



**THE EFFECT OF DIRECTED READING THINKING ACTIVITY (DRTA)
TO STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT
AT GRADE XI IN MAS BABUSSALAM BASILAM BARU**

A THESIS

*Submitted to the State Institute for Islamic Studies Padangsidempuan as
a Partial Fulfillment of the Requirement for Graduate Degree of Islamic
Educational (S.Pd.I) in English*

WRITTEN BY:

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**TARBIYAH AND TEACHER TRAINING FACULTY STATE
INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
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LETTER OF AGREEMENT

Term : A Thesis
a.n. Anni Mariana
Appendix : 7 (Seven) Exemplars

Padangsidimpuan, 08st July 2015
To:
Dean Tarbiyah and Teacher
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Assalamualaikum Wr.Wb

After reading, studying and giving advices for necessary revision on thesis belongs to Anni Mariana, entitled **“The Effect of Directed Reading Thinking Activity (DRTA) To Students’ Reading Comprehension of Narrative Text at Grade XI in Mas Babussalam Basilam Baru”**, we approved that the thesis has been acceptable the complete and fulfill the requirement to fulfill for the degree of graduated of Islamic Education (S.Pd.I) in English.

Therefore, we hoped that the thesis will soon be examined in front of the Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.

Wassalamu’alaikum Wr.Wb.

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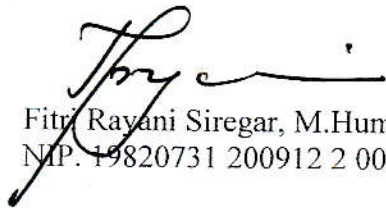
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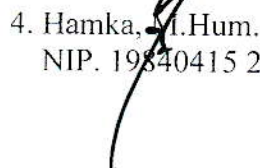
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Cumulative Achievement Index	: 2.87
Predicate	: Good



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ACTIVITY (DRTA) TO STUDENTS' READING
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ABSTRACT

This research was taken based on fact of the problem in learning English especially in reading comprehension. The researcher identified many problems such as students taught the reading comprehension and there were learning difficult to express their ideas they had less vocabulary and grammar, lack of interest, and motivation. The aimed of this research to know was there an effect of directed reading thinking Activity Significantly to students' reading comprehension in narrative text at MAS BabussalamBasilamBaru.

The research was conducted by experimental method. The population was that consist of six classes of the XI Grade students with the total Number of students are 110 students of MAS BabussalamBasilamBaru. Then sample they were: class XI₁ consist of 17 student s for experimental class, and control class XI₂ consist of 17, the total sample were 34 students. Next, the pre-test and post-test about reading comprehension were given to the respondent. To analyze the data, the researcher used formulation of T-test.

It was found that the value of "t_o" count was greater than the value of "t" table (2.45 > 1.694). The hypothesis was accepted. It means "There was significant effect of directed reading thinking activitiy (DRTA) to students' reading comprehension of Narative texts at grade XI in MAS BabussalamBasilamBaru."

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Praised be to Allah SWT, the most Creator and Merciful who has given me the health, time knowledge and strength to finish the thesis entitled "The Effect Of Directly Reading Thinking Activity (DRTA) To Students' Reading Comprehension Of Narrative Text At Grade XI In Mas Babussalam Baru". Besides, peace and greeting be upon to the prophet Muhammad saw who has brought the human from the darkness era into the lightness era.

It is pleasure to acknowledgement the help and contribution to all of lecturers, institution, family and friends who have contributed in different ways hence this thesis is processed until it becomes a complete writing. Therefore, in this chance I would like to express my deepest gratitude to the following people:

1. Eka Sustris Harida, M.Pd., as the first advisor and Fitri Rayani Siregar, M.Hum as the second advisor who have guided, supported and suggested me with great patience to finish this thesis as well.
2. The Rector of IAIN Padangsidimpuan, Dr. H. Ibrahim Siregar, MCL, who has given chance and time. Therefore, I could learn and got some knowledge from IAIN Padangsidimpuan.
3. Mrs. Hj. Zulhingga, S.Ag., M.Pd., the Dean of Tarbiyah Education and Pedagogy Faculty.
4. Mrs. Rayendriani Fahmei Lubis, M.Ag., the Chief of English Education Department.

5. All lecturers and all the academic cavities of IAIN Padangsidempuan who have given so much knowledge and helped during I studied in this beloved institute.
6. My belove parent, (Alm. Mr. Mara Inten Siagian and Mrs. Samia Harahap) who have given research support in moral, pray, motivation, material during and after finishing academic year in IAIN Padangsidempuan.
7. Thanks are due to my husband Arwan Hasibuan and my daughter Nurul Aisyiyah Hasibuan who gave support and motivation during studying in IAIN Padangsidempuan.
8. Thanks are due to all of my brothers Ali Mora Siagian, S.Sos.I, Alim Ulama, S.Pd, Amrul Iman, S.Pd, and my sisters Darlina Siagian and Lenni Sumarni Siagian who have support and motivation during studying in IAIN Padangsidempuan.
9. My lovely friends Titi Madaira, Nurlena, Eka Rahmayani, Nirma Pebrianti, Safitri and all of my friends in TBI-1, TBI-2, and also all of my friends in IAIN Padangsidempuan. Good luck for you.

I realize this thesis cannot be considered perfect without critiques and **suggestion**. Therefore, it is such a pleasure for me to get critiques and suggestion **from** the readers to make this thesis better.

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5. All lecturers and all the academic cavities of IAIN Padangsidimpuan who have given so much knowledge and helped during I studied in this beloved institute.
6. My belove parent, (Alm. Mr. Mara Inten Siagian and Mrs. Samia Harahap) who have given research support in moral, pray, motivation, material during and after finishing academic year in IAIN Padangsidimpuan.
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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Reading is one of the English skills that should be mastered by the students. If the students can not master reading, they will get many difficulties in understanding English text. Such as, they cannot get information from written or printed material, they cannot response text well, they cannot express their ideas or feelings into written forms, or they cannot pass in national examination because it is sure need the good reading skills, and so forth. Moreover, in Al — Qur'an Surah Al-Alaq verse 1-5, Allah invites the human to read and write as follows:

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

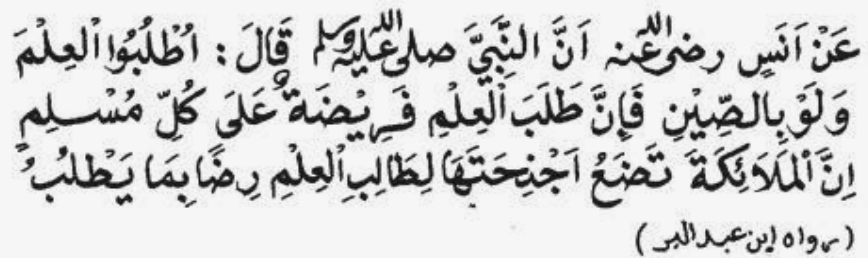
Meaning: “Recite in the name of your lord who created, created man from a clot if congealed blood recite, and your lord is the most generous who taught by pen, taught man what he didn't know”.¹

¹Abdullah Yusuf dkk, The Meaning lithe Holy Qur'an in English Language, (Al — Alami publication: Beirut, 2001), p.924.

Based on the explain of above, with the name of ALLAH, so we remembered given us the healthy, time and opportunity for doing something. And then you know who is to score goal.

Furthermore, the Prophet Muhammad Saw said:

seek knowledge even though up to the land of China , Truly seek knowledge is obligatory for the Islamic setiap .



عَنْ أَنَسٍ رَضِيَ اللَّهُ عَنْهُ أَنَّ النَّبِيَّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ قَالَ: اُطْلُبُوا الْعِلْمَ وَلَوْ بِالصِّينِ فَإِنَّ طَلَبَ الْعِلْمِ فَرِيضَةٌ عَلَى كُلِّ مُسْلِمٍ إِنَّ الْمَلَائِكَةَ تَتَوَقَّعُ أَجْرَ حَتَّى لِيَطْلُبَ الْعِلْمَ رِضًا بِمَا يَطْلُبُ (رواه ابن عبد البر)

Artinya:

Dari Anas r.a. bahwa Rasulullah saw. bersabda, "Carilah ilmu walaupun sampai ke negeri Cina. Sesungguhnya mencari ilmu itu wajib bagi setiap orang Islam. Sungguh, para malaikat akan meletakkan sayap-sayapnya"»²

Based on the verse above, explains that browsing knowledge includes browsing English is obligation by Muslim people. Almost countries have adapted English used as compulsory subject at schools. The national education has decided that English as a foreign language that taught in Indonesia schools. It is learnt started from primary schools up to university. People realize that teaching English at this level becomes very important and need much concern. As an English teacher, someone demands to explore effective techniques, method, and approach.

² Muhammad Puad Abdull Baqi, *Sunnah Ibnu Madja, Zul Awal Babul Muqoddimah*, (Beirut-Libanon: dan Alkitab Ilmiah, ttp) p. 81.

Reading is the most important skills in language learning besides listening, speaking, and writing. In reading, the students are expected to be able to get the knowledge and familiar with the teacher has explained about the context. It means that reading comprehension, the students are expected have more skill to understand the text. So, it is useless if do not have reading competence involves the competence to find some information in reading text.

As one of basic skill, reading has a very complex process, because students think that it is very difficult to learn. When the students fail to find them. Therefore, those subject make them boring and they always get bad score in reading comprehension. In this case, teacher should make variations and choose a suitable strategy in teaching reading in order to make the students interested.

Based on the Researcher's experience at the Practical Teaching (PPL), most students of senior high school did not interest reading comprehension so the process of teaching reading could not run well because of teaching problem. Most of them are passive in the class. This situation happened because the methodology or the strategy of teaching it was used not suitable. The teacher usually taught reading by translating the text. Therefore, the students always opened the dictionary when they wanted to find out main idea of the reading text.

Based on the interview between researcher and English teacher MAS Babussalam Basilam Baru, it is found that comprehend a text is still a serious problem for the students. The students are difficult to comprehend what they

have read. Students fail to understand how sentences related to one another, so the students are not able to comprehend the text.³

In the teaching learning process, the problem of teaching is not only the teaching material but also the strategy of teaching. The teaching process will not give a good result if the way of teaching was not suitable to the students' condition. Therefore, teaching strategy will make the teaching learning process run well. The teacher must know the suitable strategy for the students to make the students more comfortable in the class especially in learning reading skill. They should avoid monotonous method, because it will make the students boring along the teaching and learning process.

The searching for effective teaching method is a concern and goal for a responsible English teacher in teaching and learning process of English. Based on researcher's observation most English teachers choose lecturing method as general method in teaching without trying to compare with other method. While they know, the effectiveness of teaching method has to be evaluated by the degree of its attainment of specific goals. This means-end relationship is not direct, linear one, but is intervened by the learner and a set of elements associated with the learner's learning.

Due to the explanation above, a teaching method which forces on students learn independently or directly is better than teaching method which does not

³ MAS Babussalam Basilam Baru, Interview with English Teacher in MAS Babussalam Basilam Baru. 20 Oktober 2013.

force on students independently or directly. Directed Reading Thinking Activity (DRTA) is one of teaching method which forces on students learning independently or directed. The Directed Reading Thinking Activity is a popular method for engaging students in reading narrative text for understanding.⁴

Based on the explanation above, the researcher conducts DRTA a reading comprehension in narrative. The researcher decides to carry out a research entitled: The Effect Students' Reading Comprehension of Narrative Text through Directed Reading Thinking Activity.

B. Identification of the Problems

Based on the background the researcher has identified the problem of the researcher as follows: many students get difficulties in learning English especially to comprehend reading, inappropriate reading strategies, from internal and external factors.

C. The Limitation of the Problem

As has been mentioned before, this research is dealing with reading comprehension and the strategies in reading comprehension. The scope of the study has been limited Directed Reading Thinking Activity (DRTA) and reading comprehension in narrative text.

⁴Alan Crawford, *Teaching and Learning Strategies for the Thinking Classroom*, (New York: RWCT, 2005), p.44.

D. Formulation of the problem

Based on the background of the problem above, the writer formulated the research problem as follow: “Is there a significant effect of directed reading thinking Activity to students’ reading comprehension in narrative text at MAS Babussalam Basilam Baru.”

E. Aim of the Research

Based on the formulation of the problem above, the aims the research as follow: “To examine the significant effect of directed reading thinking Activity Significantly to students’ reading comprehension in narrative text at MAS Babussalam Basilam Baru.”

F. The Significances of Research

The Significances of the research were

1. As an input for headmaster in guiding English teacher.
2. As an input for the teacher in teaching learning process especially learning reading.
3. Another researcher, it is as a resource for the other researchers dealing with this topic.

G. Definition of the Operational Variable

To avoid miscommunication of writer and reader in the title of this study, writer will give the definition of the problem from the background above. The definition of the problem as follows:

- a. Directed Reading Thinking Activity is a plan for directing children's reading of either story in content area selection and for encouraging children to think as they read and to make predictions and check their accuracy.⁵
- b. Reading comprehension is an exercise that trains students to understand a language.⁶

H. Outline of the Thesis

The outline of the script included in to five chapters, they are:

The first chapter of background of the problem, identification of the problems, the limitation of the problem, formulation of the problem, aim of the research, the significances of research, definition of the variable and outline of the thesis.

The second chapter is a theoretical description consists description of theory, Directed reading thinking activity (DRTA), related findings, conceptual framework, and hyphotesis.

⁵ Alan Crawford, *Teaching and Learning Strategies for the Thinking Class*, (New York: RWCT, 2005), p.12.

⁶ A.S. Hornby, *Oxford Advanced Learner's Dictionary* (New York: University Press, 2000), p.263.

The third chapter consists of the research methodology, time and place of the research, research design, population, sample, the instrument of data collection, test validity, procedure of the research and technique of data analysis. The fourth chapter as the result of the research that consists of description of the data, description of data after using directed reading thinking activity (DRTA), testing the hypothesis and the limitation of the research.

The fifth chapter as the closing that consist of data conclusisons and suggestion.

CHAPTER II

THEORETICAL DESCRIPTION

A. Description of Theory

In this sub chapter the researcher elaborates some theories relevant to the study. It begins with theories related to reading comprehension and directly reading thinking activity background knowledge strategy.

1. Description of Reading Comprehension

a. The Definition of Reading

Reading proficiency is the most fundamental skill critical in academic learning and success in school. Reading is fluent process of reader combining information from a text and own background knowledge to build meaning.¹ And the goal of reading is comprehension. In addition, “Reading means to understand the meaning of printed words is that written symbols.² Then, reading is bringing meaning to and getting meaning from printed material or writing material.³ Reading can be seen as a kind of dialogue between the reader and the text or even between the reader and author.⁴

¹David Nunan, *Practical English Language Teaching*, (New York: Mc. Grow Hill, 2003), p. 68

²Patel and Praveen M. Jain, *English Language Teaching* (Jaipur: Sunrise, 2008), p.113

³Hend Guntur Targan, *Membaca Sebagai Suatu Keterampilan Berbahasa*, (Bandung: University Press, 2000), p. 8

⁴Tricia Hedge, *Teaching and Learning in the Classroom*, (Hongkong: Oxford University Press, 2000), p. 18

Reading must always be a meaning getting process.⁵ Reading is the meaningful interpretation of written or printed verbal symbol. It can apply also to the interpretation of mathematical symbol, usual notation, code and other symbolic system. Reading is extension of oral communication and builds upon listening and speaking skills.⁶

Based on the definition above, the writer can concludes that reading is useful for the readers to formed as well as to figure out the information needed by scanning and skimming the text. Because the read the text we getting information from the text for the function myself or ourselves.

b. The Purpose of Reading

The purposes of reading are:⁷

1) Reading to search simple information

Reading to search for information is a common reading ability. The reader only read the surface to look for the simple information without have to think the material deeply. In the reading to search, the reader typically scans the text for specific information or specific words.

2) Reading to learn from the text.

⁵Wyne Otto, at.al., *How to Teach Reading*, (U.S.A.: Addison — Wesley Publishing Company, 1979), p.147.

⁶A.J. Harris, *How to increase Reading Ability*, (New York: David Mckey Company, 1969), p.3

⁷Ismayani, *Op.Cit...*, p.8

Reading to learn typically occurs in academic and professional context in which a person needs to learn a considerable amount of information from a text. It requires abilities to:

- a) Remember main ideas as well as a number of details that elaborates the main and supporting ideas in the text.
- b) Recognize and build rhetorical frames that organize the information in the text.
- c) Link the text to the reader's knowledge base.

Reading to learn is usually carried out at the reading rate somewhat slower than the general reading comprehension to connect text information with background knowledge.

3) Reading to integrate information, write and critic the text

Reading to integrate information requires additional decisions about the relative importance of complementary, mutually, supporting or conflicting information and likely restructuring of a rhetorical frame to accommodate information from multiple resources.

4) Reading for general understanding

Reading for general understanding is the most basic purpose for reading. Reading for general understanding is also found as the most complex than it commonly assumed.

In this research, the purpose of the students to read is learning from the text. By reading, students recognize and build rhetorical

frames that organize the information in the text, such as the genre of the text.

c. Reading Comprehension

Reading comprehension is interaction between thought and language, and bases evaluation of success in comprehension on the extent to which the readers' constructed message agrees with the writers' intended message.⁸ It is a process of reader combining information from a text and their own a fluent background knowledge to build meaning.⁹

Reading comprehension suggest that separate skills task can be identified which, when used singly or concert, lead to understand passage. To comprehend written material, reader must use a variety of skill. For example, readers must be able to draw conclusions, identify main ideas and recognize details from the selection. Reading comprehension may be divided into three categories. They are:

1. Literal comprehension: getting the direct meaning that has been explicitly stated.
2. interpretation: identifying ideas not explicitly states.
3. critical reading: evaluation ideas read to new situation.

There are four level of comprehension. The first level is the word level. Before one can understand a complete sentence, one must know the meaning

⁸ Wyne Otto, *Teaching and, Op.Cit.*, p. 151.

⁹ David Nunan, *Practical English, Op.Cit.*, p. 68.

of at least most of the words in the sentence, as they are used in that sentence.¹⁰

The second level is sentence. The reader must combine the words in the sentence and understand what the whole sentence means. The process of combining is not simple additive. Fluent reader do not read or comprehend one word of the time, in a linier fashion, and then add up the meanings. Furthermore, the meanings of particular sentence, as with a particular word, depend on the part of the meaning of the sentences that surround it.

The third level involved the unit of the paragraph. Reader comprehend the words and sentences in a paragraph and also develop an understanding of the meaning of the paragraph itself. this third level of reading comprehension, like the other levels, does not involve just one skill. In comprehending a paragraph a reader may identify the main idea, draw an inference, or use the information in the paragraph to determine cause effect.

The fourth level of comprehension contains a large element of reasoning. Reasoning resembles the critical and creative levels of reading comprehension. This level associated with no particular unit and may involve thinking activities which are not at all associated with literal implied or tangential meaning of prose.

In order to an analysis of reading comprehension that uses the unit of word, sentence, and paragraph to be useful for instructional purpose, specific sub skills within these level of comprehension must be identified.

¹⁰ Wyne Otto, *Teaching and , Op.Cit.*, p.154.

Comprehending words does not involve unitary skill. Different kinds of word an different kinds of relationship among the words in a sentence will call for varying word comprehension skill.

In teaching reading comprehension, it is needed to design task that correspond to all of these purposes in reading. Propose that activities design to check comprehension relate to both the content of the passage and its discourse structure, or organization.¹¹ To improve reading comprehension teacher must:

1. Provide a choice reading selection
2. Ensure that students are reading text of optimal difficulty which challenge but do not discourage them.
3. Encourage rereading of text.
4. Allow students to discuss what they read with others to encourage social negotiation of meaning.

Based on the explanation above, we know that reading is not passive skill; it is about receiving the information of the text. It is about link the information of the text to the students' prior knowledge.

d. Principle in Teaching Reading Comprehension

The principles in teaching reading comprehension are:

- 1) Reading is not passive skill
Reading is an in credibly active occupation, to do it successfully. We have to understand what the word mean.
- 2) Students need to be engaged with what they are reading.

¹¹ Alice Omaglo Hadley, *Teaching Language in Context*, (USA: Heinle, 2001), p.205

Student who are not engaged with the reading text not actively interested in what they are doing are less likely to benefit from it.

- 3) Student should be encouraged to respond to the content of a reading text, not just to the language.

It is important to study reading text for the way the use language, the number of paragraph the contain and how many times they use relative clauses.

- 4) Prediction is a major factor in reading

When we read texts in our own language. We frequently have a good idea of the content before we actually read. Book covers give as a hint of what's in the book photographs and headlines hint at what articles are about and report look like reports before we read a single word.

- 5) Match the task to the topic

We could give students hamlet's soliloquy to be or not to be' ask them to say how many times the infinitive is used, we could give them a restaurant menu and ask them to list the ingredients alphabetically.

- 6) Good teacher exploit reading texts to the full

Reading text is full of sentences, words, ideas, descriptions etc. it does not make sense just to get student to read it and then drop it to move on to some time thing else. Good teacher integrate the reading text into interesting class sequences, using the topic for discussion and the further task, using the language for study and later activation.¹²

Further, David Nunan says, there are many principles in teaching reading comprehension, they are:

- 1) Exploit the reader background knowledge,
- 2) Build strong vocabulary base,
- 3) Teach for comprehension,
- 4) Work on increasing reading rate,
- 5) Teach reading strategies,
- 6) Encourage reader to transform strategies into skills,
- 7) Build assessment and evaluation into your teaching, and
- 8) Strive for continuous improvement as a reading teacher.¹³

¹² Jeremy Harmer, *How to Teach English*, (Malaysia: Longman, 2001), p. 70-71.

¹³ David Nunan, *Practical English Language Teaching*, (New york: Mc. Grow Hill, 2003), p. 74,

The explanation will be given below:

1) Exploit the reader's background knowledge.

It can influence reading comprehension background knowledge includes all of the experiences that a reader brings to a text: life experiences, educational experiences, knowledge of how texts can be organized rhetorically, knowledge of how one's first language works, knowledge of how the second language work, and cultural background and knowledge. Reading comprehension can be significantly enhanced if background knowledge can be activated by setting goal's, asking questions, making predictions, teaching text structure and so on.

2) Build a strong vocabulary base

It is easier for the reader of academic texts to cope with special terminology than with general vocabulary. They stress the great need for a teaching program that builds general basic vocabulary.

3) Teach for comprehension

In many reading instruction programs, more emphasis and time may be placed on testing reading comprehension than in teaching readers how to comprehend. Monitoring comprehension is essential to successful reading. Part of that monitoring process includes verifying that the predictions being made are correct and checking that the reader is making necessary adjustments when meaning is not obtained.

Cognition can be defined as thinking. Metacognition can be defined as thinking about our thinking. In order to teach for comprehension. It is my belief that readers must monitor their comprehension processes and be able to discuss with the reader and fellow reader what strategies they use comprehend. By doing this the readers use both their cognitive and met cognitive skills.

4) Work on increasing reading rate

One great difficulty in the second language reading classroom is that even when language learners can read, much of their reading is not fluent. To assist students in increasing their reading rate, teachers often emphasize accuracy which impedes fluency. One focus here is to teach readers to reduce their dependence on a dictionary. Skills such as scanning, skimming, predicting and identifying main ideas get students to approach reading in different ways. Readers should spend more time analyzing the content of the reading, and not focusing on moving through the passage one word at a time.

5) Teach reading strategies

Strategies are the tools for active, self directed involvement that is necessary for developing communicative ability. Strategies are not a single event, but rather a creative sequence of events that learners actively use.

A good technique to sensitive student to the strategies they use is to get them to verbalize (or talk about) their thought processes as they read. Reader can listen to the verbal report of another reader who has just read the same material and it is often revealing to hear what other readers have done to get meaning from a passage.

6) Encourage reader to transform strategies into skills

Strategies can be defined as conscious actions that leathers take to achieve desired gals or objectives, while a skill is a strategy that has become automatic. This characterization underscores the active role that readers play in strategic reading. A learner consciously learn and practice specific reading strategies more from conscious to un conscious from strategy to skill.

For example, guessing the meaning of unknown vocabulary from context can be listed as both a strategy and a skill in reading texts.

7) Build assessment and evaluation into your teaching

Assessing growth and development in reading skills from both a formal and an informal perspective requires time and training. Both quantitative and qualitative assessment activities should be included the reading classroom. Quantitative assessment will include information from reading comprehension test as well as reading rate

data. Qualitative information can include reading journal responses, reading interest surveys, and responses to reading strategy checklists.

8) Strive for continuous improvement as a reading teacher

The quality of the individual teacher is integral to success of second/foreign language reader. Reading teachers need to be passionate about their work. They should view themselves as facilitators, helping each reader discover what work best.

Based on the explanation above, it is known that reading is not passive skill; it is not about the information of the text. It is about link the information of the text to the students' prior knowledge. Reading comprehension may be divided into 3 categories. They are: 1) Literal comprehension: getting the direct meaning that has been explicitly stated, 2) terretation: identifying ideas not explicitly states and 3) critical reading: evaluation ideas read to new situation.

e. Narrative Texts

a) Definition of narrative text

According to Sanggam Siahanaan, "Narrative is any written English text in which the writer wants to assume, entertain people, and to deal with actual or vicarious experience in different ways."¹⁴ Next David says, "Narrative is to construct a pattern with a problematic and for unexpected outcome that

¹⁴ Sanggaam Siahanaan and Kisno Shinoda, *Generic text structure*, (Yogyakarta: Graha Ilmu, 2008), p.73.

entertains and instruct the reader or listener.”¹⁵ Then, Kathleen says, “Narrative writing related to sequence of events, usually in the order in which they happen. Narrative is used in both essays and short stories. Essay are usually concerned with actual events, while short story deals with fictional events and contain literary features.”¹⁶ In conclusion narrative is a story with problematic, it can be actual events and fictional events.

According to Otong Setiawan Djuharie ,“Narrative text merupakan jenis teks berupa cerita atau dongeng yang bertujuan menghibur pembaca.”¹⁷ Linda Gerot and Peter Wignell said,“Narrative is to amuse, entertain and to deal with actual or vicarious experience in different ways narratives deal with problematic events which to a crisis or turning pour of some kind which in turn funds a resolution.”¹⁸ After paying attention to the quotations above, it can be concluded that; narrative is one of important thing to master in order to understand good English interpretation. It means all text must be defined by its situation and culture.

Furthermore, Pardiyono states, “Naratif adalah jenis teks untuk menceritakan kejadian yang sudah lewat yang berisi konflik dan resolusi.”¹⁹ The

¹⁵ Using Functional Grammar, David Butt Macquire University, p.2 17.

¹⁶ Kathleen T. McWhorter, *Efficienr and Flexible Reading*, (New York: Harper Collin, 1992), p.262.

¹⁷ Otong Setiawan Djuhari, *Genre Dilengkapi dengan 700 Soal Pemahaman*, ,(Bandung : Yrama Widya, 2008), p.4!

¹⁸ Gerot and Wignell, *Making Sense of Functional Grammar*, (Sydney : Gerd Stabler, 1994), p. 204.

¹⁹ Pardiyono, *Pasti Bisa: Teaching Writing; Based Genre*, (Yogyakarta: Andi, 2007), p. 94.

quotation indicates that narrative is a text which retells a past event. It usually identifies with fable, myth, legend and folklore.

While, understanding is a word which is constructed from understand that is added suffixing. It functions as a noun or gerund. Understanding is to know or to realize the meaning of word a language somebody says.

After combined by in it becomes noun that means as knowledge So, if it is combined understanding and narrative can be defined that knowledge how to arrange or construct a text that retell an event in the last time.

Based on the explanation previously, the writer concludes that narrative text is a kind of genre that is written to retell last time activity which is aimed to entertain or amuse the reader.

According to Otong Setiawan Djuharie the most important things in mastering narrative text are: a) knowing the social function, b) knowing generic structure, and c) understanding the lexicogrammatical features of the text.²⁰

a) Social Function

The social function refers to the aims of the text which want to be expressed by the writer to the reader. And then, the social function of the narrative text according to Otong Setiawan Djuharie aims to entertain the reader.²¹ It means that social function is the basic purpose what for the text is made.

²⁰ Otong Setiawan Djuharie, *Genre Dilengkapi, Op. Cit...*, p. 43.

²¹ *Ibid*, p. 43.

b) Generic Structure

Generic structure is the steps to make a text or it is called as outlines that should be followed by the writer in making a good text. It means every text has its own generic structure. The generic structure of narrative text are as follows: 1) orientation, 2) complication, 3) resolution, and 4) re orientation.

1) Orientation

Orientation consists of opening, introducing the participant, time and the place. As Otong Setiawan Djuharie says, "Orientation refers to the part of the text which gives setting or introducing. The part will guide the reader to make guessing of the content or form of the text which is read."²² It means that after a reader reads an orientation of a text, she/he can guess the content of the text.

Similarly, Pardiyono says that orientation consists of topic of an activity or event which is told, while its functions to attract the attention of the reader and focus their attention.²³ Furthermore, in short definition, Gerot and Wignell say, "Orientation provides the setting and introduces the participants."²⁴

Related to the explanation above, the writer concludes that orientation is a part of recount text which content participant, place

²² *Ibid*, p. 20.

²³ Pardiyono, Pasti Bisa, *Op.Cit.*, p. 64.

²⁴ Gerot and Wignell, *Making Sense of*, *Op.Cit.*, p.194.

and time of the events. The reader can guess the content of the text by reading orientation. It can be determined by giving question “who”, “where” and “where”, and usually occurs in the beginning of the text.

2) Complication

Complication is the element of narrative which is telling the occurring of conflict among the participant. Pardiyono says. “Complication berisikan tentang aktivitas atau kejadian yang bersifat problematic yang disusun secara urut.”²⁵ Similarly, Otong Setiawan Djuharie says, complication mengacu pada bagian teks yang menginformasikan adanya suatu permasalahan atau kejadian yang tidak lumrahbiasa. This quotation pointed out that complication is the event that is happened to the participant. It is the event which is enlarge the story.

Furthermore, Linda Gerot and Peter Wignell say, “Complication is a crisis arises.” This quotation also indicates that complication is the main elements in enlarging the narrative story.

Based on the explanation above, the writer concludes that complication is the part of narrative texts which tells a conflict arise or occur to the participants.

3) Resolution

²⁵ Pardiyono, Pasti Bisa, *Op. Cit.*,p. 97.

Resolution is the element of narrative which solved or the solution of the complication which occurred. Pardiyoно says, “Resolution berisi paparan pemecahan problem yang sudah diceritakan hingga mencapai klimaks tersebut.”²⁶ The quotation is supported by Linda Gerot and Peter Wignell who say, “Resolution is the crisis is resolved, for better or for worse.”²⁷ Both quotations explain that resolution is the solution of the crisis or conflict which occurred.

In addition, Otong Setiawan Djuharie says, “Resolution mengacu pada bagian teks yang berupa tindakan yang dilakukan participant untuk memecahkan masalah yang muncul atau dihadapinya.”²⁸ It means that resolution is the solution to the conflict happened.

Based on the explanation above, the writer concludes that resolution refers to the element of the narrative text which proposes the solution for the problem or the crisis in the text.

4) Re-orientation

Re-orientation is a part of recount text contains optional-closure of the event in the text. Otong Setiawan Djuharie says that Reorientation refers to the part of text that gives indication that the

²⁶ Pardiyoно, *Loc.Cit.*,p.98.

²⁷ Gerot and Wignell, *Making Sense of, Op. Cit.*, p.205.

²⁸ Otong Setiawan Djuharie, *Loc.Cit.*, p.20.

events in the text have finished.²⁹ Briefly, Pardiyoно says that re-orientation contains the brief conclusion of the record events.³⁰

By comprehending the quotations, the writer concludes both experts determine re-orientation as the conclusion of the text. It also can be determined as the ending of the events in the text or story. Such as, expressing “Sincerely yours “gives clue to the reader that the topic in the letter which he/she reads finished.

c) Lexycogrammartial features

A Lexycogrammartial feature is the rule in arranging a text. Otong Setiawan Djuharie says that Lexicogrammatical is identical with syntax (in traditional grammar) and refers to certain structure which is used to express certain meaning.³¹ It means every text has its own lexycogrammatical that is used to express the meaning of the text and make the text different with others, so does recount text. It has some lexycogrammatical features, they are: 1) focus individual participant, 2) use material process, 3) circumstance time and place, and 4) use past tense.

1) Focus on individual participants

It means that story focuses on certain participants. It can be answered who, where, and when by Such as; Snow White, she, he, Dwarf, her uncle, etc

²⁹ Otong Setiawan Djuhane, *Loc.Cit.*,

³⁰ Pardiyoно, *Loc. Cit.*,

³¹ Otong Setiawan Djuharie, *Genre Dilengkapi* , *Op.Cit.*, p. 19.

2) Use of material processes

Material process a physic activity that was done by the participant. Material process must be a clause that has verb to show the thing which done by the doer.

Example: drive, wrote, swept, washed, walked, climbed, etc

3) Circumstances of time and places

Circumstance has the same meaning with adverb. So, circumstance of time and places mean adverb of time and place. Circumstance of time is an adverb that can be answered by question word “when”. Such as two months ago, yesterday, last week, last moth, last year, etc. while circumstance of place is an adverb that can be answered by question word “where”. Such as; on the police station, in the park, in the office, in the school, at home, etc

4) Use of past tense

It means that the story uses simple past tense. Simple past tense is a kind of tenses to show the activity that happened in specific time the past. Where the verb that is used in this tense is past tense or V2

Consider the following text:

THE FROG PRINCE

Long ago, there was a king who had a beautiful daughter. He loved her very much. Every day the Princes would sit by the old palace well and toss a golden ball high in the air and let it drop. She loved to play this game.

One day, she accidentally tosses her ball too high. When it came down she could not catch it. It fell deep into the well. The Princess began to cry. “Why are you crying?” said a voice behind her. The Princess looks down. She saw a frog. “oh, please, frog”, said the Princess, “I lost my ball down the well. If bring it back to me, I will do anything you want.” “anything at all?” asked the frog. “Yes, anything”, said the Princess.

So, the frog dived into the well and gave the ball back to Princess. “I don’t want money or property”, said a frog. “Let me live with you and be favorite friend.” The Princess did not really want to let the frog came and live with her as her favorite friend but she was an honest Princess. When she made a promise she kept it. So, the frog came back with her to the palace. One day, the Princess discovered that the frog had turned into a handsome Prince so they got married and live happily ever after.³²

The text function as a reconstruction of events and use of past tense. It provides a vicarious experience of them. The text about has a narrative. Further in understanding narrative text the students must be able to know some elements such as: a) a topic sentence, b) supporting sentence and c) concluding sentence.

Further in reading paragraph the students must be able to chance the word meaning in the paragraph. The students’ ability in thinking directly is very important in order to get word meaning the text or reading material. The elements below will help the reader to get the information from the text easily, they are

- a. Determine the main idea
- b. Determine topic sentence
- c. Determine supporting sentence.

³² Otong Setiawan Djuharie, *Genre Dilengkapi*, *Op. Cit.*, p.41.

Every students who is learning hoe to read a composition should be a ware of his main goal that is good reading. A good work must contain a good paragraph.

In reading a narrative students are suggested to follow a series of steps, from the title of the topic students has been chosen, first, they should make outline which to develop the structural body of narrative genre. Example, orientation, major complication, resolution, minor complication, major resolution. It is also possible if students decide to have more than one complication and resolution in their writing. The next step is developing paragraph by using paragraph, linkers, such as:

one upon a time, one day, then, soon, means while, a few days later, finally, at the end, etc.

There are many factors that can influence the students' ability in narrative text. The factors are internal and external. Internal factors may came from the students themselves. External factor may come from the family, environment, school, teacher, material such as: vocabulary mastery, complex sentence ability, writing ability, etc.

So, it can be included that narrative that is composition that refers to the text function. As a instruction of events in the past, at provides vicarious experience of them. The text above has a narrative. It means that it has orientation, complication and resolution. It is sequenced in time the

order of the text is driven by order of events in the world and the focus on the participants.

Based on the above explanation, the writer concludes that narrative text is a text which is aimed to entertain or amuse the reader. The most important things in mastering narrative text are identifying the meaning of the sentences in the text, knowing the social function and generic structure, as well as understanding the lexicogrammatical features of the text.

In conducting the research, theories are needed to explain some concepts apply concerning into the research. The terms have to be classified to prevent the confusion. The following terms are used in this study. It is indicators of reading comprehension in narrative text, there are: 1. Identifying generic structure: Orientation, evaluation, complication, resolution, re-orientation, 2. Identifying lexicogrammatical features: time connection and conjunction, material process, verbal process, behavioral process, simple past.

2. Direct Reading Thinking Activity (DRTA)

a. Definition of Directed Reading Thinking Activity

The directed reading thinking activity is a popular for engaging students in reading narrative texts for understanding.³³ The directed reading thinking activity is a technique in teaching reading that developed. The Directed reading thinking activity is a plan for directing children's reading of

³³ Alan Crawford, *Teaching and Learning*, *Op.Cit.*, p. 44.

either story in content area selection and for encouraging children to think as they read and to make predictions and check their accuracy.³⁴

Inquiry is native to the mind. Children are by natural curios an incurring and they will be in school if they are permitted to incur. It is possible to apply the directed the reading process in such a way that children will be encourage to think when reading to speculate, to search, to evaluate and to use.

Further points out that teacher can motivate effort and concentration by a student by involving the students intellectually and encouraging him or her to formulate questions and hypothesis, to process information, and evaluate tentative solutions. The directed reading thinking activity is directed toward accomplishing these goals. Teacher monitor students when they read, in the framework of diagnostic difficulties and offer help when students are difficult interaction with decoding text.

Based on the explanation above, the writer concludes that a plan for directing children's reading of either story in content area selection and for encouraging children to think as they read and to make predictions and check their accuracy.

b. Purpose of Using DRTA

The directed reading thinking activity (DRTA) is a comprehension strategy that guides students in asking question about a text, making

³⁴ *Ibid.* p.19.

predictions, and then reading to confirm or refute their prediction. The DRTA process encourages students to be active and thoughtful readers, enhancing their comprehension.

Purposes of using directed reading thinking activity technique are:

- a) It encourages students to be active and thoughtful reader.
- b) It activates students prior knowledge.
- c) It teaches students to monitor their understanding of the text as they are reading.
- d) It helps strengthen reading and critical thinking skills.³⁵

Based on the quotation above, there are some purpose of using DRTA method, such as makes students critical in thinking, build background knowledge, active and thoughtful reader. It means that DRTA is very suitable to apply in teaching reading to the students to get the good achievement in teaching learning process.

c. How to use DRTA

The procedure of using DRTA technique is described as following: a) Making prediction from little clues, b) Making prediction from picture clues, c) Reading the material, d) Assessing the accuracy prediction, adjusting prediction, and e) Repeating the procedure until all part of the lesson have been covered.³⁶

³⁵ <http://www.readinrockets.org/strategies/DRTA>.4 September 2012.

³⁶ Alan Crawford, *Teaching and Learning, Op.Cit.*, p. 48.

1) Making prediction from little clues

Have students read the little of the text, or tell them the topic of the text. Ask students to brainstorming a list of idea that come to mind when they think about the title or the topic. The purpose is to generate as many ideas as possible within a specific time-period. These idea are not evaluated until the end and a wide range of ideas is often produced. Each idea produced does not need to be usable. Instead, initial ideas can be viewed as a starting point for more workable idea. The principle of brainstorming is that you need lots of idea to get good ideas.

Write those ideas on the board. When using strategy with a piece of fiction, you might have students to brainstorming a list of ideas that they associate with an overriding theme of the story, the story setting, or the author of the story (if author is someone which whom your students are familiar. students will be making prediction about what they will read about in the text, it is important that you activate their prior knowledge on a topic that will allow to make predictions about what might be included in the text.

2) Making prediction from picture clues

Use all available clues, including the index, or table of contents, the pictures, charts, and table in the text. As students to examine carefully the picture shown in this section. Then, ask them to revise the predictions they made earlier.

3) Reading the material

Either have students volunteers read aloud, or have students read silently themselves. If students reading to themselves, be sure to indicate where students should stop reading. The teacher should predetermine stopping points. The should be points in the text that lend themselves to making predictions. In expository text, good stopping points are often right after students have read new heading or subheading in the text.

4) Assessing the accuracy prediction, adjusting predictions

Students should be encouraged to explain what in the text is causing there to confirm and? or revise prior predictions, and causing them to make the new predictions they are making.

5) Repeating the procedure until all part of the lesson have been covered.

Based on the explanation previously, the researcher comes to conclusion that there are some procedure ins using DRTA technique, namely: 1) Making prediction from little clues, 2) Making prediction from picture clues, 3) Reading material, 4) Assessing the accuracy prediction, adjusting predictions, and 5) Repeating the procedure until all part of the lesson have been covered. So this theory using of according to Alan Crawford.

B. Review of Related Findings

There are some related findings that discuss about reading comprehension of narrative text by Rima Yulita entitle “a comparative study between students teams achievement division (STAD) and recitation method in teaching reading comprehension of narrative text at VIII grade SMP Negeri 3 Padangsidempuan. Teaching reading comprehension of narrative text by using student teams achievement divisions (STAD) method is 73,29. The categorized “good”. Teaching reading comprehension of narrative text by using recitation method is 67,02 and the categorized “enough”.³⁷

The Second research has been done by Rina Marlina entitle “The effect of recitation method on students’ reading comprehension of narrative text ability the eighth grade students of SMP Negeri 2 Barumon in Academic Year 2013/2014.”. reading comprehension of narrative text ability by using recitation method is 70,41. The categorized “good”.³⁸

Based on the related findings above it can be conclude that the problem is concern on students’ problems in reading comprehension, some as those research in this research the researcher also researchers about English in reading comprehension with becomes the students’ problem.

³⁷ Rima Yulita, “a comparative study between students teams achievement division (STAD) and recitation method in teaching reading comprehension of narrative text at VIII grade SMP Negeri 3 Padangsidempuan. P . 45.

³⁸ Rina Marlina. *The effect of recitation method on students’ reading comprehension of narrative text ability the eighth grade students of SMP Negeri 2 Barumon in Academic Year 2013/2014.* P. 50.

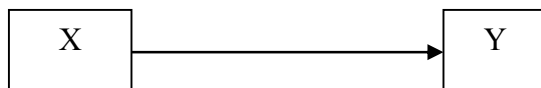
C. Conceptual Framework

Reading is active process. Reading can be defined from two points of view. First, reading to understand the written text in order to comprehend the content of the text. Second, reading as the process of decoding the printed letters into sound. This activity enables the students whether he gets the idea.

In fact, most of the students cannot comprehend the text. They cannot fully recognize the sentence as well as the meaning. They often feel that reading text is not interesting and boring, and as a result they do not know the information which given in the text and they cannot express the content. As we know that reading comprehension is extraordinary and coordinating many abilities in a very complex.

Directed Reading Thinking Activity (DRTA) is a technique that teacher used to scaffold and extent students' thinking regarding their reading. With DRTA, students make prediction, and then read the text to confirm the prediction. The DRTA also helps the students to focus their attention on the purpose of reading. It can be used in fiction or nonfiction text. The DRTA also helps students to activate their knowledge about the topic/content of the text.

In order to be clear and brief, the conceptual framework can be drawn as follow:



It means:

X : The free variables (DRTA).

Y : The relate variables (Reading Comprehension).

D. Hypothesis

In quantitative studies, hypothesis are prediction the researcher holds about the relationship among variables.³⁹ These hypothesis are predictions about the outcomes of the results and they may be written as alternative hypothesis specifying the exact result to be expected (more, less, higher or lower of something).

In other word, hypothesis are predictions or assumptions for a temporary in a problem that the truth must be tested empirically. Writer has the hypothesis of this study are : There is a significant effect of Directed Reading thinking Activity (DRTA) to students' reading comprehension in MAS Babussalam Basilam Baru.

³⁹Creswell, *Research Design: Qualitative, Quantitative and Mixed Methods Approaches Second Edition*, (United State of America: Sage Publications mc, 2003), p. 108.

CHAPTER III

THE RESEARCH METHODOLOGY

A. Time and Place of the Research

The research had be done in MAS Babussalam Basilam Baru. The researcher chooses the school as the place of the research because the researcher graduated from this school and this title has never research in it. The process of research had be done from September 2013 up to finished.

B. Research Design

The research design is experimental study. It is meant that in collecting the data the researcher divided the sample into two group. They are experiment and control groups. The experimental group is the group that received the treatment by teaching Directed Reading Thinking Activity (DRTA), while control group is the group that received treatment by conventional strategy. The design could be figured as the following

Table 1.
Research Design

Group		Treatment	
Experimental group	Pre test	Teaching reading by using Directed Reading Thinking Activity (DRTA)	Post test

Control group	Pre test	Teaching reading by asking conventional method	Post test
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C. Population and Sample

a. Population

Suharsimi Arikunto says, as Suharsimi Arikunto states that Population is all of subjects research.¹ It means that all of subjects in the researching area become population of the research. Based on the quotation above, the population of this research The population of this is the XI grade student of MAS Babussalam Basilam Baru. That consist of four classes of the XI Grade students with the total Number of students are 110 students, as shown in table bellow:

Table 2

The Total Number at the Grade XI Students of MAS Babussalam Basilam Baruin 2012-2013 Academic Year

No.	Class	Male	Female	Number
1.	XI ₁	5	12	17
2.	XI ₂	6	11	17
3.	XI ₃	6	14	20
4.	XI ₄	7	12	19

¹ Suharsimi Arikunto, *Manajemen Penelitian*, (Jakarta: Rineka Cipta, 2007), p.1 30.

5.	XI ₅	8	10	18
6.	XI ₆	7	12	19
Total		39	71	110

b. Sample

Sample is the sub group taken from a population. Suharsimi says that, “Sample adalah sebagian atau wakil population yang diteliti.”² It means that the sample is a part of presenting of population.

There are some kinds of taking of the sampling technique, such as: random sampling, area sampling, cluster sampling, stratified sampling, double sampling and proportional sampling.

To get the sample, the researcher used cluster sampling. To get the sample, the researcher uses the cluster sampling. According to Sudjana, “Cluster sampling is used when the population is big enough so it needs to be classified into classes or groups.”³ In this sample the analysis is not for individual analysis but the groups or classes consists of several individual.

Based on the explanation above, the researcher took two classes which are followed the principle of total sampling, they are: class XI₁ consist of 17 students for experimental class, and control class XI₂ consist of 17, the total sample are 34 students.

² Suharsimi, *Manajemen Penelitian*, (Jakarta : Rineka Cipta), p. 86.

³ Nana Sudjana, *Penelitian dan Penilaian Pendidikan*, (Bandung: Sinar Baru Algensindo, 2001), p. 29

D. The Instrument of Data Collection

The research instrument plays an important role to collect the data. This research uses administrating a test in multiple choice. These type can be score objectively and can be measured learning outcome directly. In this research, the test is given to both groups. To find out the score of the students answer, the researcher give 5 scores for each item.

Thus, the maximum score of the text is 100. Further reading comprehension is a skill which should be mastered by the students to read the text. There are indicators of reading comprehension are:

Table 3.
Indicators of Reading Comprehension

No	Indicator	Item	Number of items	Total score
1	Identifying generic structure			
	a. Orientation	2	1,11	5
	b. Evaluation	2	2,12	5
	c. Complication	2	3,13	5
	d. Resolution	2	4,14	5
	e. Re-orientation	2	5,15	5
2	Identifying lexicogrammatical features			

a. Time connection and conjunction	2	6,16	5
b. Material process	2	7,17	5
c. Verbal process	2	8,18	5
d. Behavioral process	2	9,19	5
e. Simple pas	2	10,20	5
TOTAL	20	20	100

From above indicator, the researcher give the reading test like pre — test and post test to the students. The experimental groups and the control group were given some materials, which consisted of communication aspects that had be taught by Directed Reading Thinking Activity (DRTA).

E. Test validity

Before giving the test to samples. the researcher will be tested the instrument to XI IPA. The purpose of testing instrument is to know what the test had been ready to test. The researcher used content validity to valid test.

Content validity establishes how well a test compares to the real world. For example, a school test of ability should reflect what is actually in the classroom. When a test has content validity, the items on the test represent the entire of possible items the test should cover. Individual test question may be draw from a large for of items that cover a broad range of topics.

Suharsimi Arikunto says product moment is the formula to test validity.⁴

So, the resercher used product moment as follow:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

Where:

r_{xy} = Pearson

$\sum X$ = The sum of scores in X — distribution

$\sum Y$ = The sum of scores in Y — distribution

$\sum XY$ = The sum of the Product Paired X and Y scores

$\sum X^2$ = The sum of squared in X – distribution

$\sum Y^2$ = The sum of squered in Y – distribution

N = The number paired X and Y scores

After getting the data from researcher's test, it showed that 20 items was valid from 25 items of test, there were 5 items invalid. Therefore the researcher took 20 valid test of multiple choice.

F. Procedure of The Research

In completing the data, the next step of this research is collecting the data. The function of data collecting is to determine the result of the research, in collecting the data, the researcher used some steps. The are :

a. Pre-test

⁴ Suharsimi Arikunto, *Manajemen Penelitian*, Op.Cit., p. 213

The pre-test is conducted to find out the homogeneity of the sample. The function of the pre test is to find the main scores of the directed reading thinking activity before research gives treatment. In this, the research has procedure, there are:

- a) The researcher prepares the test 20 item
- b) The researcher distributes the paper of test to students of experimental class and control class.
- c) The writer explains what the students to do
- d) Giving time.
- e) The students answer the question.
- f) Collect their paper test o researcher.
- g) The writer checks the answer of students and find the mean score of using Directed Reading Thinking Activity (DRTA).

b. Treatment

After giving the pre test, the students are given the treatment. The experimental class receives the treatment taught by Directed reading Thinking Activity (DRTA) in experimental group. In learning reading comprehension while the control class just only taught by reading text. The research has procedure there are:

- 1) The students are asked to make prediction from little clues.
- 2) he students are asked to make prediction from picture clues.
- 3) Students are asked to read the material.

- 4) Students assess the accuracy prediction and adjusting prediction.
- 5) Students repeat the procedure until all part of the lesson are covered..

The procedure of DRTA as prediction, prior knowledge, graphic organizers, and questions. The researcher concludes that in applying DRTA the teacher has some activities as this following examples:

Text

c. Post Test

After giving treatment the researcher conducted a post test which the same test with the pre test, and had been conducted in the previous of the research. This post test was the final test in the research especially measuring the treatment, whether is significant or not. After conducting the post test the researcher analyzed the data, and the researcher found out the effect of using activating and connecting background knowledge in experimental class. The research has procedure there were:

1. The researcher prepares the test 20 item
2. The researcher distributes the paper of test to student of experimental class and control class.
3. The researcher explains what the student to do
4. Giving time (90 minutes)
5. The students answer the question
6. Collects their paper test the researcher

7. The researcher checks the answer of students and found the mean score of reading comprehension taught by using activating and connecting background knowledge.

G. Technique of data Analysis

After that, to see the position of each variable, the researcher make the criteria of scoring variables.

Table 4
The Criteria Of Scoring Writing Descriptive Ability

No	Indicators	Number of test
1	80-100	Excellent
2	70-79	Good
3	60-69	Enough
4	50-59	Bad
5	0-49	Fail

To know the difference between the two groups, the writer used test as formula:

$$T_1 = \frac{M_1 - M_2}{\sqrt{\left(\frac{\sum X_1 + \sum X_2^2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

- Where :
- T : The value which the statistical significant
 - M1 : The average score of the experimental class
 - M2 : The average score of the control class
 - X1² : Deviation of the experimental class
 - X2² : Deviation of the control class
 - N1 : Number of experimental
 - N2 : Number of control

CHAPTER IV

THE RESULT OF THE RESEARCH

A. Description of the Data

Before testing the hypothesis, the data obtained from 34 students in this field of research is the use two variables directed reading thinking activity (DRTA) and reading comprehension in the eleventh grade students of MAS Babussalam Basilam Baru in collecting the data. The used the formulation of T-Test the hypthesis, Next, the writer described the data as follow:

1. The score Pre-Test Control Class

The result of the test in Control class before using teaching Reading conventional method in Reading Comprehension of Narrative Text can be seen in the following table:

Table 5
The Score of Pre-Test in Control Class

No	Student's Initial	Post-Test
(1)	(2)	(3)
1	DM	65
2	EE	70
3	ER	80
4	TRW	55
5	IDK	65
6	FH	70
7	RH	65

8	GI	55
9	BA	80
10	MS	85
11	NA	65
12	DH	65
13	TH	75
14	RM	80
15	EV	60
16	AH	55
17	SHW	75
Total		1165
Mean		68.53
Median		65
Modus		65
The Lowest		55
The Highest		85

Based on the result for the sum of score pre-test control class there are 17 students in XI class were filled test. It was found that the highest score of students on teaching score is 85 and the lowest score is 55. After doing the calculation, it was found that the mean is 68.53, the median is 65 and the modus 65

Table 6
The Score of Pre-Test in Control Class

No	Interval	Absolutely frequency	Percentage
1	50-55	3	17.65
2	56-61	1	5.88
3	62-67	5	29.41
4	68-73	2	11.75
5	74-79	2	11.75
6	80-85	4	23.53
	Total	17	100

Based on the table above, it can be seen that 6 interval classes. First from the interval between 50-55 there are 3 students or 17.65%, second, the interval between 56-61 there are 1 students or 5.88%, third, from the interval between 62-67 there are 5 students or 29.41%, fourth, the interval between 68-73 there are 2 students or 11.75%, fifth, from the interval between 74-79 there are 2 students or 11.75%, and sixth, from the interval between 80-85 there are 4 students or 23.53%.

Take make it clearly, it can be seen the description of the normality of data in following histogram at figure 4.

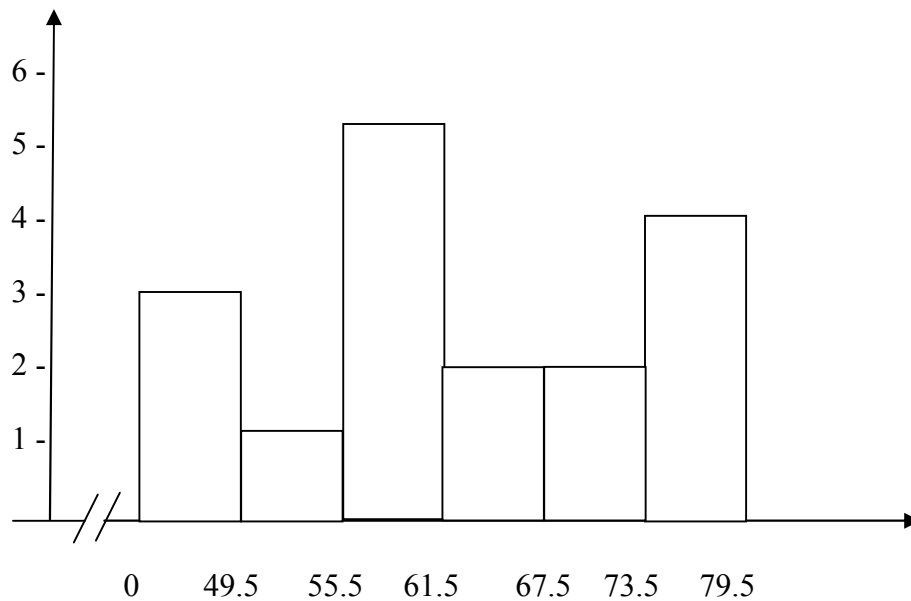


Figure 1: Description Data of Pre-Test Control class

2. The score Pre-Test Experimental Class

In this under of the result data for pre-test experimental class:

Table 7
The Score of Pre-Test in Experimental Class

No	Student's Initial	Pre-test
(1)	(2)	(3)
1	YCH	70
2	BCS	70
3	RML	70
4	MSH	75
5	NA	75
6	THS	70
7	TSH	75

8	NDH	65
9	IDK	65
10	RIH	55
11	ML	60
12	NHB	55
13	EE	60
14	BC	80
15	RT	85
16	TT	55
17	HH	75
Total		1160
Mean		68,24
Median		70
Modus		70
The Lowest		55
The Highest		85

Based on the result for the sum of score experimental class there are 17 students in XI class were filled test. It was found that the highest score of students on teaching score is 85 and the lowest score is 55. After doing the calculation, it was found that the mean is 68.24, the median is 70, and the modus is 70.

Table 8

Table Frequency Distribution of Students' Score in Experimental Class

No	Interval	Absolutely frequency	Percentage
1	50-55	3	17.66
2	56-61	2	11.76
3	62-67	2	11.76
4	68-73	4	23.53
5	74-79	4	23.53
6	80-85	2	11.76
	Total	17	100.00

Based on the table above, it can be seen that 6 interval classes. First from the interval between 50-55 there are 3 students or 17,66%, second, the interval between 56-61 there are 2 students or 11,76%, third, from the interval between 62-67 there are 2 students or 11,76%, fourth, the interval between 68-73 there are 4 students or 23,53%, fifth, from the interval between 74-79 there are 4 students or 23,53%, and sixth, from the interval between 80-85 there are 2 students or 11,76%.

Take make it clearly, we can see the description of the normality of data in following histogram at figure 2.

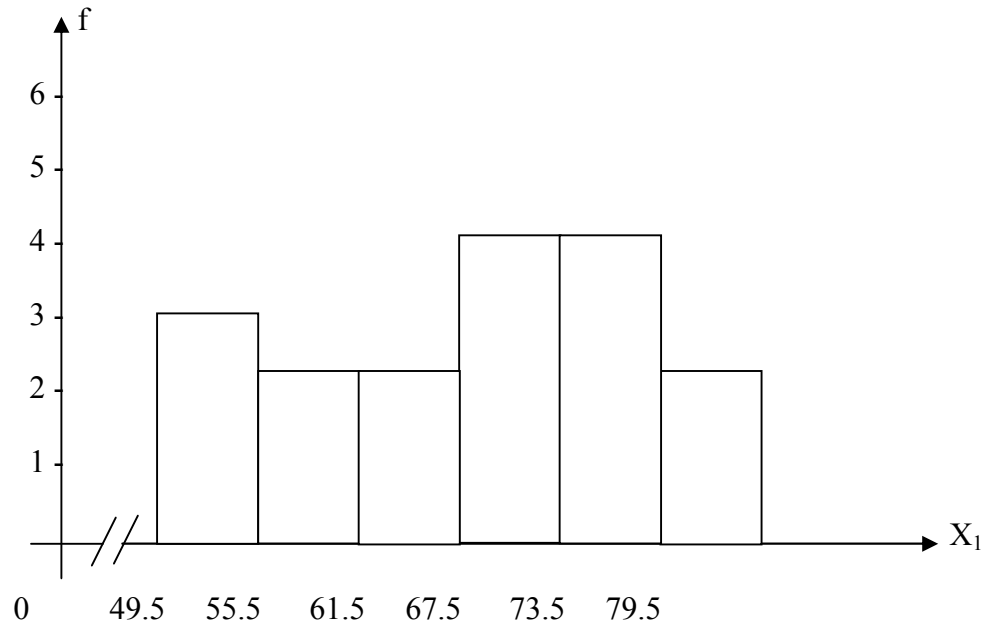


Figure 2: Description Data of Pre-Test Experimental Class

B. Description of Data After Using Directed Reading Thinking Activity (DRTA)

1. Description Data of Post Test Control Class

In this post test control class, the researcher calculated the result that got by the students in answering the question (test) at the post-test control class.

Table 9
The Score of Post-Test in Control Class

No	Student's Initial	Post-Test
1	DM	80
2	EE	55
3	ER	45
4	TRW	45
5	IDK	70
6	FH	65

7	RH	65
8	GI	50
9	BA	55
10	MS	50
11	NA	70
12	DH	60
13	TH	60
14	RM	60
15	EV	40
16	AH	50
17	SHW	60
Total		980
Mean		57.65
Median		60
Modus		52.29
The Lowest		40
The Highest		80

Based on the result for the sum of score post-test control class there are 17 students in XI class were filled test. It was found that the highest score of students on teaching score is 80 and the lowest score is 40. After doing the calculation, it was found that the mean is 57.65, the median is 60, and the modus is 52.29.

Table 10
The Score of Post-Test in Control Class

No	Interval	Absolutely frequency	Percentage
1	40-46	3	17.65%
2	47-53	3	17.65%
3	54-60	6	35.29%
4	61-67	2	11.76%
5	68-74	2	11.76%
6	75-81	1	5.89%
	Total	17	100%

Based on the table above, it can be seen that 6 interval classes. First from the interval between 40-46 there are 3 students or 17.65%, second, the interval between 47-53 there are 3 students or 17.46%, third, from the interval between 54-60 there are 6 students or 35.29%, fourth, the interval between 61-67 there are 2 students or 11.76%, fifth, from the interval between 68.74 there are 2 students or 11.76%, and sixth, from the interval between 75-81 there are 1 students or 5.89%.

Take make it clearly, we can see the description of the normality of data in following histogram at figure 4.

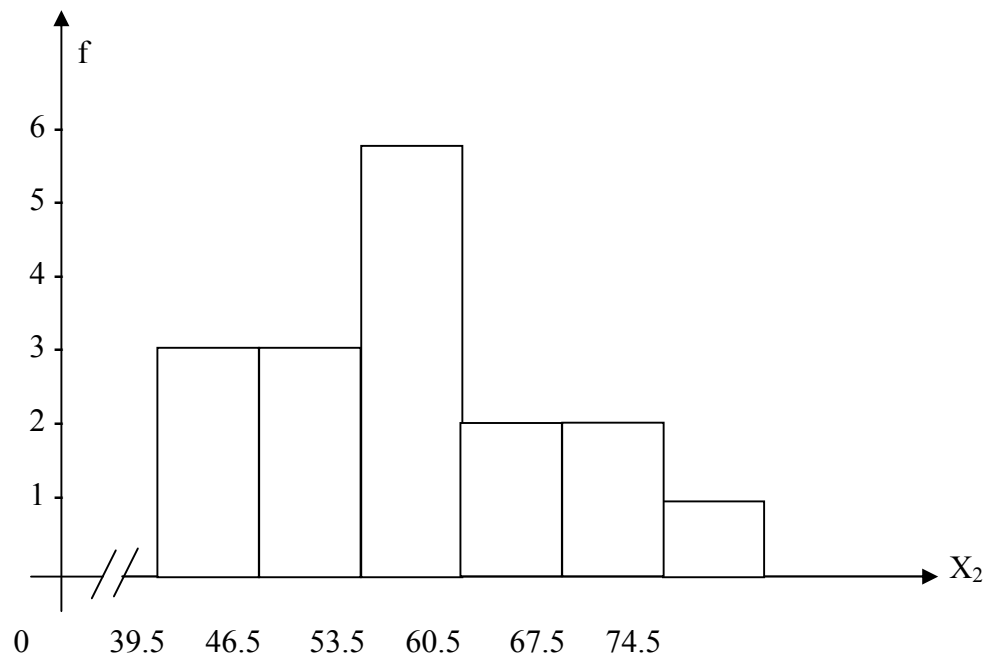


Figure 3 : Description Data of Post-Test Control Class

2. The score Post-Test Experimental Class

Table 11
The Score of Post-Test in Experimental Class

No	Student's Initial	Pre-Test
1	YCH	65
2	BCS	60
3	RML	60
4	MSH	70
5	NA	65
6	THS	65
7	TSH	50
8	NDH	75
9	IDK	75

10	RIH	70
11	ML	65
12	NHB	65
13	EE	70
14	BC	60
15	RT	55
16	TT	85
17	HH	60
Total		1115
Mean		65.59
Median		65
Modus		65
The Lowest		50
The Highest		85

Based on the result for the sum of score in control class there are 17 students in XI class were filled test. It was found that the highest score of students on teaching score is 85 and the lowest score is 50. After doing the calculation, it was found that the mean is 65.59, the median is 65, and the modus is 66.77.

Table 12
Table Frequency Distribution of Students' Score in Post-Test
Experimental Class

No	Interval	Absolutely frequency	Percentage
1	50-55	2	11.76%
2	56-61	4	23.53%
3	62-67	5	29.42%
4	68-73	3	17.65%
5	74-79	2	11.76%
6	80-85	1	5.88%
	Total	17	100%

Based on the table above, it can be seen that 6 interval classes. First from the interval between 50-55 there are 2 students or 11.76%, second, the interval between 56-61 there are 4 students or 23.53%, third, from the interval between 62-67 there are 5 students or 29.42%, fourth, the interval between 68-73 there are 3 students or 17.65%, fifth, from the interval between 74-79 there are 2 students or 11.76%, and sixth, from the interval between 80-85 there are 1 students or 5.88%.

Take make it clear, we can see the description of the normality of data in following histogram at figure 4

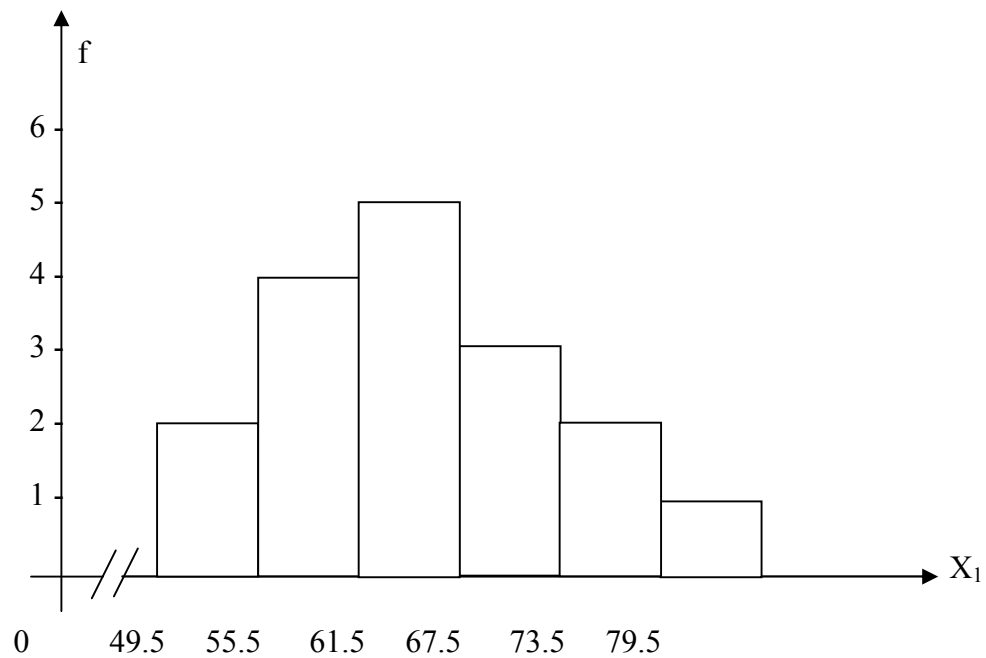


Figure 4: Description Data of Post-Test Experimental Class

B. Testing The Hypothesis

After collecting and calculation the mean, median, modus, the writer calculated the score of the data collected by using formula t-test where the tabulation can be seen on.

1. Standard error differences variables X_1 and mean variable Y_1 by formula as follow:

$$\begin{aligned}
 SE_{M_1-M_2} &= \sqrt{SEM_1^2 + SEM_2^2} \\
 &= \sqrt{2.01^2 + 2.54^2} \\
 &= \sqrt{4.0401 + 6.4516}
 \end{aligned}$$

$$= \sqrt{10.4917}$$

$$= 3.24$$

2. The value of “ t_o ” by applying the following formula:

$$t_o = \frac{M_1 - M_2}{SE_{M1-M2}}$$

$$t_o = \frac{65.59 - 57.65}{3.24}$$

$$t_o = \frac{7.94}{3.24}$$

$$t_o = 2.45$$

From the calculation above, it is found that the result of t-test is 2.45. It will be compared with the score of t-test table $df = (N_1 + N_2 - 2 = 17 + 17 - 2 = 32)$, the score of t-test table is 1.694 in significant 5%. From the above calculation and explanations, it is found that the value of “ t_o ” count is greater than the value of “t” table ($2.45 > 1.694$).

Based on the calculation, the hypothesis is accepted. It means that the Directed Reading Thinking Activity (DRTA) have significant correlation.

In conclusion, there is significant the effect result by directed reading thinking activity (DRTA) in reading comprehension. It means that the Directed Reading Thinking Activity (DRTA) is good in Reading Comprehension at the Eleventh grade students of MAS Babussalam Basilam Baru.

C. Discussions

As it is the first time for the writer to conduct a research, the writer realizes that there are some mistakes and weakness that can be seen in this research. These weakness are caused by lacking of the references books, fund, and the ability of the researcher analyzing the data, researcher time, also the researchers knowledge.

In spite of those weakness, however, the writer can make it as the first experience to do further research. Hopefully, this research might be as a reference for other researcher in carrying out other research.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on statistical analysis result on the previous chapter (Chapter IV), so the writer make to the conclusions about the scores of students' achievement in reading comprehension at the eleventh grade students of MAS Babussalam Basilam Baru in 2013/2014 Academic Year taught directly reading thinking activity (DRTA) can be seen as follows: the value of "t_o" count is greater than the value of "t" table ($2.45 > 1.694$). The hypothesis is accepted. It means "There is signignificant effect of directly reading thinking activitiy (DRTA) to students' reading comprehension of Narative texts at grade XI in MAS Babussalam Basilam Baru."

B. Suggestions

From the conclusions and implications above, it can be proposed the suggestions as follows:

1. For the headmaster of MAS Babussalam Basilam Baru is hoped to guide and motivate the teachers especially for English teachers so that they can use the suitable method related to the material.
2. For English teachers of MAS Babussalam Basilam Baru are hoped to improve their motivation and approach in teaching and learning process by conne cted

material to the students' experience or invite another person who is fanned by the students to excite their motivation to learn English, especially in reading comprehension.

3. For the next researcher, this script is hoped to be useful and can be used as reference to do observation for the similar topic in the future.

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Appendix 1

THE INSTRUMENT RESEARCH READING COMPREHENSION

(VARIABLE Y)

A. Pengantar

1. Instrumen ini bertujuan untuk mengetahui data siswa tentang penguasaan teks Reading Comprehension Of Narrative. Oleh sebab itu jawablah pertanyaan sesuai dengan kemampuan anda.
2. Jawaban anda tidak mempengaruhi kedudukan anda di sekolah ini.
3. Jawaban anda akan dijaga kerahasiaannya.

B. Petunjuk

1. Bacalah pertanyaan berikut dengan seksama !
2. Jawablah pertanyaan pada lembar yang disediakan dengan memilih salah satu jawaban yang benar dengan memberi tanda silang !
3. Apabila kurang jelas tanyakan langsung pada pengawas !
4. Waktu yang disediakan 45 menit !

NAMA : KELAS :

Choose a, b, c or d as the best answer of the questions below !

Once upon a time, there lived a kind young prince named Jonathan. He was loved and adored by his people. His two close friends were Peter Piper, the servant of the palace and Franklin Greedy, the son of an Aristocrat.

One day, the prince, Peter Piper and Franklin Greedy were walking through the forest. Suddenly, a group of bandist attacked the gate and doors. The there boys were trapped inside the house.

Franklin was very terrified and asked the prince to surrender immediately, but Peter was not afraid. He urged and supported the prince not to give up. The price decided not to surrender because he realised that he would become a hostage for the bandits to ask for ransom to his father, but Franklin was scared and wanted to make a deal, it made Peter suspicious about Franklin's behaviour. So, he quietly made up a plan for him and the prince to escape.

Early at dawn, Franklin opened the front gate and uncloked the doors. The bandits entered the house in search of the prince. When they came to the room where the prince was supposed to be sleeping. No one was there. Suddenly, they heard a horse running outside the house and saw over the window that Peter Piper and the prince were riding a way on one of the bandits horses.

It turns out, Peter Piper sneaked out of the house and waited in the yard, while the prince was hiding behind the house. The bandits were very angry at Franklin and took him with them while the prince and Peter went safely going back to the caapital.

1. What is the social function of the text above ?
 - a. persuade the reader
 - b. describing a place
 - c. entertain the readers
 - d. report an event

2. Where is the indentification of the text above ?
 - a. in the first paragraph
 - b. in the second paragraph
 - c. in the third paragraph
 - d. in the last paragraph

3. Where is the orientation of the text above ?
 - a. in the first paragraph
 - b. in the second and third paragraph
 - c. in the third paragraph
 - d. in the last paragraph

4. Where is the complication of the text above ?
 - a. in the first paragraph
 - b. in the second paragraph
 - c. in the third paragraph
 - d. in the last paragraph

5. Where is the resolution of the text above ?
 - a. in the first paragraph
 - b. in the second paragraph
 - c. in the third paragraph
 - d. in the last paragraph

6. What is the individualized participant of the text above ?
 - a. Peter Piper
 - b. Snow white
 - c. Frog prince
 - d. Cinderella

7. My mother swept the floor.
According to the sentences above, the word “wrote” is called ?
 - a. mental process
 - b. material process
 - c. behavioral process
 - d. circumstance

8. Sisca wrote the letter for me.
According to the sentence above, the word “wrote” is called ?
 - a. mental process
 - b. material process
 - c. behavioral process
 - d. circumstance

9. I was there last nighth.
According to the sentence above, the word “was” is called ?

- a. mental process
- b. material process
- c. behavioral process
- d. relational process

10. They have good relation with company.

According to the sentences above, which word is called as relational process ?

- a. company
- b. relation
- c. good
- d. have

11. I love you very much.

According to the sentence above, the word "love" is called ?

- a. mental process
- b. material process
- c. behavioral process
- d. relational process

12. You hurt me.

According to the sentence above, the word "hurt" is called ?

- a. mental process
- b. material process
- c. behavioral process
- d. relational process

13. She is satisfied with her examination result.

According to the sentence above, which word is called as relational process ?

- a. satisfied
- b. with
- c. examination
- d. result

14. Franklin was scared and wanted to make a deal.

According to the sentence above, which word is called as conjunction ?

- a. scared
- b. wanted
- c. and
- d. deal

15. The prince decided not to surrender because he realised that he would become a hostage for the bandits to ask for ransom to his father.

According to the sentence above, which word is called as conjunction ?

- a. suspicious
- b. because
- c. franklin
- d. behaviour

16. They came to the room where the prince was supposed to be sleeping.

According to the sentence above, which word is called as conjunction ?

- a. came
- b. room
- c. where
- d. supposed

17. According to the text above, what tenses is used in the sentences ?
- | | |
|--------------------------|------------------------|
| a. simple present tense | c. simple past tense |
| b. present perfect tense | d. simple future tense |
18. The student left the class at 10 o'clock ?
- According to the sentence above, what tense is used in the sentence ?
- | | |
|-------------------------|-----------------------------|
| a. simple present tense | c. present continuous tense |
| b. simple past tense | d. past perfect tense |
19. I bought this jacket yesterday.
- According to the sentence above, what is the negative form of the sentence ?
- | | |
|---------------------------------------|-------------------------------|
| a. I not bought this jacket yesterday | c. I do not buy this jacket |
| b. I did not buy this jacket | d. I have not buy this jacket |
20. The room was empty.
- According to the sentence above, which word indicates the simple past tense ?
- | | |
|----------|---------|
| a. empty | c. room |
| b. was | d. the |

Appendix 2

The Answer Keys Reading Comprehension

1. C
2. A
3. B
4. C
5. D
6. A
7. B
8. B
9. D
10. D
11. C
12. A
13. A
14. C
15. B
16. C
17. C
18. B
19. B
20. B

Appendix 3

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : MAS Babussalam Basilam Baru

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI

Pertemuan Ke : I (Satu)

Alokasi Waktu : 1 x 45 Menit

Standar Kompetensi : MENULIS

12. Mengungkapkan makna dalam bentuk narrative secara sederhana untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar : 12.1 Mengungkapkan makna dalam bentuk narrative dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.

Indicator Pencapaian Kompetensi:

1. Social Function
2. Lexicogramatical Features

Tujuan Pembelajaran :

Setelah pembelajaran ini selesai siswa diharapkan dapat:

1. Mengetahui defenisi dari narrative text
2. Mengetahui social function dari narrative text
3. Mengetahui lexicogramatical language feature dari narrative text

Materi Pembelajaran : Narrative Text

Strategi Pembelajaran : Dircted Reading Thinking Activity (DRTA)

Langkah-Langkah Pembelajaran

a. Kegiatan Pendahuluan

- Guru menggunakan RPP yang terstruktur dengan tujuan yang jelas dan tahapan-tahapan pelaksanaan yang sistematis.
- Guru memilih teks yang sesuai dengan level pemahaman para siswa.

b. Kegiatan Inti

Explorasi

- Guru memberikan materi terlebih dahulu dengan menggunakan pembelajaran DRTA

Elaborasi

- Guru membacakan sebuah wacana teks narrative.

- Siswa diberi tugas dari bacaan tersebut. Melihat bagaimana prediksi siswa terhadap bacaan tersebut
 - Guru melihat siswa bagaimana respon siswa terhadap tugas itu
 - Dengan nilai yang diperoleh tiap siswa digunakan untuk mendapatkan skor tinggi di dalam kelompoknya
 - Guru memantau hasil kerja siswa *Konfirmasi*
 - Guru secara teratur menilai perkembangan tugas
 - Guru memberikan umpan balik positif terhadap hasil kerja.
- c. Kegiatan Penutup
- Refleksi, siswa menyampaikan pengetahuan apa saja yang mereka peroleh setelah proses pembelajaran selesai.
 - Menanyakan kesulitan siswa.
 - Siswa dan guru menyimpulkan materi bersama-sama.
 - Penugasan terstruktur : menjawab pertanyaan berbentuk *multiple choice* terkait materi yang dipelajari.

Sumber Belajar : Buku-buku relevan

Mengetahui,
Kepala Sekolah MAS Babussalam

Padangsidempuan, Februari 2015

Mahasiswa STAIN

IKHSANUL NASIR HASIBUAN, S. AG. MM

(ANNI MARIANA)
NPM. 08 340 0045

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : MAS Babussalam Basilam Baru
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI
Pertemuan Ke : II (Dua)
Aloksi Waktu : 1 x 45 Menit
Standar Kompetensi : MENULIS
Standar Kompetensi : MENULIS

12. Mengungkapkan makna dalam bentuk narrative secara sederhana untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar : 12.1 Mengungkapkan makna dalam bentuk narrative dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.

Indicator Pencapaian Kompetensi:

1. Ganeric Structure

Tujuan Pembelajaran :

Setelah pembelajaran ini selesai siswa diharapkan dapat:

1. Mengetahui defenisi dari Generic Structure
2. Mengetahui bentuk-bentuk generic structure

Materi Pembelajaran : NarrativeText

Strategi Pembelajaran :Directed Reading Thinking Activity

Langkah-Langkah Pembelajaran

a. Kegiatan Pendahuluan

- Guru menggunakan RPP yang terstruktur dengan tujuan yang jelas dan tahapan-tahapan pelaksanaan yang sistematis.
- Guru memilih teks yang sesuai dengan level pemahaman para siswa.

b. Kegiatan Inti

Explorasi

- Guru memberikan materi terlebih dahulu dengan menggunakan pembelajaran DRTA

Elaborasi

- Guru membacakan sebuah wacana teks narrative.
- Siswa diberi tugas dari bacaan tersebut. Melihat bagaimana prediksi siswa terhadap baccan tersebut
- Guru melihat siswa bagaimana respon siswa terhadap tugas itu

- Dengan nilai yang diperoleh tiap siswa digunakan untuk mendapatkan skor tinggi di dalam kelompoknya
 - Guru memantau hasil kerja siswa *Konfirmasi*
 - Guru secara teratur menilai perkembangan tugas
 - Guru memberikan umpan balik positif terhadap hasil kerja.
- c. Kegiatan Penutup
- Refleksi, siswa menyampaikan pengetahuan apa saja yang mereka peroleh setelah proses pembelajaran selesai.
 - Menanyakan kesulitan siswa.
 - Siswa dan guru menyimpulkan materi bersama-sama.
 - Penugasan terstruktur : menjawab pertanyaan berbentuk *multiple choice* terkait materi yang dipelajari.

Sumber Belajar : - Buku-buku relevan

Penilaian

Teknik : Tulisan, Individu
 Bentuk : Multiple Choices
 Instrument :

Text I

My Friend's New Shoes

I have a close friend. She is beautiful, attractive and trendy. She always wants to be a trend setter of the day. She always pays much attention on her appearance. Recently, she bought a new stylist foot legs from blowfish shoes products. This shoes really matches on her.

Her new blowfish women's shoes are wonderful. When she are walking on that shoes, all her friends, including me watch and admire that she has the most suitable shoes on her physical appearance. The style, bright color, and brand represent her as a smart woman of the day. She really have perfect appearance.

She is really mad on that shoes. She said that the products covered all genders. The blowfish men's shoes are as elegant as she has. The products provide varieties of choice. Ballet, casual, boot athletic shoes are designed in attractive way. The products are international trader mark and become the hottest trend.

Questions 1 up to 2 are about the social function of narrative text

1. What is the social function of the first text?
 - a. describing about the writer's friend
 - b. describing about the new shoes of the writer
 - c. describing about the news shoes of the writer's friend
 - d. describing about a wonderful new shoes
 - e. describing about the writer's experience with his new friend
2. What is the social function of the second text?
 - a. giving the description about R'Lian

- b. giving the description about the characteristics of R'Lian
- c. giving the description about the friend of R'Lian
- d. giving the description about Vitun
- e. There is no correct answer

Skor Penilaian : Tiap nomor benar diberi skor 2
Skor Maksimal : $2 \times 5 = 10$
Nilai peserta didik : Tiap jawaban benar x 2

Mengetahui,
Kepala Sekolah MAS Babussalam

Padangsidimpuan, Februari 2015

Mahasiswa STAIN

IKHSANUL NASIR HASIBUAN, S. AG. MM

(ANNI MARIANA)
NPM. 08 340 0045

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : MAS Babussalam Basilam Baru
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI
Pertemuan Ke : I (Satu)
Aloksi Waktu : 1 x 45 Menit
Standar Kompetensi : MENULIS
12. Mengungkapkan makna dalam bentuk narrative secara sederhana untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar : 12.1 Mengungkapkan makna dalam bentuk narrative dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.

Indicator Pencapaian Kompetensi:

1. Social Function
2. Lexicogramatical Features

Tujuan Pembelajaran :

Setelah pembelajaran ini selesai siswa diharapkan dapat:

1. Mengetahui defenisi dari narrative text
2. Mengetahui social function dari narrative text
3. Mengetahui lexicogramatical language feature dari narrative text

Materi Pembelajaran : Narrative Text

Strategi Pembelajaran : Conventional Method or Demonstration Method

Langkah-Langkah Pembelajaran

a. Kegiatan Pendahuluan

- Guru menggunakan RPP yang terstruktur dengan tujuan yang jelas dan tahapan-tahapan pelaksanaan yang sistematis.
- Guru memilih teks yang sesuai dengan level pemahaman para siswa.

b. Kegiatan Inti

Explorasi

- Guru memberikan materi terlebih dahulu kemudian membagi siswa secara berkelompok..

Elaborasi

- Siswa diberi tugas dan dikerjakan di rumah
- Guru melihat siswa bagaimana respon siswa terhadap tugas itu

- Dengan nilai yang diperoleh tiap siswa digunakan untuk mendapatkan skor tinggi di dalam kelompoknya
- Guru memantau hasil kerja siswa yang dikerjakan dirumah itu dan membandingkannya dengan tugas yang dikerjakan di sekolah

Konfirmasi

- Guru secara teratur menilai perkembangan tugas dirumah dan tugas di sekolah
- Guru memberikan umpan balik positif terhadap hasil kerja.

c. Kegiatan Penutup

- Refleksi, siswa menyampaikan pengetahuan apa saja yang mereka peroleh setelah proses pembelajaran selesai.
- Menanyakan kesulitan siswa.
- Siswa dan guru menyimpulkan materi bersama-sama.
- Penugasan terstruktur : menjawab pertanyaan berbentuk *multiple choice* terkait materi yang dipelajari.

Sumber Belajar : Buku-buku relevan

Mengetahui,
Kepala Sekolah MAS Babussalam

Padangsidempuan, Februari 2015

Mahasiswa STAIN

IKHSANUL NASIR HASIBUAN, S. AG. MM

(ANNI MARIANA)
NPM. 08 340 0045

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : MAS Babussalam Basilam Baru
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI
Pertemuan Ke : II (Dua)
Aloksi Waktu : 1 x 45 Menit
Standar Kompetensi : MENULIS
Standar Kompetensi : MENULIS

12. Mengungkapkan makna dalam bentuk narrative secara sederhana untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar : 12.1 Mengungkapkan makna dalam bentuk narrative dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.

Indicator Pencapaian Kompetensi:

1. Generic Structure

Tujuan Pembelajaran :

Setelah pembelajaran ini selesai siswa diharapkan dapat:

1. Mengetahui defenisi dari Generic Structure
2. Mengetahui bentuk-bentuk generic structure

Materi Pembelajaran : NarrativeText

Strategi Pembelajaran : Conventional Method or Demonstration Method

Langkah-Langkah Pembelajaran

a. Kegiatan Pendahuluan

- Guru menggunakan RPP yang terstruktur dengan tujuan yang jelas dan tahapan-tahapan pelaksanaan yang sistematis.
- Guru memilih teks yang sesuai dengan level pemahaman para siswa.

b. Kegiatan Inti

Explorasi

- Guru memberikan materi terlebih dahulu.
- Kemudian guru memberikan tugas kepada tiap-tiap siswa yang dikerjakan di rumah dan di sekolah

Elaborasi

- Siswa diberi tugas
- Siswa menjawab tugas - tugas

- Dengan nilai yang diperoleh tiap siswa digunakan untuk mendapatkan nilai masing-masing siswa
- Guru memantau dan memonitor secara aktif kegiatan.

Konfirmasi

- Guru secara teratur menilai perkembangan siswa
- Guru memberikan umpan balik positif dan *reward* terhadap hasil kerja siswa.

c. Kegiatan Penutup

- Refleksi, siswa menyampaikan pengetahuan apa saja yang mereka peroleh setelah proses pembelajaran selesai.
- Menanyakan kesulitan siswa.
- Siswa dan guru menyimpulkan materi bersama-sama.
- Penugasan terstruktur : menjawab pertanyaan berbentuk *multiple choice* terkait materi yang dipelajari.

Sumber Belajar : - Buku-buku relevan

Penilaian

Teknik : Tulisan, Individu

Bentuk : Multiple Choices

Instrument :

Text I

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I have a close friend. She is beautiful, attractive and trendy. She always wants to be a trend setter of the day. She always pays much attention on her appearance. Recently, she bought a new stylist foot legs from blowfish shoes products. This shoes really matches on her.

Her new blowfish women's shoes are wonderful. When she are walking on that shoes, all her friends, including me watch and admire that she has the most suitable shoes on her physical appearance. The style, bright color, and brand represent her as a smart woman of the day. She really have perfect appearance.

She is really mad on that shoes. She said that the products covered all genders. The blowfish men's shoes are as elegant as she has. The products provide varieties of choice. Ballet, casual, boot athletic shoes are designed in attractive way. The products are international trader mark and become the hottest trend.

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 - c. describing about the news shoes of the writer's friend
 - d. describing about a wonderful new shoes
 - e. describing about the writer's experience with his new friend
2. What is the social function of the second text?

- a. giving the description about R'Lian
- b. giving the description about the characteristics of R'Lian
- c. giving the description about the friend of R'Lian
- d. giving the description about Vitun
- e. There is no correct answer

Skor Penilaian : Tiap nomor benar diberi skor 2
Skor Maksimal : $2 \times 5 = 10$
Nilai peserta didik : Tiap jawaban benar x 2

Mengetahui,
Kepala Sekolah MAS Babussalam

Padangsidimpuan, Februari 2015

Mahasiswa STAIN

IKHSANUL NASIR HASIBUAN, S. AG. MM

(ANNI MARIANA)
NPM. 08 340 0045

Appendix

ion Data Mastery of Reading Comprehensin of X Class by Using Directly Reading Thinking Activity in MAS Babussalam Basilam Baru

Subject Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	Score
1	1	1	0	1	0	1	1	0	1	1	1	1	1	0	1	1	0	1	0	0	13	65
2	1	1	0	0	1	1	1	1	0	1	0	1	0	1	1	0	0	0	1	1	12	60
3	1	1	1	1	1	0	0	0	1	0	1	1	1	0	0	1	1	0	0	1	12	60
4	1	0	1	0	0	1	0	0	1	1	1	1	0	1	1	1	1	1	1	1	14	70
5	0	1	0	1	0	1	1	0	1	1	1	0	1	1	1	1	1	1	0	0	13	65
6	1	1	1	1	1	0	1	0	0	1	1	0	1	1	1	0	1	0	1	0	13	65
7	1	0	0	0	0	0	1	0	1	0	0	0	1	1	1	0	1	1	1	1	10	50
8	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	0	1	0	15	75
9	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	0	1	1	0	0	15	75
10	1	0	1	0	1	1	0	1	1	1	1	0	1	1	0	1	1	1	0	1	14	70
11	1	0	1	1	0	1	0	1	1	0	1	1	1	0	1	1	0	1	0	1	13	65
12	0	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	0	1	1	13	65
13	1	0	1	1	1	0	1	0	1	0	1	1	0	1	1	1	1	0	1	1	14	70
14	1	1	0	1	0	1	0	1	1	0	1	1	0	0	1	1	0	1	1	0	12	60
15	1	0	1	0	1	0	1	1	0	1	1	0	0	0	0	1	1	0	1	1	11	55
16	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	0	17	85
17	0	0	1	1	1	1	0	1	1	1	0	1	0	1	1	0	1	0	1	0	12	60
Total	14	10	12	11	11	10	11	10	13	10	14	9	11	11	14	10	13	9	11	9	223	1115
																					65.59	

Appendix

Recapitulation Data Mastery of of Reading Comprehensin of Y Class by Using Directly Reading Thinking Activity in MAS Babussalam Basilam Baru

Subject Number																					Total	Score
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
1	1	0	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	0	16	80
2	0	0	0	1	0	1	1	0	1	1	0	1	1	1	1	1	1	0	0	0	11	55
3	1	1	0	1	1	1	0	0	0	0	1	0	0	1	1	0	0	0	1	0	9	45
4	1	0	0	1	0	0	0	0	0	0	0	0	1	1	1	1	1	0	1	1	9	45
5	1	1	1	0	0	0	1	1	0	0	1	1	1	1	1	0	1	1	1	1	14	70
6	1	1	1	1	1	1	1	0	0	0	1	1	1	1	1	0	0	0	1	0	13	65
7	1	1	1	1	1	0	1	1	0	0	1	0	0	0	1	1	1	0	1	1	13	65
8	0	0	0	1	0	1	1	1	1	0	1	0	0	1	1	0	0	0	1	1	10	50
9	1	1	1	1	0	0	0	0	1	0	0	1	0	1	1	1	1	0	1	0	11	55
10	1	1	1	1	1	0	0	0	0	0	1	1	0	1	1	1	0	0	0	0	10	50
11	1	1	1	1	1	0	1	1	0	0	1	0	0	1	1	1	1	1	1	0	14	70
12	1	0	1	1	0	1	0	0	0	0	1	1	1	1	1	1	0	1	1	0	12	60
13	1	1	1	1	0	1	1	1	0	0	0	1	0	0	1	1	0	0	1	1	12	60
14	1	0	1	1	1	0	1	0	0	0	0	1	1	1	0	1	1	1	0	1	12	60
15	1	0	0	1	0	0	0	1	0	0	1	1	1	0	0	0	0	0	1	1	8	40
16	1	0	1	1	0	1	0	0	0	0	1	0	1	1	1	0	0	0	1	1	10	50
17	1	0	1	0	1	0	0	1	1	1	1	0	1	0	1	1	0	1	1	0	12	60
Total	15	8	12	15	8	8	9	8	4	2	12	10	10	13	15	11	8	6	14	8	196	980
																						57.65

Appendix 6

The score test Pre test and Post test experimental validity

$$\Sigma = 430$$

$$\Sigma = 476$$

$$\Sigma = 184900$$

$$\Sigma = 226576$$

$$\Sigma = 204680$$

$$N = 17$$

$$= \frac{17(24680) - (430)(476)}{\sqrt{\{17(184900) - (430)^2\} \{17(226576) - (476)^2\}}}$$

$$r_{xy} = \frac{3479560 - 204680}{\sqrt{\{3143300 - 184900\} \{38192 - 22656\}}}$$

$$r_{xy} = \frac{324880}{\sqrt{\{2958400\} \{3625216\}}}$$

$$r_{xy} = \frac{3274880}{\sqrt{1.07248}}$$

$$r_{xy} = \frac{3274880}{327488} = 10$$

$$r_{xy} = 10$$

Appendix 7

THE RECAPITULATION SCORES STUDENTS MASTERY OF READING COMPREHENSION BY USING DIRECTLY READING THINKING ACTIVITY IN MAS BABUSSALAM BASILAM BARU

No	Initial Name	Variabel X	Initial Name	Variabel Y
1	YCH	65	DM	80
2	BCS	60	EE	55
3	RML	60	ER	45
4	MSH	70	TRW	45
5	NA	65	IDK	70
6	THS	65	FH	65
7	TSH	50	RH	65
8	NDH	75	GI	50
9	IDK	75	BA	55
10	RIH	70	MS	50
11	ML	65	NA	70
12	NHB	65	DH	60
13	EE	70	TH	60
14	BC	60	RM	60
15	RT	55	EV	40
16	TT	85	AH	50
17	HH	60	SHW	60
Total		1115		980
Mean		65.59		57.65

Appendix 8

THE CALCULATION SCORE MASTERY OF READING COMPREHENSION BY USING DIRECTLY READING THINKING ACTIVITY IN MAS BABUSSALAM BASILAM BARU

No	X_1	x_1	x_1^2	X_2	x_2	x_2^2	x sort	y sort
1	65	-0.59	0.3481	80	22.35	499.5225	50	40
2	60	-5.59	31.2481	55	-2.65	7.0225	55	45
3	60	-5.59	31.2481	45	-12.65	160.0225	60	45
4	70	4.41	19.4481	45	-12.65	160.0225	60	50
5	65	-0.59	0.3481	70	12.35	152.5225	60	50
6	65	-0.59	0.3481	65	7.35	54.0225	60	50
7	50	-15.59	243.0481	65	7.35	54.0225	65	55
8	75	9.41	88.5481	50	-7.65	58.5225	65	55
9	75	9.41	88.5481	55	-2.65	7.0225	65	60
10	70	4.41	19.4481	50	-7.65	58.5225	65	60
11	65	-0.59	0.3481	70	12.35	152.5225	65	60
12	65	-0.59	0.3481	60	2.35	5.5225	70	60
13	70	4.41	19.4481	60	2.35	5.5225	70	65
14	60	-5.59	31.2481	60	2.35	5.5225	70	65
15	55	-10.59	112.1481	40	-17.65	311.5225	75	70
16	85	19.41	376.7481	50	-7.65	58.5225	75	70
17	60	-5.59	31.2481	60	2.35	5.5225	85	80
Total	1115		1094.1177	980		1755.8825		
Mean	65.59			57.65				

Appendix 9

The data calculation mastery of reading comprehension of XI₁ class by using DRTA at the eleventh grade students of MAS Babussalam Basilam Baru.

1. Mean of variable X or M_1

$$M_1 = \frac{\sum X_1}{n}$$

$$M_1 = \frac{1115}{17}$$

$$M_1 = 65.59$$

2. Median of variable X

$$Med X_1 = \frac{xMax - XMin1}{2}$$

$$= \frac{85 + 50}{2}$$

$$= \frac{130}{2}$$

$$= 65$$

2. Modus of variable X_1 or M_0

$$\begin{aligned} M_0 &= 3 M_1 - 2 Med X_1 \\ &= 3 \times 65.59 - 2 \times 65 \\ &= 196.77 - 130 \\ M_0 &= 66,77 \end{aligned}$$

3. $X_{\text{maximum}} = 85$

$$X_{\text{minimum}} = 50$$

$$\begin{aligned} R &= X_{\text{maximum}} - X_{\text{minimum}} \\ &= 85 - 50 = 35 \end{aligned}$$

$$\text{Number of class (k)} = 1 + (3,3) (\log N)$$

$$= 1 + (3,3) (\log 17)$$

$$= 1 + (3,3) (1.2304)$$

$$= 1 + 4.1$$

$$= 5.1 = 6$$

$$\text{Interval (I)} = \frac{R}{K} = \frac{35}{6} = 5.83 = 6$$

The distribution frequency of DRTA

Interval	Fx	Percentage
50-55	2	11.76
56-61	4	23.53
62-67	5	29.42
68-73	3	17.65
74-79	2	11.76
80-85	1	5.88

Total	17	100
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4. Standard deviation of variable X

$$SDx_1 = \sqrt{\frac{\sum x_1^2}{N}}$$

$$SDx_1 = \sqrt{\frac{1094.1177}{17}}$$

$$SDx_1 = \sqrt{64.3599}$$

$$SDx_1 = 8.02$$

5. Standard error of variable X_1

$$SEM_1 = \frac{SDx}{\sqrt{N-1}}$$

$$SEM_1 = \frac{8.02}{\sqrt{17-1}}$$

$$SEM_1 = \frac{8.02}{\sqrt{16}}$$

$$SEM_1 = \frac{8.02}{4}$$

$$SEM_1 = 2.01$$

Appendix 10

The data calculation of. mastery of reading comprehension Y class by using DRTA at the eleventh grade students of MAS Babussalam Basilam Baru.

1. Mean of variable X_2 or M_2

$$M_2 = \frac{\sum X_2}{N}$$

$$M_2 = \frac{980}{17}$$

$$M_2 = 57.65$$

2. Median of variable X_2

$$Med X_2 = \frac{X_{n+1}}{2}$$

$$= \frac{X_{17+1}}{2}$$

$$= \frac{X_{18}}{2}$$

$$X_{19} = 60$$

2. Modus of variable X_2 or M_0

$$M_0 = 3 M_y - 2 Med y$$

$$= 3 \times 57.65 - 2 \times 60$$

$$= 172.95 - 120$$

$$M_0 = 52.95$$

3. $X_{\text{maximum}} = 80$

$$X_{\text{minimum}} = 40$$

$$R = X_{\text{maximum}} - X_{\text{minimum}}$$

$$= 80 - 40 = 40$$

$$\text{Number of class (k)} = 1 + (3,3) (\log N)$$

$$= 1 + (3,3) (\log 17)$$

$$= 1 + (3,3) (1.2304)$$

$$= 1 + 4.1$$

$$= 5.1 = 6$$

$$\text{Interval (I)} = \frac{R}{K} = \frac{40}{6} = 6.67 = 7$$

The distribution frequency of DRTA

Interval	Fx	Percentage
40-46	3	17.65
47-53	3	17.65
54-60	6	35.29
61-67	2	11.76
68-74	2	11.76
75-81	1	5.88

Total	17	100
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4. Standard deviation of variable X_2

$$SDx_2 = \sqrt{\frac{\sum x_2^2}{N}}$$

$$SDx_2 = \sqrt{\frac{1755.8825}{17}}$$

$$SDx_2 = \sqrt{103.2872}$$

$$SDx_2 = 10.16$$

5. Standard error of variable X_2

$$SEM_2 = \frac{SDx_2}{\sqrt{N-1}}$$

$$SEM_2 = \frac{10.16}{\sqrt{17-1}}$$

$$SEM_2 = \frac{10.16}{\sqrt{16}}$$

$$SEM_2 = \frac{10.16}{4}$$

$$SEM_2 = 2.54$$

The calculation between the t_o of variable X_1 (XI1) and variable X_2 (XI2) at the eleventh grade students of MAS Babussalam Basilam Baru .

1. Standard differences V_x and V_y

$$\begin{aligned} SEM_1 - SEM_2 &= \sqrt{SEM_1^2 + SEM_2^2} \\ &= \sqrt{2.01^2 + 2.54^2} \\ &= \sqrt{4.0401 + 6.4516} \\ &= \sqrt{10.49} \\ &= 3.24 \end{aligned}$$

2. The value of " t_o " by applying the following formula

$$t_o = \frac{M_1 - M_2}{SEM_1 - SEM_2}$$

$$t_o = 2.45$$

$$t_o = \frac{65.59 - 57.65}{3.24}$$

$$t_o = \frac{7.94}{3.24}$$

$$t_o = 2.45$$

CURRICULUM VITAE

A. Identity

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2. Mother's name : Samia Harahap

C. Educational background

1. Graduated from Primary School SD No. 146273 Muara, in 1996-2002
2. Graduated from Junior High School of Mts.S Idrisiyah Pasir Nauli, in 2002-2005
3. Graduated from Senior High School of Mas.Babussalam Basilam Baru, in 2005-2008
4. Be University student in IAIN Padangsidempuan.