



**IMPROVING READING COMPREHENSION THROUGH DRTA
METHOD AT SMA NEGERI 1 TALAWI ACADEMIC YEAR
2018/2019**

A SKRIPSI

*Submitted to Faculty of Tarbiyah Science and Teacher Training UIN-SU Medan
as Partial Fulfillment of the Requirements for S-1 Program*

By

KHAIRUN NISAK

NIM : 34153109

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH SCIENCE AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA MEDAN

2019



**IMPROVING READING COMPREHENSION THROUGH DRTA
METHOD AT SMA NEGERI 1 TALAWI ACADEMIC YEAR 2018/2019**

A SKRIPSI

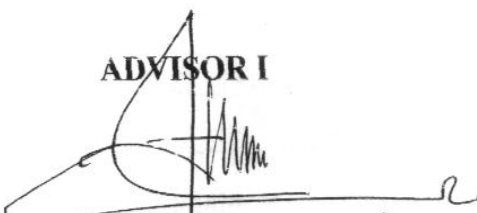
*Submitted to Faculty of Tarbiyah Science and Teacher Training UIN-SU Medan as Partial
Fulfillment of the Requirements for S-1 Program*

By

KHAIRUN NISAK


NIM : 34153109

ADVISOR I



Dr. H. Amiruddin, Ms, Ma, Mba, Ph.D
NIP: 19550828 031986 1 008

ADVISOR II



Emeliya Sukma Dara Damanik M.Hum
NIP: 19810926 200912 2 004

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH SCIENCE AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA MEDAN**

2019

Nomor : Istimewa

Medan, 7 October 2019

Lamp : -

Kepada Yth;

Prihal : Skripsi

Bapak Dekan Fakultas Tarbiyah

a.n **Khairun Nisak**

UIN-SU

di -

Tempat

Assalamualaikum Wr.Wb

Setelah membaca, meneliti, dan memberikan saran-saran perbaikan seperlunya terhadap skripsi mahasiswa :

Nama : Khairun Nisak

NIM : 34.15.3.109

Jur / Prodi : Pendidikan Bahasa Inggris

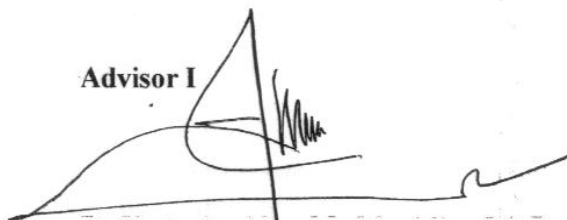
Judul : "Improving Reading Comprehension Through DRTA Method At SMA Negeri 1 Talawi At Year Academic 2018/2019".

Maka kami menilai bahwa skripsi ini sudah dapat diterima untuk di munaqsyahkan dalam sidang munaqsyah skripsi Fakultas Tarbiyah UIN - SU Medan.

Demikian kami sampaikan, atas perhatian Bapak kami ucapkan terima kasih.

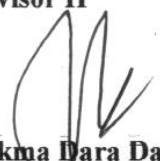
Wassalamualaikum, Wr, Wb.

Advisor I



Dr.H. Amiruddin, Ms, Ma, Mba, P.h.D
NIP. 19550828 031986 1 008

Advisor II



Emeliya Sukma Dara Damanik M.Hum
NIP: 19810926 200912 2 004



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Williem Iskandar Psr. V Medan Estate 20371 Telp. 6622925, Fax. 6615683

SURAT PENGESAHAN

Skripsi yang berjudul : "Improving Reading Comprehension Through DRTA Method At SMA NEGERI 1 Talawi Academic Year 2018/2019 " oleh KHAIRUN NISAK, yang telah dimunaqasyakan dalam sidang munaqasah Sarjana Strata (S1) Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan pada tanggal:

11 November 2019 M
14 Rabi'ul -Awal 1441 H

dan telah diterima sebagai persyaratan untuk memperoleh gelar Sarjana Pendidikan (S.Pd) pada jurusan Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan.


**Panitia Sidang Munaqasyah Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan UIN SU Medan**

Ketua


Dr. Sholihatul Hamidah Daulay, M.Hum
NIP. 19750622 200312 2 002

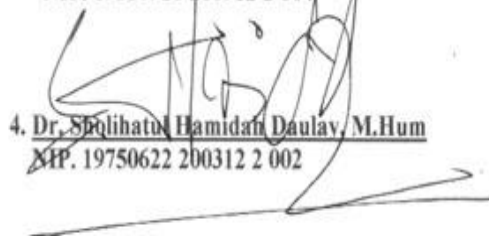
Sekretaris

Reflina, M. Pd
NIB. 1100000078

Anggota Penguji

1. Dr.H.Amiruddin, Ms, Ma, Mba, Ph.D
NIP. 19550828 031986 1 008


2. Emeliva Sukma Dara Damanik M.Hum
NIP. 19810926 200912 2 004


3. Dr. Didiik Santoso, M.Pd
NIP.19660616 199403 1 006


4. Dr. Sholihatul Hamidah Daulay, M.Hum
NIP. 19750622 200312 2 002



Mengetahui
Dekan Fakultas Ilmu Tarbiyah dan Keguruan

Dr. Amiruddin Sahaan, M.Pd
NIP. 19601006 199403 1 002

PERNYATAAN KEASLIAN SKRIPSI

Saya yang bertanda tangan di bawah ini :

Nama : KHAIRUN NISAK

NIM : 34.15.3.109

Jur / Prodi : Pendidikan Bahasa Inggris

**Judul : "IMPROVING READING COMPREHENSION THROUGH DRTA
METHOD At SMA NEGERI 1 TALAWI ACADEMIC YEAR 2018/2019"**

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. Saya berani menerima segala konsekuensi bila pernyataan saya ini tidak benar.

Demikian surat pernyataan keaslian skripsi ini saya buat dengan sebenarnya.

Medan, 30 Oktober 2019



Yang Membuat Pernyataan

KHAIRUN NISAK
NIM.34.15.3.109

ABSTRACT

Khairun Nisak Registartion Number: 34153109. Improving Reading Comprehension Through DRTA Method . A Skripsi, English Education Program, Faculty of Tarbiyah and Teacher Training, State Islamic University of North Sumatera, 2019-08-15

This research is Using DRTA srategy to Teach Reading Comprehension for Eleventh Grade Students. The research problems of this research are how is the using of DRTA strategy may increase reading comprehension for Eleventh grade student and what are the obstacles of the students in using DRTA strategy in reading comprehension. The subject of this research was the students of the eleventh grade of SMA Negeri 1 Talawi in the academic year of 2018/2019 which consisting of 30 students. The research was started on September 20th 2019 until September 29th 2019. The data used in this research were quantitative and qualitative data and the instruments of collecting data were used such as: interview sheet, observation sheet, and photography evidence. The quantitative data were taken from the test. The test was given to the students in form of pre-test, post test in the first cycle, and the post-test in the second cycle.

The result of the analyzing the data showed that there was an improving on the students' vocabulary mastery from each cycles. It was showed from the mean of pre-test was 52,66. Where, there were 4 student got successfull score criteria or it was only 13,33% and 26 students' got unsuccessful or it was 36,66%. After doing cycle I by using DRTA Strategy , there was an improving of the result of the students' mean was . Where, 8 students got successful criteria score or it was only 52 % and 22 students' got unseccessful criteria score or it was 73,33%. Then doing repairing for second cycle after reflection on the first cycle, there was improving of students' mean was7. Where, 18 students' got successful criteria score or it was 60% and 12 students' got unsuccessful criteria score or it was 40%. In other words, it could be concluded that the use of DRTA Strategy improved the students' reading comprehension and their interest in reading comprehension.

Keywords: *Directed Reading Thinking Activity Strategy Achievement in Reading Narrative Text*

ACKNOWLEDGMENTS

In the name of Allah, The beneficent, the Merciful. Praise and Gratitude be to Allah for giving the strength and guidance for the writer, so that this thesis can be finished accordingly. Peace and blessing be upon Prophet Muhammad *Shallallaahu 'alaihi wa salaam*, his family, his relatives, and all his followers. The written of this skripsi entitled “**Improving Reading Comprehension Through DRTA Method At SMA Negeri 1 Talawi Academic Year 2018/2019**”.

This thesis written to fulfill one requirement to obtain the *sarjana degree* at Department of English Education of Faculty of Tarbiyah and Teachers Training State Islamic University of North Sumatera.

Finishing this researcher, I have encountered some difficulties such as collecting the references, finding the data and especially in analyzing the data. I realized that without much help from numerous people, this thesis wouldn't finish effectively. That's way obviously I would like to thanks to the following people:

1. **Dr. Amiruddin Siahaan, M. Pd** as the Dean of Faculty of Tarbiyah and Teachers Training State Islamic University of North Sumatera.
2. **Dr. Sholihatul Hamidah Daulay, M.Hum** as the Head of English Department for the facilities that given to me during the completion this thesis.
3. **Dr. H. Amiruddin, Ms, Ma, Mba, Ph.D** as my first advisor who has given her charm ideas, suggestion, correction, beneficial opinion and

encouragement in process of writing this skripsi. She also gives her warm support and advises me to be more patient on finishing this thesis.

4. **Emeliya Sukma Dara Damanik M.Hum** as my second advisor who also gives me guidance, dedication, support, suggestion, correction during writing this thesis. . He also gives his warm support and advises me to be more patient on finishing this thesis.
5. All the lecturers in the English Department for teaching precious knowledge, sharing philosophy of life, and giving wonderful study experience.
6. The principal of SMA Negeri 1 Talawi, Drs. **Basaruddin, M.Si** and the English teacher **Fitri Maharani, S.Pd**, and all of the students of SMA Negeri 1 Talawi who helped the writer during the research.
7. My beloved Mother **Mrs. Annah** and my beloved father **Mr. Berlian** who always give me love, support, advice, motivation, help, goodness, care, and all of things that I need to finish my study. And to my lovely sister **Lilis Suryani Amd.Kom** And youngersister **Fatimah Syuri** and **M. Fahrul Rozi**. Big thanks for your endless love.
8. All of my beloved friends, **Nur Jam'ah Hasibuan, Devi Arniati S.Pd, Marniansyah Gea S.Pd, Aisyah Pratiwi Harefa, S.Pd, Indra Gunawan S.kom, Fanany Williams, Nur Leli S.Pd, Novita Sari Am. Keb, Yuni Astuti S.kom** , my sweet brother **Edi Syahputra** and all of my beloved friends in the same struggle PBI-6 stambuk 2015, thank you so much for your motivation, advice and help until the end of present study.

9. My great person **Arisman Halawa** who always give me love, support, advice, motivation, help, care and all of thing that I need to finish my study.
Big thanks for everything.

Medan, October 2019

KHAIRUN NISAK

NIM: 34.15.3.109

TABLE OF CONTENTS

ABSTRACT.....	
ACKNOWLEDGEMENT.....	
TABLE OF CONTENTS	
LIST OF APPENDICES	
CHAPTER I INTRODUCTION	
A. Background of the Study.....	1
B. Identification of the Study.....	3
C. Limitation of the Study.....	3
D. Research Problem	3
E. Objective of the Study	3
F. Significance of the Study.....	4
CHAPTER II LITERATURE REVIEW	
A. Theoretical framework.....	6
1. Reading comprehension.....	6
2. Directed reading thinking activity (DRTA).....	10
a. Definition of DRTA	10
b. Principles of DRTA	11
c. Procedure of DRTA.....	12
d. Advantages and disadvantages of DRTA.....	13
B. Related studies	15
C. Conceptual framework.....	17
D. Actional hypothesis.....	20
CHAPTER III RESEARCH METHOD	
A. Research of Setting.....	21
B. Data and Data Source	21
C. Research Method	21
D. Technique of Collecting the Data.....	24
E. Technique of Data Analysis	26
F. Trustworthiness.....	26

CHAPTER IV RESEARCH FINDING AND DISCUSSION

A. Research Findings.....29

1. The Quantitative Data.....29

 a. Pre-Cycle Test.....29

 b. Test in Cycle I.....33

 c. Test in Cycle II.....37

B. Discussion51

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion.....52

B. Suggestion.....53

REFERENCES.....54

LIST OF TABLE

Table Title Page

2.1 The Students' Score During Cycle I.....	56
2.2 The Percentage of Students' Reading	59
2.3 The Observation Sheet Meeting I.....	106
2.4 The Observation Sheet Meeting II.....	113

LIST OF APPENDIXES

Appendixes I lesson I.....	67
Appendixes II lesson II.....	77
Appendixes III lesson III.....	87
Appendixes IV Pre Test.....	96
Appendixes V Post Test in Cycle I.....	97
Appendixes VI post Test in Cycle II.....	98
Appendixes VII the Students Score Pre Test	99
Appendixes VIII The Students Score Test IN Cycle I and II.....	100
Appendixes IX Interview Sheet.....	102
Appendixes X Interview of The Result	104
Appendixes XI Observation Sheet I.....	106
Appendixes XII Observation Sheet II.....	109
Appendixes XIII observation Sheet III.....	113
Appendixes XIV Documentation	116
Appendixes Biography	

CAPTER I

INTRODUCTION

A. The Background of the Study

As stated in the standard competency in curriculum KTSP, the students of the Junior High School at grade eight are expected to understand the meaning of functional text and simple essay in the form of recount and narrative texts in the context of daily life.¹ Understanding meaning of the text means the students find main idea and supporting detail .

However, in reality, reading is difficult in language especially for the students. Based on the first observation in Senior High School SMAN 1 Talawi, most of the students of Senior high School SMAN 1 Talawi had some problems in reading text. It could be seen when the researcher asked them to read a text, most of them could not read text well. The students had some problems which difficult in reading text. First, they lack of vocabularies, they were unable to read and build sentences well. Second, the students were difficult in expressing ideas. Third, the teacher seldom use interesting strategies in teaching reading. In this case, the students felt bored and did not understand how to read text well.

In the fact, there are skill many problems in the learning proses of reading comprehension. Sometimes students are only required to read the text in the heart, and then answer questions related to the content of the text. It is a way

¹ Depdiknas. Kurikulum 2006: *Standar Kompetensi Mata Pelajaran*. (Jakarta: Depdiknas, 2006)

that does not involve the process of thinking students so that students are not involved in active reading process. Indeed, each lesson will not be separated from the communicative method. But if in any learning simply used by communicative method the students will be visible only be passive and just as and object of learning do not as a subject of learning so that will be difficult to develop students' thinking process.

There are many strategies that can be applied to improve the students' achievement in reading comprehension including DRTA Strategy. Odwan ² states DRTA is one of the strategies in the teaching of reading comprehension. DRTA focusing students read. In teaching reading comprehension, students can find the main ideas in the text. DRTA focusing students read.

Based on explanation above, the researcher is interested in conducting or having a research which focuses in DRTA strategy under title **“Improving Reading Comprehension Trough DRTA Method at SMA NEGERI 1 TALAWI”**

B. The Identification of the Problems

The problems of this research was identified as follows:

- A. The students have difficulty with the meaning of words.
- B. Students have less motivation in reading. Most of them did not try to ask their teacher when they found a difficult word.
- C. The students still has low understanding in reading.

² Jones, *.Strategies For Reading Comprehension*. [on line]. Accessed on 03 January 2017, Tersedia: <http://www.readingquest.org/strat/kwl.html>.

C. The Limitation of the Problem

Based on the identification of the problem above, the researcher focuses on using DRTA strategy to improve the students' reading comprehension. This research was taken at grade ten of SMA NEGERI 1 TALAWI.

D. The Research of the Problem

Based on the limitation of the problem above, the problem was formulated as follows:

1. How can DRTA strategy to improving student's reading comprehension?
2. How is the students reading comprehension ability with being taught by using DRTA strategy?

E. The Objective of the Study

Based on the research problem, the objective of the research is to know whether DRTA strategy can improve the students' reading comprehension. In line with the research questions, this research have purposes as follows:

1. To identify the activity learning process of reading comprehension using Directed Reading Thinking Activity (DRTA) strategy in class XI SMA NEGERI 1 TALAWI.
2. To improve the learning outcomes' reading comprehension after using strategy Directed Reading Thinking Activity (DRTA) in class XI SMA SMA NEGERI 1 TALAWI.

F. The Significance of the Study

This research was expected to provide significant contribution both theoretically and practically.

1. Benefits theoretical generally, the benefits of this research is to solve the problem experienced by students in the classroom is increasing reading comprehension skills by implementing a strategy Reading Thinking Activity (DRTA).
2. Practical Benefits
 - 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, as a guide in selected appropriate strategies to learning, especially in learning the English language so as to eliminate the problems in the learning process.
 - 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 school, 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

A. Theoretical Framework

1. Reading Comprehension

Reading is the information from the text, either in the form of text or form 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 so understand the communication between writer and reader.

Reading comprehension can be defined as an active thinking process through which a reader intentionally construct meaning to form a deeper understanding of concepts and information presented in text.³ Reading comprehension as the process simultaneously extracting and constructing meaning through interaction and involvement with written language.⁴ Reading comprehension means how the reader can find out the message and comprehend the text well and Reading is very important and to getting information.

In addition , by reading , the student open their mind and refresh their knowledge every time, and also not only the parents of teachers at school who

³ Peter Westwood, *Reading comprehension*, (Great Britain: Harper Collins Publishers, 2008), p. 56.

⁴ Catherine E. Snow , *Reading for Understanding : Toward an R & D Program in Reading Comprehension*. (New York : Cambridge University Press, 2003) p. 11

asked the student to read Allah also tell us to read and says in Al- Qur'an surah Al-Alaq verse 1-5 as follows:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ۝ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝
اقْرَأْ وَرَبُّكَ الْأَكْرَمُ ۝ الَّذِي عَلَّمَ بِالْقَلَمِ ۝ عَلَّمَ الْإِنْسَانَ
مَا لَمْ يَكُنْ يَعْلَمُ ۝

Meaning : (1) Read in the name of your Lord Who created. (2) He created man from a clot. (3) Read and your Lord is Most Honorable. (4) Who taught [to write] with the pen. (5) Taught man what he knew not.⁵

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 can not read everything, but with our ability the permit from Allah finally we can read everything what we want.

كِتَابٌ أَنْزَلْنَاهُ إِلَيْكَ مُبَارَكٌ لِيَدَّبَّرُوا آيَاتِهِ وَلِيَتَذَكَّرَ أُولُو الْأَلْبَابِ

This is a Scripture that We have revealed unto thee, full of blessing, that they may ponder its revelations, and that men of understanding may reflect.(Q.S Shad ;29

إِنَّ الَّذِينَ يَتْلُونَ كِتَابَ اللَّهِ وَأَقَامُوا الصَّلَاةَ وَأَلْفَقُوا مِمَّا رَزَقْنَاهُمْ سِرًّا وَعَلَانِيَةً يَرْجُونَ تِجَارَةً لَّنْ تَبُورَ

Meaning “Verily those who always read the book of Allah and establish prayers and spend part of the sustenance that we bestow upon them secretly and openly, they expect trade that will not lose.”

⁵ Muhammad Habib Shakir, The Quran Translation Muhammad Habib Shakir English only (Tahrike Tarsile Quran)

In foreign language learning, reading is likewise a skill that teacher simply expert learner to acquire . Reading is way to get information delivered verbally and it is the result of the opinions, ideas, theories and research expert to be known and knowledge of learners. To understand what we reading, it is influenced by many factors such as, mastering vocabulary, mastering reading theory and model of teaching. Reading is an active process that depends on both authors' ability to convey meaning using words and your ability to create meaning from them. Good reader is who have ability to take the meaning and understanding the goal of the author in written the passage.⁶

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 research. Contact between the two characteristics that will give birth to the readers' understanding of the idea of 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 author through reading media completely and throughly.

⁶ Douglas Brown. *Language Assesment Principle and Clasroom Practice* (United States of America : Longman. 2000)

In foreign language learning, reading is likewise a skill that teacher simply expert learner to acquire . Reading is way to get information delivered verbally and it is the result of the opinions, ideas, theories and research expert to be known and knowledge of learners. To understand what we reading, it is influenced by many factors such as, mastering vocabulary, mastering reading theory and model of teaching. Reading is an active process that depends on both authors' ability to convey meaning using words and your ability to create meaning from them. Good reader is who have ability to take the meaning and understanding the goal of the author in written the passage.⁷

From the explanation above , the researcher concluded that reading comprehension is a complex process of the reader to understanding the whole of text by constructing meaning through interaction and involvement with written language.

There are four types of reading: 1) Perceptive reading, refers to the component of text such as symbols, words and punctuation. 2) Selective, focuses on the features of language, lexical and grammatical of paragraph the certain type task of reading is multiple choice, matching, true/false, etc. 3) Interactive, is a type of text in which the reader must interact with text by using psycholinguistics sense. The typical of interactive reading are anecdotes, short narrative and description. The focus of interactive task is to identify the relevant features of text. 4) Extensive reading , is a type

⁷ Douglas Brown. *Language Assesment Principle and Clasroom Practice* (United States of America : Longman. 2000)

of that more than a text, the level is higher , this reading is refers to professional articles, essays, short, stories and books.

2. Directed Reading Thinking Activity (DRTA)

a. Definition of DRTA

DRTA (Directed Reading Thinking Activity) is a strategy in which student are guided through reading, making prediction, rereading and confirming or readjusting predictions. This strategy aids in developing comprehension and critical thinking⁸

DRTA strategy, 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 a teacher 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.

According to Farida (2007: 48) said that there are five steps in using Directed Reading - Thinking Activity (DRTA) strategies include 1) making predictions based on title guides, 2) making predictions based on referrals, 3) reading reading material, 4) selecting prediction

⁸ Wiesendanger, Katherine D, 2001, *Strategies for Literacy Education ohio Alfred University*

and customizing predictions, 5) Teacher repeating the first procedure to fourth, the above lesson section has been covered.⁹

From some of the opinions of the experts above can be concluded that Directed Reading - Thinking Activity (DRTA) is a pre-reading strategy, read and post. Where this strategy involves the reader to make predictions using his experience to build the author's idea. This strategy invites the reader to process information to formulate questions and hypotheses and to evaluate temporary solutions. *Directed Reading Thinking Activity (DRTA)* is a strategy in which students are guided through reading, making prediction, re-reading, and confirming or readjusting prediction. This strategy aids in developing comprehension and critical thinking.

b. Principles of DRTA

Each teaching technique have principles likewise DRTA Technique. The principles of DRTA technique always pay attention, gives enough changes to the learners in reading deeply, encourages the learners to be skilled and have technique and encourages the learners of self-monitoring (Hoffman and McCarthy,2000:62-63). Based on statement above it can be explained that there are principles of Direct Reading Thinking Activity (DRTA) Technique, including first, attention is one of the principles of DRTA that must be considered by the teacher to the learners when teaching reading in the classroom based on context to get meaning to develop skills and strategies in identifying word, sentences and paragraphs.

⁹ Farida, Rahim. 2007. *Pengajaran Membaca*. Jakarta: PT. Bumi Aksara

Second, students have enough changes in reading a text deeply to identify main idea, specific/detail information, reference and also meaning in a text. Third, DRTA encourages the learners to be skilled and have technique, to explore the text aesthetically, particularly in relation to literature and to develop their conceptual prior knowledge by text. And fourth, DRTA encourages the learners to self-monitoring when they are reading so that they can adjust their reading strategies as needed.

c. Procedure of 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 predictiona, 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 next 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 materials. 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.

d. Advantages and disadvantages of DRTA

Figure 2.1

Advantages and Disadvantages of Directed Reading Thinking

Activity (DRTA) Strategy

Advantages	Disadvantages
1) Strategy Directed Reading	1) Strategy Directed Reading

<p>Thinking Activity (DRTA) contains many types of reading strategies so that teachers can use and be able to pay attention to the differences that exists in learners.</p> <p>2) Strategy Directed Reading Thinking Activity (DRTA) is an activity of understanding that foresses the story to help the students to gain an overall picture of the material that has been read.</p> <p>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</p>	<p>Thinking Activity (DRTA) often take a lot of time if the management class is not efficient.</p> <p>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 quickly, unlike the case if the obtaining of abstraction through the presentation orally by the teacher.¹⁰</p>
---	---

¹⁰ Lanatut Tolibin, (2013), *Pengaruh Penggunaan Strategy Directed Reading Thinking Activity (DRTA) Terhadap Kemampuan Membaca Pemahaman Pada Siswa. Fakultas Ilmu Pendidikan Universitas Negeri Yogyakarta* .p. 41

<p>only serve students in the audio-visua, but also kinesthetic</p> <p>4) Strategies 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.</p> <p>5) Strategies Directed Reading Thinking Activity (DRTA) can be used in a number of subjects taught in both content and procedure.</p>	
---	--

B. Related Studies

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.¹¹

Another study is conducted by Stahl. It explores the effect of three instructional methods: Picture Walks, Know-Want to Learn-Learn, and Directed Reading Thinking Activity on the reading comprehension and content acquisition. However, this report of the study tends to focus on the Directed Reading Thinking Activity (DRTA) only. Stahl states that the component of Directed Reading Thinking Activity (DRTA), scaffolded interactions, actively justifying and verifying predictions, integrating text-based information with prior knowledge and having an immediate opportunity to discuss new concepts seemed to help readers of Directed reading thinking Activity (DRTA) help novice readers in responding questions about the text. She also adds that the readers were able to provide more information and more sensible justifications for their answers, even if they were not completely correct. Furthermore, the results indicated that Directed Reading Thinking Activity (DRTA) result is statically significant effects on fluency as measured by a timed maze task and effects on reading comprehension and science content acquisition.

Odwan examined the effect to 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

¹¹ 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

Directed reading Thinking Activity (DRTA) itself which are related to reading comprehension. He state, as the result of his study, that students' improvement in reading comprehension may be attribute 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 X SMA NEGERI 1 TALAWI.

C. 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 shouls be carefully prepared and managed. However, some problems of reading in the grade XI students were found. The grade XI students at SMA NEGERI 1 TALAWI, 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 deatail 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 can 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 text steps are reading confirming the predictions. They are proposed to deal with the students' difficulty in finding the main idea and detail information of the texts.

DRTA is choosen bacause its components promote ways to facilitate the use of reading strategies. 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 fulfil the proper steps of reading comprehension. This guides students step by step in reading process.

DRTA divides the text into smaller portion so it aids the students to focus on the process of responding to higher-order questions. DRTAinvolve predicting activity which assists the students to use not only what they already know but also wharever they can learn from a quick preview of the material to predictwhat 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. During the process of conducting Directed Reading Thinking Activity (DRTA) the teacher guides the students, making sure that each student is actively involved in understanding each segment before continuing to the next. It encourages the students' participation in comprehending the whole text. The students' less participation can be anticipated by creating more lively activities such as discussion and reward giving. And to overcome the lack of media, the researcher employs power point presentation which presents the material in the more interesting way. The way concept on this study is shown by the following diagram.

Directed Reading Thinking Activity (DRTA) mainly focuses on improving the students' reading comprehension especially the students' problem to detect the main idea and detail information in the texts. It also facilitates the students to be able to connect their prior knowledge with the information of the texts through predicting, reading, and confirming the predictions.

By using Directed Reading Thinking Activity (DRTA), both the teacher and the students can be assisted in their own roles during the teacher and learning of reading. The students can be helped to improve

their comprehension and the teacher can be more involved and active to guide the students during the reading.¹²

D. Actional Hypothesis

Hypothesis is a temporary answer toward some problems that occur in the research¹³. The researcher proposes an actional hypothesis that there is an improvement on the students' reading after being taught by DRTA strategy.

¹² Wilis Aurum Ningtyas, (2015), *Improving Reading Comprehension of The Grade VII Students SMP N 9 Magelang Through DRTA*. English Language Departement Faculty of Language and Arts Yogyakarta State University, p. 35

¹³ Mahsun, *Metode Penelitian Bahasa Tahapan Strategi, Metode, dan Tekniknya*, (Jakarta: PT. Raja Grafindo Persada, 2005), p.13

CHAPTER III

RESEARCH METHOD

A. Research of Setting

This research was done at the eleventh grade students of SMA NEGERI 1 TALAWI which is located at Pahang Batu Bara from 20-29 september 2019. This research will be conducted on the second semester in the academic year of 2019/2020

B. Data and Data Source

In this research, the data of third research consist of quantitative and qualitative data. Quantitative data is the score of students' reading comprehension and qualitative data is the result of interview, observation, documentation. In this research, the researcher used the data source such as : students and collaborate.

C. Research Method

In this research will conducted in two cycle, but in two cycle have not found the improvement so the research will conducted until cycle three, but if in two cycles have found the improvement so the research is enough until two cycle.

The classroom Action Research (CAR) procedure used in this research was Kurt Lewin design. It consists of two cycles in which each cycle contains four phases; planning, acting, observing, and reflecting.¹⁴

¹⁴ Umi, Ruchaniyah, (2010), *Increasing Students Understanding of The Sample Past Tense Using Discovery Learning*, Jakarta:UIN Syarif Hidayatullah, p.25

1. Planning

The planning of giving an action of this research is to apply discovery learning strategy to students in order to be able to improve students' problem in understanding of reading comprehension recount text. Before implementating it, the writer prepare everything related to the action that are used in teaching learning process, such as preparing materials, determining an interesting topic, making a lesson plan, preparing a teaching aids, such as interesting recount text, end also preapring research instrument, such as structured observation sheet, intervieww sheet, pre-test and post-test.

2. Action

In this phase, both the writer and the teacher collaborate to carry out the planned action. The teacher used the determined startegy as he was teaching while the writer observes the class condition during teaching learning activity. Here, it begins the process of going more deeply into the issue being researched. Related to the condition of limited teaching learning period, taht was the writer and the teacher take the action phase during two weeks within two cyles in which each cycle consist of two meeting in action.

3. Observing

This phase was done by the observer. Both observing and acting will take place in the same time. The second step (action) was given to provide opportunity to the teacher who was also stated as observer. When

the teacher implements the action, he did not have the time to analyze the event while it was happening. Therefore when observing, the observer should notice and note all of activities in the physical classroom it may be about the teacher's performance, class situation, students' response, etc. In this phase, it also collects the data derived from evaluation or post-test.

4. Reflecting

This phase was aimed to relate what has been done. This activity was very appropriately when the teacher completed the action based upon data that have been collected, and then it was necessary to hold evaluation for completing the next cycle. This phase was carried out collaboratively, that was to discuss further some problems occurred in the class. Thus, the reflection was able to be determined after implementing the action and observation outcomes. If there still might have found some problems, so it needs to move to be the next cycle concerning re-planning, reactive and re-observing. Therefore, the unfinished problems yet could be solved.

D. Technique of Collecting the Data

Data collecting method is the way that can be used by researcher to collect data. There are some techniques of data collecting applied in this study, they are observation sheet, interview, test, and diary note.

1. Quantitative Data

Quantitative data was used to describe what can be counted or measured. In quantitative data, the researcher gives written assessment to the students as the instrument. The students are asked to answer the tests.

Test

Test is an instrument used to measure the quality and performance of something in Classroom Action Research, generally one of the things assessed is student achievement, especially in writing news item text.

In this case, the researcher gives a test in each cycle. The test in the form of writing because the researcher makes a research for students' in writing skill. The test give to the students focus on writing news item text. The test is pre-test and post-test. Pre-test is the first test before the writer apply the video and Post-test is the second test, to know how far the increase of developing students' ability in writing. The purpose of this test is to measure the students' ability in writing news item text.

2. Qualitative Data

Qualitative data is used to describe data which are not enable to be counted. Therefore, observation sheet, interview, and diary note, is used in this study. The explanation about those kinds of data was explained as below:

a. Observation

Observation is direct observation of the learning process that takes place in the classroom. It contains the writer's personal evaluation about

the class and the progress of the project. The researcher observed about the condition in the class when teaching learning process go on and the condition of the students.

b. Interview

Interview is used in order to acquire important information to the main research. Interview is data collection instruments that require direct communication between researchers and research subjects / resource persons. The researcher asked a set of question orally to the English teacher and to the students who can give the information to complete the data.

c. Documentation

Documentation used to show the teaching and learning process by using the photograph. The researcher took the picture when they were studying. It can show them that are serious or not when learning and teaching process and document in this research.

E. Technique of Data Analysis

To find out the class mean score in each cycle, the following formula would applied:

$$X = \frac{\sum x}{n}$$

Where X = the mean of the students

$\sum x$ = the total score

N = the number of students

To categorize the number of master students, the following formula would applied:

$$p = \frac{R}{T} \times 100\%$$

Where P = percentage of students whose score reaching the KKM 75

R = number of students whose score reaching the KKM 75

T = total number of students taking the test

F. Trustworthiness

The trustworthiness of qualitative research generally is often questioned by positivists, perhaps because their concepts of validity and reability cannot be addressed in the same way in naturalistic work.¹⁵ It is important to establish that the findings of the study are validity. There are various ways to establish a sense of trustworthiness and validity. According to Lincoln and Guba¹⁶, the basic issue to trustworthiness is: how can an inquirer persuade his/her audiences (including self) that the finding of an inquiry is wort paying attention to, worth taking account of ? in this study, the researcher determines four criterions to use as the techniques of trudtwordthiness inquiry. They are credivility, transferability, dependability, and conformability. In this research the

¹⁵ Shenton, K. Andrew., *Strategies for Ensuring Trustworthiness in Qualitative Research Projects*. (Education for Information: Northumbria University, 2005)) p. 63

¹⁶ Y. S, & Guba, E. G, *Naturalistic inquiry*. (Newbury Park: CA Sage, 2002) p. 289.

researcher uses the credibility trustworthiness. Credibility contributes to a belief in the trustworthiness of data through the following attributes: (a) prolonged engagement; (b) [persistent observations](#); (c) triangulation; (d) [referential adequacy](#); (e) peer debriefing; and (f) member checks. Triangulation and member checks are primary and commonly used methods to address [credibility](#).

There are four kinds of triangulation. They are data triangulation, investigator triangulation, methodological triangulation, and theoretical triangulation. This research uses two kinds of triangulation. The first is data triangulation, it is a triangulation which uses many sources of data to validate it. The data taken from informant was compared to the data from the other informant. The second is methodological triangulation, it is a triangulation which uses many method to validate data. For instance, the data taken from interview was compared to the data taken from observation which has the same source.

In the other words, the researcher limits of the technique of establishing the trustworthiness on credibility through source and methodological triangulations.¹⁷

¹⁷ HB Sutopo, *Metodologi Penelitian Kualitatif*, (Surakarta: UNS Press, 2002), p.78

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Findings

The kinds of data were analyzed by qualitative and quantitative data. The qualitative data were taken from interview, observation sheet and book notes. The quantitative data was taken from the mean of the students' score in taking test. The researcher conducted in one class with 30 students of eleventh grade students SMAN I Talawi. It was accomplished in two cycles. Each cycle consisted of four steps, they are planning, action, observation and reflection. Each cycle was conducted for two meetings. And one meeting for pre-test. So, there were five meetings for this research.

1. The Quantitative Data

The quantitative data were taken from the result of the test given to the students. The test that given still relevant to the topic taught and discussed in the classroom in every cycle.

classroom in every cycle.

a. Pre-cycle test

The researcher gave a test. The test was given for the students before treatment of using video. The researcher noted that the score which passed of 75 was success depending on KKM in the school. It was found that the mean of students' score was kept improving from pre-test until post-test of the second cycle.

Below the students' score of Pre-test as follow:

The Students' Score of Pre-Test

No.	Initial of Students	Pre-Test Score	
		Pre-Test	Criteria of Success ≥ 75
1	Adinda Riana Hermawan	80	Successfull
2	Bella Amanda	60	Unsuccessfull
3	Dandi Haryadi	60	Unsuccessfull
4	Diantama Pradiansyah	40	Unsuccessfull
5	Endri	60	Unsuccessfull
6	Fadlan Utami	40	Unsuccessfull
7	Friza Alvio Rezi	80	Successfull
8	Hermayani Lubis	60	Unsuccessfull
9	Jasmi	60	Unsuccessfull
10	Lukmanul Hakim Hasibuan	80	Successfull
11	Mhd. Alfarobby	20	Unsuccessfull
12	Mhd. Andre	60	Unsuccessfull
13	Mhd. Arisandi Sitompul	60	Unsuccessfull

14	Mhd. Rifwan Fauzi	40	Unsuccessfull
15	Nining Triyana	40	Unsuccessfull
16	Nur Laila	40	Unsuccessfull
17	Nur Baiti	60	Unsuccessfull
18	Nur Laila Hafni	20	Unsuccessfull
19	Putri Dwi Sakilah	20	Unsuccessfull
20	Putri Rahmadani	40	Unsuccessfull
21	Rahma Alya	60	Unsuccessfull
22	Raudatul Akmalia	20	Unsuccessfull
23	Refi Mariska Putri	60	Unsuccessfull
24	Rina Alkana	40	Unsuccessfull
25	Syafrizal	20	Unsuccessfull
26	Sholihin Syukri	40	Unsuccessfull
27	Siti Aisyah	80	Successfull
28	Yuli	60	Unsuccessfull
29	Yunda Fitri Rahmadani	60	Unsuccessfull
30	Yufrizal Efendi	40	Unsuccessfull

	Total	$\Sigma X =$ 1,580
	Mean	$\bar{X} =$ 52,66

From the table of pre cycle test, the students that got success the test was 4 students and the students did not get success was 26 students. In addition, the total score of the students was 1580 and the number of the students who took the test was 30 students. So, the mean of the students was:

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

$$\bar{X} = \frac{1580}{30}$$

$$\bar{X} = 52,66$$

From the analysis above, the students ability in reading DRTA test was low. The mean of the students' score was 52,66 The percentage of the students who got success in writing test was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100\%$$

$$P1 = \frac{4}{30} \times 100\%$$

$$= 13,33\%$$

And,

$$P = \frac{R}{T} \times 100\%$$

$$\begin{aligned} P2 &= \frac{26}{30} \times 100\% \\ &= 86,66 \end{aligned}$$

From the table above, the students' DRTA test was low. It could be seen from the mean of the students' score was 52,66. The percentage of the students score was 4 students got success or it was 13.33%. In the other hand, 26 students got unsuccessful score or it was 86.66%. It can be concluded that the students' DRTA in pre-cycle test was low. Therefore, the researcher would do test in cycle I

Table 4.1 Table the Percentage of Students Score in Pre-Test

	Criteria	Total Students	Percentage
P1	Successful	4	13,33%
P2	Unsuccessful	26	86,66%
Total		30	99.99%

b. Test in cycle I

The researcher gave the test in test in cycle I, the test was given after applied the DRTA Strategy . The researcher found improvement of the students' score in test in

cycle I of the first cycle. The students' score of post-test in the first cycle can be seen in the table below :

The Students' Score of Test in cycle I

No.	Initial of Students	Pre-Test Score	
		Pre-Test	Criteria of Success ≥ 75
1	Adinda Riana Hermawan	40	Unsuccessfull
2	Bella Amanda	40	Unsuccessfull
3	Dandi Haryadi	40	Unsuccessfull
4	Diantama Pradiansyah	40	Unsuccessfull
5	Endri	60	Unsuccessfull
6	Fadlan Utami	20	Unsuccessfull
7	Friza Alvio Rezi	100	Successful
8	Hermayani Lubis	20	Unsuccessfull
9	Jasmi	40	Unsuccessfull
10	Lukmanul Hakim Hasibuan	60	Unsuccessfull
11	Mhd. Alfarobby	40	Unsuccessfull
12	Mhd. Andre	60	Unsuccessfull

13	Mhd. Arisandi Sitompul	60	Unsuccessfull
14	Mhd. Rifwan Fauzi	40	Unsuccessfull
15	Nining Triyana	20	Unsuccessfull
16	Nur Laila	20	Unsuccessfull
17	Nur Baiti	20	Unsuccessfull
18	Nur Laila Hafni	40	Unsuccessfull
19	Putri Dwi Sakilah	60	Unsuccessfull
20	Putri Rahmadani	60	Unsuccessfull
21	Rahma Alya	20	Unsuccessfull
22	Raudatul Akmalia	80	Successful
23	Refi Mariska Putri	80	Successful
24	Rina Alkana	80	Successful
25	Syafrizal	80	Successful
26	Sholihin Syukri	80	Successful
27	Siti Aisyah	80	Successful
28	Yuli	80	Successful
29	Yunda Fitri Rahmadani	40	Unsuccessfull
30	Yufrizal Efendi	60	Unsuccessfull

	Total	$\Sigma X =$ 1,560
	Mean	$\bar{X} = 52$

From the table of test in cycle I , the students who got success the test was 8 students, and the students did not get success was 22 students. Total score of the students was 1560 and the number of students who took the test was 30 students, so the mean of the students was:

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

$$\bar{X} = \frac{1560}{30}$$

$$\bar{X} = 52$$

From the data analysis above, the students' reading DRTA in the test in cycle I was still low. It could of the mean score of the students was 52. It's mean that the score did not get success categorize. The percentage of students who got success in reading DRTA was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100\%$$

$$P1 = \frac{8}{30} \times 100\%$$

$$= 26.67\%$$

And,

$$P = \frac{R}{T} \times 100\%$$

$$P2 = \frac{22}{30} \times 100\%$$

$$= 73.33\%$$

Table of the Percentage of Students Score in Post-Test I

	Criteria	Total Students	Percentage
P1	Successfull	8	26,66%
P2	Unsuccessfull	22	73,33 %
Total		30	100%

From the table above showed that the students' score was low. It could be seen from the mean of the students' score was 52. There were 8 students passed the test and 22 students are failed in the test. Because the students' reading test in the test in cycle I was categorized unsuccess, the researcher would continue in the second cycle.

c. Test in Cycle II

The researcher was continued the research in test in cycle II. The aim was to improve the students' score in DRTA. The students' score of test in cycle II can be seen from the table below:

The Students' Score of Test in cycle II

No.	Initial of Students	Pre-Test Score	
		Pre-Test	Criteria of Success ≥ 75
1	Adinda Riana Hermawan	80	Successful
2	Bella Amanda	80	Successful
3	Dandi Haryadi	60	Unsuccessfull
4	Diantama Pradiansyah	60	Unsuccessfull
5	Endri	40	Unsuccessfull
6	Fadlan Utami	40	Unsuccessfull
7	Friza Alvio Rezi	80	Successful
8	Hermayani Lubis	80	Successful
9	Jasmi	80	Successful
10	Lukmanul Hakim Hasibuan	100	Successful

11	Mhd. Alfarobby	80	Successful
12	Mhd. Andre	40	Unsuccessfull
13	Mhd. Arisandi Sitompul	100	Successful
14	Mhd. Rifwan Fauzi	80	Successful
15	Nining Triyana	80	Successful
16	Nur Laila	60	Unsuccessfull
17	Nur Baiti	60	Unsuccessfull
18	Nur Laila Hafni	80	Successful
19	Putri Dwi Sakilah	100	Successful
20	Putri Rahmadani	80	Successful
21	Rahma Alya	60	Unsuccessfull
22	Raudatul Akmalia	80	Successful
23	Refi Mariska Putri	60	Unsuccessfull
24	Rina Alkana	100	Successful
25	Syafrizal	60	Unsuccessfull
26	Sholihin Syukri	60	Unsuccessfull
27	Siti Aisyah	60	Unsuccessfull
28	Yuli	100	Successful

29	Yunda Fitri Rahmadani	80	Successful
30	Yufrizal Efendi	80	Successful
	Total	$\Sigma X =$ 2,220	
	Mean	$\bar{X} =$ 74	

From the data above, the students that got success the test were 18 students, and the students did not get success were 12 students. The total score of the students was 2220 and the number of students who took the test was 30 students, so the mean of the students was:

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

$$\bar{X} = \frac{2220}{30}$$

$$\bar{X} = 74$$

From the analysis data above, the students' reading in DRTA Strategy test in test in cycle II was improved. It could be seen of the mean score of the students was 74. It means that the score was categorized success. The percentage of students who were success in writing text was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100\%$$

$$P1 = \frac{18}{30} \times 100\%$$

$$= 60$$

And,

$$P = \frac{R}{T} \times 100\%$$

$$P2 = \frac{12}{30} \times 100\%$$

$$= 40$$

Table of the Percentage of Students Score in Test in cycle II

	Criteria	Total Students	Percentage
P1	Successful	18	60%
P2	Unsuccessful	12	40%
Total		30	100%

From the table above, the researcher concluded that the students' ability in reading was improved. It could be seen from the mean of the students' score was 60. The percentage of the students' score was 18 students got success or it was 60%. In the other hand, 12 students got unsuccessful score in the test in cycle II or it was 40%. It can be concluded that the students' ability in reading DRTA Strategy in test in cycle II was categorized success and improved. So the researcher stopped the research in this cycle.

The Percentage of Students who got point up to 75

Competence test	Percentage
Pre cycle test	13,33%
Test in cycle I	26,66%
Test in cycle II	60 %

Based on the table above, the result of analysis data showed that there was an improvement on the students' ability in reading DRTA Strategy. It was showed from the mean of pre cycle test was 52,66 the mean of test in cycle I was 71,5 and the mean of post-test II in the second cycle was 52. The percentage of the students' score in precycle who got point up to 75 was 4 students. It means that there was improvement about 39,99%. The percentage of the students' score in test in cycle I who got point up to 75 was 8 students. It means that there was improvement about 39,99% . Then, The percentage of the students' score in test in cycle II who got point up to 75 here were 18 from 30 students. It means that improvement was about 86,66%.

From the data, it indicated that by using DRTA Strategy in learning reading was effective. In addition, by using DRTA Strategy also can make the students' more enjoyable and interested in learning reading and the data above can be concluded that the student's ability in reading have been increased by the DRTA Strategy

2. The Qualitative Data

In this cycle, the researcher conducted four steps: planning, action, observation, and reflection. In this cycle, there was two meetings which were conducted to the students. A test was given in the end of learning process. The steps of this cycle were:

a. Cycle I

The researcher also have done some steps in the first cycle, they were planning, action, observation and reflection. The first cycle was conducted into two meeting. It was done on Friday . September 20 -29 September 2019. Here the activities that have done in every steps:

1) Planning

In the planning step, the researcher prepared the teaching learning design, such as, arranging lesson plan based on the teaching materia. Then researcher prepared the teaching learning process resources, such as the materials, the example of Narrative text, observation sheets, test evaluation, and attendance list in order to know students' activity in joining teaching learning process.

2) Acting

The first meeting in the cycle one was conducted on Friday, 20 September 2019. It was followed by 30 students. The researcher began the class by greeting, reciting Basmallah together and checked the students attendance and explain the aim of the lesson. After that, the researcher explain about narrative text and gave example of narrative text , explain about the text

and the DRTA learning strategy by using paper which has photocopy as a learning media. and the students were asked to read the text randomly. Most of them could not read text well. The researcher and the student read and translated the reading text. and the researcher asks students to find the main ideas that are in the example of text . The student still confused to find main idea in the text . The researcher gave a chance to the student ask some question related to the material. The researcher motivated the student for learning seriously. The researcher tells the keywords or tells students important sentences related in the text and to facilitate students in doing the text and the researcher also motivated the student for learning. In the end of the lesson, the researcher reviewed the material and gave a chance to the students to ask some questions related to the material and the researcher also explained the planning for the next meeting.

3) Observing

Observation proposed to find out information action by the writer in the classroom. The observation was done to observe what the students had done during the teaching learning process. It was about the behavior, attitude, and all activities during the action process. Thus, the result of observation was collected as the data, which is used as a basic reflection. In this phase , there were two kind of the observation result, they were collected by quantitative and qualitative , the writer gave the test in the first cycle. The result of test in the first cycle show that the achievement of students increased when used the DRTA Strategy in learning process. The teacher could improve the students'

achievement in reading narrative text . In this phase , there were two kind of the observation result, they were collected by quantitative and qualitative , the writer gave the test in the first cycle. The result of test in the first cycle show that the achievement of students increased when used the DRTA Strategy in learning process. The teacher could improve the students' achievement in reading narrative text .

3. Reflection

Reflection was an evaluation from the action which has been done before. It is used to help the researcher made decision by analyze the situation and the students difficulties or in understanding the lesson. Through the reflection, the researcher knew the result of the students after did the test.

Based on the result of the score of the test in cycle I and also observation, action of improvement was needed. Actually, students' score in test of cycle I was improved than the score of pre- cycle test. But, it needed more improvement in their reading comprehension because some of them still confused to understanding meaning of the text.

b. Cycle II

The cycle II was done based on the result of cycle I. If the result from observation told that the quality was still low, so it was needed another action in order the next cycle made some improvement of the quality. The cycle II was done on Tuesday-Thursday, September 24th – 25st 2019. The steps that were done by the researcher in the cycle II were :

a. Planning

In this step, the researcher prepared the new material that was enclosed in lesson plan. The researcher prepared lesson plan an emphasized teaching-learning process in teaching reading narrative text. The researcher focused to solve problem found in cycle I especially related to the language used, the use of comprehension strategy , and also the way to motivate students to be more active.

The action plans of cycle II are as follows. In addition , to know the improvement the students' reading comprehension , the researcher prepared the instrument of second cycle to collect data .

b. Action

The first meeting in the second cycle was conducted on Tuesday, September 17th 2019. It was followed by 30 students. The researcher began the class by greeting, reciting basmallah together and checked the students' attendance and explain the aim of the lesson. In the learning activity the researcher reviewed the last material. After that, the researcher gave a test to the students individually. The student were given 5 question multiple choice that had to be answered Every question tell about the legend that is Kangaroo and The Rats and Elephant and all the question related to the

narrative text . The researcher asks students to open a dictionary and translate texts in the test. students are still confused in the text, students are allowed to discuss with their friends to translate the text and know the answers and students also allowed to ask the researcher related to the given test . The researcher gave 35 minutes for them to finished the text. Students are still confused and very slow to take the test and the researcher read and translated the reading text related in the test and the students answer question related to the given test. the researcher gives instructions to students about tests on how to quickly work on multiple choice questions which the type of narrative text by using DRTA strategy.

In the end of the lesson, the researcher reviewed the material and gave a chance to the students to ask some questions related to the material . And the last activity the researcher finding ways to better appreciate the efforts and result of individual learning and the teacher and student concluded the material.

The second meeting was conducted on Thursday, September 18th 2019. It was followed by 30 students. In the learning activity the researcher reviewed the last material. After that, the researcher gave a test to the students individually. The student were given 5 question multiple choice that had to be answered. the researcher ask the student about story of text related in the test and the researcher record whatever the student know about the text. The researcher gave 35 minutes for them to finished the text. Students are allowed to discuss with their friends to translate the text and know the answers and students also allowed to ask the researcher related to the given test . Then, the researcher tell the story related to the test to make it easier for students to do the test . Then , the researcher tells the most important sentence or

keywords of the text related in the test. In the end of the lesson, the researcher reviewed the material and gave a chance to the students to ask some questions related to the material . And then the researcher finding ways to better appreciate the efforts and result of individual learning and the researcher concluded the material and closed the meeting by saying the greetings.

The second meeting was conducted on Thursdasy, September 18th 2019. It was followed by 30 students. In the learning activity the researcher reviewed the last material. After that, the researcher gave a test to the students individually. The student were given 5 question multiple choice that had to be answered. the researcher ask the student of legendary story related in the test and the researcher record whatever the student know about the text. The researcher gave 35 minutes for them to finished the text. Students are allowed to discuss with their friends to translate the text and know the answers and students also allowed to ask the researcher related to the given test . Then , the researcher tells the most important sentence or keywords of the text related in the test. In the end of the lesson, the researcher reviewed the material and gave a chance to the students to ask some questions related to the material . And then the researcher finding ways to better appreciate the efforts and result of individual learning and the researcher concluded the material and closed the meeting by saying the greetings.

No.	Initial of Students	Pre-Test Score	
		Pre-Test	Criteria of Success ≥ 75

1	Adinda Riana Hermawan	80	Successful
2	Bella Amanda	80	Successful
3	Dandi Haryadi	60	Unsuccessfull
4	Diantama Pradiansyah	60	Unsuccessfull
5	Endri	40	Unsuccessfull
6	Fadlan Utami	40	Unsuccessfull
7	Friza Alvio Rezi	80	Successful
8	Hermayani Lubis	80	Successful
9	Jasmi	80	Successful
10	Lukmanul Hakim Hasibuan	100	Successful
11	Mhd. Alfarobby	80	Successful
12	Mhd. Andre	40	Unsuccessfull
13	Mhd. Arisandi Sitompul	100	Successful
14	Mhd. Rifwan Fauzi	80	Successful
15	Nining Triyana	80	Successful
16	Nur Laila	60	Unsuccessfull
17	Nur Baiti	60	Unsuccessfull
18	Nur Laila Hafni	80	Successful

19	Putri Dwi Sakilah	100	Successful
20	Putri Rahmadani	80	Successful
21	Rahma Alya	60	Unsuccessfull
22	Raudatul Akmalia	80	Successful
23	Refi Mariska Putri	60	Unsuccessfull
24	Rina Alkana	100	Successful
25	Syafrizal	60	Unsuccessfull
26	Sholihin Syukri	60	Unsuccessfull
27	Siti Aisyah	60	Unsuccessfull
28	Yuli	100	Successful
29	Yunda Fitri Rahmadani	80	Successful
30	Yufrizal Efendi	80	Successful
	Total	$\Sigma X =$ 2,220	
	Mean	$\bar{X} = 74$	

The result of test in the cycle II, it showed that the total score of the students was 2,220 and the number of students who success the test was 18 students, and the mean of the students reading narrative text by DRTA Strategy score of the test was

74. It could be concluded that the students narrative text score in the test cycle II was improved. The percentage of the students' score was 86,66% consist of 18 students successes and achieved score 75 or up 75. So, the test in cycle II was categorized successful

c. Observation

The observation was done in the second cycle. All the activities during the teaching learning process had been observed. They were as follows: 1). Most of the students were active and interested while learning, 2) Many students thought silent way method in narrative text is improve their reading narrative text 3).The mean score of the students was categorized success is 79.83.

Quantitatively, the result of test in the cycle II, it showed that the total score of the students was 2,475 and the number of students who success the test was 18 students, and the mean of the students reading narrative text by DRTA strategy score of the test was 74. It could be concluded that the students narrative text score in the test cycle II was improved. The percentage of the students' score was 86,66 % consist of 20 students successes and achieved score 75 or up 75. So, the test in cycle II was categorized successful. The data can be seen in appendix .

d. Reflection

In this phase, all students had been able to do text DRTA as the strategy to understanding meaning of the text . Students' reading comprehension had been improved. From the observation result of every meeting, it could be concluded that teaching learning process in which applied could be run well.

Based on the reflection of this cycle, it wasn't needed to conduct the third cycle. The cycle of this research could be stopped because the students' reading comprehension had been improved.

B. Discussion

This research was conducted to find out the improvement of the students' ability in reading DRTA Strategy. It is one of the strategy that could be used by the teacher in teaching English to improve the students' ability in reading . The research that had been done by the researcher indicated that the DRTA Strategy was effective and could be used in teaching reading. It could be seen from the tables that showed us the improvement of the students' score from pre- cycle test, test in cycle 1 and test in cycle II. The improvement because of the teacher knew how to control the class and created the active class. Besides that, the strategy helped the students to understand the subject easily.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

To Improve The Students' Ability At Reading comprehension At The Eleventh Grade Of SMAN 1 TALAWI by using DRTA strategy, the researcher gave test in the cycle I and II to know how far the students' ability, it could be concluded that:

1. The students' ability at reading comprehension before implementing DRTA strategy, the students felt difficulties to learn read a text, and students still had low ability at reading text. Before implementing DRTA Strategy, the researcher gave tests to the students. The result of the analysis data showed that mean of the pre- cycle test was 52,66 and only 4 students (13,33%) who got score 75 and passed the test.
2. The students response in teaching learning process the implementation DRTA, the students more active in teaching learning process, and the students felt interesting and enjoy at reading text by using DRTA. When used DRTA, the researcher gave test to the students. The result of analysis data showed that mean of test in cycle I was 52 and only 8 students who got score 75 and passed the test.
3. The students' ability reading after implementing Strategy, the students felt enjoy and happy in teaching learning process by using Strategy. This strategy

make the students more active and do the test best on their understanding. After implementing strategy, the researcher gave test to the students. The result of analysis the data showed that the mean of the students' reading comprehension post test II was 74 and 18 students (60%) who got score 75 and passed the test. The score continuously improved from the first evaluation to the third evaluation. The observation result showed that the students gave their good attitude and responses during teaching and learning process by applying the strategy

B. Suggestion

Some suggestions were offered namely:

1. For the teacher , it is useful to apply DRTA Strategy as one of the alternative way in teaching reading in narrative text to make a variation in teaching reading in narrative text so that the students do not get bored in learning English especially in reading in narrative text
2. For school, it is useful to make an provide the tool which supported English Reading Learning
3. For the other researcher, it is very useful as the additional and become reference in conducting a research which relate to this research.

REFERENCES

- Catherine E. Snow , *Reading for Understanding : Toward an R & D Program in Reading Comprehension*. (New York : Cambridge University Press, 2003) p. 11
- Depdiknas. Kurikulum 2006: *Standar Kompetensi Mata Pelajaran*. (Jakarta: Depdiknas, 2006)
- Douglas Brown. *Language Assessment Principle and Classroom Practice* (United States of America : Longman. 2000)
- Farida, Rahim. 2007. *Pengajaran Membaca*. Jakarta: PT. Bumi Aksara
- HB Sutopo, *Metodologi Penelitian Kualitatif*, (Surakarta: UNS Press, 2002), p.78
- Jones, *.Strategies For Reading Comprehension*. [on line]. Accessed on 03 January 2017, Tersedia: [http: //www.readingquest.org/strat/kwl.html](http://www.readingquest.org/strat/kwl.html).
- Lanutut Tolibin, (2013), *Pengaruh Penggunaan Strategy Directed Reading Thinking Activity (DRTA) Terhadap Kemampuan Membaca Pemahaman Pada Siswa. Fakultas Ilmu Pendidikan Universitas Negeri Yogyakarta* .p. 41
- Mahsun, *Metode Penelitian Bahasa Tahapan Strategi, Metode, danTekhniknya*, (Jakarta: PT. Raja Grafindo Persada, 2005), p.13
- Muhammad Habib Shakir, *The Quran Translation Muhammad Habib Shakir English only* (Tahrike Tarsile Quran)
- Peter Westwood, *Reading comprehension*, (Great Britain: Harper Collins Publishers, 2008), p. 56.

Renn, C E, (2002), The Effect of the Directed Reading Thinking Activity on Second Grade Reading Comprehension. Master Theses, Grade Valley State University. P. 15

Shenton, K. Andrew., *Strategies for Ensuring Trustworthiness in Qualitative Research Projects*. (Education for Information: Northumbria University, 2005)) p. 63

Umi, Ruchaniyah, (2010), Increasing Students Understanding of The Sample Past Tense Using Discovery Learning, Jakarta:UIN Syarif Hidayatullah, p.25

Wiesendanger, Katherine D, 2001, *Strategies for Literacy Education ohio* AlfredUniversity

Y. S, & Guba, E. G,*Naturalistic inquiry*. (Newbury Park: CA Sage, 2002) p. 289.

APPENDIXES

Appendixes I

The Students' Score During Cycle I (Post-Test II)

NO	Initial of Students	Score		
		Pre-Test	Cycle I	Cycle II
1.	ARH	80	40	100
2.	BA	60	40	80
3.	DH	60	40	60
4.	DP	40	40	60
5.	E	60	60	40
6.	FU	40	20	40
7.	FAR	80	100	80
8.	HL	60	20	80
9.	J	60	40	80
10.	LHH	80	60	100
11.	MAL	20	40	80
12.	MA	60	60	40
13.	MAS	60	60	100
14.	MRF	40	60	80
15.	MT	40	20	80
16.	ML	40	20	60
17.	NB	60	20	60
18.	NLH	20	40	80
19.	PDS	20	60	100
20.	PR	40	60	80
21.	RAL	60	20	60

22.	RA	20	80	80
23.	RMP	60	80	60
24.	RA	40	80	100
25.	S	20	80	60
26.	SS	40	80	60
27.	SA	80	80	60
28.	Y	60	80	100
29.	YFR	60	40	80
30.	YE	40	60	80

Appendix II

THE PERCENTAGE OF STUDENTS' READING

Cycle		Criteria	Total Students	Percentage
Pre-Test	P^1	Passed	4	13,33%
	P^2	Failed	26	86,6%
Post-Test 1	P^1	Passed	8	26,66%
	P^2	Failed	22	73,33%
Post-Test 2	P^1	Passed	18	60%
	P^2	Failed	12	40%

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	: SMA NEGERI 1 TALAWI
Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI/1
Alokasi Waktu	: 2 x 45 menit (1x pertemuan)
Topik Pembelajaran	: Narrative Text
Pertemuan	: I

I. KOMPETISI INTI

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

. II. KOMPETISI DASAR

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

III. INDIKATOR PENCAPAIN KOMPETENSI

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

IV. TUJUAN PEMBELAJARAN

Siswa dapat :

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

Materi Ajar :

- Teks berbentuk narrative

Metode Pembelajaran :

- Direct Reading thinking activity (DRTA)

V. MATERI PELAJARAN

1. Narrative Text

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

The genetic structure of narrative text:

a. Orientation

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

b. Complication

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

c. Resolution

The crisis is resolved, for better or worse.

d. Re-Orientation

The ending of the story.

e. Evaluation

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

VI. ALOKASI WAKTU

2 x 45 (1 x pertemuan)

VII. STRATEGI PEMBELAJARAN

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

VIII. KEGIATAN PEMBELAJARAN

	Kegiatan Awal	Alokasi Waktu	Life Skill Siswa
	Pendahuluan	5 menit	
	Mempersiapkan kelas Berdoa Menyiapkan PBM Menyampaikan tujuan Apresiasi <ul style="list-style-type: none">▪ Guru menanyakan kembali kepada siswa tentang pembelajaran yang lalu tentang teks narrative.Motivasi▪ Guru mengkontruksi siswa dengan		Relegious, disiplin, dan tanggung jawab Kerja sama Tanggung jawab Potensi diri

	<p>menanyakan yang berkaitan dengan topik.</p> <ul style="list-style-type: none"> ▪ Contohnya: Apakah kalian pernah membaca teks berbentuk narrative? ▪ Guru merespon jawaban siswa kemudian menghubungkan jawaban siswa pada materi yang akan dibahas. 		
	Kegiatan Inti	60 menit	
	<p>20 menit ke 1</p> <ol style="list-style-type: none"> 1. Guru memberikan stimulus berupa pemberian materi tentang teks narrative 2. Guru memberi penjelasan singkat tentang kegunaan materi yang sedang berlangsung. 3. Siswa mendapatkan penjelasan dari guru tentang teks narrative. 4. Siswa menulis tentang materi tersebut. 5. Siswa bertanya jika menemukan kata-kata sulit. <p>20 menit ke 2</p> <ol style="list-style-type: none"> 6. Kemudian guru membaca teks berbentuk narrative kepada siswa. 		<ol style="list-style-type: none"> 1. Elaborasi (mandiri, tanggung jawab, kerja sama) 2. Eksplorasi (tanggung jawab) 3. Elaborasi (kerja sama, tanggung jawab, potensi diri, eksistensi)

	<p>7. Siswa mendengarkan dengan seksama.</p> <p>8. Guru menyuruh siswa untuk menulis sebuah teks berbentuk narrative.</p> <p>20 menit ke 3</p> <p>9. Guru meminta siswa untuk membahas contoh soal mengenai teks narrative bersama-sama.</p> <p>10. membiasakan siswa untuk buat teks narrartive.</p> <p>11. Siswa diberikan kesempatan untuk mengemukakan perasaan dan pendapatnya tentang proses pembelajaran.</p>		
	<p>Penutup</p>	<p>15 menit</p>	
	<p>11. Guru melakukan refleksi (guru) dan siswa mengambil kesimpulan tentang teks monolog narrative)</p> <p>12. Guru melakukan evaluasi</p> <p>13. Guru memberikan penugasan yang berkaitan dengan materi teks narrative.</p>		<p>4. Elaborasi (kerja sama, disiplin, dan tanggung jawab)</p> <p>5. Konfirmasi (tanggung jawab)</p>

IX. SUMBER BELAJAR

- a. Buku teks : English teks in Use XI, Aneka Ilmu, 2006
- b. Script berbentuk *Narrative*
- c. Kamus bahasa inggris

❖ MEDIA

- ✓ Teks
- ✓ Spidol
- ✓ Penghapus

X. PENILAIAN HASIL PEMBELAJARAN

A. Jenis Tagihan : Testertulis

Instrumen Soal

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

Kangaroo

A Kangaroo is a animal found only in Australia, although it has a smaller relative, called a wallaby, which lives on the Australian Island of Tasmania and also in New Guinea. Kangaroo eat grass and plants. They have short front legs, but very long, and very strong back, legs and tail. These they use foe setting up on and for jumping. Kangaroo have been known to make forward jumps, of over eight meters, and leap across fences more than threr meters high. Thelsoy can also run at speeds of over 45 Km/hours .

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

Choose the right answer from the multiple choice below!

1. A baby Kangaroo is.....
 - a. Very big
 - b. Very long
 - c. Very tiny
 - d. Very smooth
2. What the title about the text.....
 - a. What the Kangaroo?
 - b. what the buffalo?
 - c. Kangaroo is marsupials
 - d. Kangaroo is Australian
3. The largest Kangaroo are....
 - a. The great grey Kangaroo and the white Kangaroo
 - b. The great blue Kangaroo and the red Kangaroo
 - c. The great grey Kangaroo and the red Kangaroo
 - d. The great red Kangaroo and the green Kangaroo
4. what is the main from first paragraph.....
 - a. Kangaroo's live
 - b. Kangaroo's species
 - c. Kangaroo's job
 - d. Kangaroo's hobby
5. What Kangaroo can run at speeds of over 45 km/hours
 - a. Kangaroo have short front legs but very long.
 - b. Kangaroo can run like lion
 - c. Kangaroo can run like tiger.
 - d. Kangaroo can run zebra.

B. Instrument Penilaian

- Teknik tes tertulis
- Bentuk choose berstruktur prestasi lisan.

No	Nama Siswa	Total Soal	Nilai Per Soal	Total Nilai (jika semua Benar)	Ket
		5	20	100	
1.					
2.					

Medan, February 2019

English Teacher

The Researcher

(Fitri Maharani S.pd)

(Khairun Nisak)

NIP : 19820817 200801 2 005

NIM : 34.15.3.109

The Head Master of SMA NEGERI 1 TALAWI

(Drs. Basaruddin, M.Si)

NIP : 19680812 199512 1 003

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	: SMA NEGERI 1 TALAWI
Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI/1
Alokasi Waktu	: 2 x 45 menit (1x pertemuan)
Topik Pembelajaran	: Narrative Text
Pertemuan	: II

II. KOMPETISI INTI

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

. II. KOMPETISI DASAR

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

III. INDIKATOR PENCAPAIN KOMPETENSI

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

IV. TUJUAN PEMBELAJARAN

Siswa dapat :

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

Materi Ajar :

- Teks berbentuk narrative

Metode Pembelajaran :

- Direct Reading thinking activity (DRTA)

V. MATERI PELAJARAN

1. Narrative Text

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

The genetic structure of narrative text:

f. Orientation

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

g. Complication

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

h. Resolution

The crisis is resolved, for better or worse.

i. Re-Orientation

The ending of the story.

j. Evaluation

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

VI. ALOKASI WAKTU

2 x 45 (1 x pertemuan)

VII. STRATEGI PEMBELAJARAN

- d. Model : Communicative Approach
- e. Metode : Direct Reading Thinking Activity (DRTA)
- f. Pendekatan : Communicative Approach

VIII. KEGIATAN PEMBELAJARAN

	Kegiatan Awal	Alokasi Waktu	Life Skill Siswa
	Pendahuluan	5 menit	
	Mempersiapkan kelas Berdoa Menyiapkan PBM Menyampaikan tujuan Apresiasi <ul style="list-style-type: none">▪ Guru menanyakan kembali kepada siswa tentang pembelajaran yang lalu tentang teks narrative.▪ Guru mengkontruksi siswa dengan Motivasi		Relegious, disiplin, dan tanggung jawab Kerja sama Tanggung jawab Potensi diri

	<p>menanyakan yang berkaitan dengan topik.</p> <ul style="list-style-type: none"> ▪ Contohnya: Apakah kalian pernah membaca teks berbentuk narrative? ▪ Guru merespon jawaban siswa kemudian menghubungkan jawaban siswa pada materi yang akan dibahas. 		
	Kegiatan Inti	60 menit	
	<p>20 menit ke 1</p> <ol style="list-style-type: none"> 1. Guru memberikan stimulus berupa pemberian materi tentang teks narrative 2. Guru memberi penjelasan singkat tentang kegunaan materi yang sedang berlangsung. 3. Siswa mendapatkan penjelasan dari guru tentang teks narrative. 4. Siswa menulis tentang materi tersebut. 5. Siswa bertanya jika menemukan kata-kata sulit. <p>20 menit ke 2</p> <ol style="list-style-type: none"> 6. Kemudian guru membaca teks berbentuk narrative kepada siswa. 		<ol style="list-style-type: none"> 1. Elaborasi (mandiri, tanggung jawab, kerja sama) 2. Eksplorasi (tanggung jawab) 3. Elaborasi (kerja sama, tanggung jawab, potensi diri, eksistensi)

	<p>7. Siswa mendengarkan dengan seksama.</p> <p>8. Guru menyuruh siswa untuk menulis sebuah teks berbentuk narrative.</p> <p>20 menit ke 3</p> <p>9. Guru meminta siswa untuk membahas contoh soal mengenai teks narrative bersama-sama.</p> <p>10. membiasakan siswa untuk buat teks narrartive.</p> <p>11. Siswa diberikan kesempatan untuk mengemukakan perasaan dan pendapatnya tentang proses pembelajaran.</p>		
	<p>Penutup</p>	<p>15 menit</p>	
	<p>11. Guru melakukan refleksi (guru) dan siswa mengambil kesimpulan tentang teks monolog narrative)</p> <p>12. Guru melakukan evaluasi</p> <p>13. Guru memberikan penugasan yang berkaitan dengan materi teks narrative.</p>		<p>4. Elaborasi (kerja sama, disiplin, dan tanggung jawab)</p> <p>5. Konfirmasi (tanggung jawab)</p>

IX. SUMBER BELAJAR

- d. Buku teks : English teks in Use XI, Aneka Ilmu, 2006
- e. Script berbentuk *Narrative*
- f. Kamus bahasa inggris

❖ MEDIA

- ✓ Teks
- ✓ Spidol
- ✓ Penghapus

X. PENILAIAN HASIL PEMBELAJARAN

A. Jenis Tagihan : Testertulis

Instrumen Soal

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

The Good Stepmother

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

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

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

1. The story is about a stepmother who.....

- a. cried every night
- b. Planned to eat her children
- c. Begged a witch for money
- d. Tried to run away from a witch
- e. Saved her children from a witch**

2. which statement is TRUE about the stepmother?

- a. She was the witch's friend.
- b. She loved her stepchildren
- c. She hit the witch with a broom**
- d. She locked her children in a cage
- e. She visited the witch to see her children.

3. "The witch fell into the oven and the stepmother shut the door....."(P.4). The underlined word can be replaced by the word....

- a. Closed**
- b. Opened
- c. Painted
- d. Marked
- e. Polished

4. How did the witch die?

- a. She was burnt in the oven**
- b. She was trapped in a cage
- c. She was hit with a broom
- d. She was locked in her house
- e. She was pushed against the wall.

B. Instrument Penilaian

- Teknik tes tertulis
- Bentuk choose berstruktur prestasi lisan.

No	Nama Siswa	Total Soal	Nilai Per Soal	Total Nilai (jika semua Benar)	Ket
		5	20	100	
1.					
2.					

Medan, February 2019

English Teacher

The Researcher

(Fitri Maharani S.pd)

(Khairun Nisak)

NIP : 19820817 200801 2 005

NIM : 34.15.3.109

The Head Master of SMA NEGERI 1 TALAWI

(Drs. Basaruddin, M.Si)

NIP : 19680812 199512 1 003

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	: SMA NEGERI 1 TALAWI
Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI/1
Alokasi Waktu	: 2 x 45 menit (1x pertemuan)
Topik Pembelajaran	: Narrative Text
Pertemuan	: III

III. KOMPETISI INTI

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

. II. KOMPETISI DASAR

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

III. INDIKATOR PENCAPAIN KOMPETENSI

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

IV. TUJUAN PEMBELAJARAN

Siswa dapat :

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

Materi Ajar :

- Teks berbentuk narrative

Metode Pembelajaran :

- Direct Reading thinking activity (DRTA)

V. MATERI PELAJARAN

1. Narrative Text

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

The genetic structure of narrative text:

k. Orientation

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

l. Complication

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

m. Resolution

The crisis is resolved, for better or worse.

n. Re-Orientation

The ending of the story.

o. Evaluation

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

VI. ALOKASI WAKTU

2 x 45 (1 x pertemuan)

VII. STRATEGI PEMBELAJARAN

- g. Model : Communicative Approach
- h. Metode : Direct Reading Thinking Activity (DRTA)
- i. Pendekatan : Communicative Approach

VIII. KEGIATAN PEMBELAJARAN

	Kegiatan Awal	Alokasi Waktu	Life Skill Siswa
	Pendahuluan	5 menit	
	Mempersiapkan kelas Berdoa Menyiapkan PBM Menyampaikan tujuan Apresiasi <ul style="list-style-type: none">▪ Guru menanyakan kembali kepada siswa tentang pembelajaran yang lalu tentang teks narrative.Motivasi▪ Guru mengkontruksi siswa dengan		Relegious, disiplin, dan tanggung jawab Kerja sama Tanggung jawab Potensi diri

	<p>menanyakan yang berkaitan dengan topik.</p> <ul style="list-style-type: none"> ▪ Contohnya: Apakah kalian pernah membaca teks berbentuk narrative? ▪ Guru merespon jawaban siswa kemudian menghubungkan jawaban siswa pada materi yang akan dibahas. 		
	Kegiatan Inti	60 menit	
	<p>20 menit ke 1</p> <ol style="list-style-type: none"> 1. Guru memberikan stimulus berupa pemberian materi tentang teks narrative 2. Guru memberi penjelasan singkat tentang kegunaan materi yang sedang berlangsung. 3. Siswa mendapatkan penjelasan dari guru tentang teks narrative. 4. Siswa menulis tentang materi tersebut. 5. Siswa bertanya jika menemukan kata-kata sulit. <p>20 menit ke 2</p> <ol style="list-style-type: none"> 6. Kemudian guru membaca teks berbentuk narrative kepada siswa. 		<ol style="list-style-type: none"> 1. Elaborasi (mandiri, tanggung jawab, kerja sama) 2. Eksplorasi (tanggung jawab) 3. Elaborasi (kerja sama, tanggung jawab, potensi diri, eksistensi)

	<p>7. Siswa mendengarkan dengan seksama.</p> <p>8. Guru menyuruh siswa untuk menulis sebuah teks berbentuk narrative.</p> <p>20 menit ke 3</p> <p>9. Guru meminta siswa untuk membahas contoh soal mengenai teks narrative bersama-sama.</p> <p>10. membiasakan siswa untuk buat teks narrartive.</p> <p>11. Siswa diberikan kesempatan untuk mengemukakan perasaan dan pendapatnya tentang proses pembelajaran.</p>		
	<p>Penutup</p>	<p>15 menit</p>	
	<p>11. Guru melakukan refleksi (guru) dan siswa mengambil kesimpulan tentang teks monolog narrative)</p> <p>12. Guru melakukan evaluasi</p> <p>13. Guru memberikan penugasan yang berkaitan dengan materi teks narrative.</p>		<p>4. Elaborasi (kerja sama, disiplin, dan tanggung jawab)</p> <p>5. Konfirmasi (tanggung jawab)</p>

IX. SUMBER BELAJAR

- g. Buku teks : English teks in Use XI, Aneka Ilmu, 2006
- h. Script berbentuk *Narrative*
- i. Kamus bahasa inggris

❖ MEDIA

- ✓ Teks
- ✓ Spidol
- ✓ Penghapus

X. PENILAIAN HASIL PEMBELAJARAN

A. Jenis Tagihan : Testertulis

Instrumen Soal

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

The Rats and The Elephants

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

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

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

The Rats king immediately took his entire group of Rats and they cut open the nets which had trapped the Elephants herd. The Elephents herd was totally set free. They danced with joy and thank the Rats.

Choose The Right Answer from the multiple choice below!

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

- a. A Narrative Text**
- b. A Description Text
- c. A Recount Text
- d. An Anecdote Text
- e. An Expository Text

2. What destroyed the homes of all Rats?

- a. A group of mice did
- b. The hunter did
- c. Elephant-hunter did
- d. A group of Elephant did**
- e. Elephant's herd

3. What helped the Elephant's herd free?

- a. The Elephant's-hunter did
- b. the hunters did
- c. The trapped Elephants did
- d. A group of king did
- e. Entire group of Rats did**

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

- a. Indentification
- b. Orientation**
- c. Complication
- d. Resolution
- e. Description

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

a. Angry

b. Sad

c. Happy

d. Dead

e. Disappointed

B. Instrument Penilaian

- Teknik tes tertulis
- Bentuk choose berstruktur prestasi lisan.

No	Nama Siswa	Total Soal	Nilai Per Soal	Total Nilai (jika semua Benar)	Ket
		5	20	100	
1.					
2.					

Medan, February 2019

English Teacher

The Researcher

(Fitri Maharani S.pd)

(Khairun Nisak)

NIP : 19820817 200801 2 005

NIM : 34.15.3.109

The Head Master of SMA NEGERI 1 TALAWI

(Drs. Basaruddin, M.Si)

NIP : 19680812 199512 1 003

APPENDIX

Pre- Test

The Good Stepmother

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

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

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

Sumber : English Texts in Use XI, 2006

APPENDIX

Tets in cycle I

Kangaroo

A Kangaroo is a animal found only in Australia, although it has a smaller relative, called a wallaby, which lives on the Australian Island of Tasmania and also in New Guinea. Kangaroo eat grass and plants. They have short front legs, but very long, and very strong back, legs and tail. These they use foe setting up on and for jumping. Kangaroo have been known to make forward jumps, of over eight meters, and leap across fences more than threr meters high. Thelsoy can also run at speeds of over 45 Km/hours .

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

Sumber : English Texts in Use XI, 2006

Appendix IX

INTERVIEW SHEET

The Interview Result With The English Teacher Before Conducting

- The Researcher** : How long have you been teaching here?
- Teacher** : I have been teaching 9 years.
- The Researcher** : what do you think about the students' interest and achievement to study English especially in reading narrative text?
- Teacher** : They interest in study English but the students still low, especially in reading. They are difficult to find the main idea, they are also difficult to know meaning the words.
- The Researcher** : What kind of learning strategy do you usually use to teach reading?
- Teacher** : Usually, I divided the students to make a groups. I give material text, they read and discussing about the topic.
- The Researcher** : Is it important to use a learning strategy in teaching reading?
- Theacher** : Yes, I think it is important because to encourage students more active.
- The Researcher** : Do you know about DRTA strategy?
- Teaher** : Yes, I know.
- The Researcher** : What do you think about my strategy, using DRTA in reading Strategy?
- Teacher** : I think this media is very good for teaching reading beacuse it make students interesting of it. As we know students love reading. This media also elicite the students mind to explore the material.
- The Researcher** : Do you think the strategy using DRTA can improve the students' ability in reading text?
- Teacher** : Yes, I think this method can improve the students' ability in reading text, because this media make enjoy when the

students learn together in group and they understand more narrative text.

The Researcher : Thank for the support and helping in this research, Miss...

Appendix X

The Interview Result With The Students Before Conducting The Research

- The Researcher** : Menurut kamu pembelajaran Bahasa Inggris sulit atau mudah?
- Students I** : Menurut saya pembelajaran Bahasa Inggris sulit, karena terkadang tidak tau arti dari kata.
- Students II** : Menurut saya Miss, ada susah dan ada gampang, susahnya kalau menjawab pertanyaan berdasarkan teks.
- Students III** : Kalau menurut saya, pembelajaran Bahasa Inggris susah, bingung artinya, pengucapannya dan menentukan ide dalam text.
- The Researcher** : Bagaimana menurut kalian reading dalam Bahasa Inggris?
- Students I** : Reading itu membaca teks yang harus kita tahu makna teks itu.
- Students II** : Kemampuan membaca untuk mengerti seluruh isinya.
- Students III** : Membaca dan memahami teks.
- The Researcher** : Bagaimana biasanya guru mengajar reading di dalam kelas?
- Students I** : Biasanya di bagi beberapa kelompok dan mendiskusikan materi teks.
- Students II** : Membaca satu persatu teks.
- Students III** : Membaca teks lalu mengartikan serta menjawab soal dari teks.

The Interview Result With The English Teacher After Conducting The Research

The Researcher : What do you think about DRTA strategy to the students' achievement?

Teacher : I think DRTA strategy is good to apply in learning English subject especially reading.

The Researcher : Do you think DRTA learning strategy is suitable to be applied?

Teacher : I think DRTA strategy suitable to use in teaching reading. It can increase the students' knowledge in understanding the text as a whole.

The Interview Result With Students After Conducting The Research

The Researcher : Apa pendapat kamu tentang strategi DRTA dalam pembelajaran Reading materi narrative teks?

Students I : Strategi DRTA membuat saya mudah memahami teks secara keseluruhan.

Students II : Saya senang belajar dengan menggunakan strategi ini, Miss, karena lebih mudah untuk mempelajari reading.

Students III : Menyenangkan Miss, karena strategi DRTA memudahkan saya untuk menemukan ide pokok dalam sebuah teks.

Appendix XI

OBSERVATION SHEET

Meeting I

No	Focus	Activities	Meeting I	
			Yes	No
1	The Researcher as the Teacher	The Teacher comes on 1.Time	✓	
		2.The Teacher greets the Students	✓	
		3.The Teacher checks the Students' attendance list	✓	
		4.The Teacher delivers the learning objectivities	✓	
		5.The Teacher explains the Narrative Texts	✓	
		6.The Teacher gives the texts to the Students	✓	
		7.The Teacher gives the opportunities for the Students to ask a question if they do not understand the learning material.	✓	
		8.The Teacher manages the learning sources		
		9.The Teacher gives the learning sources	✓	
		10.The Teacher manages the time effectively	✓	

		11.The Teacher concludes the lesson	✓	
		12.The Teacher manages the class effectively		✓
		13.The Teacher conveys the texts lesson plan	✓	
2	The Students	14. The Students come on time		✓
		15. The Students Answer the Teachers' greeting	✓	
		16. The Students listen and pay attention to the Teachers explanation		✓
		17. The Students study seriously		✓
		18. The Students answer the questions which are given by the Teacher	✓	
		19. The Students are intersted and enthusiatic in learning Reading Narrative text by using DRTA strategy	✓	
		20. The Students read the text and answer the question	✓	
		21. The Students give good responses to the material given	✓	
		22. The Students uses the dictionary to find the meaning	✓	
		23. The Students use dictionary to do the text		✓
		24. All of the Students	✓	

		answer the text given		
3	The Context	25. The classroom is noisy	✓	
		26. The classroom is comfortable		✓
		27. The Classroom has medias, such as; whiteboard, marker, and duster.	✓	

Appendix XII

OBSEVATION SHEET II

No	Focus	Activities	Meeting I	
			Yes	No
1	The Researcher as the Teacher	The Teacher comes on		
		1.Time	✓	
		2.The Teacher greets the Students	✓	
		3.The Teacher cheecks the Students' attendance list	✓	
		4.The Teacher delivers the learning objectivities	✓	
		5.The Teacher explains the Narrative Texs	✓	
		6.The Teacher gives the texts to the Students	✓	
		7.The Teacher gives the opportunities for the Students to ask a question if they do not understand the learning material.	✓	
		8.The Teacher manages the learning sources		
		9.The Teacher gives the learning sources	✓	
		10.The Teacher manages the time effetively	✓	
11.The Teacher concludes the lesson	✓			

		12.The Teacher manages the class effectively	✓	
		13.The Teacher conveys the texts lesson plan	✓	
2	The Students	14. The Students come on time	✓	
		15. The Students Answer the Teachers' greeting	✓	
		16. The Students listen and pay attention to the Teachers explanation	✓	
		17. The Students study seriously	✓	
		18. The Students answer the questions which are given by the Teacher	✓	
		19. The Students are intersted and enthusiatic in learning Reading Narrative text by using DRTA strategy	✓	
		20. The Students read the text and answer the question	✓	
		21. The Students give good responses to the material given	✓	
		22. The Students uses the dictionary to find the meaning	✓	
		23. The Students use dictionary to do the text	✓	
		24. All of the Students answer the text given	✓	
3	The Context	25. The classroom is noisy		✓

		26. The classroom is comfortable		✓
		27. The Classroom has medias, such as; whiteboard, marker, and duster.	✓	

Appendix XIII

OBSEVATION SHEET III

No	Focus	Activities	Meeting I	
			Yes	No
1	The Researcher as the Teacher	The Teacher comes on		
		1.Time	✓	
		2.The Teacher greets the Students	✓	
		3.The Teacher cheecks the Students' attendance list	✓	
		4.The Teacher delivers the learning objectivities	✓	
		5.The Teacher explains the Narrative Texs	✓	
		6.The Teacher gives the texts to the Students	✓	
		7.The Teacher gives the opportunities for the Students to ask a question if they do not understand the learning material.	✓	
		8.The Teacher manages the learning sources		
		9.The Teacher gives the learning sources	✓	
		10.The Teacher manages the time effetively	✓	
11.The Teacher concludes the lesson	✓			

		12.The Teacher manages the class effectively	✓	
		13.The Teacher conveys the texts lesson plan	✓	
2	The Students	14. The Students come on time	✓	
		15. The Students Answer the Teachers' greeting	✓	
		16. The Students listen and pay attention to the Teachers explanation	✓	
		17. The Students study seriously	✓	
		18. The Students answer the questions which are given by the Teacher	✓	
		19. The Students are intersted and enthusiatic in learning Reading Narrative text by using DRTA strategy	✓	
		20. The Students read the text and answer the question	✓	
		21. The Students give good responses to the material given	✓	
		22. The Students uses the dictionary to find the meaning	✓	
		23. The Students use dictionary to do the text	✓	
		24. All of the Students answer the text given	✓	
3	The Context	25. The classroom is noisy		✓

		26. The classroom is comfortable	✓	
		27. The Classroom has medias, such as; whiteboard, marker, and duster.	✓	

- Question the Stepmother text
1. What the title about that above?
- a. A bad Stepmother
 - b. A Stepmother always Cry
 - c. The well of Stepmother
 - d. A Good Stepmother and so nice.
2. The story is about a Stepmother who...
- a. Cried every night
 - b. Planned to eat her children
 - c. begged a witch for money
 - d. Saved her children from a witch
3. Which statement is TRUE about the Stepmother?
- a. She was the witch's friend
 - b. She loved her ~~step~~ children.
 - c. She hit the witch a broom.
 - d. She visited the witch to see her children.
4. "The witch fell into the oven and the Stepmother shut the door."
-- (p. 4) - The underlined word can be replaced by the word.
- a. closed
 - b. opened
 - c. painted
 - d. market
5. How did the witch die?
- a. She was burnt in the oven
 - b. She was trapped in a cage
 - c. She was hit with a broom.
 - d. She was locked in her house.

Nama = Rahma Alya
Kelas = XI - IPS

Date: _____

Question the stepmother text

1. What the title about text above?

a. A bad stepmother

(b) A stepmother always cry

c. The well of stepmother

d. A Good stepmother and so nice.

2. The story is about a stepmother who...

a. Cried every night

(b) Planned to eat her children

c. begged a witch for money

d. saved her children from a witch

3. Which statement is TRUE about the stepmother?

a. she was the witch's friend

b. she loved her ~~step~~ stepchildren.

c. she hit the witch a broom.

d. she visited the witch to see her children.

4. "the witch fell into the oven and the stepmother shut the door

-- (p.4) - The underlined word can be replaced by the word.

a. closed

c. painted

(b) opened

d. market

5. How did the witch die?

(a) she was burnt in the oven

b. she was trapped in a cage

c. she was hit with a broom.

d. she was locked in her house.

1. Nama = Frijon ALVID Kueji
Kelas = XI - IPS 2

No.

Date.

Question the kangaroo text.

1. A baby kangaroo is?...

- a. Very big
- b. Very long
- c. Very tiny
- d. Very smooth.

2. What the title about the text?...

- a. What the kangaroo?
- b. What the buffalo?
- c. kangaroo is marsupials.
- d. kangaroo is Australian.

3. The largest kangaroo are?...

- a. The great grey kangaroo and the white kangaroo
- b. the great blue kangaroo and the red kangaroo
- c. the grey kangaroo and the red kangaroo
- d. the great kangaroo and the green kangaroo

4. What is the mean from first paragraph?...

- a. kangaroo's live
- b. kangaroo's species
- c. kangaroo's job
- d. kangaroo's hobby

5. Why kangaroo can run at speeds of over 45 km per hours?...

- a. kangaroo have short front leg but very long.
- b. kangaroo can run like lion.
- c. kangaroo can run like tiger
- d. kangaroo can run like zebra.

1 Nama : Hermayani Lubis
Kelas : XI - IPS 2

No.

Date.

Question the kangaroo text.

1. A baby kangaroo is?...

- a. Very big
- b. Very long
- c. Very tiny
- d. Very smooth.

2. What the title about the text?...

- a. What the kangaroo?
- b. What the buffalo?
- c. kangaroo is marsupials.
- d. kangaroo is Australian.

3. The largest kangaroo are?...

- a. The great grey kangaroo and the white kangaroo
- b. the great blue kangaroo and the red kangaroo
- c. the grey kangaroo and the red kangaroo
- d. the great kangaroo and the green kangaroo

4. What is the mean from first paragraph?...

- a. kangaroo's live
- b. kangaroo's species
- c. kangaroo's job
- d. kangaroo's hobby

5. Why kangaroo can run at speeds of over 45 km per hours?...

- a. kangaroo have short front leg but very long.
- b. kangaroo can run like lion.
- c. kangaroo can run like tiger
- d. kangaroo can run like zebra.

kelas : XI-IPS-2

Question the rats and the Elephants.

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

- a. a narrative text
- b. a description text
- c. a recount text
- d. an anecdote text

2. What destroyed the homes of all rats?

- a. a group of mice did
- b. the hunter did
- c. elephant - hunter did
- d. a group of elephant did

3. What helped the elephant's herd free?

- a. The elephant-hunter did
- b. The hunters did
- c. The trapped elephants did
- d. Entire group of rats did

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

- a. Identification
- b. Orientation
- c. Complication
- d. Resolution

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

- a. angry
- b. sad
- c. happy
- d. dead.

nama : ...
kelas : XI - IPS

Question the rats and the Elephants.

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

- a. a narrative text
- b. a description text
- c. a recount text
- d. an anecdote text

2. What destroyed the homes of all rats?

- a. a group of mice did
- b. the hunter did
- c. elephant - hunter did
- d. a group of elephant did

3. What helped the elephant's herd free?

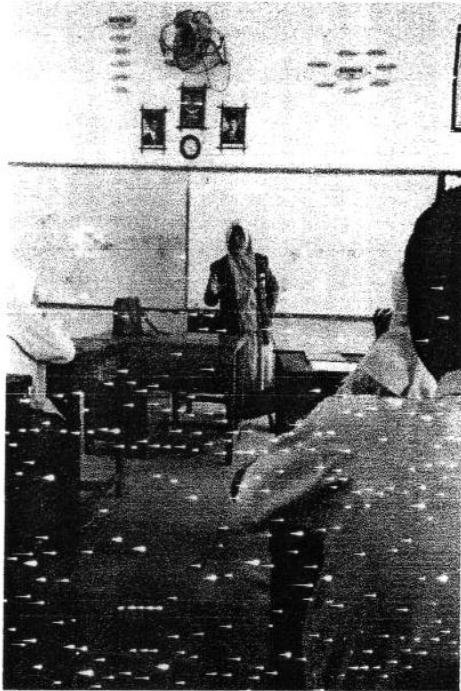
- a. The elephant-hunter did
- b. The hunter did
- c. The trapped elephants did
- d. Entire group of rats did

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

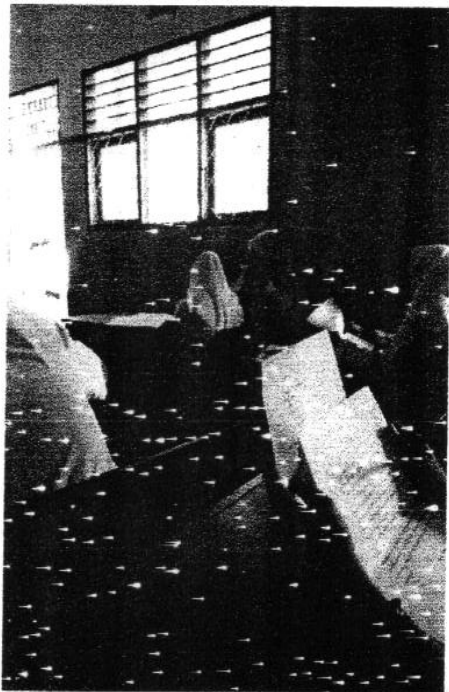
- a. Identification
- b. orientation
- c. complication
- d. Resolution

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

- a. angry
- b. sad
- c. happy
- d. dead.



The students exercise a multiple choice.





KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Williem Iskandar Pasar V Medan Estate 20371 Telp. (061) 6615683-6622925 Fax. 6615683
Website : www.fitk.uinsu.ac.id e.mail : fitk@uinsu.ac.id

Nomor : B-10597/ITK/ITK.V.3/PP.00.9/08/2019
Lampiran : -
Hal : Izin Riset

Yth. Ka. SMA Negeri 1 Talawi

Assalamu'alaikum Wr. Wb.

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama : KHAIRUN NISAK
Tempat/Tanggal Lahir : Desa Dahari Selebar, 16 Februari 1997
NIM : 34153109
Semester/Jurusan : IX/Pendidikan Bahasa Inggris

Untuk hal dimaksud kami mohon memberikan izin dan bantuannya terhadap pelaksanaan Riset di SMA Negeri 1 Talawi, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

"IMPROVING READING COMPREHENSION TROUGH DRTA METHOD AT SMA NEGERI 1 TALAWI"

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Wassalam
a.n. Dekan

Ketua Jurusan PBI



Dy. Sholihatul Mamidah Dly. M.Hum.
19750622 200312 2 002

Tembusan:
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan.



PEMERINTAH PROVINSI SUMATERA UTARA
DINAS PENDIDIKAN
SEKOLAH MENENGAH ATAS (SMA) NEGERI 1 TALAWI

Jl. BesarDesa Pahang Kec. TalawiKab. Batu Bara Kode Pos 21254
☎ (0623) 451455 Email : smansatalawibatubara@gmail.com

Nomor : 800 / 424 – SMA / 2019
Perihal : Sudah Melakukan Penelitian

Talawi , 29 September 2019
KepadaYth :
Bapak Ketua Jurusan PBI
di-
Tempat,

Berdasarkan Surat Kementerian Agama Republik Indonesia Universitas Islam Negeri Sumatera Utara Mendan Fakultas Ilmu Tarbiyah Dan Keguruan Nomor : B- 10597/ITK/ITK.V.3/PP.00.9/08/2019. tentang Permohonan Izin Penelitian, Kepala SMA Negeri 1 Talawi dengan ini menerangkan bahwa :

Nama : KHAIRUN NISAK
Tempat /Tanggal Lahir : Desa Dahari Selebar, 16 Februari 1997
NIM : 34153109
Semester / Jurusan : IX / Pendidikan Bahasa Inggris

Telah melakukan Penelitian di SMA Negeri 1 Talawi Kab. Batu Bara, dengan judul Penelitian “*IMPROVING READING COMPREHENSION TROUGH DRTA METHOD AT SMA Negeri 1 Talawi*”. Pada Tanggal 20 s/d 29 September 2019.

Demikian surat ini kami perbuat dan atas perhatiannya kami ucapkan terimakasih.



BIOGRAPHY



The writer's name is Khairun Nisak. She was born on December 16th 1997 in Desa Dahari Indah, kab Batu Bara, North Sumatera. She is 22 years old. She is Indonesian and a Muslim. People around her usually call her Nisa. She is the youngest daughter of Mr. BERLIAN and Mrs. AMNAH . She has one sister, namely: Lilis Suryani. And two youghersisters, namely: Fatimah Syuri and Fahrul Rozi

Her formal education started from 2003- 2009 in primary school, SD Negeri 014739 Dahari Indah, Batu Bara, North Sumatera. Then from 2009- 2012 she continued her education in SMP Negeri 1 Talawi, Desa Dahari Selebar , Batu Bara, North Sumatera. And the she finishid her Senior High School in SMA Negeri 1 Talawi, Desa Pahang , Batu Bara, North Sumatera from 2012-2015. And then in 2015-2019 she graduated from English Education Department of State Islamic University of North Sumatera.