

**SKRIPSI**

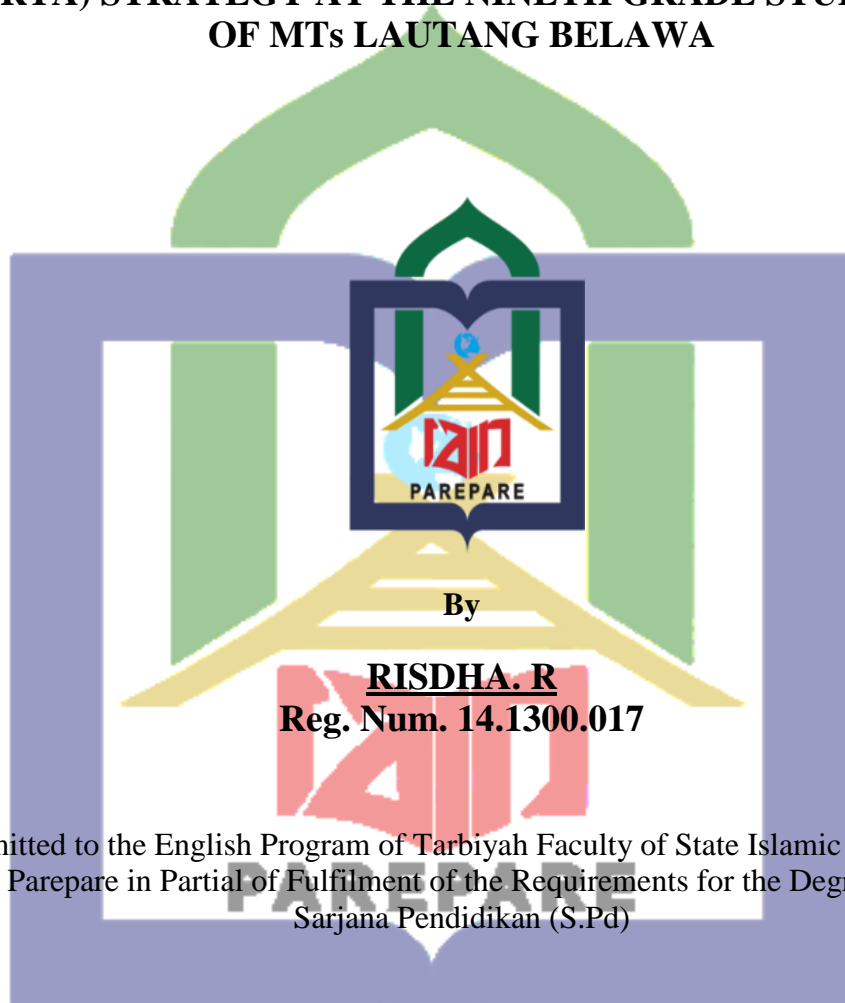
**IMPROVING STUDENTS' READING COMPREHENSION  
THROUGH DIRECTED READING THINKING ACTIVITY  
(DRTA) STRATEGY AT THE NINETH GRADE STUDENTS  
OF MTs LAUTANG BELAWA**



**2019**

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OF MTs LAUTANG BELAWA**



**By**

**RISDHA. R**  
**Reg. Num. 14.1300.017**

Submitted to the English Program of Tarbiyah Faculty of State Islamic Institute of Parepare in Partial of Fulfilment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd)

**ENGLISH PROGRAM  
TARBIYAH FACULTY  
STATE ISLAMIC INSTITUTE (IAIN)  
PAREPARE**

**2019**

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**2019**

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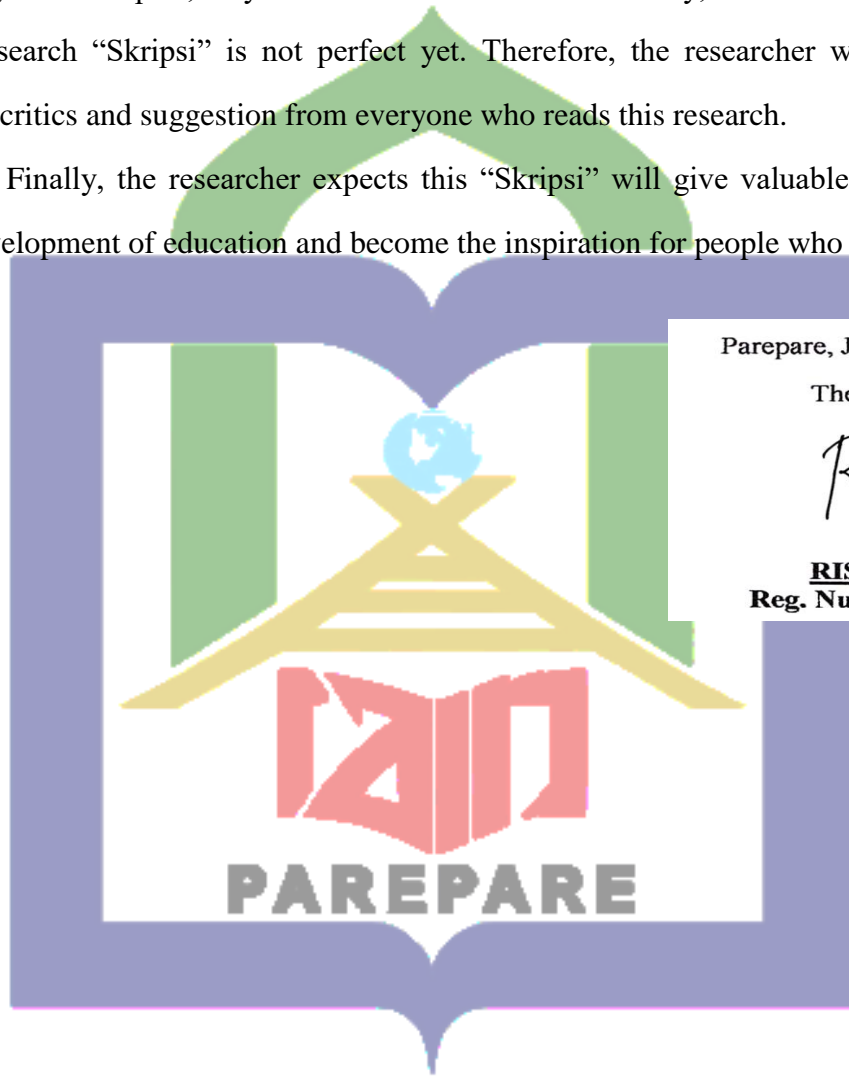
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Finally, the researcher expects this “Skripsi” will give valuable information for development of education and become the inspiration for people who read it.



Parepare, January 26<sup>th</sup> 2019

The Researcher

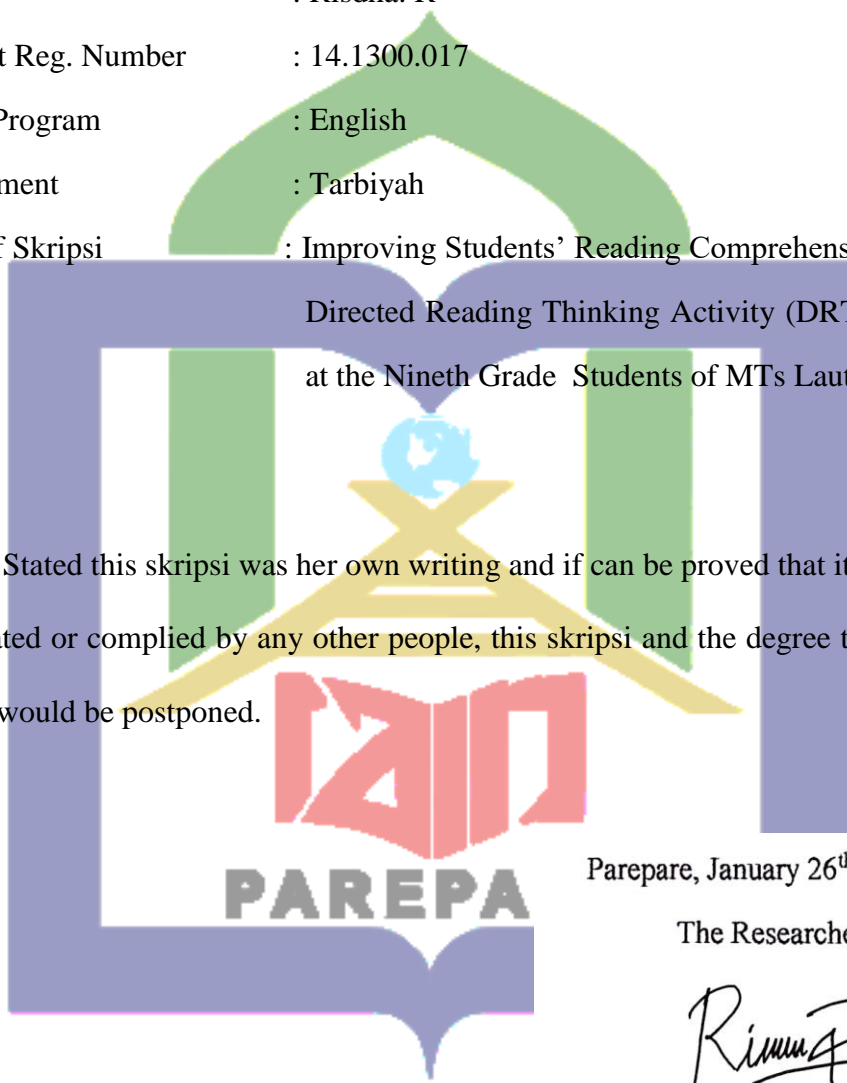
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## DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

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at the Nineth Grade Students of MTs Lautang Belawa

Stated this skripsi was her own writing and if can be proved that it was copied, duplicated or complied by any other people, this skripsi and the degree that has been gotten would be postponed.



Parepare, January 26<sup>th</sup> 2019

The Researcher

**RISDHA. R**  
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## ABSTRACT

**Risdha. R.** *Improving Students' Reading Comprehension Through Directed Reading Thinking Activity (DRTA) Strategy at the Ninth Grade Students of MTs Lautang Belawa.* (Supervised by Syarifuddin Tjali and Abdul Haris Sunubi).

Reading is a skill that must be mastered by students in learning English as a foreign language. Reading not only see or read what is written but also understand the contents of the reading therefore the readers get the knowledge and information from the text. Students need to master reading to communicate and receive some information (technology, science and education) to get good understanding about the reading material and to be able to get good comprehension about the material, the students need to read it well and effectively. The objectives of this research is to improve students' reading comprehension through Directed Reading Thinking Activity (DRTA) Strategy.

The design of this study was pre-experimental, and the population of this study is ninth grade students of MTs Lautang Belawa and the sampling process was administered by applying a purposive sampling technique. There were 51 students in ninth grade and the researcher took class IX.2 as the sample, there are 16 students at class. The instruments used for measuring the students' reading comprehension through Directed Reading Thinking Activity (DRTA) Strategy is reading test.

The result showed that the students mean score of pre-test was 46,875 and their score of post-test was 70, in which the gain amounted 23,125. It means that there was significant difference of students' reading comprehension before and after treatment through DRTA strategy. Then the rate percentage in post-test was higher than the rate percentage in pre-test in teaching reading, and t-test value was greater than t-table value ( $6,36 \geq 1,753$ ). The result of the research proved that through DRTA strategy were effective to be used in teaching the students' reading comprehension and it means that null hypothesis is rejected and alternative hypothesis is accepted. It can be concluded that DRTA strategy can used to improve students reading comprehension.

**Keywords:** Reading Comprehension and DRTA Strategy.

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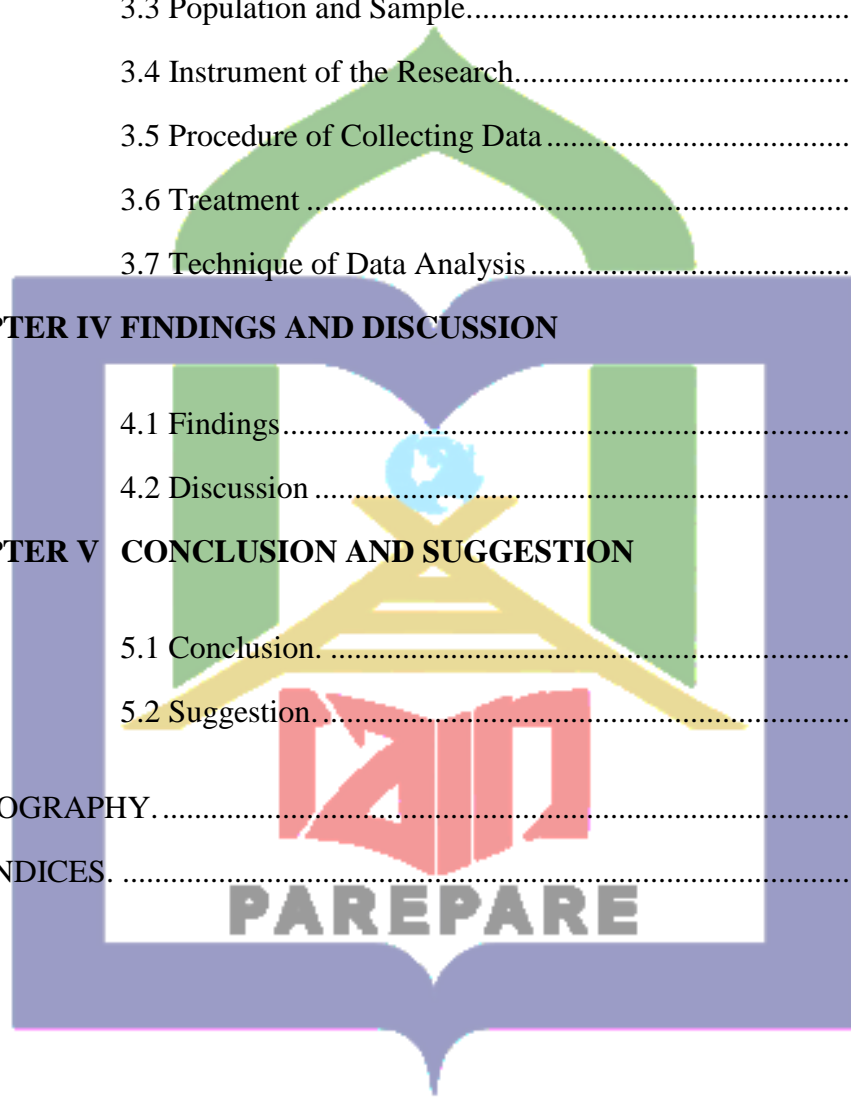
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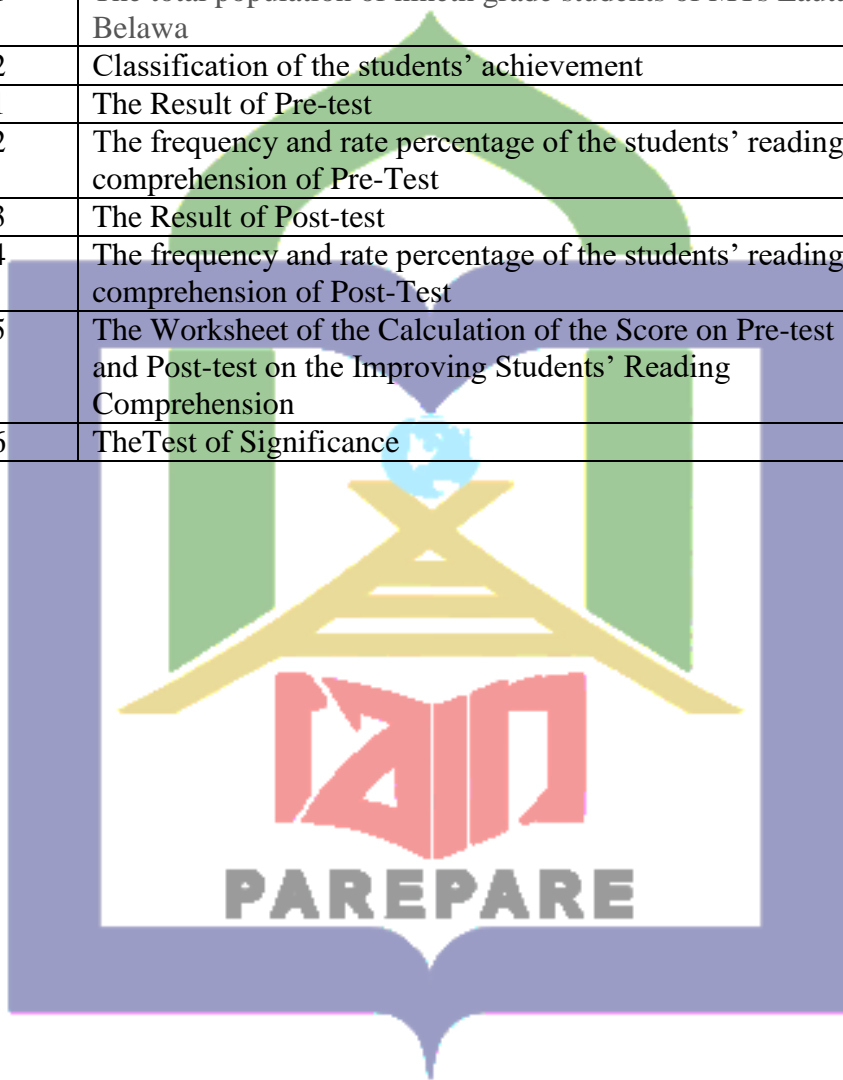
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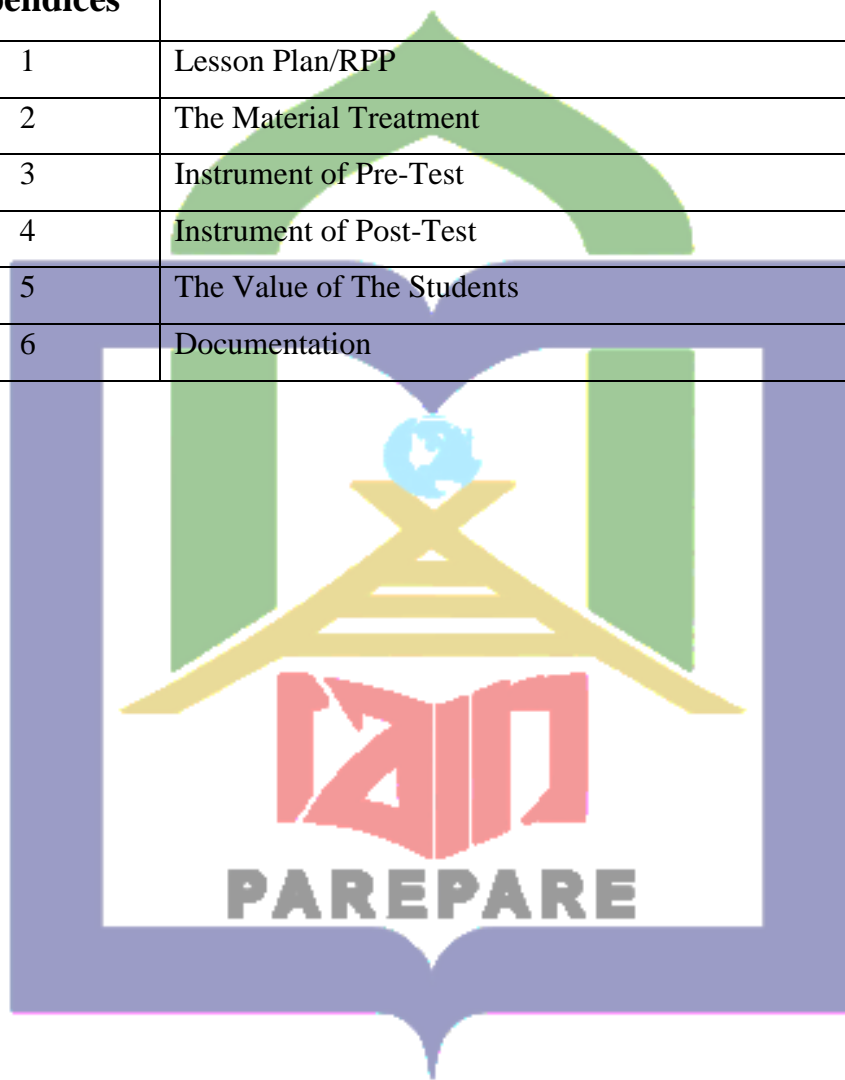
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# CHAPTER I

## INTRODUCTION

### 1.1 Background

English is known as a foreign language or second language that plays an important part especially in education lives. Event at present, it is considered that English has a great role in teaching learning process. Indonesia is one of the countries which is aware of the importance of English in its education affair. Even Indonesia puts English as one of required subject that students should pass in the National Examination. As a result, many school in Indonesia put a serious attention on English. In the study of English, students should master the four language skills namely listening, writing, speaking and reading. Mastering the four language skills can improve students' ability in using English.

Reading is the skill should be mastered in learning English as foreign language. Kinds of text books and materials are written in English. It needs comprehension in reading the text to get better in catch the idea and information. According to Weaver reading is a process to determine, what the reader's brain, emotions and beliefs bring to the reading. It means that reading is the reader's way in interpreting the printed words. It is supported by Linse argues that reading is making sense of printed word. However, teaching reading comprehension is not an easy job for the teacher. The teachers need improve their teaching method or strategy in order to help the students get the point in reading the text. In knowing the meaning of printed word in reading, the readers need reading comprehensively. Sanchez states reading comprehension is emphasizing both what the author had written and readers'



ability to use their background knowledge and thinking ability to make sense of text. It can be said that reading comprehension not only “read” the text directly, but also get something from the text.

To be able in reading comprehension, the reader needs to know the components of reading. Klingner suggests that the reader needs to attend four indicators of reading comprehension such as *vocabulary*, refers to knowing what the words mean in context. The students have to know word meaning based on context from the text. *Decoding* is word reading. It is the process of sounding out or analyzing individual letters and words. *Fluency* refers to accuracy and speed reading. It is about the process in reading with good pronunciation, spelling, intonation, and stress. *World knowledge* refers to have sufficient background knowledge to benefit from reading the text. According to Brown there are some indicators of reading; specific topic and main idea, interpreting and identifying the meaning of the word and sentences of the text, identify factual information, guess meaning of vocabulary, synonym, and antonym, inference of the text, analyze generic structure, social function of kind of text.

Understanding the elements of reading will help the reader better in comprehending the text. However, reading comprehensively by mastering the indicators of reading comprehension that have been discussed is difficult to do by the students in learning English as foreign language. The expectation of teaching English curriculum asks the teacher to do the better effort in teaching English. It is the reason of the teacher to apply kinds of approaches, methods, techniques and strategies in teaching English.

There are four skills in learning process; listening, reading, speaking and writing. In this research, the writer will focus on reading skill, because in MTs Lautang Belawa many students have problems in understand this subject and they always confused to master the reading text. Reading is the important subject to be taught in the school. In reading learning process the student must understand what the content of text to get the information from it. Reading is process to transfer the science from book to brain from writer to reader, and this information will not received with the readers if they did not understand what the content of text.

Other problem in reading is lack of vocabularies and also grammatical knowledge. Consequently, they often found it difficult to understand the text. They almost could not find the main idea and some of the supporting details of the text; even they often misunderstood some of the information presented in the text. All that they knew was to translate every single word unfamiliar for them. From that many problems, they will have an opinion that English learning is a difficult in particular the reading skill. The students know from their test result that they always failed in the reading text. This matter will out from the goal of teaching learning. The solution of that problems is that the teacher should know more about approach, method and strategy in learning English, as the strategy will support the teacher way to make his teaching learning more effective.

Based on the explanation above, the researcher would conduct the study about ***“Improving Students’ Reading Comprehension Through Directed Reading Thinking Activity (DRTA) Strategy At The Nineth Grade Students Of MTs Lautang Belawa”***.

## 1.2 Problem Statement

Based on the background above, the researcher formulated the problem statements as follow “Is Directed Reading Thinking Activity (DRTA) Strategy able to improve the Students’ Reading Comprehension at the Nineth Grade Students of MTs Lautang Belawa?”

## 1.3 The Objective of the Research

The objective of the research is to find out whether Directed Reading Thinking Activity (DRTA) Strategy able to improve the Students’ Reading Comprehension at the Nineth Grade Students Of MTs Lautang Belawa.

## 1.4 The Significance of the Research

It is expected the result of the research will provide the useful contributions for:

### 1.4.1 Theoretically Significance

The result of the researcher is expected to be useful information the knowledge of English study, especially in teaching reading.

### 1.4.2 Practically Significance

This study is expected to give contributions for the following parties:

#### a. For the students

The study is also important for the students because it can improve the students reading comprehension through Directed Reading Thinking Activity. It also can give motivation to improve their reading skill.

#### b. For the teachers

The teachers can implement the findings of this research to improve the students’ reading comprehension. It is also will have teachers to design lesson plan

and to construct practical instruction in order to effectively support students competence in English language.

c. For the next researcher

To give information for the other researcher who want to carry out research about the students' reading comprehension ability by using Directed Reading Thinking Activity.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1 Some Pertinent Ideas

##### 2.1.1 The Concept of Reading

##### 2.1.1.1 Definition of Reading

Reading is one of English skills besides speaking, listening and writing. It is the way to understand written messages. It is the first direct communication of students to acquire their language development. After years of listening and speaking, students further goes to school where for the first time, they learn to read before writing.

Reading is a process in which done by reader to get message or information from the writer through printed media. It is very complex process in recognizing and comprehending written symbols which influenced by perceptual skill, decoding, experiences, language background, mind set and reasoning of reader.

According to Carrel, “reading is not passive but rather than active process. It is an active cognitive process of interacting print media in which monitory comprehension to build up meaning”. Moreover, Rahmatullah states that reading is the meaningful interpretation of printed or written verbal symbols. This activity is not simply looking. It is involves deriving meaning from printed words. It requires a high level of muscular coordination. The reader is not only seeing and identifying the symbols, but also understanding the meaning.

According to Nuttall reading means result of interaction between the writer’s mind and the reader’s mind. It is the way how to the reader tries to get the message or the intended meaning from the writer. In this process, the reader tries to create the

meanings intended by the writer, the reader can get the message, and the writer's meaning sense.

Grabe and Stoller state that reading is the ability of drawing meaning and interpreting information in the printed page appropriately. They state that reading is also interactive in term that linguistic information from the text interacts with information activated by the reader from long-run memory, as background knowledge.

Hill states that "Reading is communication process and used by readers to get the message to be delivered by the author through message or written language". A process which requires that a group of words which is a unity will be seen in glimpses and that the meaning of individual words will be known. If this is not met, then the explicit and implied messages will not be captured or understood, and the reading process is not done well.

Soedarso states that "Reading is a complex activity by recruiting a large number of separate actions, including the need to use the understanding and imagination, observing, and remembering". Reading is an active which provide a response to the meaning that is read. When reading, the reader will form a conclusion about the content of reading. Making the conclusion is an indication that readers respond to literature.

From the definition above, it is included that reading is defined as an activity when people look at the text and able to interpret the meaning of that written symbol.

#### 2.1.1.2 Kinds of Reading

In this case, there are three kinds of reading that can improve skill of reader, they are: reading aloud, silent reading and speed-reading.

#### 2.1.1.2.1 Reading Aloud

Reading aloud is provided when the others in the class or group are unfamiliar with the material being presented. In such instances. The members of the class must listen in order to understand the message. The reader could be asked to lay down the text and then answer content questions from others in the class.

#### 2.1.1.2.2 Silent Reading

Silent reading is the essential first step in breaking students from the habit of devoting all attention to the precise decoding of the shapes and sounds of letters. Phrase reading, timed reading, and guessing activities are likewise useful.<sup>1</sup>

#### 2.1.1.2.3 Speed-Reading

Speed-reading is way that required by the teacher for reader to be read text rapidly and comprehend it at once. Between reading comprehension and speed reading should run side-by side where a reader is required not only to read speed faster but also how to understand the idea that express in the passage.

Based on the explain above, reading aloud is the reader read something loudly, silent reading is the reader read something with full concentration but not loudly, while speed-reading is the reader read something quickly and comprehend it at perceptive reading once.

#### 2.1.1.3 Types of Reading

According to Brown, there are four types of reading. They are:

##### 2.1.1.3.1 Perceptive

Perceptive reading requires students to process separate letters, words, punctuation, and other graphemic symbols of larger stretches of discourse. An

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<sup>1</sup>Nurhana, Improving The Students' Reading Comprehension Through Directed Reading

example of a very basic grapheme recognition task would require students to decipher differences in similar words. The assessment tests for the students' understanding of simple graphemic characters.

#### 2.1.1.3.2 Selective

This category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short strength of language, certain typical tasks are used: pictures tasks, matching, true/false, multiple-choice, etc. a combination of bottom-up and top-down processing may be used.

#### 2.1.1.3.3 Interactive

Included among interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must interact with the text. That is, reading is a process of negotiating meaning; the reader brings to the text a set of schemata for understanding it, and intake is the product of that interaction. Typical genres that lend themselves to interactive reading are anecdotes, short narratives and descriptions, excerpts from longer texts, questionnaires, memos, announcements, directions, and recipes. The focus of an interactive task is to identify relevant features (lexical, symbolic, grammatical, and discourse) within texts of moderately short length with the objective of retaining the information that is processed. Top-down processing is typical of such tasks, although some instance of bottom-up performance may be necessary.



#### 2.1.1.3.4 Extensive

Extensive reading applies to texts of more than a page, up to and including professional articles, essays, technical reports, short stories, and books.<sup>2</sup>

Based on the types of reading above, the researcher assumes that, the reader have to know the fourth types of reading because in reading there are some articles, stories and also reading material in the learning always include the type of reading which can make the reader understand more about reading.

#### 2.1.1.4 The Definition of Reading Comprehension

Thinker states that reading comprehension is not just reading with a loud voice but also to establish and understand the meaning of words, sentence, and paragraph sense the relationship among the ideas. As it is, if a student just reads loudly, but can not understand the content of the passages, it means he/she fails in comprehending the passage.

Ophelia assumes that reading comprehension is understanding, evaluating and utilizing of information between author and reader. It sounds like the author and the reader can communicate one other. It means that a reader in this case, tries to understand what he is saying.

Smith and Dale state that reading comprehension means understanding, evaluating, utilizing of information and gaining through an interaction between reader and author. Reading comprehension is such a kind of dialogue between reader and author in which the written language becomes the medium that cause the dialogue happen when the two persons communicate through the medium of print reading comprehension refers to reading with comprehension. Thus reading comprehension is

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<sup>2</sup>H. Douglas Brown, *Language Assessment Principles and Classroom Practices*. (San Fransisco: California, 2003), p. 189.

reading by comprehension the meaning of a passage or what is or has been read. One who reads something by understanding it can be said that he does a reading comprehension.

Reading comprehension is a process of making sense of written ideas through meaningful interpretation and interaction with language, reading comprehension is best viewed as a multifaceted process affected by several thinking and language abilities.<sup>3</sup>

In short, reading comprehension is the act of understanding what readers are being read. It is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing. Without comprehension, reading is nothing more than tracking symbols on a page with eyes and sounding them out. People read for many reasons but understanding is always a part of their purpose. Reading comprehension is important because without it, reading doesn't provide the reader with any information.

#### 2.1.1.5 Levels of Reading Comprehension

Reading comprehension has different levels. Burns et al divide reading comprehension into literal comprehension, interpretive comprehension, critical reading and creative reading.

##### 2.1.1.5.1 Literal Comprehension

Implied rather than directly stated. Reader makes inferences based on their schemata. It is important to realize that children have less prior knowledge than adults and do not make Reading for literal comprehension, which involves acquiring

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<sup>3</sup>Nurhana, Improving The Students' Reading Comprehension Through Directed Reading Thinking Activity (DRTA) At The Eleventh Grade Student's Of SMA Negeri 5 Pinrang, (Unpublished : A Skripsi of Tarbiyah Department of STAIN Parepare, 2013), p. 7.

information that is directly stated in a selection is a prerequisite for higher level understanding. Recognizing stated main ideas, details, causes and effects, and sequence is the basis of literal comprehension, and through understanding of vocabulary, sentence meaning, and paragraph meaning is important.

#### 2.1.1.5.2 Interpretive Comprehension

Interpretive Comprehension involves reading between the lines or making inferences. It is the process of deriving ideas that are inferences spontaneously, even they possess the necessary schemata or background knowledge.

#### 2.1.1.5.3 Critical Reading

Critical reading is evaluating written materials, comparing the ideas discovered in the material with standards and drawing conclusions about their accuracy, appropriateness, and timeliness. It requires the reader to have critical thinking of what they read. Critical reading depends upon literal comprehension and interpretive comprehension, and grasping implied ideas is especially important.

#### 2.1.1.5.4 Creative Reading

Creative reading involves going beyond the material presented by the author. It requires readers to think as they read, just critical reading does, and it also requires them to use their imaginations.

Carver in Devine divides reading comprehension into four levels, they are:

- 1) Decoding of words and determination of their meaning in a particular sentence.
- 2) Combining meanings of individual words into complete understanding of the sentence.

- 3) Understanding of the paragraph and its implied main idea, as well as cause and effect, hypothesis-proof, implications, unstated conclusions, and ideas associated but tangential to the main idea of a paragraph.
- 4) Evaluation of ideas, including questions of logic, proof, authenticity and value judgments.

### 2.1.2 The Concept of DRTA

#### 2.1.2.1 The Definition of Directed Reading Thinking Activity (DRTA)

Katherine D. Weisendanger in her book *Strategies for Literacy Education* stated that Directed Reading Thinking Activity (DRTA) is a pre-reading, during reading and post-reading strategy. In this activity students included in guessing what the story will be (about what). Directed Reading Thinking Activity (DRTA) strategies also involve the reader to use his experience to build the author's ideas. This activity can be used in every level of the reader, either in groups or individuals, both with story texts or explanations. Agreeing above, Walker states that the Directed Reading Thinking Activity (DRTA) strategy is an instruction in learning to read with predict what the author thinks, confirm or revise predictions and collaborate on opinions.

According Stauffer via Farida that the Directed Reading Thinking Activity (DRTA) is a strategy that focuses student involvement in predicting and proving predictions when they read the text. Stauffer further explained that the teacher could motivate business and concentration of students by involving them intellectually and encourage them to formulate questions and hypotheses, process information, and evaluate temporary solutions.

According to Farida there are five steps in using Directed Reading Thinking Activity (DRTA) strategies include

- 1) making predictions based on title references
- 2) making predictions based on referals picture
- 3) read reading material
- 4) choosing prediction provisions and adjust the prediction
- 5) The teacher repeats the first procedure to four, until all parts of the lesson above have been covered.

According to Walker Directed Reading Thinking Activity (DRTA) there are twelve steps. Following are the steps intended

- 1) the teacher asks students about their predictions about the storyline that will occur in the title and image given
- 2) the teacher ask students about the predictions they made
- 3) students read to get the main topic of each paragraph
- 4) teacher re-ask their predictions for each paragraph of text
- 5) The teacher asks to students about supporting information in the text to support their answers and to explain their answers again
- 6) teacher give questions what will happen next and why think like that
- 7) students re-read to get the main topic in every paragraph
- 8) the teacher repeats steps 4, 5, 6, 7 for each paragraph
- 9) when students finish reading, the teacher and students return the story overall
- 10) teachers lead students to analyze story content with the experience of them is in accordance with the objectives of the author
- 11) the teacher discusses strategies which is used to understand the story in the text
- 12) the teacher reviews it again the meaning of each word key in the text.

From some opinions of the experts above it can be concluded that the strategy Directed Reading Thinking Activity (DRTA) is a pre-reading, during reading and post-reading. Where this strategy involves the reader to make predictions by using his experience to build author ideas. Activity in this strategy invites readers to process information to formulate questions and hypotheses and evaluate

The teacher guides students to check their predictions after reading. The value of Directed Reading Thinking Activity is to make predictions before reading each section. Requiring students to make predictions encourage use of context clues and establishes a purpose for reading. This cycle requires students to use their background knowledge to set purposes for reading and develop their questioning ability. Verifying predictions while reading extend thoughts and promotes interactive learning.

Specifically, the purposes of using Directed Reading Thinking Activity are: To encourage readers to be more aware of the strategies they use to interpret text, to help students understand the reading process, to develop prediction skills, to stimulate thinking and develop hypotheses about text which aid interpretation and comprehension, to increase understanding the purposes and effects of the structures and features of particular text, to increase temporary solutions.

#### 2.1.2.2 Purposes of DRTA

According to Allen, the power of Directed Reading Thinking Activity strategy increases when curiosity about particular texts and text-types, and to encourage students to listen to the opinions of others and modify their own in light of additional information.

In short, the purpose of using Directed Reading Thinking Activity could ease the readers to understand whole parts of a story.<sup>4</sup>

#### 2.1.2.3 Procedure of DRTA

The general procedure to follow when preparing a basic story map includes the following steps: The Directed Reading Thinking Activity engages students in a step by step process that guides them through informational text. It is designed to move students through the process of reading text. Questions are asked and answered, and predictions are made and tested throughout the reading. Additionally, new questions and predictions are formulated as the students progress through the text. According to Stauffer in Bainbridge and Sylvia, DRTA strategy has several steps:

- (a) Prior to reading, choose a text. This strategy works well with both fiction and non-fiction texts.
- (b) Then, activate students' prior knowledge. Have the students read the title of the text, or tell them the topic of the text. Ask students to brainstorm a list of ideas that come to mind when they think about the title or topic. Write those ideas on the board. When using this strategy with a piece of fiction, you might have students brainstorm a list of ideas that they associate with an overriding theme of the story, the story's setting, or the author of the story (if the author is someone with whom your students are familiar). Students will be making predictions about what they will read about in the text, so it is important that you activate their prior knowledge on a topic that will allow them to make predictions about what might be included in the text.

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<sup>4</sup>Yuliana Friska, The Effect of Directed Reading Thinking Activity and Reading Interest on Students' Reading Comprehension, (Published : A Thesis of Tarbiyah Faculty of UIN Syarif Hidayatullah Jakarta 2015), p. 21.

(c) The predictions are recorded on the board, a transparency, or a chart. Have students make predictions about what they will read about the text. Use all available clues, including the index, table of contents pictures, charts, and tables in the text. Ask students to explain how they came up with their predictions.

(d) After that, have students read a section of a text. Once students have read a certain amount of text, they return to their prediction to see which have been realized, which seem unlikely to be fulfilled, and which may still possibly occur. (e) Ask students to confirm or revise prior predictions and make new predictions. Students should be encouraged to explain what in the text is causing them to confirm and or revise prior predictions, and what is causing them to make the new predictions they are making.

(f) The last, students are encouraged to support their opinions and to make further predictions based on their literary and life experience. When students have finished reading, ask questions that promote thinking and discussion.

Thus, Schumm stated that there are several steps in DRTA strategy. First, the students survey the text to be read. Second, students should make predictions based on the survey to have students justify their predictions, or give a reason why they think their predictions are correct. The third set a purpose by reading having students read to find out if their predictions are correct. Fourth, ask the students confirm their predictions based on the new information read and create new prediction. The last, ask students read the next section and continue with confirming or altering and creating new prediction until the reading is complete.

Furthermore, Brunner stated that DRTA have some steps in process, there are: Read the selection to select predetermined stopping points, and then tell the students they will need a cover sheet. After that ask students to cover everything but the title



of the selection and tell students to read the title and make prediction about the story contents.

After reading the title ask students make predictions; ask for “evidence” supporting their belief that their predictions are correct and then tell them that they will review their initial predictions, as well as make a new predictions based upon the reading, After students have finished reading the designated text.

From the steps above, it can be concluded that DRTA guides the students through information the text. This strategy requires the students to make new prediction about text by the cover (title, illustration), give evidence about their prediction, reread text and make conclusions.<sup>5</sup>

#### 2.1.2.4 Teaching Reading Using DRTA

As this study employs directed reading-thinking activity, the teaching and learning process includes the steps of the activity for both the teacher and students. The steps employ the students to set reading purposes and make predictions, reading text, verify and revise predictions and prove set reading purposes. Therefore, the teacher assists the students by selecting the texts, dividing the text into meaningful section, facilitating discussion, and giving feedback.

The elaboration of the teaching of reading using DRTA is designed based on the following steps:

##### 1) Before reading: Predicting

In making predictions, students observe and identify the selection by looking at the title, picture (if it is available), the vocabulary, the grammar, and other

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<sup>5</sup>Yuliana Friska, The Effect of Directed Reading Thinking Activity and Reading Interest on Students' Reading Comprehension, (Published : A Thesis of Tarbiyah Faculty of UIN Syarif Hidayatullah Jakarta 2015), p. 22.

language features in the text. In response to it, students formulate questions which bridge them to next selection of the text and the whole part of it. In this stage, the teacher assists the students in observing and identifying selection of text and notices the key words that help them to guess the global understanding of the text. The teacher also facilitates students to formulate questions, discuss and share their predictions of each selection of the text.

#### 2) While reading: Silent reading

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

#### 3) After reading: Confirming the predictions

After reading the complete text to gather information, students are encouraged to explain what cause them to confirm or revise prior predictions. It is carried out through discussing the material read. The aim of this discussion is to help students interpreting the material. Students discuss among their group members about their prior predictions and the data in the text whether they are compatible or not. Teacher facilitates students to discuss related concepts and to consider the content of the selection of their own experiences.

#### 2.1.2.5 The Advantages of DRTA

Any strategy that is used by the teacher in teaching learning process give purposes to the teacher and students. According to Adlit, there are reasons why using Directed Reading Thinking Activity (DRTA) strategy in reading class such as: It encourages students to be active and thoughtful readers. The process of predicting, reading, and proving make the students are not passive in reading class. They use

their mind to be more aware about the topic given may be known yet by the students. In addition, it activates students' prior knowledge. It will appear prior knowledge by predicting the topic and new information will add students' knowledge.

Further, it also teaches students to monitor their understanding of the text as they are reading. The students understand the content of the text step by step. It began from activating prior knowledge, then predicting what they will learn about the topic and the last is proving. From that step, the students will practice how to understand the text accurately. Furthermore, it helps students strengthen reading and critical thinking skills. Reading skill is not passive skill, so that readers must think about the topic accurately.

Moreover, any strategy that is used by the teacher in teaching learning process give purposes to the teacher and students. According Bainbridge Directed reading Thinking Activity (DRTA) strategy encourages reader/ students to be actively involved in the constructions of meaning.<sup>6</sup> It's mean that through student's predictions in the text to make their active in reading.

Thus, Brunner said that strategy help students read critically and reflect upon what they read. Besides, this strategy help students determine a purpose for reading, carefully examine the text, and remain engaged throughout the lesson.<sup>7</sup> In summary, Directed Reading Thinking Activity (DRTA) used to make students actively read the text, carefully examine and remain engaged in reading by student's prediction for the text and constructions of meaning the text. So, the teacher can designed this activity as creative as possible to make student enjoy in the learning process.

<sup>6</sup>Bainbridge. *Learning with Literature in the Canadian Elementary Classroom*. Edmonton Alberta: The University of Alberta Press. 1999, p. 164

<sup>7</sup>Judy Tilton Brunner. *I Don't Get It !* . Plymouth: Rowman & Littlefield Publishers, Inc. 2011, p. 56

### 2.1.2.6 The Disadvantages of DRTA

The disadvantages of DRTA strategy indeed it is only useful if students have read or heard the text being used. Besides, classroom management may become a problem if it is a big class (the students more than thirty) because the teacher could not control the students personally.

## 2.2 Previous Research Findings

There are some researchers who conducted related results referent to particularly in increasing reading by using a lot of kinds of techniques, authentic material, or other teaching devise to reach the effective teaching and learning process. In other words it is a contribution on English teaching and some of them will be illustrated as follow:

Sopyan on his research entitle “*Implementing Directed Reading and Thinking Activity (DRTA) to Improve the Reading Comprehension to the Tenth Year Students of MA DDI Tellu Limpoe Kabupaten Sidrap*”, the writer would like to conclude that using the DRTA (Directed Reading Thinking Activity) strategy was effective improve significantly the students ability in reading comprehension. It can be proved by the students’ achievement in reading comprehension who are thought through DRTA strategy and those without through the DRTA strategy were the mean score of experimental class for post-test is 78,8 and the mean score of control class for post-test is 71,9. It means that, the achievement of the students who is through the DRTA strategy and without the DRTA strategy was different. Through the DRTA strategy was effective in learning English, especially in reading comprehension of the tenth

year students of MA DDI Tellu Limpoe Kabupaten Sidrap. It proved by t-test value that is 2.300 is higher than t-table value 2.021.<sup>8</sup>

Sri Yuliana on her research, Directed Reading Thinking Activity Strategy becomes training for students to explore their argumentation about what they read. Naturally the students can discuss their reading with their friend and monitor their and the mean comprehension.<sup>9</sup>

Based on the various related research findings above, the researcher could conclude that in process, teacher have to be creative how to make the students interest and enjoy in learning process. Teacher have many strategy to teach students, so the students have high motivation to learning English.

### 2.3 Conceptual Framework

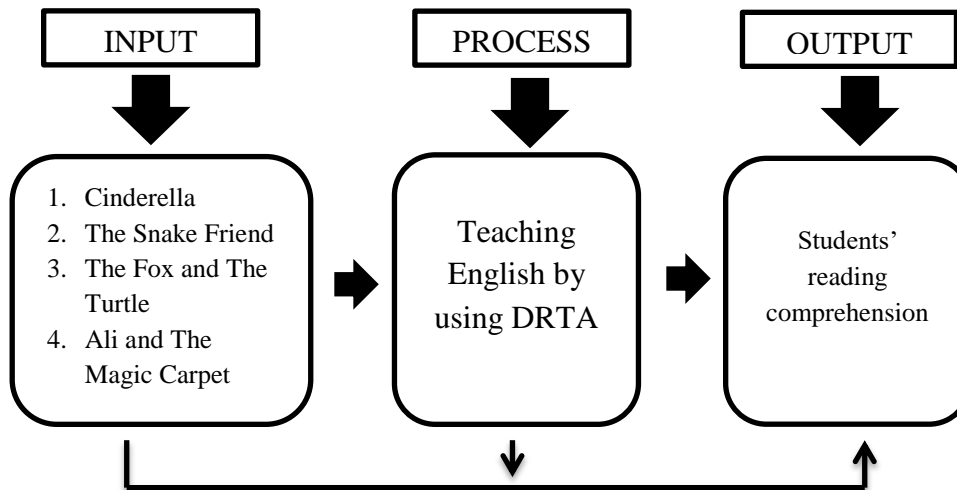
The main focus of this research is use of Directed Reading Thinking Activity (DRTA) Strategy to improve students' reading comprehension at the ninth grade students of MTs Lautang Belawa.

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<sup>8</sup>Sopyan, "Implementing Directed Reading and Thinking Activity (DRTA) to Improve the Reading Comprehension to the Tenth Year Students of MA DDI Tellu Limpoe Kabupaten Sidrap" (Unpublished Skripsi of STAIN Parepare, 2015).

<sup>9</sup>Sri Yuliana, The Using of Directed Reading Activity Strategy to Improve The Reading Comprehension at the Second Year Students of SMP Negeri 6 Parepare (Unpublished Skripsi of STAIN Parepare 2012). p. 53.

The conceptual framework of this research is presented this following:



There are three elements namely:

1. Input: it refers the material that are applied by the researcher in the classroom, that is English reading material. The researcher will know the students reading comprehension before teaching materials through Directed Reading Thinking Activity (DRTA) Strategy.
2. Process: it refers the researcher will give treatment and teaching English by using Directed Reading Thinking Activity (DRTA) Strategy in the experimental class.
3. Output: it refers the students' achievement in reading comprehension improvement of experimental class after giving treatment by using Directed Reading Thinking Activity (DRTA) Strategy.

#### 2.4 Hypothesis

Based on the previous related literature and the problem statement above, the researcher formulates the hypothesis as following:

2.4.1 Null Hypothesis ( $H_0$ ) : Using the directed reading thinking activity strategy is not able to improve students' reading comprehension at the ninth grade students' of MTs Lautang Belawa.

2.4.2 Alternative Hypothesis ( $H_1$ ) : Using the directed reading thinking activity strategy is able to improve students' reading comprehension at the ninth grade students' of MTs Lautang Belawa.

## **2.5 Variable and Operational Definition**

### 2.5.1 Variable of the research

Definition of operational variable is practical declaration and technician about variable and sub variable that can be measured and looked for the data. Definition operational of skripsi become a foundation to develop research instrument, instrument that used in collecting the data. It means that developing research instrument such as questionnaire, observational orientation, and structural interview orientation is based on the operational definition.<sup>10</sup>

There are two variables in this research, namely independent variable and dependent variable:

2.5.1.1 Independent variable of this research is the directed reading thinking activity strategy.

2.5.1.2 Dependent variable of this research is students' reading comprehension at the ninth grade students' of MTs Lautang Belawa.

### 2.5.2 Operational Definition

In this section, the researcher explain operational definition of variable that had being mentioned above in the variable of the researcher:

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<sup>10</sup>Sekolah Tinggi Agama Islam Negeri (STAIN), *Pedoman Penulisan Karya Ilmiah*, p. 26-27

- a. DRTA is a teaching strategy that guides students in making predictions about a text and then reading to confirm or refute their predictions. This strategy encourages students to be active and thoughtful readers, enhancing their comprehension.
- b. Reading comprehension is not just reading with a loud voice but also to establish and understand the meaning of words, sentence, and paragraph sense the relationship among the ideas. As it is, if a student just reads loudly, but cannot understand the content of the passages, it means they fail in comprehending the passage.

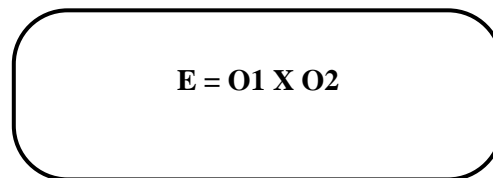




## CHAPTER III RESEARCH METHOD

### 3.1 Research Design

Considering data and the aims of the research, the researcher used quantitative method to conduct this study. In this research, the researcher was applied pre-experimental design. It consisted of pre-test, treatment and post-test design. The treatment will give between the pre-test (O1) and post-test (O2). The design was presented as follows:



Where:

E : Experimental

O1 : Pre-test

X : Treatment

O2 : Post-test

### 3.2 Location and Duration of the Research

#### 3.2.1 Location

The location of this research conducted of the ninth grade students at MTs Lautang Belawa.

#### 3.2.2 Duration

The duration of this research was six meeting namely once in pre-test, four times in treatment and once in post-test. This research needs about less than one month.

### 3.3 Population and Sample

#### 3.3.1 Population

The population is the group of interest to the researcher, the group to which students would like the results of the study to be generalizable. The defined population has at least one characteristic that differentiates it from other groups.

The population of this research is the ninth grade students of MTs Lautang Belawa. There are 3 classes as the population in this research, and the number of all students are 51. All the population was illustrated on the table below.

**Table 3.1 The total population of ninth grade students of MTs Lautang Belawa**

NO	CLASS	MALE	FEMALE	TOTAL
1	IX 1	8	9	17
2	IX 2	5	11	16
3	IX 3	8	10	18
TOTAL		21	30	51

*(Source: Administration of MTs Lautang Belawa)*

#### 3.3.2 Sample

The researcher used purposive sampling technique which involve one class for use as class experimental is IX 2. Total sample are 16 students. There are several reasons to take this class as a sample, the varied of students ability might be the first reason. Beside that, the recommendation from the English teacher to take the class for find out that this class in the most proper to represent the all of population because of the varied of students' ability in English.

### **3.4 Instrument of the Research**

The instrument of this research is reading test. The test would be applied in pre-test and post-test. The pre-test is used to find out the students' reading comprehension before using directed reading thinking activity strategy and post-test is used to find out the students' reading comprehension after using directed reading thinking activity strategy.

### **3.5 Procedure of Collecting Data**

The researcher conducted test collecting data. Testing was conducted twice, pre-test and post-test. The pre-test was given to identify the students' ability in reading of the students before getting treatment, and post-test is used to find out the improvement of students' reading comprehension after giving treatment.

The procedure was presented in chronological order as follow:

#### **3.5.1 Pre-Test**

Before doing treatment, on the first meeting, the researcher will give a pre-test to the students to find out the students' reading comprehension especially before teaching reading with using the directed reading thinking activity strategy. The procedure of pre-test, first, the researcher will give greeting to the students to open the class. Then, the researcher introduce herself in front of the students. After that, the researcher will give motivation to the students. After that, the researcher will give direction to the students what they have to do. Next, the researcher will ask the students to read the reading text that have been prepared. After that, the researcher will ask the students to answer the question that have been prepared. Next, the researcher collected the students' pre-test answer sheets. The last, the researcher will give greeting to the students to close the class.

### 3.5.2 Post-Test

At the last meeting, after giving treatment, the researcher will give the post-test for measure the students' improvement the reading comprehension based on materials that have been learned.

## 3.6 Treatment

After giving a pre-test, the researcher will treat the students. The treatment was given four times, each meeting ran for 90 minutes. The procedure of treatment that researcher will present and introduce the materials reading in the class and explain what the students have to do. After that the researcher will give the students activity.

### 3.6.1 First meeting

In the first meeting, the researcher will give greeting to the students to open the class. After that, the researcher will give motivation to the students before teaching the materials. Next, the researcher will give direction to the students what they have to do and explain the material about reading text. And then, the researcher will divide the students' in some group. After that, the researcher will explain and teach students how to find out the main idea of the text. Next, the researcher will give a chance to the students ask about the unclear materials. Then, the researcher will give the student a answer sheet, and answer the questions concerning the material that have been explained from the teacher. After that, the researcher collected the students' answer sheets. The last, the researcher will give greeting to the students' to close the class.

### 3.6.2 Second meeting

In second meeting, the researcher will give greeting to the students to open the class. After that, the researcher will give motivation to the students before teaching the materials. Next, the researcher will give direction to the students what they have to do and explain the materials. Then, the researcher will give a chance to the students to ask about the unclear materials. After that, the researcher will form students in some groups, then give the student an answer sheet. Then the researcher will give the student answer sheets, and answer the questions concerning the material that have been explained from the teacher. A few minutes later, the researcher collected the students' answer sheets. The last, the researcher will give greeting to the students to close the class.

### 3.6.3 Third Meeting

In third meeting, the researcher will give greeting to the students to open the class. Next, the researcher will give motivation to the students before teaching the materials. After that, the researcher will give direction to the students what they have to do and explain the material. After that, the researcher will give a chance to the students to ask about the unclear materials. Next, the researcher will form students in some groups, then give the student an answer sheet. Then evaluation, after that, the researcher collected the students' answer sheets. The last, the researcher will give greeting to the students to close the class.

### 3.6.4 Fourth Meeting

In the fourth meeting, the researcher will give greeting to the students to open the class. Next, the researcher will give motivation to the students before teaching the materials. Then, the researcher will give direction to the students what they have to

do and explain the material. After that, the researcher will give a chance to the students to ask about the unclear materials. Then, the researcher form students in some groups, then give the student a answer sheet. After that evaluation. Then, the researcher collected the students' answer sheets. The last, the researcher will give greeting to the students to close the class.

### 3.7 Technique of Data Analysis

All the data was collected, the data collected through pre-test and post-test, the following procedure was used:

#### 3.7.1 Scoring the students answer

$$\text{Score} = \frac{\text{Students' correct answer}}{\text{Total number of items}} \times 100$$

#### 3.7.2 The classification of the students' achievement as follows:

**Table 3.2 Classification of the students' achievement**

No	Classification	Score
1	Excellent	80-100
2	Good	66-79
3	Fair	56-65
4	Poor	41-55
5	Very Poor	<40 <sup>1</sup>

(Source: Suharsimi Arikunto, 2005: 245)

#### 3.7.3 Calculating the rate percentage of the students' score.

<sup>1</sup>Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan (Edisi Revisi)*. Jakarta:PT. Bumi Aksara. 2005. p.245.

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

Where: P : Percentage  
 Fq : Frequency of the students' score  
 N : The total number of the students'

3.7.4 Finding out the mean score by using the following formula:

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

Which:

X : Mean score  
 $\sum X$  : Total f row score  
 N : Number of students<sup>2</sup>

3.7.5 Calculating the mean score of difference between pre-test and post-test by using the following formula:

$$D = \frac{\sum D}{N}$$

Which:

D : The mean score of difference  
 $\sum D$  : The total scores of difference between pre-test and post-test (X<sub>1</sub>-X<sub>2</sub>)  
 N : Total sample<sup>3</sup>

<sup>2</sup>Gay, L.R. *Educational Research*, New Work: Charles Merrill Publishing. Co., A. Bell and Howel Company. 1987. p.298

3.7.6 Finding the significance between the mean score and pre-test and post-test by calculating the value of the test:

$$t = \frac{D}{\frac{\sqrt{\sum D^2 - \frac{(\sum D)^2}{N}}}{N(N-1)}}$$

Where:

T : Test of significance

D : The mean score of difference (X<sub>1</sub>-X<sub>2</sub>)

∑D : The sum of the total score

∑D<sup>2</sup> : The square of the sum score of difference

N : The total sample<sup>4</sup>

3.7.7 In testing hypothesis, the researcher used one tailed test with 5% (p =0.05) level of significant and degree of freedom (df) N-1

The following criteria used to test a researcher hypothesis:

3.7.7.1 If t-table > t-test, H<sub>0</sub> is accepted and H<sub>1</sub> is rejected. It means that using directed reading thinking activity strategy is not able to improve students' reading comprehension.

3.7.7.2 If t-table < t-test, H<sub>0</sub> is rejected and H<sub>1</sub> is accepted. It means that using directed reading thinking activity strategy is able to improve students' reading comprehension.

<sup>3</sup> Gay, L.R. *Educational Research*, New Work: Charles Merrill Publishing. Co,A. Bell and Howel Company.1987. p.332

<sup>4</sup>Gay, L.R. *Educational Research*, New Work: Charles Merrill Publishing. Co,A. Bell and Howel Company.1987.p.331



## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter consists of two sections, the section deals with the findings of the research and discussions of the research. The findings of the research cover description of the result of data collected through a test that can be discussed in the section below.

#### 4.1 Findings

The findings of this research deals with the classification of students' pre-test and post-test. To find out the answer to the research question in the previous chapter, the researcher gave a test that was given twice. A pre-test was given before treatment to know improving students' reading comprehension through Directed Reading Thinking Activity, after giving treatment and the result of the post-test of this research can answer the question of this research that aims to find out which through Directed Reading Thinking Activity that be able to improve students' reading comprehension at MTs Lautang Belawa.

4.1.1 Through Directed Reading Thinking Activity to improve students' reading comprehension at MTs Lautang Belawa.

This part covers the result of data analysis about through Directed Reading Thinking Activity to improve students' reading comprehension. This part will consist of the students score in pre-test, the mean score of students' pre-test, the students score in post-test and the mean score of students' post-test. The result of the calculation will help the researcher in answering the research question and decide which hypothesis will be accepted.

4.1.1.1 The students' score in the pre-test

The pre-test had done before implementation Directed Reading Thinking Activity. It was conducted on Saturday, November 17<sup>th</sup>, 2018. The students' were

given the pre-test. The researcher found out the result of the students' pre-test based on the scoring of reading test before giving treatment through Directed Reading Thinking Activity which was analyzed and resulted in the information as shown in the following table:

**Table 4.1 The Result of Pre-test**

No	Students	Pre-test	
		Correct Answer	Score
1	S1	5	50
2	S2	5	50
3	S3	6	60
4	S4	4	40
5	S5	5	50
6	S6	6	60
7	S7	2	20
8	S8	4	40
9	S9	4	40
10	S10	5	50
11	S11	6	60
12	S12	6	60
13	S13	6	60
14	S14	5	50
15	S15	3	30
16	S16	5	50
Total			$\sum X=750$

*(Data' source: The Students' Score in Pre-Test)*

After knowing the students' score in pre-test, the following table is the frequency and rate percentage table it is aims to know the frequency and the percentage of the students that got excellent, good, fair, poor and very poor. The table will provide the researcher in classifying the students ability in reading comprehension, here is the following table:

**Table 4.2 The frequency and rate percentage of the students' reading comprehension of Pre-Test**

No	Classification	Scores	Frequency	Percentage (%)
1	Excellent	80-100	-	-
2	Good	66-79	-	-
3	Fair	56-65	5	31,25
4	Poor	41-55	6	37,5
5	Very poor	<40	5	31,25
	Total		16	100%

*(Data Source: The result of research)*

Based on the table above, showing the result of students' score before giving the treatment of DRTA strategy, the students only got the score in the fair, poor and very poor classification, no one students got excellent and good classification. There were 5 (31,25 %) students got fair, 6 (37,5 %) students got poor and 5 (31,25%) students got very poor. Total score in pre-test was 750. It could be seen that most of

the IX.2 students' reading was still low. Because most of the students gained poor score.

#### 4.1.1.2 The Mean Score of the Students' Pre-Test

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

$$X = \frac{750}{16}$$

$$X = 46,875$$

Based on the result of the pre-test, the data showed that the mean score of the pre-test is 46,875. From that analyzing, it could be seen that most of the 16 students' reading comprehension in reading was still low because most of the students gained poor score.

#### 4.1.1.3 The students' score in the Post-test

After giving a treatment, the researcher gave post-test to the students and the step was the same with the step in pre-test. Post-test was conducted to find out the student's achievement in learning reading comprehension. It used to check the result of treatment. The students' score on post-test presented in the following table:

**Table 4.3 The Result of the Post-test**

No	Students	Post-test	
		Correct Answer	Score
1	S1	9	90
2	S2	8	80
3	S3	7	70
4	S4	9	90
5	S5	8	80
6	S6	7	70

**Table Sequel 4.3**

7	S7	6	60
8	S8	5	50
9	S9	5	50
10	S10	8	80
11	S11	9	90
12	S12	7	70
13	S13	7	70
14	S14	6	60
15	S15	4	40
16	S16	7	70
Total			$\sum X=1120$

*(Data' source: The Students' Score in Post-test)*

After knowing the students' score in post-test, the researcher following table are students' score of post-test to find out the frequency and rate percentage:

**Table 4.4 The frequency and rate percentage of the students' reading comprehension of Post-Test.**

No	Classification	Scores	Frequency	Percentage (%)
1	Excellent	80-100	6	37,5
2	Good	66-79	5	31,25
3	Fair	56-65	2	12,5
4	Poor	41-55	2	12,5
5	Very poor	<40	1	6,25
Total			16	100%

*(Data' Source: The result of the research)*

The data of the table above indicated that the frequency and rate percentage of the students' reading comprehension of post-test, 6 (37,5%) student got excellent

score, 5 (31,25%) students' got good score, 2 (12,5%) students got fair score, 2 (12,5%) students got poor score and 1 (6,25%) students got very poor score. The total score in post-test is 1120. The frequency and rate percentage in post-test that students got an excellent score was higher than the frequency and rate percentage in the pre-test. It means that the students' reading comprehension had improved through Directed Reading Thinking Activity after treatment.

In this, the researcher analyzed the data of the students' score in post-test to know whether there is or there is no a significant difference of students' achievement before and after learning process through Directed Reading Thinking Activity in reading comprehension.

#### 4.1.1.4 The Mean Score of the Students' Post-Test

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

$$x = \frac{1120}{16}$$

$$x = 70$$

Based on the result of the post-test. The data showed that the mean score of the post-test was 70. From that analyzing, it could be seen that most of the 16 students' reading comprehension got an excellent score.

As the result at this item was the mean score of the post-test was greater than the mean score in the pre-test. It means that improving students' reading comprehension had improvement after doing the learning process that used in class.

#### 4.1.2 The Implementation of Directed Reading Thinking Activity (DRTA) Strategy to Improve Students' Reading Comprehension at MTs Lautang Belawa.

This part discusses the result of data analysis about the implementation of Directed Reading Thinking Activity (DRTA) Strategy to improve students' reading comprehension at MTs Lautang Belawa.

#### 4.1.2.1 T-test Value

The following is the table to find out the difference of the mean score between pre-test and post-test.

**Table 4.5 The Worksheet of the Calculation of the Score on Pre-test and Post-test on the Improving Students' Reading Comprehension**

No	Pre-Test ( $X_1$ )	Post-Test ( $X_2$ )	D ( $X_2 - X_1$ )	$D^2 (X_2 - X_1)^2$
1	50	90	40	1600
2	50	80	30	900
3	60	70	10	100
4	40	90	50	2500
5	50	80	30	900
6	60	70	10	100
7	20	60	40	1600
8	40	50	10	100
9	40	50	10	100
10	50	80	30	900
11	60	90	30	900
12	60	70	10	100
13	60	70	10	100
14	50	60	10	100
15	30	40	10	100
16	50	70	20	400
<b>Total</b>	$\sum X_1 = 750$	$\sum X_2 = 1120$	$\sum D = 350$	$\sum D^2 = 10500$

(Data' source: The result of the research)

In the other to see the students' score, the following is t-test was statistically applied, to find out D used the formula as follow:

$$D = \frac{\sum D}{N} = \frac{350}{16} = 21,875$$

The calculation the t-test value:

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{21,875}{\sqrt{\frac{10500 - \frac{350^2}{16}}{16(16-1)}}$$

$$t = \frac{21,875}{\sqrt{\frac{10500 - \frac{122500}{16}}{16(15)}}$$

$$t = \frac{21,875}{\sqrt{\frac{10500 - 7656,25}{240}}$$

$$t = \frac{21,875}{\sqrt{\frac{2843,75}{240}}$$

$$t = \frac{21,875}{\sqrt{11,85}}$$

$$t = \frac{21,875}{3,44}$$

$$t = 6,36$$



**Table 4.6 The Test of Significance**

Variable	T-test	T-table value
Pre-test – Post-test	6,36	1,753

*(Data' source: The Test of Significance)*

The data above showed that the value of t-test was greater than t-table value. The result of the t-test is 6,36. It indicated that there was a significance difference between the results students' pre-test and post-test.

#### 4.1.2.2 Hypothesis Testing

Hypothesis is a principle or proposition that is assumed for the sake of argument or that is taken for granted to proceed to the proof of the point in question. To know what is the hypothesis receipt between alternative hypothesis ( $H_1$ ) and null hypothesis ( $H_0$ ), the researcher used t-test to calculate the result.

To find out a degree of freedom (df) the researcher used the following formula:

$$df = N-1 = 16-1 = 15$$

For the level, significant 5% ( $p = 0.05$ ) and  $df=15$ , and the value of the table is 1,753, while the value of t-test 6,36. It means that the t-test value is greater than t-table ( $6,36 \geq 1,753$ ). It means that there is significant difference in students' reading comprehension after getting treatment through DRTA strategy at the ninth grade students' of MTs Lautang Belawa. So, the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_1$ ) is accepted. It can be concluded that there is an improving reading comprehension through DRTA Strategy at the ninth grade students' of MTs Lautang Belawa.

## 4.2 Discussion

The Directed Reading Thinking Activity in improving the students' reading comprehension was success. The researcher got result from this research that through Directed Reading Thinking Activity (DRTA) Strategy give influence for the students in learning reading. As a explained in data collection reading test was administered twice on pre-test and post-test. From the finding shows that the mean score of post-test was higher then the mean score of pre-test, it concluded that using DRTA Strategy improved students' reading comprehension.

It is related to the theory about DRTA Strategy which have been mentioned in second chapter that DRTA Strategy in learning reading is the effective way. According to Adlit, there are reasons why using DRTA Strategy in reading class such as: it encourages students to be active and thoughtful readers. The process of predicting, reading, and proving make the students are not passive in reading class. They use their mind to be more aware about the topic given may be known yet by the students. In addition, it activates students' prior knowledge. It will appear prior knowledge by predicting the topic and new information will add students' knowledge. After conducting this research, the researcher got the following result:

### 4.2.1 The Improvement of Students' Reading Comprehension

In teaching reading, the writer used DRTA strategy as activity to improve the students' reading comprehension. The result of the total score and the mean score of the ninth grade students of MTs Lautang Belawa. The data above was collected through test that to improve the students reading comprehension through DRTA strategy, it was supported by the frequency and rate percentage of the students score

of pre-test and post-test. After presenting the DRTA strategy, the students score in teaching was bigger than before.

By looking at the test finding, from the data provided in classification of the table in pre-test, clearly shows that there were 5 (31,25%) students got fair score, 6 (37,5%) students got poor score, 5 (31,25%) students got very poor score, and no one student got excellent and good score. Where in the post-test, shows that there were 6 (37,5%) student got excellent score, 5 (31,25%) students got good score, 2 (12,5%) students got fair score, 2 (12,5%) students got poor score and 1 (6,25%) students got very poor score. From the result, the writer can conclude that the students' reading comprehension improved from very poor up to poor then fair to good until excellent classification.

In addition, the mean score of pre-test was 46,875 and the mean score of post-test was 70. As conclusion, the mean score of post-test (70) was greater than pre-test (46,875). Even, for level significant 5% ( $p = 0,05$ ) and  $df = 15$ , and the value of t-table is 1,753, while the value of t-test is 6,36. It means that, the t-test value is greater than t-table ( $6,36 \geq 1,753$ ). Thus, it can be concluded that the students' reading comprehension is significant better after getting the treatment. So, the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_1$ ) is accepted.

The researcher concluded that one of the main factors which made the students lack in reading comprehension caused by the strategy or media used in class is monotonous, the students rarely study using media or game in class since in reading learning so that it can students understanding in reading the text. Students who rarely read cannot deduce the meaning of the reading text.

Some problems occurred during the implementation of DRTA Strategy to improve the students reading comprehension. First was related to time management, and the students also disturbed by the noise so the researcher got difficult in controlling the students when explained the material of in reading learning. Considering the importance of teaching reading, there should be technique or strategy that can promote the language learning.

Through DRTA Strategy can be used to improve the students reading comprehension. Since DRTA Strategy as tool in reading learning for the students, students learner appropriately to understand the meaning of the text that is good in English. Futhermore the students felt enjoy, be active and more focus in learning process.

Whereas reading is one of those skills that are considered as the most important activity to get knowledge and information in human life, especially for the students in learning English. In schools, reading is one of the basic competences that included in English subject that should be studied by the students. So the teacher have to be creative person in teaching, in addition the teacher also has to provided media to support the teaching and learning of reading. Succesful reading can be looked at in terms of the strategies or technique the teacher use when teaching reading.

Through reading, people can improve their own knowledge which ensures the continuing personal growths and adapts the change in the word. Harmer argues that many of students want to be able to read text in English either for their careers, for study purposes or simply for pleasure. Anything we can do to make reading easier for them must be good idea.

After the researcher applied DRTA Strategy in the class during teaching reading, the researcher found that some of the students seems to be appealing in doing the reading test. It can be proved by the score and analyze. After calculating and analyzing the data, the researcher found that the result showed DRTA Strategy can improve students' reading comprehension. The result was proven by the improvement of students' score in reading test.

Moreover, in pre-test most of students showed difficulties in reading the meaning of reading in the text. This condition certainly makes the students got low score in reading test. On the contrary, in the post test, most of the students felt more comfortable and easy to adopt the material. Generally the use of DRTA Strategy mainly aimed at increasing teaching process to be more motivating and appealing for students.

In the first meeting when did the treatment, the students were felt bored in learning reading through DRTA Strategy. It was because the teacher never used DRTA Strategy in teaching reading so the students be confuse. During the time of teaching reading, the researcher started to explain the applying of DRTA Strategy in teaching reading. The researcher began to guide the students to understand the process of DRTA Strategy. The use of DRTA Strategy made the students easily understood the materials given and it also improved the students confidence and comprehension in teaching reading.

Based on the finding above, the writer concluded that there is an improvement of students' reading comprehension through DRTA Strategy at the ninth grade students of MTs Lautang Belawa.

#### 4.2.2 The Ways of the Implementation of DRTA Strategy to Improve Students Reading Comprehension,

After the researcher applied DRTA Strategy in the class during teaching reading, the researcher found that some of the students seems to be appealing in doing the reading test. It can be proved by the score and analysis. After calculating and analyzing the data, the researcher found that result showed the through DRTA Strategy can improve students' reading comprehension. The result was proven by the improvement of students' score in reading test.

Based on the result showed in pre test and post test, the researcher concluded that DRTA Strategy is able to improve the students' reading comprehension. The impact through DRTA Strategy seems to be significant in students improvement. At the beginning of the study the mean score pre test was 46,875. By the end of the study the result through DRTA Strategy post test enhance after giving treatment. The mean score indicate 70. The result show that the score post test is higher than pre test. And it can be conclude that the treatment have been effective.

There were six meetings for doing this research. Two meeting for doing the test and four meetings for doing the treatment to prove that is the implementation of DRTA Strategy can improve the students' reading comprehension. At the first meeting, the researcher asked the students to answer test where there were ten numbers question in multiple choice. It aimed to know the students' reading comprehension before got the treatment. In the second meeting until the fifth meeting, the researcher explains about reading text especially about narrative text. Before entering the material, the researcher gave task to the students as the opening activity in the classroom. The researcher gave instruction and explain text before

students reads the text and answer the question, the researcher asked students to understand reading text before answer the question. The researcher gave the opportunity to all students asked to researcher if they did not understand.

In the last meeting, the researcher gave a post-test. The researcher asked to the students answered the test that difference topic from pre-test. It aimed to know whether this treatment has an impact or not.

Through DRTA Strategy was effective to improve the students' reading comprehension. Through DRTA Strategy could make student was trained in reading English text, and students more easily understand the meaning of the text through DRTA Strategy given at each meeting.

Through DRTA Strategy was effective to improve the students' reading comprehension. DRTA Strategy in teaching reading can improve the students' reading comprehension. DRTA Strategy is one of way is used to make interest the learning process. Through DRTA Strategy is one strategy in teaching reading to take the students more active in learning process and be students thoughtful readers.

The implementation DRTA Strategy changed classroom situation in class and in learning process was better than the previous meeting. It could be seen from the result of observation that students who were able to focus and to pay attention on the researcher explanation. Students' behavior changed. They did not do the useless activity during the lesson, students were more motivated and they enjoy in learning process, students were more active to ask about the meaning of the text what they did not understand, students gave more responses when the researcher asked them and students were pleasant with the situation. So, DRTA Strategy could increase motivation of the students. In addition, the researcher got new knowledge through

DRTA Strategy to teach English, especially in reading comprehension. The researcher had improved her knowledge in using the strategy and various materials for her teaching process. As a result, the researcher become more open minded to make the English teaching and learning process more interesting.





## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter deals with two parts. The first part contains conclusion which based on the researcher findings and discussion. The second parts some suggestions based on the conclusion.

#### 5.1 Conclusion

Based on the discussion in the previous chapter, the findings of the results showed the positive impact in students' reading comprehension and class situation. This study is categorized pre-experiment research design, the objective in this study is to find out whether through DRTA strategy able to improve the students' reading comprehension. Therefore, this study is using quantitative research. The results of data analysis: The mean score of pre-test (46,875). The mean score of post-test (70). T-test result in which the value of t-test was 6,36. It was greater than t-table was 1,753 at the level significance 5% and degree of freedom (df) was 15. The result of the research showed that through DRTA strategy was able to improve the students' reading comprehension where could increase their knowledge about reading and how to understand reading text well. The enhancement of the students' reading skill is also supported by the result of the test scores. Based on the description of the result above, the mean score of pre-test was 46,875 and it improved into 70 in the post-test. Then, the t-test (6,36) was greater than t-table (1,753). It means that the null hypothesis (H<sub>0</sub>) was rejected and the alternative hypothesis (H<sub>1</sub>) was accepted. It proved that the implementation DRTA strategy in teaching reading able to improve the students' reading comprehension.

## 5.2 Suggestion

Based on the result of the writer, the writer would like to offer some suggestion, they are:

### 5.2.1 For The Students

5.2.1.1 The students should be more active and not afraid of making mistake during teaching learning process, especially in the reading class.

5.2.1.2 The students should help their teacher to applying a new technique or strategies. They also should be serious and pay attention to their teacher in learning process.

5.2.1.3 The students should always be diligent read anything to enrich vocabulary so that the students do not find unfamiliar words again.

### 5.2.2 For The Teachers

5.2.2.1 The teacher have to be creative to manage the class in teaching the material.

5.2.2.2 The teacher should prepared or use or make a new technique or strategies in teaching reading that able to make the students feel fun in learning process so that they are still focus to the material.

### 5.2.3 For The Next Researcher

5.2.3.1 For the next researcher, they could use this research as a literature to guide them when they want to do the similar research. Although the study has been done but because of limited time is still has many weaknesses. Therefore, any researcher interested in the same field are suggested to do deep analysis and focus on improving the students' reading comprehension through DRTA strategy.

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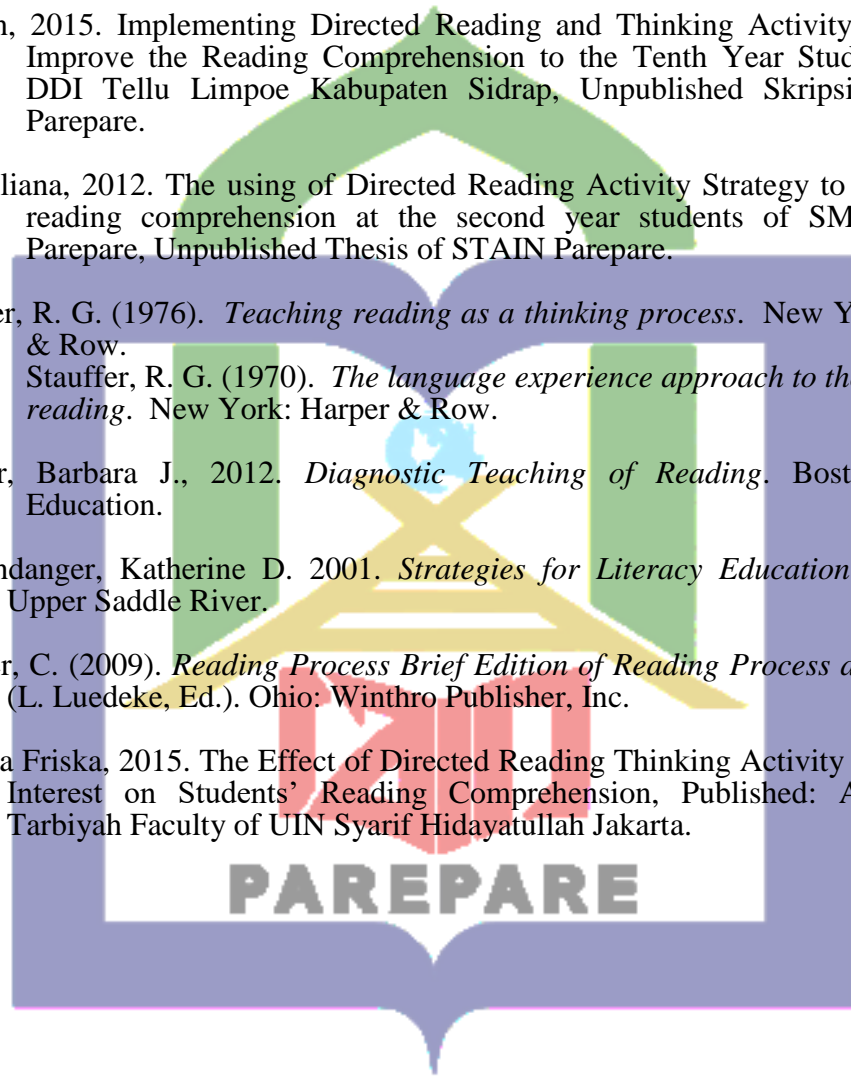
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# APPENDIX



## Appendix 1: Lesson Plan/RPP

**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

Sekolah	: MTs Lautang Belawa
Mata Pelajaran	: Bahasa Inggris
Kelas	: IX 2
Pertemuan	: I (Pertama)
Gendre	: Cinderella
Alokasi waktu	: 2 x 45 menit
Skill	: Reading (Membaca)
Standar kompetensi	:5. Memahami makna essay pendek sederhana untuk berinteraksi dalam konteks kehidupan sehari-hari.
Kompetensi dasar	:5.1 Merespon makna yang terdapat dalam teks essay pendek sederhana dengan akurat, lancar dan untuk berinteraksi dalam konteks kehidupan sehari-hari.
Indikator	:1. Mengidentifikasi makna dan ciri kebahasaan yang terdapat dalam essay pendek sederhana. 2. Mengidentifikasi informasi tersurat dari teks essay pendek sederhana. 3. Mengidentifikasi informasi rinci dari teks essay pendek sederhana. 4. mengidentifikasi tujuan komunikatif teks essay pendek sederhana.

## 1. Tujuan Pembelajaran

1.1 Pada akhir pembelajaran, siswa dapat merespon makna dalam:

- Peserta didik mampu mengidentifikasi makna gagasan dalam teks essay pendek sederhana.
- Peserta didik mampu mengidentifikasi tujuan komunikatif teks essay pendek sederhana.
- Peserta didik mampu mengidentifikasi informasi rinci teks essay sederhana.

1.2 Karakter siswa yang diharapkan:

- Dapat dipercaya
- Rasa hormat dan perhatian
- Tekun

## 2. Metode Pembelajaran:

- Metode Pembelajaran: Diskusi, tanya jawab dan penugasan.
- Pengelolaan kelas: Individu

## 3. Langkah-langkah Kegiatan

No.	Tahapan Kegiatan	Uraian Kegiatan	Alokasi Waktu
a.	Kegiatan Pendahuluan	<ol style="list-style-type: none"> <li>1. Salam dan tutur sapa (Santun dan peduli)</li> <li>2. Berdoa sebelum belajar</li> <li>3. Mengecek kehadiran peserta didik</li> <li>4. Mencapai tujuan pembelajaran teks essay pendek sederhana.</li> </ol>	15 menit
	Inti	- Guru menyampaikan judul materi	

b.	(Eksplorasi)	<p>yang akan dibahas.</p> <ul style="list-style-type: none"> <li>- Guru menyampaikan dan tujuan dari teks essay sederhana dengan menggunakan strategi Directed Reading Thinking Activity (DRTA).</li> <li>- Peneliti menjelaskan pengertian dan langkah-langkah strategi Directed Reading Thinking Activity (DRTA) terhadap bacaan dengan baik dan benar.</li> </ul> <p>Elaborasi</p> <ul style="list-style-type: none"> <li>- Peneliti membagikan teks bacaan yang berjudul “Cinderella”</li> <li>- Peneliti menjelaskan bagaimana menemukan ide pokok dalam sebuah bacaan.</li> <li>- Peneliti menyuruh peserta didik untuk membaca bacaan yang telah dibagikan (mandiri).</li> <li>- Peneliti menyuruh peserta didik menjawab pertanyaan yang telah disediakan sesuai dengan teks bacaan tersebut.</li> </ul> <p>Konfirmasi</p>	60 menit
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		- Peneliti mengevaluasi tentang hasil pekerjaan peserta didik dan menyampaikan kepada peserta didik.	
c.	Penutup	<ol style="list-style-type: none"> <li>1. Guru bersama siswa bertanya jawab meluruskan kesalahpahaman.</li> <li>2. Memberikan feedback positif dalam keberhasilan peserta didik.</li> <li>3. Memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif.</li> <li>4. Guru memberikan penguatan dan kesimpulan kepada peserta didik.</li> </ol>	15 menit

**5. Media:**

- Worksheet atau lembar kerja (siswa)

**6. Alat/ Bahan:**

- Papan tulis, spidol, laptop.

## RENCANA PELAKSANAAN PEMBELAJARAN

### (RPP)

Sekolah	: MTs Lautang Belawa
Mata Pelajaran	: Bahasa Inggris
Kelas	: IX 2
Pertemuan	: II (Kedua)
Gendre	: The Snake Friend
Alokasi waktu	: 2 x 45 menit
Skill	: Reading (Membaca)
Standar kompetensi	:5. Memahami makna essay pendek sederhana untuk berinteraksi dalam konteks kehidupan sehari-hari.
Kompetensi dasar	:5.1 Merespon makna yang terdapat dalam teks essay pendek sederhana dengan akurat, lancar dan untuk berinteraksi dalam konteks kehidupan sehari-hari.
Indikator	:1. Mengidentifikasi makna dan ciri kebahasaan yang terdapat dalam essay pendek sederhana. 2. Mengidentifikasi informasi tersurat dari teks essay pendek sederhana. 3. Mengidentifikasi informasi rinci dari teks essay pendek sederhana. 4. mengidentifikasi tujuan komunikatif teks essay pendek sederhana.

#### 4. Tujuan Pembelajaran

4.1 Pada akhir pembelajaran, siswa dapat merespon makna dalam:

- Peserta didik mampu mengidentifikasi makna gagasan dalam teks essay pendek sederhana.
- Peserta didik mampu mengidentifikasi tujuan komunikatif teks essay pendek sederhana.
- Peserta didik mampu mengidentifikasi informasi rinci teks essay sederhana.

4.2 Karakter siswa yang diharapkan:

- Dapat dipercaya
- Rasa hormat dan perhatian
- Tekun

#### 5. Metode Pembelajaran:

- Metode Pembelajaran: Diskusi, tanya jawab dan penugasan.
- Pengelolaan kelas: Individu

#### 6. Langkah-langkah Kegiatan

No.	Tahapan Kegiatan	Uraian Kegiatan	Alokasi Waktu
a.	Kegiatan Pendahuluan	5. Salam dan tutur sapa (Santun dan peduli) 6. Berdoa sebelum belajar 7. Mengecek kehadiran peserta didik 8. Mencapai tujuan pembelajaran teks essay pendek sederhana.	15 menit
	Inti	- Guru menyampaikan judul materi	

b.	(Eksplorasi)	<p>yang akan dibahas.</p> <ul style="list-style-type: none"> <li>- Guru menyampaikan dan tujuan dari teks essay sederhana dengan menggunakan strategi Directed Reading Thinking Activity (DRTA).</li> <li>- Peneliti menjelaskan pengertian dan langkah-langkah strategi Directed Reading Thinking Activity (DRTA) terhadap bacaan dengan baik dan benar.</li> </ul> <p>Elaborasi</p> <ul style="list-style-type: none"> <li>- Peneliti membagikan teks bacaan yang berjudul “The Snake Friend”</li> <li>- Peneliti menjelaskan bagaimana menemukan ide pokok dalam sebuah bacaan.</li> <li>- Peneliti menyuruh peserta didik untuk membaca bacaan yang telah dibagikan (mandiri).</li> <li>- Peneliti menyuruh peserta didik menjawab pertanyaan yang telah disediakan sesuai dengan teks bacaan tersebut.</li> </ul> <p>Konfirmasi</p>	60 menit
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		- Peneliti mengevaluasi tentang hasil pekerjaan peserta didik dan menyampaikan kepada peserta didik.	
c.	Penutup	<p>7. Guru bersama siswa bertanya jawab meluruskan kesalahpahaman.</p> <p>8. Memberikan feedback positif dalam keberhasilan peserta didik.</p> <p>9. Memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif.</p> <p>10. Guru memberikan penguatan dan kesimpulan kepada peserta didik.</p>	15 menit

**11. Media:**

- Worksheet atau lembar kerja (siswa)

**12. Alat/ Bahan:**

- Papan tulis, spidol, laptop.

**RENCANA PELAKSANAAN PEMBELAJARAN**  
**(RPP)**

Sekolah	: MTs Lautang Belawa
Mata Pelajaran	: Bahasa Inggris
Kelas	: IX 2
Pertemuan	: III (Ketiga)
Gendre	: The Fox and The Turtle
Alokasi waktu	: 2 x 45 menit
Skill	: Reading (Membaca)
Standar kompetensi	:5. Memahami makna essay pendek sederhana untuk berinteraksi dalam konteks kehidupan sehari-hari.
Kompetensi dasar	:5.1 Merespon makna yang terdapat dalam teks essay pendek sederhana dengan akurat, lancar dan untuk berinteraksi dalam konteks kehidupan sehari-hari.
Indikator	:1. Mengidentifikasi makna dan ciri kebahasaan yang terdapat dalam essay pendek sederhana. 2. Mengidentifikasi informasi tersurat dari teks essay pendek sederhana. 3. Mengidentifikasi informasi rinci dari teks essay pendek sederhana. 4. mengidentifikasi tujuan komunikatif teks essay pendek sederhana.

## 7. Tujuan Pembelajaran

7.1 Pada akhir pembelajaran, siswa dapat merespon makna dalam:

- Peserta didik mampu mengidentifikasi makna gagasan dalam teks essay pendek sederhana.
- Peserta didik mampu mengidentifikasi tujuan komunikatif teks essay pendek sederhana.
- Peserta didik mampu mengidentifikasi informasi rinci teks essay sederhana.

7.2 Karakter siswa yang diharapkan:

- Dapat dipercaya
- Rasa hormat dan perhatian
- Tekun

## 8. Metode Pembelajaran:

- Metode Pembelajaran: Diskusi, tanya jawab dan penugasan.
- Pengelolaan kelas: Individu

## 9. Langkah-langkah Kegiatan

No.	Tahapan Kegiatan	Uraian Kegiatan	Alokasi Waktu
a.	Kegiatan Pendahuluan	9. Salam dan tutur sapa (Santun dan peduli) 10. Berdoa sebelum belajar 11. Mengecek kehadiran peserta didik 12. Mencapai tujuan pembelajaran teks essay pendek sederhana.	15 menit
	Inti	- Guru menyampaikan judul materi	

b.	(Eksplorasi)	<p>yang akan dibahas.</p> <ul style="list-style-type: none"> <li>- Guru menyampaikan dan tujuan dari teks essay sederhana dengan menggunakan strategi Directed Reading Thinking Activity (DRTA).</li> <li>- Peneliti menjelaskan pengertian dan langkah-langkah strategi Directed Reading Thinking Activity (DRTA) terhadap bacaan dengan baik dan benar.</li> </ul> <p>Elaborasi</p> <ul style="list-style-type: none"> <li>- Peneliti membagikan teks bacaan yang berjudul “The Fox and The Turtle”</li> <li>- Peneliti menjelaskan bagaimana menemukan ide pokok dalam sebuah bacaan.</li> <li>- Peneliti menyuruh peserta didik untuk membaca bacaan yang telah dibagikan (mandiri).</li> <li>- Peneliti menyuruh peserta didik menjawab pertanyaan yang telah disediakan sesuai dengan teks bacaan tersebut.</li> </ul> <p>Konfirmasi</p>	60 menit
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		- Peneliti mengevaluasi tentang hasil pekerjaan peserta didik dan menyampaikan kepada peserta didik.	
c.	Penutup	<p>13. Guru bersama siswa bertanya jawab meluruskan kesalahpahaman.</p> <p>14. Memberikan feedback positif dalam keberhasilan peserta didik.</p> <p>15. Memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif.</p> <p>16. Guru memberikan penguatan dan kesimpulan kepada peserta didik.</p>	15 menit

**17. Media:**

- Worksheet atau lembar kerja (siswa)

**18. Alat/ Bahan:**

- Papan tulis, spidol, laptop.

**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

Sekolah	: MTs Lautang Belawa
Mata Pelajaran	: Bahasa Inggris
Kelas	: IX 2
Pertemuan	: IV (Keempat)
Gendre	: Ali and The Magic Carpet
Alokasi waktu	: 2 x 45 menit
Skill	: Reading (Membaca)
Standar kompetensi	:5. Memahami makna essay pendek sederhana untuk berinteraksi dalam konteks kehidupan sehari-hari.
Kompetensi dasar	:5.1 Merespon makna yang terdapat dalam teks essay pendek sederhana dengan akurat, lancar dan untuk berinteraksi dalam konteks kehidupan sehari-hari.
Indikator	<p>:1. Mengidentifikasi makna dan ciri kebahasaan yang terdapat dalam essay pendek sederhana.</p> <p>2. Mengidentifikasi informasi tersurat dari teks essay pendek sederhana.</p> <p>3. Mengidentifikasi informasi rinci dari teks essay pendek sederhana.</p> <p>4. mengidentifikasi tujuan komunikatif teks essay pendek sederhana.</p>

## 10. Tujuan Pembelajaran

10.1 Pada akhir pembelajaran, siswa dapat merespon makna dalam:

- Peserta didik mampu mengidentifikasi makna gagasan dalam teks essay pendek sederhana.
- Peserta didik mampu mengidentifikasi tujuan komunikatif teks essay pendek sederhana.
- Peserta didik mampu mengidentifikasi informasi rinci teks essay sederhana.

10.2 Karakter siswa yang diharapkan:

- Dapat dipercaya
- Rasa hormat dan perhatian
- Tekun

## 11. Metode Pembelajaran:

- g. **Metode Pembelajaran: Diskusi, tanya jawab dan penugasan.**  
h. Pengelolaan kelas: Individu

## 12. Langkah-langkah Kegiatan

No.	Tahapan Kegiatan	Uraian Kegiatan	Alokasi Waktu
a.	Kegiatan Pendahuluan	<p>13. Salam dan tutur sapa (Santun dan peduli)</p> <p>14. Berdoa sebelum belajar</p> <p>15. Mengecek kehadiran peserta didik</p> <p>16. Mencapai tujuan pembelajaran teks essay pendek sederhana.</p>	15 menit
	Inti	- Guru menyampaikan judul materi	

b.	(Eksplorasi)	<p>yang akan dibahas.</p> <ul style="list-style-type: none"> <li>- Guru menyampaikan dan tujuan dari teks essay sederhana dengan menggunakan strategi Directed Reading Thinking Activity (DRTA).</li> <li>- Peneliti menjelaskan pengertian dan langkah-langkah strategi Directed Reading Thinking Activity (DRTA) terhadap bacaan dengan baik dan benar.</li> </ul> <p>Elaborasi</p> <ul style="list-style-type: none"> <li>- Peneliti membagikan teks bacaan yang berjudul “Ali and The Magic Carpet”</li> <li>- Peneliti menjelaskan bagaimana menemukan ide pokok dalam sebuah bacaan.</li> <li>- Peneliti menyuruh peserta didik untuk membaca bacaan yang telah dibagikan (mandiri).</li> <li>- Peneliti menyuruh peserta didik menjawab pertanyaan yang telah disediakan sesuai dengan teks bacaan tersebut.</li> </ul> <p>Konfirmasi</p>	60 menit
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		- Peneliti mengevaluasi tentang hasil pekerjaan peserta didik dan menyampaikan kepada peserta didik.	
c.	Penutup	<p>19. Guru bersama siswa bertanya jawab meluruskan kesalahpahaman.</p> <p>20. Memberikan feedback positif dalam keberhasilan peserta didik.</p> <p>21. Memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif.</p> <p>22. Guru memberikan penguatan dan kesimpulan kepada peserta didik.</p>	15 menit

**23. Media:**

- Worksheet atau lembar kerja (siswa)

**24. Alat/ Bahan:**

- Papan tulis, spidol, laptop.

## Appendix 2: The Material Treatment

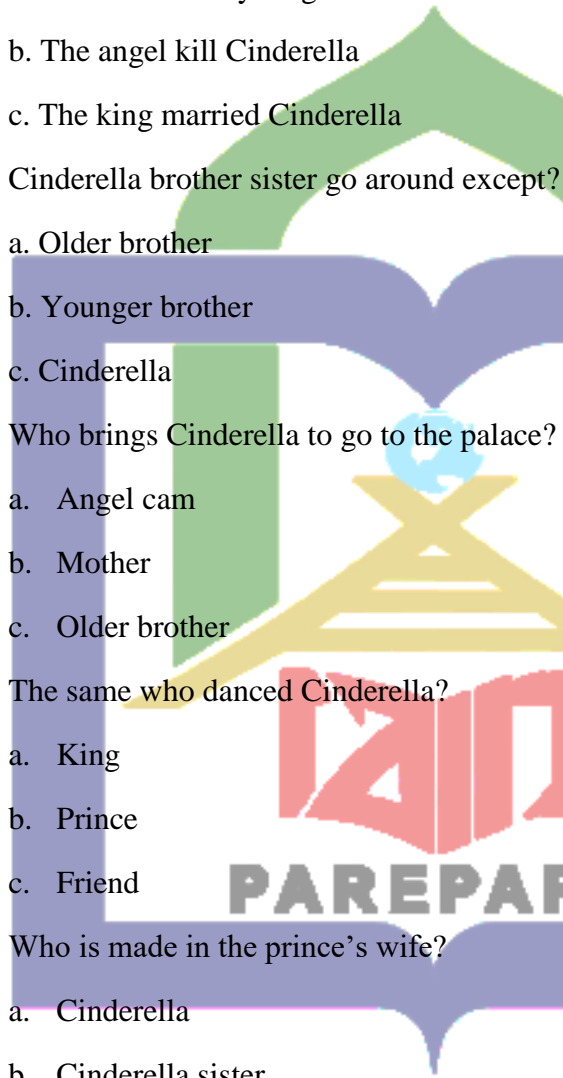
**TREATMENT****First Meeting****CINDERELLA**

Long time ago, there lived a beautiful girl named Cinderella. Her parents passed away, she lived with her step sister. Cinderella was very sad because she had to do the own housework alone.

One day, the king wanted to find a wife for his son. He invited all the beautiful girls to come. Cinderella was very sad because her step sister did not let her go. Her sisters went to the palace without Cinderella.

Luckily, the angel came and helped Cinderella go to the place. In the place, Cinderella danced with the prince. He fell in love with her, then he married her. They live happily ever after.

1. What is the topic of the story?
  - a. Cinderella
  - b. Queen
  - c. Prince
2. Which of the following is not true according to the text?
  - a. Cinderella lived with her step sister
  - b. Cinderella felt happy with her husband
  - c. Cinderella was helped by her stepsister to do all the house work
3. With whom did Cinderella live?
  - a. Her father

- 
- b. Her brother
  - c. Her step mother and step sister
  4. Which statement is not true?
    - a. Cinderella was young
    - b. The angel kill Cinderella
    - c. The king married Cinderella
  5. Cinderella brother sister go around except?
    - a. Older brother
    - b. Younger brother
    - c. Cinderella
  6. Who brings Cinderella to go to the palace?
    - a. Angel cam
    - b. Mother
    - c. Older brother
  7. The same who danced Cinderella?
    - a. King
    - b. Prince
    - c. Friend
  8. Who is made in the prince's wife?
    - a. Cinderella
    - b. Cinderella sister
    - c. Cinderella friend
  9. Whose story above the happy couple?
    - a. Cinderella and prince

- b. Cinderella and the king
- c. Cinderella and the king's sister

10. How late Cinderella story?

- a. Happy sad
- b. Sad
- c. Misery





## Second Meeting

### THE SNAKE FRIEND

Once there lived a snake and a little girl who were very fast friends. Every day when the mother served her daughter milk and bread, the snake popped out of its hole to share the food. But it only drank the milk. In return, the snake gave the little girl many lovely gifts.

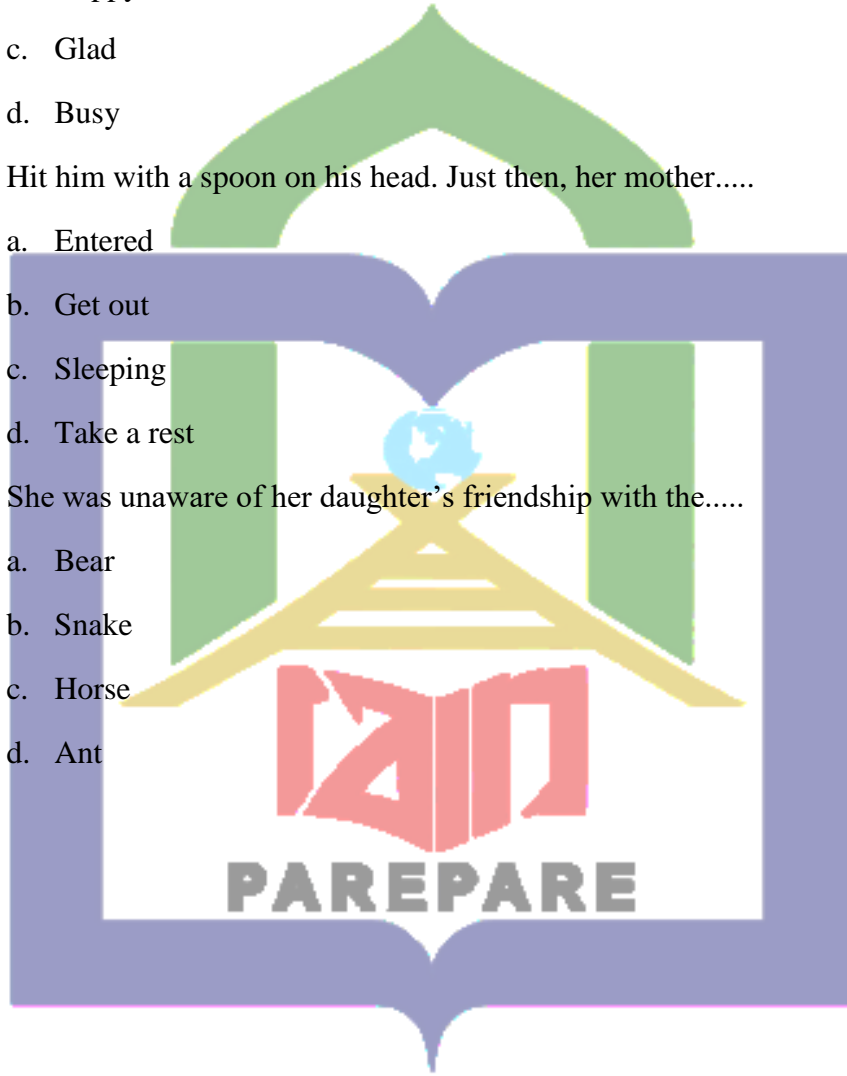
One day, the girl didn't want to eat her food. When the snake arrived to share her food, the girl said, "You will get the milk but you have to eat the bread too." The head. Just then, her mother entered. "Snake! Snake!" she cried in fear. She was unaware of her daughter's friendship with the snake. Angrily, she picked up a log of wood lying nearby and threw it at the snake and killed it.

The little girl became very sad for she had lost her only true friend. She became pale and gave up drinking milk and eating bread.

1. What is the topic of short story?
  - a. The bear friend
  - b. The fox friend
  - c. The monkey friend
  - d. The snake friend
2. Once there lived a snake and a little.....
  - a. Boy
  - b. Girl
  - c. Father
  - d. Mother
3. Every day when the mother served her daughter milk and.....

- a. Bread
  - b. Coconut
  - c. Mango
  - d. Tomato
4. The snake popped out of its hole to share the.....
- a. Bread
  - b. Apple
  - c. Milk
  - d. Food
5. But it only drank the.....
- a. Coffee
  - b. Water
  - c. Milk
  - d. Tea
6. One day, the girl didn't want to eat her.....
- a. Water
  - b. Food
  - c. Milk
  - d. Coffee
7. When the snake arrived to share her food, the girl said, "You will get the milk but you have to eat the....."
- a. Rice too
  - b. Chocolate too
  - c. Snack too

- d. Bread too
8. The snake refused to do so and the girl got.....
- a. Angry
  - b. Happy
  - c. Glad
  - d. Busy
9. Hit him with a spoon on his head. Just then, her mother.....
- a. Entered
  - b. Get out
  - c. Sleeping
  - d. Take a rest
10. She was unaware of her daughter's friendship with the.....
- a. Bear
  - b. Snake
  - c. Horse
  - d. Ant



### Third Meeting

## THE FOX AND THE TURTLE

For want of a better meal, a starving fox once captured a turtle, but it could not manage to break through the solid shell in order to eat it.

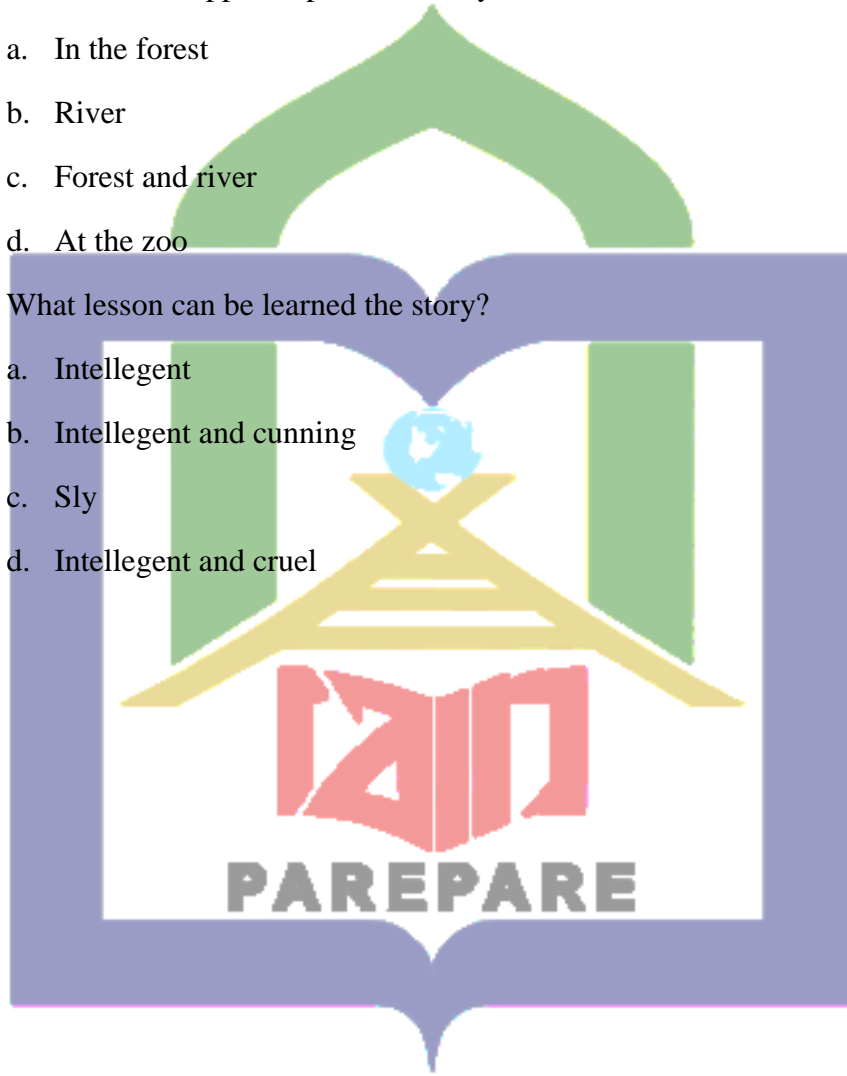
“You should try by putting me in the water for a while to soften me up,” suggested the shrewd turtle.

This sounded an excellent advice to the fox. He carried his prey to the stream and immersed it in the currents. The turtle, who was a superb swimmer, slid out of the fox’s paws and re-emerged in the mid-stream laughing, “there are animals who are even more cunning than you. Now, you’ll stay hungry!”

1. Why the fox caught a turtle?
  - a. Because hungry
  - b. Because full
  - c. Because sick
  - d. Because heal
2. Why the fox not be eating?
  - a. Because full
  - b. Because hard skin
  - c. Because hungry
  - d. Because leave
3. Why the turtle drowned in the river?
  - a. Proposed turtle
  - b. Willingness fox

- c. Willingness cat
- d. Willingness dog
4. What is the attitude after the turtle in the river?
  - a. Laugh
  - b. Happy
  - c. Cry
  - d. Excited
5. In the story above who are starving?
  - a. Turtle
  - b. Fox
  - c. Dog
  - d. Cat happy
6. How the turtle feeling after being in the river?
  - a. Laugh
  - b. Happy
  - c. Cry
  - d. Excited
7. Who are the actors in the story above?
  - a. Turtle and the fox
  - b. Cat and mouse
  - c. Pig and buffalo
  - d. Birds and rabbits
8. How does a turtle's character?
  - a. Smart

- b. Intellegent
  - c. Cruel
  - d. Good
9. Where is the happened place the story?
- a. In the forest
  - b. River
  - c. Forest and river
  - d. At the zoo
10. What lesson can be learned the story?
- a. Intellegent
  - b. Intellegent and cunning
  - c. Sly
  - d. Intellegent and cruel



## Fourth Meeting

### ALI AND THE MAGIC CARPET

Ali is a little boy. This animated story is all about Ali's adventurous travel on a magic carpet. Ali learns and understands about various climates, seasonal changes, and animals as he flies on the magic carpet. Here is the brief substance of Ali's journey.

Ali finds a magic carpet at his uncle's shop. He sits on the carpet and the carpet gives him a warm welcome. The carpet treats him as his master and offers to carry him across the sky. Ali is happy to float in air and touch the clouds. In a while he lands in a dense jungle. There is a light drizzle, which has made the jungle hot and humid! The carpet then flies over a desert. The vast expanse of the desert is so dry and extremely hot. Ali meets a desert lizard.

Then the carpet carries Ali to the South Pole, which is freezing cold. Ali sees snow all over the place and he meets a penguin.

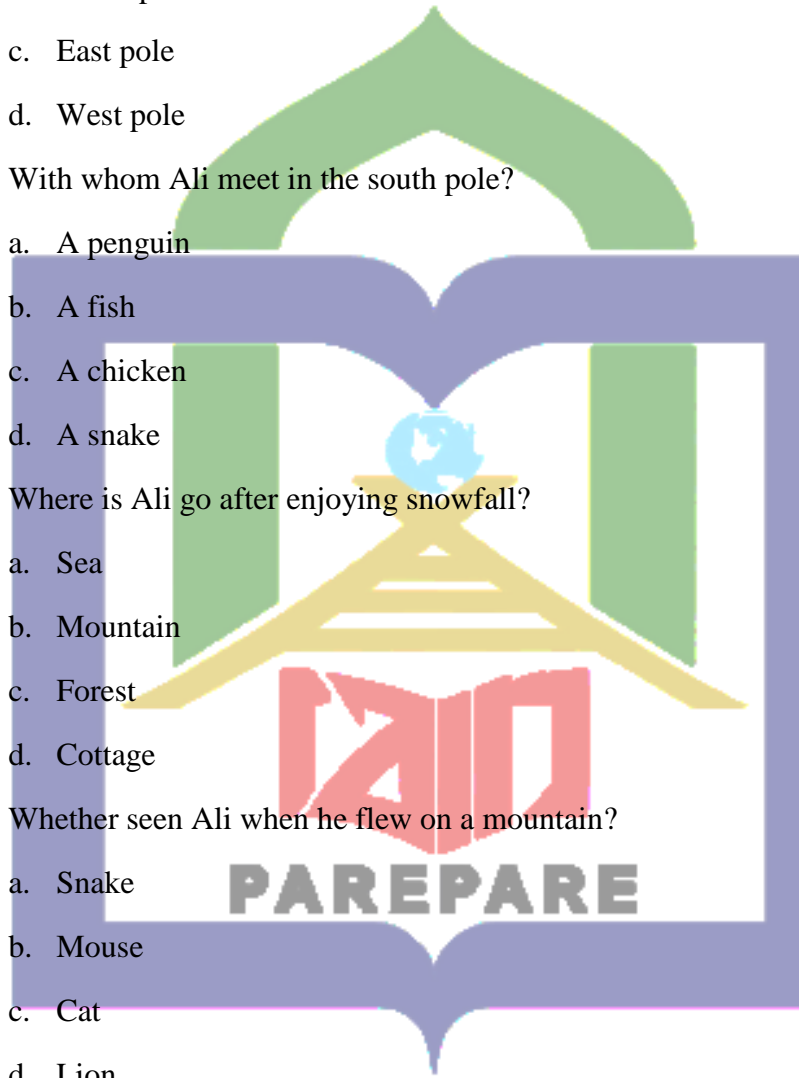
After enjoying the snowfall, Ali flies to a mountain on the magic carpet. It is very foggy and Ali sees a lion. Later, Ali reaches a forest. It is very windy, neither too damp nor too hot.

Finally, he reaches a place where it is raining heavily. Heavy bolts of thunder and lightning shake him up. The place he has reached is an island surrounded by the sea! A tortoise greets Ali and welcomes him to the island. Afraid of rain, Ali decides to go back home.

Ali has an adventurous journey on the magic carpet.

1. What is the topic of the story?
  - a. Ali and the magic book
  - b. Ali and the magic table
  - c. Ali and the magic carpet
  - d. Ali and the magic stick
2. How to the respond carpet when Ali sitting on it?
  - a. The carpet gives him a warm welcome
  - b. The carpet angry with Ali
  - c. The carpet lazy with Ali
  - d. The carpet go alone without Ali
3. Where is Ali find the magic carpet?
  - a. Mother shop
  - b. Father shop
  - c. Uncle shop
  - d. Grandmother shop
4. What touched Ali when it floats in the air?
  - a. Bird
  - b. Coconut
  - c. Apple
  - d. Cloud
5. With whom Ali meet in the desert so dry and very hot?
  - a. A desert lizard
  - b. A monkey
  - c. A goat



- d. A cow
6. Where the carpet was brought Ali in the third paragraph text?
- North pole
  - South pole
  - East pole
  - West pole
7. With whom Ali meet in the south pole?
- A penguin
  - A fish
  - A chicken
  - A snake
8. Where is Ali go after enjoying snowfall?
- Sea
  - Mountain
  - Forest
  - Cottage
9. Whether seen Ali when he flew on a mountain?
- Snake
  - Mouse
  - Cat
  - Lion
10. Where Ali go when he is afraid of rain?
- Back school
  - Back home
- 

- c. Office
- d. Hospital



## Appendix 3: Instrument of Pre-Test

**Pre-Test****TWO GOATS ON THE BRIDGE**

Each day, two goats crossed the same bridge. The goat from the east crossed the bridge to graze on the grass of the mountain in the west. The goat from the west crossed the bridge to graze on the grass of the mountain in the east.

One day the goats both started across the bridge at the same time. They met in the middle of the bridge. The goat from the east could not get to the west. The goat from the west could not get to the east. "I am crossing this bridge."

"You back up," said the goat from the west. "I will be the first to cross. You may go after me."

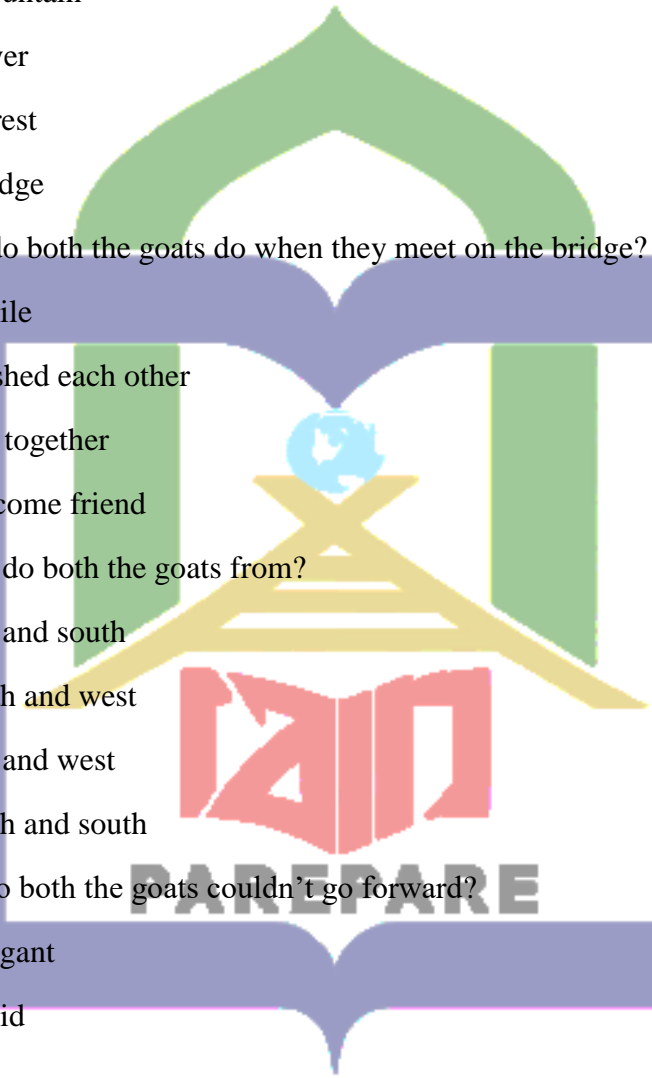
Neither goat could go forward. Both refused to go backward. First, they puffed themselves up to look bigger. Next, each tried to out shout the other. Then they bent their heads forward and aimed their horns at the other. They locked horns and pushed and pushed. They pushed each other off the bridge and into the waters below.

Was a lesson learned by either? I fear it was NOT that day.

They both shook off the water and went upon their way.

As the goats both walked away, they both could be heard to say, "If he had not been so stubborn, we both could have eaten today!"

1. Who is the actor of the story above?
  - a. Two goats
  - b. Two dog

- c. Two bear
    - d. Two donkey
  2. Where do both the goats meet?
    - a. Mountain
    - b. River
    - c. Forest
    - d. Bridge
  3. What do both the goats do when they meet on the bridge?
    - a. Smile
    - b. Pushed each other
    - c. Go together
    - d. Become friend
  4. Where do both the goats from?
    - a. East and south
    - b. South and west
    - c. East and west
    - d. North and south
  5. Why do both the goats couldn't go forward?
    - a. Arrogant
    - b. Stupid
    - c. Fear
    - d. Stubborn
  6. Where does the goat from the east want to go?
    - a. West
- 

- b. East
  - c. South
  - d. North
7. Where does the goat from the west want to go?
- a. West
  - b. East
  - c. South
  - d. North
8. Back up, “said the goat from the east. “I am crossing this?
- a. Bridge
  - b. House
  - c. Mountain
  - d. Hospital
9. They pushed each other off the bridge and into the?
- a. Milk below
  - b. Waters below
  - c. Coffee below
  - d. Land below
10. As the goats both walked away, they both could be heard to say, “If the had not been so stubborn, we both could have eaten?
- a. Tomorrow
  - b. Yesterday
  - c. Today
  - d. Next week

## Appendix 4: Instrument of Post-Test

**Post-Test****BEAUTIFUL AND THE BEAST**

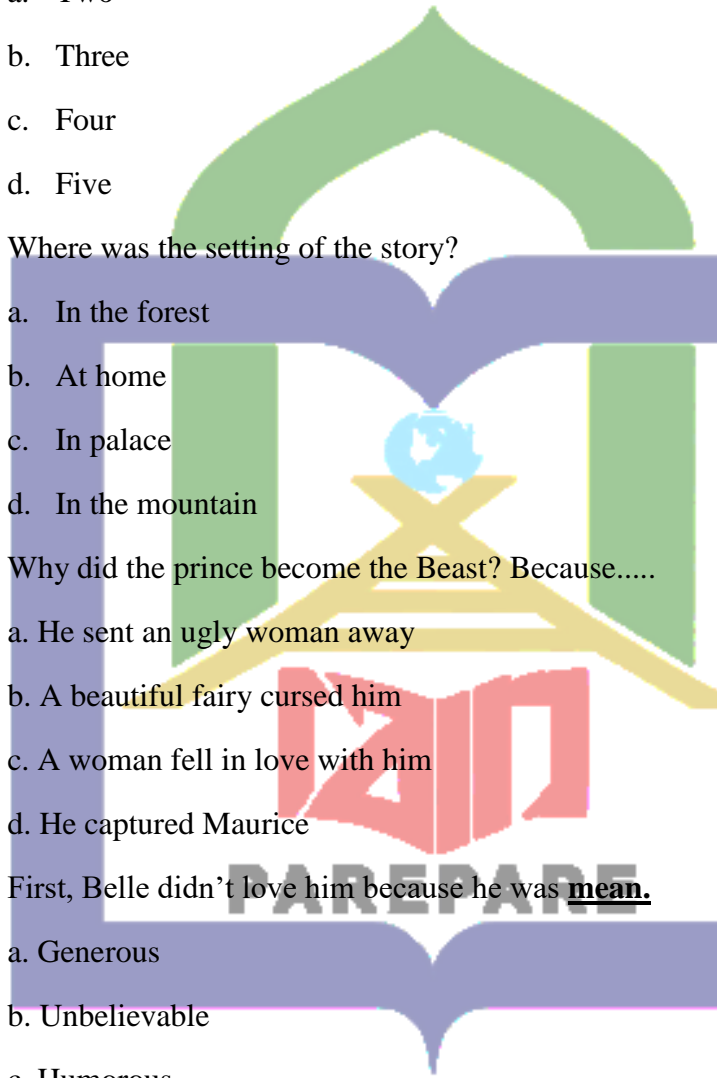
Once upon a time, there was a prince. He lived in a castle in France. One day a woman came to his castle. She was old and ugly. The prince didn't like her and sent her away.

After the prince sent the woman away, she turned into a beautiful fairy. She cursed the prince and his castle. The prince became a beast. He was very ugly now. All his servants became furniture. The prince could be a human again if a woman fell in love with him.

Meanwhile, on the other side of mountain, there lived a girl. Her name was Belle. She lived with her father, Maurice. One day Maurice travelled past the castle. It was raining very hard. He came into the castle. When the Beast saw him, he captured him. Belle was so worried because her father didn't come back. She began to look for him. She arrived in the castle and she found her father could go home. First Belle didn't like the Beast because he was mean. Then slowly he changed. He was not mean anymore. Belle began to like him and finally she fell in love with him.

Right after she declared her love to the Beast the spell was broken. The Beast and his servants became human again. The Beast and Belle got married. They lived happily ever after.

1. What is the purpose of the text?
  - a. To describe the Beast and Belle
  - b. To retell the experience of Belle

- c. The guide readers how to perform like Belle
    - d. To entertain readers and friends
  2. How many main characters are mentioned in the story?
    - a. Two
    - b. Three
    - c. Four
    - d. Five
  3. Where was the setting of the story?
    - a. In the forest
    - b. At home
    - c. In palace
    - d. In the mountain
  4. Why did the prince become the Beast? Because.....
    - a. He sent an ugly woman away
    - b. A beautiful fairy cursed him
    - c. A woman fell in love with him
    - d. He captured Maurice
  5. First, Belle didn't love him because he was mean.
    - a. Generous
    - b. Unbelievable
    - c. Humorous
    - d. Unkind
  6. Who became a Beast?
    - a. The Prince
- 

- b. The servants
  - c. Maurice
  - d. Belle
7. Why the Prince didn't like the woman? Because.....
- a. She was old and smart
  - b. She was old and mad
  - c. She was beautiful and smart
  - d. She was old and ugly
8. What happen with all the servants of the Prince?
- a. Became human
  - b. Became animal
  - c. Became furniture
  - d. Became a beast
9. Where did Belle live?
- a. Mountain
  - b. Sea
  - c. Castle
  - d. Forest
10. Where did the Prince live?
- a. Mountain
  - b. Sea
  - c. Castle
  - d. Forest



PAREPARE



## Appendix 5: The Value of the Students

(20)

NAMA: THIRTA ANUGRAH . P.  
KELAS: IX<sup>2</sup>.

**Pre-Test**

**TWO GOATS ON THE BRIDGE**

Each day, two goats crossed the same bridge. The goat from the east crossed the bridge to graze on the grass of the mountain in the west. The goat from the west crossed the bridge to graze on the grass of the mountain in the east.

One day the goats both started across the bridge at the same time. They met in the middle of the bridge. The goat from the east could not get the west. The goat from the west could not get to the east. "I am crossing this bridge."

"You back up," said the goat from the west. "I will be the first to cross. You may go after me."

Neither goat could go forward. Both refused to go backward. First, they puffed themselves up to look bigger. Next, each tried to out shout the other. Then they bent their heads forward and aimed their horns at the other. They locked horns and pushed and pushed. They pushed each other off the bridge and into the waters below.

Was a lesson learned by either? I fear it was NOT that day.

They both shook off the water and went upon their way.

As the goats both walked away, they both could be heard to say, "If he had not been so stubborn, we both could have eaten today!"

1. Who is the actor of the story above?

a. Two goats      ✓


b. Two dog

c. Two bear

d. Two donkey

2. Where do both the goats meet?

a. Mountain      ✗

- 
- b. River  
c. Forest  
d. Bridge
3. What do both the goats do when they meet on the bridge?
- a. Smile  
b. Pushed each other  
c. Go together   
~~d. Become friend~~
4. Where do both the goats from?
- ~~a. East and south~~  
b. South and west   
c. East and west  
d. North and south
5. Why do both the goats couldn't go forward?
- a. Arrogant  
b. Stupid   
~~c. Fear~~  
d. Stubborn
6. Where does the goat from the east want to go?
- a. West  
~~b. East~~  
c. South   
~~d. North~~

7. Where does the goat from the west want to go?

a. West

East

c. South

d. North

8. Back up, "said the goat from the east. "I am crossing this?"

a. Bridge

House

c. Mountain

d. Hospital

9. They pushed each other off the bridge and into the?

a. Milk below

b. Waters below

c. Coffee below

Land below

10. As the goats both walked away, they both could be heard to say, "If the had not been so stubborn, we both could have eaten?"

Tomorrow

b. Yesterday

c. Today

d. Next week

NAMA: ABD. RAHMAN  
K/S: IX<sup>2</sup>

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**Pre-Test**

**TWO GOATS ON THE BRIDGE**

Each day, two goats crossed the same bridge. The goat from the east crossed the bridge to graze on the grass of the mountain in the west. The goat from the west crossed the bridge to graze on the grass of the mountain in the east.

One day the goats both started across the bridge at the same time. They met in the middle of the bridge. The goat from the east could not get to the west. The goat from the west could not get to the east. "I am crossing this bridge."

"You back up," said the goat from the west. "I will be the first to cross. You may go after me."

Neither goat could go forward. Both refused to go backward. First, they puffed themselves up to look bigger. Next, each tried to out shout the other. Then they bent their heads forward and aimed their horns at the other. They locked horns and pushed and pushed. They pushed each other off the bridge and into the waters below.

Was a lesson learned by either? I fear it was NOT that day.

They both shook off the water and went upon their way.

As the goats both walked away, they both could be heard to say, "If he had not been so stubborn, we both could have eaten today!"

1. Who is the actor of the story above?

Two goats

b. Two dog ✓

c. Two bear

d. Two donkey

2. Where do both the goats meet?

Mountain ✗

- b. River  
c. Forest  
d. Bridge
3. What do both the goats do when they meet on the bridge?
- a. Smile  
b. Pushed each other X  
~~X~~ Go together  
d. Become friend
4. Where do both the goats from?
- a. East and south  
~~X~~ South and west X  
c. East and west  
d. North and south
5. Why do both the goats couldn't go forward?
- ~~X~~ Arrogant  
b. Stupid X  
c. Fear  
d. Stubborn
6. Where does the goat from the east want to go?
- a. West  
b. East X  
~~X~~ South  
d. North

7. Where does the goat from the west want to go?
- a. West
  - b. East ✓
  - c. South
  - d. North
8. Back up, "said the goat from the east. "I am crossing this?"
- a. Bridge ✓
  - b. House
  - c. Mountain
  - d. Hospital
9. They pushed each other off the bridge and into the?
- a. Milk below
  - b. Waters below ✓
  - c. Coffee below
  - d. Land below
10. As the goats both walked away, they both could be heard to say, "If the had not been so stubborn, we both could have eaten?"
- a. Tomorrow
  - b. Yesterday
  - c. Today ✓
  - d. Next week

THIRTA ANUGRAH PERTIWI

IX<sub>2</sub>.

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Post-Test

**BEAUTIFUL AND THE BEAST**

Once upon a time, there was a prince. He lived in a castle in France. One day a woman came to his castle. She was old and ugly. The prince didn't like her and sent her away.

After the prince sent the woman away, she turned into a beautiful fairy. She cursed the prince and his castle. The prince became a beast. He was very ugly now. All his servants became furniture. The prince could be a human again if a woman fell in love with him.

Meanwhile, on the other side of mountain, there lived a girl. Her name was Belle. She lived with her father, Maurice. One day Maurice travelled past the castle. It was raining very hard. He came into the castle. When the Beast saw him, he captured him. Belle was so worried because her father didn't come back. She began to look for him. She arrived in the castle and she found her father could go home. First Belle didn't like the Beast because he was mean. Then slowly he changed. He was not mean anymore. Belle began to like him and finally she fell in love with him.

Right after she declared her love to the Beast the spell was broken. The Beast and his servants became human again. The Beast and Belle got married. They lived happily ever after.

1. What is the purpose of the text?
  - a. To describe the Beast and Belle
  - b. To retell the experience of Belle
  - c. To guide readers how to perform like Belle
  - d. To entertain readers and friends
2. How many main characters are mentioned in the story?
  - a. Two
  - b. Three
  - c. Four
  - d. Five
3. Where was the setting of the story?
  - a. In the forest
  - b. At home

- In palace ✓  
 d. In the mountain
4. Why did the prince become the Beast? Because.....
- a. He sent an ugly woman away  
 b. A beautiful fairy cursed him X  
 A woman fell in love with him X  
 d. He captured Maurice
5. First, Belle didn't love him because he was mean.
- a. Generous ✓  
 b. Unbelievable ✓  
 c. Humorous ✓  
 Unkind
6. Who became a Beast?
- The Prince ✓  
 The servants ✓  
 c. Maurice  
 d. Belle
7. Why the Prince didn't like the woman? Because.....
- a. She was old and smart  
 b. She was old and mad X  
 She was beautiful and smart X  
 d. She was old and ugly
8. What happen with all the servants of the Prince?
- Became human X  
 b. Became animal X  
 c. Became furniture X  
 d. Became a beast
9. Where did Belle live?
- Mountain ✓  
 b. Sea  
 c. Castle  
 d. Forest
10. Where did the Prince live?
- a. Mountain  
 b. Sea  
 Castle ✓  
 d. Forest



ABD. RAHMAN 1x2

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## Post-Test

## BEAUTIFUL AND THE BEAST

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- Mountain ✓  
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 b. Sea ✓  
 Castle  
 d. Forest

Appendix 6: Documentation








**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE PAREPARE**  
 Alamat : Jl. Amal Bakti No. 8 Soreang Kota Parepare 91132 ☎ (0421)21307 📠  
 Po Box : Website : www.iainparepare.ac.id Email: info.iainparepare.ac.id

Nomor : B 291 /In.39/PP.00.9/10/2018  
 Lampiran : -  
 Hal : Izin Melaksanakan Penelitian

Kepada Yth.  
 Kepala Daerah KAB. WAJO  
 di  
 KAB. WAJO

*Assalamu Alaikum Wr. Wb.*  
 Dengan ini disampaikan bahwa mahasiswa INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE :

Nama	: RISDHA R
Tempat/Tgl. Lahir	: BELAWA, 22 Januari 1996
NIM	: 14.1300.017
Jurusan / Program Studi	: Tarbiyah dan Adab / Pendidikan Bahasa Inggris
Semester	: IX (Sembilan)
Alamat	: MENGE, DESA BELAWA KEC. BELAWA KAB. WAJO


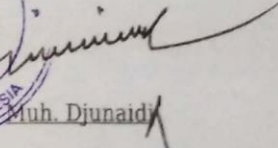
Bermaksud akan mengadakan penelitian di wilayah **KAB. WAJO** dalam rangka penyusunan skripsi yang berjudul :

**" IMPROVING STUDENTS' READING COMPREHENSION THROUGH DIRECTED READING THINKING ACTIVITY (DRTA) STRATEGY AT THE NINTH GRADE STUDENTS OF MTs LAUTANG BELAWA"**

Pelaksanaan penelitian ini direncanakan pada bulan **Oktober** sampai selesai. Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dan dukungan seperlunya.

Terima kasih,

31 Oktober 2018  
 A.n Rektor  
 Plt. Wakil Rektor Bidang Akademik dan Pengembangan Lembaga (APL)

  
  
 Muh. Djunaid

SRN CO 0000872



**PEMERINTAH KABUPATEN WAJO**  
**DINAS PENANAMAN MODAL & PELAYANAN TERPADU SATU PINTU**  
 Jl. Jend. Achmad Yani No. 33 Tlp/Fax (0485) 323549  
 www.bpptpmwajokab@gmail.com, Sengkang (90915), Kabupaten Wajo, Provinsi Sulawesi Selatan

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**IZIN PENELITIAN / SURVEY**  
**Nomor : 0872/IP/DPMTSP/2018**

Membaca : Surat Permohonan **RISDHA.R** Tanggal **12-11-2018**  
 Tentang Penerbitan Izin Penelitian / Survey

Mengingat : 1. Peraturan Menteri Dalam Negeri RI Nomor 7 Tahun 2014 Tentang Perubahan Atas Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 Tentang Pedoman Penerbitan Rekomendasi Penelitian  
 2. Peraturan Bupati Wajo Nomor 11 Tahun 2015 Tentang Pelimpahan Kewenangan Pelayanan Perizinan Kepada Badan Pelayanan Perizinan Terpadu dan Penanaman Modal Kabupaten Wajo

Memperhatikan : 1. Surat Plt. Wakil Rektor Bidang Akademik dan Pengembangan Lembaga IAIN Pare Pare Nomor : B2911/In.39/PP.00.9/10/2018 Tanggal 31 Oktober 2018 Perihal : Izin Melaksanakan Penelitian

2. Rekomendasi Tim Teknis Nomor **00873/IP/TIM-TEKNIS/XI/2018**  
 Tanggal **12-11-2018** Tentang Penerbitan Izin Penelitian / Survey

Menetapkan : Memberikan IZIN PENELITIAN / SURVEY kepada :

Nama : **RISDHA R.**  
 Tempat / Tgl Lahir : **BELAWA , 22 JANUARI 1996**  
 Alamat : **MENGE BELAWA**

Universitas / lembaga : **IAIN PARE PARE**  
 Judul Penelitian : **IMPROVING STUDENTS READING COMPREHENSION THROUGH DIRECTED READING THINKING ACTIVITY (DRTA) STRATEGY AT THE NINETH GRADE STUDENTS OF MTS LAUTANG BELAWA**

Lokasi Penelitian : **MTS LAUTANG BELAWA**

Lama Penelitian : **12 November 2018 s.d 02 Desember 2018**

Untuk hal ini tidak merasa keberatan atas pelaksanaan Penelitian / Survey dimaksud dengan ketentuan sebagai berikut :

1. Sebelum dan sesudah pelaksanaan penelitian harus melaporkan diri kepada pemerintah setempat dan instansi yang bersangkutan
2. Penelitian tidak menyimpang dari masalah yang telah diizinkan, semata-mata untuk kepentingan ilmiah
3. Mentaati Semua perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat

Ditetapkan di : **Sengkang**  
 Pada Tanggal : **12 November 2018**

  
**KEPALA DINAS,**  


**Drs. ANDI MANUSSA, S.Sos., M.Si.**  
 Pangkat : **PEMBINA Tk. I**  
 NIP : **19651128 199002 1 001**

Tembusan :

1. Kepala Badan Kesatuan Bangsa dan Politik Kab. Wajo
2. Kepala Instansi Tempat Penelitian
3. Camat Setempat
4. Peninggal

**No. Reg : 0906/IP/DPMTSP/2018**  
**Retribusi : Rp. 0**



**MADRASAH TSANAWIYAH AS'ADIYAH LAUTANG BELAWA**  
**KEC. BELAWA KAB. WAJO PROPINSI SULAWESI SELATAN**  
*Jl. As'adiyah No. 6 Belawa Telp. 0421 3583488*

**SURAT KETERANGAN PENELITIAN**

Nomor: 074/As/C/MTs/XII/2018

Berdasarkan surat dari Pemerintah Kabupaten Wajo Badan Pelayanan Perizinan Terpadu Penanaman Modal Kabupaten Wajo Nomor: 0872/IP/DPMPPTSP/2018 tanggal 12 November 2018 tentang izin penelitian. Maka Kepala Sekolah Madrasah Tsanawiyah (MTs) Lautang Belawa menerangkan bahwa:

Nama : Risdha. R  
 NIM : 14.1300.017  
 Program Studi : Pendidikan Bahasa Inggris  
 Alamat : Belawa

Benar telah mengadakan penelitian di Madrasah Tsanawiyah (MTs) Lautang Belawa dalam penyelesaian studi dengan judul "Improving Students' Reading Comprehension Through Directed Reading Thinking Activity (DRTA) Strategy At The Ninth Grade Students of MTs Lautang Belawa". Yang pelaksanaannya dari tanggal 12 November s/d 02 Desember 2018.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Belawa, 02 Desember 2018







## CURRICULUM VITAE

**RISDHA. R.**, the writer was born on January 22<sup>nd</sup> 1996 in Belawa, South Sulawesi. She is the first child from four children in her family. From the couple, Risal and Darmawati. She has two brothers namely Agung Riswandi and Abdul Galib and she has one sister namely Sri Wahyuni.

She began her study in Elementary School at SDN 278 Belawa and graduate on 2008. In the same year, she continued her study at SMPN 1 Belawa and graduate on 2011. After that, she continued her study at MAN Wajo and graduate on 2014 and she decided to continued her study at State Islamic Institute of Parepare on 2014. During she studied in IAIN Parepare, she was active in students' organization Himpunan Pelajar Mahasiswa Wajo (HIPERMAWA) Koperti Kota Parepare periode 2015/2016-2016/2017. She completed her skripsi in the title "Improving Students' Reading Comprehension through Directed Reading Thinking Activity (DRTA) Strategy at the Ninth Grade Students of MTs Lautang Belawa".

PAREPARE