

## ABSTRACT

**Dyfa Annisa, 2319.056, "The Implementation of Direct Reading-Thinking Activity (DR-TA) Strategy in Teaching Reading Comprehension at Eleventh Grade of SMAN 2 Sungai Limau"** Thesis, English Education Department, UIN Sjech M Djamil Djambek Bukittinggi, 2023/2024.

In teaching reading comprehension, one of the strategies that could have been used was the DR-TA strategy. Directed Reading Thinking-Activity (DR-TA) was a strategy that improved students reading comprehension where students made predictions about the text and confirmed predictions as students read. This strategy had been applied by one of the English teachers at SMA N 2 Sungai Limau in teaching reading comprehension. However, in its application in class, teachers had difficulty in managing class discussions so that all students were involved. Then, the teacher had difficulty dealing with students who did not give predictions orally.

This study used a narrative design with a qualitative method because the researcher wanted to know how the DR-TA strategy was implemented by a teacher in teaching reading comprehension and what challenges were faced by the teacher in implementing this strategy in class. The informant in this research was one of the English teachers in class XI of SMAN 2 Sungai Limau. The methods of data collection were observation and interview. Data collection was done through an observation checklist and question-and-answer interviews with the teacher. Data analysis was done by data collection, data reduction, data presentation, and data conclusion. The data were presented in a descriptive narrative format.

The results showed that teachers had implemented this strategy in teaching reading comprehension, but there were two steps that were not applied or skipped by the teacher in the implementation in the classroom. The steps that the teacher missed were that the teacher did not give options to students who could not give predictions orally, and the teacher did not ask students what information led to the best prediction. The challenges that the teacher faced in the classroom when implementing the DR-TA strategy were firstly the limited time they had in class, while the time needed for the implementation of this strategy was long. Second, students were not active and enthusiastic in the learning process. Third, students' limited background knowledge made it difficult to give predictions. Therefore, it could be concluded that the teacher was not optimal in implementing the DR-TA strategy

**Keywords: Implementation, DR-TA, Teaching Reading Comprehension.**

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**Dyfa Annisa, 2319.056, “The Implementation of Direct Reading-Thinking Activity (DR-TA) Strategy in Teaching Reading Comprehension at Eleventh Grade of SMAN 2 Sungai Limau”** Skripsi jurusan Pendidikan Bahasa Inggris UIN Sjech M Djamil Djambek Bukittinggi, 2023/2024.

Dalam pengajaran pemahaman membaca salah satu strategi yang dapat digunakan yaitu strategi DR-TA. Directed Reading-Thinking Activity (DR-TA) adalah strategi yang meningkatkan pemahaman membaca siswa dimana siswa membuat prediksi tentang teks dan mengkonfirmasi prediksi saat siswa membaca. Strategi ini telah diterapkan oleh salah satu guru bahasa Inggris di SMA N 2 Sungai Limau dalam mengajar pemahaman membaca, namun pada penerapannya dikelas guru kesulitan menyesuaikan pendekatan dengan strategi DR-TA dengan gaya belajar siswa yang beragam, kemudian guru kesulitan mengatasi siswa yang tidak memberikan prediksi secara oral.

Penelitian ini menggunakan penelitian design naratif dengan metode kualitatif karena peneliti ingin mengetahui bagaimana implementasi strategi Direct Reading-Thinking (DR-TA) yang diimplementasikan oleh seorang guru dalam mengajar pemahaman membaca dan tantangan apa yang ditemui oleh guru dalam mengimplementasikan strategi ini dikelas. Informan dalam penelitian ini adalah salah satu guru Bahasa Inggris dikelas XI SMAN 2 Sungai Limau. Metode pengumpulan data adalah observasi dan wawancara. Pengumpulan data dilakukan melalui observasi checklist dan tanya jawab wawancara bersama guru. Analisis data dilakukan dengan pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan data, data disajikan dalam format deskriptif naratif.

Hasil penelitian menunjukkan bahwa guru telah menerapkan strategi ini dalam mengajar pemahaman membaca, namun masih ada langkah yang tidak diterapkan atau dilewati oleh guru dalam pelaksanaannya di kelas. Langkah yang dilewatkan guru yaitu guru tidak memberikan pilihan kepada siswa yang tidak dapat memberikan prediksi secara oral, dan guru tidak menanyakan pada siswa bagian teks yang menghasilkan prediksi terbaik. Tantangan yang ditemui guru dikelas saat mengimplementasikan strategi DR-TA yaitu pertama waktu yang dimiliki terbatas dikelas, sedangkan waktu yang dibutuhkan untuk penerapan strategi ini panjang. Kedua yaitu siswa yang tidak aktif dan antusias dalam proses pembelajaran. Ketiga yaitu latar belakang pengetahuan siswa yang terbatas sehingga kesulitan memberikan prediksi. Sehingga, dapat disimpulkan bahwa guru tidak optimal dalam mengimplementasikan strategi DR-TA.  
**Kata kunci : Implementasi, DR-TA, Mengajar Pemahaman membaca**