

**THE IMPLEMENTATION OF DIRECTED READING THINKING  
TECHNIQUE IN TEACHING READING COMPREHENSION TO THE  
EIGHT GRADE STUDENTS OF SMP WARGA SURAKARTA  
IN 2017/2018 ACADEMIC YEAR**



**RESEARCH PAPER**

Submitted as a Partial Fulfillment of the Requirement  
for Getting Bachelor Degree of Education  
in English Department

by:

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**2018**

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TECHNIQUE IN TEACHING READING COMPREHENSION TO THE  
EIGHT GRADE STUDENTS OF SMP WARGA SURAKARTA 2017/2018  
ACADEMIC YEAR**

Herewith, I pronounce this research paper there is no plagiarism of the previous study which has been raised to obtain bachelor degree of university, or there are opinions or masterpiece which have been written or published by other, except those in which the writing are referred in the manuscript and mentioned in bibliography. Later, if it is proven any some untrue statement in this testimony, I will fully responsibility

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**THE IMPLEMENTATION OF DIRECTED READING THINKING  
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## **MOTTO**

**I may not be able to make everything perfect, but I know that at least**

**I always have chances to make them better. Don't loose hopes.**

**(I myself)**

## **DEDICATION**

**I proudly dedicate my research paper to:**

**My beloved father, Suroto,**

**My beloved mother, Siswiati,**

**My beautiful sisters, Ambar Setiani and Risma Anggraini,**

## ACKNOWLEDGEMENT

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The last, the researcher extended her greatest gratitude to everyone who helped her that could not be mentioned one by one. The researcher realized that this research was far from being perfect and there were many weaknesses in this researcher paper because of the limited capability and knowledge. Therefore, suggestion and criticism are welcome and accepted. Finally, she expected and hoped that this research paper will be useful for the readers.

*Wassalamu'alaikum Wr. Wb.*

Surakarta, 30 October 2018

The Researcher,

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## **ABSTRACT**

### **THE IMPLEMENTATION OF DIRECTED READING THINKING TECHNIQUE IN TEACHING READING COMPREHENSION TO THE EIGHT GRADE STUDENTS OF SMP WARGA SURAKARTA IN 2017/2018 ACADEMIC YEAR**

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This research is intended to describe, (1) the class techniques to develop reading comprehension skills, (2) the teacher steps to implements the technique, (3) the strength and weakness of directed reading thinking technique used in teaching reading comprehension to the eight grade student of SMP Warga Surakarta 2017/2018 in academic year. The type of this research is descriptive qualitative. The subjects of the study were teacher and students of 8B and 8D at Junior High School Warga Surakarta. The method of collecting data in this study is observation in the classroom. Besides, the researcher also conducted interviews to the teacher and gave the survey to the students to obtain more complete information about the teaching and learning process, especially reading comprehension. The result shows the teacher used Directed Reading Thinking Technique in reading comprehension. The teacher implements directed reading thinking technique directly; (1) predicting based on the directions the title, (2) making a prediction of the clues a picture, (3) reading materials or text, (4) assessing a prediction and adjusting the prediction. Using a directed reading thinking technique, teacher has some strength and weakness . The researcher concluded this research that English teacher in SMP Warga Surakarta used directed reading thinking technique to improve students' reading comprehension.

**Keyword:** directed reading thinking technique, reading comprehension, strength, solution and the weakness

## **ABSTRAK**

*Penelitian ini bertujuan mendeskripsikan (1) teknik kelas untuk mengembangkan ketrampilan membaca yang digunakan guru yaitu Teknik Directed Reading Thinking, (2) langkah-langkah guru yang dihadapi dalam penerapan teknik tersebut, (3) keuntungan dan kekurangan dalam menggunakan teknik directed reading thinking saat pembelajaran reading comprehension dikelas delapan SMP Warga Surakarta tahun ajaran 2017/2018. Jenis penelitian ini adalah deskriptif kualitatif. Subjek penelitian adalah guru dan siswa kelas 8B dan 8D warga Surakarta. Metode pengumpulan data berupa observasi didalam kelas untuk mengetahui teknik pembelajaran yang dipakai saat di kelas, selain itu peneliti juga melakukan wawancara terhadap guru serta memberi angket kepada siswa untuk memperoleh informasi yang lebih lengkap mengenai proses belajar mengajar Bahasa Inggris khususnya reading comprehension. Hasil dari penelitian ini adalah guru menggunakan teknik directed reading thinking dalam pembelajaran Reading Comprehension. Cara guru menerapkan teknik tersebut adalah (1) membuat prediksi berdasarkan petunjuk judul, (2) membuat prediksi dari petunjuk gambar, (3) membaca bahan bacaan atau teks, (4) menilai prediksi dan menyesuaikan prediksi. Dalam menggunakan teknik directed reading thinking, guru menghadapi beberapa kekurangan dan menemukan keuntungan dari penerapan teknik tersebut. Peneliti menyimpulkan bahwa guru Bahasa Inggris di SMP Warga Surakarta menggunakan teknik directed reading thinking untuk meningkatkan pemahaman membaca siswa.*

**Kata kunci:** *teknik directed reading thinking activity, reading comprehension, langkah-langkah, kekurangan, kelebihan, penyelesaian masalah*

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