

**THE USE OF DIRECT READING THINKING ACTIVITY (DRTA) TO  
IMPROVE STUDENTS' NARRATIVE TEXT READING  
COMPREHENSION AT THE IX GRADE OF MTs ALKHAIRAAT  
ALINDAU**



**A THESIS**

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English Tadris Department Teacher Training and Tarbiyah Faculty  
at the State Islamic University Datokarama Palu*

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**2023**

## **STATEMENT OF THESIS AUTHENTICITY**

With the realization of the author who signed below, stated below that this thesis entitled “ THE USE OF DIRECT READING THINKING ACTIVITY (DRTA) TO STUDENTS’ NARRATIVE TEXT READING COMPREHENSION AT THE IX GRADE OF MTs ALKHAIRAAT ALINDAU” True is the work of the researcher him self and if later proved that the work is a duplicate, imitation and plagiarism of the work of others either partially or entirely then this thesis and the title obtained can be canceled legally.

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The Researcher

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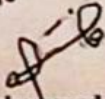
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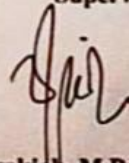
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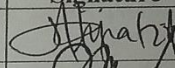
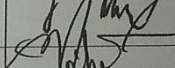
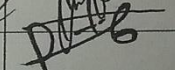
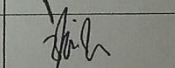
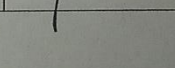
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## LEGALIZATION

### LEGALIZATION

A thesis by **Moh.Fadil**, NIM. 18.1.16.0093 entitled “**The Use of Direct Reading Thinking Activity (DRTA) to Improve Students’ Narrative Text Reading Comprehension at the IX Grade of MTs Alkhairaat Alindau**” which had been examined in front of the board of examiners of the Faculty of Tarbiyah and Teacher Training in State Islamic University Datokarama Palu on 8<sup>nd</sup> February 2023 has met all the criteria for a scientific paper. Therefore, it can be accepted as the requirement for obtaining bachelor degree in English Tadris Study Program.

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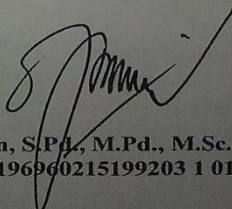
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## ABSTRACT

**Name : Moh.Fadil**  
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This skripsi is entitled The Use of Direct Reading Thinking Activity (DRTA) to improve students' Narrative Text Reading Comprehension at the IX grade of MTs Alkhairaat Alindau. The Problem statement of this research is: "Is the Direct Reading Thinking Activity (DRTA) Strategy effective to Improve Students' Narrative Text Reading Comprehension?" The aim of this research was to improve students' Narrative Text Reading Comprehension at the IX grade of MTS Alkhairaat Alindau.

The research used quantitative approach. The type of research is pre-experimental with one group pretest-posttest research design. This research consisted of the dependent variable and independent variable. The dependent variable is reading comprehension skill and the independent variable is Direct Reading Thinking Activity (DRTA) strategy.

The population and sample of this research were students of 9 grade of MTs Alkhairaat Alindau, which consisted of 27 students. The instrument used in this research was a test (pretest-posttest). Technique of data analysis used in this research was descriptive analysis, T-test, and Hypothesis testing.

Based on the results of research finding and discussion, it can be conclude that the results of the research shows that Direct Reading Thinking Activity (DRTA) strategy was suitable to be applied in IX Grade of MTs Alkahairaat Alindau. It can be seen in scores obtained by students before applying Direct Reading Thinking Activity (DRTA) strategy, namely 46.29.

The results showed that  $t_{count} > t_{table}$  or  $6.998 > 1.708$ , so it can be conclude that  $H_0$  was rejected and  $H_1$  was accepted. It means that the application of Direct Reading Thinking Activity (DRTA) strategy was effective in improving students' Narrative Text Reading Comprehension at the IX grade of MTs Alkhairaat Alindau.

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Greetings and shalawat are addressed to the Prophet Muhammad SAW, family and friends. With awareness, the researcher awares that in drafting this thesis, she needed moral support and material support from some parties. Furthermore, the researcher would say a lot of thanks to:

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## CHAPTER I

### INTRODUCTION

#### *A. Background of the problem*

English as one of the school subjects plays an important role because it is a foreign language, and an international language widely used for communication by people in most countries of the world. Furthermore, English is often used when writing scientific books, journals, or articles about knowledge and technology. Therefore, English is taught as a foreign language in Indonesia from the junior high school to university in order to be able to develop science, knowledge, technology, and to communicate with people from other countries. Learning English has many advantages as most books, articles and scientific journals are written in English. There are four skills in learning English that students need to master. It is speaking, listening, reading and writing. Special focus is given to reading.<sup>1</sup>

Reading plays an important role because reading has become a part of our daily lives. We can get a lot of knowledge, information and enjoyment from reading various printed materials such as newspapers, magazines. Therefore, being able to read the texts in any form brings many benefits in our life such as success in school, etc. Reading is one of the most important skills for students. Because students cannot only improve their vocabulary, pronunciation, grammar and knowledge, but also get some information from the text.

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<sup>1</sup> Dorothy Rubin. *A Practical Approach To Teaching Reading*. (New York: The Dryden press, 1982), 8.

Reading is a skill highly valued by both students and teachers. Students receive mostly text in their studies. Texts can be difficult or easy, depending on factors specific to the text, the relationship of the text to the reader's knowledge and skills, and the activities in which the reader is involved.<sup>2</sup>

According to school-based curriculum there are some kinds of text taught in the ninth grade of junior high school that are: procedure, narrative, and report. In this research, the researcher focused on the narrative text in several aspects of generic structure, social function, main idea, and specific information which have to comprehend by the ninth grade of junior high school in their reading comprehension.

One way to make the teaching reading effective is to encourage students to actively get involve in the learning process, and have fun in reading. This is the one of the best way to improve their reading skills. Reading can be fun if we know the strategies and the techniques. It is done for a specific reason to achieve specific purpose. Reading requires skill. Students need reading skills to reach their reading goals. To achieve the expected situation, teachers need to give the students more activities that can get their attention so that they can actively participate in the lesson. Teacher should train their students to be good readers. They need teaching method, teaching methods are the means by which the teachers attempt to bring about the desired learning.

In Junior High School, reading is not easy. In fact, students of ninth grades MTs Alkhairaat Alindau have a problem understanding the reading text. It is

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<sup>2</sup> Elizabeth S. Pang, *Teaching Reading*, (Belgium: The International Academy of Education) (IAE, 2003), 12

caused by the lack of vocabulary. Their comprehension can be seen in the way they read it. Their low comprehension indicates that they do not understand what they are reading. Students cannot answer questions based on choices, this may be due to limited vocabulary and poor memory. As soon as they read, they have to close the text after reading, but they cannot answer the questions because they cannot retain what they have just read. In reading activity, students are forced to know the implicit and explicit messages of a given texts. They have to learn to navigate unfamiliar vocabulary and grammatical structures.

To improve students reading comprehension skills and to be able to be actively engaged in learning process, the strategies used must be attractive in teaching. Teacher's creativity will look real or successful if students dare to ask questions, observe and express opinions or suggestions. If the teacher lacks creativity in developing interest in learning students, then the problems faced by students is the lack of willingness to learn and students tend to feel bored with the learning given by the teacher because the delivery of the material is not interesting in the eyes of students.

According to Yeni Rahmawati and Euis kurniati which cites the opinion of James j. Gallagher argued that "Creativity is a mental process which an individual creates new ideas or products, or existing ideas and recombines product, in a fashion that is novel to him or her."<sup>3</sup> Teacher's creativity is the ability of creating

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<sup>3</sup> Yeni Rahmawati dan Euis Kurniati, *Strategi Pengembangan Kreativitas Pada Anak*, (Jakarta:Kencana Prenada Media Group, 2010), 13.

new methods/strategies in teaching that will make students' more active and creative.<sup>4</sup>

From the explanation above, teacher's creativity is how individual is able to create new ideas or products, or existing ideas and combine them into a creation or creativity. Based on the problem, to enable students understand reading text effectively, teacher must use easier strategies when teaching reading. Hence, students can enjoy and be stimulated in learning English as a foreign language, especially in reading. One of the best ways to teaching reading is to use the *Directed Reading Thinking Activity* (DRTA) strategy.

To solve problems related to low interest in reading by students to solve their problems, prospective researchers can take action to improve reading comprehension skills using the *Directed Reading Thinking Activity* (DRTA) model. This model is very suitable to be applied in reading activities because this model aims to train students focus and think hard to understand the contents of the reading seriously. Stauffer quoted by Farida Rahim, suggests that:

“The DRTA strategy is a learning strategy in which educators motivate the effort and concentration of students by involving students intellectually and encourage students to formulate questions and hypotheses, process information, and evaluate tentative solutions”.<sup>5</sup>

This strategy is a type of where students need survey the content, ask questions, the content, and review the content of reading. The DRTA strategy focuses on students engagement with the text, because students would be predict

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<sup>4</sup> Mohammad Jauhar, *Implementasi Paiken: Dari Behavioristic Sampai Konstruktivistik*, (Jakarta: Prestasi Pustaka Publisher, 2011), 162-163.

<sup>5</sup> Rahim Farida. *Pengajaran Membaca Di Sekolah Dasar*. (Jakarta: Bumi Aksara, 2011), 47

and prove it as they read it. The text reading comprehension, students could be find the main idea in the text. So there is a greater opportunity to understand DRTA strategy and improve learning outcomes in the English language narrative material.

The reason why the researcher raise that problem related to narrative text, it is because the researcher saw that there was still a lack of students knowledge of the material where the researcher did the research.

Based on this background, in this thesis research, the title **“The Use of *Direct Reading Thinking Activity* (DRTA) to Improve Students’ Narrative Text Reading Comprehension at the IX Grade of MTs Alkhairaat Alindau”**.

### ***B. Problem Statement***

Based on the background, the researcher formulates the following problem statement,” **is the DRTA strategy effective to improve students’ narrative text reading comprehension at the IX Grade of MTs Alkhairaat Alindau”**.

### ***C. Objective and Significance of the Research***

#### **1. Objective of the Research**

Based on the above problem, the objective to be achieved in this research is: to find whether or not the DRTA Strategy is effective to improve students narrative text reading comprehension at the grade IX of MTs Alkhairaat Alindau.

#### **2. Significance of the Research**

The results of this research can provide benefits as the following:

- a. Theoretical Significance



Based on the problem formulation and research objectives, the benefits of research is theoretically, expected to increase knowledge and the foundations to improve reading understanding skills in narrative text.

b. Practical Significance

- 1) For teachers, to increase knowledge and experience regarding learning strategy that can be used in managing the learning process especially to learning reading comprehension in narrative text.
- 2) For students, to add a varied learning experience so that is can improve activity and reading understanding skills in narrative text. In addition, it can also add insight and knowledge of students.
- 3) For researchers, to develop learning English related to improve reading comprehension in narrative text.

***D. Research Outline***

To provide an initial explanation of the study, the researcher provides a description of the contents of the thesis proposal as follows:

The first chapter, “The introduction” contains information about several important things related to this research, like background of the problem, problem statement, objective and significance of the research, and outline of the content.

The second chapter, "A literature review", discusses about previous research, a review of related literature, theoretical frameworks and research hypotheses.

The third chapter, "Research methods" in this chapter contains several sub-chapters, like research design, population and sample research, research variables, operational definitions, research instrument, technique of data collection, and technique of data analysis.

The fourth chapter, "Results and Discussion" discusses about results of the research, research hypothesis, and discussion.

The fifth chapter, "Conclusion and Suggestion" discusses about the research conclusions in conducting research and suggestions from the researcher.



## CHAPTER II

### LITERATURE REVIEW

#### *A. Previous Research*

In this part, the researcher would explore the findings of previous research. There are some previous findings of some researchers that have relation to this research as follow:

Eva Septi Mauliddyana on her research entitled “The effect of the implementation of Direct Reading Thinking Activity (DRTA) Strategy towards Reading Comprehension Fairytales Skills on Students in Fifth Grade”. In this research, she used Quasi Experimental research design. The posttest results showed that the average reading comprehension skills of students using the DRTA strategy (experimental class) was higher than the average reading comprehension skills of students taught using conventional learning (control class). Because the significance value is  $0.003 < \alpha = 0.05$ , then  $H_0$  is rejected. This proves that the implementation of the DRTA strategy affects the reading comprehension skills of fairytales in even semester fifth grade students at Putra Jaya Elementary School, Depok.<sup>1</sup>

Ephin Tiara Widya on her research entitled “The Effectiveness of Implementation of the Direct Reading Thinking Activity (DRTA) Strategy in Learning Reading Comprehension for Class VIII Students’ of SMP Budya Wacana Yogyakarta Academic Year 2017/2018”. In this research, she used Quasi Experimental research design. The posttest results showed that the average

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<sup>1</sup> Eva Septi Mauliddyana, “*Pengaruh Penerapan Strategi Direct Reading Thinking Activity (DRTA) terhadap Keterampilan Membaca Pemahaman Dongeng pada Siswa Kelas V SD Putra Jaya Depok Tahun Pelajaran 2013/2014*”, (2014), 72.

reading comprehension skills of students using the DRTA strategy (experimental class) was higher than the average reading comprehension skills of students' taught using conventional learning (Control class). Because the significance value is  $0.000 < \alpha = 0.05$ ,  $H_0$  is rejected. This proves that the implementation of the DRTA strategy has an effect on the reading comprehension skills of VIII class students' at SMP Budya Wacana Yogyakarta.<sup>2</sup>

I' anatut Tolibin on her research entitled "The Effect of Using The Direct Reading Thinking Activity (DRTA) Strategy on Reading Comprehension Ability in Class V Students' MIS Sidorejo Academic Year 2013/2014". In this research, she used Quasi Experimental research design. The test results show that the results obtained by the experimental class are better than the control class. This proves that the ability to reading comprehension using the Direct Reading Thinking Activity (DRTA) strategy gives better scores than the ability to reading comprehension using the lecture method.<sup>3</sup>

Based on previous research, the researcher finds similarities and differences between previous studies and these studies. This research has similarities that lies in the strategy used, namely Direct Reading Thinking Activity (DRTA) strategy. The difference lies in the research method. Where, the previous research used quasi experimental research method, while in this research it used Pre-Experimental research method, then this research is not assisted by media,

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<sup>2</sup> Ephin Tiara Widya, "*Efektivitas Implementasi Strategi Direct Reading Thinking Activity (DRTA) dalam Pembelajaran Membaca Pemahaman Siswa Kelas VIII SMP Budya Wacana Yogyakarta Tahun Ajaran 2017/2018*", (2018), 91.

<sup>3</sup> I' anatut Tolibin, "*Pengaruh Penggunaan Strategi Direct Reading Thinking Activity (DRTA) Terhadap Kemampuan Membaca Pemahaman Pada Siswa Kelas V MIS Sidorejo Tahun Ajaran 2013/2014*", (2014), 72.

while in this research is assisted by media, namely picture media and the previous research studied the fifth grade of elementary school, while this research studied at the ninth grade of junior high school or MTS. Based on the explanation above, researcher applied Directed Reading Thinking Activity (DRTA) strategy to improve reading skill of ninth grade students of MTs Alkhairaat Alindau.

### ***B. Review of the Related Literatures***

This section will discuss the important concept of this research, as follows:

#### **1. Reading**

##### **a. Definition of Reading**

Reading is translating symbols into sounds combined with words, arranged so that we can learn to understand them and we can catalog them.<sup>4</sup>

In another sense, reading is an activity of perceiving, analyzing, and interpreting what the reader does to forward a message from the author in the written media.

The understanding of reading according to experts is different. One of them according to “Yunus, that reading is an activity in order to obtain the information conveyed in the reading material. Reading products are result of the reading process, namely understanding the contents of the reading.”<sup>5</sup>

Based on some of the definitions above, it can be concluded that reading is an activity to obtain information from written materials. When someone reads, it will give birth to the reader’s understanding of the author’s ideas. Therefore,

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<sup>4</sup> Isah Cahyani, *Pembelajaran Bahasa Indonesia* (Jakarta: Direktorat Jenderal Pendidikan Islam Kementrian Agama Republik Indonesia, 2009), Cet. I, 95.

<sup>5</sup> Yunus, Abidin, *Reading Learning based On Character Education*, Bandung: PT Refika Aditama, (2012), 148.

reading is not only voicing written material and following line by line, but trying to get message, mandate, and meaning conveyed the author through the reading media as a whole and thoroughly.

b. Purposes of Reading

According to Farida Rahim, there are nine purposes of reading, namely as follows:<sup>6</sup>

- 1) Enjoyment
- 2) Improve reading aloud
- 3) Using certain strategies
- 4) Updating knowledge about a topic
- 5) Relate new information to already know information
- 6) Obtaining information for oral and written reports
- 7) Confirm or reject predictions
- 8) Learn about text structure
- 9) Answer specific questions.

c. Factors that Affecting the Ability to Read

Somadoyo, revealed that the factors that influence the level of reading comprehension ability that can be achieved by students and the development of reading interest depend on the factors of the student concerned, family, culture, and the school situation.<sup>7</sup>

According to Lamb and Arnold (in Farida Rahim) Factors that affect the ability to read include:

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<sup>6</sup> Rahim Farida, *Pengajaran Membaca di Sekolah Dasar*, Jakarta: Bumi Aksara, (2008). 8

<sup>7</sup> Somadoyo, Samsu., *Strategi dan Teknik Belajar Membaca*, (Yogyakarta: Graha Ilmu, 2011), 28.

- 1) **Physiological Factors**  
Physiological factors are physical health, neurological development, and genitals. Disorders of speech, hearing and vision devices can slow a child's progress in reading.
- 2) **Psychological Factors**  
These Psychological factors include motivation, interest, social maturity, emotion, and adjustment.
- 3) **Environmental Factors**  
Environmental factors include the background experience of students at home and socio-economic factors of the student's family.
- 4) **Intellectual factors**  
In general, children's intellectual factors cannot be used as the only measure of reading success. There are other factors such as the way the teacher teaches and the ability of a teacher.<sup>8</sup>

Based on the opinions above, it can be seen that there are many factors that influence student's reading comprehension skills which include how to apply reading teaching, student's personality, student's motivation, students' reading habits, and their socio-economic environment.

## **2. Reading Comprehension**

### **a. Definition of Reading Comprehension**

Reading comprehension is a reading activity to absorb information from the reading material and understand or know the meaning or implied meaning of the reading so that it can be conveyed properly to the reader.

According to Samsu Somadoyo, reading comprehension is a complex intellectual process that includes two main abilities, namely the mastery of the meaning of words and the ability to think about verbal concepts.<sup>9</sup>

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<sup>8</sup> Rahim Farida. *Pengajaran Membaca di Sekolah Dasar*. (Jakarta: Bumi Aksara, 2008), 16.

<sup>9</sup> Somadoyo, Samsu. *Strategi dan Teknik Belajar Membaca*. (Yogyakarta: Graha Ilmu, 2011), 7.



According to Dalman reading comprehension is a reading skill that is on a higher order. Reading Comprehension is cognitive reading (reading to understand). In reading comprehension, the reader is required to be able to understand and the contents of the reading.<sup>10</sup>

Based on the opinion above, it can be seen that critical reading is a level of reading skill that aims to understand the meaning of the text in depth by applying critical thinking process, involving analytical and evaluation skills to understand the overall meaning, both expressed and implied.

b. Purposes of reading comprehension

Anderson, that quoted by Samsu Somadoyo, explained that reading comprehension has the aim of understanding the contents of the reading in the text. These goals include:

- 1) To obtain details and facts
- 2) To get the main idea
- 3) To get the order of the text organization
- 4) To get the conclusion
- 5) To get classification
- 6) To make comparisons.<sup>11</sup>

Based on this explanation, it can be concluded that the purpose of reading comprehension is to be able to capture messages, informations, facts, or the main ideas of reading well. The purpose of reading comprehension in this study is to get conclusions about the contents of the story or reading in accordance with the main ideas contained in the story.

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<sup>10</sup> Dalman, *Kemampuan Membaca*, (Jakarta: Rajawali Pers, 2014), 87.

<sup>11</sup> Somadoyo, Samsu. *Strategi dan Teknik Belajar Membaca*. (Yogyakarta: Graha Ilmu, 2011), 12.

### c. Factors Affecting Reading Comprehension

Somadoyo explained that the factors that can affect the reading comprehension process include:<sup>12</sup>

- 1) Intelligence level, two people with different IQ will certainly have different results and reading abilities,
- 2) Language skills, because of the limited vocabulary that they have, a person will find it difficult to understand certain reading texts,
- 3) Attitudes and interests, attitudes are usually indicated by a sense of pleasure or displeasure, while interest is a state in a person that encourages to do something,
- 4) Reading conditions that relating to the level of difficulty that is peeled, aspects of the appearance, or the design of the book pages, the size of the letters and the other,
- 5) Reading habits, meaning whether a person has a reading tradition or a lot of time or opportunities provided by someone as a necessity,
- 6) Knowledge of how to read, for example in finding the main idea quickly, capturing key words quickly, and so on,
- 7) Social, economic, and cultural background,
- 8) Emotions, such as changing emotional states,
- 9) Previous knowledge and experience.

Based on the explanation above, the researcher can conclude that several factors that can influence reading comprehension are the level of intelligence, language skills, attitudes and interests, reading conditions, reading habits, knowledge of how to read, the readers own background, as well as the knowledge and experience of previous readers.

### d. Reading Comprehension Levels

Nurhadi explained that in reading comprehension activities there are three levels of reading skills, namely: literal, critical, and creative reading skills.<sup>13</sup>

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<sup>12</sup> *Ibid*, 30.

<sup>13</sup> Nurhadi, *Bagaimana Cara Meningkatkan Kemampuan Membaca?*, (Bandung: Sinar Baru Algensido, 2005), 57.

### 1) Literal Reading Skills

Literal reading ability is the ability of readers to recognize and capture reading material that is written explicitly. It means that the reader only captures information that is literally printed (appears clearly) in the reading.

### 2) Critical Reading Skills

Critical reading ability is the ability of the readers to critically process reading materials to find the overall meaning of reading materials, both explicit and implied. The things included in this capability are:

- a. Finding factual information
- b. Find the main idea
- c. Find elements of sequence, comparison, cause and effect
- d. Find the atmosphere
- e. Draw conclusions
- f. Find the authors purpose
- g. Predict impact
- h. Distinguish between opinions and effect
- i. Distinguish between reality and fantasy
- j. Follow instructions
- k. Find elements of propaganda
- l. Asses the integrity and breakdown
- m. Assessing the completeness and suitability of ideas
- n. Assessing the suitability between the title and the content of the reading
- o. Create a framework for reading materials
- p. Find the theme of the literary work.

### 3) Creative Reading Skills

Creative reading ability is the highest level of a person's reading ability. It means a good reader, not only captures the explicit and implied meanings, but is also able to apply the results of reading them for everyday purposes. Skills in creative reading are:

- a. Following reading instructions and then applying them
- b. Make a book review
- c. Solving everyday problems through the theory presented in the book
- d. Turning the storybook into a drama form
- e. Turning poetry into prose
- f. Staging drama
- g. Write social essays or articles.

Based on the level of reading comprehension that has been discussed, the researcher concludes that the level of reading comprehension ability is divided into three, namely: literal reading skills, critical reading skills, creative reading skills.

### 3. Narrative Text

#### a. Definition of Narrative Text

A narrative text is a meaningful sequence of events told in words. It is sequential in that the events are ordered, not merely random. Sequence always involves an arrangement in time (and usually other arrangement as well). A straightforward movement from the first to the last constitutes the simplest chronology. However, chronology is sometimes completed by presenting the events in another order: for example, a story may open with the final episode and the flashback to all that preceded it.<sup>14</sup>

According to Wardiman, “Narrative text is to amuse, entertain and to deal with an actual or vicarious experience in different ways”<sup>15</sup>. Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

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<sup>14</sup> Kane, Thomas S, *The Oxford: Essential Guide to Writing*. (New York: Berkley Books, 2000), 336.

<sup>15</sup> Wardiman, *Narrative Text In Focus for Grade Junior High School (SMP-MTS)*, (Jakarta: Pusat Pembukuan Departemen Pendidikan Nasional, 2008), 98.

From the statements above, it can be concluded that narrative text is an imaginative story which purpose to amuse or entertain the readers or listener.

#### b. Types of Narrative Text

Some types of narrative text include fairytales, myths, legend, romances, ballads, fables, and other classic stories that tell the kingdom of the past.

#### c. The Function of Narrative Text

The function of narrative text is to amuse or entertain the reader or listener.

#### d. Generic Structure of Narrative Text

- 1) Orientation is the first part of the text that contains an introduction to the characters, place, time, and incident.
- 2) Complication is the problem that existin the story.
- 3) Resolution which is the resolution of the problem in the story.

#### e. Language Features in Narrative Text

There are six languages featuresof narrative text:

- 1) Use the past time marker
- 2) Using active and passive verbs
- 3) Contains dialogue, monologue, and narration story
- 4) Using language telling so it does not seem formal but easy to digest.
- 5) Using various types of punctuation and types of words such as nouns, adjectives, adverbs, and verbs.

- 6) In one sentence it doesn't always consist of subject, predicate, object, and description.<sup>16</sup>

#### **4. Directed Reading Thinking Activity (DRTA)**

##### **a. Definition of Directed Reading Thinking Activity Strategy**

The DRTA strategy is the result of criticism of the DRA strategy because the DRA strategy is low in pay attention to the participation of students in thinking about reading text.

The DRTA strategy is a direct reading thinking strategy. Stauffer quoted by Farida Rahim, explained that the DRTA strategy focuses on students engagement with the text, because students predict and prove it when reading.<sup>17</sup>

The DRTA strategy also engages readers to use experience to build the author's idea. This activity can be used at any level of readers either in groups or individually, either with stories or explanations according to the instructions requested.<sup>18</sup>

From the explanation above, researcher are interested in conduct the research using this strategy because DRTA is a strategy that has advantage because it involves many students so that students are required to be independent, and will make students more enthusiastic in learning, so that they hope to increase the value of student learning outcomes.

##### **b. Implementation of DRTA Strategy**

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<sup>16</sup> Joyce, H & Feez S, *Writing Skills: Narrative and non-fiction text types*. (Sydney: Phoenix Education Pty Ltd, 2000), 57.

<sup>17</sup> Rahim Farida. *Pengajaran Membaca Di Sekolah Dasar*. (Jakarta: Bumi Aksara, 2011), 48.

<sup>18</sup> Yunus Abidin, *Pembelajaran Membaca Berbasis Karakter*, (Bandung: Refika Aditama, 2017), 7.

- 1) Creating predictions based on reading titles  
The teacher writes the instructions for the title of the story to be taught on the blackboard. Then, the teacher asks the students to read it. And then, the teacher asks students “What do you think this story is about?” and give students time to make guesses.
- 2) Making a predictions from picture clues  
The teacher ask students to open their books and pay close attention to the pictures. Then, ask what students see from pictures and predict what will happen to them.
- 3) Reading books or reading materials  
The teacher asks students to read by dividing the text into several parts, and start reading from the beginning. Then students asked to relate the parts of the story to the story title.
- 4) Assess the precision of prediction  
When students are reading the first part of a story, the teacher gives a group discussion by asking the question “Who can guess correctly what is said in this passage?”. After that, the teacher asks students who are sure that their guess is correct to read it in front of the class. Next, the teacher asks students to synchronize guesses they are based on the text they read.
- 5) Teacher repeats parts 1 to 4  
Repeat steps one through four, until all lesson procedures have been covered. Finally, the teacher asks the main sentence in each paragraph and asks students to make conclusion to the story based on to their understanding and language.<sup>19</sup>

#### c. The Purpose of the DRTA Reading Strategy

The purpose of implementing the DRTA reading strategy is to make it easier for students to master the contents of the reading material they read to gain a boarder knowledge, grow the potential and reasoning power of students to master the content of the reading. The purpose of reading DRTA is a follows:

- 1) Support teachers as a basic format for introducing regularly structured lessons.
- 2) Expanding self-understanding students.

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<sup>19</sup> Faisal Mujaddid, Riyadi, Masturi, “Improving Reading Comprehension Skills By Using DRTA (Directed Reading Thinking Activity) Strategy for Elementary School Students” *Journal PGSD FKIP Universitas Sebelas Maret* (Maret, 2015), 6.

- 3) Guiding students to do selective reading.
- 4) Expanding students skills to read texts.

d. Advantages and Disadvantages of the DRTA Strategy

Advantages of DRTA Strategy:

- 1) This strategy contains many types of reading strategies so that teachers use and can pay attention to the differences that exist in students.
- 2) The DRTA strategy is an understanding activity that predicts stories so that it can help students to get an overall picture of the material they have read.
- 3) The DRTA strategy shows a meaningful way of learning for students, because learning is not only useful for now, but also to prepare for learning.
- 4) The DRTA strategy can foster a sense of responsibility, self-confidence, a positive attitude, can deepen students understanding and help students to think systematically.<sup>20</sup>

Disadvantage of DRTA Strategy:

- 1) The DRTA strategy often takes a lot of time if the classroom management is not efficient.
- 2) This strategy requires the availability of reading books, and is often beyond the ability of schools and students. However, this can be circumvented by providing reading texts contained in Indonesian

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<sup>20</sup> I Wayan Radiarta Wiguna, "Pengaruh Strategi DRTA (Directed Reading Thinking Activity) Terhadap Hasil Belajar Membaca Intensif Kelas IV Semester 1 di SDN Gugus Belantih Kecamatan Kintamani" Tahun Pelajaran 2013/2014". *Journal Mimbar Pgsd Universitas Pendidikan Ganeshha Jurusan PGSD*, Vol.2 No. 1 (Februari, 2014), 9



language books owned by students, besides that the teacher can also provide a sheet of reading text along with pictures.

- 3) Through direct reading comprehension, the information received cannot be received quickly, in contrast to obtaining abstractions through oral presentation by the teacher. This deficiency requires students to think independently and can be overcome with practice. Through the training process, students will get used to capturing information.

### ***C. Theoretical Framework***

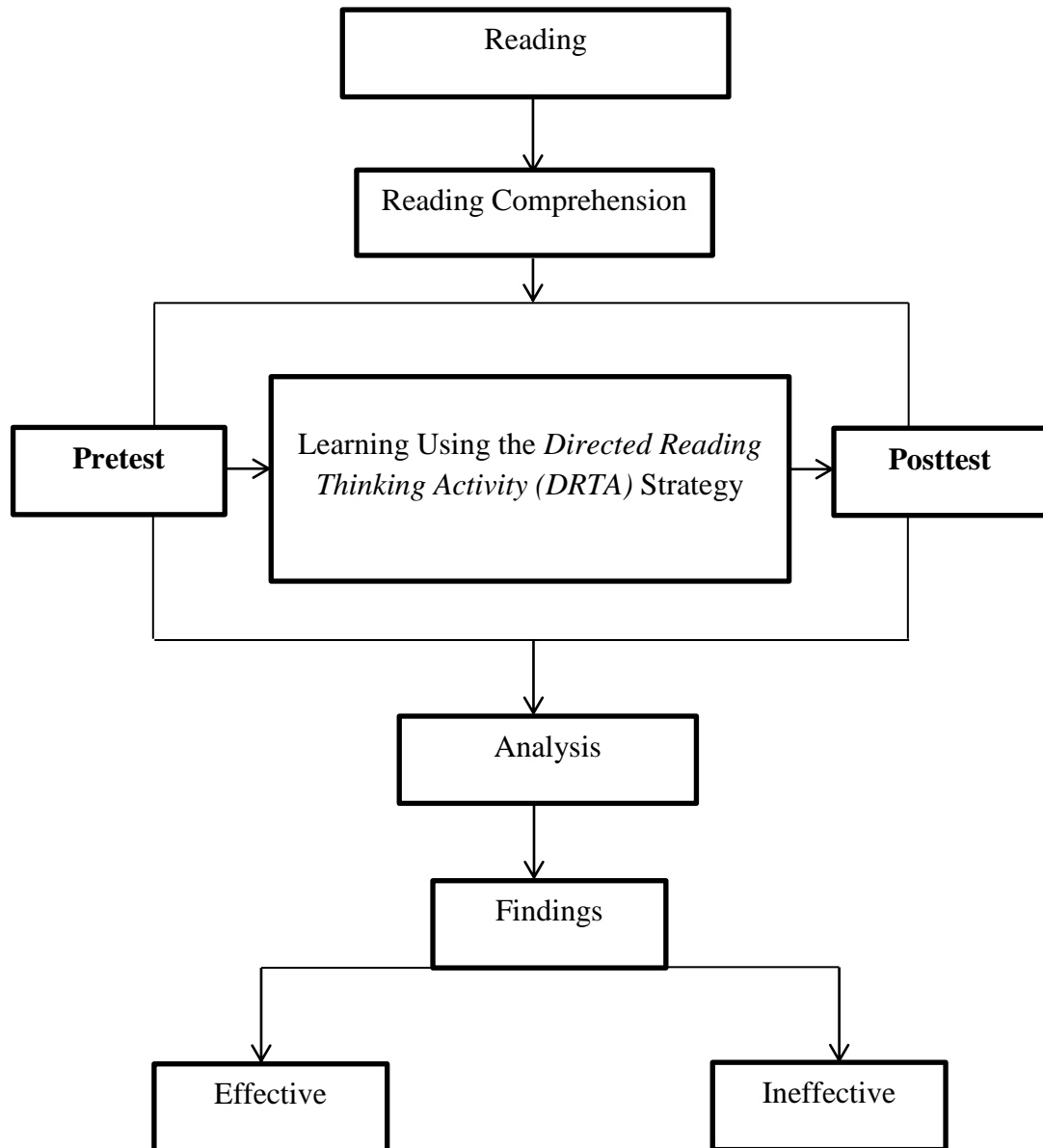
Reading is one of the language skills that must be mastered by students. Through reading students will gain new information, knowledge, experiences. Students can have good reading skills if they practice continuously.<sup>21</sup>

This research more focuses on reading comprehension. The researcher will focus only students narrative text comprehension related to the use of *Directed Reading Thinking Activity* (DRTA).

In this research, the researcher will give a pretest to measure the extent of students' knowledge narrative text comprehension. Then, apply the *Directed Reading Thinking Activity* (DRTA) strategy, and students will be given a posttest to determine the effectiveness of the *Directed Reading Thinking Activity* (DRTA) strategy in teaching narrative text reading comprehension.

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<sup>21</sup> Suci Cahyani, "Pengaruh Penggunaan Strategi Direct Reading Thinking Activity (DRTA) Terhadap Kemampuan Membaca Pemahaman Murid Kelas V SDI Kampung Parang Kabupaten Gowa" (Universitas Muhammadiyah, Makassar, 2018), 27.



#### D. Hypothesis

Hypothesis is a temporary answer to the problem statement in the study. As the problem statement in his study has been formulated in the form of question.<sup>22</sup> Hypothesis is temporary because the answer was given based on relevant theories and researcher are preceded but not yet based on empirical facts obtained through data collection in accordance with the environmental conditions to be studied.

Based on the review of the Related Literature and the Theoretical Framework above, the formulation of the hypothesis of this research is as follows:

- 1) H<sub>0</sub>: Implementation of *Directed Reading Thinking Activity* (DRTA) strategy has no effect in improving the reading skill of the students' ninth grade at the MTs Alkhairaat Alindau.
- 2) H<sub>1</sub>: Implementation of *Directed Reading Thinking Activity* (DRTA) strategy has an effect in improving the reading skill of the students IX grade of the MTs Alkhairaat Alindau.

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<sup>22</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R & B* (Cek XVII: Bandung: Alfabeta, 2012), 64.



## CHAPTER III

### RESEARCH METHODOLOGY

#### A. *The Approach & Design of Research*

The approach in this research is an experimental approach that is quantitative. This research used pre-experimental research design, which examines that effect of implemented the Direct Reading Thinking Activity (DRTA) strategy on students' reading comprehension skills at MTs Alkhairaat Alindau. The design used a one-group, namely pretest and post-test design. The design was used because this research involves only one class that was an experiment class that begins with pretest before treatment. After giving the treatment, then followed by post-test. Therefore, the results of the treatment obtain more specific because they can compare the state before being treated. This research design was presented as follow:

**Table 3.1 Formula**

<b>Pretest</b>	<b>Treatment</b>	<b>Posttest</b>
<b>01</b>	<b>X</b>	<b>02</b>

Note :

O1 = The first measurement before being given treatment (*pretest*).

X = Treatment (DRTA Strategy).

O2 = The second measurement after being given treatment (*post-test*).<sup>1</sup>

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<sup>1</sup> Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif, dan R&D*, (Bandung: Alfabeta, CV. 2017), 74.

## ***B. Population and Sample of Research***

### **1. Population**

Population is a generalization area consisting of objects and subjects that have certain qualities and characteristics determined by the researcher to be studied and conclusions.<sup>2</sup> So the population is not only about people, but also objects or other natural objects and includes all the characteristics or properties possessed by the subject. The population in this research are students at IX Grade of MTS Alkhairaat Alindau which amounted to 27 people.

**Table 3.2 Population of the MTs Alkhairaat Alindau**

<b>No.</b>	<b>Class</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
1.	IX	15	12	27

### **2. Sample**

The sample is part of the total and characteristic of the population. If the population is large and its impossible for the researcher to study everything in the population, then the researcher can use samples taken from that population. According to sugiyono, total sampling is a technique where the number of sample is the same as the population.<sup>3</sup> The technique sampling used in this research was total sampling. The total sampling used as the sampling technique because the total of population studied was less than 100 students.

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<sup>2</sup> Sugiyono, *Metode Penelitian Pendekatan Kualitatif, Kuantitatif, dan R&D*, (Bandung: Alfabeta, 2016), 80.

<sup>3</sup> Sugiyono, *Metode Penelitian Pengembangan Research and Development*, (Bandung: Alfabeta, 2017), 136.

### ***C. The Variables of Research***

Research variable is an attribute or trait or value of a person. Objects or activities that have certain variations that are determined by researcher to be studied and then operationally concluded, variables are defined as follows:<sup>4</sup>

1. Dependent variable, namely the variable that affect or becomes the result, because of the independent variable. The dependent variable in this research was reading comprehension skill.
2. Independent variable, namely variable that affect or cause changes or emergence of the dependent variable. The independent variable in this research was DRTA strategy.

### ***D. Operational Definition***

The operational definition is an explanation of the variables that have been selected by the researcher to be used as a guide in the variables.

#### **1. Reading Comprehension**

Reading comprehension is a level of reading skill that aims to understand the meaning of the text in depth by applying critical thinking process, involving analytical and evaluation skills to understand the overall meaning, both expressed and implied.

#### **2. Direct Reading Thinking Activity (DRTA) Strategy**

The DRTA is a strategy that has advantages because it involves many students so that students are required to be independent, and will make students more enthusiastic in learning, so that they hope to increase the value of student

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<sup>4</sup> Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif, dan R&D*, (Bandung: Alfabeta, CV. 2017), 38.

learning outcomes. The DRTA strategy is the result of criticism of the DRA strategy because the DRA strategy is low in pay attention to the participation of students in thinking about reading text.

#### ***E. The Instrument of Research***

The research instrument was a test. The test was an activity given by the teacher to students to find out and collect data about the result of students learning before being given treatment (*pretest*) and after being treated (*posttest*) with the direct reading thinking activity (DRTA) strategy. So that results of students' understanding of the learning material would be known. This test was in the form of essay questions. As for the scoring students answer of the main idea as follows:

**Table 3.3 Scoring students' answers for Main Idea**

<b>No.</b>	<b>Indicators</b>	<b>Score</b>
1.	The answer include a clear generalization that states or implies the main idea.	10
2.	The answer include minimal or no understanding of main idea.	5



To know the ability of students reading comprehension in narrative text, as for the scoring students answer of the specific information as follows<sup>5</sup>:

**Table 3.4 Scoring students' answers for Specific Information**

No.	Indicators	Score
1.	Students finding and use all relevant information stated directly in the text to answer question, complete tasks, or demonstrate clear understanding.	10
2.	Students not finding and use no relevant information stated directly in the text to answer question, complete task, or not demonstrate clear understanding.	5

To know the ability of students reading comprehension in narrative text, as for the classification of the students achievements as follows<sup>6</sup>:

**Table 3.4 Classification of the students' achievements**

No.	Classification	Score
1.	Excellent	91-100
2.	Good	71-90
3.	Fair	51-70
4.	Poor	21-50
5.	Very Poor	11-20
6.	Failed	0-10

<sup>5</sup> Sudjana Nana, *Metode Statistika*, 1<sup>st</sup> Edition Bandung: PT. Remaja Rosdakarya Pengantar Statistika 2<sup>nd</sup> Edition (Bandung Tarsito, 2008), 167.

<sup>6</sup> Suharsimi, Arikunto, *Dasar-dasar Evaluasi Pendidikan (Edisi Revisi)*, (Jakarta: PT. Bumi Aksara, 2005) 245.

### ***F. Technique of Data Collection***

In this research, the technique that used by researcher in collecting data was a test. A test was a set of questions used to measure a person's ability. The measuring data collection steps in this research are:

#### 1. Pretest

The pretest was carried out before gave the treatment, the purpose of the pretest is to find out the abilities of the students before applying the narrative text material.

#### 2. Treatment

After giving a pretest, the researcher will treat the students. The treatment was given four times, each meeting ran for 60 minutes. The procedure of treatment that researcher presented an introduce the materials reading comprehension in the class and explain what the students have to do. After that, the researcher was gave essay tests.

The elaboration of teaching narative text reading comprehension with using DRTA strategy is designed based on the following:

- Before reading (predicting): in making prediction, students identify the selection by looking at the title, picture, the grammar, function of narrative text, generic structure, and language features in the text. In response, students formulate questions that lead them to the next selection of the text and its section. The teacher also helps students to formulate questions, discuss and share their predictions of each selection of the text.

- While reading (silent reading): students read the entire text to gather information related to their earlier predictions. The teacher helps students to identify the main idea and specific information of the text.
- After reading (confirming predictions): After reading the complete text to gather the main idea and specific information, students were encouraged to explain what cause them to confirm or revise prior predictions. It is applied by discussing the reading material. The aim of this discussion is to help students interpret the material. Students discuss among their group member, concerning their predictions about the text whether they are correct or not. The teacher helps students to discuss the concept related to the topic and the content of the text.

### 3. Posttest

The posttest was carried out after gave treatment to students. The purpose is to determine the impact of implementing the DRTA strategy.

#### ***G. Technique of Data Analysis***

The data obtained from the result of this research, would then be analyzed using analysis of descriptive and t-test. The data collected in the form of pretest score and posttest scores were then compare. Comparing these two scores by asking questions to students, whether there was a difference between the scores obtain between the pretest score with the posttest score. Testing the scores difference was only done to the second mean of only scores, and for the need it used the technique called the (t-test). Therefore, the analysis of the data with the pre-experiment strategy “*One Group Pretest Posttest Design*” as follows:

## 1. Data Analysis of Descriptive

Descriptive statistical analysis that used to obtain an overview of the characteristics of students' reading comprehension achievement before and after the treatment in the form of implementing the Direct Reading Thinking Activity (DRTA) strategy. Then, to determine the average score of students reading comprehension skills on the pretest and posttest, with the formula:

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

Notes:

$\bar{X}$  : Mean

$\sum X$  : Total Score

$N$  : Number of the sample<sup>7</sup>

To know the mean deviation between the pretest and posttest scores, the researcher used formula:

$$Md = \frac{\sum d}{N}$$

Note:

$Md$  = Mean deviation

$\sum d$  = Deviation

$N$  = Number of the sample<sup>8</sup>

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<sup>7</sup> Sugiyono, *Metode Penelitian Pendekatan Kualitatif, Kuantitatif, dan R&D*, (Bandung: Alfabeta, 2007), 49.

Then, after calculating the average deviation, the next, researcher calculating the square deviation. The calculation was presented with formula:

$$\sum x^2 d = \sum d^2 - \frac{(\sum d)^2}{N}$$

Note:

$\sum x^2 d$  = Square of deviation

$(\sum d)^2$  = Deviation

N = Number of the sample

## 2. T-test

Researcher needs to analyze the data statistically on students IX Grade of MTs Alkhairaat Alindau to determine the significance between before and after the implementation of the Direct Reading Thinking Activity (DRTA) strategy, the t-test formula was presented as follows:

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

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<sup>8</sup> Safriana, "The Effectiveness of Whatsapp Group to Improve Mastery of Two Thousand Eighteen Students of Tadris Bahasa Inggris in IAIN Palu" (State Institute for Islamic Studies, Palu, 2020), 38.

Notes:

$t$  = Score of t-test

$Md$  = Mean of the difference between pretest and posttest

$\sum x^2d$  = The sum of square deviations

$N$  = Number of the sample

$1$  = Constant number<sup>9</sup>

### 3. Hypothesis Testing

To prove whether or not the hypothesis of this research would be accepted or rejected, researcher needs to test the hypothesis based on the results of data analysis. If the  $t_{count} > t_{table}$ , it can be concluded that the alternative hypothesis was accepted and the null hypothesis was rejected.

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<sup>9</sup> Arikunto, *Metodologi Penelitian Suatu Pendekatan Proposal*, (Jakarta: PT. Rineka Cipta, 2002), 275.



## **CHAPTER IV**

### **RESULTS AND DISCUSSION**

#### ***A. The Results of Research***

Based on the results of research data can be described in detail about The Use of Direct Reading Thinking Activity (DRTA) strategy to Students' Narrative Text Reading Comprehension at IX Grade of MTs Alkhairaat Alindau, first it is necessary to analyze the learning outcomes of students reading comprehension at IX grade of MTs Alkhairaat Alindau before applying Direct Reading Thinking Activity (DRTA) strategy (Pretest) and learning outcomes of students' reading comprehension at IX grade of MTs Alkhairaat Alindau after applying Direct Reading Thinking Activity (DRTA) strategy (Posttest).

#### **1. Data Analysis of Descriptive**

The results of the research are stated with numbers. Presentation that aims to reveal the students' abilities, can be observed in the following analysis which is grouped into two parts namely the presentation of *pretest* and *posttest*.

Before giving the test to the students, the researcher gave the test to other students besides research sample to determine the level of difficulty of the test in the time allowed to validate the test. The results of the research namely:



**a. The Results of Reading Comprehension at IX grade of MTs Alkhairaat Alindau before applying Direct Reading Thinking Activity (DRTA) strategy (Pretest).**

**Table 4.1 : Results of Students' Reading Comprehension before applying DRTA Strategy (Pretest).**

<b>No.</b>	<b>Name</b>	<b>Correct</b>	<b>Wrong</b>	<b>Score</b>
1.	AL	4	6	40
2.	AW	4	6	40
3.	AS	3	7	30
4.	AB	5	5	50
5.	AF	4	6	40
6.	AS	5	5	50
7.	AK	4	6	40
8.	AW	2	8	60
9.	AA	4	6	40
10.	DS	5	5	50
11.	FR	5	5	50
12.	IM	4	6	40
13.	KK	7	3	70
14.	KPS	6	4	60
15.	MT	6	4	60
16.	MA	5	5	50

17.	MAF	4	6	40
18.	MA	5	5	50
19.	MZ	6	4	60
20.	NQ	5	5	50
21.	R	4	6	40
22.	RL	4	6	40
23.	RF	5	5	50
24.	RS	5	5	50
25.	SOT.	4	6	40
26.	TY	6	4	60
27.	UF	6	4	40
<b>Total</b>				<b>1.250</b>

After the data was obtained, the average score of students pretest was calculated using the mean score formula. To calculate the average score, the researcher first added all the standard scores of the students and divide them by the number of students. The calculation of the average score, can be seen from the following formula:

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

$$\bar{X} = \frac{1.250}{27}$$

$$\bar{X} = 46.29$$

Based on the previous description, it is clear from the data that the lowest score of the pretest was 20 and the highest score was 70, with the average score was 46.29.

**b. The Results of Reading Comprehension at IX grade of MTs Alkhairaat Alindau after applying Direct Reading Thinking Activity (DRTA) strategy (Posttest).**

**Table 4.1 : Results of Students' Reading Comprehension after applying DRTA Strategy (Posttest).**

No.	Name	Correct	Wrong	Score
1.	AL	7	3	70
2.	AW	6	4	60
3.	AS	5	5	50
4.	AB	7	3	70
5.	AF	7	3	70
6.	AS	7	3	70
7.	AK	6	4	60
8.	AW	8	2	80
9.	AA	6	4	60
10.	DS	6	4	60
11.	FR	7	3	70
12.	IM	8	2	80
13.	KK	9	1	90
14.	KPS	7	3	70

15.	MT	7	3	70
16.	MA	7	3	70
17.	MAF	8	2	80
18.	MA	8	2	80
19.	MZ	7	3	70
20.	NQ	6	4	60
21.	R	6	4	60
22.	RL	7	3	70
23.	RF	6	4	60
24.	RS	7	3	70
25.	SOT.	8	2	80
26.	TY	7	3	70
27.	UF	7	3	70
<b>Total</b>				<b>1.870</b>

After the data was obtained, the the average score of students posttest was calculated using the mean score formula. To calculating the average score, can be seen from the following formula:

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

$$\bar{X} = \frac{1.870}{27}$$

$$\bar{X} = 69.25$$

Based on the previous description, it is clear from the data that the lowest score of the posttest was 50 and the highest score was 90, with the average score was 69.25.

### c. The Results of Deviation and Square Deviation

After obtaining the mean score of pretest and posttest, the researcher began to calculating the deviation and square deviation. The results were presented below:

No.	Name	Pretest	Posttest	Deviation	D <sup>2</sup>
1.	AL	40	70	30	900
2.	AW	40	60	20	400
3.	AS	30	50	20	400
4.	AB	50	70	20	400
5.	AF	40	70	30	900
6.	AS	50	70	20	400
7.	AK	40	60	20	400
8.	AW	20	80	60	3.600
9.	AA	40	60	20	400
10.	DS	50	60	10	100
11.	FR	50	70	20	400
12.	IM	40	80	40	1.600
13.	KK	70	90	20	400
14.	KPS	60	70	10	100

15.	MT	60	70	10	100
16.	MA	50	70	20	400
17.	MAF	40	80	40	1.600
18.	MA	50	80	30	900
19.	MZ	60	70	10	100
20.	NQ	50	60	10	100
21.	R	40	60	20	400
22.	RL	40	70	30	900
23.	RF	50	60	10	100
24.	RS	50	70	20	400
25.	SOT.	40	80	40	1.600
26.	TY	60	70	10	100
27.	UF	60	70	10	100
<b>Total</b>				<b>600</b>	<b>20.400</b>

After calculating the deviation score from pre-test and posttest score, the researcher calculated the mean deviation of the students scores. The calculation was presented as the following:

$$Md = \frac{\sum d}{N}$$

$$Md = \frac{600}{27}$$

$$Md = 22.22$$

After calculating the average deviation, the researcher calculating the square deviation. The calculation was given using the following formula:

$$\begin{aligned}\sum x^2 d &= \sum d^2 - \frac{(\sum d)^2}{N} \\ \sum x^2 d &= 20.400 - \frac{(600)^2}{27} \\ \sum x^2 d &= 20.400 - \frac{360.000}{27} \\ \sum x^2 d &= 20.400 - 13.333.3 \\ \sum x^2 d &= 7.066.7\end{aligned}$$

## 2. T-test

T-test is one of the statistical tests to test the truth of the hypothesis proposed by researchers in differentiating the average of the two population, the researcher must statistically to analyze the data statistically on students IX Grade of MTs Alkhairaat Alindau to determine the significance between before and after the implementation of the Direct Reading Thinking Activity (DRTA) strategy, the calculation was presented with formula:

$$\begin{aligned}t &= \frac{Md}{\frac{\sqrt{\sum x^2 d}}{N(N-1)}} \\ t &= \frac{22.2}{\frac{\sqrt{7.066.7}}{27(27-1)}} \\ t &= \frac{22.2}{\frac{\sqrt{7.066.7}}{702}}\end{aligned}$$

$$t = \frac{22.2}{\sqrt{10.066}}$$

$$t = \frac{22.2}{3.172}$$

$$t = 6.998$$

### 3. Hypothesis Testing

The value of degree of freedom (df) is calculated using the  $n-k$  formula with significant level  $\alpha= 0.05$ , where  $n$  was number of the sample and  $k$  was the number of variables.<sup>1</sup> The number of sample in this research was 27, and the number of variables was 2, then  $27-2$  was 25, it was known the value of degree of freedom (df) was 25. It was found that the  $t_{\text{count}}$  with df 25 indicated at the significant level  $\alpha= 0.05$  was 6.998, and the  $t_{\text{table}}$  with df 25 indicated at the significant level  $\alpha= 0.05$  was 1.708.

By comparing  $t_{\text{count}}$  (6.998) and  $t_{\text{table}}$  (1.708), it was known that the result was  $6.998 > 1.708$ . It can be concluded that the research hypothesis was accepted. It means that The Use of Direct Reading Thinking Activity (DRTA) strategy was effective to Students' Narrative Text Reading Comprehension at the IX Grade of MTs Alkhairaat Alindau.

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<sup>1</sup> Diyah Ayu Rizqiani, "*Strategy for Reading Short Story*", (The Graduate Program in English Language Studies, Sanatha Dharma University, Yogyakarta, 2008), 34.



## ***B. Discussion***

MTs Alkhairaat Alindau has a school area of 1452 square meters and has 10 class. This madrasah has location in the middle of the sub-district of Sindue Tobata, the western part of Pante that located in the Donggala Regency, Sindue Tobata sub-district, precisely in the village of Alindau. This research start from 11<sup>th</sup> October up to 8<sup>th</sup> November 2022. This research was conducted every Tuesday and Thursday based on to the schedule of English subject at MTs Alkhairaat Alindau. This research used two variables X and Y, and using Pre-Experimental with One Group Pretest and Posttest design.

Based on the results of the pretest, the average score of students' narrative text reading comprehension was 46.29. Looking at the results, it can be said that the level of students' narrative text reading comprehension before using the Direct Reading Thinking Activity (DRTA) Strategy was classified as Fair. It was because students looked confused and did not understand the content of narrative text material, such as to find the main idea and specific information from the story. Beside that, the teacher did not use the DRTA strategy in reading before, this can be seen from the students that are still confused in understanding the content of narrative text, and the lack of students vocabulary were also becomes an obstacle for them to understand the content of narrative text.

In this research process, the researcher made various steps in the process of learning by using DRTA strategy to teaching narrative text reading comprehension. First, the students took a pretest before the treatment to familiarize themselves with the text. Students were presented Direct Reading

Thinking Activity (DRTA) Strategy which consist of 4 meetings with different materials. In the last meeting, the students took a posttest to know students reading comprehension with narrative text material after the treatment. During the learning process, the teacher only acts as a facilitator and moderator so that students were more active in carried out the learning, starting from making prediction about the content of the text based on the title and picture, and continued with reading the text carefully, then the process continued with proving and correcting the prediction that they have been made, namely by matching the results their reading. Every meetings was nearly the same, but the topic was different.

In the first meeting, when did the treatment, the students looked bored in learning process by using DRTA strategy, it was because the teacher never used DRTA strategy in reading before, so the students looked confused. It can be seen from students who are still embarrassed and confused to understand the content of narrative text. The researcher started to gave explanation about narrative text, how to understand the content, and guideed the students to understand the process of DRTA strategy in narrative text. Then, the researcher gave students a chance to predict a picture and the title of the material, continued with reading material, and proving the reading text to gather main idea and specific information. It is carried out by discussing the material their reading. The aim of this discussion was to help students interpreting the text.

In the second meeting, they looked very enthusiastic and gave their prediction confidently without being embarrassed and confused. This can be seen

from the enthusiastic of students in doing narrative text. During the learning process, they looked started to understand the content of narrative text by using DRTA strategy, like the aim, generic structure, main ideas and specific information of narrative text. The researcher was always around the students, so that when students did not understand the meaning of the word that they are looking for, students can asked the researcher.

In the third and fourth meeting, they looked very enthusiastic and excited because they were used to learn narrative text by using DRTA strategy at the previous meetings. They more easily understand the text carefully that delivered, finding the main idea and specific information. This shown at the time of the researcher provide examples of reading then students were asked to predict the text, they scramble to be appointed by the teacher to predict the content of the text. So every meeting, the students practice continuous predicting, reading, proving, and discussing the text until they really understand the material, so they can find the main idea and specific information of the narrative text<sup>2</sup>.

After using Direct Reading Thinking Activity (DRTA) strategy to students Narrative Text Reading Comprehension, namely: it was easy for students to understand the material because it used interesting strategy and also the students were able to improve their Narrative Text Reading Comprehension, it can be proven by the result of the posttest was 69.25. It means that The Use of Direct Reading Thinking Activity (DRTA) Strategy was effective to improve Students' Narrative Text Reading Comprehension at the IX Grade of MTs Alkhairaat

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<sup>2</sup> Risdha R, "*Improving Students' Reading Comprehension Through Direct Reading Thinking Activity (DRTA) Strategy at the Ninth Grade Students of MTs Latang Belawa*", (2019), 46.

Alindau. The students also enjoy to learning the materials and the researcher also gave some instruction that helped the students when they understand the content of the text and answer the question.

Direct Reading Thinking Activity (DRTA) strategy was effective to improve students' narrative text reading comprehension because it stimulates students to think before reading in order to be able to find the information that they are looking for, and stimulate students memory before reading, as well as spur students to made predictions based on their knowledge. That matter shown at the time before reading, students were asked to predict the title and picture first. At the time before reading, the teacher reviewed students accuracy in predicting the title and picture of the text. This is certain because through the activities of predicting title and images, students would be more prepared in reading comprehension. Through these predicting, students think and explore their knowledge<sup>3</sup>. Then, proceed with reading the text silently, namely reading without sounds or words. By reading silently, students made to concentrate more so that they understand the contents of the reading text more quickly. The aimed to got the main idea, specific information, and the ability to capture the meaning of the reading as a whole. After reading, the next steps was to test the predictions, students were asked to read silently by concentrating. The researcher asked the students to prove their predictions based on the text. In this activity, students were allowed to discuss with their friends. The aim to get the main idea and specific information of the narrative text. This was in accordance with the opinion of

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<sup>3</sup> Atik, "Pengaruh Penerapan Direct Reading Thinking Activity (DRTA) Terhadap Hasil Belajar Kemampuan Membaca Siswa Pada Mata Pelajaran Bahasa Indonesia Kelas III SDK DEA Kaju Kabupaten Enrekang", (2018), 42.

“Stauffer” in previous chapter who explained that the Direct Reading Thinking Activity (DRTA) strategy had three stages of activity, namely: Predicting, Reading, and Proving which involved students and teacher interactions with the text as a whole.<sup>4</sup>

In addition, with the new innovation in the form of the use of Direct Reading Thinking Activity (DRTA) strategy, students did not feel bored, students were more interactive, and students were more active and think critically. Then, make interested in following the lesson and enthusiastic in understanding the contents of the reading text. This can be seen from the enthusiastic of students when working the tasks that have been given. Students curiosity about the content of the narrative text that they read requires them to find the main idea, sepecific information and to translate every word of the narrative text.

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<sup>4</sup> Resmini Novi, dkk. *Membaca dan Menulis di SD: Teori dan Pengajarannya*, (Bandung: UPI PRESS, 2006), 84.





## CHAPTER V

### CONCLUSION AND SUGGESTION

#### *A. Conclusion*

Based on the results of research finding and discussion, it can be conclude that the results of the research shows that Direct Reading Thinking Activity (DRTA) strategy was suitable to be applied in IX Grade of MTs Alkahairaat Alindau. It can be seen in scores obtained by students before applying Direct Reading Thinking Activity (DRTA) strategy, namely 46.29.

After the implementation of Direct Reading Thinking Activity (DRTA) strategy, there was an increase in the ability of students in narrative text reading comprehension. It can be seen in this scores obtained by students after applying Direct Reading Thinking Activity (DRTA) strategy, namely 69.25. Also known the comparison of the results Pretest – Posttest shows that the value is  $t_{count} = 6.998 > t_{table} = 1.708$ . This matter indicate that the proposed research hypothesis is accepted.

#### *B. Suggestion*

Based on findings related to research results using Direct Reading Thinking Activity (DRTA) strategy that affect the results narrative text reading comprehension ability at the IX Grade of MTs Alkhairaat Alindau, several suggestion are put forward as follows:



1. For teachers of MTs Alkhairaat Alindau, it is hoped that they could be applied the Direct Reading Thinking Activity (DRTA) strategy as an alternative in increasing students reading comprehension of Narrative text learning material.
2. For researcher, are expected to be able to develop Direct Reading Thinking Activity (DRTA) strategy so that it can be used in other subjects to achieve the expected goals.

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## RENCANA PELAKSANAAN PEMBELAJARAN

### (RPP)

Sekolah : MTs Alkhairaat Alindau

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : IX

Materi Pokok : Narrative Text

Alokasi Waktu : 1x Pertemuan

#### ➤ **Kompetensi Dasar**

3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks narrative dengan memberi dan meminta informasi terkait pendek dan sederhana, sesuai dengan konteks penggunaannya.

4.7 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks narrative yang benar dan sesuai teks.

#### ➤ **Kompetensi Inti**

KI.1 Mengkategorikan fungsi sosial, struktur teks, dan unsur kebahasaan dari teks narrative terkait cerita “Cinderella”.

KI.2 Memprediksikan teks melalui cerita “Cinderella”.

KI.3 Menentukan informasi rinci terkait dengan unsur kebahasaan yang sesuai dengan cerita “Cinderella”.

KI.4 Menjawab pertanyaan essay test berdasarkan teks narrative yang sesuai dengan cerita “Cinderella”.

#### ➤ **Tujuan Pembelajaran**

Setelah mengikuti proses pembelajaran dengan melalui bantuan gambar, siswa diharapkan dapat memprediksi teks melalui cerita bantuan dengan benar, dan dapat menjawab pertanyaan dari teks narrative terkait cerita “Cinderella”.

➤ **Media Pembelajaran**

1. Gambar
2. Narrative text from internet source
3. Laptop

➤ **Strategi Pembelajaran**

Direct Reading thinking Activity (DRTA) Strategy

➤ **Kegiatan Pembelajaran**

<b>Kegiatan</b>	<b>Deskripsi Kegiatan</b>	<b>Alokasi Waktu</b>
Pendahuluan	<ol style="list-style-type: none"><li>a. Membuka pelajaran dengan mengucapkan salam dan berdoa bersama (menghayati do'a).</li><li>b. Memeriksa keharisan siswa.</li><li>c. Menyampaikan secara singkat, garis besar materi yang akan disajikan selama pembelajaran.</li><li>d. Menginformasikan tujuan yang akan dicapai selama pembelajaran.</li></ol>	10 Menit
Kegiatan Inti	<p><b>Mengamati</b></p> <ul style="list-style-type: none"><li>• Guru menyampaikan judul pembelajaran.</li><li>• Siswa diminta untuk mengamati gambar yang diberikan oleh guru tentang cerita "Cinderella" dengan seksama.</li></ul> <p><b>Menanya</b></p> <ul style="list-style-type: none"><li>• Dengan bimbingan dan arahan dari guru, siswa bertanya tentang pokok pikiran dari teks naratif.</li></ul>	45 menit

	<p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"><li>• Siswa memprediksi isi cerita berdasarkan gambar terkait cerita “Cinderella”.</li><li>• Siswa membaca teks naratif.</li><li>• Siswa mendengarkan penjelasan guru mengenai main idea, specific information, dan generic structure dalam cerita tersebut.</li><li>• Siswa berdiskusi dengan teman se grup dalam memahami teks.</li><li>• Siswa mencocokkan hasil prediksi mereka dengan cerita.</li><li>• Siswa diminta untuk menjelaskan hasil prediksi mereka tentang cerita “Cinderella” tersebut seperti unsur bahasa, alur cerita, karakter, dll.</li><li>• Guru meminta siswa untuk menjawab pertanyaan yang disediakan dengan baik dan benar.</li></ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"><li>• Dalam kelompok terbimbing siswa menganalisis fungsi sosial, makna, generic structure, dan unsur kebahasaan.</li><li>• Siswa menyimpulkan hasil analisisnya terkait fungsi sosial, makna, generic structure, dan unsur kebahasaan.</li></ul>	
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	<p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>• Guru mengevaluasi hasil pekerjaan siswa terkait teks naratif tentang cerita tersebut.</li> </ul>	
Kegiatan Akhir	<ul style="list-style-type: none"> <li>a. Siswa menyimpulkan pelajaran</li> <li>b. Guru mengingatkan siswa untuk mempersiapkan dirinya pada materi di pertemuan berikutnya.</li> <li>c. Pembelajaran ditutup dengan berdo'a dan juga salam.</li> </ul>	5 Menit

➤ **Penilaian Hasil Belajar**


1. Penilaian sikap Spiritual dan Sosial
  - a. Teknik Penilaian : Observasi
  - b. Bentuk Instrumen: Lembar Observasi
2. Penilaian Penegetahuan
  - a. Teknik Penilaian : Tes Tertulis
  - b. Bentuk Instrumen: Essay Test
  - c. Instrument (Terlampir)
3. Penilaian Keterampilan
  - a. Teknik Penilaian : Tes Tertulis
  - b. Bentuk Instrumen: Essay Test
  - c. Instrument (Terlampir)



Palu, 31 Oktober 2022

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Wali Kelas




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## **First Meeting**

### **CINDERELLA**

Sometime in the distant past there was a delightful young lady, her name is Cinderella. She lived with her stride mother and her two stepsister. They were exceptionally bossy. Her mom was dead, so her dad had hitched the lady who she called as stepmother. Every one of the things about Cinderella was a slip-ups in her stepmother' eyes. Not just bossy lady, her stepmother was coldblooded and awful. She just gave all the decent things to her own little girls. No affection at all which Cinderella got.

Cinderella like a common hireling in her own home. No perk up by any means. No decent rests and solace place by any means. It was similar to a damnation. Cinderella just has a lovely feline. It was a clever and kind creatures. It like a companion for Cinderella.

“Cinderella, come here revolting!” Said her stepmother. “Yes mother!” addressed Cinderella. “Clean my room, and Bathroom, keep in mind cook for lunch, now!” “However mother, I’m wiped out!” said Cinderella. “I couldn’t care less!” addressed her stepmother.

There was a welcome to every one of the young ladies in that town to go to the royal residence. What’s more, the fortunate young lady would wed with ruler. Neither her stepsister was so glad nor her stepmother. They attempt to purchase an excellent new dresses, shoes, and all the delightful and extravagant stuffs. Cinderella even challenge ask to her stepmother, “Shouldn’t something be said about me mother!” And the answer would be “Hey, you stupid Cinderella, you simply staying at home to clean all the room, wash all the plate, scour the floor! You realize that Cinderella, you are monstrous, and ruler never take a gander at you even a chomp!”

Cinderella hurried to her room and cried. “Gracious God, why they are so merciless. Help me!” Suddenly the stunning transpired, there was a burst of light

and after that the pixie showed up. “Try not to be pitiful wonderful. I will help you!” said pixie.

The pixie changed Cinderella, she got to be wonderful with her new princess dress wear on. With an enchantment wand. The pixie make a lovely shoes by her enchantment wand. It was similar to a glass shoes.

Cinderella went to the ball by taking a pumpkin truck. Be that as it may, she must return before a midnight gone. Since the enchantment would be over then. At the point when Cinderella went to the dance floor at the lovely castle. The ruler so upbeat and affection at the initial introduction and said “she would be my wife” But Cinderella was utilizing a cover on that gathering. “Who are you excellence!” asked ruler.

In any case, all sudden, the clock sound that midnight would over. It implied she must go home. She hurried to her pumpkin. “Hold up... ” asked sovereign. Cinderella lost her cleared out side of her glass shoes. Yet, Cinderella just went and run. “I would discover you!” said ruler. He after that gathering, would go to discover a young ladies whose foot fits to the glass shoe.

Nobody can be fit to the glass shoe. Until he went to Cinderella’s home. Be that as it may, her stepmother didn’t permit Cinderella out from room. Sovereign was depressed that her stepsisters was not that young lady. Until ruler saw Cinderella startingly.

“Hey you, please come!” So amazingly that Cinderella is the singular case out of many others who can fit to the glass shoe. “You are that young lady. I accept!”

After that minute, the sovereign had hitched to Cinderella. What’s more, they live cheerfully until the end of life.

Source: <https://www.kuliahbahasainggris.com/15-kumpulan-soal-bahasa-inggris-tentang-cinderella-lengkap>.

**Essay Question.**

1. What kind of text above?
2. What is the character of cinderella's step mother?
3. How many people in that text?
4. How many step sisters that cinderella has?
5. What cinderella has to go to a party?
6. Why the prince asks cinderella to be his wife?
7. Who changed cinderella?
8. Who is the main character in that text?
9. What kind of work that cinderella's step mother wants?
10. What is the moral value from that story above?

## **Treatment**

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

Sekolah : MTs Alkhairaat Alindau

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : IX

Materi Pokok : Narrative Text

Alokasi Waktu : 1x Pertemuan

#### ➤ **Kompetensi Dasar**

3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks narrative dengan memberi dan meminta informasi terkait pendek dan sederhana, sesuai dengan konteks penggunaannya.

4.7 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks narrative yang benar dan sesuai teks.

#### ➤ **Kompetensi Inti**

KI.1 Mengkategorikan fungsi sosial, struktur teks, dan unsur kebahasaan dari teks narrative terkait cerita "The Rabbit and The Turtle".

KI.2 Memprediksikan teks melalui cerita "The Rabbit and The Turtle".

KI.3 Menentukan informasi rinci terkait dengan unsur kebahasaan yang sesuai dengan cerita "The Rabbit and The Turtle".

KI.4 Menjawab pertanyaan essay test berdasarkan teks narrative yang sesuai dengan cerita "The Rabbit and The Turtle".

#### ➤ **Tujuan Pembelajaran**

Setelah mengikuti proses pembelajaran dengan melalui bantuan gambar, siswa diharapkan dapat memprediksi teks melalui cerita bantuan dengan benar,

dan dapat menjawab pertanyaan dari teks narrative terkait cerita “The Rabbit and The Turtle”.

➤ **Media Pembelajaran**

1. Gambar
2. Narrative text from internet source
3. Laptop

➤ **Strategi Pembelajaran**

Direct Reading thinking Activity (DRTA) Strategy

➤ **Kegiatan Pembelajaran**

<b>Kegiatan</b>	<b>Deskripsi Kegiatan</b>	<b>Alokasi Waktu</b>
Pendahuluan	<p>e. Membuka pelajaran dengan mengucapkan salam dan berdoa bersama (menghayati do'a).</p> <p>f. Memeriksa keharisan siswa.</p> <p>g. Menyampaikan secara singkat, garis besar materi yang akan disajikan selama pembelajaran.</p> <p>h. Menginformasikan tujuan yang akan dicapai selama pembelajaran.</p>	10 Menit
Kegiatan Inti	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>• Guru menyampaikan judul pembelajran.</li> <li>• Siswa diminta untuk mengamati gambar yang diberikan oleh guru tentang cerita “The Rabbit and The Turtle” dengan seksama.</li> </ul> <p><b>Menanya</b></p> <ul style="list-style-type: none"> <li>• Dengan bimbingan dan arahan dari</li> </ul>	45 menit

guru, siswa bertanya tentang pokok pikiran dari teks naratif.

### **Mengeksplorasi**

- Siswa memprediksi isi cerita berdasarkan gambar terkait cerita “The Rabbit and The Turtle”.
- Siswa membaca teks naratif.
- Siswa mendengarkan penjelasan guru mengenai main idea, specific information, dan generic structure dalam cerita tersebut.
- Siswa berdiskusi dengan teman se grup dalam memahami teks.
- Siswa mencocokkan hasil prediksi mereka dengan cerita.
- Siswa diminta untuk menjelaskan hasil prediksi mereka tentang cerita “The Rabbit and The Turtle” tersebut seperti unsur bahasa, alur cerita, karakter, dll.
- Guru meminta siswa untuk menjawab pertanyaan yang disediakan dengan baik dan benar.

### **Mengasosiasi**

- Dalam kelompok terbimbing siswa menganalisis fungsi sosial, makna, generic structure, dan unsur kebahasaan.
- Siswa menyimpulkan hasil analisisnya terkait fungsi sosial, makna, generic

	<p>structure, dan unsur kebahasaan.</p> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>• Guru mengevaluasi hasil pekerjaan siswa terkait teks naratif tentang cerita tersebut.</li> </ul>	
Kegiatan Akhir	<p>d. Siswa menyimpulkan pelajaran</p> <p>e. Guru mengingatkan siswa untuk mempersiapkan dirinya pada materi di pertemuan berikutnya.</p> <p>f. Pembelajaran ditutup dengan berdo'a dan juga salam.</p>	5 Menit


➤ **Penilaian Hasil Belajar**

4. Penilaian sikap Spiritual dan Sosial
  - c. Teknik Penilaian : Observasi
  - d. Bentuk Instrumen: Lembar Observasi
5. Penilaian Penegetahuan
  - d. Teknik Penilaian : Tes Tertulis
  - e. Bentuk Instrumen: Essay Test
  - f. Instrument (Terlampir)
6. Penilaian Keterampilan
  - d. Teknik Penilaian : Tes Tertulis
  - e. Bentuk Instrumen: Essay Test
  - f. Instrumen (Terlampir)



Palu, 31 Oktober 2022

**Mengetahui,**

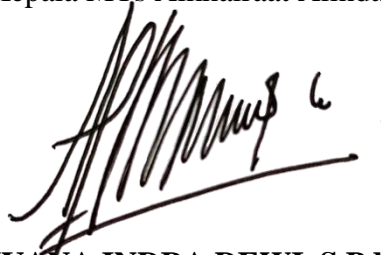
Wali Kelas  
  
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## **Second Meeting**

### **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. Even if the turtle passed him, he would be able to race to the finish line ahead of him.

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. Even if the turtle passed him, he would be able to race to the finish line ahead of him.

Source:

<https://www.itapuih.com.cdn.ampproject.org/v/s/www.itapuih.com/2020/01/soal-narrative-text-isian-singkat>.

Essay Question.

1. What kind of the text above?
2. What is the purpose of the text above?
3. Who was boasting?
4. Who could run fast?
5. Who wanted to challenge the rabbit to a race?
6. What happened at the start of the race?
7. What happened at the half-way point?
8. What did the turtle do?
9. Who won the race?
10. What was the moral value that we learn from this story?

## **Treatment**

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

Sekolah : MTs Alkhairaat Alindau

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : IX

Materi Pokok : Narrative Text

Alokasi Waktu : 1x Pertemuan

#### ➤ **Kompetensi Dasar**

3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks narrative dengan memberi dan meminta informasi terkait pendek dan sederhana, sesuai dengan konteks penggunaannya.

4.7 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks narrative yang benar dan sesuai teks.

#### ➤ **Kompetensi Inti**

KI.1 Mengkategorikan fungsi sosial, struktur teks, dan unsur kebahasaan dari teks narrative terkait cerita “The Fox and The Turtle”.

KI.2 Memprediksikan teks melalui cerita “The Fox and The Turtle”.

KI.3 Menentukan informasi rinci terkait dengan unsur kebahasaan yang sesuai dengan cerita “The Fox and The Turtle”.

KI.4 Menjawab pertanyaan essay test berdasarkan teks narrative yang sesuai dengan cerita “The Fox and The Turtle”.

#### ➤ **Tujuan Pembelajaran**

Setelah mengikuti proses pembelajaran dengan melalui bantuan gambar, siswa diharapkan dapat memprediksi teks melalui cerita bantuan dengan benar,

dan dapat menjawab pertanyaan dari teks narrative terkait cerita “The Fox and The Turtle”.

➤ **Media Pembelajaran**

1. Gambar
2. Narrative text from internet source
3. Laptop

➤ **Strategi Pembelajaran**

Direct Reading thinking Activity (DRTA) Strategy

➤ **Kegiatan Pembelajaran**

<b>Kegiatan</b>	<b>Deskripsi Kegiatan</b>	<b>Alokasi Waktu</b>
Pendahuluan	<ol style="list-style-type: none"> <li>i. Membuka pelajaran dengan mengucapkan salam dan berdoa bersama (menghayati do'a).</li> <li>j. Memeriksa keharisan siswa.</li> <li>k. Menyampaikan secara singkat, garis besar materi yang akan disajikan selama pembelajaran.</li> <li>l. Menginformasikan tujuan yang akan dicapai selama pembelajaran.</li> </ol>	10 Menit
Kegiatan Inti	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>• Guru menyampaikan judul pembelajran.</li> <li>• Siswa diminta untuk mengamati gambar yang diberikan oleh guru tentang cerita “The Fox and The Turtle” dengan seksama.</li> </ul> <p><b>Menanya</b></p> <ul style="list-style-type: none"> <li>• Dengan bimbingan dan arahan dari</li> </ul>	45 menit

guru, siswa bertanya tentang pokok pikiran dari teks naratif.

### **Mengeksplorasi**

- Siswa memprediksi isi cerita berdasarkan gambar terkait cerita “The Fox and The Turtle”.
- Siswa membaca teks naratif.
- Siswa mendengarkan penjelasan guru mengenai main idea, specific information, dan generic structure dalam cerita tersebut.
- Siswa berdiskusi dengan teman se grup dalam memahami teks.
- Siswa mencocokkan hasil prediksi mereka dengan cerita.
- Siswa diminta untuk menjelaskan hasil prediksi mereka tentang cerita “The Fox and The Turtle” tersebut seperti unsur bahasa, alur cerita, karakter, dll.
- Guru meminta siswa untuk menjawab pertanyaan yang disediakan dengan baik dan benar.

### **Mengasosiasi**

- Dalam kelompok terbimbing siswa menganalisis fungsi sosial, makna, generic structure, dan unsur kebahasaan.
- Siswa menyimpulkan hasil analisisnya terkait fungsi sosial, makna, generic

	<p>structure, dan unsur kebahasaan.</p> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>• Guru mengevaluasi hasil pekerjaan siswa terkait teks naratif tentang cerita tersebut.</li> </ul>	
Kegiatan Akhir	<p>g. Siswa menyimpulkan pelajaran</p> <p>h. Guru mengingatkan siswa untuk mempersiapkan dirinya pada materi di pertemuan berikutnya.</p> <p>i. Pembelajaran ditutup dengan berdo'a dan juga salam.</p>	5 Menit

➤ **Penilaian Hasil Belajar**

7. Penilaian sikap Spiritual dan Sosial

- e. Teknik Penilaian : Observasi
- f. Bentuk Instrumen: Lembar Observasi

8. Penilaian Penegetahuan

- g. Teknik Penilaian : Tes Tertulis
- h. Bentuk Instrumen: Essay Test
- i. Instrument (Terlampir)


9. Penilaian Keterampilan

- g. Teknik Penilaian : Tes Tertulis
- h. Bentuk Instrumen: Essay Test
- i. Instrumen (Terlampir)

Palu, 31 Oktober 2022

**Mengetahui,**

Wali Kelas



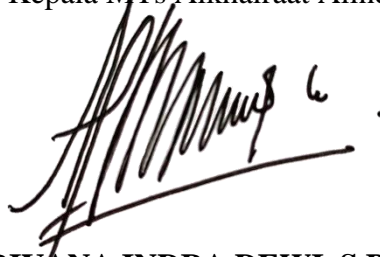
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### **Third Meeting**

#### **THE FOX AND THE TURTLE**

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

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

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

Source: <http://www.english-for-students.com/The-Fox-and-The-Turtle.html>

Essay Question.

1. What is the fox caught a turtle?
2. Why the fox not be eating?
3. Why the turtle drowned in the river?
4. What is the attitude after the turtle in the river?
5. In the story above, who is starving?
6. How the turtle feeling after being in the river?
7. Who are the character of the story above?
8. How does a turtle’s character?
9. Where is the happened place of the story?
10. What is the moral value that we can take from the story above?

## **Treatment**

### **RENCANA PELAKSANAAN PEMBELAJARAN**

#### **(RPP)**

Sekolah : MTs Alkhairaat Alindau

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : IX

Materi Pokok : Narrative Text

Alokasi Waktu : 1x Pertemuan

#### ➤ **Kompetensi Dasar**

3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks narrative dengan memberi dan meminta informasi terkait pendek dan sederhana, sesuai dengan konteks penggunaannya.

4.7 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks narrative yang benar dan sesuai teks.

#### ➤ **Kompetensi Inti**

KI.1 Mengkategorikan fungsi sosial, struktur teks, dan unsur kebahasaan dari teks narrative terkait cerita “Ali and the Magic Carpet”.

KI.2 Memprediksikan teks melalui cerita “Ali and the Magic Carpet”.

KI.3 Menentukan informasi rinci terkait dengan unsur kebahasaan yang sesuai dengan cerita “Ali and the Magic Carpet”.

KI.4 Menjawab pertanyaan essay test berdasarkan teks narrative yang sesuai dengan cerita “Ali and the Magic Carpet”.

#### ➤ **Tujuan Pembelajaran**

Setelah mengikuti proses pembelajaran dengan melalui bantuan gambar, siswa diharapkan dapat memprediksi teks melalui cerita bantuan dengan benar,

dan dapat menjawab pertanyaan dari teks narrative terkait cerita “Ali and the Magic Carpet”.

➤ **Media Pembelajaran**

1. Gambar
2. Narrative text from internet source
3. Laptop

➤ **Strategi Pembelajaran**

Direct Reading thinking Activity (DRTA) Strategy

➤ **Kegiatan Pembelajaran**

<b>Kegiatan</b>	<b>Deskripsi Kegiatan</b>	<b>Alokasi Waktu</b>
Pendahuluan	<p>m. Membuka pelajaran dengan mengucapkan salam dan berdoa bersama (menghayati do'a).</p> <p>n. Memeriksa keharisan siswa.</p> <p>o. Menyampaikan secara singkat, garis besar materi yang akan disajikan selama pembelajaran.</p> <p>p. Menginformasikan tujuan yang akan dicapai selama pembelajaran.</p>	10 Menit
Kegiatan Inti	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>• Guru menyampaikan judul pembelajaran.</li> <li>• Siswa diminta untuk mengamati gambar yang diberikan oleh guru tentang cerita “Ali and the Magic Carpet” dengan seksama.</li> </ul> <p><b>Menanya</b></p> <ul style="list-style-type: none"> <li>• Dengan bimbingan dan arahan dari</li> </ul>	45 menit

guru, siswa bertanya tentang pokok pikiran dari teks naratif.

### **Mengeksplorasi**

- Siswa memprediksi isi cerita berdasarkan gambar terkait cerita “Ali and the Magic Carpet”.
- Siswa membaca teks naratif.
- Siswa mendengarkan penjelasan guru mengenai main idea, specific information, dan generic structure dalam cerita tersebut.
- Siswa berdiskusi dengan teman se grup dalam memahami teks.
- Siswa mencocokkan hasil prediksi mereka dengan cerita.
- Siswa diminta untuk menjelaskan hasil prediksi mereka tentang cerita “Ali and the Magic Carpet” tersebut seperti unsur bahasa, alur cerita, karakter, dll.
- Guru meminta siswa untuk menjawab pertanyaan yang disediakan dengan baik dan benar.

### **Mengasosiasi**

- Dalam kelompok terbimbing siswa menganalisis fungsi sosial, makna, generic structure, dan unsur kebahasaan.
- Siswa menyimpulkan hasil analisisnya terkait fungsi sosial, makna, generic

	<p>structure, dan unsur kebahasaan.</p> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>• Guru mengevaluasi hasil pekerjaan siswa terkait teks naratif tentang cerita tersebut.</li> </ul>	
Kegiatan Akhir	<p>j. Siswa menyimpulkan pelajaran</p> <p>k. Guru mengingatkan siswa untuk mempersiapkan dirinya pada materi di pertemuan berikutnya.</p> <p>l. Pembelajaran ditutup dengan berdo'a dan juga salam.</p>	5 Menit

➤ **Penilaian Hasil Belajar**

10. Penilaian sikap Spiritual dan Sosial

- g. Teknik Penilaian : Observasi
- h. Bentuk Instrumen: Lembar Observasi

11. Penilaian Penegetahuan

- j. Teknik Penilaian : Tes Tertulis
- k. Bentuk Instrumen: Essay Test
- l. Instrument (Terlampir)

12. Penilaian Keterampilan

- j. Teknik Penilaian : Tes Tertulis
- k. Bentuk Instrumen: Essay Test
- l. Instrument (Terlampir)

Palu, 31 Oktober 2022

**Mengetahui,**

Wali Kelas



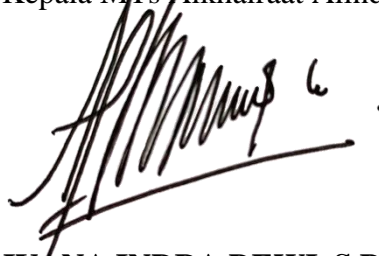
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## **Fourth Meeting**

### **ALI AND THE MAGIC CARPET**

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

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

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

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

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

Ali has an adventurous journey on the magic carpet.

Source: [https://www.kidsworldfun.com/animatedstory\\_ali-and-the-magic-carpet.php](https://www.kidsworldfun.com/animatedstory_ali-and-the-magic-carpet.php).

Essay Question.

1. What is the topic of the story above?
2. How to the carpet respond when Ali sitting on it?
3. Where is Ali find the magic carpet?
4. What touched Ali when it floats in the air?
5. With whom Ali meet in the desert so dry and very hot?
6. Where the carpet was brought Ali in the third paragraph text?
7. With whom Ali meet in the south pole?
8. Where is Ali go after enjoying snowfall?
9. Wheter seen Ali when he flew on a mountain?
10. Where Ali go when he is afraid of rain?



## DOCUMENTATION

### PRE OBSERVATION IN MTs ALKHAIRAAT ALINDAU



### PRE OBSERVATION IN MTs ALKHAIRAAT ALINDAU



**PRETEST CLASS IX**



**PRETEST CLASS IX**



## GIVING THE TREATMENT CLASS IX



## GIVING THE TREATMENT CLASS IX



**POSTTEST CLASS IX**



**POSTTEST CLASS IX**





## MTs ALKHAIRAAT ALINDAU



## CURRICULUM VITAE



### A. Personal Identity

Name : Moh.Fadil  
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Place and Date of Birth : Tamarenja, 27 May 2000  
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Phone Number : 0853-9500-7305  
E-mail : [mohfadil923@gmail.com](mailto:mohfadil923@gmail.com)  
Father Name : Amir DG. Mangera  
Mother Name : Ratni  
Sibling Name : Miran Sasmita and Abd.Farid

### B. Educational History

1. SD/MI, year of graduation : SDN 2 Tamarenja, 2012
2. SMP/MTS, year of graduation : SMP SATAP Neg. 3 Sindue Tobata, 2015
3. SMA/MA, year of graduation : SMAN 1 Sindue, 2018

### C. Organization Experience

1. Ketua Bidang III Aspirasi Mahasiswa (SEMA FTIK), 2020.
2. Pengurus HMPS Divisi Minat dan Bakat, 2019.
3. Kader HIQMAH Angk. 9, 2019.

