THE EFFECT OF DIRECTED READING THINKING ACTIVITY (DRTA) STRATEGY ON STUDENT'S READING COMPREHENSION FOR THE ELEVENTH GRADE STUDENTS OF SMA CERDAS MURNI

THESIS

Submitted to the Tarbiyah Faculty UINSU Medan as a partial Fulfilment of the Requirement for S-1 Program

By:

NURAZIJAH
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DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH SCIENCE AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF NORTH SUMATERAMEDAN

2019

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		Di –
		Medan

Assalamu'alaikum Wr. Wb

Setelah membaca, meneliti, mengoreksi dan memberi saran saran perbaikan seperlunya terhadap skripsi saudari

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Jurusan   : Pendidikan Bahasa Inggris

Judul   : **"The Effect of Directed Reading Thinking Activity (DRTA) Strategy on Students Reading Comprehension for 11th Grade Students of SMA Cerdas Murni Deli Serdang "**

Dengan ini kami menilai skripsi tersebut dapat disetujui untuk diajukan dalam sidang munaqasyah skripsi pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara.

Medan, July 15 2019

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PERNYATAAN KEASLIAN SKRIPSI

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Judul Skripsi   : **"The Effect of Directed Reading Thinking**
                                              Activity (DRTA) Strategy on Students Reading
                                              Comprehension for 11th Grade Students of SMA Cerdas Murni
                                              Deli Serdang "

Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya.

Apabila dikemudian hari terbukti atau dapat dibuktikan skripsi ini hasil ciplakan, maka gelar dan ijazah yang diberikan oleh Universitas batal saya terima.

Medan, July 15 2019

Yang membuat pernyataan

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ABSTRACT

Nur Azijah. The Effect of Directed Reading Thinking Activity (DRTA) Strategy On Students' Reading Comprehension for 11th Grade Students Of Senior High School Cerdas Murni thesis. Department of English Education. Faculty of Tarbiyah Science and Teachers training. State Islamic University of North Sumatera Medan. 2019

The aim of this research is to find the effectiveness of The Effect of Directed Reading Thinking Activity (DRTA) Strategy on Students' Reading Comprehension which was observed and analyzed from students of eleventh grade at SMA Cerdas Murni. The method applied in this research was the quantitative method with the experimental research design. The population of this study was the students of SMA Cerdas Murni. This study was conducted with two groups namely experimental group (32 students) and control group (32 students). Then the researcher taught in the experimental class by using DRTA Method and in control class without using DRTA Method. After treatment, the researcher gave the post-test to both classes. The scores of pre-test and post-test were collected from written test, then, it was analyzed by using SPSS V20. The finding of this research shows that teaching narrative text by using DRTA Method was effective. It is proved by t_{value} (4.368) which is higher than t_{table} in the degree significance 5% (1.669). Furthermore, the test of hypotheses showed that sig 2 tailed (p) was 0.000\0 while alpha (α) was 0.05 (0.000< 0.05) meaning that H_0 (Null Hypothesis) was rejected and H_α (Alternative Hypothesis) was accepted. In others words, the use of DRTA Method in teaching narrative text give effect in improving toward the students' ability in writing narrative text.

Keywords: DRTA Method , Reading Comprehension and Narrative Text.

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Finally, I hope this thesis would be useful for the readers. However, I realize that this thesis is far from being perfect. Criticisms, idea and suggestion for the improvement of this thesis are greatly appreciated.

Medan, July 17 2019

<u>**Nurazijah**</u>

NIM. 34.15.3.045

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CAPTER I

INTRODUCTION

1.1   The Background of Study

Language has many function in our daily life, without language the people feelifficult to send their message to strengthen their social relationship, language is also as powerful tool for communication and it is able to develop knowledge and science.

Reading is one of the most important skills in language learning besides listening, speaking, and writing. In reading, the students are expected to get knowledge and be familiar with what the teacher has explained in the content, where as in comprehension the students are expected to have more skills than to explain individual text or passage after comprehending term. The purpose of reading comprehension is to get some skills in understanding the text. So, it is useless if we do not have reading competence. Because reading competence involves the competence to find some information in reading text. The readers have the competence reading comprehension if they know how to read well.

In reading skill, students are expected to get knowledge and understand about the context that has explained in the text. it means that students need to learn a considerable amount of formation from a text. Therefore, students require abilities to understand and remember main ideas as well a number of details that elaborate the main and supporting ideas in the text. They also need to link the text to their knowledge base.

In fact, reading is not as easy as people think. It is not easy to have the ability of drawing meaning from the printed page and interpret the information

appropriately. According to willis that "I understand all the words but I don't know that the writer is getting at' is a common complaint from the students reading a second language. Consequently, students will need to read the text two or three times to get even an approximate sense. All this takes time and many less motivated students give up.

According to Harmer that students sometimes have long expectation of reading. Reading passage is bound to be too difficult for them and they predict that the whole experience will be frustrating and de-motivating. Such attitudes often due to unsuccessful experience in reading[1]. If, in the past, students have been given reading text which are too difficult and in which they have no interest and where teachers failed to excite their interest then they are likely to expect the reading activities to be boring.

Based on my experience in teaching practice, that found in SMA Cerdas Murni Deli Serdang the reality in the field, learning reading comprehension in class XI IPA is still not as expected. The strategy or method that used by the teacher still conventional, the teacher just taught conventionally.

Conventional method is the model emphasized on reading and writing. Learning is about language trough grammar-translation rather than learning to use the language for communication language learning as a mental discipline with memorization of vocabulary lists and grammatical paradigms give high priority

They are only asked the students to do assignments in book and to reading comprehension learning, teacher just asked the students to answer the question

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[1] Harmer, J, *How to Teach English: An Introduction to the Practice of Language Teaching*,(England: Longman,2003),p.208

based on the text. It is known from my interview with some students in that school, beside that there are some students still difficult to answer the question based on the contents of the text. It is known from the low students' score in answering the question from the text, beside that the students still feel difficult to find the main idea in the text. It is known based on my experience when I ask the students to read the text some minutes and then I ask them orally "Who knows the main point of the text?" and almost all of the students just silent, and only one two person that brave to answer my question orally. In other than that, students low in vocabulary and it is make them still confused in understanding of the text. It is known when I ask the students to retell the story of the text with their own words, the students still afraid and at all cannot do that.

Therefore, to solve the problems of reading comprehension skills need to revise through learning strategies that can attract students and to make students' motivate to improve their skills. In here I suggest a strategy Direct Reading Thinking Activity (DRTA) as one of the strategies to improve students' reading comprehension skills.

Directed Reading Thinking Activity (DRTA) strategy is one of the strategies in the teaching of reading comprehension. Strategies Directed Reading Thinking Activity (DRTA) focusing student engagement with the text, because students have to predict and prove when the students read. In teaching reading comprehension, students can find the main ideas in the text. Directed Reading Thinking Activity (DRTA) strategy which is attempts to equip readers with the ability to determine the purposes of reading, the ability to extract, comprehend, and assimilate information, the ability to make predictions to examine reading

materials based on the purposes of reading, the ability to pass judgments, and finally the ability to make decisions based upon information gleaned from reading.[2] With the prediction of the strategy of Directed Reading Thinking Activity (DRTA) strategy students automatically questioning their own questions that are part of the process of understanding a text. Students will be carefully and will be of critical thinking in reading so that students understand the reading text.

So, The teacher needs to apply an appropriate method or a technique to help them solve their problem and to improve the students' ability in comprehending of the text,. Based on the problems above, DRTA method is a popular method for engaging the students in reading narrative text for understanding. According to Allan that the DRTA method is designed to support students' reading comprehension by guiding them to key points in the text and providing opportunities to discuss the meaning with their classmates. The DRTA is a reading comprehension/critical thinking activity for the building knowledge part of a reading lesson with either narrative or informational text.

Based on the problem above, the researcher conduct a research with title **The Effect of Directed Reading Thinking Activity (DRTA) Strategy on Student's Reading Comprehension for The Tenth Grade Students of SMA Cerdas Murni Deli Serdang.**

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[2] Odwan, T. A. A. H, (2012), *The Effect of the Directed Reading Thinking sActivity through Cooperative Learning on English Secondary Stage Students' Reading Comprehension in Jordan*", International Journal of Humanities and Social Science, *Vol.2, No. 16,* p. 139.

1.2 The Identification of Study

Based on the background of the study, the problem is formulated as the following:

1. The students have studied the reading English text well, but they do not understand the English text.

2. The teachers in these schools rarely in using method and strategy in the class, so the student felt bored and sleepy during learning process.

1.3 The Limitation of Study

To further focus of this research, the writer limit the problem in this research is ''The Effect of using Direct Reading Thinking Activity on students' reading comprehension especially in narrative text in class XI SMA Cerdas Murni Deli Serdang.

1.4 The Formulation of Study

Based on the background outlined above, the writer formulate the problem as follows:

1. How the activity of the class XI IPA, during the learning process of Reading Comprehension using strategy Directed Reading Thinking Activity (DRTA) in SMA Cerdas Murni Deli Serdang?

2. How the effect after using strategy Directed Reading Thinking Activity (DRTA) on the learning reading comprehension in class XI IPA SMA Cerdas Murni?

1.5 The Objective of the Study

1. To identify the activity learning process of reading comprehension using Directed Reading Thinking Activity (DRTA) strategy in class XI IPA SMA Cerdas Murni Deli Serdang?

2. To know the effect of learning reading comprehension after using strategy Directed Reading Thinking Activity (DRTA) in class XI SMA Cerdas Murni Deli Serdang

1.6 The Significant of Study

a. For students, this research may provide motivation for students to increase interest in reading and continue to improve language skills, especially reading comprehension skills.

b. For the teacher, to provide information especially for the teachers on howto use the Directed Thinking Activity strategy in teaching reading in the class room.

c. For researchers, is expected to add insight and knowledge of strategies to improve reading comprehension skills that can be applied in schools especially Reading Thinking Activity (DRTA) strategy.

d. For schools, this research is expected to contribute an idea, to use innovative instructional strategies, creative and provide maximum results in the learning process.

CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Framework

In conducting a research, some theories are needed to explain some concepts, which are applied in the research concerned. This includes some literature, which is relevant to this study.

2.2 Reading

Reading is the information from the text, either in the form of text or from a picture or diagram, or a combination of it all. Reading is also a skill to know, see and understand the contents of what they read. That is, after reading something, the reader already knows the information obtained from what he has read. One important point of reading is to understand the communication between writer and reader. Reading is very important and helpful to us, not just in English class, but other subjects, such as mathematics, Indonesian, biology, economics and others also we need literacy skills to add to our knowledge of the material that we learned. Because reading, we can access a lot of information. Considering in the importance of reading to our lives as human being. Allah SWT. Says in the Qur'an surah Al-Alaq, verse 1-5 as follows:

بِسْمِ ٱللَّهِ ٱلرَّحْمَٰنِ ٱلرَّحِيمِ

ٱقْرَأْ بِٱسْمِ رَبِّكَ ٱلَّذِى خَلَقَ ۝ خَلَقَ ٱلْإِنسَٰنَ مِنْ عَلَقٍ ۝

ٱقْرَأْ وَرَبُّكَ ٱلْأَكْرَمُ ۝ ٱلَّذِى عَلَّمَ بِٱلْقَلَمِ ۝ عَلَّمَ ٱلْإِنسَٰنَ

مَا لَمْ يَعْلَمْ ۝

Meaning:

1. Read! in the Name of your Lord Who has created (all that exists).

2. He has created man from a clot (a piece of thick coagulated blood).

3. Read! And your Lord is the most Generous.

4. Who has taught (the writing) by the pen.

5. He has taught man that which he knew not. .[3]

The first word of these verse is IQRA' that means read. This has a big meaning for us Allah's creature, firstly however we are the human come to this world cannot read everything, but with our ability the permit from Allah the Almighty finally we can read everything what we want.

Therefore, to know the information in this world, we must to read, because by reading we will get so many information. By reading, we do not only get the mean what we read about, but also by reading we can increase our knowledge. From some of information above it can be concluded that reading is an activity to obtain information from written material through an interaction between the reader with the author, represented by his writings.

In the interaction of contact between the characteristics of the reader and characteristics represented by the researcher. Contact between the two characteristics that will give birth to the reader's understanding of the idea of the author. This means that reading is not merely express written language and follow the text line by line, but trying to get the message, the mandate and the meaning conveyed by the authors through reading media completely and thoroughly.

[3]AL-Hilali, Muhammad Taqi-ud-din and Muhammad Muhsin Khan. Translation Of The Meaning Of The Noble qur'an In The English Language. Madinah: King Fadh Complex For The Printing Of The Holly Qur'an

2.3 Reading Comprehension

a. Definition of Reading Comprehension

Reading comprehension is a technique for improving students 'success in extracting useful knowledge from text. Hedgcock adds that reading is a complex interaction of cognitive processes and strategies (used by the reader) and various types of information (contained in the text). [4]Earlier models of reading instruction have tended to focus primarily either on bottom-up processes(for decoding and comprehending the text) or top-down skills (for activating

The background knowledge and prediction strategies of the reader) and according to Brown and Yule, reading involves learning how to make-reasonable interpretations of a written text.[5]

Reading covers a lot of things. It does not simply know the meaning of individual words in a particular text. In other words, reading can be defined as a process of making reasonable interpretation in apprehending a text which has four characteristics; purpose, selection, anticipation, and comprehension. Talking about comprehension is one of the characteristics of reading.

According to Mikulecky and Jeffries that comprehension is making sense of what someone reads and connecting the ideas in the text to what he already knows.[6]According to Smith, comprehension may be regarded as relating aspects

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[4] Hedgcock, J. S. and Ferris, D. R, *Teaching Readers of English: Students, Text, and Context*, Routledge: UK, (2009) p. 49.

[5] Lems, K., Meller, L. D., and Soro, T. M, (2010), *Teaching Reading to English Language Learner*, NY: The Guilford Press, p. 171.

[6]Mickulecky, B. S., and Jeffries, L, *More Reading Power: Reading for Pleasure, Comprehension Skills, Thinking Skills, Reading Faster,* New York: Pearson Education,(2004) p. 74.

of the world around us— including what we read—to the knowledge, intentions, and expectations we already have in our head. It is clearly the purpose of reading and of learning to read.[7]

Richards and Schmidt say that comprehension is the identification of the intended meaning of written or spoken communication. They also adds that contemporary theories of comprehension emphasize that it is an active process drawing both on information contained in the message (bottom-up processing) as well as background knowledge, information from the context and from the listener's and speaker's purposes or intentions (top-down processing).[8] It is also supported by Smith that readers learn the meaning by making sense of words from their context, using what is known to comprehend and learn the unfamiliar.[9]

Making sense of words is basically related to the vocabulary mastery as Smith also continues that vocabulary provides a permanent basis of knowledge for determining the probable meaning and pronunciation of new words. If readers know both the meaning and the pronunciation, they will have little difficulty in comprehending and saying a new word. In other words, reading comprehension is a process of relating the readers' background knowledge with the information in the text to get the message of the text. Reading comprehension is not only the matter of knowing and remembering the meaning of all words in the text, but it is more about how the students build and construct meaning of the text.

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[7] Smith, F, *Understanding Reading: A Psycholinguistic Analysis of Reading and Learning to Read Sixth Ed*. New Jersey: Lawrence Erlbaum Associates,(2004) p. 41.

[8] Richard, J. C. & Schmidt, R, *Longman Dictionary of Language Teaching and Applied Linguistics,* England: Pearson Education Limited,(2002) p. 99.

[9] Smith, F, *Op.cit*, 165.

b. Processes of Reading Comprehension

In the discussions about reading and comprehension, experts generally mention about the bottom-up and top-down process. Both of them are the processes of reading comprehension and according to the recent research, there is one more kind of processing reading comprehension, called interactive reading.

1) Bottom-up processing

In bottom-up processing, readers must first recognize a multiplicity of linguistic signals (letters, morphemes, syllables, words, phrases, grammatical cues, discourse markers) and use their linguistic data processing mechanism to impose some sort of order on these signals. These data-driven operations obviously require knowledge of the language itself. From among all the perceived data, the reader selects the signals that make some sense to what is called ―meaning.

2) Top-down processing

Top down, is a process in which the readers draw their own intelligence and experience to understand a text.

3) Interactive reading

Interactive reading is a combination of top-down and bottom up processing. It is almost always a primary ingredient in successful teaching methodology because both processes are important.

2.4. Narrative Text

Narrative text is a kind of story either fictive or real which contain a series of events in which how the story is told and how the context is presented as aspects of the story construction. Thus, special features of narrative text could be

found in its sequence of events to attract the readers in order to build their curiosity throughout the story. According to Hazel that event selection and event sequencing are two crucial functional elements of narrative construction, and they are reciprocally related to the subjective experience of time described in the narrative.[10]

Narrative text enables students to make connections such as they may figure out similarities among the text and their own lives, they make links between the text they are current reading and another text they have previously read, they also see connections between the text and the real world. In short, the fact that reading narrative is a cooperative venture between the author and the reader. Indeed, narrative text requires a content background for understanding. Consequently, readers need to develop as students read quality narrative text, they naturally become involved with the characters that may possess similar feelings or may find themselves in like situations. There are numerous types of narrative. They are fairy stories, mysteries, science fiction, horrors, romances, fables, myths, legends, ballads, etc.

2.5 Conventional Method

Conventional method is the model emphasized on reading and writing. Learning is about language trough grammar-translation rather than learning to use the language for communication language learning as a mental discipline with memorization of vocabulary lists and grammatical paradigms give high priority.[11]

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[10] Hazel Paul. *Narrative*: An Introduction Swansea Institute of Higher Education(2007)

[11]Robbinet, B.W. *Reading English to Speaker's of other language*: Substance and Technique. (Minnessota. The University Of Minnessota:1978)

In teaching reading, this model just apply students to read the text and try to find out of difficult word and ask them to memorize the words as must as possible (e.g. teacher just ask students to read the text and answer the question).

2.6 Directed Reading Thinking Activity
a. History of Directed Reading Thinking Activity (DRTA)

Directed Reading Thinking Activity (DRTA) is an activity that helps students' understanding that each segment of text can help them figure out the next segment.[12]

It is because the text is divided into smaller portions, the students can focus on the process of responding to higher - order questions. The use of prior knowledge and prediction is clearly of great value in helping students set purposes for reading and use their own experiences as a basis for comprehending text. Prior knowledge and prediction is utilized in the Directed Reading Thinking Activity (DRTA) developed in 1969 by Russell Stauffer. According to Stauffer the DRTA is intended to develop students' ability to read critically and reflectively and is fundamentally different from the DRA used in basic. The Reading Thinking Activity (DRTA) attempts to equip readers with the ability to determine purposes for reading; the ability to extract, comprehend, and assimilate information; the ability to examine reading materials based upon purposes for reading the ability to suspend judgments and, the ability to make decisions based upon information gleaned from reading.

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[12] Richardson, J. S., Morgan, R. S., and Fleener, C, (2009), *Reading to Learn in the Content Areas*, USA: Wadsworth Cengage Learning, p. 108-109.

Based his notions upon the belief that reading is at thinking process involving the reader in using his or her own experiences to reconstruct the author's ideas. This begins with the generation of hypotheses based upon the reader's doubts and desires. It continues with the reader's acquisition of information and the generation of further hypotheses during reading. Then, there construction terminates with the resolution of the reader's doubts and desires.

Using the Reading Thinking Activity (DRTA) technique, students are guided through the process of sampling text, making predictions based upon prior knowledge and textual information, re-sampling text, and confirming or adjusting predictions in light of new information. This model has received increasing attention in recent years as teachers and researchers search for improved methods of increasing reading comprehension. This approach is frequently identified as an exemplary instructional activity for developing comprehension and critical thinking skills.

The Reading Thinking Activity (DRTA) can easily be adapted for any selection and any level of difficulty and may be used for both group and individual use. When used with groups, Stauffer suggests using it with between eight and twelve students. However implemented, the Reading Thinking Activity (DRTA) offers several important advantages to students and teachers. First, it increases comprehension through its strong emphasis on student-generated prediction, speculations, and conclusions, which are based on and grow from prior knowledge and experience.

The Reading Thinking Activity (DRTA) highlights related experience and encourages the consistent use of the reader's prior knowledge during reading.

Secondly, the Reading Thinking Activity (DRTA) establishes a positive instructional environment: a general sharing of background information and experience is invited as students and the directed thinking activity is a plan for directing children's reading of either stories or content area selections and for encouraging children to think as they read and to make prediction and check their accuracy. Russell Suffer offers some background for understanding the directed reading thinking activity.

El-koumy states that the DRTA engages students in thinking about what they read in three phases. In the first phase, students generate predictions about what they are going to read based on the title of the text. in the second phase, they read to confirm or reject their predictions, in third phase, they evaluate their prediction using information from the text to support their opinions. He maintains that this strategic process can develop students' reading comprehension skill as well as their higher order thinking skills.[13]

Furthermore, Abisamra states that the DRTA is an effective strategy for the teaching reading comprehension because it helps students set reading purposes by making prediction, read more actively and enthusiastically and remember more information from what have read.[14]

In making prediction, students use background knowledge about topic and students' knowledge about organization pattern of text, try confirmation, one or more prediction from another students in group to confirmation or push of idea

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[13] El-koumy, A.*metacognition and reading comprehension current trends in theory and research.*available at http://www.eric.ed.gov/accesses .february 23,2019

[14] Abisamara, N,*teaching second language reading from an interactive perspective.* Available at http://nadabs.tripod.com/ retrieved on february 15,2019

themselves. The DRTA also motivates students to apply the students' met cognitive skill because student think appropriate with train of thought themselves. If the student is not yet able to prediction such as what it's expected, the teacher can help students. The DRTA is extremely useful for improving children's comprehension of selection.

b. Teaching of Reading using Directed Reading Thinking Activity (DRTA)

As this study employs directed reading-thinking activity, the teaching and learning process includes the steps of the activity for both the teacher and students. The steps employ the students to set reading purposes and make predictions, reading text, verify and revise predictions and prove set reading purposes. Therefore, the teacher assists the students by selecting the texts, dividing the text into meaningful section, facilitating discussion, and giving feedback. The elaboration of the teaching of reading using Directed Reading Thinking Activity (DRTA) is designed based on the following steps:

1) Before reading: predicting

In making predictions, students observe and identify the selection by looking at the title, picture (if it is available), the vocabulary, the grammar, and other language features in the text. In response to it, students formulate questions which bridge them to next selection of the text and the whole part of it In this stage, the teacher assists the students in observing and identifying selection of text and notices the key words that help them to guess the global understanding of the text. The teacher also facilitates students to formulate questions, discuss and share their predictions of each selection of the text.

2) While reading: silent reading

Students read the whole text to gather information or data related to their earlier predictions. The teacher helps students identifying any crucial vocabulary items in context.

3) After reading: confirming the predictions

After reading the complete text to gather information, students are encouraged to explain what cause them to confirm or revise prior predictions. It is carried out through discussing the material read.

The aim of this discussion is to help students interpreting the material. Students discuss among their group members about their prior predictions and the data in the text whether they are compatible or not. Teacher facilitates students to discuss related concepts and to consider the content of the selection of their own experiences.

2.6.1 Purpose for Using DRTA

The purpose of using Directed Reading Thinking Activity (DRTA) technique are to:

1. Elicit students' prior knowledge of the topic of the text

2. To develop prediction skills

3. Encourage students to monitor their comprehension while they are reading

4. Set a purpose for reading. (Students read to confirm and revise prediction they are making).

2.6.2 How to Use DRTA

The procedure of using DRTA (Directed Reading Thinking Activity) technique is described as following:

1. **Choose a text.** This strategy works well with both fiction and expository texts.

2. **Activate students' prior knowledge.** Have students read the title of the text, or tell them the topic of the text. Ask students to brainstorm a list of ideas that come to mind when they think about the title or topic. Write those ideas on the board. When using this strategy with a piece of fiction, you might have students brainstorm a list of ideas that they associate with an overriding theme of the story, the story's setting, or the author of the story (if the author is someone with whom your students are familiar). Students will be making prediction about they will read about in the text, so it is important that you activate their prior knowledge on a topic that will allow them to make prediction about what might be include in the text.

3. **Have students make predictions about what they will read about in the text**. Use all available clues, including the index, table of contents, pictures, charts, and tables in the text. ask students to explain how they came up with their prediction.

4. **Have students read a section of the text.** Either have students volunteers read aloud, or have students read silently to be. If students are reading to themselves, be sure to indicate where students should stop reading. The teacher should predetermine stopping points. They should being points in the text that lend themselves to making prediction. In expository texts,

good stopping points are often right after students have read a new heading or subheading in the text.

5. **Ask students to confirm or revise prior prediction**, and make new prediction, and make new prediction. Students should be encouraged to explain what in the text is causing them to confirm and/or revise prior prediction, and what is causing them to make the new prediction they are making.

2.6.3 The Application of DRTA in the Classroom

In applying DRTA, the teacher has some activities as follows:

1. Writing the title of passage on the overhead transparency or the chalkboard, asks the students what they think after reading the title.

2. Recording all prediction on the transparency or chalkboard asking the students the reason why they think like that to encourage them to justify their responses and active prior knowledge.

3. Leading the students to read the first sentence of each section or heading.

4. Asking the students to make their prediction based on this new information or the first sentence.

5. Making or writing the prediction on the transparency or chalkboard and asking the students to read the first section.

6. Have the students stopping them after the first passage and leading the class discussion to verify or modify prediction.

2.6.4 Advantages and Disadvantages of Directed Reading Thinking Activity (DRTA) Strategy

Here are a few advantages strategies Directed Reading Thinking Activity (DRTA):

1) Strategy Directed Reading Thinking Activity (DRTA) contains many types of reading strategies so that teachers can use and be able to pay attention to the differences that exist in learners,

2) Strategy Directed Reading Thinking Activity (DRTA) is an activity of understanding that foresees the story to help the students to gain an overall picture of the material that has been read,

3) Strategies Directed Reading Thinking Activity (DRTA) can attract students to learn, because the Directed Reading Thinking Activity (DRTA strategies using a variety of methods that not only serve students in the audio-visual, but also kinesthetic,

4) Strategy Directed Reading Thinking Activity (DRTA) shows how meaningful learning for students, because learning is not only to learn but to prepare for the next life,

5) Strategies Directed Reading Thinking Activity (DRTA) can be used in a number of subjects taught in both content and procedure.

Besides having many advantages, strategies Reading Thinking Directed Activity (DRTA) also has its disadvantages, namely:

1) Strategy Directed Reading Thinking Activity (DRTA) often takes a lot of time if the management class is not efficient.

2) Strategy Directed Reading Thinking Activity (DRTA) requires the provision of textbooks and often beyond the ability of schools and students,

through direct reading comprehension, information isn't can be obtained quick unlike the case if the obtaining of abstraction through the presentation orally by the teacher.[15]

2.7 Related Study

Several studies have investigated directed reading-thinking activity on students and reported that teaching this activity is significant for enhancing reading comprehension. This section reviews a number of related studies from some researchers

1. Renn conducted a research on the effect of the directed reading thinking activity on second grade reading comprehension. In this research, she compared Directed Reading Thinking Activity (DRTA) with Directed Reading Approach (DRA). The result of her analysis shows that the *mean* score of the Reading Thinking Activity (DRTA) group is significantly higher than the *mean* score of the Directed Reading Approach (DRA). Group it seems that Directed Reading Thinking Activity (DRTA) is more effective than Directed Reading Approach (DRA) in improving reading comprehension.[16]

2. Erliana (2011), the study was to describe how the Directed Reading Thinking Activity (DRTA) strategy can improve reading comprehension. The data were taken from observation, field notes, questionnaire, and achievement test. The result reveals that the DRTA not only improves students' comprehension but also

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[15] Ianatut Tolibin, *Pengaruh Penggunaan Strategi Directed Reading Thinking Activity (DRTA) Terhadap Kemampuan Membaca Pemahaman Pada Siswa Kelas V Mis Sidorejo,* Fakultas Ilmu Pendidikan Universitas Negeri Yogyakarta,(2013)p.41.

[16]Renn, C. E, (1999), *The Effect of the Directed Reading Thinking Activity on Second Grade Reading Comprehension.* State University: Master Theses Grand Valley, p. 17

increases their motivation in learning. Meanwhile, the weakness of this study is the action research requires an increased time, the long period of time in conducted a study effect the mood on cognitive process.

3. Odwan examined the effect of Directed Reading Thinking Activity (DRTA) through cooperative learning on English secondary stage students' reading comprehension in Jordan. Although Odwan is combined the DRTA with cooperative learning, there are some points about the Directed Reading Thinking Activity (DRTA) itself which are related to reading comprehension. He states, as the result of his study, that students' improvement in reading comprehension may be attributed to students' skills developing ability to read the material using DRTA. It is because during the activity students set purposes, make predictions, read silently, and verify predictions.

Even if it does not present about the Directed Reading Thinking Activity (DRTA) only, the previous review of related studies stresses the importance of using Directed Reading Thinking Activity (DRTA) which may help the teacher using the effective means for teaching reading comprehension. Therefore, the researcher decided Directed Reading Thinking Activity (DRTA) for teaching reading in order to enhance reading comprehension of the grade XI students at CERDAS MURNI Deli Serdang.

2.8 Conceptual Framework

Reading is one of the language skills that students should be mastered and it involves texts of different types. It is the skill or ability of getting information from a text. Thus, the teaching and learning of reading at the school should be

carefully prepared and managed. However, some problems of reading in the grade XI IPA students were found. The grade XI students at SMA Cerdas Murni Deli Serdang, have difficulties to retrieve information and construct meaning of a text. It can be detected from their difficulty in generating the main idea and identifying detail information while both of those problems are included as the skills of reading.

The students also seemed to have difficulties in vocabulary. They are so struggle to translate every single word in the text when they actually can try guessing the meaning from the context. Regarding to the problems found at the school, some possible ways are proposed to solve them. In the matter of students' vocabulary difficulty, predicting can facilitate the students to guess the meaning from context. Making prediction is also proposed to support the students in connecting their prior knowledge to the information of the texts. The next steps are reading and confirming the predictions. They are proposed to deal with the students' difficulty in finding the main idea and detail information of the texts.

Directed Reading Thinking Activity (DRTA) is chosen because its components promote ways to facilitate the use of reading strategies. Directed Reading Thinking Activity (DRTA) is one of the strategies in reading that has three core steps of comprehension cycle. They are sample the text, make prediction, and sample the text to confirm or correct previous predictions. These three steps are conducted as before, during and after reading steps so that they fulfill the proper steps of reading comprehension. This guides students step by step in the reading process.

Directed Reading Thinking Activity (DRTA) divides the text into smaller portion so it aids the students to focus on the process of responding to higher-order questions. Directed Reading Thinking Activity (DRTA) involves predicting activity which assists the students to use not only what they already know but also whatever they can learn from a quick preview of the material to predict what the material is going to be about. Predicting prepares the reader for comprehension.

As mentioned by Harmer earlier, by implementing prediction, the students' expectations and active process of reading is ready to begin when they can get the hints of the text so they can predict what's coming in the next segment of a particular text. It is linear to the concept of Directed Reading Thinking Activity (DRTA) which dividing a text into some segments.

2.9 Hypothesis

The research hypothesis was formulated as follow:

Ha: There is a significant effect of using Directed Reading Thinking Activity Technique on the students' achievement in reading comprehension.

Ho: There is no significant effect of using Directed Reading Thinking Activity Technique on the students' achievement in reading comprehension.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Time and Place of the Study

The research is conducted at SMA Cersdas Murni which is located on Jl. Beringin Kec.percut sei tuan North Sumatera. The researchers select to this school as a location of research as follows:

1. The researcher found the problem in this school is students' ability in reading comprehension still less, so need to improvement of learning. It founded when the researcher's experiences during the PPL on October-December 2018.

2. The location isn't so far from the researcher's collage and it can be to reached easily by the researcher.

3. There are same between the materials which are learning with the basic of competence that will use in this research.

3.2 Population and Sample

The population of this study was the second grade students of SMA Cerdas Murni with the total number of population was 64 students. The sample consisted of two classes. They are class XI IPA1 as experimental class and class XI IPA2 as control class. The number of students in XI IPA1 was 32 students and XI IPA2 was 32 students. They were randomly selected.

Table 3.1

The Population of the Research

No	Class	Population
1.	XI-IPA1	32
2.	XI-IPA2	32
3.	XI-IPA3	32
Total		96

Source of Data : Headmaster of SMA Cerdas Murni Deli Serdang

Academic Year 2018/2019.

The sample can be seen as follow:

Table 3.2

The Sample of the Research

No	Class	Sample
1.	XI-IPA1	32
2.	XI-IPA2	32
Total		64

3.3 Research Design

In this study, the researcher used experimental research method. To collect the data, the sample was divided into two classes. One of the classes was assigned as the experimental group and the other one was as the control group.

Experimental group was the group that received treatment by DRTA Method, while the control group was the group that did not received treatment by DRTA Method but only received conventional method.

The procedure of administering the assignment as the instrument of the study was the test administrate to both groups of students before they learn about reading narrative text. Then, the same assigment administered to both sample groups after they read about reading narrative text, the experiment design in this study:

Table 3.3

Design of the Research

Group	Step 1	Step II	Step III	Class
Experimental	Pre-test	Treatment by using DRTA Method	Post-test	XI-IPA1
Control	Pre-test	Treatment by using Conventional Method	Post-test	XI-IPA2

3.4 The Instrument for Collecting Data

The instrument for collecting the data was classified into two major category, they were test and non-test[1]. This study was experimental research and used instrumental to obtain the data. The instrument for collecting the data was test. Each test consist of pre-test and post-test, the tests consist of 20 items in different kinds of test. 20 items were the multiple choices. According to Brown states that multiple choice formats are practical reliable and they give the possibility of an easy and consistent process of scoring and grading.

3.5 Scoring of the Test

The scoring of the test was based on the kind of the test.

1. Scoring multiple choice

    In scoring these tests, the following formula was used:

    $$s = \frac{R}{N} X 100$$

    Where:

    S = Sore

    R = right answer

    N = the total number of items

[1]Arikunto, S,*prosedure penelitian: suatu pendekatan praktik.*6th Ed.Jakarta:PT.Rineka cipta:2006

Table 3.4

The Classification of Students' Score[2]

Score	Categories
80-100	Very Good
66-79	Good
56-65	Enough
40-55	Less
30-39	Fail

3.6 Data Collection

In collecting data, the researcher use technique :

    a.   Test :The test will be used in this research is reading test, by using pretest and posttest in the experimental class and control class. The topic of pretest and posttest is about story of narrative text. The students in the experimental and control class will teach by using different method. The students in the experimental class learned narrative text by using DRTA Method mean while the students in the control class learned narrative text without using DRTA Method its name Conventional method.This test divided into two test, pre-test and post-test.

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[2] Suharsimi Arikunto. 2009. *Dasar-Dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara. p.245

a. Test

The test will be used to collect the data about the students' reading comprehension on narrative text. The test would be divided into pre-test, treatment and post-test.

1. Pre –test

Pre-test will be designed in order to know the students' ability in reading narrative text before the treatment given. The pre-test aimed to see whether two class of the students are relatively homogeneous. Pre-test will be given to the students before treating them.

2. Treatment

In order to find the effectiveness of DRTA Method in teaching narrative text. The experimental will be taught by using DRTA Method as media and the control group will be taught without DRTA Method as media.

3. Post-test

After the treatment will be conducted, the post-test will administered to both experimental group and control group. The result of both groups are evaluated to find out the effectiveness of using DRTA Method on their ability in reading narrative text. Post-test will be given after treating the students by using DRTA Method. The form of the test is reading narrative text.

b. Validity

Validity is the extent to which it measures what it is supposed to measure. For obtain the validity of test, the face and content validity were used by adjusting the test with SKKD *(Standar Kompetensi dan Kompetensi Dasar)*

c. Reliability

Reliability is a necessary characteristic of any good test, for it to be valid at all a test must first be reliable as a measuring test.[3]

d. Data Analysis

The researcher will be used the data from students' tests to find out the result of students' ability in reading narrative text by using DRTA Method which is applied in the experimental class, then without using DRTA Method in the control class. After all students' scores were obtained, next the researcher will be conducted prerequisite data analysis: normality and homogeneity. The normality test and homogeneity test were tested by using SPSS. After analyzed normality test and homogeneity test, the researcher will be used T-test to find out the differences between students' score that are taken from pre-test and post-test in experimental class and control class.

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[3] J.B. Heaton. 2000. *Writing English Language Test.* London: Longman. p. 159.

a. Normality Test

Normality test is to determine whether the data normally or not. The data were considered normal if score of the test is more than 0.05. To count the normality test, the writer used SPSS, with steps as follows:[4]

1. Open SPSS program.

2. Input all the data.

3. Click Analyze from the top menu, choose descriptive statistics and click explore.

4. Move the data from the left box into the box in Dependent List.

5. Click plot and make sure that under the boxplot\s choose none, remove any checklists under Descriptive, and tick in Normality plots with tests, and remove any ticks under Spread vs Level with Levene Test.

6. Click Continue and OK.

b. Homogenity Test

Homogeneity test is to determine the similarity between two groups. To get the homogenous data, the significant level of the test is more than 0.05. Homogeneity test used in this study were SPSS, with steps as follows:[5]

1. Open SPSS program.

2. Input the data in the data view.

3. Click Analyze in the top of the menu, choose compare means and click oneway ANOVA.

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[4]Andrew Garth. 2008. *Analysis Data Using SPSS (A Practical Guide for those Unfortunate Enough to Have to Actually Do It)*. Sheffield: Sheffield Hallam University. p. 73
[5]*Ibid.,* 71-72

4. Move the data of experimental into Dependent List, meanwhile, move the data of controlled group into Factor.

5. Click the Options tab to open the options dialogue box.

6. Give a tick in Homogeneity of variance tests.

7. Click continue, and then OK

c. t-test

Pre-test and post-test were done in order to see the difference of writing ability before and after the students were taught by using folktale movie. After the data were collected from the tests, they were analyzed by using SPSS 20. Hypothesis test could be done if the data of the tests showed that they were both homogeneous and normal. The t-test is used to see whether there is a difference between two variables in this research. In SPSS 20, T-test was done through Independent-Samples t-test. Here are the steps to analyze the data: [6]

1. Open SPSS 20 program.

2. Click Variable View, type the name such as class and score, and in the Values, the name of the class is differentiated into two kinds; experimental is 1 and controlled is 2.

3. Click Data View, insert the data

4. Click Analyze, choose Compare Means and click Independent-Samples T-test.

5. Move the score into the column of Test Variable(s), and move the class into Grouping Variable. Define group as the number exactly like the number that has been typed in Values. Click continue and OK.

[6] *Ibid.,* 45-46

d. Statistical Hypothesis

After obtaining the t-test, the researcher compares t-test and t-table. Testing hypothesis uses criteria with significant degree 5% (0.05). The conclusion is obtained as follows:

Hα is accepted if to > t_{tabel} or if the Sig. (2-tailed) < 0.05.

Ho is accepted if to < t_{table}, or if the Sig. (2-tailed) > 0.05.

The hypotheses of this research are:

a. Alternative Hypothesis (Hα): "There is a significance effect of students' ability in writing narrative text between students who are taught by folktale movie and students who are taught without using folktale movie."

b. Null Hypothesis (Ho): "There is no significance effect of students' ability in writing narrative text between students who are taught by folktale movie and students who are taught without using folktale movie.

CHAPTER IV

FINDING AND DISCUSSION

A. Findings

1. Description of the Data

The data of this research collected from the Eleventh Grade students of SMA Cerdas Murni. There are two classes namely XI-IPA1 and X-IPA2 , DRTA Method used in XI-IPA2 and Conventional method was used in XI-IPA1. The test is given to the students to get the data about the differences of the students' ability in reading comprehension of narrative text by using DRTA Method and without using DRTA Method .

2. Data Presentation

In this research data were presented by the researcher. The data consisted of information of students' ability in reading comprehension narrative text gathered by using pre-test and post-test.

The students' reading test was scored by calculating the five component scales, such as Phonemic Awareness, phonics, fluency, vocabulary , comprehension and spelling. After conducting the research, the researcher get the data of the students' scores in pre-test and post-test from both experimental and control group. For more detail, it can be seen in the following table.

a. Students' Reading Score On Pre-Test and Post-Test

Table 4.1

The Score of Pre-Test in Experimental Class

Students' initial	Experimental Class
	Pre-Test
AN	75
ANS	60
ASH	60
AMS	70
ADF	50
AR	70
APS	65
CUP	55
CA	55
DSS	55
DP	60
ES	60
FS	55
FA	50
IM	60
ITS	65
IDZ	60
IYL	60

KS	60
LYS	50
MMR	50
MA	55
MS	40
NA	50
PAI	50
RAAQ	45
RP	60
RA	40
SAN	50
SM	50
SS	65
TR	50
$\sum$ n = 32	$\sum X_0$ = 1800
Average	56,25
Min	40
Max	75

From the Table above, it can be seen that the average of the pre-test in experimental class is 56,25. The lowest score in the pre-test is 40 and the highest score in pre-test is 75.

Table 4.2

The Score of Post-Test in Experimental Class

Students' Initial	Experimental Class
	Post-Test
AN	90
ANS	75
AS	75
AMS	80
ADF	60
AR	75
APS	70
CUP	65
CA	70
DSS	65
DP	65
ES	70
FS	65
FA	60
IM	70
ITS	70
IDZ	60
IYL	70
KS	70
LYS	60

MMR	65
MA	60
MS	65
NA	55
PAI	60
RAAQ	60
RP	65
RA	70
SAN	60
SM	55
SS	70
TR	60
$\sum n = 32$	$\sum X_1 = 2130$
Average	**66,56**
Min	**55**
Max	**90**

From the Table above, it can be seen that the average of the post-test in experimental class is 66,56. The lowest score in post-test is 55 and the highest score in post-test is 90.

Table 4.3

The Score of Pre-Test and Post-Test in Experimental Class

Students' Initial	Experimental Class		
	Pre-Test	**Post-Test**	**Gained Score**
AN	75	90	15
ANS	60	75	15
AS	60	75	15
AMS	70	80	10
ADF	50	60	10
AR	70	75	5
APS	65	70	5
CUP	55	65	10
CA	55	70	15
DSS	55	65	10
DP	60	65	5
ES	60	70	10
FS	55	65	10
FA	50	60	10
IM	60	70	10
ITS	65	70	5
IDZ	60	60	0
IYL	60	70	10
KS	60	70	10
LYS	50	60	10

MMR	50	65	15
MA	55	60	5
MS	40	65	25
NA	50	55	5
PAI	50	60	10
RAAQ	45	60	15
RP	60	65	5
RA	40	70	30
SAN	50	60	10
SM	50	55	5
SS	65	70	5
TR	50	60	10
$\sum n = 32$	$\sum X_0 = 1800$	$\sum X_1 = 2130$	$\sum X_2 = 330$
Average	56,25	66,56	10,31
Min	40	55	0
Max	75	90	30

From the Table above, it can be seen that the average of the pre-test in experimental class is 56,25 while in post-test is 66,56. The lowest score in pre-test is 40 and the highest score in pre-test is 75. While in post-test, the lowest score is 55 and the highest score is 90 points. And gained score in Experimental class is10,31.

Table 4.4

The Score of Pre-Test in Control Class

Students' Initial	Control Class
	Pre-Test
AAA	50
AP	50
AFW	60
AS	55
BAA	60
DF	50
DRZ	50
FPS	50
FR	55
FA	55
FA	55
FA	50
IA	50
IN	45
JS	45
JAI	45
MFG	55
MFR	50
M	60

MAL	55
MRN	60
MFW	50
MSR	60
MAS	70
PB	45
RRA	40
RA	40
RAL	60
SLF	50
SPS	55
TSP	60
TP	45
$\sum n = 32$	$\sum X_0 = 1680$
Average	52,5
Min	40
Max	70

From the table above, it can be shown that the average of the pre-test in control class is 52,5. The lowest score in pre-test is 40 and the highest score in pre-test is 70.

Table 4.5

The Score of Post-Test in Control Class

Students' Number	Control Class
	Post-Test
AAA	60
AP	50
AFW	50
AS	50
BAA	45
DF	50
DRZ	40
FPS	45
FR	70
FA	65
FA	60
FA	50
IA	60
IN	60
JS	60
JAI	40
MFG	60
MFR	75
M	70
MAL	55

MRN	65
MFW	55
MSR	70
MAS	80
PB	55
RRA	55
RA	50
RAL	55
SLF	60
SPS	65
TSP	55
TP	50
∑ n = 32	**∑X_1= 1830**
Average	**57,19**
Min	**40**
Max	**80**

From the table above, it can be shown that the average of the post-test in control class is 57,18. The lowest score in post-test is40 and the highest score in post-test is 80.

Table 4.6

The Score of Pre-Test and Post-Test in Control Class

Students' Number	Control Class		
	Pre-Test	Post-Test	Gained Score
AAA	50	60	10
AP	50	50	0
AFW	60	50	10
AS	55	50	-5
BAA	60	45	-15
DF	50	50	0
DRZ	50	40	-10
FPS	50	45	-5
FR	55	70	15
FA	55	65	10
FA	55	60	5
FA	50	50	0
IA	50	60	10
IN	45	60	15
JS	45	60	15
JAI	45	40	-5
MFG	55	60	5
MFR	50	75	25
M	60	70	10
MAL	55	55	0

MRN	60	65	5
MFW	50	55	5
MSR	60	70	10
MAS	70	80	10
PB	45	55	5
RRA	40	55	10
RA	40	50	10
RAL	60	55	-5
SLF	50	60	10
SPS	55	65	10
TSP	60	55	-5
TP	45	50	5
$\sum$ n = 32	$\sum X_0$= 1680	$\sum X_1$= 1830	$\sum X_2$= 160
Average	52,5	57,19	5
Min	40	40	-15
Max	70	80	25

From the table above, it can be shown that the average of the pre-test in control class is 52,5 while in post test is 57,18. The lowest score in pre-test is 40 and the highest score in pre-test is 70. While in post-test, the lowest score is 40 and the highest score is 80 points. And gained score in control class is 4,374.

Based on the tables above the average score of both experimental and control group increased. However, the experimental class's score increased more significantly rather than the control class. This can be seen through the range

points gained by the two groups. The experimental class increased 10,31 points, from 56,25 to 66,56 while the control class increased 4,375 points from 52,5 to 57,19.

3. Analysis of Data

a) Normality Test

In this research, normality test was tested by using Lilliefors in SPSS V 20 to count the normality of each test. The test would be normal distribution if the result of absolute differences number showed less than the result in Lilliefors table with the number of sample (n) is 32.

Table 4.7

Normality of Pre-test

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-Test Experiment	,151	32	,061	,952	32	,167
Pre-Test Control	,176	32	,013	,937	32	,063

Tests of Normality

a. Lilliefors Significance Correction

Based on the data in Table 4.3, it shows that the normality is significant. It is shown by the significance in Lilliefors table of Experiment Class data is 0.061. Meanwhile, the significance in Lilliefors table of Control Class data is 0.013. Both significances of Experiment class data and Control class data are much less than the calculation Lilliefors table with critical points of 32 = 0,1542. It can be concluded that the pre-test results in both experimental class and control class are normally distributed.

Table 4.8

Normality of Post-test

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Post-Test Experiment	,166	32	,025	,906	32	,009
Post-Test Control	,135	32	,149	,965	32	,367

a. Lilliefors Significance Correction

Based on the data in Table 4.4, it shows that the data of experiment class is 0.025 while the data of control class is 0.149. It can be stated that the data of experiment and control class are much less than the calculation Lillieforstable with critical points of 32 = 0,1542. So, the posttest result in both experiment and control class are normally distributed.

Below is presented the frequency distribution of pre-test and post test scores of the control and the experimental classes as the details for the normality test.

Figure 4.1
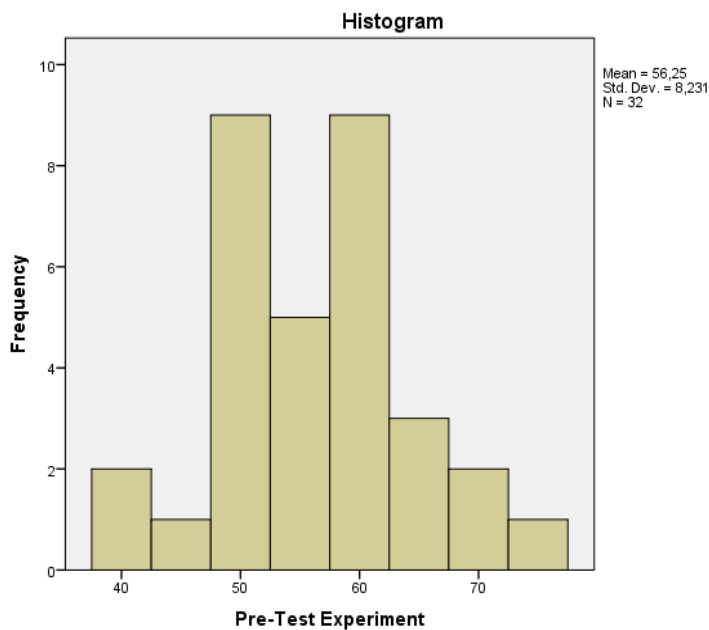
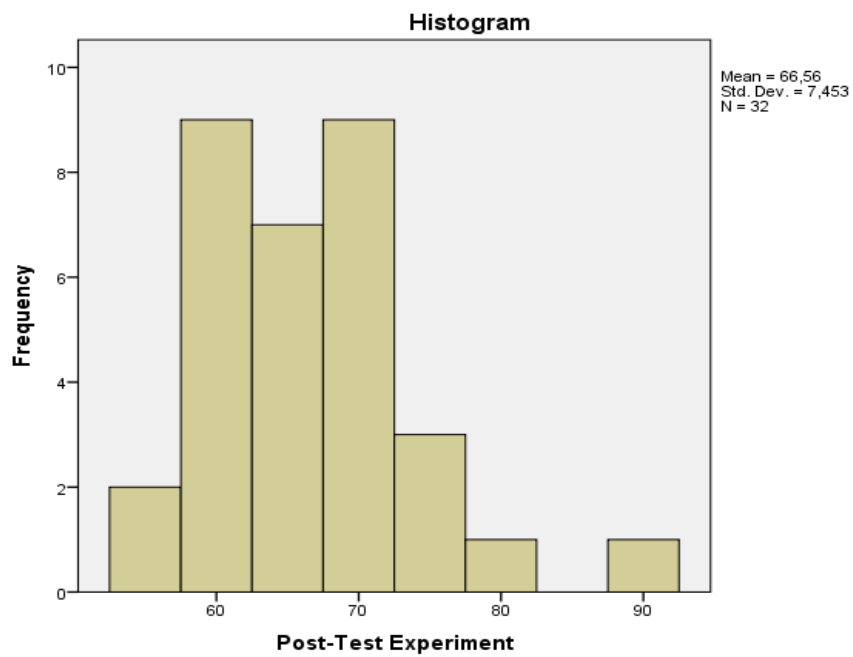**The Frequency Distribution Of Pre-Test Score Of Experiment Class**

Figure 4.2

The Frequency Distribution Of Post-Test Score Of Experiment Class
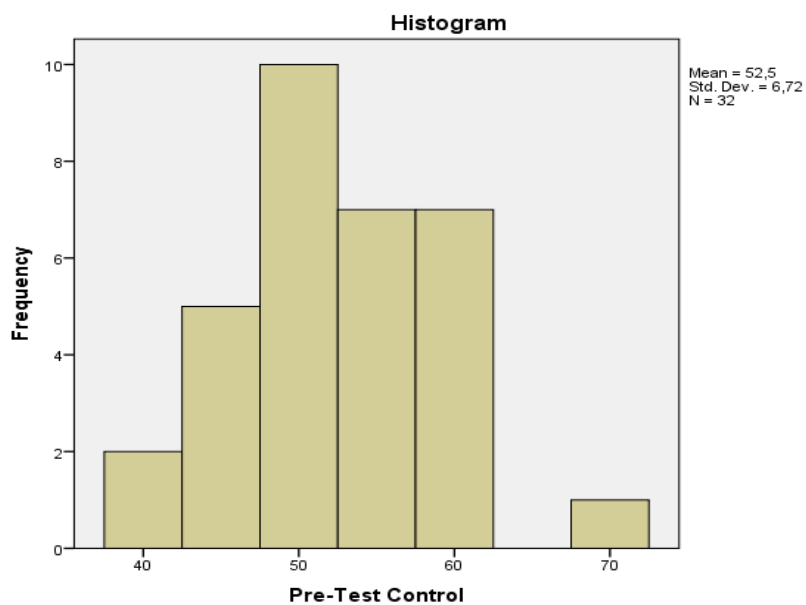
Figure 4.3

The Frequency Distribution Of Pre-Test Score Of Control Class
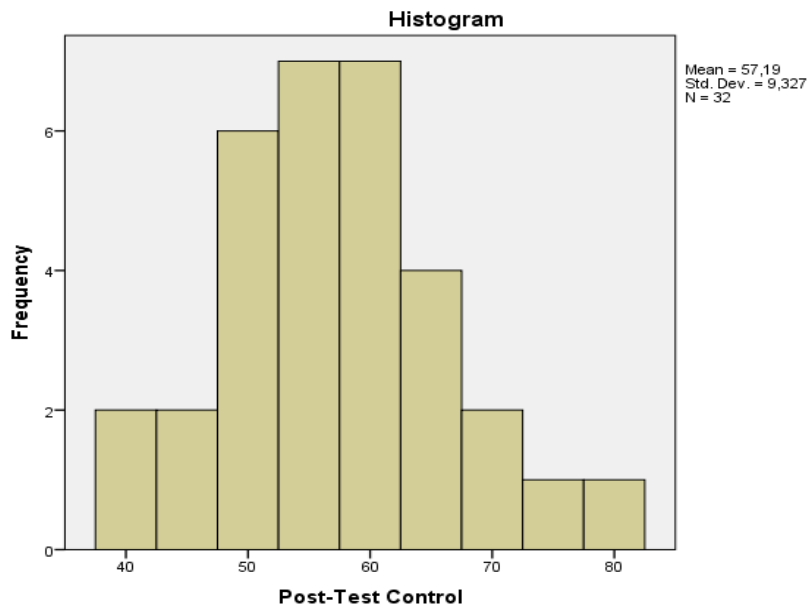
Figure 4.4

The Frequency Distribution Of Post-Test Score Of Control Class

1) Homogeneity test

After doing the normality test, the researcher did the homogeneity test that would be calculated by using SPSS V 20 in order to test the similarity of the both classes, experiment class and control class. The researcher used Levene statistic test to calculate the homogeneity test. The data would be homogenous if the result of data calculation is higher than 0.05. The results are presented as follows :

Table 4.9

Pre-test of Homogeneity of Variances both Control and Experiment

Test of Homogeneity of Variances

Pre-Test Experiment and Control

Levene Statistic	df1	df2	Sig.
,563	4	26	,691

The result of the data in Table 4.8 showed that the significance of pre-test between experiment class and control class was 0.691. Therefore, the data of pre-test was homogenous because it was higher than 0.05.

Table 4.10

Post-test of Homogeneity of Variances both Control and Experiment

Test of Homogeneity of Variances

Post Test Experiment and Control

Levene Statistic	df1	df2	Sig.
1,176	6	23	,353

The result of the data in Table 4.6 showed that the significance of post-test between experiment class and control class was 0.353. Therefore, the data of post-test was homogenous because it was higher than 0.05.

2) t-test

After measuring the normality and homogeneity test, then the researcher calculated the data by using t-test in SPSS V 20 to know the significant difference between students' ability in writing narrative text in experimental class and students' ability in writing narrative text in control class. Next, the researcher used t-test to get empirical evidence about the effect of drta method on the students' reading comprehension in narrative text by using SPSS V 20. The researcher used the data from post-test of experiment and control classes, and gained score from both classes. The t-test result of post test score both control and experiment class is presented in the figure below

Table 4.11

The t-test Result of Post-test Score both Control and Experiment Class

Group Statistics

	Nilai Kelompok	N	Mean	Std. Deviation	Std. Error Mean
	Experiment Post-Test	32	66,56	7,453	1,317
	Control Post-Test	32	57,19	9,583	1,694

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
									Lower	Upper
Nilai	Equal variances assumed	2,022	,160	4,368	62	,000	9,375	2,146	5,085	13,665
	Equal variances not assumed			4,368	58,456	,000	9,375	2,146	5,080	13,670

The result of posttest both experiment class and control class was conducted after doing the treatment. Based on the data in Table 4.10, it can be seen that there was a significant different between the experiment class (M = 66,56 and SD = 7,453) and control class (M= 57,19 and SD = 9,583).

Next, the researcher was compared t_{value} and t_{table} to know whether using drta in teaching reading

The narrative text is effective to improve students' ability in writing narrative text or not. Reviewing to the data in Table 4.10, it shows the result of $t_{value} = 4.368$ with the Sig. (2-tailed) = 0.000. And t_{table} of 0.05 (5%) as the significance level is 1.669 with 62 the degree of freedom (df). It can be found that $t_{value} = 4.368 > t_{table} = 1.669$ and the Sign. (2-tailed) is $0.000 < 0.05$. It means that the folktale movie is effective toward students' ability in writing narrative text.

4. HypothesisTest

Testing the hypothesis becomes the important one because the calculation of hypothesis test is to answer the formulation of the problem of this research: "Is there any significant effect of DRTA on the students' reading comprehension on narrative text at SMA Cerdas Murni ? The conclusion is obtained as follows:

H_{α}: There is a significance difference of students' achievement in reading narrative text between students who are read by DRTA Method and students who are read without using DRTA Method .

H_{o}: There is no significance difference of students' achievement in reading narrative text between students who are read by DRTA Method and students who are read without using DRTA Method.

And then, the criteria of hypotheses test as follow:

1. $H_{\alpha}$is accepted if $t_o > t_{tabel}$ or if the Sig. (2-tailed) < 0.05.

2. $H_0$is accepted if $t_o < t_{table,}$or if the Sig. (2-tailed) > 0.05.

Based on the result of posttest of experiment class and control class, it can be found that the $t_{value} = 4.368 > t_{table} = 1.669$in the significance level of 0.05 (5%) and the Sign. (2-tailed) is $0.000 < 0.05$. To sum up, the $t_{value} > t_{table}$ and the Sign.

(2-tailed) < 0.05, it means that H_α is accepted. So, I can be concluded that the DRTA Metod is effective toward students' ability in reading comprehension on narrative text.

B. Findings

The Students' achievement in reading narrative text by using DRTA Method is drastically increasing. It can be seen from the students' score in pre-test is 56.25, it means that the score of students in pre-test is **enough**, after using treatment by using DRTA Method, the students' score in post-test is 66.56, it means that the score of students in post-test is **good**. So, the result after using DRTA Method as media to teach students' ability in reading comprehension on narrative text has been increasing from **enough** to **good**.

The Students' achievement in reading comprehension on narrative text without using DRTA Method does not increase. It can be seen from the students' score in pre-test is 52.5, it means that the score of students in pre-test is **enough**, after using conventional strategy (three-phased technique), the students' score in post-test is 57.19, it means that the score of students in post-test is **enough**. So, the result after using conventional strategy (three-phased technique) to teach students' ability in reading comprehension on narrative text does not increase or still in **enough** category.

There is a significant effect of students' reading comprehension on narrative text between students who are read by DRTA Method and students who are read without using DRTA Method . It is got from the results of statistic calculation in chapter 4. The students' mean score of post-test in experimental class (66,56) is

higher than pre- test (57,19) with gained score was 9.37 point. From the data analysis, the test hypothesis was determined by t-test that $t_{value}> t_{table}$ in significance 0.05 (5%). Thus, the value of the t_{value} is 4.368 while the value of $t_{table}$with df 62 in the significance 5% is 1.669. So the alternative hypothesis (H_α) is accepted.

C. Discussion

Based on the analysis of data in the eleventh grade students' of SMA Cerdas Murni, the students' reading comprehension on narrative text is improved by using DRTA Method. The results of data from the test were divided pre-test and post-test. The students that were read by DRTA Method had higher score than those who were read by without DRTA Method.

To sum up, the data of research had been conducted based on the procedures. As the research findings and discussion above, there is significance by using DRTA Method toward the students' reading comprehension on narrative text, because the result show that the hypothesis of H_0 is rejected and H_α is accepted. The significance differences are between by using DRTA Method and without using DRTA Method. Furthermore, it can be happened because the students in experiment class can reading narrative text and enjoying to reading especially raeding narrative text in the class.

Based on the explanation above, the researcher concluded that the implementation of DRTA Method had significant effect to the students' reading comprehension on narrative text at SMA Cerdas Murni.

CHAPTER V

CLOSING

A. Conclusion

After doing the experiment in teaching narrative text by using DRTA Method in experiment class and without using DRTA Method in control class, the researcher analyzed the data of the experiment, then the researcher continues to conclude the research. Based on the data which has been calculated, the researcher concludes the answers of the formulation of the problems:

1. There is a significance effect of students' reading comprehension on narrative text between students who are read by DRTA Method and students who are read without using DRTA Method

2. . It is got from the results of statistic calculation in chapter 4. The students' mean score of post-test in experimental class (66,56) is higher than pre-test (57,19) with gained score was 9.37 point. From the data analysis, the test hypothesis was determined by t-test that $t_{value} > t_{table}$ in significance 0.05 (5%). Thus, the value of the t_{value} is 4.368 while the value of t_{table} with df 62 in the significance 5% is 1.669. So the alternative hypothesis (H_α) is accepted. It means that there is significant difference between students' ability in reading narrative text which was read by using DRTA Method and without using DRTA Method at the eleventh grade of SMA Cerdas Murni.

B. Recommendation

Based on the result of the research, the researcher would like to give some suggestions as follows:

1. Stakeholder

   For the principle of SMA Cerdas Murni it is good to motivate the teachers, especially English teacher to teach the students by using DRTA Method

2. Teachers

   For English teachers, the English teachers can use DRTA Method as an alternative in learning narrative text. English teachers to make the learning activity not monotonous and enjoyable.

3. Researcher

   For the researcher, the researcher hopefully can be operated in conducting further research/ study for obtaining better result.

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LESSON PLAN

Experimental group

School   : State Senior igh School

Subject   : English

Class/semester : XI

Language skill : Reading

Genre   : Narrative Text

Time allocation   : 2x40 minutes (1st meeting)

I.   **Core competence**

1. Appreciate and practice the teaching of the religion

2. Appreciate and practice the honest behaviorism, discipline, responsible, care (work together, cooperative, tolerance, peaceful), [polite, responsive and pro-active and sow attitude as a part of solution for every problem in interacting effectively with social environment and nature and as nation reflection in world association.

3. Understand and apply knowledge's (factual, conceptual, and procedural) based on is curiosity about science, technology, arts, culture and events related phenomena that can be seem by bare eye.

4. Processing, presenting and reasoning in the domain of concrete (apply, parse, compose, modify, and create) and the domain of the abstract (writing, reading, counting, drawing, and fabricated) according to the learned in schools and other sources in the same view point/theory

II. Basic competence and indicator

1.1.Appreciate the opportunity to learn English as an international language of communication that is embodied in the spirit of learning.

2.3.Sow responsibility, care, cooperation, peace and love behaviourials in performing functional communication

3.14 Understanding the social function, the structure of the text, and linguistic elements of narrative text table form, according to the context of its use indicators:

1. Identify the social function of narrative text
2. Identify the generic/text structure of narrative text
3. Identify the linguistic elements of narrative text

4.18 Understanding the meaning of spoken and written narrative. Able shaped sort and simple.

Indicators:

1. Read and comprehend a simple oral and written narrative text
2. Answer question related to the narrative

III. Teaching objectives

At the end of the learning process, it is hoped tat:

1. students are able to identify the social function of narrative text
2. students are able to identify the generic structures of the narrative text
3. students are able to read and comprehend oral and written narrative text
4. students are able to answer questions related to the narrative text

IV.   Teaching Materials

Narrative text

a. definition

Narrative text is a kind of text that tells story and entertains also amuses the readers and listeners.

b. Generic structure

Generic structures of a descriptive text are:

1) Orientation: sets the scene and introduces the participants.
2) Complication: A crisis arises
3) Resolution : the crisis is resolved, for better or for worse
4) Re-orientation : optional

V.   Teaching strategy /method / approach

1. Scientific learning approach
2. Lecture method
3. Question answer

VI.   Teaching and learning process

NO	TEACER ACTIVITY	STUDENTS' ACTIVITY	TIME
1	**opening activity :**	opening activity	**10 minutes**
	• Teacher greats and cheeks students' attendance	students answer the teacher greetings	
	• Teacher motivates the students	students listen to the teacher	
	• Teacher gives question related based on their To narrative text	students answer the teacher prior knowledge	
	• Teacher relates the importance's of to the teacher	students listen carefully	

Studying narrative text in daily life

2 Main activity: **Main activity**

Teacher explains about narrative text: students   listen

carefully to the

Social function, text structures and   teachers   explanation

about   **10**

linguistics elements.   Narrative text.

Minutes

Observing   **observing**

     15

- Teacher gives an example   students   do   notice

  carefully **Minutes**

  of narrative text about   Malin Kundang .

  Malin Kundang story by sowing

          te cooperative integrated reading

   and composition.

- Teacher gives time for   students   discuss   the

  text among

  the students to answer and discuss questions

  Given about the text

Questioning   **Questioning**

   5

- Teacher gives time for te students   students ask generic

  minutes

  To ask about generic structure   structure related to

  Related to malin kundang story.   Malin kundang story

- Teacher answer te students   students   listen

  carefully

Questions and relate it to to the teacher
explanation
Narrative text.

Exploring **Exploring**
10
- Teacher checks students' students analyze problems
Minutes
Comprehension of the story in Malin Kundang story.

Associating **Associating**
10
- Teacher provides question students develop problems
Minutes
Based on the story in Malin kundang story
To their daily life.

Communicating **Communicating**
10
- Teacher collects the students students submit their
Minutes
Worksheet. Worksheet
- Teacher discuss the correct students say and share their
answer ideas.

3.Closing activity **Closing activity**
10
- Teacher asks students to some students give their
minutes

	Summarize what they done	opinions about the learning
	activity the during learning activity	as done and
	the moral	
	And conclude the moral	lesson of the day
	Lesson for the day	

- Teacher closes the learning activity

VII. Source and Media

1. **Source** : textbook and internet
2. **Media** **:** laptop, in focus
3. **Dictionary**

VIII. Assessment

1. Attitude assessment :
   a. Scoring technique : Non-test
   b. Scoring form : observation
2. Knowledge assessment :
   a. Scoring technique : objective test
   b. Scoring form : Multiple choice
3. Ability assessment :
   a. Scoring technique : Non-test
   b. Scoring form : performance

No	Aspect and indicators	Scoring Technique	Assessment Timing
1.	Attitude	observation	During
	learning process		
a.	Students are able to be Responsible		
b.	Students are able to be care		
c.	Students are able to be Cooperative		

d. Students are able to be peaceful

And loving

2. Knowledge   Multiple choice

a. Students are able to identify   Each multiple choice correct

Te social function of narrative text   answer will get 5point. Te

maximum

b. Students are able to identify the generic   score is 100. Each essay

correct answer

Structures of narrative text   will get 25 point. Te

maximum score is

100

3. Ability   performance

during

a. Students are able to read and comprehend

discussing with

Oral and written descriptive text

their group

b. Students are able to answer question related

members and

To the descriptive text

individual

Assignment

Rubric from the aspect of Attitude

Attitude	very good/excellent	Good	Enough	Fair	poor	very poor
Responsibility	5	4	3	2	1	
Care	5	4	3	2	1	
Cooperation	5	4	3	2	1	
Peace	5	4	3	2	1	
Love	5	4	3	2	1	

Maximum score for attitude is 25

Scoring technique : $\frac{score}{25}$ x100% =

Note :

1. Before doing the treatment, firstly the students will do a pre-test. Te students will be asked to answer question from texts.
2. Post test will be given after the treatment finished. The students will be asked to answer question from texts.

Medan, 10 May 2019

Mengetahui
Kepala Sekolah SMA CERDAS MURNI

Guru Mata Pelajaran

Ibrahim Arbi, S.Ag, S.Pd.I

Drs. Amrin

LESSON PLAN

Experimental group

School : state senior high school

Subject : English

Class/semester : XI

Language skill : Reading

Genre : Narrative Text

Time allocation : 2x40 minutes (2nd Meeting)

I. **Core competence**

1. Appreciate and practice the teaching of the religion
2. Appreciate and practice the honest behaviorism, discipline, responsible, care (work together, cooperative, tolerance, peaceful), p[polite, responsive and pro-active and sow attitude as a part of solution for every problem in interacting effectively with social environment and nature and as nation reflection in world association.
3. Understand and apply knowledge's (factual, conceptual, and procedural) based on is curiosity about science, technology, arts, culture and events related phenomena that can be seem by bare eye.
4. Processing, presenting and reasoning in the domain of concrete (apply, parse, compose, modify, and create) and the domain of the abstract (writing, reading, counting, drawing, and fabricated) according to the learned in schools and other sources in the same view point/theory

II. **Basic competence and indichator**

2.1. Appreciate the opportunity to learn English as an international language of communication that is embodied in the spirit of learning.

2.2. Sow responsibility, care, cooperation, peace and love beaviourials in performing functional communication

3.14 Understanding the social function, the structure of the text, and linguistic elements of narrative text table form, according to the context of its use indicators:

1. Identify the social function of narrative text
2. Identify the generic/text structure of narrative text
3. Identify the linguistic elements of narrative text

4.18 Understanding the meaning of spoken and written narrative. Able shaped sort and simple.

Indicators:

1. Read and comprehend a simple oral and written narrative text
2. Answer question related to the narrative

III. **Teaching objectives**

At the end of the learning process, it is hoped that:

1. students are able to identify the social function of narrative text
2. students are able to identify the generic structures of the narrative text
3. students are able to read and comprehend oral and written narrative text
4. students are able to answer questions related to the narrative text

IV. **Teaching Materials**

Narrative text

    a. definition

Narrative text is a kind of text that tells story and entertains also amuses the readers and listeners.

    b. Generic structure

Generic structures of a descriptive text are:

1) Orientation: sets the scene and introduces the participants.

2) Complication: A crisis arises

3) Resolution : the crisis is resolved, for better or for worse

4) Re-orientation : optional

V. **Teaching strategy /method / approach**

4. Scientific learning approach

5. Lecture method

6. Question answer

VI. **Teaching and learning process**

NO	TEACER ACTIVITY	STUDENTS' ACTIVITY	TIME
1	**opening activity :**	opening activity	**10 minutes**
	• Teacher greats and cheeks greetings	students answer the teacher	
	Te students' attendance		
	• Teacher motivates the students	students listen to the teacher	
	• Teacher gives question related based on their	students answer the teacher	
	To narrative text	prior knowledge	
	• Teacher relates the importance's of to the teacher	students listen carefully	

Studying narrative text in daily life

2 Main activity: **Main activity**

Teacher explains about narrative text:	students listen
carefully to the	
Social function, text structures and	teachers explanation
about **10**	
linguistics elements.	Narrative text.
Minutes	

Observing **observing**
      15

- Teacher gives an example   students do notice
  carefully **Minutes**
  of narrative text about   Timun Mas .
  Timun Mas story by sowing
      te cooperative integrated reading

  and composition.
- Teacher gives time for   students discuss the
  text among
  the students to answer and discuss questions
  Given about the text

Questioning **Questioning**
      5

- Teacher gives time for te students   students ask generic
  minutes
  To ask about generic structure   structure related to
  Related to Timun Mas story.   Timun Mas story
- Teacher answer te students   students listen
  carefully

Questions and relate it to to the teacher

explanation

Narrative text**.**

Exploring   **Exploring**

   10

- Teacher checks students'   students analyze problems

Minutes

Comprehension of the story   in Timun Mas story.

Associating   **Associating**

   10

- Teacher provides question   students develop problems

Minutes

Based on the story   in Timun Mas story

                                 To their daily life.

Communicating   **Communicating**

   10

- Teacher collects the students   students submit their

Minutes

Worksheet.   Worksheet

- Teacher discuss the correct   students say and share their

answer   ideas.

3.Closing activity   **Closing activity**

   10

- Teacher asks students to   some students give their

minutes

Summarize what they done | opinions about the learning
activity the during learning activity | as done and
the moral
And conclude the moral | lesson of the day
Lesson for the day

- Teacher closes the learning activity

VII. Source and Media

    1. Source   : textbook and internet

    2. **Media**   **:** laptop, in focus

    3. Dictionary

VIII. Assessment

1. Attitude assessment :

        c. Scoring technique : Non-test

        d. Scoring form   : observation

2. Knowledge assessment :

        a. Scoring technique : objective test

        b. Scoring form   : Multiple choice

3. Ability assessment :

        a. Scoring technique : Non-test

        b. Scoring form   : performance

No	Aspect and indicators	Scoring Technique	Assessment Timing
1.	Attitude	observation	During
	learning process		
a.	Students are able to be Responsible		
b.	Students are able to be care		
c.	Students are able to be Cooperative		

d. Students are able to be peaceful

And loving

2. Knowledge   Multiple choice

a. Students are able to identify   Each multiple choice correct

Te social function of narrative text   answer will get 5point. Te

maximum

b. Students are able to identify the generic   score is 100. Each essay

correct answer

Structures of narrative text   will get 25 point. Te

maximum score is

100

c. Ability   performance   during

c. Students are able to read and comprehend

discussing with

Oral and written descriptive text   their

group

d. Students are able to answer question related

members and

To the descriptive text

individual

Assignment

Rubric from the aspect of Attitude

Attitude	very good/excellent	Good	Enough	Fair	poor
	very poor				

Responsibility	5	4	3	2
1				
Care	5	4	3	2
1				
Cooperation	5	4	3	2
1				
Peace	5	4	3	2
1				
Love	5	4	3	2
1				

Maximum score for attitude is 25

Scoring technique : $\dfrac{score}{25} \times 100\% =$

Note :

3. Before doing the treatment, firstly the students will do a pre-test. Te students will be asked to answer question from texts.
4. Post test will be given after the treatment finished. The students will be asked to answer question from texts.

Medan, 10 May 2019

Mengetahui
Kepala Sekolah SMA CERDAS MURNI   Guru Mata Pelajaran

Ibrahim Arbi, S.Ag, S.Pd.I   Drs. Amrin

LESSON PLAN

Experimental group

School   : state senior high school

Subject   : English

Class/semester   : XI

Language skill   : Reading

Genre   : Narrative Text

Time allocation   : 2x40 minutes (3ʳᵈ Meeting)

I. **Core competence**

1. Appreciate and practice the teaching of the religion
2. Appreciate and practice the honest behaviorism, discipline, responsible, care (work together, cooperative, tolerance, peaceful), p[polite, responsive and pro-active and sow attitude as a part of solution for every problem in interacting effectively with social environment and nature and as nation reflection in world association.
3. Understand and apply knowledge's (factual, conceptual, and procedural) based on is curiosity about science, technology, arts, culture and events related phenomena that can be seen by bare eye.
4. Processing, presenting and reasoning in the domain of concrete (apply, parse, compose, modify, and create) and the domain of the abstract (writing, reading, counting, drawing, and fabricated) according to the learned in schools and other sources in the same view point/theory

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Indicators:

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III. Teaching objectives

At the end of the learning process, it is hoped that:

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2. students are able to identify the generic structures of the narrative text
3. students are able to read and comprehend oral and written narrative text
4. students are able to answer questions related to the narrative text

IV. Teaching Materials

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3) Resolution : the crisis is resolved, for better or for worse
4) Re-orientation : optional

V.   Teaching strategy /method / approach

1. Scientific learning approach
2. Lecture method
3. Question answer

VI.   Teaching and learning process

NO   TEACER ACTIVITY   STUDENTS'   ACTIVITY   TIME

1   opening activity :   opening activity

10 minutes

- Teacher greats and cheeks   students answer the teacher greetings

  Te students' attendance

- Teacher motivates the students   students listen to the teacher

- Teacher gives question related   students answer the teacher based on their

  To narrative text   prior knowledge

- Teacher relates the importance's of   students listen carefully to the teacher

  Studying narrative text in daily life

2 Main activity: Main activity

94

Teacher explains about narrative text:	students listen carefully to the
Social function, text structures and about **10**	teachers explanation about
linguistics elements.	Narrative text.
Minutes	

Observing **15**	**observing**
• Teacher gives an example carefully **Minutes**	students do notice
of narrative text about	Romeo Juliet .
Romeo Juliet story by sowing	
te cooperative integrated reading	
and composition.	
• Teacher gives time for text among	students discuss the
the students to answer and discuss questions	
Given about the text	

Questioning **5**	**Questioning**
• Teacher gives time for te students **minutes**	students ask generic
To ask about generic structure	structure related to
Related to Romeo Juliet story.	Romeo juliet story
• Teacher answer te students carefully	students listen
Questions and relate it to explanation	to the teacher
Narrative text**.**	

Exploring **10**	**Exploring**
• Teacher checks students' **Minutes** Comprehension of the story	students analyze problems in Romeo juliet story.
Associating **10**	**Associating**
• Teacher provides question **Minutes** Based on the story	students develop problems in Romeo Juliet story To their daily life.
Communicating **10**	**Communicating**
• Teacher collects the students **Minutes** Worksheet.	students submit their Worksheet
• Teacher discuss the correct answer	students say and share their ideas.
3.Closing activity **10**	**Closing activity**
• Teacher asks students to **minutes** Summarize what they done activity the during learning activity the moral And conclude the moral	some students give their opinions about the learning as done and lesson of the day

Lesson for the day

- Teacher closes the learning activity

VII.   Source and Media
1. **Source**   : textbook and internet
2. **Media**   **:** laptop, in focus
3. **Dictionary**

VIII.   Assessment
1. Attitude assessment :
   a. Scoring technique : Non-test
   b. Scoring form   : observation
2. Knowledge assessment :
   a. Scoring technique : objective test
   b. Scoring form   : Multiple choice
3. Ability assessment :
   a. Scoring technique : Non-test
   b. Scoring form   : performance

No	Aspect and indicators	Scoring Technique	Assessment Timing
1.	Attitude a. Students are able to be Responsible b. Students are able to be care c. Students are able to be Cooperative d. Students are able to be peaceful And loving	observation	During learning process
2.	Knowledge	Multiple choice	

a. Students are able to identify   Each multiple choice correct

Te social function of narrative text   answer will get 5point. Te

maximum

b. Students are able to identify the generic   score is 100. Each essay

correct answer

Structures of narrative text   will get 25 point. Te

maximum score is

100

3. Ability   performance

during

a. Students are able to read and comprehend

discussing with

Oral and written descriptive text

their group

b. Students are able to answer question related

members and

To the descriptive text

individual

Assignment

Rubric from the aspect of Attitude

Attitude	very good/excellent	Good	Enough	Fair	poor very poor
Responsibility	5	4	3	2	1
Care	5	4	3	2	1

Cooperation	5	4	3	2
1				
Peace	5	4	3	2
1				
Love	5	4	3	2
1				

Maximum score for attitude is 25

Scoring technique : $\dfrac{score}{25}$ x100% =

Note :

5. Before doing the treatment, firstly the students will do a pre-test. Te students will be asked to answer question from texts.
6. Post test will be given after the treatment finished. The students will be asked to answer question from texts.

Medan, 10 May 2019

Mengetahui

Kepala Sekolah SMA CERDAS MURNI   Guru Mata Pelajaran

Ibrahim Arbi, S.Ag, S.Pd.I   Drs. Amrin

APPENDIX II

PRE TEST

Raed the text carefully and answer the question

ROMEO AND JULIET STORY

The montagues and capulet are two rivalry families. They are involved in a family feud that goes back years before any of the members were born. Yet the feud still continuous due to the fact the neither family is raedy to forgive and forgot the past. Even the towns people are involved because te families don't to keep the feud in the privacy of their own but ave been seen fighting in the public streets and displaying violence. They disrupt the peace of verona and even prince Escalus personally had to break up a fight, where the family members were heavily fined. They were also given a waarning that another public fight could result in death. While this is occuring Romeo, the main character is getting over his last love, Rosaline and was very upset. Juliet of the capulet house hold has just been introduced to wealthy young man, paris who her parents wish her to marry. Yet she does not love uim.

Romeo (montegue) who is in love with roseline goes to a party in an effort to forget her or to ease his broken hearth. At this party e met juliet and immediately fell in love with her. He later finds out that she is a capulet, the rival family of the montegues. He decides that he loves her anyway and they confess their love foe each other during the very famous "balcony scene" in which they agree to secretly marry the next day.

Friar laurence agrees to marry them in an efforyt to end feuding between the familes. Unfortunately, the fighting gets worse and marcutio (montegue), a good friend of Romeo's ends up in a fight with Tybalt (Capulet), Juliet's cousin. Tybaly kills Marcutio Which causes Romeo to kill Tybalt in an angry rage. For this Romeo is banished from Verona.

All the same time, the Capulet are planning Juliet's maariage to paris. Juliet does not want to marry this man. So, she arranges with a sleeping poison

that will make everyone think that she is death. Friar laurence promises to send word to romeo is curently staying.

There they would live eavily ever after. Unfortunately, romeo does not receive this massege on time and upon hearing of her "death" goes to juliet's tomb where he drinks anddies. When juliet's poison wears off, she awakens to find her lovers corpse. She then proceeds to stab erself with romeo's dagger. The two families find the bodies and their shared sorrow; finally make peace with each other.

Choose the best answer a,b,c, or d !

1. Where does the play take place?
   a. Verona
   b. Escalus
   c. Paris
   d. Public street

2. What are families feud in "romeo and juliet" story?
   a. Prince escalus and public
   b. Romeo and Roseline's family
   c. Capulets and Montegues
   d. Juliet and paris' family

3. "they" in the second sentence refers to?
   a. Montegeus
   b. Two rivalry families
   c. Capulets
   d. Verona

4. Why is the feud still continuous?because….
   a. They do not want gtive permission each other
   b. They want to forgive and forgot the past each other
   c. They are still family and closer each other
   d. They need each other

5. Who is the important player in that story ?
   a. Juliet

b. Romeo

c. Roseline

d. Paris

6. "young man" in the second last sentence of fifth paragraph refers to?

a. Romeo

b. Princes escalus

c. Verona's prince

d. Paris

7. Who want Juliet and Paris are marriage?

a. Juliet's parents

b. Paris' parents

c. Juliet herself

d. Paris him self

8. Who is last love of Romeo?

a. Juliet

b. The queen of Montegue

c. Roseline

d. The queen of capulet

9. Who is the leader of verona?

a. Escalus

b. Paris

c. Romeo

d. Prince

10. "She" in te last sentence of first paraghrap refers to?

a. Roseline

b. Juliet

c. The queen of verona

d. The lady from Montegue

11. Where is Romeo and Juliet met each other first?

a. At Romeo's house

b. At Romeo's party

c. At the party in Juliet's house

d. On the street

12. What is the name of Romeo's family?

a. Verona

b. Capulet

c. Prince Escalus

d. Montegue

13. What happen with Romeo after he saw Juliet?

a. He falls in love with Juliet

b. He does not love with Juliet

c. He does not like Juliet

d. He hates Juliet

14. When Romeo decided to marry Juliet?

a. The day before he decides to confess their love

b. Next year

c. The day when they decide to confess their love

d. The day after he decides to confess their love

15. Who is friar Laurence?

a. The leader of verona

b. Priest

c. Romeo's friend

d. Juliet's father

16. Why romeo marries Juliet secretly? Because….

a. Their family are closer each other

b. Romeo likes Juliet

c. Because their family are feud

d. Romeo loves Juliet

17. Who is tybalt?

a. Priest

b. Juliet's cousin

c. Romeo's friend

d. Juliet's friend

18. Why romeo is killed by Tybalt? Because…

   a. Tybalt want to marry Juliet

   b. Tybalt wants to separaate Romeo and Juliet

   c. Mercutio (Romeo's friend) is killed by Tybalt

   d. Tybalt wants tokill Romeo

19. What is friar Laurance promises to Juliet?

   a. He will tell Romeo to come to her by sending message

   b. He wants to Romeo meet her

   c. He wants to Juliet meet Romeo

   d. He wants to Romeo tell Juliet that Juliet love im so much

20. In the end of the story, what happen with bothof families after they found Romeo and Juliet's death?

   a. Feel sad

   b. Happy

   c. Receive their bodies happily

   d. They cry

APPENDIX III

POST TEST

Raed the text carefully and answer the question

ROMEO AND JULIET STORY

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    f. Escalus
    g. Paris
    h. Public street

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    e. Prince escalus and public
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RESEARCH DOCUMENTATION

Picture I. pre test

Picture2. Treatment

Picture3. Post test