDICATION

All praise is due to Allah SWT, the Most Gracious and the Most Merciful, who has bestowed upon me countless blessings, strength, patience, and guidance so that I am finally able to complete this thesis. This humble work is sincerely dedicated to:

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The Researcher



M. Khaqul Firdaus Khaqiqi

MOTTO

“And among His signs is the creation of the heavens and the earth, and the diversity of your languages and your colors. Indeed in that are signs for those of knowledge.”

-Q.S. Ar-Rum: 22

ABSTRACT

Khaqiqi, Muhammad K. F. (2025). *The Effectiveness of Directed Reading Thinking Activity (DRTA) Strategy in Improving Students' Reading Comprehension of Recount Text at SMP Negeri 5 Kota Kediri*. Department of English Language Education, Faculty of Tarbiyah, Syekh Wasil State Islamic University Kediri. Advisor: (I) H. Burhanudin Syaifulloh, M.Ed., Ph.D. and (II) Mohammad Muhyiddin, M.Pd.

Keywords: *Directed Reading Thinking Activity (DRTA), Reading Comprehension, Recount Text, Quasi-Experimental*

Reading comprehension is a fundamental skill in English learning, yet many students face significant challenges in understanding texts. At SMP 5 Kota Kediri, eighth-grade students specifically struggle with recount texts, finding it difficult to identify main ideas, recall specific details, and make inferences. These difficulties are exacerbated by the use of conventional teaching methods, which tend to be teacher-centered and passive, leading to low student engagement and motivation. Consequently, this study aims to determine the effectiveness of the Directed Reading Thinking Activity (DRTA) strategy in improving students' reading comprehension of recount texts compared to conventional methods.

This research employed a quantitative approach with a quasi-experimental design. The population comprised eighth-grade students at SMP 5 Kota Kediri, with a sample of 64 students selected through purposive sampling. The sample was divided into two groups: Class VIII-A as the experimental group (32 students) taught using the DRTA strategy, and Class VIII-C as the control group (32 students) taught using conventional methods. Data were collected using pre-test and post-test instruments and analyzed using SPSS version 27, employing Analysis of Covariance (ANCOVA).

The findings revealed a significant improvement in the experimental group's reading comprehension compared to the control group. The mean score of the experimental group increased significantly from 74.37 in the pre-test to 91.50 in the post-test. In comparison, the control group's mean score improved from 72.62 to 84.50. The ANCOVA result showed a significance value (Sig.) of 0.000, which is lower than the threshold of 0.05, indicating that the difference was statistically significant. In conclusion, the DRTA strategy is effective in improving students' reading comprehension of recount texts by fostering active prediction and critical thinking during the reading process.

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