ABSTRACT

Situmorang, Merysyska. 2005. **The Effect of Directed Reading-Thinking Activity DRTA) and Context Clues on Reading Comprehension.** English Applied Linguistics, Graduate Program of the Sate University of Medan.

There are many problems faced by teachers in teaching reading comprehension to the students. It's not an easy task to make the students comprehend the reading material in a given time. The problems is because most teachers are not aware of this and they are not motivated to find the applicable method/s to be applied in the teaching. Related to this, the writer conducted a research on the effect of teaching methods on reading comprehension. The objectives of this study are to investigate whether Directed Reading-Thinking Activity (DRTA) and Context Clues significantly affect on reading comprehension, and which of these methods is the most significantly effective. Quantitative approach was carried in experimental design. The samples was taken from the second year students from Methodist Tanjung Morawa who were in the 2004/2005 school year. The Cluster sampling was used with 105 students who were divided into three groups (two experimental groups and one control group). In the process of collecting the data, first the researcher administrated a pre-test for the three groups, then two groups were treated with DRTA and Context clues methods, and one group was taught using traditional method. After the treatments, the post-test was administrated to the three groups. For the analysis, the data were analyzed applying One Way-ANOVA. The result of the analysis showed that the F observed is greater than the F table (9.64>3.09). Further more, to prove which group was the most effective method, the NEWMAN-KEULS formula was applied and the result showed that from the two experimental groups DRTA was the most effective method in teaching reading comprehension (mean=60.80), followed by Context Clues method (mean=59.25). In general, it is concluded that the DRTA method and Context Clues method give significant effect on reading comprehension.