

**USING DIRECT READING THINKING ACTIVITY (DRTA)
TECHNIQUE TO TEACH READING COMPREHENSION
FOR ELEVENTH GRADE STUDENTS**

THESIS

Submitted By :

SARONA MAISARAH

**Student of Faculty of Education and Teacher Training
Department of English Language Teaching**

Reg. No : 231324133



**FACULTY OF EDUCATION AND TEACHER TRAINING
AR-RANIRY STATE ISLAMIC UNIVERSITY
DARUSSALAM – BANDA ACEH
2018 M/1439 H**

THESIS

Submitted to Faculty of Education and Teacher Training
Ar-raniry State Islamic University Darussalam Banda Aceh In
partial fulfillment of the requirements for *Sarjana Degree*
(S-1) On Teacher Education

By:

SARONA MAISARAH

**Student of Faculty of Education and Teacher Training
Department of English Language Education
Reg. No: 231324133**

Approved by:

Main Supervisor,


Dr. phil. Saiful Akmal, S.Pd.I, MA

Co-Supervisor,


Yuni Setianingsih, M.Ag

It has been defended in *Munaqasyah* in front of the council of Examiners for Working Paper and has been accepted in partial Fulfillment of the Requirements for *Sarjana Degree S-1 on Teacher Education*

On:
Thursday, January 18th, 2018
Jumadil Awal 1st, 1439 H

Darussalam-Aceh

Chairperson,


Yuni Setiamingsih, M. Ag

Secretary,


Rivana Amelia, S.Pd


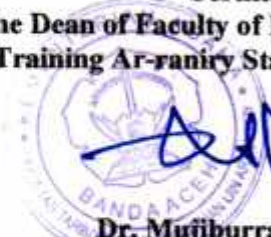
Member,


Mulia, M.Ed

Member,


Drs. Amiruddin

Certified by:
The Dean of Faculty of Education and Teacher
Training Ar-raniry State Islamic University

Dr. Mujiurrahman, M.Ag
NIP 197109082001121001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS
Jln. Syekh AbdurRaufKopelma Darussalam Banda Aceh
Email: pbi.fk@ar-raniry.ac.id, Website: http://pbi.ar-raniry.ac.id/

SURAT PERNYATAAN

Saya yang bertandatangan dibawah ini :

Nama : Saronas Maisarah
NIM : 231324133
Tempat/Tgl. Lahir : Lampuuk, 22 September 1995
Alamat : Desa Lampuuk, Kecamatan Kuta Baro, Kabupaten Aceh Besar
Judul Skripsi : Using Direct Reading Thinking Activity (DRTA) Technique to Teach Reading Comprehension for Eleventh Grade Students

Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar/benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya akan menjadi sepenuhnya tanggung jawab saya.

Demikian surat pernyataan ini saya buat dengan sebenar-benarnya

Banda Aceh, 20 Desember 2017

Saya yang membuat surat pernyataan,



Saronas Maisarah

ABSTRACT

Name : Sarena Maisarah
Student's Number : 231324133
Faculty/Department : Fakultas Tarbiyah dan Keguruan/ Pendidikan
Bahasa Inggris
Title : Using Direct Reading Thinking Activity (DRTA)
Technique to Teach Reading Comprehension for
Eleventh Grade Students
Supervisor I : Dr. phil. Saiful Akmal, S.Pd.I, MA
Supervisor II : Yuni Setianingsih, M. Ag
Key words : DRTA Technique, Reading Comprehension

This research is Using Direct Reading Thinking Activity (DRTA) Technique to Teach Reading Comprehension for Eleventh Grade Students. The research problems of this research are how is the using of Direct Reading Thinking Activity (DRTA) Technique may increase reading comprehension for eleventh grade student and what are the obstacles of the students in using Direct Reading Thinking Activity (DRTA) Technique in reading comprehension. The purposes of this research are to find out whether Direct Reading Thinking Activity (DRTA) technique may increase reading comprehension for eleventh grade students and to know the obstacles of the students in using Direct Reading Thinking Activity (DRTA) Technique in reading comprehension. The subject of this research was the students of the second grade of SMAN 1 KutaBaro in the academic year of 2017/2018 which consisting of 18 students. The research was started on October 10th, 17th2017 until October 24th 2017. This is a quantitative research with used two research instruments, namely test (pre-test and post-test) and questionnaire. Finally, the researcher conclude gives suggestion that English teachers can use DRTA technique as a good alternative method in teaching reading. However, it's helps for students in reading ability and increase reading comprehension, because the students more easy to understand with the prediction of the texts, students more interactive and help students to more active and critical thinking.

ACKNOWLEDGEMENT



Alhamdulillah, thank to Allah SWT for His blessing and guidance, so that the writer can finish this thesis. Peace be upon our prophet Muhammad peace be upon on him, who has guided us from the darkness to the most educated world.

First of all, I would like to express my greatest love and thanks to my parent Muhammad Yatim and Rosmanita, and my sisters Hera Masroni and Hanunawati for their love, support, motivation, patience, and care. I dedicate this to my dearest Subhan, who always love, inspire, support, kindness and never give up in every situation to give me motivation a great memory in finishing my study.

I would like to extend deepest gratitude to my beloved supervisors: Mr. Dr. phil. Saiful Akmal, S.Pd.I, MA and Mrs. Yuni Setianingsih, M.Ag who have guided and supervised me on writing this thesis. My great appreciation is also addressed to my academic advisor Mrs. Fithriyah, S.Ag and Mr. Dr. T. Zulfikar, S.Ag, M. Ed and to all the lecturers of English Department, and all of the staff of English Department.

Furthermore, I would like to express a great appreciation to SMAN 1 KutaBaro who had allowed me to conduct this research. Also to students of XI IPA for the chaces to conduct an awesome three times meeting to collect the data method.

My special thanks to my greatest friends, Ditia, Rima, Deknur, Ita, Falyas, khairulFajri, Wila, Yolly, Nazri, for always accompany and gather with me always together in any condition for the support me and kindness you are mean a lot for me. May Allah always bless us and unite us as family.

Banda Aceh, 20 Oktober 2017

The researcher

TABLE OF CONTENTS

DECLARATIONS LETTER

ABSTRACT	iii
ACKNOWLEDGE.....	iv
LIST OF CONTENTS	v
LIST OF TABLE.....	vi
LIST OF APPENDICES.....	vii

CHAPTER I: INTRODUCING 1

1.1 Background of Study.....	1
1.2 Research Question.....	5
1.3 The Aim of Study.....	6
1.4 Significant of Study	6
1.5 Terminology	7

CHAPTER II : LITERATURE REVIEWS 9

2.1 An Overview of Reading Comprehension.....	9
2.1.1 The Nature of Reading Comprehension.....	9
2.1.2 Definition of Reading Comprehension	11
2.1.3 Types of Reading Comprehension.....	13
2.1.4 Strategies for Reading Comprehension.....	14
2.1.5 Factor Influencing Reading Comprehension	16
2.1.6 General Problems in Reading Comprehension.....	17
2.2 Technique in Teaching Reading.....	18
2.2.1 Directed Reading Thinking Activity (DRTA) Technique	19
2.2.2 The Principle of DRTA Technique.....	21
2.2.3 The Strength and Weakness of DRTA Technique.....	22
2.2.4 The Use of DRTA Technique in Teaching Reading Comprehension.....	24

CHAPTER III : RESEARCH METHODOLOGY 27

3.1 Research Design.....	27
3.2 Research Method.....	27
3.3 Population and Samples	31
3.4 Technique of Data Collection	31

CHAPTER IV : DATA ANALYSIS AND DISCUSSIONS.....	35
4.1 Brief Description of Research Location.....	35
4.2 The Analysis of Test Result	37
4.3 The Analysis of Questionnaire.....	46
4.4 Discussion	47
CHAPTER V : CONCLUSION AND SUGGESTION.....	51
5.1 Conclusions	51
5.2 Suggestions	52
REFERENCE	53
BIBLIOGRAPHY	
APPENDICES	

LIST OF TABLES

Table 4.1	The English teachers of SMAN 1 Kuta Baro.....	35
Table 4.2	Students' Pre-test and Post-test.....	37
Table 4.3	The Frequency Distribution of Students' Pre-test Score.....	39
Table 4.3	The Frequency Distribution of Students' Post-test Score.....	42
Table 4.4	Analysis of Questionnaire.....	45

LIST OF APPENDICES

- i. Appointment Letter of Supervisor
- ii. The Recommendation Letter of Conducting Research from Tarbiyah
Faculty of UIN Ar-Raniry
- iii. Confirmation Letter of Conducting Research from SMAN 1 Kuta Baro
- iv. The task of Pre Test
- v. The task of Post Test
- vi. Questionnaire
- vii. Autobiography

CHAPTER I

INTRODUCTION

1.1. Background of Study

One of the most difficult things when learning English is understanding the written word as one essential academic skills. In Indonesian English classroom, the students start almost all the activities, in English teaching learning activities by reading. According to Grellet (1996:34) teaching reading is “the combination of word recognition, intellect, and emotion interrelated with prior knowledge to understand the message communicated”. In other words, reading almost dominates all the students’ activities before having other skills. The students, generally, have difficulty in learning English, especially in reading English texts. Their problems are usually caused by their incapability in understanding the meaning of the difficult words in comprehending ideas or messages in paragraphs.

Teachers must become more proactive in providing actual reading comprehension instruction to their students. However, current trends in reading and language education have shown to have an opposite effect. Calkins (1986) and Pearson (1990) described a movement that has undermined the teacher’s role in teaching reading comprehension. Reading as part of receptive skills is given the first priority in the language curriculum. Reading is important because it can help the students to gain

information such as general knowledge and subject. Through reading people can improve their own knowledge which is needed to insure to continuing personal growth and adapt to change in the world.

English reading ability becomes something crucial and indispensable for the senior high school students because the success of their learning depends on the greater part of their ability to comprehend a text. If the students' reading comprehension is poor, they will be very likely to fail in their learning or at least they will have difficulties in making progress. On the other hand, if they have good comprehension in reading, they will have a better chance to success in their learning.

In an effort to respect the choices and interests of individual readers and writers in the classroom, many teachers have been falsely led to believe that they should not take an active role in directing students' learning. These teachers are fearful of taking ownership for the students' learning, so they tend not to intervene. Experts emphasize the importance of a systematic and research-based instructional approach to reading that is aimed at giving students control as they learn to read (Anderson, et al., 1985).

Reading is an activity with a certain purpose as a reader's read. A student may read in order to gain the information or verify existing knowledge, or to exchange knowledge of language being read. The purpose of students' learning at school is to understand the content of short functional text in order to receive the message state in narrative,

explanation and discussion written form and determine the appropriate approach to reading comprehension and access information in daily context (Harmer, 2002:80). This is related to 2006 Competence Based Curriculum, which claims that reading is one of the four language skills to be taught in senior high school, the students are expected to understand and respond to a variety of short functional text and monologs as well as essay, procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, and discussion context of the daily life therefore the students of senior high school are expected to comprehend reading of some English texts.

It also recognized the importance of a direct approach to reading comprehension instruction and that good comprehension instruction should include teacher-directed instruction in comprehension that includes both modeling and guided practice of strategies such as summarizing, predicting, and using the structural elements of text, and opportunities for discussing what was read with the teacher and peers (Yopp, Adams, & Pearson, 1995).

In order to gain basic information about students' problems in reading comprehension, the researcher has conducted observation on March, 2017. It was found that many students at SMAN 1 Kuta Baro, Aceh Besar still have insufficient skills in reading. They have difficulties in comprehending a text, especially in reading descriptive, narrative, and recount texts. They have problems in determining main idea, specific

information, reference, and word meaning, in the written text. In addition, the students' lack of reading comprehension was caused by lack of interest and concentration in reading caused by the use of inappropriate strategies and materials in teaching.

Meanwhile, the students who have sufficient background knowledge about the topic of the text will comprehend the text easily. It is obvious that the sufficient background knowledge about the topic of the text can help the students a lot in comprehending the text. Harrys and Edward (1995:18) also asserted that some factors influencing reading comprehension such as "background experience, language abilities, and thinking abilities and affection such as interest, beliefs, motivation, attitudes and feeling".

The second reason is lack of vocabulary. It can be seen that the students always consulted their dictionaries and asked their teacher when they faced difficult words. This problem makes the students unable to understand words of sentences in the texts they read resulting in the difficulties of comprehending the text.

Based on explanations above, it seems clear that there are still problems faced in teaching reading comprehension. It will be English teachers' task to solve the problems. There are many ways to solve the problems and one of them is the use of the Directed Reading Thinking Activity, developed in 1969 by Russell G. Stauffer. The Directed Reading Thinking Activity (DRTA) is a technique that guides students in asking

questions about a text, making predictions, and then reading to confirm their predictions. The DRTA process encourages students to be active and thoughtful readers, enhancing their comprehension.

A DRTA may be used with an individual, a small group, or a whole class. This activity can be easily adapted for a variety of subjects and reading levels. This technique helps strengthen reading and critical thinking skills. As the teacher guides the process, the DRTA promotes students to determine the purpose for reading and make adjustments to what they think will come next based on the text.

Therefore, the English teacher is expected to be able to cover the students' problems in reading. One of the techniques that can be used and applied by the English teacher is applying DRTA technique in teaching reading.

1.2. Research Question

Based on the backgrounds discussed above, the writer constructs the research question as follow :

1. In what way, the use of Direct Reading Thinking Activity (DRTA) Technique may increase reading comprehension for eleventh grade student?
2. What are the obstacles of the students in using Direct Reading Thinking Activity (DRTA) Technique in reading comprehension?

1.3. The Aim of Study

Based on the research question above, there are two objectives of this research :

1. To find out whether Direct Reading Thinking Activity (DRTA) technique may increase reading comprehension for eleventh grade students
2. To know the obstacles of the students in using Direct Reading Thinking Activity (DRTA) Technique in reading comprehension

1.4. Significance of Study

This research is formulated as an effort of finding some uses. The uses of this research are:

1. For the writer

By doing this research, the writer hopes that she can study and get more information about using Direct Reading Thinking Activity (DRTA) technique to teach reading comprehension for eleventh grade students.

2. For the students

Knowing their types of personality, they will know more about themselves. After they have known about their problems, they will seek any solution to help the students to be away from

confusion in comprehending the text, to make the students more active in developing their thinking about the story through predictions, and make the situation of the class becomes more alive.

3. For the teachers

This research is expected to provide students with the information about student and their comprehension. In which the teachers will help their students when the english teacher is expected to be able to cover the students' problems in reading. English teachers can use the result of the study as a feedback on teaching reading comprehension so that the objectives of the English teaching program (especially reading goals) can be achieved.

1.5. Terminology

1. Directed Reading Thinking Activity (DRTA)

The directed reading-thinking activity (DR-TA) is an instructional technique for integrating strategy instruction with reading comprehension instruction. This technique engages students in thinking about what they read in two phases. In the first phase, students generate predictions about what they are going to read. In the second phase, they read to confirm their predictions, and then evaluate their initial predictions using

information from the text to support their responses, (Khalek Abdel, 2011, p.37).

According to the statement above, the writer might conclude that DRTA is a technique that ensures the students to become actively engaged and guides students in asking questions about a text, making predictions, and then reading to confirm their predictions. The DRTA process encourages students to be active and thoughtful readers, enhancing their comprehension.

2. Reading Comprehension

The term reading comprehension means “a strategic and interpretive process of making connections between ideas in a text and ideas in a reader’s mind. Classroom instruction must be designed to address the learner’s needs for assistance in making these connections” (Koppenhaver & Erickson, 1998).

According to the writer, reading comprehension is meant as students ability to undersand text content. In this case, the student can improve their reading skill dealing with finding actual detail, main idea, and word meaning toward simple text.

CHAPTER II

LITERATURE REVIEWS

2.1. An Overview of Reading Comprehension

2.1.1. The Nature of Reading Comprehension

According to Carter (2002:136), Reading comprehension refers to our ability to understand what you read, while the reader are reading you use all of our ability to understand what reader are reading as your eyes' movement, your brain, even your knowledge. Dechant (1982:115) states that reading comprehension as a thinking process that is a process thought reading. It is a process that depends on the readers' cognitive and intellectual skill, background of experience and also language skill. In addition, Dallman (1982) defines reading comprehension as the ability of students to comprehend or understand the information presented in the reading texts. He further states that the students' reading comprehension ability can be shown through the reading comprehension test.

Paul and Epanchin (1982:82) define reading comprehension as a skill which includes identifying literal facts, interpreting the author's meaning and characters' action or thought. They further state that reading comprehension covers sub-skill like; factual detail, main idea of each paragraph, word reference and finding the word meaning of the passage.

Nuttall (1982:99) defines reading as the meaningful interpretation of written or printed verbal systems. This statement means

reading is a result of interaction between the perception of graphic symbol that represents language and reader, language skill, cognitive skill, and knowledge of the word. In this process, the reader tries to create the meaning intended by the writer.

As reading is considered as an interactive process, Widdowson (1979:123) defines reading as a process of combining textual information with information that the reader brings into the text. In this view, the reading process is not simply a matter of extracting information from the text. Rather, it is one in which the reading activity is a range of knowledge in the readers' mind that she/he and that, in turn may be refined and extended by the new information supplied in the text.

Crowhurst (1994:115) defines reading as an active process that requires readers to combine textual cues with background knowledge to determine what is being discussed. He further states that in making predictions about text which readers seek to prove or disprove, they engage in dialogue with the text that helps them to become active readers. Any comprehension strategies that require students to become actively engaged with text may help to improve comprehension.

Based on the above definitions, the researcher realizes that in order to be able to comprehend the reading text, the students require a variety of comprehension skills, ranging a stock of vocabulary, knowledge of grammar, to prior knowledge.

2.1.2. Definition of Reading Comprehension

Reading is an activity to get information from a text. When reading the text, we must understand the content of the text. In short, reading simply means the ability to understand a text. However, reading means more than that. According to Snow (2002:11) “comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language”. In addition, Grabe (in Hayashi, 1999:150) states, “reading is interactive between reader and text. It requires sufficient knowledge of language and sufficient knowledge of the world and given topic”. In line with this, Cooper (2000:11) defines “comprehension as a strategic process by which readers construct or assign meaning to a text by using the clues in the text and their own prior knowledge”. He further states that comprehension of the text is viewed from two perspectives, namely comprehension as constructing meaning and comprehension as a strategy process. Comprehension as constructing is a process by which the readers construct or assign meaning by interacting with the text, while comprehension as a strategy process is a process by which the readers adjust their reading to suit their purpose and the type of the text.

Furthermore, Nunan (1991:91) defines “reading comprehension as a process that involves actively constructing meaning among the parts of the text, and between the text and personal experience”. He further states that the readers comprehend the text by actively constructing

meaning internally from interacting with the material that is read. In short, the interaction between the reader and the text is foundation of comprehension.

Similarly, Alcantara (1998:98) affirms “to comprehend means to understand the meaning not only of single word and sentence but also of the interrelationship among the sentences in a discourse”. Moreover, McNeil (1984:10) explains “reading comprehension is the search for the meaning actively using the knowledge of the world and of text to understand each the new thing is read”. The reader must recall what he reads as well as his own experiences and other relevant readings; altogether, these factors result in comprehension, expanding the meaning the reader is able to take from what he reads.

Meanwhile, Clarke and Siberstein (1987:239) state “reading comprehension, which is done to master the total message of the writer, requires a reader to find the main points and supporting ideas”. Thus, to make sense what is read, reader should be able to not only understand the meaning of the text such as defining the printed word, relating the sentence and identifying the main idea and supporting details, but also incorporate the new information presented in the text with the existing knowledge.

From the definitions above, it can be concluded that reading comprehension is a process of incorporating the new information presented in the text and a reader’s own prior knowledge. This prior knowledge plays an important role in comprehending the content of the text and identifying the main and supporting idea.

2.1.3. Types of Reading Comprehension

Experts categorize reading comprehension into different types. This part presents the categorizations of reading comprehension by Richards and Schmidt (2002) and Westwood (2008). They will be further explained as follows.

Westwood (2008) divides reading comprehension into three different levels, i.e. literal, inferential and critical comprehension. The literal comprehension is the most basic one. It is where readers are able to understand the factual information presented in a text because that information in the text is stated explicitly. The next level, the inferential comprehension, is where readers are able to go beyond the words on the page in order to draw inferences related to the text. At this stage, readers use information effectively to deduce cause and effect, and to anticipate what may come next. The last level, the critical comprehension, is where readers are able to evaluate what they are reading.

Another categorization of reading comprehension by Richards and Schmidt (2002) approves that comprehension involves concluding both the explicitly stated information and implicitly-stated information as well as criticizing the information contained in the text. In addition, they see another type of reading comprehension, which is appreciative comprehension. According to them, readers who perform appreciative comprehension read a text in order to gain an emotional or other kind of valued response from the text.

In summary, there are four types of reading comprehension suggested by experts, namely literal, inferential, critical and appreciative comprehension. Readers perform literal comprehension to conclude explicitly-stated information. Unlike literal comprehension, inferential comprehension is performed to infer implicitly-stated information. As the names imply, readers perform critical comprehension to criticize the text they read and they perform appreciative comprehension to gain emotional response. However, this research will only focus on literal and inferential comprehension.

2.1.4. Strategies for Reading Comprehension

Strategies are defined as ways of reaching a certain goal. Westwood (2008), May (2009) and Lems, Miller and Soro (2010) confirm that strategies can be applied to enhance reading comprehension. In addition, Brown (2001: 306) states that “reading comprehension is primarily a matter of developing appropriate, efficient, comprehension strategies.” In brief, reading strategies helps readers comprehend a text.

There are many experts offering strategies for reading comprehension, among of them are Brown (2001), Richards and Schmidt (2002), Maharaj (2007) and Neufeld (2005). Brown (2001) lists ten strategies for reading comprehension which relate either to the bottom-up approach or to the top-down approach. Those are: identifying the purpose of reading, using graphemic rules and patterns to aid in bottom-up decoding, using efficient silent reading techniques for relatively rapid comprehension, skimming the

text for main ideas, scanning the text for specific information, using semantic mapping or clustering, guessing when the readers feel uncertain, analysing vocabulary, distinguishing between literal and implied meanings, and capitalizing on discourse markers to process relationship.

Moreover, Richards and Schmidt (2002), Neufeld (2005) and Maharaj (2007) concur that reading strategies, in practice, should be used before, while, and after reading. Richards and Schmidt (2002) exemplify reading strategies to be used in each stage. They suggest that readers should preview and set purposes for reading first before reading, monitor comprehension and adjust their reading purposes while reading then summarize and evaluate the text they read after they finish reading.

Besides using strategies before, while, and after reading, Neufeld (2005) also states that readers should be armed with the skills to raise and to answer the questions they have asked in the attempt to comprehend the text. These questionraising and answering are integrated with each reading strategies. They provide reading purposes, i.e. to answer the questions raised, and drive the use of reading strategies, given that different reading purposes employ different reading strategies.

In summary, a number of reading strategies help readers understand a text. These reading strategies are related to the bottom-up approach and the top-down approach to reading. In practice, readers should use these strategies before, while and after reading.

2.1.5. Factor Influencing Reading Comprehension

Some factors that influence reading comprehension are background experience, language abilities, and thinking abilities, and affection such as interest, beliefs, motivation, attitudes and feelings (Harrys, 1995:18). In the background experience the reader's ability is to bring his/her personal meaning to the events or feeling of reading material. It is all the world knowledge that the reader brings the act of reading. It includes school-based knowledge and personal knowledge, episodic (events), declarative (facts), and procedural (how-to) knowledge. For example, if a student reads a story about car racing but he has never seen a car racing, he will find the story hard to follow.

In language abilities factor, readers's ability to acquire the depth semantic (word meaning), he needs to get appropriate meaning for word as he is used in the context of reading material and retrieve the idea as he communicates by words within a sentence. Then in thinking ability, a readers's ability to deal with the events and concepts in reading materials to geather or lesser degree or a reader ability to keep a series of events in reading material in correct sequence. And another factor is affection (interest, attitudes, beliefs, motivation, and feeling), a reader will understand a reading material better when it matches his own attitude on a topic and he will comprehend a reading material more fully if he is interested in a topic.

2.1.6. General Problems in Reading Comprehension

In reading comprehension process, the students had problems. One of them is the students' ability in comprehend the text is still low. The problem can be came from students' side and teacher's side. The causes from the students' side are : the first, the students were rare to active their prior knowledge or previous experience while reading. The second problems also emerge from vocabulary mastery. The third problem is students did not know how to read well. Furthermore, the cause from the teacher's side is technique that used by the teacher. Sometimes, the technique that used is not appropriate with the students level, it does not arise the students' interest and give awareness for them in reading comprehension.

Moreover, the teacher that less creative still often apply the boring and less interactive model in process of teaching reading. Its seems that the students are not interested in learning reading since the technique used by the teacher is attractive for the students. Teacher only uses one technique in teaching reading. However, the technique used by teacher is assumed not fulfil the students' needs yet in comprehending a text.

Based on explanations above, it seems clear that there are still problems faced in teaching reading comprehension. It will be English teachers' task to solve the problems. There are many ways to solve the problems and one of them is the use of the Directed Reading Thinking Activity, developed in 1969 by Russell G. Stauffer. The Directed Reading Thinking Activity (DRTA) is a technique that guides students in asking

questions about a text, making predictions, and then reading to confirm their predictions. The DRTA process encourages students to be active and thoughtful readers, enhancing their comprehension.

A DRTA may be used with an individual, a small group, or a whole class. This activity can be easily adapted for a variety of subjects and reading levels. This technique helps strengthen reading and critical thinking skills. As the teacher guides the process, the DRTA promotes students to determine the purpose for reading and make adjustments to what they think will come next based on the text.

Therefore, the English teacher is expected to be able to cover the students' problems in reading. One of the technique that can be used and applied by the English teacher is applying DRTA Technique in teaching reading.

2.2. Teaching Technique

Teaching reading for the students in Senior High School needs appropriate technique in order that the students are active and creative in reading lesson. Reading is the basis to learn English; students learn to read and to read better by reading.

In teaching reading to the students in senior high school, the teacher should pay attention not only on how the right implementation of the technique are suited to the student characteristic in senior high school but also

on students participation in activities that simultaneously promote the development of reading skill.

Because of that the writer wants to applying the teaching techniques in that school especially in teaching reading. So, there are some techniques that will be explained by the writer. And from some of these techniques, the authors focus on DRTA technique. The techniques are Assumption Busting, Brainstroming, Metacognition, SQ3R, and DRTA.

2.2.1. Directed Reading Thinking Activity (DRTA) Technique

The Directed Reading Thinking Activity (DRTA) which is firstly conceptualized and refined by Stauffer (1996) is an effective activity that helps students to understand the text. It required symbols (word) that stand for ideas or concepts produced by the writer. So it requires a reader's use of his experience and knowledge to reconstruct the ideas or concepts produced by the writer. The process of reconstruction is in continual change as long as a person reads.

Meanwhile according to Hojnacki (2001:15) DRTA is designed to help students ask question to aid themselves in reading comprehension instead of just answering a teacher's questions. He further states that this strategy encourages students to develop their own reading and thinking processes by setting their own purpose reading.

DR-TA has several purposes. According to Tierney, Readence and Dishner in El-Koumy (2006), DR-TA is a strategy/technique to

build independent readers because the readers are equipped with the abilities to set reading purposes, examining reading material based on these reading purposes, and making decisions based on the information from the text. Moreover, Jennings and Shepherd in El-Koumy (2006) insert that DR-TA helps students become aware of the reading strategies, understand the reading process, and develop prediction skills. Likewise, Glass *et al.* (2006) state that DR-TA engages students in a step-by-step process that guides them not only to read but also to understand and to think about the text they read. Also, Allen in Odwan (2012: 141) states that: The value of directed reading thinking activity is to make predictions before reading each section. Requiring students to make predictions encourage use of context clues and establishes a purpose for reading. This cycle requires students to use their background knowledge to set purposes for reading and develop their questioning ability.

Based on the explanation above, it can be concluded that DR-TA aims to have students employ reading strategies, to elicit their prior knowledge related to the topic of the text, to set a purpose for reading and to encourage them to monitor their comprehension while they are reading. These steps later can make students an independent reader.

In relation to the procedure of DR-TA, Gaith (2000) explains that it consists of comprehension activities featuring making predictions prior to reading and then reading to prove or to modify the predictions made about the story events. Also, Corner (2006) describes that the sequences of DR-TA are:

first, students make predictions before reading; after they read a segment of a text, the students stop and confirm or revise the previous predictions; finally, the cycle continues until they finish reading the whole text. In short, it can be concluded that DR-TA consists of three main stages, namely predicting before reading, reading, and proving/disproving the prediction after reading.

Based on the explanation above, it is known that in the implementation of DR-TA, readers should make predictions before reading a text. To make predictions, they should use any hints they find in the text and their background knowledge of the text as well. Then, their reading purpose is to find whether their predictions about the text are accurate or not. Having reading purposes is believed to help readers comprehend a text better (Brown, 2001). These activities of predicting and proving/disproving predictions help the students monitor their comprehension before, while, and after reading. As a result, the implementation of DR-TA will help students comprehend a text.

2.2.2. The Principle of DRTA Technique

Each teaching technique have principles likewise Direct Reading Thinking Activity (DRTA) Technique. The principles of Direct Reading Thinking Activity (DRTA) Technique always pay attention, gives enough changes to the learners in reading deeply, encourages the learners to be skilled and have technique and encourages the learners of self-monitoring (Hoffman and McCarthey,2000:62-63).

Based on statement above it can be explained that there are principles of Direct Reading Thinking Activity (DRTA) Technique, including

first, attention is one of the principles of DRTA that must be considered by the teacher to the learners when teaching reading in the classroom based on context to get meaning to develop skills and strategies in identifying word, sentences and paragraphs. Second, students have enough changes in reading a text deeply to identify main idea, specific/detail information, reference and also meaning in a text. Third, DRTA encourages the learners to be skilled and have technique, to explore the text aesthetically, particularly in relation to literature and to develop their conceptual prior knowledge by text. And fourth, DRTA encourages the learners to self-monitoring when they are reading so that they can adjust their reading strategies as needed.

2.2.3. The Strength and Weakness of DRTA Technique

It is obvious that DRTA technique can bring some strengths. Burns (1996:331) says “DRTA may be useful for improving student’s comprehension of reading selections because the student is interacting with the material during reading and making prediction about what will occur in a text encourages students to think about the text message”. It also encourages students to apply metacognitive skills as they think through their lines of reasoning.

Smyers (in Burns 1996 : 333) states “ DRTA procedure helps to balance the student-teacher exchanges in class and increasing the students’ share”. Moreover, Eanes (1997:127) assert “ one the strength of

DRTA is that it provides a process for helping students learn to make predictions as purposes for reading”.

The DRTA technique also promotes active reading. Almasi (2003) reveals that DRTA, especially making predictions, helps students focus their attention on the text and encourages active reading. Furthermore, Richardson and Morgan (1997:515) have an opinion that if the practice to DRTA is useful tool for teachers to models accurate and appropriate reading skill. Billmeyer and Barton (1998:56) and that making predictions about the text can help clear up any misconceptions about the topic. In line with this, Corner (2006) states DRTA encourages students to make prediction while they are reading.

However, some weaknesses can be addressed to the DRTA technique. Billmeyer and Barton (1998:67) state that the DRTA technique is only useful when students have not read or heard or the text being used. As it is stated clearly the DRTA technique deals with making prediction, so the text used should be the new one for the students. For that reason, the teacher should be well-prepared with the text to make sure that it has not been given to the students.

Another weakness, stated by Corner (2006), is that classroom management may become a problem especially for big class. The teacher may find difficulties in leading discussion of making prediction. For this point, the teacher should be prepared organizing what goes on in the classroom. It could be done by grouping the students who may not be

interested in the text. In this case, the teacher should know the students' need by choosing appropriate and interesting texts for the students.

2.2.4. The Use of DRTA Technique in Teaching Reading Comprehension

It has been stated previously that the implementation of Directed Reading- Thinking Activity (DR-TA) involves three basic stages, namely predicting, reading, and proving/disproving the predictions. According to Stahl (2008), both the teacher and the students have their own role during the implementation of DRTA. The students are responsible for establishing their reading purposes, generating predictions, justifying those predictions, reading the text, and verifying or revising the predictions based on the information in the text. Meanwhile, the teacher's role is to select a text, divide the text into meaningful sections, and facilitate the discussion. The stages of DR-TA are explained further as follows.

1). Before Reading: Predicting

In this stage, students reflect on what they think the text will be about by predicting the answer to the questions raised by the teacher. This step helps the students set a purpose for reading, i.e. to answer their prediction. In this stage, the teacher's role is both to activate students' background knowledge to make a prediction and to agitate their prediction by asking them to defend their prediction.

Introducing the title of the text, pictures related to the text and key words can prompt prediction (McKown and Barnett in Acosta and Ferri, 2010). However, it is important to note that the teacher should first divide the reading text into meaningful segments in which the students gain understanding by comprehending segment by segment in order. This stage can be accomplished following the steps below.

- a) The teacher surveys the text with the students to look for clues about the content of the text. The clues can be the title, key words, illustrations and other explanatory materials.
- b) The teacher helps the students make a prediction about what they think the text will be about.
- c) The teacher asks the students to write their predictions down. Students may write individual predictions, write with a partner or contribute to an oral discussion creating a list of the class' predictions.
- d) The teacher helps the students establish a purpose for reading by directing them to read the text to determine whether it proves or disproves their predictions.

2) While Reading: Reading

In this stage, the students are asked to support their predictions by locating the information in the text that will verify their prediction. Using the predictions in mind, the students read the first section of

text in order to prove or disprove their prediction. There are neither right nor wrong predictions. Those predictions made are judged to be more or less accurate than others. The students having less accurate their predictions to make their predictions accurate. This stage can be accomplished following the steps below.

- a) The teacher has the students read the text, silently or aloud, individually or in groups, to verify their predictions.
- b) The teacher asks the students to place a check mark under the appropriate category (ranging from accurate, less accurate, to inaccurate) on the Prediction Verification Checklist as they read the text.

3) After Reading: Proving/Disproving the Predictions

In this step, students engage in a discussion about what they have read. It is at this stage that the students will confirm, reject, or refine their predictions and justify their ideas by finding statements in the text and reading them orally to the teacher. In this stage, the teacher serves to refine and deepen the reading and thinking process. This stage can be accomplished following the steps below.

- a) The students have a discussion by comparing their predictions and the actual content of the text.
- b) The teacher asks the students to analyse their checklist and determine how well they predicted the content of the text.

- c) The teacher verifies that the students have learned the DR-TA strategy by having them answer the questions: *What is the name of the strategy you learned? How does the strategy help you understand what you read? What should you do before you read? While you read? After you read?*

The cycle of predicting, reading, and proving/disproving continues until the text is completely read. Then, the teacher closes the lesson with a review of the content of the reading and a discussion of the prediction strategies students should use as they read a text.

CHAPTER III

RESEARCH METHODOLOGY

3.1. Research Design

The researcher used quantitative approach in this research. Quantitative approach is used to describe a type of information that can be counted or expressed numerically. Furthermore, data in a research usually classify as primary data and secondary data. Suryabrata (2010) defined primary data as data that is directly collected by the researcher from the prime source. In the same book, Suryabrata (2010) defined secondary data is as data that has been collected by other people rather than the researcher. The primary data in this research is the result of test and spreading questionnaire section that researcher held. The secondary data is data about actives students that researcher got from one class of eight class of eleventh grade in SMAN 1 KutaBaro, Aceh Besar it is class XIA.

3.2. Research Method

This study is an experimental research. Experiment can be defined as the situation in which one observes the relationship between two variables by deliberately producing a change in one and looking to see whether this alteration produces a change in other (Brown and Rodgers, 2002:211).

In doing this research, the writer will use quantitative method by using the true experimental design (using pre-test - post-test control group design). This study only looks at one group of individuals who receive the intervention, which was called the treatment group (Donald Ary : 2002). The writer will conduct the experimental teaching at SMAN 1 KutaBaro, Aceh Besar. The object of this research was the eleventh grade in Senior High School. In this experimental teaching, writer took one class as participant. In experimental class, the writer taught by Using Direct Reading Thinking Activity (DRTA) Technique to Teach Reading Comprehension for Eleventh Grade Students.

The writer did the experimental teaching to find out whether Direct Reading Thinking Activity (DRTA) technique may increase reading comprehension for eleventh grade students and to know the obstacles of the students in using Direct Reading Thinking Activity (DRTA) Technique in reading comprehension. In completing the data, the next step of this research is collecting the data; the function of data is to determine the result of the research. In collecting data, the writer used several instrument to collect the data for this study, they are :

a. Experimental Teaching

The writer taught reading comprehension by applying Direct Reading Thinking Activity to Eleventh Grade in SMAN 1 KutaBaro, Aceh Besar.

The writer used experimental teaching to find out whether Direct Reading Thinking Activity (DRTA) technique may increase reading comprehension for eleventh grade students and to know the obstacles of the students in using Direct Reading Thinking Activity (DRTA) Technique in reading comprehension. The writer had done four meetings, and the time allocation for each meeting was 90 minutes. The writer took one class as participant, its class XIA.

1. Experimental class

In experimental class, the writer applied DRTA Technique in teaching reading comprehension. For the first meetings, the writer gave the pre-test to the students to know their ability in reading comprehension. For second and third meeting, the writer gave them the text and taught them using DRTA Technique. For the last meeting, the writer gave the Post-test and questionnaire.

2. Control class

In control class, the writer did not apply DRTA technique in teaching reading comprehension. The writer also taught the students with the same text as in experimental class. The writer also gave the students Pre-test and taught there four days. For the last meeting, the writer gave them Post-test.

3. Test

The test was given to find out the students competence in reading comprehension. The writer applied two kind of tests namely, pre-test and post-test. Pre-test was given at the first meeting, to find out the students' ability prior to applying the DR-TA. In pre-test, there was a test consisted of a text and some questions that students should answer. Whereas the post-test was conducted at the last meeting after the application of DR-TA in order to measure the students' reading ability.

b. Questionnaire

Questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. According to Cohen et.al (2000:248), questionnaire can be in the form of multiple choice questions, essay, check-list, rating-scales, and open-ended questions. In conducting this study, Students are asked to respond to 20 items multiple choice questions using "Yes" or "No" to answers the questions.

3.3. Population and Sample

a. Population

Population is “general area including subject/object which has specific quality and characteristic decided by the researcher to be studied and concluded.”(Sugiyono, 2011:80). Population of this research is all student of SMAN 1 KutaBaro, Aceh Besar, it has 88 students in 2017/2018 year, which consist of 51 females and 37 males.

b. Sample

A sample is a subset of the population being studied. It represents the larger population and is used to draw inferences about that population. Cohen et al. (2005: 92) states that a sample is a smaller group or subset that representative of the total population under study. The writer took one class included in the population, the writer only choose one class of eight class of eleventh grade in SMAN 1 KutaBaro, Aceh Besar, it is class XIIA, which consist of 18 students.

3.4. Technique of Colleting Data

In completing the data, the next step of this research is collecting the data; the function of data is to determine the result of the research. In collecting data, the writer uses two techniques ;Test that used pre-test, post-test and questionnaires.

a. Test

Test is a set of question and exercise used to measure the achievement or capability of the individual or group. The test is given to find out whether Direct Reading Thinking Activity (DRTA) technique may increase reading comprehension for eleventh grade students and to know the obstacles of the students in using Direct Reading Thinking Activity (DRTA) Technique in reading comprehension. The writer applied two kind of tests namely, pre-test and post-test. Pre-test was given at the first meeting, to find out the students' ability prior to applying the DRTA. In pre-test, there was a test consisted of a text and some questions that is multiple choices where the students is given four chosen (a, b, c, and d), the multiple choice questions consists of 5 items. The writer will score 20 points for the right answer and 0 point for the wrong answer. If students can answer all questions, students will get 100 points. Whereas the post-test was conducted at the last meeting after the application of DRTA in order to measure the students' reading ability.

b. Analysis of pre-test and post-test

The data of the test is about teaching reading comprehension by applying DR-TA technique. Therefore, the writer applied the reading test to the students. In this case, the writer presented two kinds of test, they were pre-test and post-test. The writer analyzed the data pre-test and post-test by statistical analysis. The writer would refer to the data analysis method to a book called *Pengantar Statistik Pendidikan* written by Anas Sudijono and *Metode Statistika* written by Sudjana. In analyzing the test score, the writer would like to calculate the mean of students' score. The score would be found out by some pattern. To classify the score, here is the means' pattern.

$$X = \frac{\sum f_i x_i}{\sum f_i}$$

Note :

x_i : Middle score of interval class

f_i : Frequency

$f_i x_i$: The amount of multiplication between frequency and middle interval.

- Questionnaires

Questionnaire is a document containing question and other types of types of item designed to solicit information appropriate for analysis (Ears,2004). In this research, the writer gave a questioner for the eleventh grade student of SMAN 1 KutaBaro, Aceh Besar. This questioner would represent the important question that must be answered by the students. The result of the questioner is to find out whether Direct Reading Thinking Activity (DRTA) technique may increase reading comprehension for eleventh grade students and to know the obstacles of the students in using Direct Reading Thinking Activity (DRTA) Technique in reading comprehension. The questioner were modified in close-ended questions consist of 20 questions. The questions would distribute after teaching learning process was finished.

In order to gain the information about the object of the research, the researcher gave the students questionnaire which would be analyzed. To measure the percentage of the answers chosen by the participants, the researcher refers to Sudjana's book namely *Metoda Statistika*,

$$P = \frac{F}{N} \times 100\%¹$$

In which :

P : Percentage
 F : Frequency of respondents
 N : Number of sample
 100% : Constant value

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

4.1 The Brief Description Of SMAN 1 KutaBaro

SMAN 1 KutaBaro is located in BlangBintang Lama Street, Buengcala ,KutaBaro, KM 11,5 Aceh Besar. SMAN 1 KutaBaro was build on 1992. Currently, SMAN 1 KutaBaroled by Khairani, S. Pdhas32 teachers and staffs. There are 20 permanent teachers that come from different educational background and levels of education. They have also 2 English teachers.The English teachers' data ofSMAN 1 KutaBaro as follows :

Table: 4.1. The English teachers of SMAN 1 KutaBaro

No	Name	Teach in class	Graduated
1.	Nurjannah, S. Pd	XI IPA	Albulyatama University
2.	Misbahuddin, S. Pd	XI IPS	SerambiMekkah University

SMAN 1 KutaBaro has 88 students in 2017/2018 academic year, which consist of 51 females and 37 males. Most of them come from different economic and aducational background. They are classified into three grades, the first grade, second grade, and third grade. The first grade is devided into two classrooms, the second grade is devidedinto classrooms, two divisions, IPA (Natural) and IPS (Science). Moreover, the third grade also devided into two classrooms and two divisions also, IPA and IPS.

SMAN 1 KutaBaro has a number of rooms. One of them is headmaster's office, one room for teachers, and one room for administrative office. The other rooms are used for teaching/learning process consisted of 6 rooms that are divided into two rooms for the first grade, two rooms for the second grade and two rooms for the third grade. In addition, the school also has a multimedia room and two rooms laboratory.

To support the teaching learning process, the school has few facilities that can support students' motivation to study and other activities, such as library, sport field, toilet, and canteen.

The writer conducted the research at SMAN 1 KutaBaro, From October 10th, 17th, and 24th 2017 to find out using Direct Reading Thinking Activity (DRTA) technique to teach reading comprehension for eleventh grade student. There are one class of the second year students as sample, there is XI IPA which consist 18 students. The experimental was held in three meetings. The following instruments were used in the research; test that consist of pre-test, post-test, and questionnaire in the experiment class to get students' score before and after teaching learning process.

4.3 The Analysis of Test Result

The obtained data from both pre-test and post-test were statistically calculated in order to identify the mean of the scores and to analyze whether there was a significant difference between pre-test and post-test.

The first step of calculating the data is tabulating the result of both pre-test and post-test as in the following table.

Table 4.3 Students' Pre-test and Post-test

NO	NAME	PRE-TEST	POST-TEST
1	ARF	60	100
2	AO	20	40
3	AS	40	60
4	AFM	100	80
5	IF	80	80
6	MI	20	40
7	MSR	60	80
8	NA	60	80
9	NR	80	100
10	PB	40	60
11	RM	20	80
12	SW	80	100
13	SR	40	60
14	UK	60	80
15	ZF	40	60
16	ZM	80	100
17	AW	60	100
18	MS	60	100

Based on the table presented above, it could be seen that the highest score for the pre-test was 100 and the lowest one was 20. Where is the highest score for post-test was 100 and the lowest one was 60. Although both pre-test and post-test have similar rate for the highest score, the different between the lowest score of each test is 20.

The following part shows further statistical analysis of each test result, pre-test and post-test.

1. Result of Pre-Test

In order to calculate the mean of the pre-test score, it is required to arrange the score from the lowest up to the highest as follows:

20	20	20	40	40
40	40	60	60	60
60	60	60	80	80
80	80	100		

Then the writer determined the range of pre-test presented above by using the following formula:

$$\begin{aligned}
 R &= H_s - L_s \\
 &= 100 - 20 \\
 &= 80
 \end{aligned}$$

After finding the range score, the writer find out the number of interval, and the result is:

$$\begin{aligned}
 K &= 1+3.3 \text{ Log } n \\
 &= 1+ 3.3 \text{ Log } 18 \\
 &= 1 + 3.3 (1.25) \\
 &= 1+ 4.12 \\
 &= 5.12 \text{ (taken 5)}
 \end{aligned}$$

So, the length of interval is 5. By knowing the length of interval, the writer counted the class interval by using the following formula:

$$\begin{aligned}
 P &= \frac{R}{K} \\
 &= \frac{80}{5} \\
 &= 16 \text{ (taken 16)}
 \end{aligned}$$

Based on the calculated data, the frequency distribution of pre-test can be formulated as follows:

Table 4.3 The Frequency Distribution of Students' Pre-test Score

No	Students' Score	f_1	X_1	$X_1 - \bar{X}$	$(X_1 - \bar{X})^2$	$f_1[X_1 - \bar{X}]^2$
1	20-35	3	27,5	-21,83	476,54	1429,62
2	36-51	4	43,5	-5,83	33,98	135,92
3	52-67	6	59,5	10,17	103,42	620,52
4	68-83	4	75,5	26,17	684,86	2739,44
5	84-99	0	91,5	42,17	1778,30	0
6	100-115	1	107,5	58,17	3383,74	3383,74
	Total Score	18	405	-	-	8309,24

Moreover, in order to calculate the mean of pre-test the following formula is used.

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{(20 \times 3) + (36 \times 4) + (52 \times 6) + (68 \times 4) + (84 \times 0) + (100 \times 1)}{18}$$

$$\bar{X} = \frac{888}{18}$$

$$\bar{X} = 49,33$$

After calculating the mean of students' pre-test, the writer used standard deviation to count how much an individual measurement should be expected to deviate from the mean on average.

The formula of the deviation standard of pre-test is as shown below:

$$SD^2 = \frac{n \sum fixi^2}{n(n-1)}$$

$$SD^2 = \frac{8309,24}{18-1}$$

$$SD^2 = \frac{8309,24}{17}$$

$$SD^2 = 488,76$$

$$SD = \sqrt{488,76}$$

$$SD = 22,10$$

2. Result of Post-Test

In order to calculate the mean of the post-test score, it is required to arrange the score from the lowest up to the highest as follows:

40	40	60	60	60
60	80	80	80	80
80	80	100	100	100
100	100	100		

Then the writer determined the range of post-test presented above by using the following formula:

$$\begin{aligned}
 R &= Hs-Ls \\
 &= 100-40 \\
 &= 60
 \end{aligned}$$

After finding the range score, the writer find out the number of interval, and the result is:

$$\begin{aligned}
 K &= 1+3.3 \text{ Log } n \\
 &= 1+ 3.3 \text{ Log } 18 \\
 &= 1 + 3.3 (1.25) \\
 &= 1+ 4.12 \\
 &= 5.12 \text{ (taken 5)}
 \end{aligned}$$

So, the length of interval is 5. By knowing the length of interval, the writer counted the class interval by using the following formula:

$$P = \frac{R}{K}$$

$$= \frac{60}{5}$$

$$= 12 \text{ (taken 12)}$$

Based on the calculated data, the frequency distribution of post-test can be formulated as follows:

Table 4.3 The Frequency Distribution of Students' Post-test Score

o	Stu dents' Score	f_1	X_i	$X_i - \bar{X}$	$(X_i - \bar{X})^2$	$f_1 [X_i - \bar{X}]^2$
	40- 51		4 5,5	- 29,1 6	8 50,30	1700,6
	52- 63		5 7,5	- 17,1 6	294,46	1177,84
	64- 75		6 9,5	- 5,16	1 0,32	0
	76- 87		8 1,5	6 .84	4 6,78	292,68
	88- 99		9 3,5	1 8,84	3 54,94	0
	100-110		1 05,5	3 0,84	9 51,10	570 6,6
	Total Score	8	4 53			887 7,72

Moreover, in order to calculate the mean of post-test the following formula is used:

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{(40 \times 2) + (52 \times 4) + (64 \times 0) + (76 \times 6) + (88 \times 0) + (100 \times 6)}{18}$$

$$\bar{X} = \frac{1334}{18}$$

$$\bar{X} = 74,66$$

After calculating the mean of students' pre-test, the writer used standard deviation to count how much an individual measurement should be expected to deviate from the mean on average. The formula of the deviation standard of pre-test is as shown below:

$$SD^2 = \frac{n \sum fixi^2}{n(n-1)}$$

$$SD^2 = \frac{8877,72}{18-1}$$

$$SD^2 = \frac{8877,72}{17}$$

$$SD^2 = 522,21$$

$$SD = \sqrt{522,21}$$

$$SD = 22,85$$

3. T-score Calculation

The writer used *t*-score to find out whether there is a significant difference between pre-test and post-test. The calculation is as follows:

$$t - score = \frac{\bar{x}_2 - \bar{x}_1}{\sqrt{\left(\frac{SD_2^2}{n_1}\right) + \left(\frac{SD_1^2}{n_2}\right)}}$$

$$t - score = \frac{74,66 - 49,33}{\sqrt{\left(\frac{22,83}{17}\right) + \left(\frac{22,09}{17}\right)}}$$

$$t - score = \frac{25,33}{\sqrt{29 + 27,10}}$$

$$t - score = \frac{25,33}{\sqrt{56,1}}$$

$$t - score = \frac{25,33}{7,48}$$

$$t - score = 3,38$$

4.4 The Analysis of Questionnaire

Questionnaire will be analyzed by using the following formula:

$$P = \frac{f}{N} \times 100\%$$

Remarks:

P = Percentage

F = Number of students choose every choice of Answer for each statement

N = Total number of student

100% = Constant Value

The result of the questionnaires is calculated in the tabulations which is the process of changing data collection instrument (questionnaire) to the tables of numbers (percentage).

Table 4.4 Analysis of Questionnaire

NO	QUESTIONNAIRE	PERCENTAGE		TOTAL
		YES	NO	
1	Do you like English lessons?	100%	0	100%
2	Do you like Reading Comprehension?	100 %	0	100%
3	When learning comprehension reading, do you often have difficulties?	94,5 %	55,5%	100%
4	Do you have difficulty understanding the text when you are reading text?	88,89%	11,11%	100%
5	Are you having difficulty in understanding the text, the teacher provides an interesting method when teaching reading comprehension?	94,5%	55,5%	100%
6	Does the teacher explain clearly about the DRTA method?	100%	0	100%
7	Is the teacher able to teach Reading Comprehension using DRTA method well?	100%	0	100%
8	If you are given text that is difficult to understand, do you use the DRTA method to understand?	77,78%	22,22%	100%
9	Are you interested in learning Reading Comprehension using the DRTA method?	100%	0	100%
10	Does using the DRTA method improve you in learning Reading comprehension?	100%	0	100%
11	Does this DRTA method give you an edge in learning reading comprehension?	100%	0	100%
12	Do you have difficulty in determining the main idea in the text after following the implementation of the DRTA method?	72,23%	27,77%	100%
13	Do you have difficulty while searching for word meaning after using DRTA method?	38,89%	61,11%	100%
14	Is following the application of the DRTA method you are motivated to read?	100%	0	100%
15	Is following the implementation of your DRTA method motivated to make predictions about the content of the reading?	94,5%	55,5%	100%

NO	QUESTIONNAIRE	PERCENTAGE		TOTAL
		YES	NO	
16	Is following the application of the DRTA method you are motivated to understand the content of the reading?	100%	0	100%
17	Does the DRTA method make it easier for you to learn Reading Comprehension?	100%	0	100%
18	Do you generally like this method?	88,89%	11,11%	100%
19	Did you find any difficulty during learning Reading Comprehension using DRTA?	27,78%	72,22%	100%

NO	QUESTIONNAIRE	RESPON
20	What difficulties did you encounter during Reading study using the DRTA method?	lack of vocabularies and incapability in understanding the meaning of the difficult words in comprehending ideas or messages in paragraphs

This question is different from another question because the question of number 20 responds to question of number 19, so there are 5 students who respond to this question. Its has same reason, that is lack of vocabularies and their incapability in understanding the meaning of the difficult words in comprehending ideas or messages in paragraphs.

4.5 Discussion

After analyzing all of the data that are collected from the experimental group by using statistical formula. Moreover, it was necessary to discuss the results of this research.

Based on the data obtained during the research, the writer will answer the research questions. The first research question is “How is the using of Direct Reading Thinking Activity (DRTA) Technique may increase reading comprehension for eleventh grade student?” After the writer done the treatment and test, the research result showed Direct Reading Thinking Activity (DRTA) Technique may increase reading comprehension for eleventh grade student, by using Direct Reading Thinking Activity (DRTA) Technique they fell more easy to understand the reading text and also they can predict the text in their own language. According to the data, there is a significant score between and after the treatment. In pre test the low score is 20 and the higher is 100 with the mean is 49,33 while in post test the low score is 40 and the higher score is 100 with the mean is 74,66. Since the result *t*-test indicates to *t*-score was bigger that *t*-table ($3,38 < 2.89$). Eventually, it could be concluded that Direct Reading Thinking Activity (DRTA) Technique may increase reading comprehension for eleventh grade student as follow :

1. Direct Reading Thinking Activity (DRTA) Technique is focusing student engagement with the text, so students have to predict and prove when the students read.

2. Direct Reading Thinking Activity (DRTA) Technique in the learning reading comprehension is very effective, so the students more easy to understand with the prediction that their made and it can be seen from the result of students' reading scores is better.
3. Using Direct Reading Thinking Activity (DRTA) Technique, students never feel bored, students more interactive and help students to more active and critical thinking.
4. Process of learning reading comprehension students more active was during learning process, students more adventurous to ask to the teacher.
5. Using Direct Reading Thinking Activity (DRTA) Technique gave influenced with students' achievement. Its known from the students's improved in every test. It was supported by the fact of the mean score in every meeting in creased.

The second research question was about students' obstacles in learning reading comprehension by using DRTA method. The obstacles as follow :

1. They lacked vocabulary and grammatical knowledge important to understand the text
2. In capability in understanding the difficult words in comprehending ideas or messages in paragraphs
3. They almost could not find them in idea and some of the supporting details of the text; even they often misunderstood some of the information presented in the text. All that they knew was to translate every single word unfamiliar for them.

4. They had not learned to guess meaning using context or to employ their background knowledge related to the text.

In this case, the writer found some difficulties that faced by students in learning reading comprehension by using this method. The first one is, in question number twelfth, the students said that have difficulty in determining the main idea in the text after following the implementation of the DRTA method, there are 13 students (72,23%) have the same answered. The second one is question number thirteen, the students have difficulty while searching for word meaning after using DRTA method , There are 7 students (38,89%) chose the same answer. The last one is question number nineteen, there are five students (27,78%) found the difficulty during learning Reading Comprehension using DRTA, because of lack of vocabularies. As the result above, eventhough there were not any significant problems during learning reading comprehension by using DRTA, but it is affected in increasing student's reading comprehension.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1. Conclusion

This study was conducted at SMAN 1 Kuta Baro. It took 18 students of the XI IPA as the samples. The samples consist of 18 students. This experiment was taught by using direct reading thinking activity (DRTA) technique to teach reading comprehension. After conducting the experiment by implementing it in teaching reading (narrative text), it was found that the students' score in reading could be improved.

Based on the research results and discussions, the writer concludes that the use DRTA Technique helps students in reading's ability. It is proven by the improvement of students' reading. The mean score of post-test is higher than pre-test ($74,66 > 49,33$). It indicates that there is a significant difference in score between the two means. It can be concluded that the students have improved their reading comprehension skill. While the result of t-test was 3,38, the critical value was 0.05 and degree of freedom ($df = N-1 = 18-1 = 17$) is 2.89. The obtained t-score was 3,38. So the t-score was higher than t-table ($t_{score} = 3,38 > t_{table} = 2.89$).

Then the students are also interested in learning by using DR-TA method. But there have some difficulties that were faced by students during learning by using DR-TA method, and the most problems faced because of lack of vocabularies and their incapability in understanding the meaning of the difficult words in comprehending ideas or messages in paragraphs

5.2.Suggestion

To increase the quality of teaching and learning process of English, especially in English learning reading comprehension, the writer draws the following suggestions:

1. The teacher should prepare the appropriate materials in teaching reading comprehension.
2. The teacher should choose the appropriate method in teaching reading, especially reading comprehension.
3. Before going to apply DR-TA method, the teacher should prepare herself, in order to achieve the maximum result.
4. DR-TA method is one of the effective methods in teaching reading comprehension, and the teacher should use this method in teaching reading comprehension.

Reference

- Alcantara, R. D, Espina, F.P, Vilamin, AM and Canabilla, J.Q. 1998. *Teaching Strategies I for the Teaching of the communication Arts: Listening, Speaking, Reading, and Writing*, Manila Philippine Association for Teacher Education and Katha Publishing.
- Almanza, T. (1997). *The effects of the D. R. T. A. and cooperative learning strategies on reading comprehension*. M. A. Project. Kean College of New Jersey. EricNo.: ED405565.
- Almasi, J. 200. *Teaching Strategic Processes in Reading*. New York: The Guilford. Retrieved Jun 7, 2012 from <http://www.Indiana.edu/1517/DRTA.htm>
- Al Odwan, T. (2012). The effect of the directed reading thinking activity through cooperative learning on English secondary stage students' reading comprehension in Jordan. *International Journal of Humanities and Social Science*, 2(16), 138-151.
- Billmeyer, R., and Barton, M.L.1998. *Teaching Reading in the Content Area: if not me, then who?* Aurora, CO: McREL, Retrieved June 9, 2012. From <http://www.indian.edu/1517/DRTA.htm>
- Brown, H. Douglas . 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy* (2nd Ed.). New York: Pearson Education, Inc.
- Brand-Gruwel, S., Aamoutse, C., & Van den Bos, K. (1998). *Improving text comprehension strategies in reading and listening settings*. *Teaming and Instruction*.&(I), 63-81.
- Burns,P.C.ty, R.D., and Elionor, R.P. 1996. *Teaching Reading in Today's Elementary Contex: The State of Art*.TEFL IN Journal, XVII,
- Clarke, M.A, and Siberstein, S. 1987. *Toward a Realization of Psycholinguistic Principles in the ESL Reading class*. In Michael H.Log and Jack C. Richards (eds). *Methodology in TESL: Abook of Reading*. New York: Newbury House.
- Corner, J. 2006. *Instructional Reading Strategy : DRTA (Directed Reading Thinking Activity)*. Retrieved June, 9 , 2012. From. <http://www.indiana.educ/1517/DRTA.htm>
- Cooper, J.D.2000. *Instructional Reading Strategy, DRTA (Directed Reading Thinking Activity)*. Retrieved June, 14, 2012. From. <http://www.indiana.educ/-2527/DRTA.htm>

- Crowhurst, M. 1994. *Language and Learning Across the Curriculum*. Scarborough: Allyn and Bacon Canada
- Dallman, M. et.al. 1982. *The Teaching of Reading*. New York: Addison. Wesley Publishing Company. Inc.
- DeFoe, M. C. (1999). *Using Directed Reading Thinking Activity Strategies To Teach Students Reading Comprehension Skills in Middle Grades Language Arts*.
- Dechant, E. V. 1982. *Improving the Teaching of Reading*. Englewood. Cliff: Prentice. Hall, Inc.
- Draheim, M. E. (1986). *Directed Reading-Thinking Activity, Conceptual Mapping, and Underlining: Their Effects on Expository Text Recall in a Writing Task*.
- Donald Ary, et al. *Introduction to Research in Education, second Edition*. (California: Wadsworth Group, 2002), p 26
- Eanes, R. 1997. *Content Area Literacy: Teaching for Today and Tomorrow*. New York: Delmar.
- Gipe, J. P. (2002). *Directed Reading Thinking Activity*.
- Grabe W, 1991. *Current Development of Second Language Reading research TESEPL*
- Grellet, F. 1996. *Developing Reading Skills : A practical guide to reading comprehension exercises*. Cambridge University Press
- Harrys, J. A & Edward, R. S. 1995. *How to Increase Reading Ability*. New York: Longman.
- Harmer, J. 2002. *The Practice of English Language*. Essex: Pearson Education.
- Haggard, M. R. (1988). *Developing critical thinking with the directed reading-thinking activity. The Reading Teacher, 41(6), 526-533*.
- Meintosh, M., and Bear, D.R 1994. Directed Reading Thinking Activities to Promote Learning Thought Reading in Mathematic, Clearing House. Retrieved June, 14, 2012 <http://www.state.tn.us/education/ci/cistandards/lacilartateteachread.html>.
- McNeil J.D. 1984. Reading Comprehension. Glenview; Scoult, Foresman.

- Morrill, C. (1995, December 20). *Improving reading comprehension in seventhgraders*. [On-line]. Available HTTP: <http://www.Galileo.peachnet.edu>
- Neufeld, Paul. 2005. "Comprehension Instruction in Content Area Classes". *International Reading Association*, 59, 4, p. 302-312.
- Nunan, D. 1991. *Language Teaching Methodology : A Textbook for Teacher*, New York : Prentice Hall
- Nuttal, Christine. 1982 *Teaching Reading Skill in A Foreign Language*. London Heinemann Education books.
- Pearson, P.D. (1985). Changing the face of reading comprehension instruction. *The Reading Teacher*. 38, (4), 724-738.
- Richards, Jack C. and Richard Schmidt. 2002. *Longman, Dictionary of Language Teaching and Applied Linguistics* (3rd Ed.). London: Pearson Education Limited.
- Richardson. J.S and Morgan, R.F. 1997. *Reading to Learn in The Content Areas*. Boston: Houghton Mifflin.
- Rood, J., & Lapp, D. (1986). *Teaching Students to Read*. New York, NY:Macmillan.
- Saleh, K. (1996). Improving reading comprehension of third and fourth grade students. Unpublished master's project. Saint Xavier University.
- Saplala, P. E. L. (1995). Improving your reading skills. UP Open University. [On-line]. Available HTTP: <http://www.uplb.edu.ph/upoupubs/reading.html>.
- Snow, C. 2002. *Reading For Understanding*. Santa Moica, CA: RAND Education.
- Stahl, Katherine A. Dougherty. 2008. "The effects of three instructional methods on the reading comprehension and content acquisition of novice readers". *Journal of Literacy Research*, 40, p. 359–393.

Stauffer, Russell, G.1996. *Directed the Reading-Thinking Process*. New York.
[Http://uis/-Stauffer/drta/drta bdl.htm](http://uis/-Stauffer/drta/drta%20bdl.htm)

Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Alfabeta,
Bandung. 2011), P. 80

Van Riper, I. (2010). *The effects of the directed reading-thinking activity on
reading comprehension skills of middle school students with autism.*

Westwood, Peter. 2008. *What Teachers Need to Know about Reading and Writing
Difficulties*. Victoria: ACER Press.

SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : UN.08/FTK/PP.00.9/386/2017
TENTANG
PENGGAKTAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang** : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat** : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan** : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Agama Islam Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 6 Januari 2017

MEMUTUSKAN

- Menetapkan** :
PERTAMA : Menunjuk Saudara:
- | | |
|--|----------------------------|
| 1. Dr.phil. Saiful Akmal, S.Pd.J., M.A | Sebagai Pembimbing Pertama |
| 2. Yuni Setianingsih, M.Ag | Sebagai Pembimbing Kedua |
- Untuk membimbing Skripsi :
- | | |
|---------------|--|
| Nama | : Sarona Malsarah |
| NIM | : 231324133 |
| Program Studi | : Pendidikan Bahasa Inggris |
| Judul Skripsi | : Using Direct Reading Thinking Activity (DRTA) Technique to Teach Reading Comprehension for Eleventh Grade Students |
- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2017;
- KETIGA** : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2017/2018
- KEEMPAT** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
 Pada Tanggal: 10 Januari 2017
 An. Rektor
 Dekan,


 Dr. Muliburrahman, M. Ag
 NIP. 197109082001121001

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syaikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telp: (0651) 7551423 - Fax: (0651) 7553020 Situs : www.tarbiyah.ar-raniry.ac.id

Nomor : B-8250 /Un.08/TU-FTK/ TL.00/09/2017

22 September 2017

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

Kepada Yth.

Di -
Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a	: Sarona Maisarah
N I M	: 231 324 133
Prodi / Jurusan	: Pendidikan Bahasa Inggris
Semester	: IX
Fakultas	: Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t	: Jl. Blang Bintang Lama, Desa Lampuuk, Kec. Kuta Baro - Aceh Besar

Untuk mengumpulkan data pada:

SMA Negeri I Kuta Baro

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

Using Direct Reading Thinking Activity (DRTA) Technique to Teach Reading Comprehension for Elevent Grade Students

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Kepala Bagian Tata Usaha,

M. Said Farzah Ali



**PEMERINTAH ACEH
DINAS PENDIDIKAN
SMA NEGERI 1 KUTA BARO**

Jln. Ilung Biring Lama km 11,5 Bueng Cala Kuta Baro Aceh Besar kode Pos 23372 email sman1kutabarow@yahoo.com

SURAT KETERANGAN PENELITIAN

Nomor. 420/ 070/2017

Sehubungan dengan Surat permohonan Izin Pengumpulan Data penyusunan Skripsi dari Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Tanggal 22 September 2017, Nomor B-8250/UN.08/TU-FTK/TL.00/09/2017, maka dengan ini Kepala Sekolah Menengah Atas (SMA) Negeri 1 Kuta Baro Kabupaten Aceh Besar menerangkan Bahwa :

Nama	: Sarona Maisarah
NIM	: 231 324 133
Prodi / Jurusan	: Pendidikan Bahasa Inggris
Semester	: IX
Fakultas	: Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam

Benar yang namanya tersebut di atas telah mengadakan Pengumpulan Data Dalam rangka Penyusunan Skripsi pada tanggal 10, 17 dan 24 Oktober 2017 di SMA Negeri 1 Kuta Baro Aceh Besar yang berjudul:

“ Using Direct Reading Thinking Activity (DRTA) Technique to Teach Reading Comprehension for Elevent Grade Student”

Demikian Surat Keterangan ini kami keluarkan untuk dapat dipergunakan seperlunya.



Kuta Baro, 26 Oktober 2017

Kepala, SMAN 1 Kuta Baro

Khairani, S.Pd

NIP. 19630513 198512 2 003

PRE-TEST

Kangaroo

A kangaroo is an animal found only in Australia, although it has a smaller relative, called a wallaby, which lives on the Australian island of Tasmania and also in New Guinea.

Kangaroos eat grass and plants. They have short front legs, but very long, and very strong back legs and a tail. These they use for sitting up on and for jumping. Kangaroos have been known to make forward jumps of over eight meters, and leap across fences more than three meters high. They can also run at speeds of over 45 Km per hours.

The largest kangaroos are the great Grey kangaroo and the red kangaroo. Adults grow to a length of 160 centimeters and weigh over 90 kilograms. Kangaroos are marsupials. This means that the female kangaroo has an external pouch on the front of her body. A baby kangaroo is very tiny when it is born and it crawls at once into this pouch where it spends its first five months of life.

Sumber : English texts in Use XI,2006

PERTEMUAN II

The Good Stepmother

The old witch locked Hansel in a cage and set Gretel to clean the house. She planned to eat them both. Each night the children cried and begged the witch to let them go. Meanwhile, at home, their stepmother was beginning to wish she had never tried to get rid of the children. "I must find them," she said and set off into the forest.

Many hours later, when her feet were tired from walking and her lips were dry from thirst, she came to the cottage belonging to the witch. The stepmother peeped through the window. Her heart cried out when she saw the two children.

She picked up the broom leaning against the door and crept inside. The witch was putting some stew in the oven when the stepmother gave her an almighty push. The witch fell into the oven and the stepmother shut the door. "Children, I have come to save you," she said, hugging them tightly. I have done a dreadful thing. I hope in time you will forgive me. Let me take you home and become a family again. They returned to their home and the stepmother became the best mother anyone could wish to have, and of course they lived happily ever after.

Sumber : English texts in Use XI,2006

POST-TEST

The Rats and The Elephants

Once upon a time there lived a group of mice under a tree in peace. However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were even crushed to death.

Then taking of rats decided to approach the elephant's chief and request him to guide his herd through another route. On hearing the sad story, the elephant's king apologized and agreed to take another route. And so the lives of the rats were saved.

One day elephant-hunters came to the jungle and trapped a group of elephants in huge nets. Then the elephant king suddenly remembered the king of the rats. He summoned one of the elephants of his herd, which had not been trapped, to go seek help from the king and told him about the trapped elephants.

The rat's king immediately took his entire group of rats and they cut open the nets which had trapped the elephant's herd. The elephant herd was totally set free. They danced with joy and thank the rats.

Sumber : English texts in Use XI,2006

QUESTIONNAIRES

Nama :

Jenis kelamin :

Kelas :

1. Apakah anda menyukai pelajaran Bahasa Inggris ?
 - a. Ya
 - b. Tidak
2. Apakah anda menyukai Reading Comprehension ?
 - a. Ya
 - b. Tidak
3. Ketika sedang belajar reading comprehension , apakah anda sering menghadapi kesulitan?
 - a. Ya
 - b. Tidak
4. Apakah disaat anda di berikan teks bacaan, anda mengalami kesulitan dalam memahami teks tersebut?
 - a. Ya
 - b. Tidak
5. Apakah disaat anda mengalami kesulitan dalam memahami teks, guru memberikan metode yang menarik ketika mengajar reading comprehension?
 - a. Ya
 - b. Tidak
6. Apakah guru menjelaskan secara jelas tentang metode DRTA ?
 - a. Ya
 - b. Tidak
7. Apakah guru mampu mengajarkan Reading Comprehension menggunakan metode DRTA secara baik ?
 - a. Ya
 - b. Tidak

8. Bila anda diberikan teks yang sulit dimengerti, apakah anda menggunakan metode DRTA untuk memahami?
 - a. Ya
 - b. Tidak
9. Apakah anda tertarik belajar Reading Comprehension dengan menggunakan metode DRTA ?
 - a. Ya
 - b. Tidak
10. Apakah dengan menggunakan metode DRTA mampu meningkatkan anda dalam mempelajari Reading comprehension?
 - a. Ya
 - b. Tidak
11. Apakah metode DRTA ini memberikan kelebihan dalam mempelajari reading comprehension?
 - a. Ya
 - b. Tidak
12. Apakah anda mengalami kesulitan disaat menentukan ide utama dalam teks setelah mengikuti penerapan metode DRTA?
 - a. Ya
 - b. Tidak
13. Apakah anda mengalami kesulitan disaat mencari makna kata setelah menggunakan metode DRTA ?
 - a. Ya
 - b. Tidak
14. Apakah dengan mengikuti penerapan metode DRTA anda termotivasi untuk membaca?
 - a. Ya
 - b. Tidak

15. Apakah dengan mengikuti penerapan metode DRTA anda termotivasi untuk membuat prediksi mengenai isi bacaan?
- a. Ya b. Tidak
16. Apakah dengan mengikuti penerapan metode DRTA anda termotivasi untuk memahami isi bacaan?
- a. Ya b. Tidak
17. Apakah metode DRTA membuat anda lebih mudah dalam mempelajari Reading Comprehension ?
- a. Ya b. Tidak
18. Apakah secara umum anda menyukai metode ini?
- a. Ya b. Tidak
19. Apakah anda menemukan kesulitan selama belajar Reading Comprehension menggunakan DRTA ?
- (Jika iya, lanjutkan ke pertanyaan selanjutnya)
- a. Ya b. Tidak
20. Kesulitan apa yang anda temui selama belajar Reading dengan menggunakan metode DRTA ?

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMA Negeri 1 Bungcala

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI / 1

Alokasi Waktu : 2 x 45 menit (1x pertemuan)

Topik Pembelajaran : Narrative Text

Pertemuan : I

I. KOMPETENSI INTI

3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

II. KOMPETENSI DASAR

- 3.2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang pendapat dan pikiran, sesuai dengan konteks penggunaannya.

III. INDIKATOR PENCAPAIAN KOMPETENSI

1. Mengidentifikasi informasi tertentu dari teks fungsional pendek yang dibaca

2. Memprediksikan informasi dari teks fungsional pendek
3. Menganalisis informasi tertentu dari teks fungsional pendek yang dibaca

IV. TUJUAN PEMBELAJARAN

Siswa dapat:

1. Mengidentifikasi informasi tertentu dari teks fungsional pendek yang dibaca
2. Memprediksikan informasi dari teks fungsional pendek
3. Menganalisis informasi tertentu dari teks fungsional pendek yang dibaca

Materi Ajar:

- Teks berbentuk narrative

Metode Pembelajaran :

- Direct Reading Thinking Activity (DRTA)

V. MATERI PELAJARAN

1. Narrative Text

Narrative text is a kind of text to retell the story that past tense. The purpose of the text is to entertain or to amuse the readers or listeners about the story.

The generic structure of Narrative text :

a. Orientation :

It set the scene and introduce the participants (it answers the question : who, when, what, and where).

b. Complication :

Tells the problems of the story and how the main characters solve them.

c. **Resolution :**

The crisis is resolved, for better or worse.

d. **Re-orientation :**

The ending of the story.

e. **Evaluation :**

The stepping back to evaluate the story or the moral message of the story

VI. ALOKASI WAKTU

2 x 45 (1 x pertemuan)

VII. SRATEGI PEMBELAJARAN

- a. Model : Communicative Approach
- b. Metode: : Direct Reading Thingking Activity
(DRTA)
- c. Pendekatan : Communicative Approach

VIII. KEGIATAN PEMBELAJARAN

	KEGIATAN AWAL	ALOKASI WAKTU	LIFE SKILL SISWA
	Pendahuluan	5 menit	
	<p>Mempersiapkan kelas</p> <p>Berdoa</p> <p>Menyiapkan PBM</p> <p>Meyampaikan tujuan</p> <p>Apersepsi</p> <ul style="list-style-type: none"> ▪ Guru menanyakan kembali kepada siswa tentang pelajaran yang lalu tentang teks narrative <p>Motivasi</p> <ul style="list-style-type: none"> ▪ Guru mengkonstruksi siswa dengan menanyakan beberapa pertanyaan yang berkaitan dengan topik. ▪ Contohnya : apakah kalian 		<p>Religious, disiplin, tanggung jawab</p> <p>Kerjasama, tanggung jawab, potensi diri</p>

	<p>pernah membaca teks berbentuk narrative?</p> <p>Guru merespon jawaban siswa kemudian menghubungkan jawaban siswa pada materi yang akan dibahas.</p>		
	Kegiatan Inti	60	
	<p>20 Menit I</p> <p>1 Guru memberikan stimulus berupa pemberian materi tentang teks narrative</p> <p>2 Guru memberi penjelasan singkat tentang kegunaan materi yang sedang berlangsung.</p> <p>3 Siswa mendapatkan penjelasan dari guru tentang teks narrative.</p> <p>4 Siswa menuliskan materi tersebut.</p> <p>5 Siswa bertanya jika menemukan kata – kata sulit.</p> <p>20 Menit ke II</p> <p>6 Kemudian guru</p>		<p>1. Elaborasi (mandiri, tanggung jawab, kerjasama)</p> <p>2. Eksplorasi (tanggung jawab)</p> <p>3. Elaborasi (kerjasama, tanggung jawab, potensi diri, eksistensi)</p>

	<p>membaca teks berbentuk narrative kepada siswa .</p> <p>7 Siswa mendengarkan seksama.</p> <p>8 Guru menyuruh siswa untuk menuliskan sebuah teks berbentuk narrative.</p> <p>20 menit III</p> <p>9 guru meminta siswa untuk membahas contoh soal mengenai teks narrative bersama - sama.</p> <p>10 Membiasakan siswa untuk membuat teks narrative.</p> <p>11 Siswa diberi kesempatan untuk mengemukakan perasaan dan pendapatnya tentang proses pembelajaran.</p>		
	Penutup	15	
	<p>12. Guru melakukan refleksi (guru dan siswa mengambil kesimpulan tentang teks monolog narrative)</p> <p>13. Guru melakukan evaluasi</p>		<p>4. Elaborasi (kerjasama, disiplin, tanggungja</p>

	14. Guru memberikan penugasan yang berkaitan dengan materi teks narrative.		wab) 5. Konfirmasi (tanggungjawab)
--	--	--	---

IX. SUMBER BELAJAR

- a. Bukuteks : English texts in Use XI, Aneka Ilmu, 2006
- b. Script berbentuk *narratives*
- c. Kamus bahasa Inggris

❖ MEDIA

- ✓ Text
- ✓ Spidol
- ✓ Penghapus

X. NILAIAN HASIL BELAJAR

A. Jenis Tagihan : test tertulis

Instrument soal

1. Read the text below and answer the following questions!

Kangaroo

A kangaroo is an animal found only in Australia, although it has a smaller relative, called a wallaby, which lives on the Australian island of Tasmania and also in New Guinea. Kangaroos eat grass and plants. They have short front legs, but very long, and very strong back legs and a tail. These they use for sitting up on and for jumping. Kangaroos have been known to

make forward jumps of over eight meters, and leap across fences more than three meters high. They can also run at speeds of over 45 Km per hours.

The largest kangaroos are the great Grey kangaroo and the red kangaroo. Adults grow to a length of 160 centimeters and weigh over 90 kilograms. Kangaroos are marsupials. This means that the female kangaroo has an external pouch on the front of her body. A baby kangaroo is very tiny when it is born and it crawls at once into this pouch where it spends its first five months of life.

Choose the right answer from the multiple choice below!

1. A baby kangaroo is...
 - a. Very big
 - b. Very long
 - c. Very tiny
 - d. Very smooth

2. What the little about the text...
 - a. What the kangaroo?
 - b. What the buffalo?
 - c. Kangaroo is marsupials.
 - d. Kangaroo is Australian.

3. The largest kangaroo are...
 - a. The great grey kangaroo and the white kangaroo.
 - b. The great blue kangaroo and the red kangaroo.
 - c. The great grey kangaroo and the red kangaroo.

- d. The great red kangaroo and the green kangaroo
4. What is the mean from first paragraph...
- a. Kangaroo's live
 - b. Kangaroo's species
 - c. Kangaroo's job
 - d. Kangaroo's hobby
5. Why kangaroo can run at speeds of over 45 km per hours...
- a. Kangaroo have short front legs but very long.
 - b. Kangaroo can run like lion.
 - c. Kangaroo can run like tiger.
 - d. Kangaroo can run zebra.

B. InstrumenPenilaian

- Teknik : Tes tulis
- Bentuk : Choose berstruktur, presentasi lisan

1. INSTRUMEN PENILAIAN

NO	NAMA SISWA	TOTAL SOAL	NILAI PER SOAL	TOTAL NILAI (Jika semua benar)	KET
		5	20	100	
1.					
2.					

Guru Bidang Studi

SaronaMaisarah

NIM: 231324133

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMA Negeri 1 Bungcala

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI / 1

Alokasi Waktu : 2 x 45 menit (1x pertemuan)

Topik Pembelajaran : Narrative Text

Pertemuan : II

II. KOMPETENSI INTI

3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

II. KOMPETENSI DASAR

- 3.2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang pendapat dan pikiran, sesuai dengan konteks penggunaannya.

III. INDIKATOR PENCAPAIAN KOMPETENSI

4. Mengidentifikasi informasi tertentu dari teks fungsional pendek yang dibaca
5. Menganalisis informasi tertentu dari teks fungsional pendek yang dibaca

IV. TUJUAN PEMBELAJARAN

Siswa dapat:

4. Mengidentifikasi informasi tertentu dari teks fungsional pendek yang dibaca
5. Menganalisis informasi tertentu dari teks fungsional pendek yang dibaca

Materi Ajar:

- Teks berbentuk narrative

Metode Pembelajaran :

- Direct Reading Thinking Activity (DRTA)

V. MATERI PELAJARAN

- **Narrative Text**

The Good Stepmother

The old witch locked Hansel in a cage and set Gretel to clean the house. She planned to eat them both. Each night the children cried and begged the witch to let them go. Meanwhile, at home, their stepmother was beginning to wish she had never tried to get rid of the children. "I must find them," she said and set off into the forest.

Many hours later, when her feet were tired from walking and her lips were dry from thirst, she came to the cottage belonging to the witch. The stepmother peeped through the window. Her heart cried out when she saw the two children.

She picked up the broom leaning against the door and crept inside. The witch was putting some stew in the oven when the stepmother gave her an almighty push. The witch fell into the oven and the stepmother shut the door. “Children, I have come to save you,” she said, hugging them tightly. I have done a dreadful thing. I hope in time you will forgive me. Let me take you home and become a family again. They returned to their home and the stepmother became the best mother anyone could wish to have, and of course they lived happily ever after.

VI. ALOKASI WAKTU

2 x 45 (1 x pertemuan)

VII. SRATEGI PEMBELAJARAN

d. Model : Communicative Approach

e. Pendekatan : Communicative Approach

VIII. KEGIATAN PEMBELAJARAN

	KEGIATAN AWAL	AL OKASI WAKT U	LIFE SKILL SISWA
	Pendahuluan	5 menit	
	<p>Mempersiapkan kelas</p> <p>Berdoa</p> <p>Menyiapkan PBM</p> <p>Meyampaikan tujuan</p> <p>Apersepsi</p> <ul style="list-style-type: none"> ▪ Guru menanyakan kembali kepada siswa tentang pelajaran yang lalu tentang teks narrative <p>Motivasi</p> <ul style="list-style-type: none"> ▪ Guru mengkonstruksi siswa dengan menanyakan beberapa pertanyaan yang berkaitan dengan topik. <p>Guru</p>		<p>Religious,</p> <p>disiplin, tanggungjawab</p> <p>Kerjasama,</p> <p>tanggungjawab, potensi diri</p>

	<p>merespon jawab siswa kemudian menghubungkan jawab siswa pada materi yang akan dibahas.</p>		
	Kegiatan Inti	60	
		menit	
	<p>20 Menit I</p> <p>9 Guru memberikan stimulus berupa pemberian materi tentang teks narrative</p> <p>10 Guru memberipenjelasan singkat tentang kegunaan materi yang sedang berlangsung.</p> <p>11 Siswa mendapatkan penjelasan dari guru tentang teks narrative.</p> <p>12 Siswa menuliskan tentang materi tersebut.</p> <p>13 Siswa bertanya jika menemukan kata – kata sulit.</p> <p>20 Menit II</p> <p>14 Kemudian guru membacakan teks berbentuk narrative kepada siswa .</p> <p>15 Siswa mendengarkan seksama.</p>		<p>4. Elaborasi (mandiri, tanggungjawab, kerjasama)</p> <p>5. Eksplorasi (tanggungjawab)</p> <p>6. Elaborasi (kerjasama, tanggungjawab, potensi diri, eksistensi)</p>

	<p>16 Guru menyuruhsiswauntukmenulissebuah teksberbentuk narrative.</p> <p>21 menit III</p> <p>12 gurumemintasiswauntukmembahas contohsoalmengenaiteks narrative bersama - sama.</p> <p>13 Membiasakansiswauntukbuatteksna rative.</p> <p>14 Siswadiberikesempatanuntukmenge mukakanperasaanpendapatnyate ntang proses pembelajaran.</p>		
	Penutup	15	
	<p>15. Guru melakukanrefleksi (guru dansiswamengambilkesimpulantent angteks monolog narrative)</p> <p>16. Guru melakukanevaluasi</p> <p>17. Guru memberikanpenugasan yang berkaitandenganmateriteks narrative.</p>		<p>6. Elaborasi (kerjasama, disiplin, tanggungja wab)</p> <p>7. Konfirmasi</p>

			(tanggungjawab)
--	--	--	-----------------

IX. SUMBER BELAJAR

- a. Bukuteks : English texts in Use XI, Aneka Ilmu, 2006
- b. Script berbentuk *narratives*
- c. Kamusbahasainggris

❖ MEDIA

- ✓ Text
- ✓ Spidol
- ✓ Penghapus

X. NILAIAN HASIL BELAJAR

C. JenisTagihan : testertulis

Instrument soal

1. Read the text below and answer the following questions!

The Good Stepmother

The old witch locked Hansel in a cage and set Gretel to clean the house. She planned to eat them both. Each night the children cried and begged the witch to let them go. Meanwhile, at home, their stepmother was

beginning to wish she had never tried to get rid of the children. "I must find them," she said and set off into the forest.

Many hours later, when her feet were tired from walking and her lips were dry from thirst, she came to the cottage belonging to the witch. The stepmother peeped through the window. Her heart cried out when she saw the two children.

She picked up the broom leaning against the door and crept inside. The witch was putting some stew in the oven when the stepmother gave her an almighty push. The witch fell into the oven and the stepmother shut the door. "Children, I have come to save you," she said, hugging them tightly. I have done a dreadful thing. I hope in time you will forgive me. Let me take you home and become a family again. They returned to their home and the stepmother became the best mother anyone could wish to have, and of course they lived happily ever after.

1. The story is about a stepmother who

- a. cried every night
- b. planned to eat her children
- c. begged a witch for money
- d. tried to run away from a witch

e. Saved her children from a witch

2. Which statement is TRUE about the stepmother?

- a. She was the witch's friend.

b. She loved her stepchildren.

c. She hit the witch with a broom.

d. She locked her children in a cage

e. She visited the witch to see her children.

3. “The witch fell into the oven and the stepmother shut the door ” (p.4)

The underlined word can be replaced by the word

a. closed

b. opened

c. painted

d. marked

e. polished

4. How did the witch die ?

a. She was burnt in the oven

b. She was trapped in a cage

c. She was hit with a broom

d. She was locked in her house

e. She was pushed against the wall

D. Instrumen Penilaian

- Teknik : Tes tulis
- Bentuk : Choose berstruktur, presentasi lisan

2. INSTRUMEN PENILAIAN

NO	NAMA SISWA	TOTAL SOAL	NILAI PER SOAL	TOTAL NILAI (Jika semua benar)	KET
		4	25	100	
1.					
2.					

Guru Bidang Studi

Saron Maisarah

NIM: 231324133

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMA Negeri 1 Bungcala

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI / 1

Alokasi Waktu : 2 x 45 menit (1x pertemuan)

Topik Pembelajaran : Narrative Text

Pertemuan : III

III. KOMPETENSI INTI

3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

II. KOMPETENSI DASAR

- 3.2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang pendapat dan pikiran, sesuai dengan konteks penggunaannya.

III. INDIKATOR PENCAPAIAN KOMPETENSI

6. Mengidentifikasi informasi tertentu dari teks fungsional pendek yang dibaca
7. Menganalisis informasi tertentu dari teks fungsional pendek yang dibaca

IV. TUJUAN PEMBELAJARAN

Siswa dapat:

6. Mengidentifikasi informasi tertentu dari teks fungsional pendek yang dibaca
7. Menganalisis informasi tertentu dari teks fungsional pendek yang dibaca

Materi Ajar:

- Teks berbentuk narrative

Metode Pembelajaran :

- Direct Reading Thinking Activity (DRTA)

V. MATERI PELAJARAN

- **Narrative Text**

The Rats and The Elephants

Once upon a time there lived a group of mice under a tree in peace. However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were even crushed to death.

Then taking of rats decided to approach the elephant's chief and request him to guide his herd through another route. On hearing the sad story,

the elephant's king apologized and agreed to take another route. And so the lives of the rats were saved.

One day elephant-hunters came to the jungle and trapped a group of elephants in huge nets. Then the elephant king suddenly remembered the king of the rats. He summoned one of the elephants of his herd, which had not been trapped, to go seek help from the king and told him about the trapped elephants.

The rat's king immediately took his entire group of rats and they cut open the nets which had trapped the elephant's herd. The elephant herd was totally set free. They danced with joy and thank the rats.

VI. ALOKASI WAKTU

2 x 45 (1 x pertemuan)

VII. STRATEGI PEMBELAJARAN

f. Model : Communicative Approach

g. Metode: : DRTA

h. Pendekatan : communicative Approach

VIII. KEGIATAN PEMBELAJARAN

	KEGIATAN AWAL	ALOKASI WAKTU	LIFE SKILL SISWA
	Pendahuluan	5 menit	

	<p>Mempersiapkan kelas</p> <p>Berdoa</p> <p>Menyiapkan PBM</p> <p>Meyampaikan tujuan</p> <p>Apersepsi</p> <ul style="list-style-type: none"> ▪ Guru menanyakan kembali kepada siswa tentang pelajaran yang lalu tentang teks narrative <p>Motivasi</p> <ul style="list-style-type: none"> ▪ Guru mengkonstruksi siswa dengan menanyakan beberapa pertanyaan yang berkaitan dengan topik. <p>Guru merespon jawaban siswa kemudian menghubungkan jawaban siswa pada materi yang akan dibahas.</p>		<p>Religious,</p> <p>disiplin, tanggung jawab</p> <p>Kerjasama</p> <p>a,</p> <p>tanggung jawab</p> <p>b, potensi diri</p>
	Kegiatan Inti	60	
	<p>20 Menit I</p> <p>17 Guru memberikan stimulus</p>		<p>7. Elaborasi (mandiri,</p>

	<p>berupa pemberian materi tentang teks narrative</p> <p>18 Guru memberikan penjelasan singkat tentang kegunaan materi yang sedang berlangsung.</p> <p>19 Siswa mendapatkan penjelasan dari guru tentang teks narrative.</p> <p>20 Siswa menuliskan tentang materi tersebut.</p> <p>21 Siswa bertanya jika menemukan kata – kata sulit.</p> <p>20 Menit ke II</p> <p>22 Kemudian guru membaca teks berbentuk narrative kepada siswa .</p> <p>23 Siswa mendengar dengan seksama.</p> <p>24 Guru menyuruh siswa untuk menuliskan sebuah teks berbentuk narrative.</p> <p>22 menit III</p> <p>15 guru meminta siswa untuk membahas contoh soal mengenai teks narrative bersama - sama.</p>		<p>tanggung jawab, kerjasama)</p> <p>8. Eksplorasi (tanggung jawab)</p> <p>9. Elaborasi (kerjasama, tanggung jawab, potensi diri, eksistensi)</p>
--	---	--	---

	16 Membiasakansiswauntukbuatteksnarrative. 17 Siswadiberikesempatanuntukmengemukakanperasaanpendapatnyatentang proses pembelajaran.		
	Penutup	15 menit	
	18. Guru melakukanrefleksi (guru dansiswamengambilkesimpulantentangteks monolog narrative) 19. Guru melakukanevaluasi 20. Guru memberikanpenugasan yang berkaitandenganmateriteks narrative.		8. Elaborasi (kerjasama, disiplin, tanggungjawab) 9. Konfirmasi (tanggungjawab)

IX. SUMBER BELAJAR

- a. Bukuteks : English texts in Use XI, Aneka Ilmu, 2006
- b. Script berbentuk *narratives*
- c. Kamus bahasa inggris

❖ **MEDIA**

- ✓ Text
- ✓ Spidol
- ✓ Penghapus

X. NILAIAN HASIL BELAJAR

E. Jenis Tagihan : test tertulis

Instrument soal

1. Read the text below and answer the following questions!

The Rats and The Elephants

Once upon a time there lived a group of mice under a tree in peace. However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were even crushed to death.

Then taking of rats decided to approach the elephant's chief and request him to guide his herd through another route. On hearing the sad story, the elephant's king apologized and agreed to take another route. And so the lives of the rats were saved.

One day elephant-hunters came to the jungle and trapped a group of elephants in huge nets. Then the elephant king suddenly remembered the king of the rats. He summoned one of the elephants of his herd, which had not been

trapped, to go seek help from the king and told him about the trapped elephants.

The rat's king immediately took his entire group of rats and they cut open the nets which had trapped the elephant's herd. The elephant herd was totally set free. They danced with joy and thank the rats.

Choose the right answer from the multiple choice below!

1. What type of text is the above text? It is ...

A. a narrative text

B. a description text

C. a recount text

D. an anecdote text

E. an expository text

2. What destroyed the homes of all rats?

A. a group of mice did

B. the hunter did

C. elephant-hunter did

D. a group of elephant did

E. elephant's herd

3. What helped the elephant's herd free?

A. the elephant-hunter did

B. the hunters did

C. the trapped elephants did

D. a group of king did

E. entire group of rats did

4. What is generic structure of "once upon a time there lived a group of mice under a tree in peace"?

A. Identification

B. Orientation

C. Complication

D. Resolution

E. Description

5. At the end of the story, how was the elephant's herd?

A. angry

B. sad

C. happy

D. dead

E. disappointed

F. InstrumenPenilaian

- Teknik : Tes tulis
- Bentuk : Choose berstruktur, presentasi lisan

3. INSTRUMEN PENILAIAN

NO	NAMA SISWA	TOTAL SOAL	NILAI PER SOAL	TOTAL NILAI (Jika semua benar)	KET
		5	20	100	
1.					
2.					

Guru Bidang Studi

Sarona Maisarah

NIM: 231324133

AUTOBIOGRAPHY

1. Name : Saronamaisarah
2. Date of Birth : Lampuuk, September, 22nd 1995
3. Gender : Female
4. Religion : Islam
5. Nationality : Indonesia/ Karonese
6. Status : Single
7. Address : Desa Lampuuk, Kec.Kuta Baro, Kab. Aceh
Besar
8. Email : saronamaisarah95@gmail.com
9. SID : 231 324 133
10. Parent
 - a. Father's Name : Muhammad Yatim
 - b. Mother's Name : Rosmanita
11. Education Background
 - a. Elementary School : SDN 1 Bungcala (2002-2007)
 - b. Junior High School : MTsN Kuta Baro (2007-2010)
 - c. Senior High School : SMAN 2 Banda Aceh (2010-2013)
 - d. University : UIN Ar-Raniry (2013-2018)