

**IMPROVING STUDENTS' READING COMPREHENSION THROUGH
DIRECTED READING THINKING ACTIVITY (DRTA) METHOD**

*(A Pre-Experimental Research of Twelfth Grade Students of
SMAN 3 Bulukumba)*



*Submitted to the Faculty of Teacher Training and Education Muhammadiyah
University of Makassar in Partial Fulfillment of the Requirement for the
Degree of Education in English Education Department*

NADIERA YULIA AZAHRO
105351130316

16/09/2021

Sub. Alim

R/0247/BIG/22cp
AZA
C

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF MAKASSAR**

2022



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LEMBAR PENGESAHAN

Skripsi atas nama **Nadiera Yulia Azahro** NIM **105351130316**, diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor, 403 Tahun 1443 H/ 2022 M, tanggal 19 Dzulqa'idah 1443 H/ 19 Juni 2022 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari **Sabtu 23 Juli 2022**.

Makassar, 24 Dzulhijjah 1443 H
23 Juli 2022 M

Panitia Ujian:

1. Pengawas Umum : Prof. Dr. H. Ambo Asse, M.Ag.
2. Ketua : Erwin Akib, M.Pd., Ph.D.
3. Sekretaris : Dr. Baharullah, M.Pd.
4. Dosen Penguji :
 1. Hj. Sulfasyah, S.Pd., M.A., Ph.D.
 2. Sitti Maryam Hamid, S.Pd., M.Pd.
 3. Hijrah, S.Pd., M.Pd.
 4. Dra. Hiasnawati Latief, M.Pd.

Disahkan Oleh:

Dekan FKIP Universitas Muhammadiyah Makassar



Erwin Akib, S.Pd., M.Pd., Ph.D.

NBM 860 934



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

APPROVAL SHEET

Title : Improving Student's Reading Comprehension Through
Directed Reading Thinking Activity (DRTA) Method
(A Pre-Experimental Research Of Twelfth Grade Students
Of SMAN 3 Bulukumba)

Name : Nadiera Yulia Azahro

Reg. Number : 10535110316

Programmer : English Education Department Strata 1 (S1)

Faculty : Teacher Training and Education

Makassar, 23 Juli 2022


Approved By:

Consultant I

Consultant II


Dr. Radiah Hamid, M.Pd.

NIDN. 0911117004


Siti Maryam Hamid, S.Pd., M.Pd.

NIDN. 0919069101

Dean of FKIP
Makassar Muhammadiyah University


Erwin Akib, M.Pd., Ph.D.

NBM. 860 934

Head of
English Education Department


Dr. Umri Khaerati Syam, S.Pd., M.Pd.

NBM. 977 807



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

COUNSELLING SHEET

Name : Nadiera Yulia Azahro
NIM : 105351130316
Department : Pendidikan Bahasa Inggris
Title : Improving Students Reading Comprehension Through
Directed Reading Thinking Activity (DRTA) Method
(A Pre-Experimental Research of Twelfth Grade Students
of SMAN 3 Bulukumba)
Consultant I : Dr. Radiah Hamid, M.Pd

Day / Date	Chapter	Note	Sign
Wed, 29 June, 2022		<p>Final paper - No. 10, 11, 12 & 13 - Revisi: o Findings o Discussion o Conclusion o Suggestion - Some correction in pages.</p>	
25 July 2022 Revision			

Makassar, June 2022

Approved by:
Head of English Education Department



Dr. Umri Khaerati Syam, S.Pd., M.Pd.

NBM. 977 807





بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

COUNSELLING SHEET

Name : Nadiera Yulia Azahro
NIM : 105351130316
Department : Pendidikan Bahasa Inggris
Title : Improving Students Reading Comprehension Through
Directed Reading Thinking Activity (DRTA) Method
(A Pre-Experimental Research of Twelfth Grade Students
of SMAN 3 Bulukumba)
Consultant I : Dr. Radiah Hamid, M.Pd

Day / Date	Chapter	Note	Sign
20 July 2022 Wed		Mama counselling sheet ya seb - GMP reise • finding • discussion • conclusion • suggestion - Revisi the abstract - Some correction - Still some revisions in: • abstract • finding • conclusion • suggestion	
23 July 2022 Monday		PK - Learn your thesis well & pre- pare yourself to be examined - Make power points to be explained by your own words not to be read.	
1 August 2022 Monday			

Makassar, June 2022

Approved by:

Head of English Education Department



Dr. Umami Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

COUNSELLING SHEET

Name : Nadiera Yulia Azahro
NIM : 105351130316
Department : Pendidikan Bahasa Inggris
Title : Improving Students Reading Comprehension Through
Directed Reading Thinking Activity (DRTA) Method
(A Pre-Experimental Research of Twelfth Grade Students
of SMAN 3 Bulukumba)
Consultant II : Siti Maryam Hamid, S.Pd., M.Pd

Day / Date	Chapter	Note	Sign
Friday, 17 June 2022		Revise data analysis	
Saturday, 9 July 2022		Added appendices	
Friday, 15 July 2022		Correction in abstract Documentation Added Curriculum Vitae (CV) Correction consultant name Move the table of scoring Pre-Test & Post-Test in Chapter IV	
Friday, 15 July 2022		ACC	

Makassar, July 2022

Approved by:
Head of English Education Department


Dr. Umri Khaerati Syam, S.Pd., M.Pd.

NBM: 977 807



UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0411-860817/860132 (Fax)
Email : ibu@umh.ac.id
Web : www.fkip.umh.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT PERNYATAAN

Saya yang bertanda tangan di bawah ini:

Nama : **NADIERA YULIA AZAHRO**

NIM : **105351130316**

Jurusan : Pendidikan Bahasa Inggris

Judul Skripsi : Improving Students' Reading Comprehension Through
Directed Reading Thinking Activity (DRTA) Method

Dengan ini menyatakan bahwa skripsi yang saya ajukan di depan tim
penguji adalah hasil karya saya sendiri dan bukan hasil ciptaan orang lain atau
dibuat oleh siapapun.

Demikian pernyataan ini saya buat dan saya bersedia menerima sanksi
apabila pernyataan ini tidak benar.

Makassar, Juli 2022

Yang Membuat Pernyataan

NADIERA YULIA AZAHRO
105351130316



UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
Telp. 0411-860817/860132 (Fax)
Email: info@umh.ac.id
Web: www.fkip.umh.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT PERJANJIAN

Saya yang bertanda tangan di bawah ini:

Nama : **NADIERA YULIA AZAHRO**

NIM : **105351130316**

Jurusan : Pendidikan Bahasa Inggris

Judul Skripsi : Improving Students' Reading Comprehension Through
Directed Reading Thinking Activity (DRTA) Method

Dengan ini menyatakan perjanjian sebagai berikut:

1. Mulai dari penyusunan proposal sampai selesai menyusun skripsi ini, saya akan menyusun sendiri skripsi saya (tidak dibuatkan oleh siapapun).
2. Dalam menyusun skripsi, saya akan selalu melakukan konsultasi dengan pembimbing yang telah ditetapkan oleh pemimpin fakultas.
3. Saya tidak akan melakukan penjiplakan (plagiat) dalam menyusun skripsi.
4. Apabila saya melanggar perjanjian seperti pada butir 1, 2, dan 3, saya bersedia menerima sanksi sesuai dengan aturan yang berlaku.

Demikian perjanjian ini saya buat dengan penuh kesadaran.

Makassar, Juli 2022

Yang Membuat Perjanjian

NADIERA YULIA AZAHRO
105351130316

MOTTO

"Be Your Self"

*I dedicated this thesis special to
My Parents, My Brothers, My Family and My Friends.*



ABSTRACT

Nadiera Yulia Azahro, 2022. *Improving Students' Reading Comprehension Through Directed Reading Thinking Activity (DRTA) Method (A Pre-Experimental Research of Twelfth Grade Students of SMAN 3 Bulukumba).* Thesis of English Education Department. The Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Supervised by Radiah Hamid and Sitti Maryam Hamid.

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 Twelfth Grade Students of SMA Negeri 3 Bulukumba.

The method of the research used pre-experimental design. It consisted of pre-test, treatment and post-test design. The population of this research is the twelfth grade students of SMAN 3 Bulukumba. The researcher used Purposive Sampling Technique which involve one class XII MIA 3. Total sample are 30 students.

The result of the study showed that Directed Reading Thinking Activity (DRTA) Method could improve the students' reading comprehension especially in literal reading comprehension at the Twelfth Grade Students of the SMAN 3 Bulukumba. It was proved that the mean score of Pre-Test is 64 and the Post-Test mean score is 70,6. Based on the difference from the mean score students get in reading comprehension show the improvement from pre-test to post-test where the increase of students reading comprehension increased by 12%. The improvement of students' achievement significantly. Thus, the null hypothesis (H0) is discarded, while the alternative hypothesis (H1) is accepted. The researcher emphasizes that the Directed Reading Thinking Activity (DRTA) made active because its activity foresees various strategy and it was meaningful for the daily students life. Also, Directed Reading Thinking Activity (DRTA) strategy in the learning reading comprehension is very effective, because the students more easy to understand with the prediction that identifying main idea and supporting details and it can be seen from the result of students' reading scores is better.

Keywords: *Students, Reading Comprehension, Directed Reading Thinking Activity (DRTA)*

ABSTRAK

Nadiera Yulia Azahro, 2022. *Improving Students' Reading Comprehension Through Directed Reading Thinking Activity (Drta) Method (A Pre-Experimental Research of Twelfth Grade Students of SMAN 3 Bulukumba)*. Skripsi Pendidikan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh Radiah Hamid and Sitti Maryam Hamid.

Penelitian ini bertujuan untuk mengetahui apakah Strategi Directed Reading Thinking Activity (DRTA) mampu meningkatkan pemahaman membaca siswa pada siswa kelas XII SMA Negeri 3 Bulukumba.

Metode penelitian yang digunakan adalah pre-experimental design. Ini terdiri dari pre-test, treatment dan post-test design. Populasi dalam penelitian ini adalah siswa kelas XII SMAN 3 Bulukumba. Peneliti menggunakan Teknik Purposive Sampling yang melibatkan satu kelas XII MIA 3. Jumlah sampel 30 siswa.

Hasil penelitian menunjukkan bahwa Metode Directed Reading Thinking Activity (DRTA) dapat meningkatkan pemahaman membaca siswa khususnya pemahaman membaca literal pada Siswa Kelas XII SMAN 3 Bulukumba. Terbukti bahwa nilai rata-rata Pre-Test 64 dan nilai rata-rata Post-Test 70,6. Berdasarkan selisih rerata skor yang diperoleh siswa dalam pemahaman bacaan menunjukkan peningkatan dari pre-test ke post-test dimana peningkatan pemahaman membaca siswa meningkat sebesar 12%. Peningkatan prestasi belajar siswa secara signifikan. Dengan demikian, hipotesis nol (H_0) tidak diterima, sedangkan hipotesis alternatif (H_1) diterima. Peneliti menekankan bahwa Directed Reading Thinking Activity (DRTA) aktif karena aktivitasnya meramalkan berbagai strategi dan bermakna bagi kehidupan siswa sehari-hari. Strategi Directed Reading Thinking Activity (DRTA) dalam pembelajaran membaca pemahaman sangat efektif, karena siswa lebih mudah memahami dengan prediksi yang mengidentifikasi gagasan utama dan rincian pendukung dan dapat dilihat dari hasil nilai membaca siswa yang lebih baik.

Kata Kunci: Siswa, Pemahaman Membaca, Directed Reading Thinking Activity (DRTA)

ACKNOWLEDGEMENT

Alhamdulillah Robbil 'Alamin, the researcher expresses her sincere gratitude to the almighty God. Allah SWT, who has given guidance, mercy, and good health, so that she could finish writing the thesis. Shalawat and salam are addres to the final chosen religious messenger, the Prophet Muhammad SAW who has changed the human life.

The researcher would like to express his highest appreciation and deepest thankfulness to her beloved parents Syahrani & Didiek Edi Poerwanto, who always given his prayers, financial, motivation, strength and also for their loves and cares. He would also to express his greatest gratitude to all lecturers in The English Education Department of Muhammadiyah University of Makassar, who have given their knowledge, their experience encouragement in the writers' academic process. Therefore, the researcher would like to express her appreciation and sincere thanks to all of them particularly:

- a. Prof. Dr. H. Ambo Asse, M.Ag. the Rector Muhammadiyah University of Makassar
- b. Erwin Akib, S.Pd., M.Pd., PhD, as the Dean of Teacher Training and Education Faculty
- c. Dr. Ummi Khaerati Syam, S.Pd., M.Pd the Head of English Education Department and her secretary Ismail Sangkala, S.Pd., M.Pd., and the staff
- d. Dr. Radiah Hamid S.Pd., M.Pd. as the first consultant, Siti Maryam Hamid, S.Pd., M.Pd as the second consultant who has given their valuable time and patient, to support assistance and guidance to finish this thesis.
- e. All of the lectures in English Education Department, for teaching precious knowledge and for giving wonderful study experience. Thank for all my Allah bless you forever.
- f. Thanks to the English teacher Saiful, S.Pd and Dra. A. Nirwati, MM., M.Pd as the Head of SMAN 3 Bulukumba.
- g. Thanks to all respondents of this research, the twelves Grade of SMAN 3 Bulukumba.

- h. Greatest thanks to her Family as a supporting family in all condition to me.
- i. Finally, for everyone who has given valuable suggestion, guidance, assistance and advice to completion this thesis may Allah SWT. Be with us now and ever after.

Aamiin Allahumma Aamiin.

Nuun,wal-qalami wa ma yasthurun.

July, 2022

The Researcher



TABLE OF CONTENTS

COVER	
APPROVAL SHEET	i
COUNSELLING SHEETS.....	ii
SURAT PERNYATAAN	iii
SURAT PERJANJIAN	iv
MOTTO	v
ABSTRACT	vi
ABSTRAK	vii
ACKNOWLEDGEMENT	viii
TABLE OF CONTENTS	x
LIST OF FIGURE	xii
LIST OF TABLE	xiii
CHAPTER I: INTRODUCTION	
A. Background	1
B. Problem Statement	3
C. Objective of the Research	3
D. Significance of the Research	4
E. Scope of the Research	5
CHAPTER II: REVIEW OF LITERATURE	
A. Previous Related Research Findings	6
B. Some Pertinent Ideas	8

1. The Concept of Reading	8
2. Reading Purpose	12
3. Reading Comprehension	13
4. Levels of Reading Comprehension	14
5. Strategies in Reading Comprehension	17
6. The Concept of Directed Reading Thinking Activity (DRTA).....	21
C. Conceptual Framework	28
D. Hypothesis	29
CHAPTER III: RESEARCH METHOD	
A. Research Design	30
B. Research Variable and Indicator	30
C. Population and Sample	31
D. Research Instrument	32
E. Procedures of Data Collection	33
F. Technique of Data Analysis	35
CHAPTER IV FINDINGS AND DISCUSSION	37
A. Finding	37
B. Discussion	45
CHAPTER V CONCLUSION AND SUGGESTION	50
A. Conclusion	50
B. Suggestion	51
BIBLIOGRAPHY	52
APPENDICES	53

LIST OF FIGURES

Figure 2.1 Conceptual Framework	28
Figure 4.1 Students Mean Score of Reading Comprehension	38
Figure 4. 2 The Frequency and Percentage Pre-Test Score of students Reading Comprehension.....	40
Figure 4.3 The Frequency and Percentage Score of Students Reading Comprehension.....	41
Figure 4.4 Comparison between Pre-Test Score and Post-Test Score.....	42



LIST OF TABLES

Table 3.1 Scoring Guide of Reading Test	32
Table 3.2 Classification of the Students' Achievement	35
Table 4.1 Result of students reading comprehension	37
Table 4.2 The Rate Percentage Score of Students Reading Comprehension...	39
Table 4.3 The rate Percentage Score of students Reading Comprehension...	40
Table 4.4 The Comparison of T-test and T-table Students' Reading Comprehension Score	43
Table 4.5 Paired Samples Test	44

CHAPTER 1

INTRODUCTION

A. Background

English is known as a foreign language or second language that plays an important part especially in education lives. Even 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 written in English. It needs comprehension in reading the text to get better in catch the idea and information. According to Weaver (2009) reading is the process to determine, what the readers brain, emotions and beliefs bring to the reading. It means that reading is the reader's way in interpreting the printed words. 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 point in reading the text. In

knowing the meaning of printed word in reading, the readers need reading comprehensively.

According to Brown (2015) there are some indicators of reading: specific topic and main idea, interpreting and identifying the meaning of the world 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.

According to Stauffer (1975) the Directed Reading Thinking Activity (DRTA) is a method that guides students in asking questions about a text, making predictions, and then reading to confirm their predictions. The DRTA process encourages students to be active and thoughtful readers, enhancing their comprehension. DRTA method activates students prior knowledge, teaches students to monitor their understanding of the text as they are reading, and helps strengthen reading and actual thinking skill.

Based on the observation when the researcher was intern in SMAN 3 Bulukumba, the researcher illustrated that the teacher needed inovative strategy to improve reading comprehension of the students because students have low score of reading comprehension. Most of the students are passive in joining the lesson. Therefore the students need the DRTA Strategy to improve the reading comprehension of the students in SMAN 3 Bulukumba. The researcher assumes that DRTA Strategy is important to be implemented in SMAN 3 Bulukumba. DRTA focuses on students involvement with the text, students predict and prove the text while they are reading. Therefore, the present research was conducted by the title: *"Improving Students' Reading Comprehension using Directed Reading Thinking Activity (DRTA) Method (A Pre-Experimental research of the Twelfth Grade Students of the SMAN 3 Bulukumba)."*

B. Problem Statements

Based on the background above, the researcher formulated the problem statements as follow "How does Directed Reading Thinking Activity (DRTA) Strategy improve the students' reading comprehension at the Twelfth Grade Students of SMA Negeri 3 Bulukumba?"

C. 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 Twelfth Grade Students of SMA Negeri 3 Bulukumba.

D. Significance of the Study

It is expected the result of the research provided the useful contributions for:

1. Theoretically Significance

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

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 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.

E. Scope of the Study

This study was limited to the students reading comprehension. The researcher focused on improving literal comprehension in term of main idea and supporting details in teaching by using the Directed Reading Thinking Activity Strategy at SMAN 3 Bulukumba.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previews Research Findings

There were some researchers who have done studies on the Directed Reading Thinking Activity (DRTA). Some findings presented. Firstly, Lubis (2018) in his thesis entitled *"The Effect of DRTA Teaching Strategy and Learning Style on Students' Achievement in Reading Comprehension at Faculty of Tarbiyah Science and Teacher Training State Islamic University of North Sumatra"*. The research method is an experimental research with factorial design 2x2. The result of the research namely: (1) DRTA strategy has affected students' achievement in reading comprehension (Sig. = $0.026 < 0.05$), students' achievement in reading comprehension taught by DRTA strategy is (76.10). (2) the achievement in reading comprehension of the students with Extrovert learning style is higher than the students with Introvert learning style ($83.64 > 73.80$) and (3) there is no interaction between teaching strategies and Learning Style if they combined on the students' achievement in reading comprehension (Sig. = $0.658 > 0.05$).

Secondly, Kurniawan et al. (2018) in their thesis entitled *"Why Should Primary Teachers Develop Learning Material by Directed Reading Thinking Activity (DRTA) Strategy? 4-D Model"*. The method used 4-D model consist of defining, designing, developing and disseminating. The result showed that class with learning material by DRTA strategy got

percentage score about 90.6% from validators. Thus, it can be concluded that learning material by DRTA strategy was valid construct and content, it used students' reading skill effectively.

Lastly, Akmal (2018) in his thesis entitled "*The Effects of Directed Reading Activity Strategy (DRTA) in Descriptive Reading Texts*". This study used the quantitative research design by using the experimental design. The findings of research show that the students' reading comprehension has increased after applying Directed Reading Thinking Activity (DR-TA) when the experimental class students got the treatment in a few meetings. By using this strategy, the students can do the activity more actively and develop their prior knowledge of a topic/content of the text to be read, hypothesize about what might be addressed in the text, and establish meaningful purposes for reading the text.

The similarity of this researcher and the previous research is using DRTA strategy to improve reading comprehension of the students. Meanwhile, the difference is the concept that use by each of the researcher is different such as the first and last researcher increase the reading comprehension by determine based on learning style of the students. Afterward, the next researcher observed about developing learning material by Directed Reading Thinking Activity (DRTA). Unless, this research focused improving reading comprehension of the students through Directed Reading Thinking Activity (DRTA) at SMAN 3 Bulukumba.

B. Some Pertinent Ideas

1. The Concept of Reading

Reading is an activity or process that seeks to search out varied data contained in writing. It suggests that scanning may be a method of thinking to know the contents of the text being read. Therefore, reading isn't simply gazing a set of letters that have fashioned words, teams of words, sentences, paragraphs and discourse, however over that reading is an activity to know and interpret symbols or signs or writings that area unit purposeful so the message sent by the author is received by the reader.

According to Allard & Sundblad (2020) reading has a direct influence on the construction of methods for teaching reading. These methods are nothing other than the logical consequences of some theoretical standpoints invisible or visible, unformulated. Consequently, definition of reading changes from situation to situation depending on the construction of the test or measurement. But the observable parts of reading behavior must be identified and made measurable. Decoding and thought processing leads to reading comprehension.

Soedarso (2006) 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.

Reading speed is always a function of pre comprehension. During the reading process we may have to reconstruct the “picture” which, for instance, often happens when reading detective stories. There are many roles that reading plays in society. Nowadays, people live in a society that assumes print literacy. People read at work, as they drive, as they shop. The institutions of economy, government and culture rest upon written language and depend upon the capacity to read. Reading is a major source of pleasure in our society. Millions of books, magazines and papers are read every day. Reading allows access to generations of thought, to vast numbers of facts, to images of the world remote from our daily experience.

Reading plays a particularly important role in education. Not only does education system demand a lot of reading in the process of learning, but also tends to use the capacity to read fluently as an indicator of more general intellectual ability. This ability to read therefore cannot be ignored. It is needed to resist and reform. When reading, readers know exactly what they are reading. They comprehend what is being read. When reading, readers try to extract and construct meaning from what they are reading. This is what reading comprehension means. Students interact with written information everyday to broaden, improve and update their knowledge. They will even be able to obtain more information, knowledge, and lesson from what they read rather than what their teachers can give. Moreover, they can practice self learning and develop self reliance.

Therefore, reading comprehension is badly needed to be mastered by students. For reading comprehension is very important to be mastered by students, teachers need to develop and upgrade their knowledge and ability in teaching reading. Teachers can use different kinds of media and methods to make the teaching more interesting.

Reading is the process of constructing meaning through the dynamic interaction among (Garner, 1987): (1) the reader's existing knowledge; (2) the information suggested by the text being read; and (3) the context of the reading situation. Reading is not just a passive and receptive process, but an active and interactive process between the readers and the writer through the medium of text. It means that reading can stand apart from both reader and what is written.

There are some principles behind the teaching of reading proposed by Harmer (2001) They are:

1. Principle 1: Reading is not a passive skill. Understanding the meaning of the words, understanding arguments and working out for the agreement of the statement are included as active occupation in reading.
2. Principle 2: Students need to be engaged with what they are reading.

Harmer considers that students can get more benefit from reading if they are engaged and interested in reading text.

3. Principle 3: Students should be encouraged to respond to the content of a reading text, not just to the language. In this principle, the point is

that students should have opportunities to respond to the message of the text and this provoking personal engagement of the students.

4. Principle 4: Prediction is a major factor in reading. The fourth principle is about the students' expectations and active process of reading is ready to begin when they can get the hints of the text so they can predict what's coming in the next segment of a particular text.

5. Principle 5: Match the task to the topic. Choosing the good tasks for students in reading is important since it can undermine boring and inappropriate questions so the reading activity can be more exciting and challenging for the students.

The five principles behind teaching reading propose some important point that need to be considered by the teacher in teaching reading, such as it is important to make the students engaged with and have the abilities to respond to the texts. The principles also highlight that predicting is crucial in reading since it is related to the students' active process of reading. In addition, choosing the good tasks is one of the considerations to make the reading activity be more exciting and challenging. By referring to those principles, the teacher and students can be facilitated to attain a good-quality of reading process.

2. Reading Purpose

Generally, the purpose of reading is to get a new information. Everyone has a different purpose in reading, and purpose helps to more

understand of what they read. When someone reads to fill leisure time, he or she might read quickly or slowly based on the way he likes or feels, but if he or she is reading for learning or information such as news, science or other fields, which is of lesson or task, it is very slow and cautious.

Another of the purposes of reading is comprehension. According to Johnson (2005) reading comprehension is seen as a process of using prior knowledge and one's understanding is influenced by the characteristics of individual readers, the characteristics of the text, and factors relating to the situation: the regulator of the situation, the task, and the total arrangement. So, reading comprehension can influence the characteristics of the reader with the text being read.

According to Grabe & Stoler (2013) mention that the purpose of reading are follows:

- 1) Reading to search for simple information
- 2) Reading to skim quickly
- 3) Reading to learn from the text
- 4) Reading to integrate information
- 5) Reading to write (or search for information needed for writing).
- 6) Reading to critique texts
- 7) Reading for general comprehension

In addition, Anderson (2003) there are seven types of goals for reading activities, there are:

- 1) Reading for details or fact

- 2) Reading for main ideas
- 3) Reading for sequences or organization
- 4) Reading for inference
- 5) Reading to classify
- 6) Reading to evaluate
- 7) Reading to compare or contrast

From the various purposes of reading above it can be concluded that reading is not only to find new information but reading activities can also make someone feel more comfortable.

3. Reading Comprehension

Reading comprehension is cognitive reading (reading to understand). In reading comprehension, the reader is required to be able to understand the contents of the reading. Therefore, after reading the text, the reader can convey the results of his reading comprehension by including a summary of the contents of the reading using his own language and conveying it orally or in writing. According to Eryana (2017) reading comprehension can be defined as the process in which the readers construct meaning from a text connected to the background knowledge they have to get the clear understanding of the writers' message.

4. Levels of Reading Comprehension

According to Burn as cited in Suhadi (2016) basically reading skills can be grouped into four levels; literal comprehension, interpretive reading, critical reading and creative reading.

a. Literal Comprehension

Literal comprehension is reading that consists of letters and sentences such as reading books including scriptures and the like reading. This type of understanding is focused on understanding the meaning expressly contained in the reading text. So, literal comprehension is reading text with the intention of understanding the meaning contained in the text itself without looking at what is outside the text. This literal comprehension can be said as an explicit reading of the contents of the reading. Some specific reading skill at the literal level comprehension, this skills the researcher focus on main idea and supporting detail.

a) Main Idea

The main idea is important information that tells more about the overall idea of a paragraph or section of a text. The ways founded main idea such as:

- (1) Before reading, firstly look at the title, text features, what will it be about?, it is fiction or nonfiction?.
- (2) During reading, look for repeated words, pictures, themes, ideas or information.
- (3) After reading, what is the most important idea or thought about the topic?, how does the character deal with the conflict?

b) Supporting Details

Supporting details explain the specific main idea. In this, supporting details, it is the causes or results of the main idea. In this supporting details, it is caused or the result of main idea or supporting details is additional information that explains, defines or proves the main idea.

Information in supporting details:

- (1) Facts
- (2) Information
- (3) Descriptions
- (4) Dialogue
- (5) Actions
- (6) Thoughts
- (7) Statistics
- (8) Explanations
- (9) Illustrations
- (10) Graph and charts

b. Interpretive Comprehension

Interpretive reading identifies the way to read between the lines of making inferences. This is the process of deriving ideas that implied rather than directly stated. Skill for this level of comprehension includes:

- 1) Finding main ideas of passage in which main ideas are not directly stated.

- 2) Finding cause and effect relationship when they are not directly stated.
- 3) Determining referents of pronouns
- 4) Determining referents of adverbs
- 5) Inferring omitted words
- 6) Detecting moods
- 7) Detecting author's purpose in writing
- 8) Drawing conclusion

c. Critical Comprehension

Critical comprehension is evaluating written material, comparing the ideas discovered in the material with known standards and drawing conclusion about accuracy, appropriateness and timeliness. When the reader reads critically, they evaluate what is read. The critical reader must be an active reader, questioning, searching for facts and suspending judgment until he or she considers all of the material. They examine critically the thoughts of the author, which have been identified through the lower level of comprehension and judge their validity or worth.

d. Creative Comprehension

In creative reading, the reader gets added value from the knowledge contained in the reading by identifying ideas that stand out from the knowledge he had previously obtained.

5. Strategies in Reading Comprehension

Arteaga et al. (2020) state that strategies must be carefully chosen for each phase of the reading process, which implies initial and ongoing teacher training on the most effective methods for developing competent readers who understand to learn and enjoy the process of reading.

According to Jeffries & Mickulecky (1992) reading comprehension skill will be such as follows:

a. Skimming

By skimming, the readers can get general sense of passage or book, not specific details. The goal in skimming is not to read the text thoroughly, but it is used to find out the kind information that the readers seek, and if it does determine what to read more closely.

b. Scanning

By scanning, a reader resources to glance rapidly through a text either to search a specific piece of information (e.g. name, date) or to get an initial impression of whether the text is suitable for a given purpose. When scanning the reader lets his or her eyes wander over the text until he or she looking for, whether it is a place, a kind of food, a kind of verb, or specific information.

c. Previewing

By previewing for just a few second, we can pick up a great deal of information about the text we are going to read. We know how to

preview any kind of text, including pleasure reading books, magazine articles, tests, and textbook assignments

d. Close Reading

Close reading requires careful attention to all the words and sentences in a selection to understand its full meaning.

e. Guessing from context

Guessing from context is the best strategy to do when we come to a word that we do not know when we are reading. Use our prior knowledge to find out clues of ideas.

f. Paraphrasing

Paraphrase is an expression of the meaning of a word or phrase using other words or phrases, often in an attempt to make the meaning easier to understand.

Based on the steps above, the writer may indicate that comprehension means the *strategies* a reader uses to construct meaning and retrieve information from a text through *cognitive* processes.

Additionally, the ability of people comprehend reading material is different, in order that teachers need to be aware that there are actually three main levels or standard of comprehension itself. According to Mohamad (1999) the three levels are; literal, interpretive, and critical comprehension.

- 1) The first level, literal comprehension is the most obvious comprehension at this level involves surface meanings. At this level, teachers can ask students to find information and ideas that are explicitly stated in the text. In addition,

it is also appropriate to test vocabulary. Being able to read for literal meanings stated ideas is influenced by one's mastery of word meanings in context.

- 2) The second level is interpretive or referential comprehension. At this level, students go beyond what is said and read for deeper meanings. They must be able to read critically and analyze carefully what they have read. Students need to be able to see relationships among ideas, for example how ideas go together and also see the implied meanings of these ideas. It is also obvious that before our students can do this, they have to first understand the ideas that are stated (literal comprehension).

Interpretive or referential comprehension includes thinking processes such as drawing conclusion, generalizing and predicting outcomes. At this level, teachers can ask more challenging questions such as asking students to do the following.

- a) Re-arrange the ideas or topics discussed in the text.
 - b) Explain the author's purpose of writing the text.
 - c) Summarize the main idea when this is not explicitly stated in the text.
 - d) Select conclusions that can be deduced from the text they have read.
- 3) The last level of comprehension is critical reading where by ideas and information is evaluated. Critical evaluation occurs only after our students have understood the ideas and information that the writer has presented. At this level, students can be tested on the following skills:

- a) The ability to differentiate between facts and opinions.

- b) The ability to recognize persuasive statements.
- c) The ability to judge the accuracy of the information given in the text.

Junining et al, (2020) assume that critical reading skills are very important to be mastered especially for students. This ability will become more relevant and unique to students when they have to critically read the reference sources that they use as a reference for doing assignments, report, or others both Indonesian and foreign languages. Basically, when someone reads critically, he or she does reading activities with wisdom, consideration, depth, evaluation, and analysis, and does not want to find fault with the author. Critical reading is the ability to understand the implied meaning of a reading. This requires the ability to think and be critical. In critical reading, the reader processes the reading material critically.

Many factors can affect reading comprehension, one of the factors is characteristic of material being read. The unfamiliar concepts, technical vocabulary, special meanings for words, and unfamiliar syntactical structures can limit comprehension. When assigning passages for students to read, teacher must be aware of her or his students level in vocabulary and concepts. The written material must be familiar both in the concepts and vocabulary to the students.

The other factors is characteristic of reader. The characteristic of reader is the attitude of someone faces about the reading it self. If reading is perceived as an assignment, comprehension may be low, because the reader purpose is only to get done. If reading is seen as pronouncing words, comprehension will be minimal, because the reader's attention is just on the accuracy of decoding and not on meaning getting. However, if reading is looked as an enjoyable experience and

as a way of gathering information, comprehension will most likely be at high level, because the reader is interested in what is being read and wants to read the material.

6. The Concept of Directed Reading Thinking Activity (DRTA)

a. Definition of Directed Reading Thinking Activity (DRTA)

According to Androveda (2016) In English language teaching reading is one of the skills that should be learned by senior high school students. There are many strategies that can be applied in teaching reading process. One of the strategies that can make student become active readers is Directed Reading Thinking Activity. DRTA is a strategy that provides students with many abilities. DRTA provides the students the ability to use prediction while reading, activates their prior knowledge, determines purpose of reading, and encourages reading the text.

Conner (2006) said that the DRTA strategy can be used by teachers in reading comprehension. In this strategy students are asked to provide predictions about what is contained in the reading text before learning by predicting the title of the reading, and during reading learning activities take place by predicting a reading. So that the message to be conveyed in the discourse can be understood by students. The Directed Reading Thinking Activity was designed based on the following steps:

- 1) Developing readiness to read the selections. In this first step, the teacher is concerned with:

- a. Building a rich conceptual background and activating plan for the selection.
 - b. Identifying and presenting any crucial vocabulary items (one or two words) in context.
 - c. Helping students establish some purposes for reading the selection.
- 2) Applying the directed reading thinking activity cycle which contains the following components:
- a. Students set purposes and make predictions.
 - b. Silent reading.
 - c. Students verify predictions and prove set purposes. Students were encouraged to explain what caused them to confirm or revise prior predictions, and what caused them to make the new predictions they were making (Conner, 2006).
- 3) Comprehension check
- The silent reading of the selection is also followed by a discussion of the material read. The aim of discussion period is to help interpret the material. Students were led to discuss related concepts, and to consider the content of the selection in light of their own experiences this was related to the purposes set and done informally.
- 4) Re-reading the selection for purposes specified by the teacher. Re-reading for specific purposes was done either silently or orally; however, the purpose was different from the purposes for the first silent reading.
- 5) Evaluation and enrichment activities.

In order to document the effectiveness of the lesson for each student, some form of evaluation activity was provided. Follow up activities can do much to encourage further reading (Gipe, 1995)

b. Theory of Directed Reading Thinking Activity(DRTA)

According to Anwar (2017) the ability to read is very important for every student because there are many activities that requires students' reading skills. Reading has important benefits because reading can increase one's insight and knowledge. Reading needs to be applied when children are as early as possible, when children enter formal educational institutions. By reading students are expected to obtain various information, include, and understand the meaning of reading.

According to Stauffer cited by Leli (2017) explains that the DRTA is intended to develop students' ability to read critically and reflectively and is fundamentally different from the DRA used in basic. The Directed Reading Thinking Activity (DRTA) attempts to equip readers with the ability to determine purpose for reading; the ability to extract, comprehend, and assimilate information; the ability to examine reading materials based upon purposes for reading the ability to suspend judgments and the ability to make decisions based upon information gleaned from reading.

c. Teaching Procedures of Directed Reading Thinking Activity(DRTA)

According to Roe et al, (2018) the procedure of using DRTA technique is described as follows:

- 1) Choose a text. This strategy works well with both fiction and expository texts.
- 2) Activate students' prior knowledge. Have students read the title of the text, or tell them the topic of the text. Ask students to brainstorm a list of ideas that come to mind when they think about the title or topic. Write those ideas on the board. When using this strategy with a piece of fiction, you might have students brainstorm a list of ideas that they associate with an overriding theme of the story, the story's setting, or the author of the story (if the author is someone with whom your students are familiar). Students will be making 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.
- 3) Have students make predictions about what they will read about in the text. Use all available clues, including the index, table of contents, pictures, charts, and tables in the text. Ask students to explain how they came up with their predictions. (Do not accept "I don't know" answers).
- 4) Have students read a section of the text. Either have students volunteer read aloud, or have students read silently to themselves. If students are reading to themselves, be sure to indicate where students should stop reading. The teacher should predetermine stopping points. They should be points in the text that lend themselves to making predictions. In expository texts, good stopping points are often right after students have read a new heading or subheading in the text.

- 5) Ask students to confirm or revise prior 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.
- 6) Continue steps 4 and 5 until students have finished reading.
- 7) When students have finished reading, ask questions that promote thinking and discussion.

Another process of DRTA described by Snowball (2005:25) the procedure is such as follow;

- 1) Select an unfamiliar big book or enlarged text (overhead transparencies, charts) so that your students can join in the reading
- 2) Prepare a DRTA by making breaks at though provoking stopping points in the text, points where your students can form and justify their predictions in response to questions similar to "What do you think will happen next?" and "Why do you say that?" in fiction, these points often occur just after a problem is introduced, and your students can predict possible solutions, using their knowledge of story grammar.
- 3) Explain the purpose of DRTA and the procedure involved. Explain to your students how you stop at different points when you are reading, perhaps when you finish reading a paragraph, to check if you understand what you have read so far. Explain how you then refocus on your purpose for reading, from new predictions, read, stop and reflect, and repeat the cycle.

- 4) Explain that thoughtful readers always think about what they know about a text and use this knowledge to form predictions about what the text might be about. Let your students know that there is no right or wrong prediction, as long as it is relevant to the topic.
- 5) Introduce the text to your students. Read the title, or ask your students to read the title, and ask them to predict what the text might be about. Encourage them to use their relevant background knowledge of the topic, available text features, and their knowledge of genres to predict and justify their predictions. You can list your students predictions on chart paper to refer to throughout the DRTA.
- 6) Read with your students, stopping at the first marked break. Ask your students to confirm, reject or modify their productions in light of what they learned. Ask them to explain their decisions. Was the information explicitly stated, and in the text, or did they make inferences.
- 7) Then ask your students to form and justify new predictions before you read to the next stopping point. Ask them to evaluate their productions after each section of text is read and refer back to the text to compare their predictions with the text.
- 8) Continue the cycle of reading, predicting, confirming, or revising, until the text has been read.
- 9) Ask your students to explain to you how using their background knowledge, and predicting, justifying, confirming, rejecting, and revising their predictions will help them when they are reading independently.

d. Advantages and Disadvantages

- **Advantages of Directed Reading Thinking Activity(DRTA) Strategy**

Here are a few advantages strategies of DRTA (lanatut Tolibin, 2013):

- 1) Strategy of DRTA contains many types of reading strategies so that teachers can use and be able to pay attention to the differences that exist in learners
- 2) DRTA strategy is an activity of understanding that foresees the story to help the students to gain an overall picture of the material that has been read.
- 3) This strategy show how meaningful learning for student's because learning is not only to learn but also to prepare for the next life.
- 4) This method also can be used in a number of subject taught both of content and procedure.

- **Disadvantages of Directed Reading Thinking Activity(DRTA)**

DRTA strategy requires the provision of textbooks and often beyond the ability of schools and students, through direct reading comprehension, information isn't can be obtained quickly, unlike the case if the obtaining of abstraction through the presentation orally by the teacher. However, this strategy can attract learner's to learn, because the DRTA strategy using a variety of methods not only serve participants in the audio-visual, but also kinesthetic (lanatut Tolibin, 2013).

C. Conceptual Framework

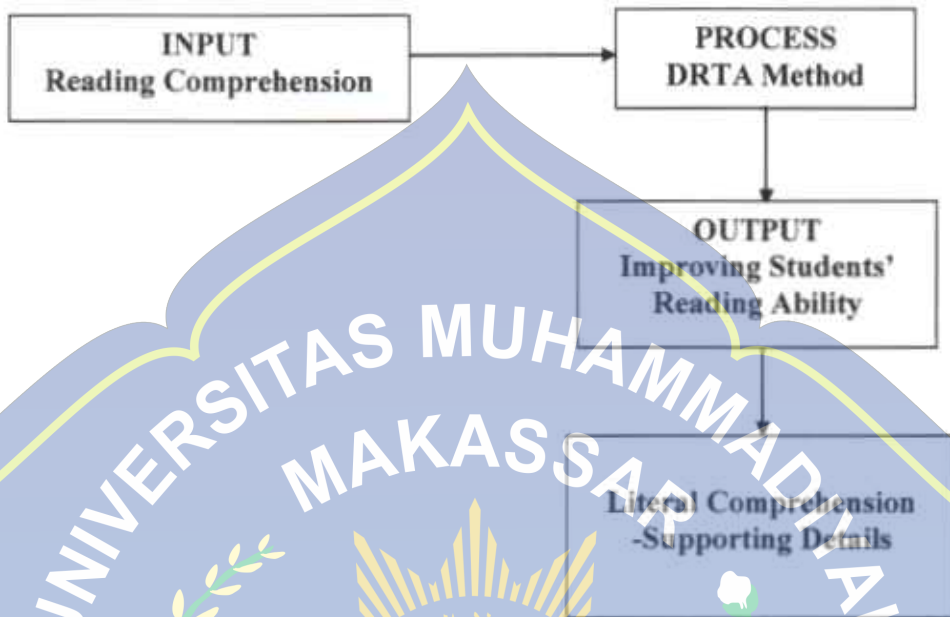


Figure 2.1 Conceptual Framework

There are three elements process of this research namely: First, Input; it refers the material that are applied by the researcher in the classroom, that is English reading material. The researcher know the students reading comprehension before teaching materials through Directed Reading Thinking Activity (DRTA) Strategy; Second, Process: it refers the researcher gave treatment and teaching English by using Directed Reading Thinking Activity (DRTA) Strategy in the experimental class; Lastly, Output: it refers the students achievement in reading comprehension improvement of experimental class after giving treatment by using Directed Reading Thinking Activity (DRTA) Strategy.

D. Hypothesis

There are two hypothesis in this research. They are H0 (Null Hypotesis) and H1 (Alternative Hypotesis).

1. Null Hypotesis (H0) : Using the Directed Reading Thinking Activity strategy is not able to improve students' reading comprehension at the Twelfth grade students' of SMA Negeri 3 Bulukumba.
2. Alternative Hypotesis (H1) : Using the Directed Reading Thinking Activity strategy is able to improve students' reading comprehension at the Twelfth grade students' of SMA Negeri 3 Bulukumba.



1. Pre-test

Before doing treatment on the first meeting, the researcher gave 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 gave greeting to the students to open the class. Then, the researcher introduce herself in front of the students. After that, the researcher gave motivation to the students. After that, the researcher gave direction to the students what they have to do. Next, the researcher asked the students to read the reading text that have been prepared. After that, the researcher asked the students to answer the question that have been prepared. Next, the researcher collected the students pre-test answer sheets. The last, the researcher gave greeting to the students to close the class.

2. Post-test

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

3. Treatment

After giving a pre-test, the researcher treated the students. The treatment was given four times, each meeting ran for 90 minutes. The procedure of treatment that researcher presented and introduced the

materials reading in the class and explain what the students have to do.

After that, the researcher gave the students activity.

F. Technique of Data Analysis

All the data collected, the data collected through pre-test and post-test, the following procedure used SPSS 25:

1. Scoring the students answer
2. The classification of the students achievement as follows:

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

Table 3.2 Classification of the Students' Achievement

No.	Score	Classification
1.	91 – 100	Very good
2.	76 – 90	Good
3.	61 – 75	Fairly
4.	51 – 60	Poor
5.	Scoreless than 50	Very Poor

(Depdikdub, 2007)

3. Calculating the rate percentage of the students' score.

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

Where:

P: Percentage

Fq: Frequency of the Students' score

N: The total number of the students'

Gay et al (2011)

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

Gay et al (2011)

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 ($X^1 - X^2$)

N : Total sample

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

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

Where:

T : Test of significance

D : The mean score of difference ($X^1 - X^2$)

$\sum D$: The sum of the total score

$\sum D^2$: The square of the sum score of difference

N : The total sample

Gay et al. (2011)

CHAPTER IV
FINDINGS AND DISCUSSION

A. Findings

The result of the data findings found that Students' Reading Comprehension using Directed Reading Thinking Activity (DRTA) Method at the Twelfth Grade Students of the SMAN 3 Bulukumba in the further interpretation of the data analysis were given below:

1. The Result of Students' Reading Comprehension using Directed Reading Thinking Activity (DRTA) Method at the Twelfth Grade Students of the SMAN 3 Bulukumba

The result of the students' ability to Reading Comprehension using Directed Reading Thinking Activity (DRTA) Method at the Twelfth Grade Students of the SMAN 3 Bulukumba as a result of the students' assessment of Pre-Test and Post-Test is described as follows:

**Table 4.1 Result of Students Reading Comprehension in terms of Main Ide
Supporting Details**

No	Indicator	Mean Score	Mean Score	Results
		Pre-Test	Post-Test	
	Main Idea	29	30	
	Supporting Details	35	40,6	
1	Total	64	70,6	10%

The table above showed that, the students' scores improved after using Directed Reading Thinking Activity (DRTA) Method in teaching and learning process. It is proved by comparing students' score in pre-test

and post-test. The mean score of students in Main Idea indicator is 29 and for supporting details 35 in Pre-Test. Meanwhile, in Post-Test in terms of main idea 30 and supporting details 40,6. Total of mean score of Pre-Test 64. Meanwhile the Post-Test 70,6. The mean score of the students prove that there is improvement after implementing DRTA Strategy. The students' percentage of improvement between pre-test and post-test is 10%. After being implementing the result of students Reading Comprehension become 10%.

To see clearly the result of the students' reading comprehension can be presented as the following chart:



Figure 4.1 Students Mean Score of Reading Comprehension

Figure 4.1 showed the students' mean score of reading comprehension show improvement. The mean score of Pre-Test is 64 and the Post-Test mean score is 70,6. Based on the difference from the mean score students get in reading comprehension show the improvement from pre-test to post-test where the increase of students increased by 10%. It mean that the applying Directed Reading Thinking Activity (DRTA)

Method was good to improved the Students Students' Reading Comprehension at the Twelfth Grade Students of the SMAN 3 Bulukumba.

2. The Classification of the Students' Reading Comprehension Pre-Test and Post-Test

a) Pre-Test

Table 4.2 The Rate Percentage Score of Students Reading Comprehension

No	Classification	Score	Frequency	Percentage
1	Very Good	91-100	0	0%
2	Good	76-90	4	13%
3	Fairly	61-75	11	37%
4	Poor	51-60	10	33%
5	Very Poor	Less than 50	5	17%
Total			30	100%

The table 4.2 showed that there were 0 (0%) students classified into Very good, there were 4 (13%) students' classified into good , there were 11 (37%) students' classified into Fairly, there were 10 (33%) students' classified into Poor, and 5 of students (17%) classified into Very poor. Based on the table above can be conclude the significant score of the students reading comprehension is fairly classification.

The explanation of students pre-test of students reading comprehension of at Twelfth Grade Students of the SMAN 3 Bulukumba can be seen by following chart:

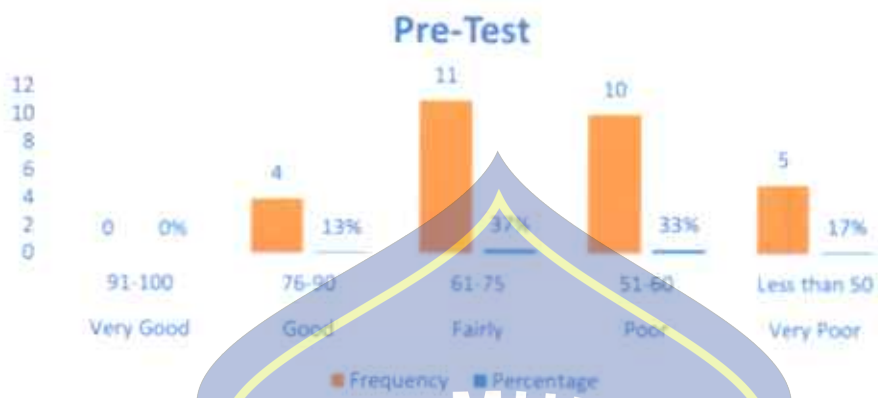


Figure 4.2 The Frequency and Percentage Pre-Test Score of students Reading Comprehension.

Based on figure 4.2 above showed the result of pre-test students. In pre-test students were classified into 4 categories where only 4 students (13%) were classified in good category, 11 students (37%) in fairly category, while 10 students (33%) classified as poor category. Last, 5 students (17%) classified as very poor category. The dominant categories for pre-test is fairly category.

b) Post-Test

Table 4.3 The Rate Percentage Score of students Reading Comprehension

No	Classification	Score	Frequency	Percentage
1	Very Good	91-100	0	0%
2	Good	76-90	10	33%
3	Fairly	61-75	11	37%
4	Poor	51-60	7	23%
5	Very Poor	Less than 50	2	7%
Total			30	100%

The table 4.3 showed that there were none of students classified into Very good score, there were 10 students (33%) students' classified into good score, there were 11 students (37%) students' classified into Fairly category, and 7 of students (23%) classified into Poor Category. There were 2 students (7%) classified very Poor Category. From the result it can be concluded that the students' to increase reading comprehension of students in the classification of fairly.



Figure 4.3 the Frequency and Percentage Score of Students Reading Comprehension

Based on figure 4.3 above showed the result from the post-test is increased. In the post-test there are 10 students (33%) classified as Good, while in there were 11 (37%) classified as Fairly Category. There were 7 students (23%) classified as Poor Category. The were 2 students (7%). Based on the classification, there is improvement of the students at the Twelfth Grade Students of the SMAN 3 Bulukumba.

c) Comparison between Pre-Test Score and Post-Test Score

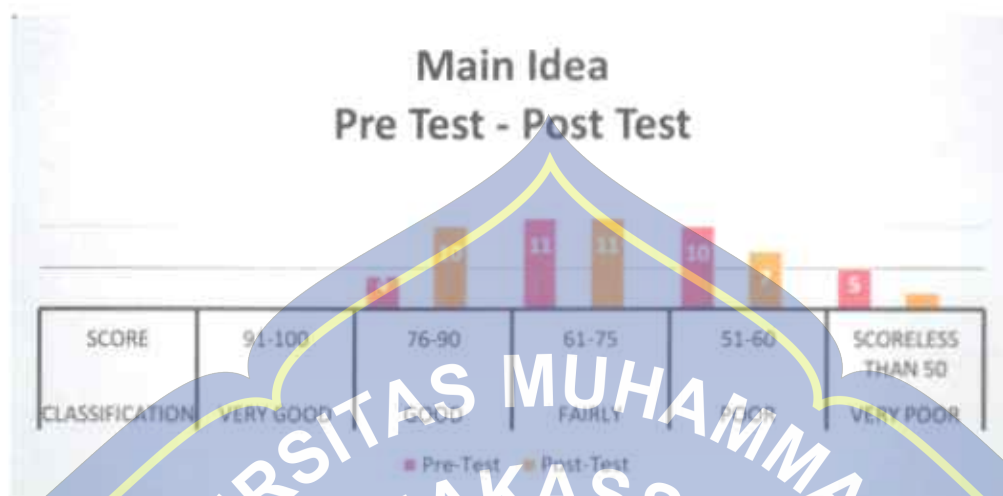


Figure 4.4 Comparison between Pre-Test Score and Post-Test Score

Based on figure 4.4 above showed the result from the post-test is increased. In the post-test there are 10 students (33%) classified as Good while in the Pre-Test 4 (13%) classified as Good Category. There were 11 students (37%) classified as Fairly Category in Pre-Test while in Pos-Test 11 (37%). There were 10 students (33%) in Pre-Test while 7 (23%) in means there is increased from Pre-Test and Post-Test. Next, there only 5 students (17%) classified as very poor category in Pre-Test while 2 students (7%) in Post-Test. Based on the classification, there is improvement of the students reading comprehension Twelfth Grade Students of the SMAN 3 Bulukumba.

d) Test of Significance Testing and Hypothesis

To know the level of significance of pre-test and post-test, the researcher used t-test analysis on the level significance was (p) 0.05 with the degree of freedom (df) + N-1, where N= number of subject (30 students).

Table 4.5 showed the result of t-test calculation of students' reading comprehension.

Table 4.4 The Comparison of T-test and T-table Students' Reading Comprehension Score

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test	64.0000	30	10.69966	1.95348
	Post-Test	70.6667	30	10.80655	1.97300

Table 4.4 indicated that the values of the t-test were higher than the value of the t-table. It was indicated that there was a significant difference between the results of the students' pre-test and post-test by using Directed Reading Thinking Activity (DRTA).

The statistics reported in Table 4.4 are the performance scores of members of one group to whom students were taught and after they used the skimming strategy in reading comprehension. The output paired sample statistics indicate that there are mean differences between pre- and post-test. The mean pre-test score is 64,0 while the mean post-test score is 70,66. As a result, the mean post-test score is greater than the mean pre-test score. Each sample (N) has 30 respondents. To be precise, the pre-test standard deviation is 10.699, whereas the post-test standard deviation is 10.80655. The standard error mean for the pre-test is 1.95348, whereas the standard error mean for the post-test is 1.97300. We may deduce that the value improves after the skimming strategy for reading comprehension is introduced.

e) Hypothesis Testing

Table 4.5 Paired Samples Test

		Paired Differences		95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Mean	Lower	Upper		
Pair 1	Pre-Test – Post-Test	-6.66667	12.68541	2.31603	-11.40348	-1.92986	29	.007

According to table 4.5, the output paired samples test demonstrates the outcome of this research conducted using SPSS. The mean column was included to determine the average score before and after students were instructed utilizing the skimming approach. The mean of the pre- and post-test results is -6.66667. The sign (-) indicates that the post-test mean is greater than the pre-test mean. The standard deviation for the next column is 12.68541, whereas the standard error mean is 2.31603. The difference has two values in the confidence interval; the lower is -11.40348 and the higher is -1.92986. t equals -2.878 with a degree of freedom (df) of 29 and a sign (two-tailed) of .007. The P -value (sig.) is .007, and the 0.007 threshold of significance is used. This indicates that the P -value (sig.) is less than the level of significance (0.007). Thus, the null hypothesis (H_0) is discarded, while the alternative hypothesis (H_1) is accepted. This indicates that there is a significant difference in pupils' reading comprehension ability before and after being taught the skimming strategy. The stage in which the value of the t table is determined, in which the t table is searched using the df (degree of

freedom) and significant value (α). According to the output above, the df value is 30 and the value is 0.007. This number serves as a reference point for calculating the t table value in the distribution of t-table statistics, and so the t table value is 1.2878.

Thus, it cannot be disputed that there is a difference in the mean score of pre- and post-test learning outcomes; this indicates that Directed Reading Thinking Activity (DRTA) has an influence on students.

B. Discussion

In this part, discussion deals with the interpretation of findings derived from the result findings about the students' reading comprehension. Reading comprehension is cognitive reading (reading to understand). In reading comprehension, the reader is required to be able to understand the contents of the reading. 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.

The implementation of Directed Reading Thinking Activity (DRTA) in reading comprehension at Twelfth Grade Students of SMAN 3 Bulukumba improved the students' achievement based on the result of the Pre-Test and Post-Test of the students. Before implementing Directed Reading Thinking Activity (DRTA) the researcher hold Pre-Test to measure the students' prior knowledge in Reading Comprehension. After gave Pre-Test, the researcher

found that the reading skill at Twelfth Grade Students of SMAN 3 Bulukumba was low category.

The Pre-Test tests score was that all of the students' got very low. To improve students' reading comprehension, the researcher decided to Directed Reading Thinking Activity (DRTA). The difficulty of the students' in reading comprehension had been analyzed, so the researcher had to think the solution of the problem. Based on the research findings, the students' achievement taught by using Directed Reading Thinking Activity (DRTA) is better than before using Directed Reading Thinking Activity (DRTA). Based on the result of the research showed that the students' scores were higher after the implementation in class using Directed Reading Thinking Activity (DRTA).

The use of the Directed Reading Thinking Activity (DRTA) is certainly useful for improving students' Reading Comprehension. One of the strategies that can make student become active readers is Directed Reading Thinking Activity. DRTA is a strategy that provides students with many abilities. DRTA provides the students the ability to use prediction while reading, activates their prior knowledge, determines purpose of reading, and encourages reading the text. Those theory in line with result of the research that showed that the students can predict the supporting details of the text while reading. Beside that students also sometime correlate their prior knowledge in reading activities. Those things seeing when the researcher give treatment for the students using DRTA Method. Also proven by the score of the students improve in Post-Test. Conner (2006) said that the DRTA

strategy can be used by teachers in reading comprehension. In this strategy students are asked to provide predictions about what is contained in the reading text before learning by predicting the title of the reading, and during reading learning activities take place by predicting a reading. The theory is appropriate with the result of the study that showed that the reading comprehension of the students improve for the students after implementing DRTA strategy.

Directed Reading Thinking Activity (DRTA) strategy in the learning reading comprehension is very effective, because the students more easy to understand with the prediction that their made and it can be seen from the result of students' reading scores is better. During the treatment students be seen more interest in learning process. It was based on the Stauffer was explained of Directed Reading Thinking Activity (DRTA) strategy have three steps were: predicting, reading and proving that involved the students' interaction with the teacher about the text in altogether. So, in the class students made a prediction and then proven it until the students will be thought and find out the answering that would made them understand with the text.

The previous research was conducted by Lubis (2018) found that DRTA strategy has affect students' achievement in reading comprehension. The result of the research inline with the research, the researcher found that the effect of DRTA strategy affect to the achievement of the students it is declare by see the result of pre-test and post-test of the students, there is a

significant improvement towards the students reading comprehension. Also, Kurniaman et al. (2018) was conducted research about Directed Reading Thinking Activity (DRTA) Strategy, the results of their research indicated that learning material by DRTA strategy was valid construct and content, it used students' reading skill effectively.

On the other hand, research was conducted by Akmal (2018) found that students can do the activity more actively and developed their prior knowledge of a topic/content of the text to be read, hypothesize about what might be addressed in the text, and establish meaningful purposes for reading the text. The students more focus on how meaningful learning for student's because learning is not only to learn but also to prepare for the next life.

The result of the study in line with the advantages strategies of DRTA namely: (1) Strategy of DRTA contains many types of reading strategies so that teachers can use and be able to pay attention to the differences that exist in learners; (2) DRTA strategy is an activity of understanding that foresees the story to help the students to gain an overall picture of the material that has been read; (3) This strategy show how meaningful learning for student's because learning relate to the prior knowledge of the students. Those advantages seeing in the process of the students learning process that lead the students ability in reading comprehension of the students. The students, can find out the main idea and the supporting details properly after implementing the Directed Reading Thinking Activity (DRTA).

In conclusion, the researcher emphasizes that the Directed Reading Thinking Activity (DRTA) is that improve in teaching reading comprehension. There were several points that make the Directed Reading Thinking Activity (DRTA) in teaching reading comprehension was improved. There were students learn from one another and get to try out their ideas. The benefits to teachers were increasing time on task in the classroom and greater quality of students' contributions learning process. Students and teachers got a evident understanding of expectations for attention and participation in learning process.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research findings and discussion in the previous, the researcher draws conclusion in the following statement. The application of Directed Reading Thinking Activity (DRTA) in teaching reading improved the students' reading comprehension significantly at Twelfth Grade Students of the SMAN 3 Bulukumba. Directed Reading Thinking Activity (DRTA) Method could improve the students' reading comprehension especially in literal reading comprehension at the Twelfth Grade Students of the SMAN 3 Bulukumba. It was proved that the mean score of Pre-Test is 64 and the Post-Test mean score is 70,6. Based on the difference from the mean score students get in reading comprehension show the improvement from pre-test to post-test where the increase of students reading comprehension increased by 12%. The improvement of students' achievement significantly. Thus, the null hypothesis (H_0) is discarded, while the alternative hypothesis (H_1) is accepted. The researcher emphasizes that the Directed Reading Thinking Activity (DRTA) made active because its activity foresees various strategy and it was meaningful for the daily students life. Also, Directed Reading Thinking Activity (DRTA) strategy in the learning reading comprehension is very effective, because the students more easy to understand with the prediction that identifying main idea and supporting details and it can be seen from the result of students' reading scores is better.

B. Suggestion

Based on the conclusion above, the researcher would like to give suggestion as follows:

1. The English teachers twelfth grade at SMAN 3 Bulukumba suggested to use Directed Reading Thinking Activity (DRTA) in presenting the reading, because it was effective to improve the students' achievements in identifying the main idea and supporting details of the text.
2. This research would be useful information and this strategy could make active because its activity foresees various strategy and it was meaningful for the daily students life.

Bibliography

- Akmal, A. (2018). The Effects of Directed Reading Activity Strategy (DRTA) in Descriptive Reading Texts. *Journal of Science and Social Research*, ISSN 2615-4307 (printed) and ISSN 2615-3262 (online). Vol. 1 No. 2. <https://doi.org/10.54314/jssr.v1i2.212>
- Allard, B., & Sundblad, B. (2020). Reading Process and Literacy Development. In *Reading and Writing Skills in Primary Education*. Edition 1st Edition (pp.125-139). ISBN: 9781003077374 CRC Press, New York: Taylor & Francis Group
- Anderson, N. (2003). *Reading in Practical English Language Teaching*. New York: McGraw Hill.
- Androveda, G. N. D. (2016). *The Effect Of Using Directed Reading Thinking Activity Strategy (DRTA) on the Tenth Grade Students' Reading Comprehension Achievement at SMA Negeri 1 Yosowilangun Lumajang*. Undergraduate (S1). Thesis, Universitas Negeri Jember.
- Anwar, C. (2017). *The Complete Book on Classical to Contemporary Education Theories*. Yogyakarta: IRCiSoD.
- Astuti, R. Y. (2018). *Implementation of Directed Reading Thinking Activity (DRTA) Strategy to Improve Reading Comprehension Learning Outcomes of the Third Grade Students' at SDN Giripurno 01 Batu*. Undergraduate (S1). Thesis, Muhammadiyah University of Malang.
- Brown, (2003). *Language Assessment Principles and Classroom Practices*. San Fransisco: California.
- Brown, H. D., & Lee, H. (2015). *Teaching principles*. ISBN 10: 0-13-392585-4. Fourth edition. New York: Pearson Education
- Conner, J. (2006). *Instructional reading strategy: DR-TA (Directed Reading Thinking Activity)*. New York: Indiana Education.
- Eryana, S., Nappu, S., & Abdul, N. B. (2018). Enhancing Students' achievement and Motivation Toward Reading Comprehension By Using Humor Story at the 11th Grade of Smk Negeri 6 Bulukumba. *JKIP (Jurnal Keguruan dan Ilmu Pendidikan)*, Vol. 5. No. 1. ISSN 2356-0347
- Garner, W. I. (1987). Reading and Writing; Dynamic Interactions in the Problem Solving Process. *Michigan Reading Journal*, Vol. 20. No. 2, 4. Available on: Available at: <https://scholarworks.gvsu.edu/mrj/vol20/iss2/4>

- Gay, L. R., Mills, G. E., & Airasian, P. W. (2011). *Educational Research: Competencies for analysis and applications*. New York: Pearson Higher Ed.
- Gipe, J. (1995). *Corrective Reading Techniques for Classroom Teachers*. Scottsdale, Arizona: Gorsuch Scarisbrick Publishers.
- Grabe, W. P., & Stoller, F. L. (2013). *Teaching and Researching: Reading*. New York: Taylor and Francis Group. eBook ISBN: 9781315726274. <https://doi.org/10.4324/9781315726274>
- Harmer (2001), *How to Teach English: An Introduction to the Practice of Language Teaching English*. New York: Longman.
- Harmer, J. 1998. *How to Teach English: An Introduction to the Practice of English Language Teaching*. Essex, England: Pearson Education Limited.
- Ilanatut Tolibin, (2013), *Pengaruh Penggunaan Strategi Directed Reading Thinking Activity (DRTA) Terhadap Kemampuan Membaca Pemahaman Pada Siswa Kelas V Mis Sidorejo*, Fakultas Ilmu Pendidikan Universitas Negeri Yogyakarta.p. 41
- Jeffries, L. & Mikulecky, B.S. (1992). *More Reading Power*. United States of Amerika: Addison-Wesley Publishing Company, Inc.
- Johnson, K.F. (2005). *60 Strategies for Improving Reading Comprehension in Grades K-8*. California: Corwin Press. University of San Francisco.
- Junining, E., Prawoto, S., & Sahrudin, S. (2020). Evaluasi Model Program Kelas Internasional Di Perguruan Tinggi Dalam Perspektif Kelembagaan. *Hasta Wiyata*, Vol. 3, No. 2, e-ISSN 2615-1200. <https://doi.org/10.21776/ub.hastawiyata.2020.003.02.06>
- Kurniawan, O., Noviana, E., Charlina, C., Simulyasih, S. B., Handayani, N. D., Sofyan, N. S., ... & Septyanti, E. 2018. Why Should Primary Teachers Develop Learning Material by Directed Reading Thinking Activity (DRTA) Strategy? 4-D Model. *Advanced Science Letters*, Vol. 24. No. 11, ISSN 1936-6612. <https://doi.org/10.1166/asl.2018.12570>.
- Leli, Sari. 2017. *Improving Reading Comprehension Through Directed Reading Thinking Activity (DRTA) Strategy for the Eight Grade Students of SMP Negeri 17 Medan*. Undergraduate S1 Thesis, Medan: Universitas Islam Negeri Alauddin Medan.
- Lubis, Y. (2018). The Effect of DRTA Teaching Strategy and Learning Style on Students' Achievement in Reading Comprehension at Faculty of Tarbiyah Science and Teacher Training State Islamic University of North Sumatra. *VISION: Journal of Language, Literature & Education*, Vol. 13. No.13. ISSN: 2086-4213

- Mohamad, A. (1999). What do We Test When We Test Reading Comprehension. *The Internet TESL Journal*, Vol. 5. No. 12. Available on <http://iteslj.org/Techniques/Nunn-Interacting.html>
- Montesdeoca Arteaga, D. V., Gómez Parra, M. E., & Espejo Mohedano, R. (2020). Teaching Strategies For Reading Comprehension Applied and Perceived: A Study With Teachers And Students In The Fourth Grade Of Basic Education. *Investigaciones Sobre Lectura*, Vol. 0. No 14. 149-164. ISSN 2340-8685. Doi: 10.37132/isl.v0i14.321
- Rafi'i. M. A. (2017). *Improving Students Reading Comprehension through Directed Reading Thinking Activity (DRTA) Method*. Thesis: Universitas Muhammadiyah Makassar.
- Roe, B., Smith, S. H., & Kolodziej, N. J. (2018). *Teaching Reading in Today's Elementary Schools*. Boston. Cengage Learning. ISBN 13:978-1337-56628-5
- Snowball, Diane. 2005. *Teaching Comprehension: An Interactive Professional Development Course (CD-ROM Level K-2)*. New York: AUSSIE Interactive.
- Soedarso. (2006). *Speed Reading: Fast and Effective Reading System*. Jakarta: Gramedia Pustaka
- Stauffer, R. G. (1969). Directing Reading Maturity as a Cognitive Process. *ERIC Journal*. Vol. 4, No.17. ISSN 2222-1735 (Paper) ISSN 2222-288X (Online)
- Stauffer, R. G. (1975). *Directing The Reading-Thinking Process*. New York: Harpercollins. ISBN-13 : 978-0060464141
- Sudjana. (992). *Metode Statistika*. Bandung: PT. Tarsito.
- Suhadi. (2016). *Exploring Literal and Inferential Reading Comprehension on Eight Grade Students*. Thesis. Cirebon: Syekh Nurjati State Islamic Institute
- Tesilia. (2019). *Improving Students' Reading Ability Using Reciprocal Teaching in Descriptive Text*. Makassar: Makassar Muhammadiyah University.
- Weaver, C. (2009). *Reading Process Brief Edition of Reading Process and Practice*. (L. Luedeke, Ed.). Canada: Winthro Publisher, Inc.

A

P

E

N

D

I

C

E

S



Name of Students of SMAN 3 BULUKUBA

No.	Students	Code
1.	ALAN AIDIL ALVIAN	S-1
2.	ALMUNAYAH RESVA RIFAYANTI	S-2
3.	ANDI AFRIZAL HASAN	S-3
4.	ANDI ARIEL	S-4
5.	ANDI BABUL KHAIR	S-5
6.	ANDI MUTMAINNAH ASSYAHRAH	S-6
7.	ANGELA PUTRI DWI AMANDA	S-7
8.	ASRIAN JAYA AIMAR	S-8
9.	AZHYFA ALMEDINA PUTRI	S-9
10.	BENING LARASATI	S-10
11.	DEWI YUNITA SARI	S-11
12.	DWI ANDRIYANI RUKMAN	S-12
13.	DWI PUSPITA ANANDA	S-13
14.	ELMA MARIANA	S-14
15.	GISKA HAJRATUL QUSDIAH	S-15
16.	LIA NURAINI	S-16

- 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

APPENDIX C: POST-TEST

The text 5 is question 1 to 5

The diary of a little girl

The girl went on a school trip to Papua. She stayed with a family there for 3 days. These are extracts from her diary;

First diary;

Saturday, 10th July sunny

This is the first day of our school trip to Papua. I'm staying with a nice family in a small village for the first night. They live in a very small house. It is very dark inside so it is very difficult to see what I'm writing. There are no air conditioners or fans. Everyone sleeps in the same bedroom. They do not have enough bed. I share a bed with a two other children, so it is very crowded.

Second diary;

Sunday, 11th July sunny

Last night I did not sleep well because it was too hot. I woke up at five because of the rooster. I could not get to sleep again because it has too noisy. First we went to the well to get some water. We filled some bucket with water but they were very heavy for me. When we got to the house, I poured the water over myself. I missed my hot shower at home. For breakfast we only had congee. There is very little food. I'm very hungry most of the time.

Question:

1. How long did a little girl stay in Papua?
 - a. 1 day
 - b. 2 days
 - ☒ c. 3 days
 - d. 1 week
 - e. 1 month
2. Who shared the bed with a little girl?
 - a. The little girl's brother and sister

- ☒ a. The little girl's classmates
 - c. The little girl children
 - d. The children of local family
 - e. The little girl with her cousin
3. Which of the following is not correct?
- ☒ a. There is only one bed in the house
 - b. There is only bedroom in the house
 - c. The house is small and dark
 - d. The little girl did not sleep well
 - e. The house is very crowded
4. In the second diary, what does the word, "we" refers to?
- a. The little girl
 - b. The little girl and her family
 - ☒ c. The little girl and the local family
 - d. The little girl and the teacher
 - e. The little girl and their friends
5. Why did a little girl take a shower early in the morning?
- ☒ a. She has a shower every morning in Papua
 - b. She felt very hungry
 - ☒ c. She felt hot and sticky
 - d. She wanted to take a shower with the local children
 - e. She always takes a shower in the morning.

Adopted From: Rafi (2017)

APPENDIX A: PRE-TEST

The text 1 is for question 1 to 4

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 offer 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 and desert lizard.

Then the carpet carries Ali to the South Pole, which is freezing cold. Ali see 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 see a lion. Later, AAli reaches a forest. It is very windy, neither too damp not 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 totoise 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.

Question:

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?
- The carpet gives him a warm welcome
 - The carpet angry with Ali
 - ☒ The carpet lazy with Ali
 - The carpet go alone without Ali
3. Where is Ali find the magic carpet?
- ☒ Mother shop
 - Father shop
 - Uncle shop
 - Grandmother shop
4. What touched Ali when it floats in the air?
- ☒ Bird
 - Coconut
 - Apple
 - Cloud
5. With whom Ali meet in the desert so dry and very hot?
- A desert lizard
 - ☒ A monkey
 - A goat
 - A cow



APPENDIX C: POST-TEST

The text 5 is question 1 to 5

The diary of a little girl

The girl went on a school trip to Papua. She stayed with a family there for 3 days. These are extracts from her diary;

First diary;

Saturday, 10th July sunny

This is the first day of our school trip to Papua. I'm staying with a nice family in a small village for the first night. They live in a very small house. It is very dark inside so it is very difficult to see what I'm writing. There are no air-conditioners or fans. Everyone sleeps in the same bedroom. They do not have enough bed. I share a bed with a two other children, so it is very crowded.

Second diary;

Sunday, 11th July sunny

Last night I did not sleep well because it was too hot. I woke up at five because of the rooster, I could not get to sleep again because it has too noisy. First we went to the well to get some water. We filled some bucket with water but they were very heavy for me. When we got to the house, I poured the water over myself. I missed my hot shower at home. For breakfast we only had congee. There is very little food. I'm very hungry most of the time.

Question:

1. How long did a little girl stay in Papua?
 - a. 1 day
 - b. 2 days
 - ☒ c. 3 days
 - d. 1 week
 - e. 1 month
2. Who shared the bed with a little girl?
 - a. The little girl's brother and sister

- b. The little girl's classmates
 - c. The little girl children
 - ☒ d. The children of local family
 - e. The little girl with her cousin
3. Which of the following is not correct?
- ☒ a. There is only one bed in the house
 - b. There is only bedroom in the house
 - c. The house is small and dark
 - d. The little girl did not sleep well
 - e. The house is very crowded
4. In the second diary, what does the word, "we" refers to?
- a. The little girl
 - b. The little girl and her family
 - ☒ c. The little girl and the local family
 - d. The little girl and the teacher
 - e. The little girl and their friends
5. Why did a little girl take a shower early in the morning?
- a. She has a shower every morning in Papua
 - b. She felt very hungry
 - ☒ c. She felt hot and sticky
 - d. She wanted to take a shower with the local children
 - e. She always takes a shower in the morning.

Adopted From: Rafi' (2017)

APPENDIX A: PRE-TEST

The text 1 is for question 1 to 4

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 offer 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 and desert lizard.

Then the carpet carries Ali to the South Pole, which is freezing cold. Ali see 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 see a lion. Later, Ali reaches a forest. It is very windy, neither too damp not 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 totoise 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.

Question:

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?
- The carpet gives him a warm welcome
 - The carpet angry with Ali
 - ☒ The carpet lazy with Ali
 - The carpet go alone without Ali
3. Where is Ali find the magic carpet?
- ☒ Mother shop
 - Father shop
 - Uncle shop
 - Grandmother shop
4. What touched Ali when it floats in the air?
- ☒ Bird
 - Coconut
 - Apple
 - Cloud
5. With whom Ali meet in the desert so dry and very hot?
- A desert lizard
 - ☒ A monkey
 - A goat
 - A cow



APPENDIX C: POST-TEST

The text 5 is question 1 to 5

The diary of a little girl

The girl went on a school trip to Papua. She stayed with a family there for 3 days. These are extracts from her diary:

First diary;

Saturday, 10th July sunny

This is the first day of our school trip to Papua. I'm staying with a nice family in a small village for the first night. They live in a very small house. It is very dark inside so it is very difficult to see what I'm writing. There are no air conditioners or fans. Everyone sleeps in the same bedroom. They do not have enough bed. I share a bed with a two other children, so it is very crowded.

Second diary;

Sunday, 11th July sunny

Last night I did not sleep well because it was too hot. I woke up at five because of the rooster, I could not get to sleep again because it has too noisy. First we went to the well to get some water. We filled some bucket with water but they were very heavy for me. When we got to the house, I poured the water over myself. I missed my hot shower at home. For breakfast we only had congee. There is very little food. I'm very hungry most of the time.

Question:

1. How long did a little girl stay in Papua?
 - a. 1 day
 - b. 2 days
 - ☒ c. 3 days
 - d. 1 week
 - e. 1 month
2. Who shared the bed with a little girl?
 - a. The little girl's brother and sister

- b. The little girl's classmates
 - c. The little girl children
 - ☒ d. The children of local family
 - e. The little girl with her cousin
3. Which of the following is not correct?
- ☒ a. There is only one bed in the house
 - b. There is only bedroom in the house
 - c. The house is small and dark
 - d. The little girl did not sleep well
 - e. The house is very crowded
4. In the second diary, what does the word, "we" refers to?
- a. The little girl
 - b. The little girl and her family
 - ☒ c. The little girl and the local family
 - d. The little girl and the teacher
 - e. The little girl and their friends
5. Why did a little girl take a shower early in the morning?
- a. She has a shower every morning in Papua
 - b. She felt very hungry
 - ☒ c. She felt hot and sticky
 - d. She wanted to take a shower with the local children
 - e. She always takes a shower in the morning.

Adopted From: Rafi' (2017)

APPENDIX A: PRE-TEST

The text 1 is for question 1 to 4

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 offer 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 see 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 see a lion. Later, Ali reaches a forest. It is very windy, neither too damp not 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 totoise 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.

Question:

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

APPENDIX C: POST-TEST

The text 5 is question 1 to 5

The diary of a little girl

The girl went on a school trip to Papua. She stayed with a family there for 3 days. These are extracts from her diary:

First diary;

Saturday, 10th July sunny

This is the first day of our school trip to Papua. I'm staying with a nice family in a small village for the first night. They live in a very small house. It is very dark inside so it is very difficult to see what I'm writing. There are no air conditioners or fans. Everyone sleeps in the same bedroom. They do not have enough bed. I share a bed with a two other children, so it is very crowded.

Second diary;

Sunday, 11th July sunny

Last night I did not sleep well because it was too hot. I woke up at five because of the rooster, I could not get to sleep again because it has too noisy. First we went to the well to get some water. We filled some bucket with water but they were very heavy for me. When we got to the house, I poured the water over myself. I missed my hot shower at home. For breakfast we only had congee. There is very little food. I'm very hungry most of the time.

Question:

1. How long did a little girl stay in Papua?
 - a. 1 day
 - b. 2 days
 - ☒ c. 3 days
 - d. 1 week
 - e. 1 month
2. Who shared the bed with a little girl?
 - a. The little girl's brother and sister

- b. The little girl's classmates
 - ☒ c. The little girl children
 - d. The children of local family
 - e. The little girl with her cousin
3. Which of the following is not correct?
- ☒ a. There is only one bed in the house
 - b. There is only bedroom in the house
 - c. The house is small and dark
 - d. The little girl did not sleep well
 - e. The house is very crowded
4. In the second diary, what does the word, "we" refers to?
- a. The little girl
 - b. The little girl and her family
 - ☒ c. The little girl and the local family
 - d. The little girl and the teacher
 - e. The little girl and their friends
5. Why did a little girl take a shower early in the morning?
- a. She has a shower every morning in Papua
 - b. She felt very hungry
 - ☒ c. She felt hot and sticky
 - d. She wanted to take a shower with the local children
 - e. She always takes a shower in the morning.

Adopted From: Rafi I (2017)

APPENDIX A: PRE-TEST

The text 1 is for question 1 to 4

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 offer 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 and desert lizard.

Then the carpet carries Ali to the South Pole, which is freezing cold. Ali see 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 see a lion. Later, Ali reaches a forest. It is very windy, neither too damp not 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 totoise 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.

Question:

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?
- The carpet gives him a warm welcome
 - The carpet angry with Ali
 - ☒ The carpet lazy with Ali
 - The carpet go alone without Ali
3. Where is Ali find the magic carpet?
- Mother shop
 - Father shop
 - Uncle shop
 - ☒ Grandmother shop
4. What touched Ali when it floats in the air?
- ☒ Bird
 - Coconut
 - Apple
 - Cloud
5. With whom Ali meet in the desert so dry and very hot?
- ☒ A desert lizard
 - A monkey
 - A goat
 - A cow

MIA = ANDI BABUL KHAIR
 LAS = XII MIA 3

APPENDIX C: POST-TEST

The text 5 is question 1 to 5

The diary of a little girl

The girl went on a school trip to Papua. She stayed with a family there for 3 days. These are extracts from her diary:

First diary:

Saturday, 10th July sunny

This is the first day of our school trip to Papua. I'm staying with a nice family in a small village for the first night. They live in a very small house. It is very dark inside so it is very difficult to see what I'm writing. There are no air conditioners or fans. Everyone sleeps in the same bedroom. They do not have enough bed. I share a bed with a two other children, so it is very crowded.

Second diary:

Sunday, 11th July sunny

Last night I did not sleep well because it was too hot. I woke up at five because of the rooster. I could not get to sleep again because it was too noisy. First we went to the well to get some water. We filled some bucket with water but they were very heavy for me. When we got to the house, I poured the water over myself. I missed my hot shower at home. For breakfast we only had congee. There is very little food. I'm very hungry most of the time.

Question:

1. How long did a little girl stay in Papua?
 - a. 1 day
 - b. 2 days
 - ☒ c. 3 days
 - d. 1 week
 - e. 1 month
2. Who shared the bed with a little girl?
 - a. The little girl's brother and sister

- b. The little girl's classmates
 - ☒ c. The little girl children
 - d. The children of local family
 - e. The little girl with her cousin
3. Which of the following is not correct?
- ☒ a. There is only one bed in the house
 - b. There is only bedroom in the house
 - c. The house is small and dark
 - d. The little girl did not sleep well
 - e. The house is very crowded
4. In the second diary, what does the word, "we" refers to?
- a. The little girl
 - b. The little girl and her family
 - ☒ c. The little girl and the local family
 - d. The little girl and the teacher
 - e. The little girl and their friends
5. Why did a little girl take a shower early in the morning?
- a. She has a shower every morning in Papua
 - b. She felt very hungry
 - ☒ c. She felt hot and sticky
 - d. She wanted to take a shower with the local children
 - e. She always takes a shower in the morning.

Adopted From: Rafi (2017)

ANSWER KEYS

PRE – TEST

1. c. Ali and the magic carpet
2. a. The carpet gives him a warm welcome
3. c. Uncle shop
4. d. Cloud
5. a. A desert lizard

POST – TEST

1. a. 3 days
2. c. The little girl children
3. a. There is only one bed in the house
4. c. The little girl and the local family
5. c. She felt hot and sticky



APPENDIX 1

Data Analysis

Table of Scoring		
Score of Pre-Test		
No	Code	Reading Skill
1	S-01	70
2	S-02	60
3	S-03	50
4	S-04	40
5	S-05	70
6	S-06	80
7	S-07	60
8	S-08	70
9	S-09	80
10	S-10	60
11	S-11	50
12	S-12	60
13	S-13	70
14	S-14	80
15	S-15	70
16	S-16	70
17	S-17	60
18	S-18	60
19	S-19	40
20	S-20	80
21	S-21	60
22	S-22	70
23	S-23	70
24	S-24	70
25	S-25	70
26	S-26	60
27	S-27	60
28	S-28	60
29	S-29	70
30	S-30	50
Total		1920
Average		64

Table of Scoring
Score of Post-Test

No	Code	Reading
1	S-01	60
2	S-02	80
3	S-03	70
4	S-04	70
5	S-05	80
6	S-06	90
7	S-07	80
8	S-08	70
9	S-09	80
10	S-10	90
11	S-11	80
12	S-12	70
13	S-13	60
14	S-14	70
15	S-15	70
16	S-16	80
17	S-17	60
18	S-18	70
19	S-19	50
20	S-20	90
21	S-21	80
22	S-22	70
23	S-23	60
24	S-24	50
25	S-25	70
26	S-26	60
27	S-27	70
28	S-28	60
29	S-29	70
30	S-30	60
Total		2120
Avarage		70,6666667

The Improvement

No	Indicator	Score		Results
		Pre-Test	Post-Test	
1	Reading Comprehension	64	70,6	10%
Mean				10%

Rate Percentage of students Score						
Rate Percentage of Pre-Test						
Main Idea & Supporting Details			Pre-Test		Post-Test	
No	Classification	Score	F		F	
1	Very Good	91-100	0	0%	0	0%
2	Good	76-90	4	13%	10	33%
3	Fairly	61-75	11	37%	11	37%
4	Poor	51-60	10	33%	7	23%
5	Very Poor	Scoreless Than 50	5	17%	2	7%
	Total		30	100%	30	100%

No	Code	X1	X2	D	D2
1	S-01	70	60	-10	100
2	S-02	60	80	20	400
3	S-03	50	70	20	400
4	S-04	40	70	30	900
5	S-05	70	80	10	100
6	S-06	80	90	10	100
7	S-07	60	80	20	400
8	S-08	70	70	0	0
9	S-09	80	80	0	0
10	S-10	60	90	30	900
11	S-11	50	80	30	900
12	S-12	60	70	10	100
13	S-13	70	60	-10	100
14	S-14	80	70	-10	100
15	S-15	70	70	0	0
16	S-16	70	80	10	100
17	S-17	60	60	0	0

18	S-18	60	70	10	100
19	S-19	40	50	10	100
20	S-20	80	90	10	100
21	S-21	60	80	20	400
22	S-22	70	70	0	0
23	S-23	70	60	-10	100
24	S-24	70	50	-20	400
25	S-25	70	70	0	0
26	S-26	60	60	0	0
27	S-27	60	70	10	100
28	S-28	60	60	0	0
29	S-29	70	70	0	0
30	S-30	50	60	10	100
Total		1920	2120	200	6000
Average		64	70,6	6,67	200

The Comparison of T-test and T-table Students' Reading Comprehension

		Score			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test	64.0000	30	10.69966	1.95348
	Post-Test	70.6667	30	10.80655	1.97300

		Paired Samples Test					
		Paired Differences					
		95% Confidence Interval of the					
		Std. Deviation	Std. Error	Interval of the			
		Mean	n	Mean	Lower	Upper	Sig. (2-tailed)
Pair 1	Pre-Test – Post-Test	- 12.68541	2.3160	-	-1.92986	-2.878	29 .007
I	Test	6.66667		3	11.40348		

APPENDIX B: LESSON PLAN

Rencana Pelaksanaan Pembelajaran (RPP)

Satuan Pendidikan : SMAN 3 Bulukumba
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : XII / 1
Materi Pokok : Narrative Text
Text Alokasi Waktu : 2 x 40 menit (2x Pertemuan)

A. Kompetensi Dasar (KD), Indikator Pencapaian Kompetensi

NO	KOMPETENSI DASAR	INDIKATOR PENCAPAIAN KOMPETENSI
	3.8Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana, sesuai dengan konteks penggunaannya yang diwujudkan dalam semangat belajar.	3.8.1 Menjelaskan legenda rakyat sederhana. 3.8.4 Mengurutkan struktur teks naratif. 3.8.5Menganalisis karakter, watak tokoh, setting di dalam legenda rakyat sederhana.
	4.8Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana, sesuai dengan konteks penggunaannya yang diwujudkan dalam semangat belajar.	4.8.1Mendemonstrasikan teks naratif lisan dan tulis sederhana di hadapan siswa siswi lainnya dengan berani. 4.8.2 Menjelaskan perbedaan teks naratif lisan dan tulis sederhana terkait legenda rakyat dengan berani.

B. Tujuan Pembelajaran

Dengan menggunakan model pembelajaran (DRTA) Directed Reading Thinking Activity dan Pendekatan Saintifik melalui pengamatan video, siswa dapat menjabarkan dan menentukan main idea dan supporting details teks narrative, dalam bentuk cerita dan legenda rakyat terkait tokoh terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks, dengan disiplin, penuh tanggung jawab, percaya diri dan bekerjasama.

C. Materi Pembelajaran

1. Social Function

- Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration.
- To entertain people (teks narasi adalah cerita imajinatif yang bertujuan menghibur orang).

2. Generic Structure

- Orientation : It is about the opening paragraph where the characters of the story are introduced. (berisi pengenalan tokoh, tempat dan waktu terjadinya cerita (siapa atau apa, kapan dan dimana))
- Complication : Where the problems in the story developed. (Permasalahan muncul / mulai terjadi dan berkembang)
- Resolution : Where the problems in the story is solved. Masalah selesai, secara baik "happy ending" ataupun buruk "bad ending".
- Coda / reorientation (optional) – lesson from the story..

3. Language Features

- Past tense (killed, drunk, etc)
 - Adverb of time (Once upon a time, one day, etc)
 - Time conjunction (when, then, suddenly, etc)
 - Specific character. The character of the story is specific, not general. (Cinderella, Snow White, Alibaba, etc)
 - Action verbs. A verb that shows an action. (killed, dug, walked, etc)
 - Direct speech. It is to make the story lively. (Snow White said, "My name is Snow White"). The direct speech uses present tense.
- Example:

The Rabbit and the Turtle

One day a rabbit was boasting about how fast he could run. He was laughing at the turtle for being so slow.

Much to the rabbit's surprise, the turtle challenged him to a race. The rabbit thought this was a good joke and accepted the challenge. The fox was to be the umpire of the race. As the race began, the rabbit raced way ahead of the turtle, just like everyone thought.

The rabbit got to the halfway point and could not see the turtle anywhere. He was hot and tired and decided to stop and take a short nap. All this time the turtle kept walking step by step. He never quit no matter how hot or tired he got. He just kept going.

However, the rabbit slept longer than he had thought and woke up. He could not see the turtle anywhere! He went at full-speed to the finish line but found the turtle there waiting for him

D. Model/ Metode Pembelajaran

1. Pendekatan pembelajaran : *Scientific/Contextual Teaching and Learning*
2. Model/Metode pembelajaran : *(Jigsaw)*
3. Teknik : Diskusi, Berkelompok, Tanya Jawab

E. Media/Sumber Belajar

Media Belajar

- English textbook: Developing English competencies for grade
- Dictionaries



F. Kegiatan Pembelajaran

Pertemuan Pertama

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu	4C
Kegiatan Pendahuluan:	<ul style="list-style-type: none"> Guru membuka pelajaran dengan salam. Guru menyuruh siswa berdoa sebelum pembelajaran dimulai. Guru mengecek kehadiran siswa. Guru memberikan motivasi terhadap siswa. 	5 Menit	Disiplin

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu	4C
Kegiatan Inti:	<ul style="list-style-type: none"> Guru memberikan pre test kepada siswa Guru menjelaskan materi reading dalam kegiatan pembelajaran Guru memberikan buku kepada siswa untuk dibaca. Guru menanyakan kepada siswa tentang bacaan yang pernah mereka baca sebelumnya. 	60 menit	Tahap Saintifik Mengamati

Kegiatan	Deskripsi	Alokasi Waktu	4C
Kegiatan penutup	<ul style="list-style-type: none"> Guru dan siswa mengulas kembali pelajaran pada pertemuan ini dan menunjuk beberapa siswa untuk membaca materi bacaannya secara acak. Guru dan siswa menyimpulkan hasil pembelajaran. Guru menutup pembelajaran. 	10 menit	Relijiusitas

Pertemuan Kedua

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu	4C
Kegiatan Pendahuluan:	<ul style="list-style-type: none"> Guru membuka pelajaran dengan salam. Guru menyuruh siswa berdoa sebelum pembelajaran dimulai. Guru mengecek kehadiran siswa. Guru memberikan motivasi terhadap siswa. 	5 Menit	Disiplin

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu	4C
Kegiatan Inti:	<ul style="list-style-type: none"> Guru menjelaskan tentang Directed Reading Thinking Activity (DRTA) kepada siswa. Guru memberikan contoh kepada siswa. Guru memberikan bacaan cerita tentang "Why do hawks hunt chicks?" Guru meminta siswa membaca bacaan yang telah diberikan. Guru meminta siswa mengulang bacaan sebanyak tiga kali. 	60 menit	Tahap Saintifik Mengamati

Kegiatan	Deskripsi	Alokasi Waktu	4C
Kegiatan penutup	<ul style="list-style-type: none"> Guru menginformasikan kegiatan pembelajaran selanjutnya. Guru menutup pembelajaran dengan salam. 	10 menit	Religiuitas

G. Penilaian

a. Sikap

➤ Penilaian Observasi

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran

maupun secara umum. Pengamatan langsung dilakukan oleh guru.

Kriteria	Sangat Baik 4	Baik 3	Cukup 2	Kurang 1
Disiplin	Mampu menjalankan aturan dengan kesadaran diri	Mampu menjalankan aturan dengan arahan guru	Kurang mampu menjalankan aturan	Belum mampu menjalankan aturan
Tanggung Jawab	Tertib mengikuti instruksi dan selesai tepat waktu	Tertib mengikuti instruksi dan selesai tepat waktu	Kurang tertib mengikuti instruksi, selesai tidak tepat waktu	Tidak tertib dan tidak menyelesaikan tugas
Percaya Diri	Tidak terlihat ragu-ragu	Terlihat ragu-ragu	Memerlukan bantuan guru	Belum menunjukkan kepercayaan diri
Bekerja Sama	Mampu bekerja sama dengan teman kelompok	Bekerja sama dengan teman kelompok, tetapi lebih dominan bekerja sendiri	Bekerja dengan kelompok, tetapi mengambil keputusan sendiri	Bekerja sendiri tanpa diskusi dengan teman kelompok.

Catatan :

- ✓ Total Nilai Penilaian Observasi Guru = Jumlah dari akumulasi nilai Displin, Tanggung Jawab, Percaya Diri dan Bekerja Sama.
- ✓ Nilai Penilaian Observasi Guru = (Nilai Displin + Nilai Tanggung Jawab + Nilai Percaya Diri + Nilai Bekerja Sama)

➤ **Penilaian Diri**

Seiring dengan bergesernya pusat pembelajaran dari guru kepada peserta didik, maka peserta didik diberikan kesempatan untuk menilai kemampuan dirinya sendiri. Namun agar penilaian tetap bersifat objektif, maka guru hendaknya menjelaskan terlebih dahulu tujuan dari penilaian diri ini, menentukan kompetensi yang akan dinilai, kemudian menentukan kriteria penilaian yang akan digunakan, dan merumuskan format penilaiannya. Jadi, singkatnya format penilaiannya disiapkan oleh guru terlebih dahulu.

NO	DESKRIPSI	SANGAT BAIK (4)	BAIK (3)	CUKUP (2)	KURANG (1)
1.	Selama diskusi, saya ikut serta mengemukakan ide/gagasan.				
2.	Ketika kami berdiskusi, setiap anggota mendapatkan kesempatan untuk berbicara.				
3.	Saya ikut serta dalam membuat kesimpulan hasil diskusi kelompok.				
4.	Saya ikut serta dalam mengkritik dan memberi masukan pada teman.				
5.	Saya ikut serta dalam menanggapi masukan dan tanggapan teman.				
6.	Saya mengikuti rangkaian diskusi sesuai dengan deskripsi tugas dan instruksi guru secara sistematis.				

Catatan :

Total Nilai Penilaian Diri = Jumlah dari akumulasi nilai Deskripsi Penilaian Diri 1,2,3,4,5 dan 6.

Catatan :

✓ Total Nilai Penilaian Diri = Jumlah dari akumulasi nilai Deskripsi Penilaian Diri 1,2,3,4,5 dan 6.

✓ Nilai Penilaian Diri = (Nilai Deskripsi Penilaian Diri 1 + Nilai Deskripsi Penilaian Diri 2 + Nilai Deskripsi Penilaian Diri 3 + Nilai Deskripsi Penilaian Diri 4 + Nilai Deskripsi Penilaian Diri 5 + Nilai Deskripsi Penilaian Diri 6.

➤ **Penilaian Teman Sebaya**

Penilaian ini dilakukan dengan meminta peserta didik untuk menilai temannya sendiri. Sama halnya dengan penilaian hendaknya guru telah menjelaskan maksud dan tujuan penilaian, membuat kriteria penilaian, dan juga menentukan format penilaiannya.

NO	DESKRIPSI	SANGAT BAIK (4)	BAIK (3)	CUKUP (2)	KURANG (1)
1.	Mau menerima pendapat teman.				
2.	Memberikan solusi terhadap permasalahan.				
3.	Tidak memaksakan pendapat sendiri kepada anggota kelompok.				
4.	Tidak marah saat diberi kritik.				
5.	Memberikan kesempatan teman untuk menyampaikan pendapat.				
6.	Memberikan kesempatan teman untuk memberi tanggapan dari kelompok lain.				

7.	Memberikan kesempatan teman untuk menyangkal pendapat orang lain.				
----	---	--	--	--	--

Catatan :

- ✓ Total Nilai Penilaian Teman Sebaya = Jumlah dari akumulasi nilai Deskripsi Penilaian Teman 1,2,3,4,5, dan 7.
- ✓ Nilai Penilaian Observasi Guru = (Nilai Deskripsi Penilaian Teman 1 + Nilai Deskripsi Penilaian Teman 2 + Nilai Deskripsi Penilaian Teman 3 + Nilai Deskripsi Penilaian Teman 4 + Nilai Deskripsi Penilaian Teman 5 + Nilai Deskripsi Penilaian Teman 6 + Nilai Deskripsi Penilaian Teman 7 .

b. Pengetahuan

N O	DESKRIPSI	1	2	3	4
1.	Menjabarkan fungsi sosial teks Narrative	Tidak mampu menjabarkan fungsi sosial teks Narrative	Mampu menjabarkan fungsi sosial teks narrative tetapi kurang tepat	Mampu menjabarkan fungsi sosial teks narrativedengan an tepat dan sedikit sistematis	Mampu menjabarkan fungsi sosial teks narrative dengan baik dan sistematis.
2.	Menjabarkan struktur teks, teks	Tidak mampu menjabarkan struktur teks teks narrative	Mampu menjabarkan struktur teks teks narrative tetapi kurang tepat	Mampu menjabarkan struktur teks teks narrative dengan tepat dan sedikit sistematis	Mampu menjabarkan struktur teks teks narrative dengan baik dan sistematis.
3.	Menjabarkan unsur kebahasaan teks narrative	Tidak mampu menjabarkan unsur kebahasaan teks narrative	Mampu menjabarkan unsur kebahasaan teks narrative tetapi kurang tepat	Mampu menjabarkan unsur kebahasaan teks narrative dengan tepat dan sedikit	Mampu menjabarkan unsur kebahasaan teks narrative dengan baik dan

				sistematis	sistematis.
4.	Menjabarkan topik/ide pokok setiap paragraph teks narrative	Tidak mampu menjabarkan topik/ide pokok setiap paragraph teks narrative	Mampu menjabarkan topik/ide pokok setiap paragraph teks narrative tetapi kurang tepat	Mampu menjabarkan topik/ide pokok setiap paragraph teks narrative dengan tepat dan sedikit sistematis	Mampu menjabarkan topik/ide pokok setiap paragraph teks narrative dengan baik dan sistematis.

Catatan:

- ✓ Total Nilai Pengetahuan = Jumlah dari akumulasi nilai Deskripsi Penilaian Pengetahuan 1,2,3, dan 4.
- ✓ Nilai Pengetahuan = Nilai Deskripsi Pengetahuan 1 + Nilai Deskripsi Pengetahuan 2 + Nilai Deskripsi Pengetahuan 3 + Nilai Deskripsi Pengetahuan 4.

c. Ketrampilan

N O	DESKRIPSI	1	2	3	4
1.	Kelancaran (<i>smoothness</i> dan <i>self confidence</i>)	Berbicara dengan banyak jeda	Berbicara terlalu lambat	Berbicara dengan kecepatan normal	Berbicara dengan lancar
2.	Keakuratan (<i>grammar</i> dan <i>vocabulary</i>)	Kesalahan berbicara membuat pesan sulit dipahami	Kesalahan berbicara menimbulkan kebingungan	Konten berbicara bisa dimengerti, tidak lebih dari satu kesalahan pengucapan kata.	Sedikit kesalahan dalam berbicara sehingga pesan tersampaikan.
3.	Kemampuan presentasi	Berbicara dengan volume yang hampir tidak terdengar,	Berbicara kurang jelas dan sedikit komunikatif.	Berbicara dengan suara lembut tapi masih bisa dimengerti dan	Berbicara dengan jelas dengan ekspresi muka yang bagus

		tanpa ekspresi dan tidak komunikatif.		cukup komunikatif.	dan komunikatif.
4.	Keakuratan (<i>Pronunciation</i>)	Berbicara dengan banyak pengucapan yang salah dan tidak bisa dimengerti.	Berbicara dengan pengucapan yang salah tetapi masih bisa dimengerti.	Berbicara dengan sedikit kesalahan pengucapan	Berbicara dengan pengucapan yang benar

Catatan :

- ✓ Total Nilai Ketrampilan = Jumlah dari akumulasi nilai Deskripsi Penilaian Ketrampilan 1,2,3, dan 4.
- ✓ Nilai Ketrampilan = Nilai Deskripsi Ketrampilan 1 + Nilai Deskripsi Ketrampilan 2 + Nilai Deskripsi Ketrampilan 3 + Nilai Deskripsi Ketrampilan 4.

H. PEMBELAJARAN REMEDIAL DAN PENGAYAAN

1. Remedial

Pembelajaran remedial dilakukan bagi siswa yang belum tuntas pencapaian kompetensi dasarnya.

2. Pengayaan

Bagi peserta didik yang sudah mencapai nilai ketuntasan diberikan pembelajaran pengayaan.

Bulukumba,
Mahasiswa

2022

Nadiera Yulia Azahro

APPENDIX B: LESSON PLAN

Rencana Pelaksanaan Pembelajaran (RPP)

Satuan Pendidikan : SMAN 3 Bulukumba

Mata Pelajaran : Bahasa Inggris
 Kelas/ Semester : XII / 1
 Materi Pokok : Narrative Text
 Text Alokasi Waktu : 2 x 40 menit (2x Pertemuan)

A. Kompetensi Dasar (KD), Indikator Pencapaian Kompetensi

NO	KOMPETENSI DASAR	INDIKATOR PENCAPAIAN KOMPETENSI
	3.8Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana, sesuai dengan konteks penggunaannya yang diwujudkan dalam semangat belajar.	3.8.1 Menjelaskan legenda rakyat sederhana. 3.8.4 Mengurutkan struktur teks naratif. 3.8.5Menganalisis karakter, watak tokoh, setting di dalam legenda rakyat sederhana..
	4.8Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana, sesuai dengan konteks penggunaannya yang diwujudkan dalam semangat belajar.	4.8.1Mendemonstrasikan teks naratif lisan dan tulis sederhana di hadapan siswa siswi lainnya dengan berani. 4.8.2 Menjelaskan perbedaan teks naratif lisan dan tulis sederhana terkait legenda rakyat dengan berani.

B. Tujuan Pembelajaran

Dengan menggunakan model pembelajaran (DRTA) Directed Reading Thinking Activity dan Pendekatan Saintifik melalui pengamatan video, siswa dapat menjabarkan dan menentukan main idea dan supporting details teks narrative, dalam bentuk cerita dan legenda rakyat terkait tokoh terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks, dengan disiplin, penuh tanggung jawab, percaya diri dan bekerjasama.

C. Materi Pembelajaran

4. Social Function

- Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of

narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration.

➤ To entertain people (teks narasi adalah cerita imajinatif yang bertujuan menghibur orang).

5. Generic Structure

- Orientation : It is about the opening paragraph where the characters of the story are introduced. (berisi pengenalan tokoh, tempat dan waktu terjadinya cerita (siapa atau apa, kapan dan dimana))
- Complication : Where the problems in the story developed. (Permasalahan muncul / mulai terjadi dan berkembang)
- Resolution : Where the problems in the story is solved. Masalah selesai, secara baik "happy ending" ataupun buruk "bad ending"
- Coda / reorientation (optional) – lesson from the story..

6. Language Features

- Past tense (killed, drunk, etc)
- Adverb of time (Once upon a time, one day, etc)
- Time conjunction (when, then, suddenly, etc)
- Specific character. The character of the story is specific, not general. (Cinderella, Snow White, Alibaba, etc)
- Action verbs. A verb that shows an action. (killed, dug, walked, etc)
- Direct speech. It is to make the story lively. (Snow White said, "My name is Snow White"). The direct speech uses present tense.

Example:

The Rabbit and the Turtle

One day a rabbit was boasting about how fast he could run. He was laughing at the turtle for being so slow.

Much to the rabbit's surprise, the turtle challenged him to a race. The rabbit thought this was a good joke and accepted the challenge. The fox was to be the umpire of the race. As the race began, the rabbit raced way ahead of the turtle, just like everyone thought.

The rabbit got to the halfway point and could not see the turtle anywhere. He was hot and tired and decided to stop and take a short nap. All this time the turtle kept walking step by step by step. He never quit no matter how hot or tired he got. He just kept going.

However, the rabbit slept longer than he had thought and woke up. He could not see the turtle anywhere! He went at full-speed to the finish line but found the turtle there waiting for him

I. Model/ Metode Pembelajaran

4. Pendekatan pembelajaran : *Scientific/Contextual Teaching and Learning*
5. Model/Metode pembelajaran : *(Jigsaw)*
6. Teknik : Diskusi, Berkelompok, Tanya Jawab

J. Media/Sumber Belajar

Media Belajar

- English textbook: Developing English competencies for grade
- Dictionaries



K. Kegiatan Pembelajaran

Pertemuan Ketiga

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu	4C
Kegiatan Pendahuluan:	<ul style="list-style-type: none">Guru membuka pelajaran dengan salam.Guru menyuruh siswa berdoa sebelum pembelajaran dimulai.Guru mengecek kehadiran siswa.Tanya jawab berbagai hal tentang kondisi siswa.Guru memberikan motivasi terhadap siswa.	5 Menit	Disiplin

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu	4C
Kegiatan Inti:	<ul style="list-style-type: none">Guru memberikan kembali bacaan cerita tentang "Three sheiks and queen of Arabian"Guru memberi waktu kepada siswa untuk membaca bacaan tersebutGuru menunjuk siswa secara acak untuk membacakan bacaan tersebut.Guru menyuruh siswa mengulang bacaan sebanyak tiga kali.	60 menit	Tahap Saintifik Mengamati

Kegiatan	Deskripsi	Alokasi Waktu	4C
Kegiatan penutup	<ul style="list-style-type: none">Guru menginformasikan kegiatan pembelajaran selanjutnya.Guru menutup pembelajaran dengan salam.	5 menit	Relijiusitas

Pertemuan Keempat

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu	4C
Kegiatan Pendahuluan:	<ul style="list-style-type: none"> Guru membuka pelajaran dengan salam. Guru menyuruh siswa berdoa sebelum pembelajaran dimulai. Guru mengecek kehadiran siswa. Guru memberikan motivasi terhadap siswa. 	5 Menit	Disiplin

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu	4C
Kegiatan Inti:	<ul style="list-style-type: none"> Guru membagi siswa dalam beberapa kelompok. Guru membagikan bacaan cerita tentang "The fox and the goat". Guru meminta siswa membaca bacaan yang telah diberikan secara bersama-sama. Guru menunjuk siswa secara acak untuk tampil didepan kelas. Siswa yang tampil didepan kelas dan membawakan sebuah bacaan yang telah dibagikan. Guru memberi reward kepada siswa. 	60 menit	Tahap Saintifik Mengamati

Kegiatan	Deskripsi	Alokasi Waktu	4C
Kegiatan penutup	<ul style="list-style-type: none"> Guru menanyakan kesulitan siswa selama proses pembelajaran. Guru dan siswa menyimpulkan hasil pembelajaran. Guru menutup pembelajaran dengan salam. 	5 menit	Relijiusitas

L. Penilaian

a. Sikap

➤ Penilaian Observasi

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru.

Kriteria	Sangat Baik 4	Baik 3	Cukup 2	Kurang 1
Disiplin	Mampu menjalankan aturan dengan kesadaran diri	Mampu menjalankan aturan pengarahan guru	Kurang mampu menjalankan aturan	Belum mampu menjalankan aturan
Tanggung Jawab	Tertib mengikuti instruksi dan selesai tepat waktu	Tertib mengikuti instruksi dan selesai tidak tepat waktu	Kurang tertib mengikuti instruksi, selesai tidak tepat waktu	Tidak tertib dan tidak menyelesaikan tugas
Percaya Diri	Tidak terlihat ragu-ragu	Terlihat ragu-ragu	Memerlukan bantuan guru	Belum menunjukkan kepercayaan diri
Bekerja Sama	Mampu bekerja sama dengan teman kelompok	Bekerja sama dengan teman kelompok, tetapi lebih dominan bekerja sendiri	Bekerja dengan kelompok, tetapi mengambil keputusan sendiri	Bekerja sendiri tanpa diskusi dengan teman kelompok.

Catatan :

- ✓ Total Nilai Penilaian Observasi Guru = Jumlah dari akumulasi nilai Disiplin, Tanggung Jawab, Percaya Diri dan Bekerja Sama.

Catatan :

Total Nilai Penilaian Diri = Jumlah dari akumulasi nilai Deskripsi Penilaian Diri 1,2,3,4,5 dan 6.

Catatan :

✓ Total Nilai Penilaian Diri = Jumlah dari akumulasi nilai Deskripsi Penilaian Diri 1,2,3,4,5 dan 6.

✓ Nilai Penilaian Diri = (Nilai Deskripsi Penilaian Diri 1 + Nilai Deskripsi Penilaian Diri 2 + Nilai Deskripsi Penilaian Diri 3 + Nilai Deskripsi Penilaian Diri 4 + Nilai Deskripsi Penilaian Diri 5 + Nilai Deskripsi Penilaian Diri 6).

➤ **Penilaian Teman Sebaya**

Penilaian ini dilakukan dengan meminta peserta didik untuk menilai temannya sendiri. Sama halnya dengan penilaian hendaknya guru telah menjelaskan maksud dan tujuan penilaian, membuat kriteria penilaian, dan juga menentukan format penilaiannya.

NO	DESKRIPSI	SANGAT BAIK (4)	BAIK (3)	CUKUP (2)	KURANG (1)
1.	Mau menerima pendapat teman.				
2.	Memberikan solusi terhadap permasalahan.				
3.	Tidak memaksakan pendapat sendiri kepada anggota kelompok.				
4.	Tidak marah saat diberi kritik.				
5.	Memberikan kesempatan teman untuk menyampaikan pendapat.				
6.	Memberikan kesempatan teman untuk memberi tanggapan dari kelompok lain.				

- ✓ Nilai Penilaian Observasi Guru = (Nilai Displin + Nilai Tanggung Jawab + Nilai Percaya Diri + Nilai Bekerja Sama)

➤ Penilaian Diri

Seiring dengan bergesernya pusat pembelajaran dari guru kepada peserta didik, maka peserta didik diberikan kesempatan untuk menilai kemampuan dirinya sendiri. Namun agar penilaian tetap bersifat objektif, maka guru hendaknya menjelaskan terlebih dahulu tujuan dari penilaian diri ini, menentukan kompetensi yang akan dinilai, kemudian menentukan kriteria penilaian yang akan digunakan, dan merumuskan format penilaiannya. Jadi, singkatnya format penilaiannya disiapkan oleh guru terlebih dahulu.

NO	DESKRIPSI	SANGAT BAIK (4)	BAIK (3)	CUKUP (2)	KURANG (1)
1.	Selama diskusi, saya ikut serta mengusulkan ide/gagasan.				
2.	Ketika kami berdiskusi, setiap anggota mendapatkan kesempatan untuk berbicara.				
3.	Saya ikut serta dalam membuat kesimpulan hasil diskusi kelompok.				
4.	Saya ikut serta dalam mengkritik dan memberi masukan pada teman.				
5.	Saya ikut serta dalam menanggapi masukan dan tanggapan teman.				
6.	Saya mengikuti rangkaian diskusi sesuai dengan deskripsi tugas dan instruksi guru secara sistematis.				

7.	Memberikan kesempatan teman untuk menyangkal pendapat orang lain.					
----	---	--	--	--	--	--

Catatan :

- ✓ Total Nilai Penilaian Teman Sebaya = Jumlah dari akumulasi nilai Deskripsi Penilaian Teman 1,2,3,4,5, dan 7.
- ✓ Nilai Penilaian Observasi Guru = (Nilai Deskripsi Penilaian Teman 1 + Nilai Deskripsi Penilaian Teman 2 + Nilai Deskripsi Penilaian Teman 3 + Nilai Deskripsi Penilaian Teman 4 + Nilai Deskripsi Penilaian Teman 5 + Nilai Deskripsi Penilaian Teman 6 + Nilai Deskripsi Penilaian Teman 7).

b. Pengetahuan

N O	DESKRIPSI	1	2	3	4
1.	Menjabarkan fungsi sosial teks Narrative	Tidak mampu menjabarkan fungsi sosial teks Narrative	Mampu menjabarkan fungsi sosial teks narrative tetapi kurang tepat	Mampu menjabarkan fungsi sosial teks narrative dengan an tepat dan sedikit sistematis	Mampu menjabarkan fungsi sosial teks narrative dengan baik dan sistematis.
2.	Menjabarkan struktur teks, teks	Tidak mampu menjabarkan struktur teks teks narrative	Mampu menjabarkan struktur teks teks narrative tetapi kurang tepat	Mampu menjabarkan struktur teks teks narrative dengan tepat dan sedikit sistematis	Mampu menjabarkan struktur teks teks narrative dengan baik dan sistematis.
3.	Menjabarkan unsur kebahasaan teks narrative	Tidak mampu menjabarkan unsur kebahasaan teks narrative	Mampu menjabarkan unsur kebahasaan teks narrative tetapi kurang tepat	Mampu menjabarkan unsur kebahasaan teks narrative dengan tepat dan sedikit	Mampu menjabarkan unsur kebahasaan teks narrative dengan baik dan

				sistematis	sistematis.
4.	Menjabarkan topik/ide pokok setiap paragraph teks narrative	Tidak mampu menjabarkan topik/ide pokok setiap paragraph teks narrative	Mampu menjabarkan topik/ide pokok setiap paragraph teks narrative tetapi kurang tepat	Mampu menjabarkan topik/ide pokok setiap paragraph teks narrative dengan tepat dan sedikit sistematis	Mampu menjabarkan topik/ide pokok setiap paragraph teks narrative dengan baik dan sistematis.

Catatan:

- ✓ Total Nilai Pengetahuan = Jumlah dari akumulasi nilai Deskripsi Penilaian Pengetahuan 1,2,3, dan 4.
- ✓ Nilai Pengetahuan = Nilai Deskripsi Pengetahuan 1 + Nilai Deskripsi Pengetahuan 2 + Nilai Deskripsi Pengetahuan 3 + Nilai Deskripsi Pengetahuan 4.

c. Ketrampilan

N O	DESKRIPSI	1	2	3	4
1.	Kelancaran (<i>smoothness</i> dan <i>self confidence</i>)	Berbicara dengan banyak jeda	Berbicara terlalu lambat	Berbicara dengan kecepatan normal	Berbicara dengan lancar
2.	Keakuratan (<i>grammar</i> dan <i>vocabulary</i>)	Kesalahan berbicara membuat pesan sulit dipahami	Kesalahan berbicara menimbulkan kebingungan	Konten berbicara bisa dimengerti, tidak lebih dari satu kesalahan pengucapan kata.	Sedikit kesalahan dalam berbicara sehingga pesan tersampaikan.
3.	Kemampuan presentasi	Berbicara dengan volume yang hampir tidak terdengar,	Berbicara kurang jelas dan sedikit komunikatif.	Berbicara dengan suara lembut tapi masih bisa dimengerti dan	Berbicara dengan jelas dengan ekspresi muka yang bagus

		tanpa ekspresi dan tidak komunikatif.		cukup komunikatif.	dan komunikatif.
4.	Keakuratan (<i>Pronunciation</i>)	Berbicara dengan banyak pengucapan yang salah dan tidak bisa dimengerti.	Berbicara dengan pengucapan yang salah tetapi masih bisa dimengerti.	Berbicara dengan sedikit kesalahan pengucapan.	Berbicara dengan pengucapan yang benar.

Catatan :

- ✓ Total Nilai Ketrampilan = Jumlah dari akumulasi nilai Deskripsi Penilaian Ketrampilan 1,2,3, dan 4.
- ✓ Nilai Ketrampilan = Nilai Deskripsi Ketrampilan 1 + Nilai Deskripsi Ketrampilan 2 + Nilai Deskripsi Ketrampilan 3 + Nilai Deskripsi Ketrampilan 4.



M. PEMBELAJARAN REMEDIAL DAN PENGAYAAN

3. Remedial

Pembelajaran remedial dilakukan bagi siswa yang belum tuntas pencapaian kompetensi dasarnya.

4. Pengayaan

Bagi peserta didik yang sudah mencapai nilai ketuntasan diberikan pembelajaran pengayaan.



APPENDIX B: LESSON PLAN

Rencana Pelaksanaan Pembelajaran (RPP)

Satuan Pendidikan : SMAN 3 Bulukumba
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : XII / 1
Materi Pokok : Narrative Text
Text Alokasi Waktu : 2 x 40 menit (2x Pertemuan)

A. Kompetensi Dasar (KD), Indikator Pencapaian Kompetensi

NO	KOMPETENSI DASAR	INDIKATOR PENCAPAIAN KOMPETENSI
	3.8Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana, sesuai dengan konteks penggunaannya yang diwujudkan dalam semangat belajar.	3.8.1 Menjelaskan legenda rakyat sederhana. 3.8.4 Mengurutkan struktur teks naratif. 3.8.5Menganalisis karakter, watak tokoh, setting di dalam legenda rakyat sederhana.
	4.8Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana, sesuai dengan konteks penggunaannya yang diwujudkan dalam semangat belajar.	4.8.1Mendemonstrasikan teks naratif lisan dan tulis sederhana di hadapan siswa siswi lainnya dengan berani. 4.8.2 Menjelaskan perbedaan teks naratif lisan dan tulis sederhana terkait legenda rakyat dengan berani.

B. Tujuan Pembelajaran

Dengan menggunakan model pembelajaran (DRTA) Directed Reading Thinking Activity dan Pendekatan Saintifik melalui pengamatan video, siswa dapat menjabarkan dan menentukan main idea dan supporting details teks narrative, dalam bentuk cerita dan legenda rakyat terkait tokoh terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks, dengan disiplin, penuh tanggung jawab, percaya diri dan bekerjasama.

C. Materi Pembelajaran

7. Social Function

- Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration.
- To entertain people (teks narasi adalah cerita imajinatif yang bertujuan menghibur orang).

8. Generic Structure

- Orientation : It is about the opening paragraph where the characters of the story are introduced.(berisi pengenalan tokoh, tempat dan waktu terjadinya cerita (siapa atau apa, kapan dan dimana)
- Complication : Where the problems in the story developed. (Permasalahan muncul / mulai terjadi dan berkembang)
- Resolution : Where the problems in the story is solved. Masalah selesai, secara baik "happy ending" ataupun buruk "bad ending".
- Coda / reorientation (optional) – lesson from the story..

9. Language Features

- Past tense (killed, drunk, etc)
 - Adverb of time (Once upon a time, one day, etc)
 - Time conjunction (when, then, suddenly, etc)
 - Specific character. The character of the story is specific, not general. (Cinderella, Snow White, Alibaba, etc)
 - Action verbs. A verb that shows an action. (killed, dug, walked, etc)
 - Direct speech. It is to make the story lively. (Snow White said, "My name is Snow White). The direct speech uses present tense.
- Example:

The Rabbit and the Turtle

One day a rabbit was boasting about how fast he could run. He was laughing at the turtle for being so slow.

Much to the rabbit's surprise, the turtle challenged him to a race. The rabbit thought this was a good joke and accepted the challenge. The fox was to be the umpire of the race. As the race began, the rabbit raced way ahead of the turtle, just like everyone thought.

The rabbit got to the halfway point and could not see the turtle anywhere. He was hot and tired and decided to stop and take a short nap. All this time the turtle kept walking step by step. He never quit no matter how hot or tired he got. He just kept going.

However, the rabbit slept longer than he had thought and woke up. He could not see the turtle anywhere! He went at full-speed to the finish line but found the turtle there waiting for him.

L. Model/ Metode Pembelajaran

7. Pendekatan pembelajaran : *Scientific/Contextual Teaching and Learning*

8. Model/Metode pembelajaran : *(Jigsaw)*

9. Teknik : Diskusi, Berkelompok, Tanya Jawab

M. Media/Sumber Belajar

Media Belajar

- English textbook: Developing English competencies for grade
- Dictionaries



N. Kegiatan Pembelajaran
Pertemuan Kelima

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu	4C
Kegiatan Pendahuluan:	<ul style="list-style-type: none"> Guru membuka pelajaran dengan salam. Guru menyuruh siswa berdoa sebelum pembelajaran dimulai. Guru mengecek kehadiran siswa. Guru melakukan Tanya jawab terkait kondisi siswa. Guru memberikan motivasi terhadap siswa. 	5 Menit	Disiplin

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu	4C
Kegiatan Inti:	<ul style="list-style-type: none"> Guru membagikan bacaan cerita tentang "Ali and the magic carpet" Guru mulai menyuruh siswa membaca bacaan yang telah diberikan. Guru memberikan tugas kepada siswa untuk menjawab soal yang ada pada bacaan yang telah dibagikan kemudian menerapkan Directed Reading Thinking Activity (DRTA) Guru memberikan reward kepada siswa yang pertama menyelesaikan tugas tersebut. 	60 menit	Tahap Saintifik Mengamati

Kegiatan	Deskripsi	Alokasi Waktu	4C
Kegiatan penutup	<ul style="list-style-type: none"> Guru menanyakan kesulitan kesulitan siswa selama proses pembelajaran Guru menginformasikan kegiatan pembelajaran selanjutnya. Guru menutup pembelajaran dengan salam. 	5 menit	Relijiusitas

Pertemuan Keenam

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu	4C
Kegiatan Pendahuluan:	<ul style="list-style-type: none"> Guru membuka pelajaran dengan salam. Guru menyuruh siswa berdoa sebelum pembelajaran dimulai. Guru mengecek kehadiran siswa. Guru memberikan motivasi terhadap siswa. 	5 Menit	Disiplin

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu	4C
Kegiatan Inti:	<ul style="list-style-type: none"> Guru memberikan post-test kepada siswa Siswa memahami test tersebut Siswa menjawab soal pada test yang telah diberikan. 	60 menit	Tahap Saintifik Mengamati

Kegiatan	Deskripsi	Alokasi Waktu	4C
Kegiatan penutup	<ul style="list-style-type: none"> Guru menanyakan kesulitan siswa selama proses pembelajaran. Guru dan siswa menyimpulkan pembelajaran. Guru menutup pembelajaran dengan salam. 	5 menit	Religiusitas

O. Penilaian

a. Sikap

➤ Penilaian Observasi

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru.

Kriteria	Sangat Baik 4	Baik 3	Cukup 2	Kurang 1
Disiplin	Mampu menjalankan aturan dengan kesadaran diri	Mampu menjalankan aturan pengarahannya guru	Kurang mampu menjalankan aturan	Belum mampu menjalankan aturan
Tanggung Jawab	Tertib mengikuti instruksi dan selesai tepat waktu	Tertib mengikuti instruksi dan selesai tepat waktu	Kurang tertib mengikuti instruksi, selesai tidak tepat waktu	Tidak tertib dan tidak menyelesaikan tugas
Percaya Diri	Tidak terlihat ragu-ragu	Terlihat ragu-ragu	Memerlukan bantuan guru	Belum menunjukkan kepercayaan diri
Bekerja Sama	Mampu bekerja sama dengan teman kelompok	Bekerja sama dengan teman kelompok, tetapi lebih dominan bekerja sendiri	Bekerja dengan kelompok, tetapi mengambil keputusan sendiri	Bekerja sendiri tanpa diskusi dengan teman kelompok

Catatan :

- ✓ Total Nilai Penilaian Observasi Guru = Jumlah dari akumulasi nilai Disiplin, Tanggung Jawab, Percaya Diri dan Bekerja Sama.
- ✓ Nilai Penilaian Observasi Guru = (Nilai Disiplin + Nilai Tanggung Jawab + Nilai Percaya Diri + Nilai Bekerja Sama)

➤ Penilaian Diri

Seiring dengan bergesernya pusat pembelajaran dari guru kepada peserta didik, maka peserta didik diberikan kesempatan untuk menilai kemampuan dirinya sendiri. Namun agar penilaian

tetap bersifat objektif, maka guru hendaknya menjelaskan terlebih dahulu tujuan dari penilaian diri ini, menentukan kompetensi yang akan dinilai, kemudian menentukan kriteria penilaian yang akan digunakan, dan merumuskan format penilaiannya. Jadi, singkatnya format penilaiannya disiapkan oleh guru terlebih dahulu.

NO	DESKRIPSI	SANGAT BAIK (4)	BAIK (3)	CUKUP (2)	KURANG (1)
1.	Selama diskusi, saya ikut serta mengemukakan ide/gagasan.				
2.	Ketika kami berdiskusi, setiap anggota mendapatkan kesempatan untuk berbicara.				
3.	Saya ikut serta dalam membuat kesimpulan hasil diskusi kelompok.				
4.	Saya ikut serta dalam mengkritik dan memberi masukan pada teman.				
5.	Saya ikut serta dalam menanggapi masukan dan tanggapan teman.				
6.	Saya mengikuti rangkaian diskusi sesuai dengan deskripsi tugas dan instruksi guru secara sistematis.				

Catatan :

Total Nilai Penilaian Diri = Jumlah dari akumulasi nilai Deskripsi Penilaian Diri 1,2,3,4,5 dan 6.

Catatan :

✓ Total Nilai Penilaian Diri = Jumlah dari akumulasi nilai Deskripsi Penilaian Diri 1,2,3,4,5 dan 6.

✓ Nilai Penilaian Diri = (Nilai Deskripsi Penilaian Diri 1 + Nilai Deskripsi Penilaian Diri 2 + Nilai Deskripsi Penilaian Diri 3 + Nilai Deskripsi Penilaian Diri 4 + Nilai Deskripsi Penilaian Diri 5 + Nilai Deskripsi Penilaian Diri 6).

➤ **Penilaian Teman Sebaya**

Penilaian ini dilakukan dengan meminta peserta didik untuk menilai temannya sendiri. Sama halnya dengan penilaian hendaknya guru telah menjelaskan maksud dan tujuan penilaian, membuat kriteria penilaian, dan juga menentukan format penilaiannya.

NO	DESKRIPSI	SANGAT BAIK (4)	BAIK (3)	CUKUP (2)	KURANG (1)
1.	Mau menerima pendapat teman.				
2.	Memberikan solusi terhadap permasalahan.				
3.	Tidak memaksakan pendapat sendiri kepada anggota kelompok.				
4.	Tidak marah saat diberi kritik.				
5.	Memberikan kesempatan teman untuk menyampaikan pendapat.				
6.	Memberikan kesempatan teman untuk memberi tanggapan dari kelompok lain.				
7.	Memberikan kesempatan teman untuk menyangkal pendapat orang lain.				

Catatan :

✓ Total Nilai Penilaian Teman Sebaya = Jumlah dari akumulasi nilai Deskripsi Penilaian Teman 1,2,3,4,5, dan 7.

✓ Nilai Penilaian Observasi Guru = (Nilai Deskripsi Penilaian Teman 1 + Nilai Deskripsi Penilaian Teman 2 + Nilai Deskripsi Penilaian Teman 3 + Nilai Deskripsi Penilaian Teman 4 + Nilai Deskripsi Penilaian Teman 5 + Nilai Deskripsi Penilaian Teman 6 + Nilai Deskripsi Penilaian Teman 7 .

b. Pengetahuan

N O	DESKRIPSI	1	2	3	4
1.	Menjabarkan fungsi sosial teks Narrative	Tidak mampu menjabarkan fungsi sosial teks Narrative	Mampu menjabarkan fungsi sosial teks narrative tetapi kurang tepat	Mampu menjabarkan fungsi sosial teks narrativedengan tepat dan sedikit sistematis	Mampu menjabarkan fungsi sosial teks narrative dengan baik dan sistematis.
2.	Menjabarkan struktur teks	Tidak mampu menjabarkan struktur teks teks narrative	Mampu menjabarkan struktur teks teks narrative tetapi kurang tepat	Mampu menjabarkan struktur teks teks narrative dengan tepat dan sedikit sistematis	Mampu menjabarkan struktur teks teks narrative dengan baik dan sistematis.
3.	Menjabarkan unsur kebahasaan teks narrative	Tidak mampu menjabarkan unsur kebahasaan teks narrative	Mampu menjabarkan unsur kebahasaan teks narrative tetapi kurang tepat	Mampu menjabarkan unsur kebahasaan teks narrative dengan tepat dan sedikit sistematis	Mampu menjabarkan unsur kebahasaan teks narrative dengan baik dan sistematis.
4.	Menjabarkan topik/ide pokok setiap paragraph	Tidak mampu menjabarkan topik/ide	Mampu menjabarkan topik/ide	Mampu menjabarkan topik/ide	Mampu menjabarkan topik/ide

	teks narrative	pokok setiap paragraph teks narrative	pokok setiap paragraph teks narrative tetapi kurang tepat	pokok setiap paragraph teks narrative dengan tepat dan sedikit sistematis	pokok setiap paragraph teks narrative dengan baik dan sistematis.
--	----------------	--	--	--	--

Catatan :

- ✓ Total Nilai Pengetahuan = Jumlah dari akumulasi nilai Deskripsi Penilaian Pengetahuan 1,2,3, dan 4.
- ✓ Nilai Pengetahuan = Nilai Deskripsi Pengetahuan 1 + Nilai Deskripsi Pengetahuan 2 + Nilai Deskripsi Pengetahuan 3 + Nilai Deskripsi Pengetahuan 4.

c. Ketrampilan

N O	DESKRIPSI	1	2	3	4
1.	Kelancaran (<i>smoothness</i> dan <i>self confidence</i>)	Berbicara dengan banyak jeda	Berbicara terlalu lambat	Berbicara dengan kecepatan normal	Berbicara dengan lancar
2.	Keakuratan (<i>grammar</i> dan <i>vocabulary</i>)	Kesalahan berbicara membuat pesan sulit dipahami	Kesalahan berbicara menimbulkan kebingungan	Konten berbicara bisa dimengerti, tidak lebih dari satu kesalahan pengucapan kata.	Sedikit kesalahan dalam berbicara sehingga pesan tersampaikan.
3.	Kemampuan presentasi	Berbicara dengan volume yang hampir tidak terdengar, tanpa ekspresi dan tidak komunikatif.	Berbicara kurang jelas dan sedikit komunikatif.	Berbicara dengan suara lembut tapi masih bisa dimengerti dan cukup komunikatif.	Berbicara dengan jelas dengan ekspresi muka yang bagus dan komunikatif.
4.	Keakuratan	Berbicara	Berbicara	Berbicara	Berbicara

	(Pronunciation)	dengan banyak pengucapan yang salah dan tidak bisa dimengerti.	dengan pengucapan yang salah tetapi masih bisa dimengerti	dengan sedikit kesalahan pengucapan	dengan pengucapan yang benar
--	-----------------	--	---	-------------------------------------	------------------------------

Catatan :

- ✓ Total Nilai Ketrampilan = Jumlah dari akumulasi nilai Deskripsi Penilaian Ketrampilan 1,2,3, dan 4.
- ✓ Nilai Ketrampilan = Nilai Deskripsi Ketrampilan 1 + Nilai Deskripsi Ketrampilan 2 + Nilai Deskripsi Ketrampilan 3 + Nilai Deskripsi Ketrampilan 4.

P. PEMBELAJARAN REMEDIAL DAN PENGAYAAN

5. Remedial

Pembelajaran remedial dilakukan bagi siswa yang belum tuntas pencapaian kompetensi dasarnya.

6. Pengayaan

Bagi peserta didik yang sudah mencapai nilai ketuntasan diberikan pembelajaran pengayaan.

Bulukumba,
2022
Mahasiswa

Nadiera Yulia Azahro



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN

Alamat koritor: Jl. Sultan Alauddin NO.259 Makassar 90221 Tlp.(0411) 866972,881593, Fax.(0411) 865588



SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Nadiera Yulia Azahro
NIM : 105351130316
Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	9 %	10 %
2	Bab 2	21 %	25 %
3	Bab 3	7 %	10 %
4	Bab 4	10 %	10 %
5	Bab 5	4 %	5 %

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan
Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan
seperlunya.

Makassar, 02 Agustus 2023

Mengetahui

Kepala UPT- Perpustakaan dan Penerbitan,

Nursinah, S.Hum, M.I.P

NBM/ 964 591



Nomor: 9566/FKIP/A 4-1/IV/1443/2022

Lampiran: 1 (Satu) Lembar

Perihal: Pengantar Penelitian

Kepada Yang Terhormat
Ketua LP3M Unismuh Makassar

Di:
Makassar

Assalamu Alaikum Warahmatullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan bahwa mahasiswa tersebut almarhum ini

Nama	Nadiera Yulia Azahra
Stambuk	105551130316
Program Studi	Pendidikan Bahasa Inggris
Tempat/Tanggal Lahir	Tarampang / 11-09-1998
Alamat	Jl. Wahidin Sudirohusodo, Lorong marundgal, No 13b, Batangkaluku, Somba Opu (Upu), Gowa

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul "Improving Students' Reading Comprehension Through Directed Reading Thinking Activity (DRTA) Method (A Pre-Experimental Research of Twelfth Grade Students of SMAN 3 Bulukumba)

Demikian pengantar ini kami buat atas kerjasamanya diaturkan *Jazakumullahu Khairan Katsiraan*

*Wassalamu Alaikum
Warahmatullahi Wabarakatuh*

Makassar, 15 Ramadhan 1443 H
16 April 2022 M

Dekan:



Erwin Akib, M.Pd, Ph.D.
NBM. 860 934

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR

LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT
Jl. Sultan Alauddin No. 259 Telp. 866072 Fax. (0411) 865588 Makassar 90221 E-mail: lp3munismuh@plasa.com



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

1463/05/C.4-VIII/IV/40/2022

15 Ramadhan 1443 H

16 April 2022 M

1 (satu) Rangkap Proposal

Permohonan Izin Penelitian

Kepada Yth,

Bapak / Ibu Bupati Bulukumba

Cq. Ka. IP3 Balitbang Perpustakaan dan Kearsipan
di -

Bulukumba

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 9566/FKIP/A.4-III/IV/1443/2022 tanggal 16 April 2022, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : NADIERA YULIA AZAHRO

No. Stambuk : 10535 1130316

Fakultas : Fakultas Keguruan dan Ilmu Pendidikan

Jurusan : Pendidikan Bahasa Inggris

Pekerjaan : Mahasiswa

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"Improving Students' Reading Comprehension Through Directed Reading Thinking Activity (DRTA) Methode (A Pre-Experimental Research of Twelfth Grade Students' Of SMAN 3 Bulukumba)"

Yang akan dilaksanakan dari tanggal 20 April 2022 s/d 20 Juni 2022

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan lazaikumullahu khaeran katziraa.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua LP3M,



Dr. Ir. Abubakar Idhan, MP.

NBM 101 7716



PEMERINTAH KABUPATEN BULUKUMBA
DINAS PENANAMAN MODAL, PELAYANAN TERPADU SATU PINTU DAN TENAGA KERJA
Alamat : Jl. Kenari No.13 Telp. (0413) 85060 Bulukumba 92512

Bulukumba, 26 April 2022

Nomor : 235/DPMPTSPK/IV/2022
Lampiran :
Perihal : Izin Penelitian

Kepada
Yth. 1 Kepala UPT Dinas Pendidikan Wilayah
V Bantaeng - Bulukumba Kab.
Bulukumba
2 Kepala SMA Negeri 3 Kab. Bulukumba
Masing - Masing

Dikirim ke
Tempat

Berdasarkan Surat Kepala Badan Kesatuan Bangsa dan Politik Nomor :
074/294/Kesbangpol/IV/2022 tanggal 25 April 2022 Perihal Rekomendasi Izin Penelitian
maka yang tersebut dibawah ini :

Nama : NADIERA YULIA AZAHRO
Nomor Pokok : 10535 1130316
Program Studi : PEND. BAHASA INGGRIS
Instansi : UIN MUH MAKASSAR
Alamat : JL. POROS MALINO, GOWA

Bermaksud melakukan Penelitian di UPT Dinas Pendidikan Wilayah V Bantaeng -
Bulukumba dan SMA Negeri 3 Kabupaten Bulukumba dalam rangka SKRIPSI dengan judul
"IMPROVING STUDENTS' READING COMPREHENSION THROUGH DIRECTED
READING THINKING ACTIVITY (DRTA) METHOD (A PRE-EXPERIMENTAL
RESEARCH OF TWELFTH GRADE STUDENTS OF SMAN 3 BULUKUMBA)" yang akan
bertangsiung pada tanggal 25 April s.d 20 Juni 2022.

Sehubungan dengan hal tersebut diatas, dengan ini saya yang mengizinkan yang
bersangkutan untuk melakukan kegiatan tersebut dengan ketentuan sebagai berikut :

1. Mematuhi semua Peraturan Perundang-Undangan yang berlaku dan melaksanakan
adat istiadat yang berlaku pada masyarakat setempat.
2. Tidak mengganggu keamanan ketertiban masyarakat setempat.
3. Penelitian pengambilan data menyimpang dari izin yang diberikan.
4. Melaporkan hasil pelaksanaan penelitian/pengambilan data serta menyerahkan 1(satu)
eksemplar hasilnya kepada Bupati Bulukumba Cq. Kepala Badan Kesatuan Bangsa dan
Politik Kab. Bulukumba.
5. Surat izin ini akan dicabut atau dianggap tidak berlaku apabila yang bersangkutan tidak
memenuhi ketentuan sebagaimana tersebut di atas, atau sampai dengan batas waktu
yang telah ditentukan kegiatan penelitian/pengumpulan data dimaksud belum selesai.

Demikian surat izin ini dibuat untuk dipergunakan sebagaimana mestinya.



FERRYAWAN Z. FAHMI, S.STP., M. AP
Pangkat : Pembina Tk I
NIP. 19820212 200212 1 001

Tembusan

1. Bupati Bulukumba di Bulukumba (sebagai laporan),
2. Kepala Badan Kesbangpol Kab. Bulukumba di Bulukumba,
3. Arsip



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Nadiera Yulla Azahro
NIM : 105351130316
Judul Penelitian : *Improving Students' Reading Comprehension Through Directed Reading Thinking Activity (DRTA) Method*
(A Pre-Experimental Research of Twelfth Grade Students of SMAN 3 Bulukumba)

Tanggal Ujian Proposal : 24 Maret 2022
Tempat/Lokasi : SMAN 3 BULUKUMBA
Penelitian

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	09/05/2022	Pre test	Saiful, S.Pd	
2	11/05/2022	Treatment	Saiful, S.Pd	
3	11/05/2022	Treatment	Saiful, S.Pd	
4	13/05/2022	Treatment	Saiful, S.Pd	
5	13/05/2022	Treatment	Saiful, S.Pd	
6	13/05/2022	Treatment	Saiful, S.Pd	
7	16/05/2022	Post Test	Saiful, S.Pd	
8				
9				
10				

16 Mei 2022

Mengetahui,

Pimpinan/Kerani sekolah,

Ketua Jurusan,
Dr. Enim Khairati Syam, S.Pd., M.Pd
NBM. 97/807





PEMERINTAH PROPINSI SULAWESI SELATAN

DINAS PENDIDIKAN

UPT SMAN 3 BULUKUMBA



ALAMAT : Tanahberu, Kec. Bontobahari, Kab. Bulukumba, E-mail: Smaga.bulukumba@yahoo.com

SURAT KETERANGAN SELESAI PENELITIAN
Nomor: 421.3 / 071 / SMA.03 / Blk /V/Disdik

Yang bertanda tangan di bawah ini, Kepala UPT SMAN 3 Bulukumba Kabupaten Bulukumba Menerangkan bahwa

Nama : NADIERA YULIA AZAHRO
Nim : 105351130316
Program Studi : Pnd. Bahasa Inggris
Institut : Universitas Muhammadiyah Makassar (UNISMUH)

Yang bersangkutan diatas selesai melaksanakan penelitian di SMAN 3 Bulukumba, Kec.Bontobahari dalam rangka penyusunan skripsi dengan judul : *Improving Students' Reading Cpmrehension Through Directed Reading Thinking Activity (DRATA) Method (a Pre-Experimental Research of Twelfth Grade Students of SMAN 3 Bulukumba* , berlangsung mulai 9 Mei s.d 16 Mei 2022

Demikian surat keterangan ini dan di berikan untuk dipergunakan sebagaimana mestinya

Bontobahari, 16 Mei 2022

Kepala UPT SMAN 3 Bulukumba

Dra. A. NIRWATI, MM, M.Pd
Nip. 19700308 199412 2 003





بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LETTER OF ACCEPTANCE

0577/BG-FKIP/LOA/B/VIII/1444/2022

Dear NADIERA YULIA AZAHRO

It is our pleasure to inform you that, after reviewing your paper:
**IMPROVING STUDENTS' READING COMPREHENSION THROUGH
DIRECTED READING THINKING ACTIVITY (DRTA) METHOD**

The manuscript ID: 293

Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing templates	√	
The article processing charge (APC) has been submitted by the author	√	

has been ACCEPTED to publish with **English Language Teaching Methodology**,
ISSN (paper) 2828-1586 ISSN (online) 2810-0352. We appreciate your
contribution.

We will let you know if you must make any modification as the reviewer's
comments. Once your manuscript is moved to publishing, our production editor will
inform you. Please feel free to email us with any questions at
eltn@bg.unismuhmakassar.ac.id

Makassar, 20 August 2022 M
23 Muharram 1444 H

Head of English Education Department
Faculty of Teacher Training and Education

Dr. Umni Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807

DOCUMENTATION

Treatment



Pre-Test-Post-Test



UNIVERSITAS MUHAMMADIYAH
MAKASSAR
Treatment
UPT PERPUSTAKAAN DAN PENERBITAN

CURRICULUM VITAE



Nadiera Yulia Azahro was born on July 11, 1998 in Bulukumba, South Sulawesi. She has one brothers. She is the second child from the marriage of her parents, Syahriani and Didiek Edi Poerwanto. She finished her studies at SDN 160 TARAMPANG, SMP NEGERI 1 BULUKUMBA in 2013, at SMA NEGERI 3 BULUKUMBA in 2016. In 2016 she registred as one of the students in English Department Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. She could finish her study in 2022 with a thesis title "Improving Students' Reading Comprehension Through Directed Reading Thinking Activity (DRTA) Method (A Pre - Experimental Research of Twelfth Grade Students of SMAN 3 BULUKUMBA)".



UPT

PERPUSTAKAAN DAN PENERBITAN

