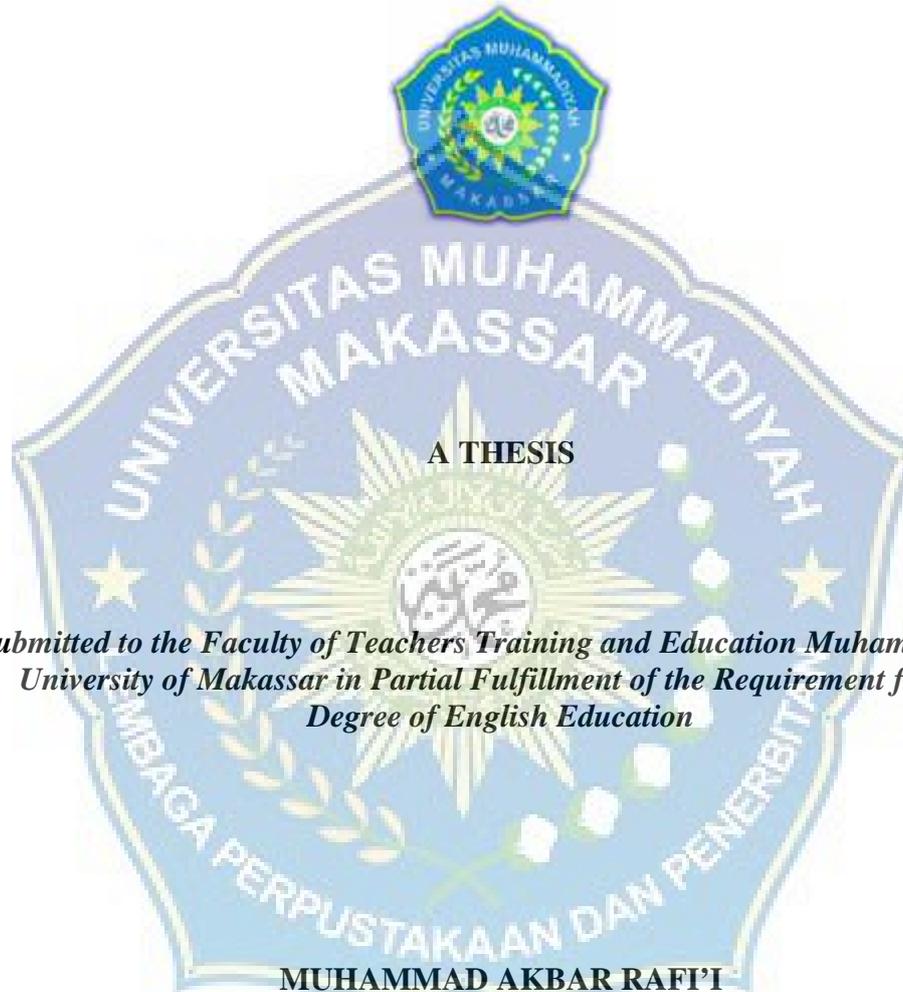


**IMPROVING STUDENTS READING COMPREHENSION THROUGH
DIRECTED READING THINKING ACTIVITY (DRTA) METHOD
(A Pre-Experimental Research of Tenth Grade Students of SMA PGRI
Galesong)**



A THESIS

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

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2017**



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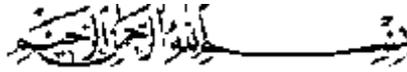
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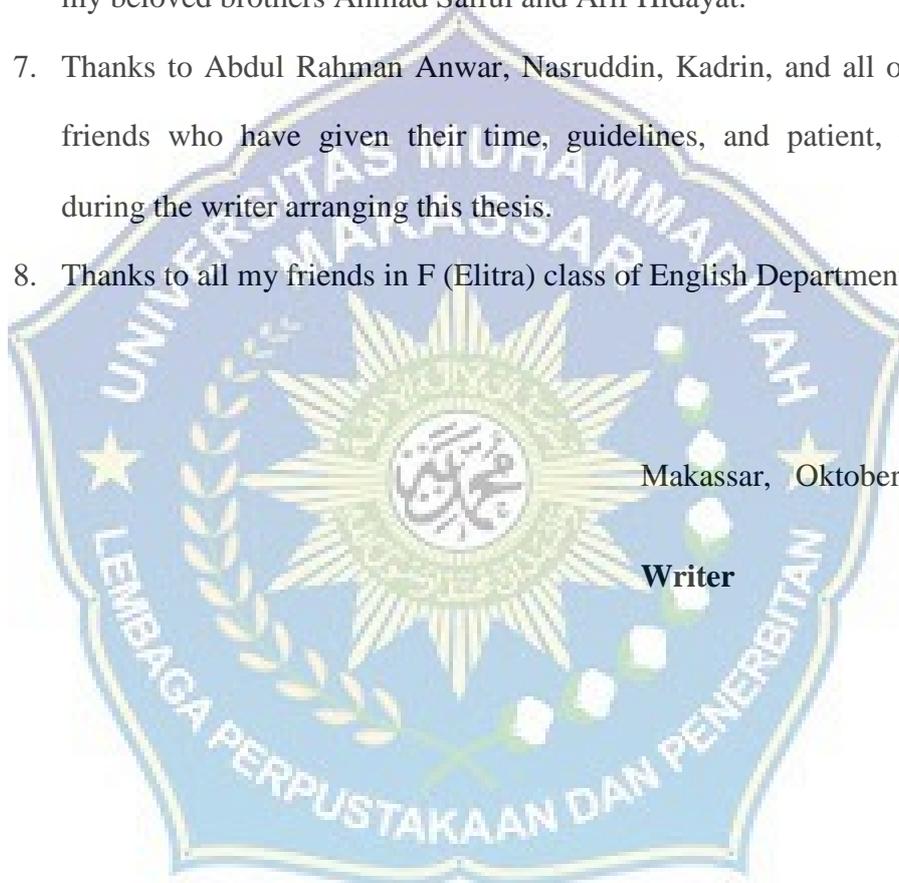
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Makassar, Oktober 2016

Writer



MOTTO

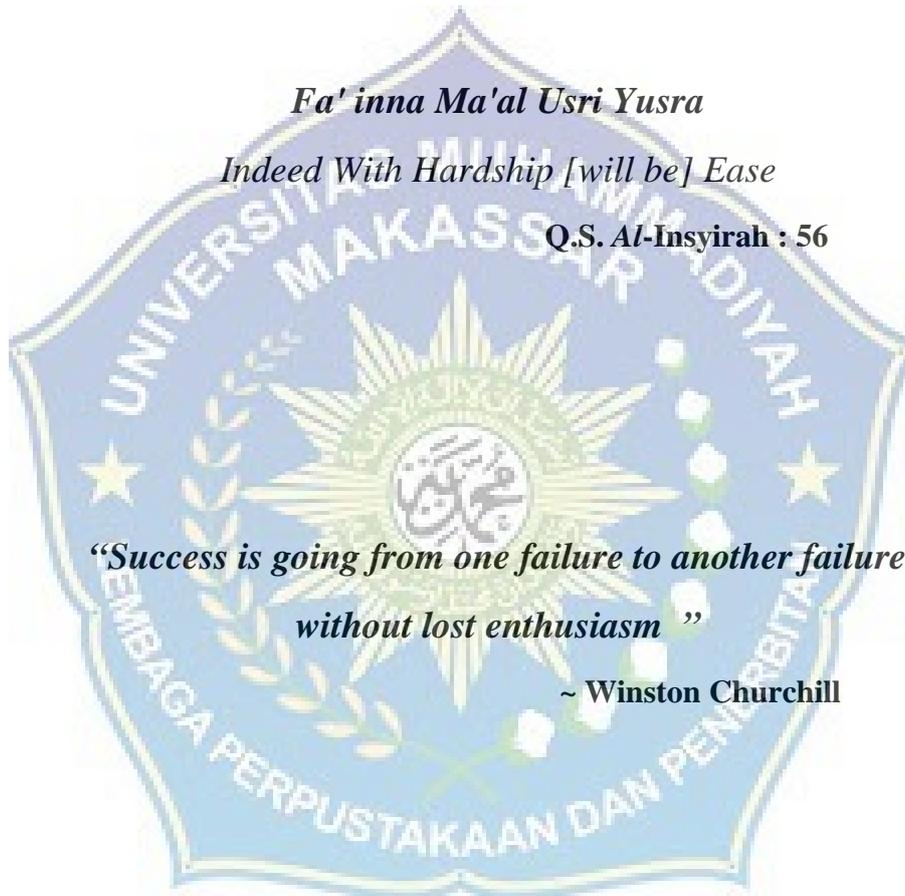
Fa' inna Ma'al Usri Yusra

Indeed With Hardship [will be] Ease

Q.S. Al-Insyirah : 56

*“Success is going from one failure to another failure
without lost enthusiasm ”*

~ Winston Churchill



ABSTRACT

AKBAR, 2016. “Improving Students’ Reading Comprehension using Directed Reading Thinking Activity (DRTA) Method (A Pre-Experimental research of the Tenth Grade Students of the SMA PGRI Galesong)”. Under the thesis of English Education Department, the faculty of Teachers Training and Education, Makassar Muhammadiyah University, supervised by Ummi Khaerati Syam and Farisha Andi Baso.

This research was aimed to find out how is reading comprehension of the Tenth Grade Students of SMA PGRI Galesong before and after using the Directed Reading Thinking Activity (DRTA) Method.

The research design used was pre-experimental research with one class of the tenth grade at SMA PGRI Galesong. The procedure of data collection covered pretest, treatment, and posttest with total meeting 6 times. Total samples of this research was 24 students which taken by using random sampling. The data obtained through the written test in the multiple choice form then it was analyzed quantitatively.

The result of the research shown there were 11 students got fair criteria, 12 students got poor criteria, and 1 student got very poor criteria with mean score 41.46. In posttest, there were 5 students got good criteria, 17 students or got fair criteria and 2 students got poor criteria with mean score 54.38. It indicates that DRTA method was effective in increasing the students reading comprehension in which the value of t-test was $4.78 >$ value of t table 2.06.

Based on the result above, it can be concluded that the reading comprehension of the Tenth Grade Students of SMA PGRI Galesong had improvement through the implementation of Directed Reading Thinking Activity (DRTA) Method.

Keywords: DRTA, Reading Comprehension.

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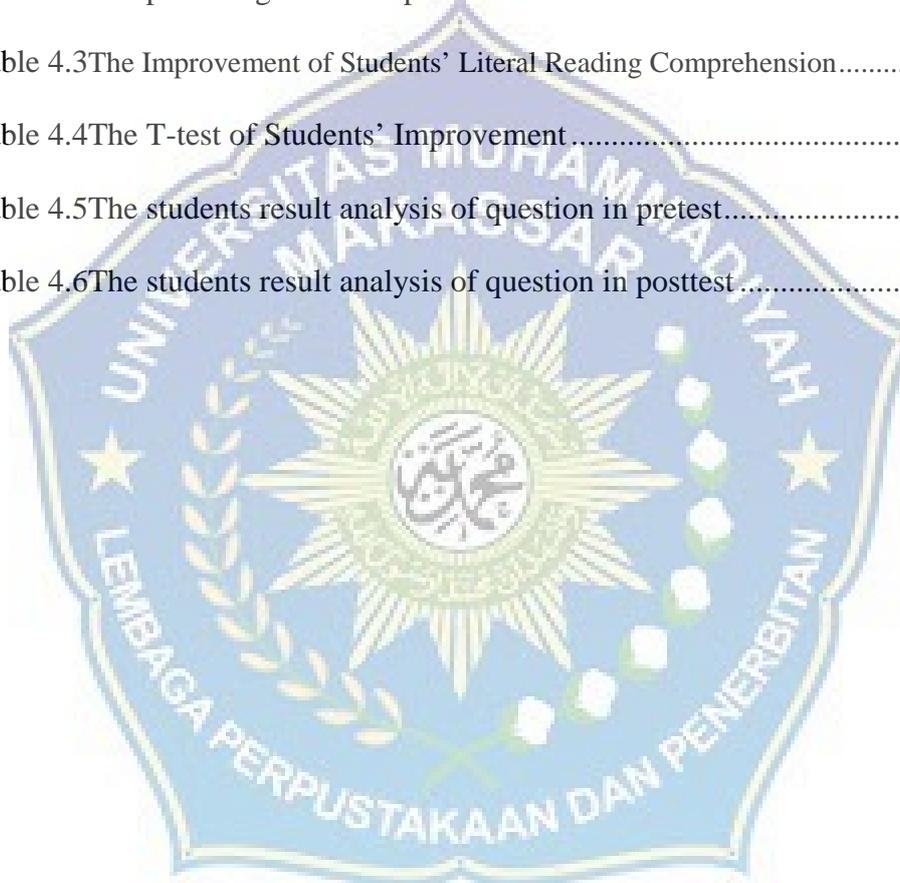
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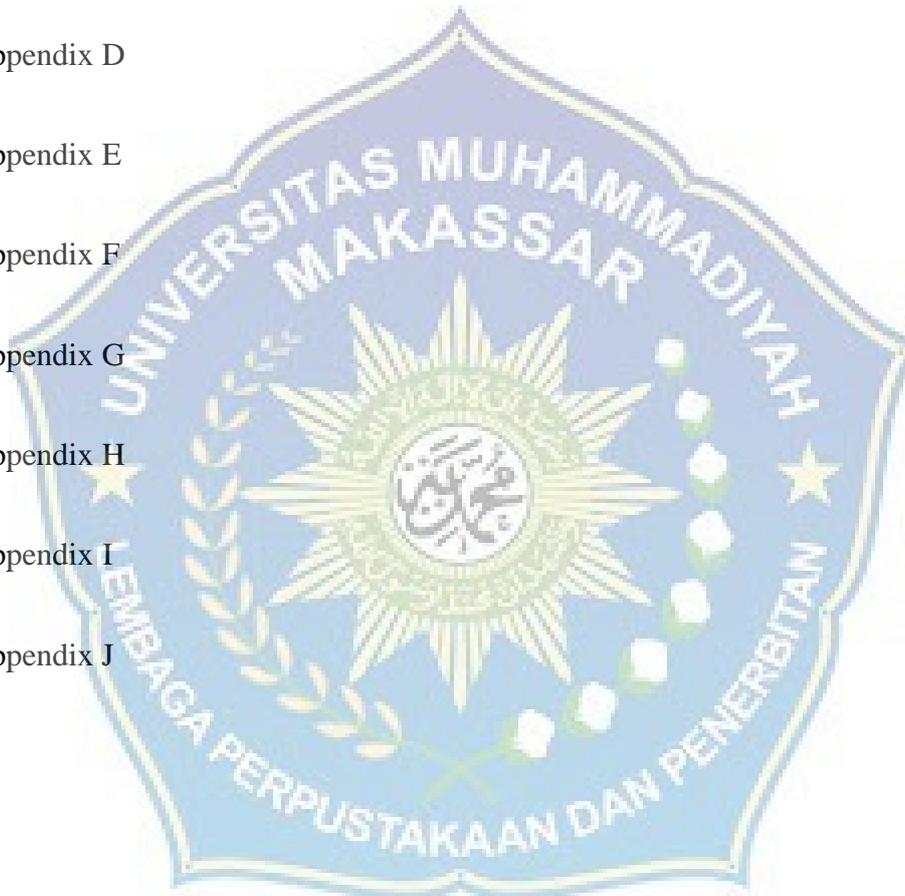
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CHAPTER I

INTRODUCTION

A. Background

English is compulsory subject in Senior High School. This condition demands the teacher to really provide learning atmosphere to help the students learn the language well. The mastery of English will make students ready to face the globalization era. Therefore, it is needed good participation between the teacher and the students to make teaching and learning process success. In the learning process there are four major skills of language, and they are reading, listening, writing and speaking. They must properly be introduced to the students to reach the goal of language learning.

Among the four majors that have been mentioned above, reading is the most important skill. By reading students can get some information about science, technology, and other announcement in the world. Reading is one of the skills that give important priority in learning process because reading skill is very important for students to get new knowledge from many sources of information such as books, magazines, and newspapers. The students will access more information from those sources. They must learn to access and to use this information wisely.

Based on the data from the experience of PPL that found by the writer, the reading comprehension of students was still low. It happened because of

Some reasons, most of students did not have enthusiasm in joining reading class. They also had low motivation when the teacher asked them to read the text related to the materials.

These conditions happen because the students find difficulties in understanding the content of the text. Most of the students are passive in joining the lesson. It seems to be the teacher couldn't guide students' in reading class.

One way to help the students' problems in comprehending reading text is using Directed Reading Thinking Activity (DRTA) method. DRTA is an instructional method which includes three procedural steps repeated throughout a reading passage: predicting, reading and proving. DRTA method encourages students to be more active and thoughtful readers, 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.

DRTA not only improves students' comprehension but also increases their motivation in learning. Meanwhile, the weakness of this study is the action research requires an increased time, the long period of time in conducted a study effect the mood on cognitive process.

DRTA focuses on students' involvement with the text, students predict and prove the text while they are reading. So that is way a research which is entitled "Improving Students' Reading Comprehension using Directed Reading Thinking Activity (DRTA) Method (A Pre-Experimental research of the Tenth Grade Students of the SMA PGRI Galesong).

B. Problem Statement

Regarding to the background above, the writer formulates research questions as, "How does Directed Reading Thinking Activity (DRTA) Method can improve Students' Reading Comprehension of the Tenth Grade Students of SMA PGRI Galesong?"

C. The Objective of the research

Based on the problem statement above, the purpose of the research is to find out how is reading comprehension of the Tenth Grade Students of SMA PGRI Galesong before and after using the Directed Reading Thinking Activity (DRTA) Method.

D. Significance of the Study

The results of the research will generally expect to introduce alternative model for the improvement of the teaching reading comprehension of the Tenth Grade Students of SMA PGRI Galesong. In addition, the specific results are expected that:

1. Based on the result of the researches, it is expect to give a meaningful contribution to both students and teachers of English at the Tenth Grade Students of SMA PGRI Galesong in teaching and learning process in general and particularly in teaching reading comprehension.
2. The research is expected to be one of references for the improvement of teaching reading comprehension at the Tenth Grade Students of SMA PGRI Galesong.

E. Scope of the Study

This study focused on the implementation of DRTA in improving reading comprehension of the Tenth grade students of SMA PGRI Galesong. Type of the reading comprehension level center in this research is literal comprehensions. In this study the researcher will use multiple choice questions.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous of Related Findings

Some researchers have done studies on **the Directed Reading Thinking Activity (DRTA) Method** and its contribution on english teaching. Their findings as following :

Many and Flyfe in Hameed (2012:4) examined the effect of using directed reading thinking and writing activities to promote reading achievement and higher order thinking skills. The researchers applied an achievement reading test and a writing test on 51 students. The result indicated significant gains in both reading achievement and writing skills. The study concluded that students' achievement can be improved if the appropriate reading strategies were used.

Williams (1999:10) used the DRTA in combination with brainstorming of prior knowledge, QAR, self-monitoring questions and literature circles, and investigated their effect on the reading comprehension skills of third, fourth and fifth grade students who had poor literal and inferential comprehension skills. Results indicated that this package of strategies improved students' intrinsic motivation to read as well as their literal and inferential reading comprehension skills.

Erliana (2011:55), the study was to describe how the Directed Reading Thinking Activity (henceforth DRTA) strategy can improve reading comprehension. The data were taken from observation, field notes, questionnaire,

and achievement test. The result reveals that the DRTA not only improves students' comprehension but also increases their motivation in learning. Meanwhile, the weakness of this study is the action research requires an increased time, the long period of time in conducted a study effect the mood on cognitive process.

Stahl (2004:142) explored the effects of three instructional strategies, the directed reading thinking activity on the reading comprehension and science content acquisition of novice readers and results indicated that the directed reading thinking activity yielded statistically significant effects on fluency as measured by a timed maze task and effects on reading comprehension and science content acquisition. The components of directed reading thinking activity, generating and justifying predictions, verifying predictions after reading, engaging students in a social context around a text, seems to provide the necessary scaffolding for facilitating the reading comprehension and science content acquisition among novice readers.

From the some previous study above, it can be concluded that DRTA is one of alternative solutions for improving students' reading comprehension. Directed Reading Thinking Activity strategy is to make the readers understanding words, sentences written by the author, interpreting the author's concepts, and summing it up in a good way. Therefore, in this case DRTA make the students' understanding more in depth.

B. Some Pertinent Idea

1. The Concept of Reading

According to Grobe and Stoller (2002:9) reading is the ability to draw meaning from the printed page and to interpret this information appropriately. It means that reading is a result of the interaction between the perceptions of graphics symbols that represent language skill, cognitive skill, and knowledge of world.

Reading is the process of constructing meaning through the dynamic interaction among: (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.

According to Harmer (2003:70-71) There are six principles of reading;

- a. Reading is active skill.

Reading is extremely active activity. To do it successfully, we have to understand what the words mean and understand the arguments. If students do not do these things then we only scratch the surface of the text and we quickly forget it.

- b. Students should engage with what they are reading.

Students who are not engaged with the reading text are less likely to advantage from it. When they are really fired up by the matter or the assignment, they catch much more from what is in front of them.

c. Students should be encouraged to respond to the content of a reading text, not just to the language.

d. Prediction is a major factor in reading.

When we read text in our own language, we frequently have a good idea of the content before we actually read. Book covers give us a hint of what is in the book. Title of the story hints the main idea of passage. The moment we get this hints, our brain starts predicting what we are going to read. Expectations are set up and the active process of reading is ready to begin. Teachers should give the students “hints” so that they can predict what is coming too. It will make them better and more engage readers.

e. Match the task to the topic.

We need to choose good reading task. The most interesting text can be undermined by asking boring and inappropriate questions. The most common passage can be made really exiting with imaginative and challenging task.

f. Good teacher exploit reading texts to the full

Good teachers integrate the reading text into interesting class sequences, using the topic for discussions and further tasks. Based on the explanation above, we know that reading is not a passive skill; it’s not about receiving the information of the text. Nevertheless, it is about link the information of the text to the students ‘prior knowledge.

2. Reading Comprehension Strategy and its Level

Richard et.al. (1985: 238) define reading comprehension as a result of perceiving a written text in order to understand content. Reading comprehension is measured by three types of recall scores: recall scores for common ideas, main ideas, and non-main ideas of a text. Reading comprehension usually refers to the amount of understanding readers have when they read the text. That is, it represents how well readers understand the implicit and explicit meaning of the contents of the text they read cited by Sung-Hyun, (2003:23). It can be said that the reading comprehension will improve if the teacher use reading strategy which appropriate for the students.

According to Jeffries and Mickulecky (1992:18) 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 is 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 Akmar (1999:5) 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 i.e. 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 conclusions, 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) Finally, the third 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.

In this level, Turner (1998:123) cited that critical reading is the higher level of comprehension. The reader does analytic thinking for the purpose of evaluation of what is read. The critical reading is reactive and comparative. The reader is constantly testing what is read in the balance of experience and judgment. And the researcher will focus based on the three level comprehensions above to measure students reading comprehension.

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 factor is characteristics of reader. The characteristics of reader is the attitude of someone faces about the reading itself. 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.

3. The Concept of Directed Reading Thinking Activity

a. Definition of DRTA

The directed reading thinking is a technique developed by Stauffer (1969). The Directed Reading Thinking Activity (DRTA) is a comprehension strategy that guides students in asking questions about a text, making predictions, and then reading to confirm or refute their predictions. The DRTA process encourages students to be active and thoughtful readers, enhancing their comprehension, Tankersley (2005:6) states that the DRTA extends reading to higher order though processes and provides teachers with a great deal about each student's idea , though processes prior knowledge and thinking skill.

Almasi (2003:23) stated that the goal for using the directed reading thinking activity make is to foster students' independence when reading. It

engages students in an active process where they must use their reasoning abilities and their own ideas. The directed reading thinking activity was designed based on the following steps:

- 1) Developing readiness to read the selection. 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, 2006:34).
- 3) Comprehension check.

The silent reading of the selection is also followed by a discussion of the material read. The aim of the 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) Rereading the selection for purposes specified by the teacher. Rereading for specific purposes was done either silently or orally; however, the purpose was different from the purpose 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 DRTA

According to Anderson and Krathwohl (2001), there are six levels within the cognitive domain are from lower to higher: knowledge, comprehension, application, analysis, synthesis, and evaluation.

When students use their higher order thinking skills that means they understand, they can find connections between many facts, they can manipulate them, and put them together in new ways. Most importantly they can apply them to find new solutions to problems. Students with poor reading comprehension skills may be able to answer concrete questions or bring to mind details. They can usually name characters or places. But they may have a difficult time summarizing information, or comparing one story to another, or using new information to reach new conclusions. Making inferences, identifying the big picture or moral of a story, distinguishing opinions from facts, or finding biases

are also skills very difficult .if not impossible for the reader with poor reading comprehension skills.

We have already known that one of the goals of reading is to make new connections to our life and world. Readers who can use higher order thinking not only show knowledge and understanding of the text, they can put the information in new contexts and form relations between ideas. Good reading comprehension skills do more than allow students to make sense of what they read. By using higher order thinking skills they can use new information to make help make sense of their world through analysis, synthesis, and evaluation.

The writer thinks that in improving reading comprehension the readers not only able to comprehend or graphs the meaning from the text but they able to connect some idea from their prior knowledge or their experience so their prediction and imagination work well. After making prediction the reader will analyze and evaluate their prediction and make a judgment based on the prediction of the reader made. The good reader is the good thinkers, so in during process of reading the reader has to think actively to search some information related to the context.

- 1) Knowledge.** Knowledge is defined as the identification of previously learned material. This may involve the recall of a wide range of material, from specific facts to complete theories, but all that is required is the bringing to mind of the appropriate information. Knowledge represents the lowest level of learning outcomes in the cognitive domain.

2) Comprehension. Comprehension is defined as the ability to grasp the meaning of material. This may be shown by translating material from one form to another (words to numbers), by interpreting material (explaining or summarizing), and by estimating future trends (predicting consequences or effects). These learning outcomes go one step beyond the simple remembering of material, and represent the lowest level of understanding.

3) Application. Application refers to the capability to use learned material in new and real situations. This may include the application of such things as rules, methods, concepts, principles, laws, and theories. Learning outcomes in this area require a higher level of understanding than those under comprehension.

4) Analysis. Analysis refers to the ability to „break down“ material into its component parts so that its organizational structure may be understood. This may include the identification of the parts, analysis of the relationships between parts, and recognition of the organizational principles involved. In DRTA strategy, it refers to the ability of students to infer something from the text.

5) Synthesis. Synthesis refers to the ability to put parts together to form a new whole. This may involve the production of a unique communication (theme or speech), a plan of operations (research proposal), or a set of abstract relations (scheme for classifying

information). Learning outcomes in this area stress creative behaviors, with major emphasis on the formulation of *new* patterns of structures.

6) Evaluation. Evaluation is concerned with the ability to judge the value of material (statement, novel, poem, research report) for a given purpose.

c. Teaching Procedures of DRTA

According to Burns et.al. (1984: 313) 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 has student volunteers 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 follows;

- 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 thought-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

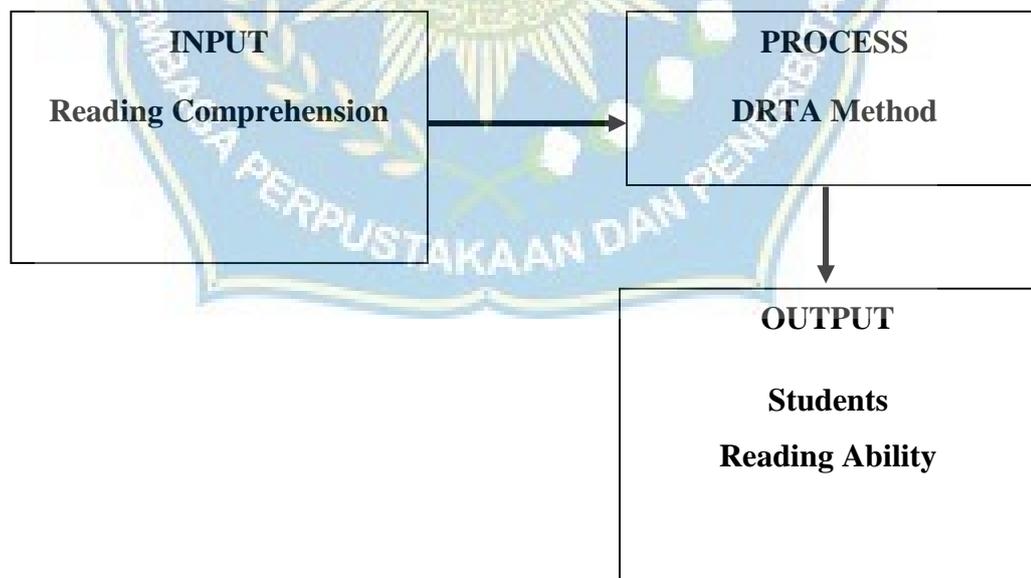
happen next?” and “Why do you say that?” In fiction, these points often occur just after a problem is introduced, and your students can predict possible solutions, using their knowledge of story grammar.

- 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, form 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 predictions 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 predictions 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.

C. Conceptual Framework

The conceptual framework underlying this research is given in the following picture:



There are three variables above are classified as follows:

1. Input : This refers to the technique applied in building up the ability of the students where, there is some of English Direct Reading Thinking Activity (DRTA) Method select for the research in this case.
2. Process: Process refers to the speaking activities implement in a classroom. Along the process, the teacher gives some topics from different aids in a class.
3. Output: It refers to the active participation and understading of the students in reading comprehension.

D. Hypothesis

This research presents the following hypotheses:

1. The Null Hypothesis (H_0)
There is no significant difference between the mean score of the pre-test and post-test of the students to develop reading comprehension through DRTA Method
2. The Alternative Hypothesis (H_1)
There is significant difference between the mean score of the pre-test and post-test of the students to develop reading comprehension through DRTA Method

CHAPTER III

RESEARCH METHODOLOGY

This chapter deals with research design, variables and their operational definition, population and sample, data collecting procedure, and techniques of data analysis.

A. Design of Research

The design was pre-experimental design with pre-test and post-test design. a single group was measured or observed not only after being exposed to a treatment of some sort, but also before. The comparison between the pretest and post-test score depended on the success of the treatment. The design was:

Pre-test	Treatment	Post-test
O1	X1	O2

(Subana, 2005:99)

Notes:

O1 = The result of the students' pre-test

X = The treatment

O2 = The result of the students' post-test

B. Research Variable and Indicator

1. Research Variable

This research consisted of two variables, dependent variable and independent variable. The dependent variable was the students' reading comprehension and independent variable was Directed reading thinking activity Method.

2 Indicator

The indicator of the research was literal reading comprehension.

C. Population and sample

1. Population

According to Arikunto: 2006, population was the total of the research subject. The population also mean as objective to get and to collect the data. The population of this research was the students of Tenth Grade at SMA PGRI Galesong that consists of two classes and the total number of the population were 48 students

2. Sample

Sample was most of or representatives of the population who were researched. (Arikunto, 2006). The researcher used cluster random sampling in which one of the four classes, It was called as cluster random sampling because the two classes of students of the eleventh grade wass homogenly categories and the researcher took one class randomly. Each class consisted of 24 students. Therefore, the sample consisted of 24 students.

D. Instrument of the Research

The test was divided into 2 categories namely pre-test and post-test. Both pre-test and post-test had the same questions. Kind of the test was multiple choices form in which students are asked to select one answer only from five options. The total numbers of questions were 20 items. Pre-test was given to check the students' proficiency in reading comprehension before the implementation of DRTA and post-test after the implementation of DRTA. The test was given to measure the students' comprehension toward the material, through DRTA strategy.

E. Procedure of Data Collection

The procedure of collecting data was presented in chronological order as follows:

1. Pre-test

Pre-test aimed to measure the students' prior knowledge in reading proficiency. The reading comprehension test consisted of 20 questions.

2. Implementation of DRTA

Before using this strategy with students, a classroom climate was created to make students feel free to stated their ideas and share their thinking. This was especially necessary to students who were not risk-takers. Because these students wanted to be corrected the first time they answer a question, DRTA could be a challenging for them. The steps of giving the treatment by using DRTA as in the following:

- a) As an introductory lesson to DRTA, a reading passage was selected and several appropriate stopping points within it were determined for students to make, verify, or modify predictions. Sticky notes were used to mark students' copies of the text in advance to prevent students from reading too far ahead.
- b) When this strategy was used, students' thinking was guided using questions. Pose open-ended questions, and students are encouraged to state their predictions, valuing and supporting all ideas. After a few seconds, a question was asked to allow students to process the information and form a prediction.
- c) At the beginning of the lesson, the title of the book or passage was written on the whiteboard. Ask students, "Given this title, what do you think the passage will be about?" Accepted and recorded all predictions on the transparency or chalkboard. Ask students, "Why do you think that?" to encouraged them to justify their responses and activate prior knowledge.
- d) Preview the illustrations. Asked students to revise their predictions based on this new information. Made changes to the predictions on the whiteboard.
- e) Students read silently. Stopped them after the first section of the passage, and lead a class discussion to verify or modify predictions. Asked students to cite the text which caused them to confirm or change a prediction. Asked students, "What in the passage makes you think

that? Can you prove it?" Make changes to the predictions on the transparency or chalkboard.

- f) This process was repeated until students have read each section of the passage. As them to verify or modify the predictions made at the beginning of the lesson.
- g) Then, in small groups, students could discuss their predictions and share their thinking processes. Next ask students to write summary statements about how their predictions compare to the passage.

3. Post-test

Administering the post-tests was similar to the procedures follow in pre-tests by the teacher to all students. The post-test ran within 90 minutes.

F. Technique of Data Analysis

For analyzing the data, the researcher used techniques as follows:

- To know the mean score of the students achievement by using the formula

$$\frac{\text{Total Correct Answer}}{\text{Total Number of Item}} \times 100$$

*Each question is worth 1 point each

Classified the students score which falls into five rubrics

Score	comprehension	
81-100	Very good	Understanding of the text, includes more than necessary
61-80	Good	Understanding of the text, may include a few than necessary
41-60	Fair	Understanding of the text, includes

		essential key details
21-40	Poor	Understanding of the text, leaves out some of the key details
0-20	Very poor	Understanding of the text, key details are missing

(Nunan, et al.1991:19)

2. To know the percentage of the score by using the following formula

$$\frac{F}{N} \times 100$$

Where: F : Cumulative Frequency

N : The total number of subject

3. To know the significant of differences between the score of the pre-test and the post test the writer calculated the value of t test by using the following formula:

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

Where:

T = Test of significant differences

D = The differences between two scores compared

\bar{D} = The mean of different scores

D = The sum of D scores

(D)² = The square of D score

N = The total number of students

(Gay: 1981)

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher presents findings of the research and discussions. Finding consists of the result of the students' literal reading comprehension before and after applies DRTA Method. The discussion of the research covers further explanation of the findings.

A. Findings

In findings section, there were several sections that would be explored. They are pretest results and post test results. The finding of the research deals with the scoring classification of the students' pretest and posttest, hypotheses testing of paired sample containing mean score, and t-test of significance these findings are described as follows:

1. Score Distribution of Pre-test

In pretest, the students got 20 questions of reading comprehension in multiple choice form. This test distributed to identify the level of students before apply DRTA method.

The data in Table 4.1 shows the score distribution of pretest of literal reading comprehension by answering the multiple choice questions. The table showed that from 24 students and none of them got good score in the classification because they are very low in reading comprehension. The data was presented in table below:

Table 4.1

The percentage score of pre-test

Criteria	Score	Frequency	Percentage
Very good	81-100	0	0%
Good	61-80	0	0%
Fair	41-60	11	45.84 %
Poor	21-40	12	50.00 %
Very poor	0-20	1	4.16 %
Total		24	100 %

Data above showed that there was 11 students got fair score, 12 students got poor score, and 1 student got very poor score. Most of them only answer 8 until 10 questions correctly or they only got score 40-50. The chart below show their percentage and frequency of pretest.

Chart 4.1: Rate Percentage and Frequency in Pretest of the literal reading comprehension



2. Score distribution of Posttest

In posttest, the students were given similar question with pretest, that was 20 questions of reading comprehension in multiple choice form. This test was delivered to identify the students' level after applied DRTA method.

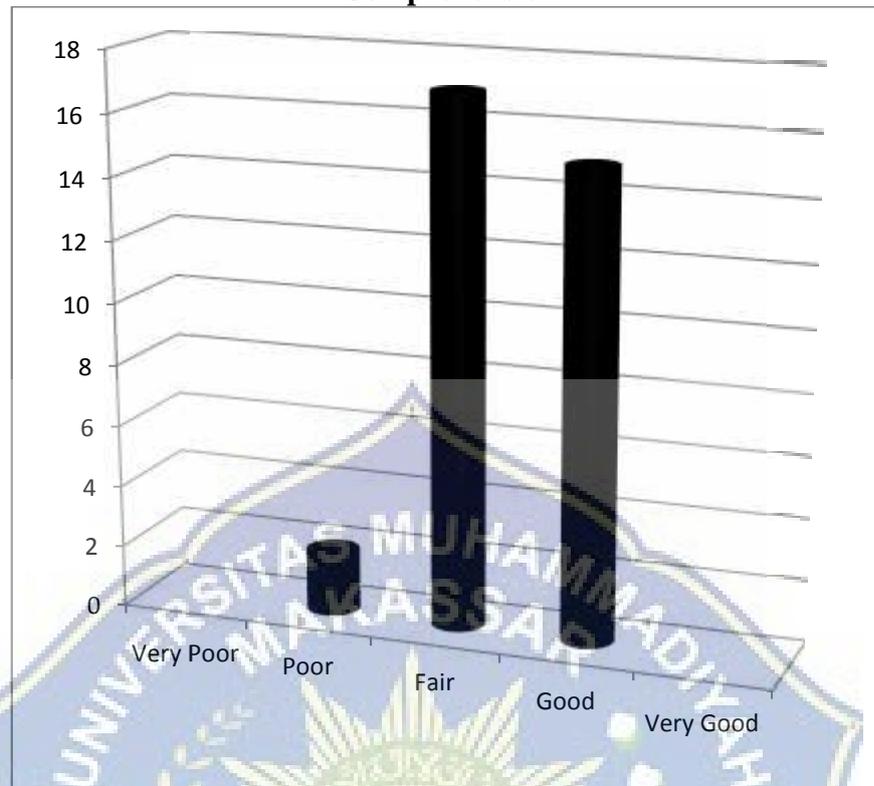
The data in Table 4.2 shows the students' score of literal reading comprehension gained from posttest. There were variant score on the table of the students' posttest. The data was presented in table 4.2 below:

Table 4.2
The percentage score of pre-test

Criteria	Score	Frequency	Percentage
Very good	81-100	0	0%
Good	61-80	5	20.83%
Fair	41-60	17	70.83%
Poor	21-40	2	8.34%
Very poor	0-20	0	0%
Total		24	100 %

The table showed that from 24 students, in the classification showed that the students can improve their ability in reading comprehension. There were 5 students (20.83 %) classified into good, 17 students (70.83%) were classified into fair, and 2 students were classified into poor (8.34%). The chart below shows the students score of posttest:

Chart 4.2: Rate Percentage and Frequency in Posttest of Reading Comprehension



3. The Improvement of Students' Literal Reading Comprehension

To know whether DRTA Method can improve the students' ability in reading comprehension, the researcher has calculated the students' score of pretest and posttest by using percentage formulation (P).

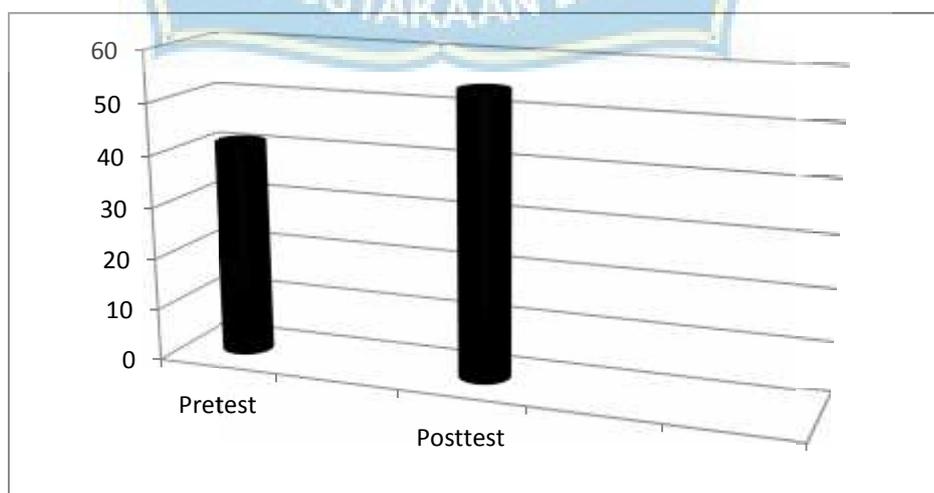
The improvement of students' Literal Reading Comprehension through the Directed Reading Thinking Activity (DRTA) Method Technique in Tenth Grade Students' of SMA PGRI Galesong can be seen clearly based on the following table:

Table 4.3
The Improvement of Students' Literal Reading Comprehension

No	Indicator	Mean Score		Improvement (%)
		Pre-Test	Post-Test	
1	Literal reading comprehension	41.46	54.38	31.16%

The data above showed that students' score of pretest and posttest have an improvement in which students' mean score of pretest was only 41.46 and students' mean score of posttest was 54.38. The improvement of Literal Reading Comprehension between pre-test and post-test is 31.16 %, it showed that the Directed Reading Thinking Activity can improve the students ability in literal reading comprehension.

Chart 4.3: The Improvement of Students' Literal Reading Comprehension



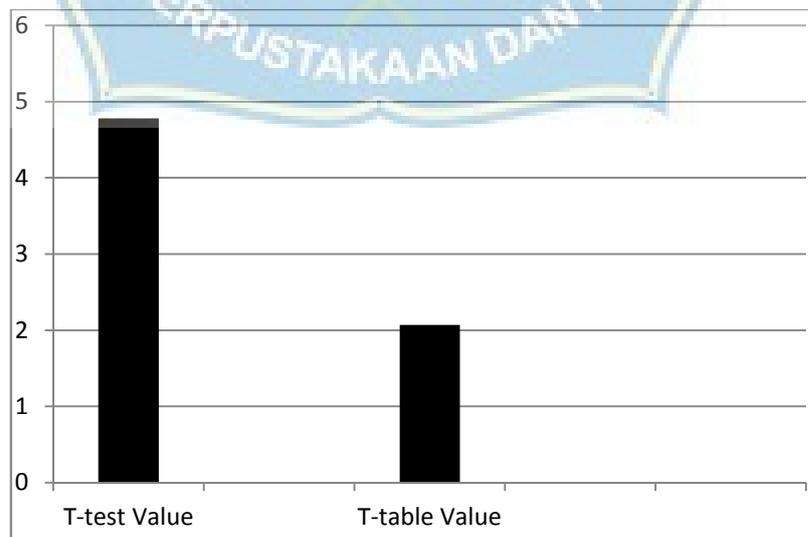
To know the level of significance value of the pre-test and post-test, the researcher used t-test analysis on the level of significance (p) = 0.05 with the degree of freedom (df) = $N-1$, where N = Number of subject (24 students) then the value of t-table is 2.068658. The following table shows the result of t-test calculation:

Table 4.4
The T-test of Students' Improvement

Component	t-test value	t-table value
Reading Comprehension	4.78	2.068658

The Table 4.4 above shows that t-test value for reading comprehension was higher than t-table $8.0 > 2.068658$. It means that there is significant difference between the students' reading comprehension in the class before and after using DRTA Method.

Chart 4.6: The T-test of Students' Improvement



The Hypothesis was needed to find out whether the hypothesis was accepted or rejected. If the result of t-test was lower than t-table' value, the null hypothesis (H0) will be rejected, and if the result of t-test was higher than the t-table' value, the alternative hypothesis (H1) will be accepted.

In order to find out the degree of freedom (df), the researcher used the following formula:

$$df = n-1$$

$$df = 24-1$$

$$df = 23$$

For the level of significance (p) = 0.05 and $df = 23$, the value of the t-table = 2.068658. The result t-test value of the reading comprehension 4.78 > 2.068658.

The Null Hypothesis (H0) is rejected and the Alternative Hypothesis is accepted (H1) where the t-test value of Reading comprehension Ability 4.78 were higher than t-table 2.068658. Therefore, there was a significant difference between the result of the students' pretest and posttest in reading comprehension through DRTA Method.

B. DISCUSSION

Reading Comprehension is a process in which information from the text and the knowledge possessed by the reader act together to construct meaning. Comprehension is the ability to decode printed text and recognize and understand words. Word recognition is a foundation of reading. After pre-test, the researcher was gave treatment by using Directed Reading Thinking Activity. The last

meeting, the students' was given a post-test, it is like the students read a text that has been provided by the researcher and making prediction about what they will read about in the text. According to Harmer (1998:70-71), Reading is extremely active activity. To do it successfully, we have to understand what the words mean and understand the arguments. If students do not do these things then we only scratch the surface of the text and we quickly forget it. This research showed that the use of DRTA strategy can make the students improved their reading comprehension ability especially to make the students be active and it helps strengthen reading and critical thinking skills.

1. Students' score of literal reading comprehension in pretest

In pre-test, the students are low in reading. From 24 students, none of them got good score, there were 11 students only got 'fair' with interval score 41-60, 12 students got 'poor' with interval score between 21-40 and 1 students got "very poor" with interval score between 0-21.

The data above proves that the tenth grade students of SMA PGRI Galesong are still difficult in understand about text. In pre-test the high score was 55 or only 11 correct answers from 20 questions in multiple choice form, and the lower score was 20 or only 4 correct answer. The following tables are analysis of each question in pretest:

Table 4.5

The students result analysis of question in pretest

Question number	Total students of correct answer	Frequency (%)	Total students of incorrect answer	Frequency (%)
1	9	37.50%	15	62.50
2	12	50.00%	12	50.00
3	7	29.17%	17	70.83
4	6	25.00%	18	75.00
5	12	50.00%	12	50.00
6	10	41.67%	14	58.33
7	8	33.33%	16	66.67
8	11	45.83%	13	54.17
9	10	41.67%	14	58.33
10	11	45.83%	13	54.17
11	12	50.00%	12	50.00
12	14	58.33%	10	41.67
13	13	54.17%	11	45.83
14	8	33.33%	16	66.67
15	11	45.83%	13	54.17
16	11	45.83%	13	54.17
17	5	20.83%	19	79.17
18	9	37.50%	15	62.50
19	9	37.50%	15	62.50
20	7	29.17%	17	70.83

Based on the table above, most students answer correctly at the question number 12 (58.33%) and question number 17 (79.17%) is the most of incorrect answer in the pretest.

Question number 12:

Who said the accident was caused by the car?

- a. ***The police***
- b. The victims
- c. The reporter
- d. The truck driver
- e. The bus passenger (*bold and italic option is the correct answer*)

Question number 17:

Who shared the bed with a little child?

- a. The little girl's brother and sister
- b. The little girl's classmates
- c. ***The little girl***
- d. The children of local family
- e. The little girl with her cousin (*bold and italic option is the correct answer*)

2. Students' score of literal comprehension in posttest

After treatment, the students can improve their reading comprehension ability in the term of literal comprehension. The following tables are analysis of each question in posttest:

Table 4.6
The students result analysis of question in posttest

Question number	Total students of correct answer	Frequency (%)	Total students of incorrect answer	Frequency (%)
1	15	62.50%	9	37.50%
2	14	58.33%	10	41.67%
3	14	58.33%	10	41.67%
4	9	37.50%	15	62.50%
5	16	66.67%	8	33.33%
6	12	50.00%	12	50.00%
7	15	62.50%	9	37.50%
8	15	62.50%	9	37.50%
9	12	50.00%	12	50.00%
10	13	54.17%	11	45.83%
11	13	54.17%	11	45.83%
12	15	62.50%	9	37.50%
13	14	58.33%	10	41.67%
14	11	45.83%	13	54.17%
15	13	54.17%	11	45.83%
16	15	62.50%	9	37.50%
17	11	45.83%	13	54.17%
18	11	45.83%	13	54.17%
19	11	45.83%	13	54.17%
20	11	45.83%	13	54.17%

Based on the table above, most students answer correctly at the question number 5 (66.67%) and question number 4 (62.50%) is the most of incorrect answer in the pretest. The examples of the question which most students answer correct and incorrect are as follows:

Question number 5:

What is the communicative purpose of the text?

- a. to present two points of views about Paris
- b. to explain Paris, the capital city of France**
- c. to describe Paris
- d. to retell Paris, the capital of France
- e. to persuade the readers to go to Paris, the capital of France

(bold and italic option is the correct answer)

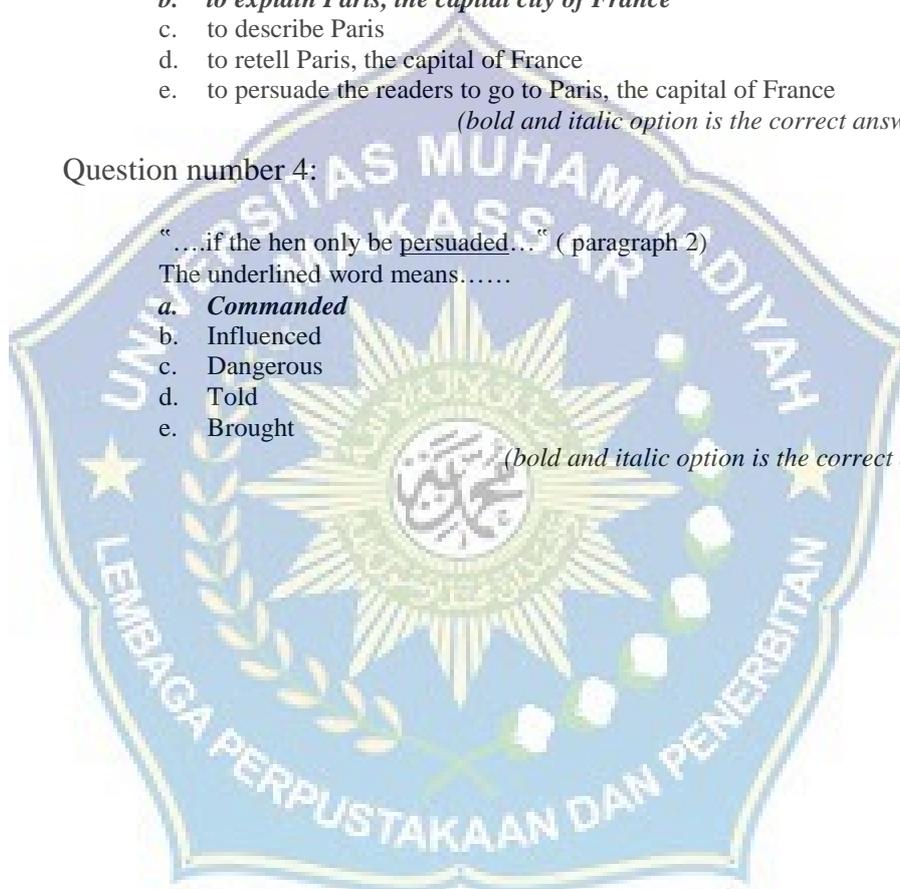
Question number 4:

"...if the hen only be persuaded..." (paragraph 2)

The underlined word means.....

- a. Commanded**
- b. Influenced
- c. Dangerous
- d. Told
- e. Brought

(bold and italic option is the correct answer)



CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the research findings and discussion of the research result, it can be concluded that the Directed Reading Thinking Activity (DRTA) Method can improve the students reading comprehension in the tenth grade of SMA PGRI Galesong. Reading comprehension in pre- test, the students have means score 41.46 and in the post- test have 54.38, in which there are 31.16 % improvements of Reading Comprehension after using this method.

B. SUGGESTIONS

Based on the data analysis and conclusion, the researcher proposed some suggestion as follows:

1. Firstly, to the future researchers, it is suggested that this study could be a reference to conduct other research on the same field. Future researchers may use true experimental research design to know whether or not the use of Simulation Technique is effective in improving students' abilities in other genres of reading comprehension.
2. Secondly, to the readers who want to take advantage of the use of Directed Reading Activity Method such as Senior High School Students. They may use this method in order they can enrich their technique to enhance their reading skills.

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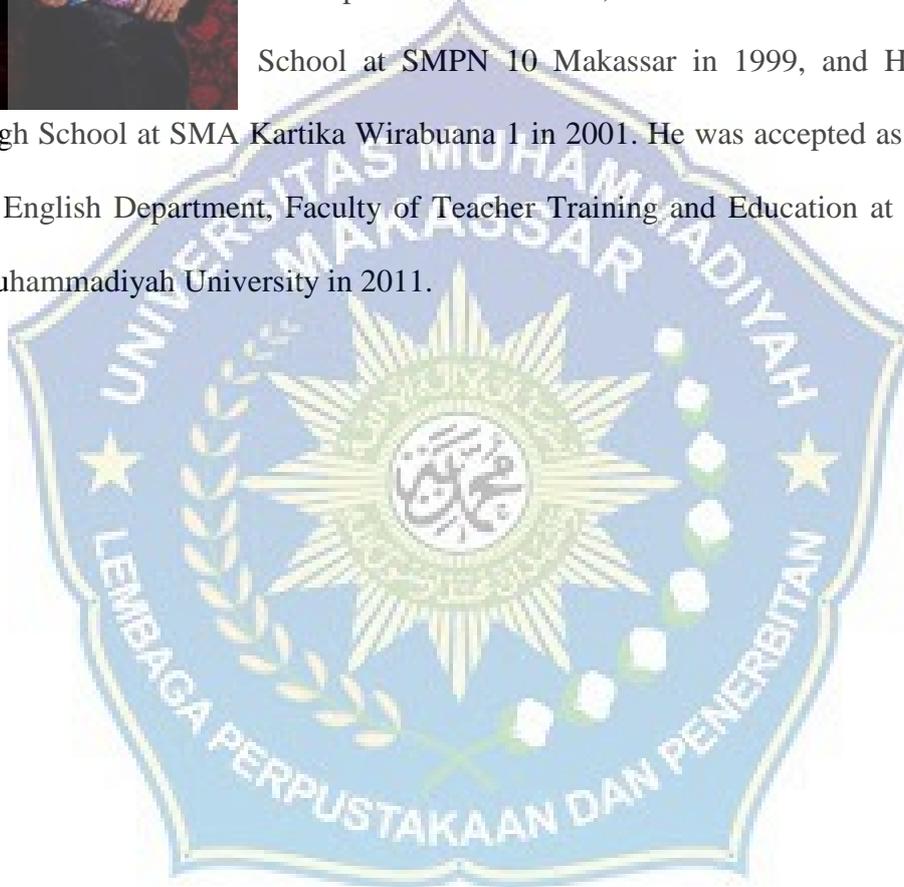
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CURRICULUM VITAE



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APPENDIX A
PRE-TEST/POST-TEST INSTRUMENT

The text 1 is for question 1 to 4

The hen with the silver eggs

One day, in an Arabian city, a woman went to the market and bought a beautiful hen.

A few days later to her surprise the hen she bought laid a silver egg. If the hen could only be persuaded to lay more than one egg each day, the woman was sure she would never have to work again.

So the woman decided to make the hen eat more, so that it could lay more eggs. But the only result was that the hen died of indigestion and did not lay more eggs at all.

Source:

Developing English Competencies X

Textbook

1. Paragraph 3 mostly discusses about.....
 - a. The hen's eggs
 - b. What the woman did to her hen
 - c. What the hen did for the woman
 - d. What the hen eat to lay more eggs
 - e. Why the woman wanted to get more eggs
2. The hen died because it.....
 - a. Ate nothing
 - b. Ate too much
 - c. Laid more eggs
 - d. Was badly injured
 - e. Was forced to lay eggs
3. From the text we may conclude that the woman was.....
 - a. Active

- b. Miserly
 - c. Furious
 - d. Dangerous
 - e. Greedy
4. „“ if the hen only be persuaded...““ (paragraph 2)

The underlined word means.....

- a. Commanded
- b. Influenced
- c. Dangerous
- d. Told
- e. Brought

Text 2 is for question 5 to 8

Paris

Paris is the capital of European nation, France. It is also one of the most beautiful and most famous cities in the world.

Paris called the city of light. It is also an international fashion center. What stylish women are wearing in Paris will be worn by women all over the world. Paris is also famous for its world center of education. For instance, it is headquarters of UNESCO, the United Nations Educational, scientific and cultural organization.

The Seine Rivers divides the city into two parts. Thirty- two bridges cross this scenic river. The oldest and perhaps the most well known is Pont Neuft, which was built in the sixteenth century. Sorbonne, a famous university, is located on the left bank(south side) of the river. The beautiful white church scare on the top a hill called Montmartre on the right bank (north side) of the seine.

There are many other famous place in Paris, such as the famous museum the louvre as well as the cathedral of Notre dame. However the most famous landmark in this city must be the Eiffel tower.

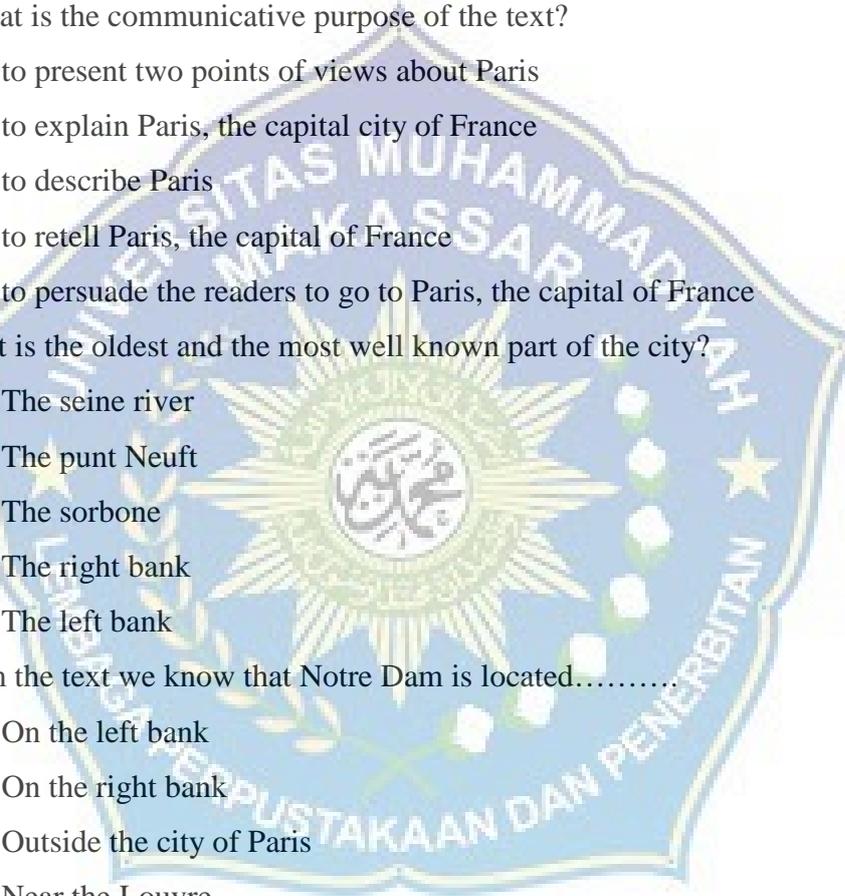
Paris is named after a group of people called the Paris. They built a small village on an island in the middle of the seine river about two thousand years ago.

This island is called Ile de la cite. It is where Notre Dame located. Today around eight million people live in Paris area.

Source:

Developing English Competencies X

Textbook

- 
5. What is the communicative purpose of the text?
- to present two points of views about Paris
 - to explain Paris, the capital city of France
 - to describe Paris
 - to retell Paris, the capital of France
 - to persuade the readers to go to Paris, the capital of France
6. What is the oldest and the most well known part of the city?
- The seine river
 - The punt Neuft
 - The sorbone
 - The right bank
 - The left bank
7. From the text we know that Notre Dam is located.....
- On the left bank
 - On the right bank
 - Outside the city of Paris
 - Near the Louvre
 - In the middle of the seine river.
8. The last paragraph tells about.....
- The location of Notre dam
 - Famous place in Paris
 - Paris is a central fashion
 - Paris is the city of light
 - Eifel tower in Paris

The text 3 is for question 9 to 12

Seven people were killed in a collision between a bus, a car, and a truck on Jalan Sultan at 10.35 p.m. last night. The dead were all passenger of the car. The police believe the car had been trying to overtake the bus when it was struck coming from the opposite direction. The driver of the car might not be using his lights, as the truck driver said he did not see the car approaching.

The police said the car should not have tried to pass the buss, since overtaking is not allowed on Jalan sultan. In addition, the police reported that the car, a small Japanese car, should not have been carrying more than five people. If passenger had brought their identity cards, the police would have identified the names of the victims easily.

Source:

Developing English Competencies X

Textbook

9. The text mainly reports that there was/were.....
 - a. A car accident
 - b. Careless drivers
 - c. A small Japanese car
 - d. Victims of an accident
 - e. The function of an identity cards
10. What was the cause of the collision?
 - a. The truck came from the opposite direction
 - b. The car carried more than five people
 - c. The truck driver didn't use his lights
 - d. The truck drivers didn't see the car
 - e. The car tried to overtake the bus
11. "if the passenger had brought their identity cards, the police would have been easy to identify the name of victims'", the sentence means....
 - a. The victims' names were not known

- b. The victims were easy to be identified
- c. The passengers brought their identity cards
- d. The police had no difficulty in identifying the victims
- e. It was easy for the police to identify the victims of accident

12. Who said the accident was caused by the car?

- a. The police
- b. The victims
- c. The reporter
- d. The truck driver
- e. The bus passenger

The text 4 is for question 13 to 15

Cap seller

Once, a cap seller was passing through a jungle. He was tired and needed to rest. Then, he stopped and spread a cloth under a tree. He placed his bag full of caps near him and lay down with his head.

The cap seller had a sound sleep for one hour. When he got up, the first thing he did was to look into his bag. He was started when he found all his caps were not there. He was wondering where they could have gone. Indeed, he was greatly puzzled.

When he looked up the sky, he was very surprised to see monkeys sitting on the branches of a tree, each wearing a cap on his head. They had evidently done it to imitate him.

He decided to get his caps back by making a humble request to the monkeys. In return, the monkey only made faces of him. When he began to make gestures even when he raised his fist forward them to threaten them. They also imitate him.

At last he hit upon a clever idea "monkey are great imitators," he thought so he took off his own cap and threw it down on the ground. As he had expected all the monkeys took off the caps and threw them down on the ground.

Source:

Developing English Competencies X

Textbook

13. Why was each monkey wearing a cap on his head?
- They liked them
 - They liked wearing caps
 - They were imitating the cap seller
 - They were teasing the cap seller
 - They had stolen the cap
14. What is the moral value of the text?
- Monkey are clever animals
 - Put your belonging in a safe place
 - Kindness must be possessed by everyone
 - Foolishness is source of faulty
 - You have to know who are talking to.
15. Which statement is not true about the text?
- Monkey are clever animals
 - The cap seller had a sound sleep for one hour
 - The cap seller imitates the monkey
 - The monkey always imitate the cap seller
 - Monkey sitting on the tree

The text 5 is question 16 to 20

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 10 th 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.

16. How long did a little girl stay in Papua?

- a. 1 day
- b. 2 days
- c. 3 days
- d. 1 week
- e. 1 month

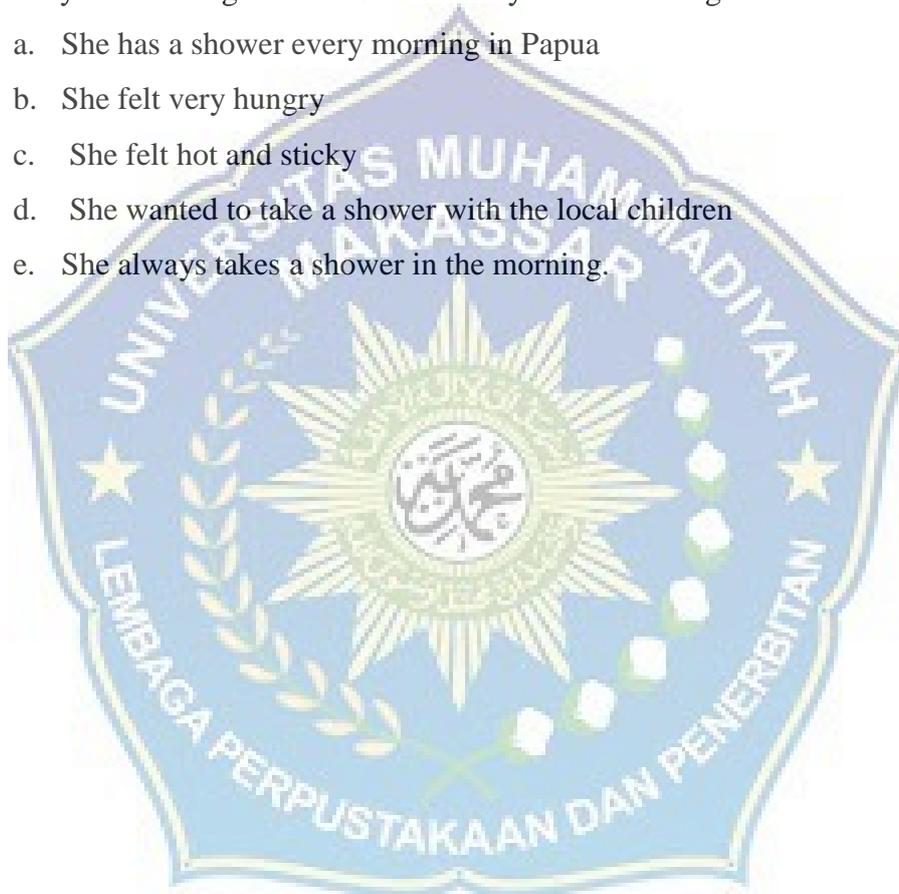
17. Who shared the bed with a little girl?

- 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

18. Which of the following is not correct?

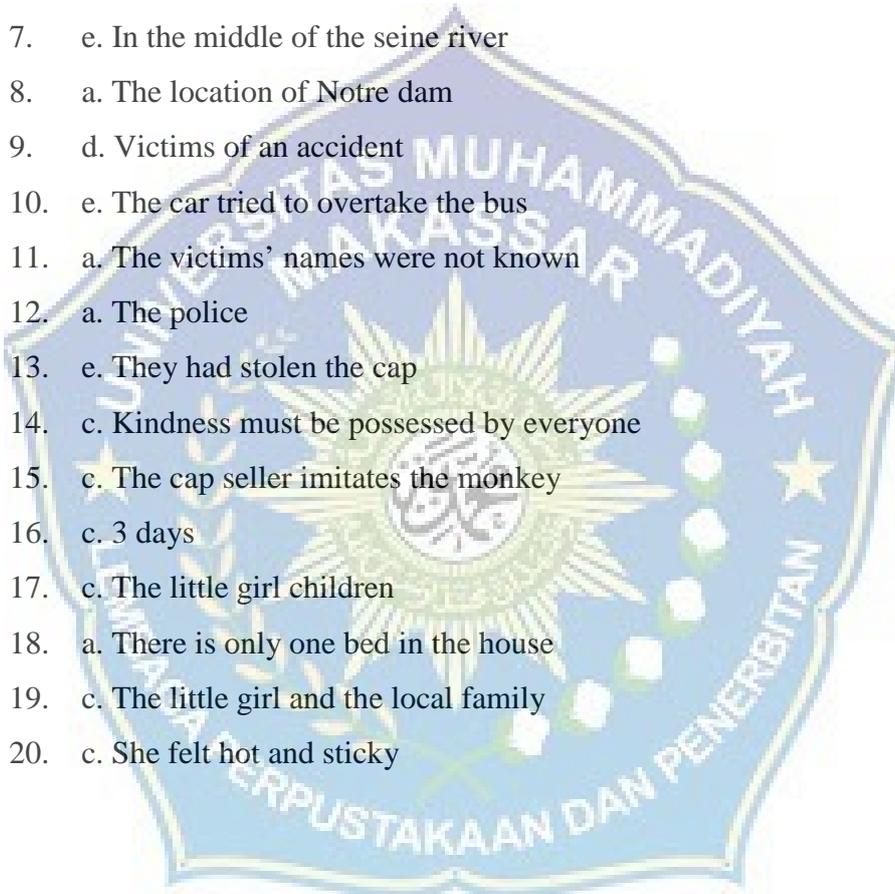
- a. There is only one bed in the house
- b. There is only bedroom in the house
- c. The house is small and dark
- d. The little girl did not sleep well
- e. The house is very crowded

19. 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
20. 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.



Answer keys

1. b. What the woman did to her hen
2. b. Ate too much
3. e. Greedy
4. a. Commanded
5. b. to explain Paris, the capital city of France
6. b. The punt Neuft
7. e. In the middle of the seine river
8. a. The location of Notre dam
9. d. Victims of an accident
10. e. The car tried to overtake the bus
11. a. The victims' names were not known
12. a. The police
13. e. They had stolen the cap
14. c. Kindness must be possessed by everyone
15. c. The cap seller imitates the monkey
16. c. 3 days
17. c. The little girl children
18. a. There is only one bed in the house
19. c. The little girl and the local family
20. c. She felt hot and sticky



APPENDIX B
The Students' Total Score in Pre-test
Score of the Literal Reading Comprehension

No	Respondents	The Students' Answer Result			
		Total Questions	Correct Answers	Scores	Criteria
1	RKW	20	10	50	Fair
2	HRA	20	8	40	Poor
3	AJN	20	11	55	Fair
4	IWT	20	9	45	Fair
5	HDN	20	7	35	Poor
6	NFK	20	8	40	Poor
7	MML	20	5	25	Poor
8	STY	20	9	45	Fair
9	FHD	20	10	50	Fair
10	HLD	20	11	55	Fair
11	WNT	20	8	40	Poor
12	WNA	20	9	45	Fair
13	RHL	20	8	40	Poor
14	MHJ	20	9	45	Fair
15	ISM	20	11	55	Fair
16	MHG	20	7	35	Poor
17	NFR	20	9	45	Fair
18	ADR	20	8	40	Poor
19	AA Y	20	4	20	Very Poor
20	MLD	20	7	35	Poor
21	AND	20	8	40	Poor
22	MHR	20	7	35	Poor
23	MHH	20	7	35	Poor
24	ADK	20	9	45	Fair
	Total			995	

APPENDIX C
The Students' Total Score in Post-test
Score of the Literal Reading Comprehension

No	Respondents	The Students' Answer Result			
		Total Questions	Correct Answers	Scores	Criteria
1	RKW	20	13	65	Good
2	HRA	20	11	55	Fair
3	AJN	20	13	65	Good
4	IWT	20	12	60	Fair
5	HDN	20	10	50	Fair
6	NFK	20	10	50	Fair
7	MML	20	8	40	Poor
8	STY	20	10	50	Fair
9	FHD	20	13	65	Good
10	HLD	20	14	70	Good
11	WNT	20	11	55	Fair
12	WNA	20	11	55	Fair
13	RHL	20	10	50	Fair
14	MHJ	20	11	55	Fair
15	ISM	20	16	80	Good
16	MHG	20	9	45	Fair
17	NFR	20	11	55	Fair
18	ADR	20	10	50	Fair
19	AAV	20	8	40	Poor
20	MLD	20	9	45	Fair
21	AND	20	10	50	Fair
22	MHR	20	10	50	Fair
23	MHH	20	9	45	Fair
24	ADK	20	12	60	Fair
	Total			1305	

APPENDIX D

The Students' Mean Score and Percentage in Pre-test and Post-test

➤ **Listening Comprehension (Final Score):**

1. Mean score of the students' Listening Comprehension in pre-test

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

$$\bar{X} = \frac{995}{24} = 41.46$$

2. Mean score of the students' Listening Comprehension in post-test

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

$$\bar{X} = \frac{1305}{24} = 54.38$$

3. The percentage of the students' improvement in Listening Comprehension

(Final score)

$$P = \frac{x_2 - x_1}{x_1} 100\%$$

$$= \frac{54.38 - 41.46}{41.46} \times 100\%$$

$$= \frac{12.92}{41.46} \times 100\%$$

$$= 31.16\%$$