

**AN UNDERGRADUATE THESIS**

**THE USE OF  
DIRECTED READING-THINKING ACTIVITY (DR-TA) STRATEGY  
TO IMPROVE READING COMPREHENSION ABILITY  
AT THE TENTH GRADERS OF SMK PGRI 1 PUNGGUR  
IN THE ACADEMIC YEAR OF 2017/2018**

By:

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English Education Department



**STATE INSTITUTE ISLAMIC STUDIES OF METRO  
1439 H /2018 M**

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Presented as a Partial Fulfillment of the Requirements  
for the Degree of Sarjana Pendidikan (S.Pd.)  
in English Education Department

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Sponsor : Dr. Mahrus As'ad, M.Ag.  
Co-Sponsor : Syahreni Siregar M.Hum

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**ABSTRACT**

**BY:  
ANA MARDIANA**

The purpose of this research is to show that Directed Reading –Thinking Activity (DR-TA) can improve the learning process and the reading comprehension abilities. There are many students who still find difficulties in comprehend the text in reading. So, the writer tries to attest that Directed Reading-Thinking Activity can be one of the teaching strategy to improve the students' narrative reading comprehension Abilities.

In this research, the researcher conducts classroom action research (CAR) which is done in two cycles. Each cycle consist of planning, acting, observing, and reflecting. The subjects of this research is 25 students in X class of SMK PGRI 1 Punggur In collecting data, the researcher compares test (pre-test, post test 1 and post test 2), observation and documentation. The research is conducted collaboratively with an English teacher of SMK PGRI 1 Punggur.

The result of the research shows that the use of Directed Reading-Thinking Activity can improve the students reading comprehension abilities and also students' learning activities. It proves by the result of the students reading score. The students who got score 75 or more is 5 students (20%) at pre test, 6 students (24%) at cycle I, and 20 students (80%) at cycle II. At post test I is 65 and post test II is 77 it improved 14,28 point. It achieves the indicator of success where 80% of students got score 75 or more. Furthermore, the use of directed reading-thinking activity improves students' activities in reading class. It proves by the result of observation sheet on students' activities. In cycle I, there is 63% of students are active in reading class. In cycle II, there is 81% of the students are active. Considering the result of the data above, it can be concluded that the use of directed reading-thinking activity can improve the reading comprehension abilities and their learning activities of the tenth graders of SMK PGRI 1 Punggur.

(keyword : *reading comprehension abilities, directed reading-thinking activity (dr-ta), classroom action reseacrh*)

**PENGUNAAN  
DIRECTED READING-THINKING ACTIVITY (DR-TA) STRATEGY  
UNTUK MENINGKATKAN KEMAMPUAN PEMAHAMAN MEMBACA  
DI KELAS SEPULUH SMK PGRI 1 PUNGGUR  
TAHUN AJARAN 2017/2018**

**ABSTRAK**

**OLEH:  
ANA MARDIANA**

Tujuan utama dari penelitian ini adalah menunjukkan bahwa DR-TA dapat meningkatkan proses pembelajaran dan kemampuan pemahaman membaca yang baik. masih banyak para siswa yang menghadapi permasalahan dalam memahami teks bacaan. Jadi, penulis mencoba untuk membuktikan bahwa Directed Reading-Thinking Activity (DR-TA) dapat menjadi salah satu strategy pembelajaran untuk meningkatkan kemampuan pemahaman membaca siswa.

Dalam penelitian ini, peneliti melaksanakan penelitian tindakan kelas yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, pelaksanaan, observasi dan refleksi. Subjek penelitian ini adalah 25 siswa kelas sepuluh SMK. PGRI 1 Punggur. Dalam pengumpulan data, peneliti menggunakan tes (pre-test, post test 1 and post test 2), observasi dan dokumentasi. Penelitian ini bekerjasama dengan guru Bahasa Inggris SMK PGRI 1 Punggur.

Hasil penelitian ini menunjukkan bahwa DR-TA dapat meningkatkan proses pembelajaran dan menunjukkan bahwa DR-TA dapat meningkatkan kemampuan pemahaman membaca. Hal ini dibuktikan oleh hasil nilai membaca. Siswa yang memperoleh nilai 75 atau lebih adalah 5 siswa (20%) dalam pre-tes. 6 Siswa (24%) pada siklus I dan 20 siswa (80%) pada siklus II. Untuk mencapai indikator sukses dimana 80% siswa memperoleh nilai 75 atau lebih. Selanjutnya, penggunaan directed reading-thinking activity meningkatkan aktivitas siswa dalam kelas membaca. Hasilnya menunjukkan lembar observasi siswa di siklus I ada 63% dari siswa yang aktif dikelas membaca dan ada 81% siswa di siklus II siswa yang aktif. Mempertingkan hasil data diatas, dapat disimpulkan bahwa menggunakan directed reading-thinking activity dapat meningkatkan kemampuan pemahaman membaca siswa di kelas sepuluh SMK PGRI 1 Punggur.

(Kata kunci : *kemampuan pemahaman membaca, directed reading activity, penelitian tindakan kelas*)



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*Assalamu'alaikum, Wr. Wb*

We have given guidance and enough improvement to research tesis script which is written  
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Students Number : 13106527

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TO IMPROVE READING COMPREHENSION ABILITY AT THE  
TENTH GRADERS OF THE SMK PGRI 1 PUNGGUR ACADEMIC  
YEAR 2017/2018

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in  
order to be discussed on the munaqosyah. Thank you very much.

*Wassalmu'alaikum Wr.Wb*

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Kepada yth,  
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*Assalamualaikum Wr.Wb.*

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh:

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YEAR 2017/2018

Sudah kami dapat setuju dan dapat diajukan untuk dimunaqsyah, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

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**RATIFICATION PAGE**

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An Undergraduate Thesis entitled: THE USE OF DIRECTED READING-THINKING ACTIVITY (DR-TA) STRATEGY TO IMPROVE READING COMPREHENSION ABILITY AT THE TENTH GRADERS OF SMK PGRI 1 PUNGGUR IN THE ACADEMIC YEAR OF 2017/2018

Written by Ana Mardiana, student number 13106527 English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on January 09<sup>th</sup>, 2018 at 08.00-10.00

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States that this undergraduate thesis is original except certain parts of it  
quoted from the bibliography mentioned.

Metro, August 2017



**ANA MARDIANA**  
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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, Agustus 2017



ANA MARDIANA  
Nomor Siswa: 13106527

## MOTTO

مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا يَرْفَعِ اللَّهُ الَّذِينَ ءَامَنُوا  
تَعْمَلُونَ خَيْرٌ

... And when you are told to rise up (for prayers) Alloh will exalt in degree those of you who believe, and those who have been granted knowledge...

**(Q.S: Al- Mujadalah: 11)**

## **DEDICATION PAGE**

I highly dedicate this undergraduate thesis to:

My Beloved Parents  
(Mr. Muslim and Mrs. Almh.Sutarti)

My Beloved Sisters  
(Eni Oktina Sari,Eva Retno Sari)

My Beloved Friends  
(Wiji Soviana,Anas Mutoharoh,Siti Fatimah Tul Jahro,Endah Wahyu  
Agnesty,Novi Terryzeeta,Nurul Khasanah,Alfi Purnama Dewi K, Endang Sri  
Wahyuni, Hera Riski, Devita Amanda and soon)

Absolute E Class of TBI 2013 and my Beloved Campus IAIN Metro

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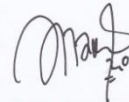
First of all, the writer would like to express this thank fullness to the Chief of IAIN Metro, Dr.Hj.Akla M.Pd as The Dean of Tarbiyah and Teach Science faculty, Mr.Ahmad Subhan Roza, M.Pd as head of the English Department, The Dr. Mahrus As’ad M.Ag, as The Sponsor and Mrs.Syahreni Siregar M.Hum, as The Co-Sponsor that have guide them give understanding and motivation, that all are very significant for myself. The writer also thanks to all the lectures and the staff of IAIN Metro that has available all facilities as long collecting the requirement. Also the writer thanks to all the teachers of the SMK PGRI 1 Punggur that have supported to give the service of collecting all data. And to my parents, my beloved sisters and my beloved who have given support and spirit, so the writer can finish this research.

The writer do forgives for all mistakes that she has made in writing and presentation items. All comment and criticizes are really welcomed to lighten up the quality of this a research. Hopefully, this undergraduate thesis can be a

meaningful benefit for the researcher especially and for our campus and all readers generally.

Metro, August 2017

The writer,

A handwritten signature in black ink, appearing to read 'Ana Mardiana', with a stylized flourish at the end.

**ANA MARDIANA**

**ST.N. 13106527**

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## **CHAPTER I**

### **INTRODUCTION**

#### **A . Background of the Study**

English is one of the most important languages in the world. It is used in many countries in the world. In Indonesia, English as a foreign language which has four skill to be learn: listening, speaking, reading and writing. Reading is considered as one of important skills, which has to be learning because it can influent the other language skills. Reading is something that must be done by all students who are studying language.

The aim of teaching reading is to make students are expected to read effectively and efficient. It means they really understand about the content. Students do not only have to know about the structure of the text, but also comprehend the meaning what is the written. However, comprehending the reading text is not easy to learn, because English is still our foreign language and student should have fully understanding about the text.

According to the information there are problems faced by the reader to achieve the purpose of reading, such as reading habit, focus on reading, vocabulary mastery and motivation. However, According to English teachers of SMK PGRI 1 PUNGGUR, most of their students still difficult to comprehend the meaning of the text . Considering with writer experiences when practice teaching at SMK PGRI 1 PUNGGUR, there are problems the writer find. First, if teacher giving a question about reading text, many of student don't know about the text. Second, reading make their not interest in

learning class, because make the students difficult to comprehend the text. Third, lack of vocabulary and translation of word so make the students difficult to find the meaning of the text. Next, the students less motivation, if the teacher asks to the students read of the text, many of them only read the text without to try comprehending the text. The last problem is the strategy that used by teacher, the teacher often translates word by word make the students not interest to reading the text. This happened to the most students of SMK PGRI 1 PUNGGUR due to the low of their score.

Related to the statement above, the writer interest to do this research by using Directed Reading –Thinking Activity. The researcher chooses this strategy because it assumes that to realize creative teaching should have learning process more interesting to invite students in reading. Directed Reading- Thinking Activity (DRTA) is strategy that focuses with involvement students to predicting the text. Beside can improve reading comprehension, DRTA can stimulate students to thinking their ideas before they read of story about text and make some prediction about the story. With use Directed Reading- Thinking Activity (DRTA) can help students in learning activity in comprehending the text especially in narrative text. in other word, students more effective and can comprehend about content of the story in the text.

This research was held at the tenth grade of SMK PGRI 1 Punggur which is consist of one class for about 25 students, and after doing the pra-

survey at the tenth grade of SMK PGRI 1 PUNGGUR which located in Education Street No 5, Tanggulangin central Lampung, the writer gets the result as bellow:

**Table 1**  
**Students' Reading Score Frequency**

No	Score	Explanation	Frequency	Percentage
1	$\geq 75$	Complete	3	12 %
2	$< 75$	Incomplete	22	88 %
Total			25	100%

*Source: Teacher's archive, English Reading Score at the Tenth Grade of SMK PGRI 1 Punggur, on October 24<sup>th</sup>, 2016.*

The pre-survey was done on October 24<sup>th</sup>, 2016. They were 25 students at the tenth grade of SMK PGRI 1 PUNGGUR. The English minimum passing grade in this school is 75. It means that the students who got the score under 75 do not pass the examination. In fact, there are not students who get 81-100, there are only 3 students who got 75 – 80 ,7 students got score 56 – 74, and 15 students got score 0 – 55. The average score is 55,44% of the total of students, it can be concluded that students' reading score at the Tenth Grade is still low.

Based on the pre-survey result above the students has problems in learning activity, especially in reading subject, those are:

1. Students do not have much motivation to read.
2. The students do not active to follow the lesson English it is like talking and playing with friend while the teacher is explaining the lesson.

3. The students feel bored in English learning process.
4. Most of students do not comprehend the text, because they do not know the meaning.
5. Most of the students cannot remember the content of the text and make prediction the main idea of the text.

Considering the statement above, the researcher should help the students to overcome the problem or to minimize the problem. The researcher interest to finding out an effective way in teaching English, especially in improving the reading comprehension abilities by using Directed Reading – Thinking Activity Strategy.

## **B. Problem Identification**

Based on explanation above, there are some problem can identifying that is:

1. Students have difficulties in comprehending reading text.
2. Students have difficulties to comprehend the English words.
3. The students do not have much motivation to reading.
4. The students have low skills in understanding the meaning of a word.
5. Most of students can not remember the content the text of reading.

## **C. Problem Limitation**

From the problem identification above, the researcher took problem that the students have difficulties in comprehending reading text. So, in this

research the researcher limited the problem that focus on the students that have difficulties in comprehending the text that they read by using Directed Reading – Thinking Activity Strategy.

#### **D. Problem Formulation**

Concerning with the background of the study above, the researcher formulated the problem as follows:

“Can the use of Directed Reading-Thinking Activity (DR-TA) Strategy improve reading comprehension ability and students learning activity at the tenth graders of SMK PGRI 1 in the Punggur Academic Year of 2017/2018?”

#### **E. Objective and Benefit of the Study**

##### **1. Objectives of the Study**

- a. To know whether DR-TA Strategy improve the students reading comprehension ability.
- b. To improve the students learning activity By using the Directed Reading-Thinking Activity (DR-TA) Strategy.

##### **2. Benefit of the Study**

- a. For the students

The results of this study can be as motivation to make students' interest in English learning and improving their reading comprehension abilities.

- b. For the english teacher

The results of this study can be use as information for the teacher of english, especially at SMK PGRI 1 Punggur that use directed reading-thinking activity can improving students' reading comprehension abilities and also improve their performance in teaching.

c. For the headmaster

The results of this study the headmaster can be as conveys to the teachers that they should know students' problems in order to reach learning process effectively.

## CHAPTER II

### THEORETICAL REVIEW

#### A. The Concept of Reading Comprehension Abilities

##### 1. The Concept of Reading

###### a. The Definition of Reading

Reading is one of the skills that it should be mastered by learners. There are so many explanations of some experts about reading, they are as the followings:

According to Jeremy Harmer in his book, Reading is useful for other purpose too any exposure to English students provided students understand it less is a good thing for language students. At the very least, some of the language sticks in their minds as part of language acquisition and if the reading text is especially interesting and engaging, acquisition is likely to be even more successful.<sup>1</sup>

Reading is the skill of a reader or a group of reader to interpret information transferred by a writer. This skill is also realizes by the ability of the readers to identity the rules of the language used by the writer to transfer the information she/he puts in the language.<sup>2</sup>

According to Guthrie et al state that Reading is more than simply a basic skill. It involves complex thinking in the learning process. Mature

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<sup>1</sup>Jeremy Harmer ,*How to teach English*, (England : Longman,1998), p. 68.

<sup>2</sup>SangamSiahaan, *English Paragraph*, (Yogyakarta : Graha Ilmu,2008), p. 3.



readers take part in a complex process that is analytic, interactive, constructive, and strategic.<sup>3</sup>

According to Gambrell and Dromsky in A cognitive-constructivist view of reading emphasizes, they say that reading is a process in which readers actively search for and make meaning for themselves in what they read. It mean that understanding information in the text is, of course, the whole purpose of reading.<sup>4</sup>

Meanwhile in other definition, Reading is the process of understanding a written text by the learner. It is an important input skill which depends on the vocabulary and background knowledge of the learner in the second language. During the reading process, the English language learner can improve his vocabulary and terms, acquire new information and ideas enhance his real world knowledge.<sup>5</sup>

Based on the explanation above, we make conclude that reading is the process by reader or someone to understanding the content of written text. Reading without understanding what has been read is useless. The readers are not only reading a set of words in a sentence but also should be able to comprehend the text in order to get the message and information from what they have read.

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<sup>3</sup>Judy S. Richard, Raymond F. Morgan, Charlena Fleener, *Reading to Learn in the Content Areas*, (USA :Wadsworth Cengage Learning ,2009),.Seventh Edition,P.100-101.

<sup>4</sup>Peter weswood, *Reading and learning difficulties (approach to teaching and assessment)*, (Australia: acer press,.2001), p.10.

<sup>5</sup>BassmaBasheerNomass, "*The Impact of Using Technology in Teaching English as a Second Language*", (University of Baghdad, Iraq: Canadian Center of Science and Education ), Vol. 3, No. 1; 2013, h. 113.

## 2. The Concept of Reading Comprehension

### a. The Definition of Reading Comprehension

There are many experts that have different definitions of reading comprehension, there are as follows:

Based on Oxford Advanced Learner's Dictionary the word of "comprehension" is explained that :

1. The ability to understand
2. An exercise to train the students to understand the language.<sup>6</sup>

It means that comprehension is an exercise which trains students to improve their ability in understanding language.

"reading comprehension is the search for meaning, actively using our knowledge of the world and of texts to understand each new thing we read<sup>7</sup>. So, the more knowledge the reader can bring, the more likely it is that the material will be understood.

Based on these explanations above the researcher can get conclusion that comprehension is the reading process which requires delicate information, understanding, and interpretation from reading material and students can understand it with their background knowledge and experience.

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<sup>6</sup>As Homby, *Oxford Advance*, p. 296.

<sup>7</sup> Jean Wallace Gillet and Charles Temple, *Understanding Reading Problem Assessment and Instruction*, (USA : Harper Collin College Publisher, 1994), p.40.

### 3. The Concept of Reading Comprehension Abilities

There are some experts that have different definition of reading comprehension, there are as follows:

According Larson and Fleischer, to reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency.<sup>8</sup>

Janette K.Klinger state that Reading comprehension is a multicomponent,highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).<sup>9</sup>

Based on the explanation some experts above, can conclude that reading comprehension abilities is the process involves many interactions between readers and what they bring to the text, looking for the information suggested from the text or written language, and the purpose is the readers can understand about the meaning through interaction and involvement with written language. In other word, it can be stated that there will be no reading without comprehension. Because comprehension is occurs when the reader are able to understand, remember, retell and discuss with other about what they have read.

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<sup>8</sup> Karen R. Harris And Steve Graham,*Teaching Reading Comprehension To Students With Learning Difficulties*.(New York: The Guilford Press A Division Of Guilford Publications,2007), P. 2.

<sup>9</sup>*Ibid.*,p. 8.

#### 4. The Kinds of Reading Comprehension Abilities

Pearson and Nicholson categorized reading comprehension abilities into four categories namely, literal reading comprehension ability, interpretation reading comprehension ability, critical reading comprehension ability, and creative reading comprehension ability.

##### a) Literal Reading Comprehension Ability

The first category does not include the thinking skills. Teachers do not need special help on this. It is as the skill of getting the primary, direct literal meaning of a word, idea, or sentence in context. There is no depth in this kind of reading. For example, the types of meaning question: "What did little brother want to eat?" Giving the answer requires no thinking because there are the exact words given in the book.

##### b) Interpretative Reading Comprehension Ability

Interpretative is the label for a very usable category of thinking skills, which should be emphasized in reading. This term could be used in a sense broad enough to cover all of the thinking skills. In general, it may be said that interpretation probes for greater depth than literal comprehension.

##### c) Critical Reading Comprehension Ability

The critical reading skill category is the one most direly in need of development in American life at the present time. According to Smith, critical reading includes literal comprehension and interpretation as

previously defined, but it goes further than either of these in that the reader evaluates, passes personal judgment on the quality, the value, the accuracy and the truthfulness of what is read.

#### d) Creative Reading Comprehension Ability

The term "creative reading" is frequently used in as broad a sense as "inferences," "critical reading" and other current popular terms which many have fallen into the habit of employing as one label-to cover all thought processes in reading. Creative reading accompanies and grows out of literal comprehension, interpretation or critical reading, but it is different from any one of these. Creative reading in its higher form starts with a question or an inquiry which arises in the mind of the reader, personally, and is usually carried forward with high motivation, often a sense of urgency.<sup>10</sup>

Based on the explanation above, the student of Senior High School included in interpretation reading comprehension ability because interpretation are involving a cluster of several different kinds of thinking skills and concerning with supplying meaning not directly stated in the text. Therefore, in level junior high school at the eighth grade the student can comprehend a text in reading because in this level there are many materials about kinds of a text like report,narrative,descriptive and soon. So, the student can identify the kind of text with comprehend in reading.

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<sup>10</sup> Vila Panton Smith, *The Many Faces of Reading Comprehension*, (Kansas City: ERIC, University of Southern California, 2003) p.9-14.

## 5. The Measurment of Reading Comprehension

Measurment is the process of conferting observasion into quantities through theory. According to Leornard, Measurment as a process implies an act of acsertainment of finding out. The quantity or measure is the number assigned to the attribute of the object of measurment.<sup>11</sup>To know the achiement of reading comprehension ability should be measured use the assesment of reading. There are the measurments of reading comprehension ability according to Grenall and swan, as follows: <sup>12</sup>

**Table 2**  
**The Measurment of Reading Comprehension**

No	Criteria	Score
1	Students' can identify the the meaning of the ideas in the text	0-25
2	Students' can identify communicative purpose of the text.	0-15
3	Students' can identify main idea of the text.	0-25
4	Students' can identifying information contained in the text	0-35

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<sup>11</sup>Donald S. Burdick, *The objective of measurement of Reading Comprehension In Response to Technical Questions Raised by The California Department of Education Technical Study Group*, (Institute of Statistics and Decision Science: Duke University, 1997), p.1

<sup>12</sup>Silmon Grenall and Michael Swan, *effective Reading: Reading Still for advanced students: Teacher's Books*, (cambridge: Cambridge University Press, 2004), P. 34

	Total	100
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According to Pearson and Sarrroub, there are three important facets of reading comprehension assessment these are follows<sup>13</sup>:

- (a) norm-referenced, standardized, multiple-choice tests,
- (b) criterion-referenced assessments of specific skills, and
- (c) informal classroom assessments of The multiple choice tests and classroom assessments have a history in schools whereas criterion referenced assessments were relatively new.

The purpose of normreferenced multiple-choice tests are to see how well students achievedcompared to other students nationally on the same measure.Jonhnston said that As a measure of reading comprehension, he believes that assessing students reading comprehension based on a selected response quiz provides a very restricted view of reading comprehension. Such a measure does not provide information about how the students process the text. Omanson, Warren, and Trabasso concluded that inference-based questions provided more important information about students' reading comprehension because they are better indicators of how students' processed text at all levels of reading comprehension.

Based on explanation above, it can conclude that the measurement of reading comprehension is a process conferting observasion into quantities through theory. the theory creates a context which the observation can be understood as the data for an estimator for the measure.So, it can believe that assessing students reading comprehension based on a selected response quiz provides a very restricted view ofreading comprehension.

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<sup>13</sup>Kate Gage Ginno,*Measures Of Content Reading Comprehension: Comparing The Accelerated Reader Measure And An Informal Measure*, (California State University:Chico,2009),p.23.



## **B. The Concept of Directed Reading- Thinking Activity (DRTA) Strategy**

### **1. The Defintion Of DRTA Strategy**

Before explain about definition of Directed Reading-Thinking Activity (DR-TA) strategy, we must to know the definition of Directed Reading Activity (DRA) because directed thinking activity as a part of Directed Reading Activity. Directed reading activity (DRA) is a reading comprehension/critical thinking activity for the building knowledge part of a reading lesson with either narrative or informational text.

The Directed Reading-Thinking Activity is a popular strategy for engaging students in reading narrative texts for understanding. It is similar to DRA in that students read silently under the direction of the teacher, but the question prompts are less specific and provide less support for comprehension than DRA. It is suitable for students who have had good success with DRA, because it encourages them to make their own predictions.<sup>14</sup>

### **2. The Principles of Directed Thinking Activity (DRTA) Strategy in Teaching Reading Comprehension**

According to Fisher and Frey, they explain that Directed Reading–Thinking Activity (DR–TA) strategy is an activity that helps students understand that each segment of text can help them figure out the next segment, because the text is divided into smaller portions, students can focus on the process of responding to higher-order questions. Further, as

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<sup>14</sup> Alan Crawford et.al., *Teaching and learning strategies for the thinking classroom*, (New York: The International Debate Education Association, 2005), P. 42-47.

advocated by Stauffer, the DR–TA has three basic steps: predicting, reading, and proving. Predicting involves asking readers to use not only what they already know but also whatever they can learn from a quick preview of the material to predict what the material is going to be about. Predicting prepares the reader for comprehension.<sup>15</sup>

According to Walker say that Directed Reading–Thinking Activity (DRTA) is an instructional strategy designed to give children experience in predicting what an author will say, reading the text to confirm or revise the predictions and elaborating upon responses.<sup>16</sup>

Tierney, Readance and Dishner states that the Directed Reading-thinking Activity is "a lesson plan which involves:

- (a) preparation/readiness/motivation for reading a lesson;
- (b) silent reading;
- (c) vocabulary and skills development;
- (d) silent and/or oral reading; and
- (e) follow-up or culminating activities."It engages students in an active process where they must use their reasoning abilities and their own ideas.<sup>17</sup>

From the explanation some experts above, it can conclude that directed thinking activity is strategy can be used with children at any stage

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<sup>15</sup>Judy S. Richard, Raymond F. Morgan, Charlena Fleener, *Reading to Learn in the Content Areas*, p.107-113.

<sup>16</sup>Peter weswood, *Reading and learning difficulties approaches to teaching assessment*, p.59..

<sup>17</sup>Talal Abd Al- Hameed Al Odwan, "The Effect of the Directed Reading Thinking Activity through Cooperative Learning on English Secondary Stage Students' Reading Comprehension in Jordan" *International Journal of Humanities and Social Science*, (Amman, Jordan: The World Islamic Sciences and Education University), Vol. 2 No. 16 (Special Issue – August 2012).

of reading development. It is easily accommodated at a simple level in shared book sessions or at a level involving higher order thinking with older readers when they process more difficult text.

### **3. Improving Reading Comprehension Abilities Through (DRTA) Strategy**

Abi Samara's statement that the Directed Reading-Thinking Activity is an effective strategy for teaching reading comprehension because it helps students set reading purposes by making predictions, read more actively and enthusiastically, and remember more information from what they read. During the teaching and learning process, the teacher's involvement during the teaching and learning process was very important to provide help for the students in achieving the goal of the learning: to comprehend the content of narrative text.

However, the 'help' provided by the teacher here does not merely test students' memory of the text read. Instead, the procedure leads the students to process the text by providing guidance and at the same time gradually release the responsibility to the students.<sup>18</sup>

However, since the Directed Reading-Thinking Activity is effective for reading both literary and informational, the students suggested applying the strategy independently not only in the classroom but also outside wherever they are reading any type of text. It this

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<sup>18</sup>Santi Erliana, *Improving Reading Comprehension Through Directed Reading-Thinking Activity (DRTA) Strategy*, (Islamic State College: Palangka Raya), Journal on English as a Foreign Language, Volume 1, Number 1, March 2011. P.6.

effective and suitable to improve reading comprehension in terms of providing the students opportunity to utilize reading strategies, to enhance students' self confidence, and to produce independent learners.

From explanation the statement above, we can conclude that the students utilized reading strategies independently and confidently. with use DRTA strategy can be used with children at any stage of reading development. In order for some children with reading difficulties to get the most benefit from DRTA it is usually necessary to have them re-read the passage, aiming for improve fluency so that cognitive effort can be redirected towards the meaning of the words.

#### **4. The Procedures to Use Directed Reading-Thinking Activity (DR-TA) Strategy**

##### **a. The Activity Of Teaching Directed Reading -Thinking Activity Startegy**

When the teacher will to teach the student in teaching reading with using Directed Reading – Thinking Activity, the teacher should do some activity that as follow are:

- 1.) Teacher prepare the text by marking four or five good stopping points. Plan stopping points to fall at moments of suspense in the story.
- 2.) On the chalk board or on chart paper, prepare a chart like the one below. Explain to the students that they will be reading the story, one bit at a time. Remind them that it is important not to read

beyond the stopping points. They will be making predictions and reading to confirm those predictions.

- 3.) Ask the students to read the title of the story. Talk about the genre. Name the author. Show the cover illustration, and read the title. Then ask for their prediction about what will happen in the story. Write those predictions in the space labeled “What do you think will happen?” after the title. Ask the students why they think so. Then enter their reasons under “Why?”
- 4.) Now, ask the students to read to the first stopping point, and when they have reached it, they should go back and consider the prediction they made before, and say what actually happened. You should record their ideas in the space called “What did happen?”
- 5.) The teacher reviews the predictions and asks which ones are coming true so far. The teacher asks them to read aloud parts of the text that confirm or disconfirm their predictions.
- 6.) Then, the students should predict what they think will happen in the next block of text, and offer new predictions, with the evidence that led to their making those predictions to be entered in the spaces provided. Then they should read on, check their prediction against what did happen, make new predictions, dictate evidence for those predictions, and read the last section.

7.) Finally, they should check their last predictions against what actually happened in the story, and dictate their findings about what happened, to be recorded in the space on the form.<sup>19</sup>

Based on the explanation above, the researcher conclude that the directed reading-thinking activity can be used by the teacher to teaching reading comprehension of the text, because it engages the readers to make their own prediction about the text and it can help the teacher to teach the students to more easier and comprehend with their materials in learning process.

#### **b. The Steps of Directed Reading-Thinking Activity (DR-TA) Strategy**

Questioning by the teacher encourages children to think more analytically and critically about the subject matter they are reading. The process involves the reader in three basic steps that as follows :<sup>20</sup>

- 1) asking student to identify the use of particular structure used in the text,
- 2) asking students to complete the provided incomplete graphic organizers.
- 3) students'comprehension toward the text was evaluated hrough oral comprehension questions, and than the teacher's involvement is mainly the asking of relevant focus questions to activate the children's thinking:

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<sup>19</sup> Alan Crawford et.al., *teaching and learning strategies for the thinking classroom*, p.44-45.

<sup>20</sup> Peter weswood, *Reading and learning difficulties approaches to teaching assessment*, p.59-60.

- (a) What do you think will happen?
- (b) What is this going to be about?
- (c) How would she be feeling?
- (d) Why do you think that?
- (e) Can you prove what you say from something in the book?<sup>21</sup>

From explanation above, the researcher concludes that the development of appropriate steps of DRTA strategy in another action research can be conducted with different reading micro skills and different level of proficiency. However, since the DRTA is effective for reading both literary and informational, the students suggested applying the strategy independently not only in the classroom but also outside wherever they are reading any type of text.

## **5. The Advantage and Disadvantage of Directed Reading –Thinking Activity (DRTA) Strategy**

### **a. The Advantages of DRTA**

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

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<sup>21</sup>Santi Erliana, *Improving Reading Comprehension Through Directed Reading-Thinking Activity (Drta) Strategy*, (Islamic State College: Palangka Raya), Journal on English as a Foreign Language, Volume 1, Number 1, March 2011.P.8.

In addition, it activates students' prior knowledge. It will appear prior knowledge by predicting the topic and new information will add students' knowledge. Further, it also teaches students to monitor their understanding of the text as they are reading. The students understand the content of the text step by step. It began from activating prior knowledge, then predicting what they will learn about the topic and the last is proving. From that step, the students will practice how to understand the text accurately.

Furthermore, it helps students strengthen reading and critical thinking skills. Reading comprehension is not passive ability, so that readers must think about the topic accurately. Moreover, any strategy that is used by the teacher in teaching learning process give purposes to the teacher and students.

According Bainbridge, Directed reading Thinking Activity (DRTA) is strategy encourages reader or students to be actively involved in the constructions of meaning . It's mean that through student's predictions in the text to make their active in reading.<sup>22</sup>

Thus, Brunner said that strategy help students read critically and reflect upon what they read. Besides, this strategy help students determine a purpose for reading, carefully examine the text, and remain engaged throughout the lesson.<sup>23</sup>

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<sup>22</sup> Bainbridge, et al. *Learning with Literature in the Canadian Elementary Classroom*. (Edmonton Alberta: The University of Alberta Press, 1999), p. 164.

<sup>23</sup> Brunner, Judy Tilton. *I Don't Get It !*. (Plymouth: Rowman & Littlefield Publishers, Inc, 2011), p. 56.



In summary, Directed Reading Thinking Activity (DRTA) strategy used to make students actively read the text, carefully examine and remain engaged in reading by student's prediction for the text and constructions of meaning the text. So, the teacher can designed this activity as creative as possible to make student enjoy in the learning process.

#### **b. Disadvantages of DRTA**

The disadvantages of DRTA method indeed it is only useful if students have read or heard the text being used. Besides, classroom management may become a problem if it is a big class (the students more than thirty) because the teacher could not control the students personally.<sup>24</sup>

### **C. Action Hypothesis**

Based on the frame of theories and assumption above, the researcher formulated the hypothesis was as followed "By using Directed Reading-Thinking Activity, the students reading comprehension abilities and students learning activity can be improve at the tenth graders of SMK 1 Punggur".

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<sup>24</sup> *Ibid*, . *Learning with Literature in the Canadian Elementary Classroom*.p,165.

### **CHAPTER III**

#### **RESEARCH METHODOLOGY**

This chapter deals with the discussion about the research methodology. The topics that are discussed in this chapter are setting, object of the study, action plan, data collection method, data analysis technique and indicator of success.

##### **A. Setting of The Research**

This research will be conducted in SMK PGRI 1 Punggur. It was located in education Street no 5, Tanggulangin central Lampung . Total of the students from the tenth up to twelfth graders were 250 students. Actually, there are four classes for the tenth graders that are P, AP, AK, TKJ. However, the researcher chose the tenth graders of AP class with the total students are 25 students because their reading comprehension abilities are still low. It is based on the result of pre survey score of students at the tenth graders at SMK PGRI 1 Punggur.

##### **B. Subject of the Research**

Subject of the research is the tenth graders of SMK PGRI 1 PUNGGUR. The tenth graders are divided into four classes. They are class P, AP, AK, and TKJ. In this research, the writer chose X AP. This class consists of 25 students. They are 1boys and 24 girls. The researcher chose this class because from the fact and the result of pre-observation, it is shown that the students' interest and achievement of reading is still low. The researcher found some students has difficulties to understand how to comprehend the texts, because they do not

know the meaning and the content of the text. The strategy that used by teacher is not interested, so the researcher tried using directed reading-thinking activity to improve students reading comprehension abilities. After using directed reading-thinking activity in learning process, it will be hoped that will be could to increasing learning result and studies activity.

### **C. Procedure of The Research**

#### **1. The Concept of Classroom Action Research**

In this chapter, I told a brief history of classroom action research. As the focus on my research was how I go about using Directed Reading – Thinking Activity Strategy to improve reading comprehension abilities. According to Stephen Kemmis & Robin McTaggar Classroom action research is practical not just idealistically, in a utopian way, or just about how interpretations might be different ‘in theory’, but practical in Aristotle’s sense of practical reasoning about how to act rightly and properly in a situation with which one is confronted.<sup>25</sup> It could be inferred that classroom action research was the inquiry toward the problems faced in learning activity by conducting an action to improve the quality of process and the result of learning.

Burns, state that action research is systematic collection of information designed to bring about social change. Burns suggests a

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<sup>25</sup> Stephen Kemmis, Robin McTaggar, Ronda Nixon, *The Action Research Plannddoing Critical Participatory Action Research*, (New York: Springer Science & Business Media Singapore, 2014), P.11.

number of common features which can be considered to characterize action research:

- a) Action research is contextual, small-scale and localized- it identifies an investigates problems within a specific situation,
- b) It is evaluative and reflective as it aims to bring about change and improvement in practice.
- c) It is participatory as it provides for collaborative investigation by teams of colleagues, practitioners, and researchers.
- d) Changes in practice are based on the collection of information or data which provides the impetus for change.<sup>26</sup>

According to Mills action research designs are systematic procedures done by teachers (or other individuals in an educational setting) to gather information about, and subsequently improve, the ways their particular educational setting operates, their teaching, and their student learning.<sup>27</sup>

McNiff& Dr. Whitehead states that Action research is a form of enquiry that enables practitioners everywhere to investigate and evaluate their work.<sup>28</sup>

According to Bartlett and Burton, action research is carried out by professionals, it starts from practical questions that are embedded within their working context, so each research project is necessarily unique as it

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<sup>26</sup> Anne Burns ,*Collaborative Action Research For English Language Teacher*, (New York: Cambridge University Press, 1999), p.30.

<sup>27</sup> John, W. creswell, *educational research Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, ( USA: Pearson, 2012) (fourth edition), p.577.

<sup>28</sup> McNiff&Dr.Whitehead ,*All You Need To Know Action Research*, (London: Sage Publication, 2006). P.7.

has been designed for a specific set of circumstances with methodology tailored to suit those circumstances<sup>29</sup>.

Donald Ary, Lucy Cheser Jacobs and Chris Sorensen states that, action research is more than reflection. It emphasizes a systematic research approach that is cyclical in nature, alternating between action and reflection, continuously refining methods and interpretations based on understandings developed in earlier cycles.<sup>30</sup>

From statement above, we can make conclude that action research is the systematic study of efforts to overcome educational problems or to change things related to educational problems for improvement. Action research here uses the model developed by Kemmis and McTaggart in Burns (1999: 32). According to the model, the implementation of the action research includes four steps. They are as follows:

- a. Identifying problems and planning the action
- b. Implementing the action and observing or monitoring the action
- c. observe the effect of the critically informed action in the context in which it occur
- d. Reflect on these effects as the basis for further planning, subsequent critically informed action and soon, through a succession of stages.<sup>31</sup>

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<sup>29</sup> Lin S.Narton, *Action Research In Teaching And Learning*,(New York:Routledge,2009),P.64.

<sup>30</sup> Donald Ary Et, *Introduction To Research In Education*,(USA :WadsworthCengageLearning, 2010)(eighth edition),P.512.

<sup>31</sup> Anne Burns ,*Collaborative Action Research For English Language Teacher*, p.32

Here is step of classroom action research design<sup>32</sup>

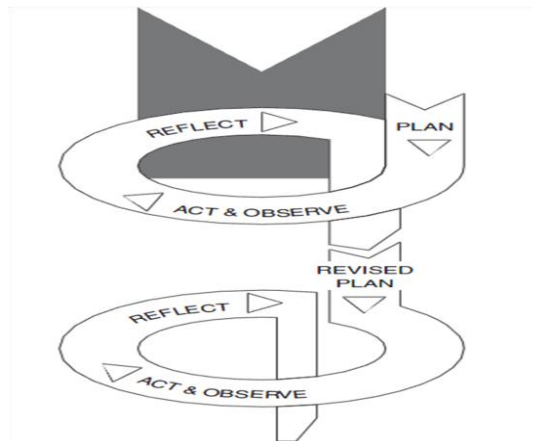


Figure 1.1 illustrates the spiral model of action model by Kemmis and McTaggart

This research will be conducted in two cycles. Each cycle consist of planning, acting, observing, and reflecting. The improvement of research can be seen from a series of cycles, each incorporating lesson from previous cycles.

## 2. Classroom Action Research (CAR) Cycles are:

### a. Cycle I

#### 1) Planning

Planning is the first step in every activity in planning process, Researcher explains about what, why, when, where, who and how the action is done. Without planning, the researcher's activity will not focus. The planning will be reference in doing action. Here are the steps that the researcher did in planning:

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<sup>32</sup>*Ibid.*,p.33.

- a) The researcher identified the problem causes and finds the problem solving.
- b) The researcher made a lesson plan.
- c) The researcher prepared the material, approach and technique of teaching.
- d) The researcher prepared the source of learning.
- e) The researcher prepare format to observe.
- f) The researcher prepared the instrument of evaluation.

## 2) Acting

Doing action is the second step in activity. It is the realization from the planning the researcher has made. Without the action the planning just imagination that never can be real. After finishing the planning, the learning process has done in the tenth grade of SMK PGRI 1 PUNGGUR. It describe about teaching procedures of the research. There are the steps that the researcher did in the action:

- a) Prayed and greet the students.
- b) The teacher applied the lesson plan.
- c) Preparing materials and media of learning.
- d) The teacher explained the strategy of learning to reading comprehension.
- e) Making observation sheets and list of students' name.
- f) The teacher asked to the students to discuss with their group about the lesson or materials.

g) The teacher guide the students in teaching learning process based on the lesson plan.

h) The teacher making work sheets and answer sheets which will be learn by the student in group. The teacher making test which use in pre-test and post-test.

### 3) Observing

Observing is the activity of recording the event and action. While observing, the researcher and collaborator used observation sheet to write down the important things as long as the learning process happen. From the observation sheet the researcher and collaborator should know the result of the student's learning activities.

### 4) Reflecting

In reflecting, the researcher and collaborator analyze how the effect of the acting, what thing which had to be repaired, and what thing which become attention on the next acting. So, in this step reflection and evaluation to acting is done. The researcher decides that the next cycle focused on the weakness in preview cycle.

## **b. Cycle II**

### 1) Planning

a) The researcher identified the problem and found the problem from the first cycle.

b) The researcher prepared a lesson plan.



- c) Researcher prepared the lesson plan, material and media of learning, observation sheet, work sheets, answer sheets, and test for post-test.
  - d) The researcher prepared the source of learning.
  - e) The researcher prepared format to observe.
  - f) The researcher prepared the instrument of evaluation.
- 2) Acting
- a.) The teacher gave the students motivation to study harder.
  - b.) The teachers did the treatment by using Directed Reading-thinking Activity.
  - c.) The teacher gave post-test after the treatment.
- 3.) Observing
- In this step, the researcher observe the process of teaching learning by using format of observation to collect the data in action plan II.
- 4.) Reflecting
- In this step, the researcher compared the score of pre-test and post-test. The researcher review and reflect on students' activity and teacher performance whether it is positive or negative, the second cycle enough or need for the next step.

## **D. Data Collecting Technique**

In collecting the data, the writer used the following technique:

### **1. Test**

In this research the writer used test as data collection method to measure both of variables. The test used by students' reading comprehension abilities the test about narrative text. In this research there are two kinds of test, they are pre-test and post-test. The material in pre-test and post-test are different but have same difficulties. The type of the test is oral test.

#### **a) Pre test**

Pre-test is administered before treatment giving to know how far the students reading comprehension abilities, especially for the material will be taught by the writer in this research. The researcher gave the students pretest by asking the students to answer the questions about narrative text with used multiple choice questions to assess the student's reading comprehension.

#### **b) Post-test**

The post-test is give in the last meeting after doing treatments to find out whether the treatments give any contribution to the students' achievement in the class or not. This step was done after the treatment to know the improving of students' reading comprehension abilities with using Directed Reading-Thinking Activity. The test is similar to pre-test where the students are ask to answer the multiple choice

questions about narrative text, but the topic which give in the post-test and it is different with in the pre-test.

## **2. Observation**

Observation is a monitoring and recording systematically to the phenomenon that is investigates. Its mean that, observation is data collecting strategy to explain the situation being investigated: activities, people, or individuals are involved in an activity and the relationship among them.

In this research, the researcher observed the students' behaviors and the students' activities in the learning process to know how the process of learning will be held. In doing the observation, the research will make the observation sheet that contains of list of the students' activities.

## **3. Documentation**

Documentation is data collection method by investigating object written such as book, magazine, document, note and others. The researcher use documents which take from the data of the school such as total of the students, the teachers and the condition of the school.

## **4. Field Note**

To collect the data more accurately, the researcher used field note to make easy when analyze the data. This is to know students' activities during teaching process. It is done after finishing teaching learning process.

## E. Data Analysis method

### The Analysis of Learning Result Data

After setting the data from the result of pre-test and post-test the researcher will analyze the data base on the limitation of the problem and objective of the research. To know whether there is any improving or not for the students reading comprehension abilities with using directed reading-thinking activity. After the students will gave treatment. Then, the results will match with the minimum mastery criteria (KKM) in the school. At the tenth graders of SMK PGRI 1 PUNGGUR, the minimum mastery criterion (KKM) for English subject is 75.

There some students are not successful in cycle 1, the researcher continued to conduct the cycle 2. In cycle 2 the students will be successful, so the cycles stop because the students have achieved the minimum mastery criteria. It is mean that, in cycle 2 all of the students are successful. It is not continue to other cycle.

To find the average score, the data is analyzed by using:<sup>33</sup>

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

Explanation:

$\bar{X}$  = Mean or average score

N= the total number of cases

$\sum X$ = the number of students

---

<sup>33</sup> Donald, Ary,et.al., *Introduction to Research in Education*,p.108.

To find the persentage all of students, the formula that wil use by researcher is :

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

P = Percentage

F = the number of students who answer the item correctly

N = the *total* number of students.

#### **F. The Indicator of the Success**

Indicator of successful in this research is students can comprehend what they read. The indicator of there when success taked from the process and the result of the action research. This research will be called successful if 80% of the students get score at least 75. In addition, there is improving in student activities.

## **CHAPTER IV**

### **RESULT OF THE RESEARCH AND INTERPRETATION**

In this chapter, the researcher would be present the result of the research. It includes the documentation of SMK PGRI 1 Punggur, the result of the research and the interpretation of the research.

#### **A. Result of the Research**

In this chapter, the researcher would like to present about the research. It involved the research result and discussion which had been carried out by the researcher at SMK PGRI 1 Punggur especially for the Tenth graders of student of SMK PGRI 1 Punggur in academic year of 2017/2018. The result of the result, as follows:

#### **1. Description of Research Location**

##### **a. The History of SMK PGRI 1 Punggur**

SMK PGRI 1 Punggur is the one of the vocational school in Punggur Central Lampung which is found under the private foundation. It is located on Education Street No 5 sub district Tanggulangin Punggur, Central Lampung. This school was fistly established in 1984 on 1<sup>st</sup> of July, which is engaged in education (vocational school).

Permission of establishment of school the Kanwil Depdikbud of the Province of Lampung Number: 1158 / 1.12.B1 / U / 1991 Date January 21, 1991. School Data Number (NDS): L 02164201  
Background of establishment SMK PGRI 1 Punggur:

- 1) Many junior high school graduates who want to continue to vocational school (SMK / SMEA) after graduating from school have knowledge and skills Receive employment as civil servant, private employee, self-employed or go to university.
- 2) Economic growth in Lampung Tengah and surrounding districts, especially in the industrial and trade sectors that require labor. With the establishment of SMK PGRI 1 Punggur is expected to meet the above needs.
- 3) Since SMK PGRI 1 Punggur was established, this school has been lead by the following principals:

- |                                 |                 |
|---------------------------------|-----------------|
| 1) Mr. Bayu Suprihyanto, B.Sc   | 1984 -1987      |
| 2) Mr. Drs. Sujadi Margono      | 1987 - 1990     |
| 3) Mr. Dwi Suhardiyono, S.Pd    | 1990 - 1993     |
| 4) Mr. Bayu Suprihyanto, B.Sc   | 1993 - 1996     |
| 5) Mr. Dwi Suhardiyono, S.Pd    | 1996 - 1999     |
| 6) Mr. Drs. Sujadi Margono      | 1999 - 2002     |
| 7) Mr. Dwi Suhardiyono, S.Pd    | 2002 - 2005     |
| 8) Mr. Mardiyono, HS, BA        | 2005 - 2008     |
| 9) Mr. Mardiyono, HS, S.Pd      | 2008 - 2011     |
| 10) Mr. Hi. Mardiyono, HS, S.Pd | 2011 - 2015     |
| 11) Mrs. Harnani, S.Pd          | 2015 until 2019 |

**b. The vision and mission of the SMK PGRI 1 Punggur as follow :**

1) Vision of the school :

“To create a Skilled graduates, Independent Personality, Competitive and Morality.”

2) Mission of the school :

“To prepare students into High-Level Skilled Workers, that Honest, Companions and Bertakwa, to fill out existing jobs.”

3) Objectives

“Creating good quality, religious, and competitive graduates.”

**c. The Condition of Teacher and Official Employes at SMK PGRI 1 Punggur**

Condition of teacher and official employers in SMK PGRI 1 Punggur Lampung, the numbers of the teacher and official employers in SMK PGRI 1 Punggur in the academic year 2017/2018 that can be identified, as follows:

**Table 3**

**Teacher Educational Background**

<b>No</b>	<b>SMA/SMK/MA</b>	<b>S1</b>	<b>S2</b>
1.	8	21	10

*Source : Documentation of The State SMK PGRI 1 Punggur*



**d. The quantity students of SMK PGRI 1 Punggur**

The quantity students of SMK PGRI 1 that can be identified, as follows:

**Table 4**  
**The Students Quantity of SMK PGRI 1 Punggur in the**  
**Academic year 2017/2018**

<b>No</b>	<b>Class</b>	<b>Students</b>
1.	X class	76 students
2.	XI class	73 students
3.	XII class	86 students
	Total	235 students

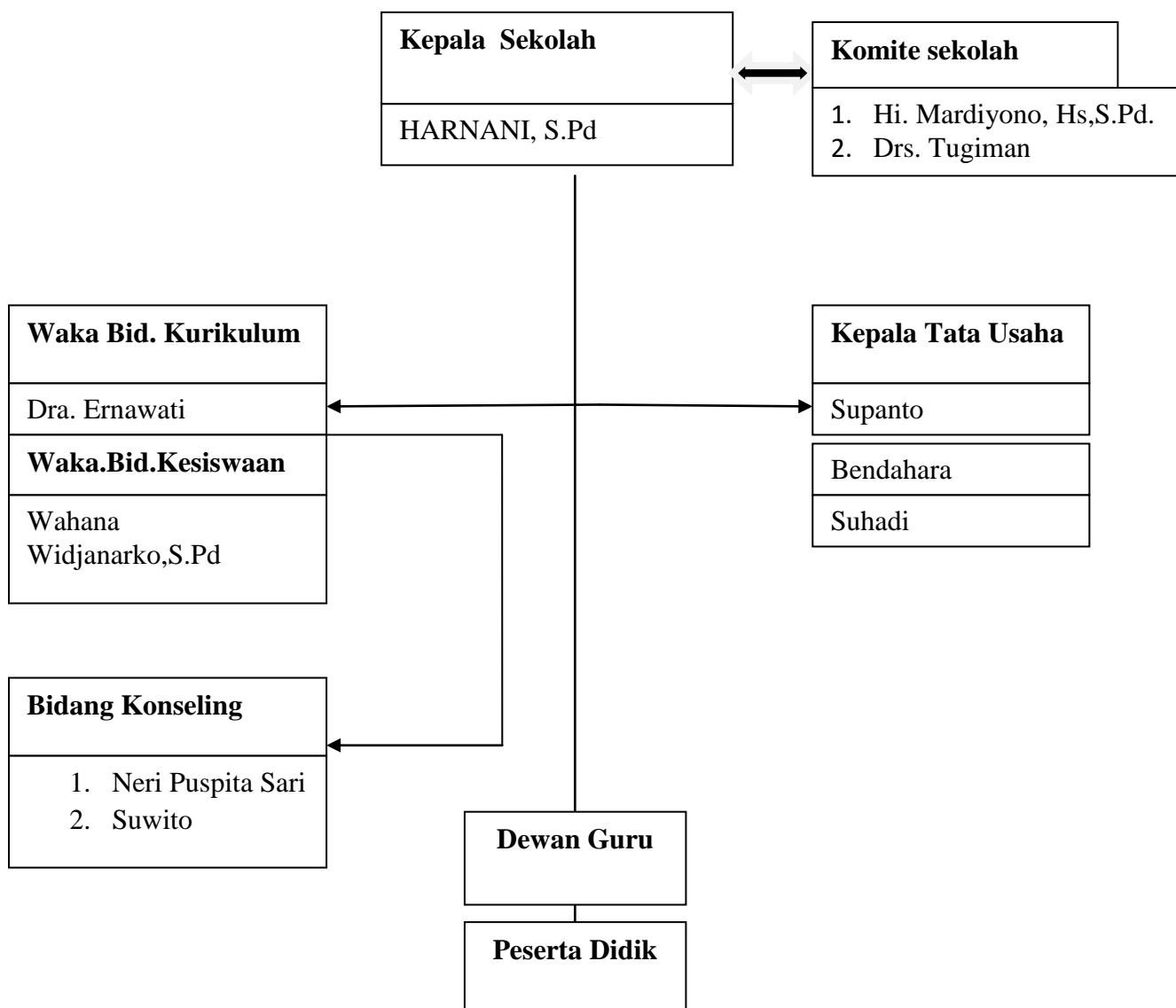
*Source : Documentation of SMK PGRI 1 Punggur*

### e. The Organization Structure of SMK PGRI 1 Punggur

The Organization Structure of SMK PGRI 1 Punggur in the academic year of 2017/2018 can be shown in the following figure:

**Figur 1**

#### The Organization Structure of SMK PGRI 1 Punggur

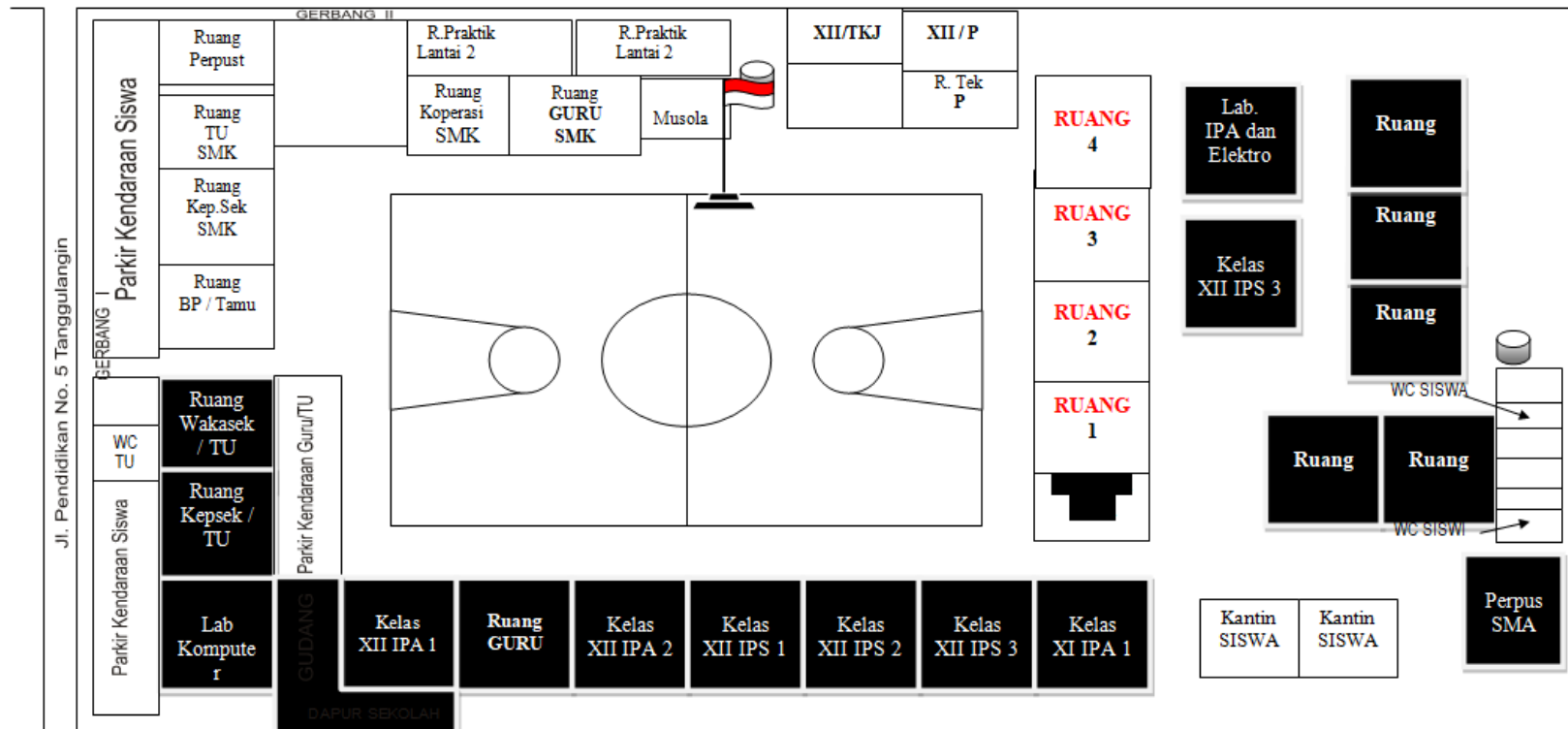


f. Location Sketch of SMK PGRI 1 Punggur

Figure 2

g.Location Sketch of SMK PGRI 1 Punggur

Figure 2



## **B. The Description of the Research Result**

This research used classroom action research whose had purpose to improve the students' activity and the result of the study in SMK PGRI 1 Punggur. the researcher as an English teacher and Ir.Suyoto as the collaborator conducted the researcher in two cycles and each cycle consist of planning, acting, observing and reflecting. The researcher used Directed Reading-Thinking Activity to improve the students Reading Comprehension Abilities.

In this process before the process of cycle one, the researcher conducted the pre-test on July 20<sup>th</sup>, 2017 at 10.30-12.00 a.m and it took about 90 minutes. The result of the students pre-test can be seen on the table below:

**Table 7**

**Table of the result Score of Students' Reading Pre-Test**

<b>No</b>	<b>Student's Code</b>	<b>Pre-test Score</b>
1	ADP	70
2	ADMY	70
3	ARW	50
4	AML	60
5	DA	55
6	DPM	50
7	ENP	50
8	ERMS	55
9	FYR	60
10	HF	75
11	HSTH	75

12	HR	70
13	KSW	45
14	LIS	55
15	MSP	50
16	MTJH	60
17	NA	65
18	PTW	50
19	RV	55
20	RA	60
21	RI	50
22	SPS	50
23	SNH	65
24	TLA	60
25	VNS	45
<b>Total Score</b>		<b>1450</b>
<b>Average</b>		<b>58</b>
<b>Highest Score</b>		<b>75</b>
<b>Lowest Score</b>		<b>45</b>

*Source : the result of students pre-test on July 20<sup>th</sup> 2017*

**Table 8**

**Frequency of Students' Mark of Pre- test of Reading**

No	Mark	Frequency	Percentages	Category
1	$\geq 75$	5	20%	Complete
2	$< 75$	20	80%	Incomplete
<b>Total</b>		<b>25</b>	<b>100%</b>	

*Source : the result of students pre-test on July 20<sup>th</sup> 2017*

Based on the result of student's pre-test score, it can be inferred that there was only 20% or 5 students for the score between the ranges of 70-79 who passed the Minimum Mastery Criteria (MMC) that was 75 while 80%

20 students for the score between the ranges of 40-49 did not pass the Minimum Mastery Criteria (MMC) or less than 75. It indicated that the result of students reading comprehension was still low. That is the reason, why the researcher chose directed reading thinking activity (DRTA) to improve their reading comprehension abilities.

## **1. Action and Learning Activity in Cycle 1**

### **a. Planning**

In this stage the researcher and collaborator planned to give material about reading. The researcher and collaborator prepared several things related to teaching and learning process such as; prepared the lesson plan, prepared the material, made the instrument in cycle 1, prepared the media that used in learning reading, made observation sheet of the students' activity, identified the problem and found the cause of problem at the first and the end of learning activities, and the researcher planned to give evaluation to measure how far the material that have been taught can be accepted by the students.

### **b. Acting**

The action of the cycle 1 was carried out on Monday, 24<sup>th</sup> July 2017 at 10.30-12.00 a.m, Thursday 27<sup>th</sup> July 2017 at 12.15-13.30 a.m.

#### **1) First Meeting**

The first meeting was held on Monday, 24<sup>th</sup> July 2017 at 10.30-12.00 a.m, and it took about 90 minutes or  $2 \times 45$  Minutes. In this

meeting the researcher was as a teacher and Mr.Ir Suyoto as the collaborator as well as an observer.

First, at the beginning of teaching learning process the researcher began the meeting by praying At the beginning of teaching learning process, the researcher greeted students by saying “Assalamualaikum wr.wb and good morning” and all of students answered by saying “Wa’alaikumsalam wr.wb and good morning miss”. Then, the researcher asked about their condition first before checked attendance list. The condition of the class was less effective because the collaborator handed the class to make sure the students’ effectiveness before the researcher was doing research in the class. It showed that some students gave their full nice attention to the researcher during the learning process.. Afterwards, the researcher gave the students the learning material about narrative text.

Second, the researcher divided the students into five small groups for discussion. Each groups consisted of four until three students and they were invited to take part in brainstorming session or ice breaking before as the stimulation at first.

Third, the researcher began to implement the step of Directed reading thinking activity (DRTA) strategy in reading. For the first step the researcher explained to the students which consisted of the generic structure, language features and the example of

narrative text. After the presentation, the researcher built their background knowledge and their prediction about reading text's title. The researcher gave chance for all students to predict about the text by showing "the Rabbit Revenge".

After the students managed to guess the probable title, the researcher allowed to the students to look up or clarify the words that they did not know its meaning in dictionary by highlighting some of these difficult words to make them easy to comprehend the text.

Then, after all the words had been clarified, the researcher began to open questioning session about the text that they did not understand. Then, after all had been comprehended, the students along with the researcher's guidance summarized and highlighted the point of the text to deepen their comprehension by shrinking the text into point.

The researcher asked the students to read the first stopping point and when they have reached it, they should go back and consider the prediction they made before, and say what actually happened. Then the researcher reviews the prediction and asks which ones are summing true so far. The students asked to read parts of the text that confirm their prediction.

Then the students should predict what they think will happen in next block of the text, and offer prediction, with the evidence that



led to their making those prediction. Then they should read on, check their prediction against what did happen, make new prediction, dictate evidence for those predictions and read for the last section.

Afterwards the researcher gave each group the exercise to be discussed and finished in a group. Later on, the leaders in each group were invited to conclude the discussion result about the narrative text by the title “the rabbit revenge”.

In this session, the students were more active to follow the teaching learning process, because they enjoyed following the learning process. But, there were still some problem faced by students. Such as many students just silent when the teacher gave a question, there were some students who were passive when learning process and some student difficult to comprehend the story. To strengthen their result discussion the teacher gave some feedbacks and question as needed to check their understanding about the topic had been taught. Before the time was up, the researcher.

## **2) Second Meeting**

The second meeting was held on Thursday, 27<sup>th</sup> July 2017 at 12.15-13.30a.m and it took about 90 minutes or  $2 \times 45$  Minutes. In this meeting the researcher was as a teacher and Mr.Ir Suyoto the collaborator as well as an observer. The process on this

meeting is quiet similar with the first meeting. The teacher only reviewed the lesson which had been taught in the previous session. the researcher checked the attendance list. The activity continued by giving some explanation more about narrative text. The text was about The Magic Box. The researcher asked the students to read the text. After it the researcher asked student “do you understand about the text. Most of students did not understand. The researcher gave a picture about the story and then researcher gave the clue with said” after you looked the picture “what happened in this story?”. After gave the clue the researcher asked students to make their prediction about the story. Then, at the end of this meeting the researcher gave post-test cycle 1 with the similar task on pre-test before. The students had to answer the questions that are consist of multiple choice that was given in 40 minutes. The students did it seriously. It seemed that the students’ score will be improved. the researcher gave a post-test I, in order to measure their ability. The post-test I instrument consisted of 20 questions in the form of multiple choices (see the appendix) which has same indicators as the previous test and it had to be completed for 60 minutes only. The result of post-test I could be seen on the table below :

**Table 9**  
**Table of the result Score of Students' Reading Comprehension Abilities**  
**PostTest 1**

<b>No.</b>	<b>Students' Code</b>	<b>Post Test 1 Score</b>
1.	ADP	75
2.	ADMY	70
3.	ARW	60
4.	AML	65
5.	DA	60
6.	DPM	55
7.	ENP	60
8.	ERMS	65
9.	FYR	70
10.	HF	80
11.	HSTH	75
12.	HR	75
13.	KSW	55
14.	LIS	60
15.	MSP	60
16.	MTJH	65
17.	NA	70
18.	PTW	60
19.	RV	60
20.	RA	75
21.	RI	60
22.	SPS	55
23.	SNH	75
24.	TLA	70
25.	VNS	50

<b>Total</b>	<b>1625</b>
<b>Lowest Score</b>	<b>50</b>
<b>Highest Score</b>	<b>80</b>
<b>Average</b>	<b>65</b>

*Source: the result of post test I on July 27 2017*

**Table 10**  
**Frequency of Students' Mark of Post test I of Reading Comprehension**  
**Abilities**

<b>No</b>	<b>Mark</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Category</b>
<b>1</b>	<b><math>\geq 75</math></b>	<b>6</b>	<b>24%</b>	<b>Complete</b>
<b>2</b>	<b><math>&lt; 75</math></b>	<b>19</b>	<b>76%</b>	<b>Incomplete</b>
<b>Total</b>		<b>25</b>	<b>100%</b>	

Based on the result of student's post-test score, it could be inferred that there was 76% or 19 students for the score among the interval of 50-69 did not passed the Minimum Mastery Criteria (MMC) at least 75 while 24% or 6 students for the score among the interval of 70-89 passed the Minimum Mastery Criteria (MMC) or more than 75. In addition, the mean score of post-test I was 65. It indicated that the result of students reading comprehension was improved if it compared with the pre-test score that was 58 but viewed from the indicator of success of this research that 75% of the total students must pass the Minimum Mastery Criteria (MMC). It means that the result of post-test I was unsuccessful based on the indicator of success.

### **c. Observing**

While the treatment was being executed, the student activities during the learning process were also being observed by the observer. In

observation of the teacher's action, the researcher presented two meetings in cycle I of learning to find information of text in reading lesson. The researcher explained narrative text and the strategy which can be used to read it. Although the researcher had explained the narrative text but the students still confused and get difficulty to find information of the text.

In doing the research at school, the researchers also observed the student activities in learning process in the classroom, there were:

- a) Student pay attention toward the teacher explanation.
- b) Understanding the material
- c) Students give an idea.
- d) Active in group
- e) Doing the task

**Table 11**  
**Observation Result of Student's Learning Activities at Cycle I**

No	Students Activity	Frequency	Percentage
1	Attention to teacher explanation	20	80%
2	Understanding the material	12	48%
3	Students give an idea	10	40%
4	Active in group	15	60%
5	Doing the task	22	88%
	Total	79	316%
	Average	15.8	63%
	Total Students	25	

The table showed that there were 20 students (80%) who paid attention to the teacher explanation, 12 students (48%) understanding the material in learning process, 10 students (40%) students given

idea about the material, 15 students (60%) students active in group and 22 (88%) students doing the task.

According to the result of observation above, it can be concluded that the learning process was sufficient. The weaknesses in the implementation of the learning process in cycle I were the some students made noisy and still confused with the material was given.

#### **d. Reflecting**

At the end of this cycle, the researcher and the collaborator had analyzed and calculated all the processes like student's post-test I score and student's observation activities. First, the comparison of student's pre-test and post-test score was as follow:

**Table 12**  
**The Comparison between Pre-test and Post-test I Score**

<b>No</b>	<b>Student's Code</b>	<b>Pre-test Score</b>	<b>Post-test I Score</b>	<b>Improvement Score</b>	<b>Note</b>
1	ADP	70	75	5	Improve
2	ADMY	70	70	-	Constant
3	ARW	50	60	10	Improve
4	AML	60	65	5	Improve
5	DA	55	60	5	Improve
6	DPM	50	55	5	Improve
7	ENP	50	60	10	Improve
8	ERMS	55	65	5	Improve

9	FYR	60	70	10	Improve
10	HF	75	80	5	Improve
11	HSTH	75	75	-	Constant
12	HR	70	75	5	Improve
13	KSW	45	55	10	Improve
14	LIS	55	60	5	Improve
15	MSP	50	60	10	Improve
16	MTJH	60	65	5	Improve
17	NA	65	70	5	Improve
18	PTW	50	60	10	Improve
19	RV	55	60	5	Improve
20	RA	60	75	15	Improve
21	RI	50	60	10	Improve
22	SPS	50	55	5	Improve
23	SNH	65	75	10	Improve
24	TLA	60	70	10	Improve
25	VNS	45	50	5	Improve
<b>Total Score</b>		<b>1450</b>	<b>1625</b>	<b>170</b>	
<b>Average</b>		<b>58</b>	<b>65</b>	<b>7,39</b>	<b>Improve</b>

The table above showed that the average score of students in post-test I was 65 and the average improvement score was 7 point compared with the pre-test score and 76% or 19 students of the total

students passed the minimum criteria mastery (MMC) and 24% or 6 students did not fulfill the MMC. Besides, the majority score of the students was improve although there was also the students' score was constant. It could be concluded that the result was unsuccessful compared with the minimum mastery criteria that was 75 although there was an improvement of student's score because the indicator of success could be achieved yet that was 75% of the total students must pass the criteria.

Furthermore, from the result of observation sheet in cycle I, there were some problems identified. They are the following: The student's participation to join the learning process did not run enthusiastically and uncontrolled.

- a) The students still did not focus on the material.
- b) The students still less take a part in their group and made the condition be noise.
- c) The students' participation in asking and answering the questions as well as in suggesting the idea were still low because they were ashamed to ask and to answer the question orally and thought the questions which given for them was difficult to be answered. So they would rather do other activities than answered it. In addition, not many of the students who gave their idea during the discussion.



Concerning to the problem identification found in the students' observation activity, there were some problems to be repaired such as:

- 1) The researcher gave more motivation to the students in order to stimulate them to study hard and to make the learning process more enthusiastic by inviting them to be involved in the brainstorming session or ice breaking as the stimulation before turned back to the discussion session.
- 2) The researcher gave more detail explanation and questions after explaining the materials to monitor the students' comprehension.
- 3) The researcher asked the students to focus on study and not make a noises.

Regarding to the result of student's post test score and the observation of student's activities in cycle I, it entirely could be concluded that although most of the students' score had improved but the condition of learning process was not run well because most of the students did not pass the minimum mastery criteria (MMC). So the researcher and collaborator determined to continue the cycle 2 which consisted of planning, acting, observing, and reflecting in order to repair the weaknesses or the problems identified in cycle 1.

## **2. Action and Learning Activity in Cycle 2**

The cycle II was similar with cycle I. It divided into planning, acting, observing, and reflecting. It would be explained more, as follows:

### **a. Planning**

Based on the reflection result in cycle 1 the researcher and the collaborator tried to repair some problems identified to be continued in cycle 2. The researcher and the collaborator rearranged some plans for the action based upon the problems that faced by the students toward reading comprehension which held in twice meeting. The plans which prepared by the researcher that would be used in teaching and learning process were lesson plan, learning material, media, observation sheet, and instrument.

### **b. Acting**

The description of the teaching learning in cycle II was not different from the previous cycle. In every stage the teacher tried to make class alive. The teacher tried to make students enjoy the class. The description of the result in cycle II could be interpreted as follows:

#### **1) The first meeting**

First meeting was held on Monday, 31<sup>th</sup> July 2017 at 10.30-12.00 a.m and it took about 90 minutes or 2 x 45 minutes. In this meeting the researcher as a teacher and Mr. Suyoto as the collaborator as well as an observer.

First, It was started by greeting and asking the students condition. they were looked more enthusiasm and more active in following the learning process. They more asked the question or answered it. They also could deliver their result discussion well.

The learning process in the cycle 2 was focused on the weakness of cycle 1. To know the ability. The researcher asked about the previous material before she explained more about it. Then, the researcher gave an example of narrative text. of the students before giving an action, all of the students are given a pre test that must be done individually. The type of this test is multiple choice tests that consist of 20 questions. Afterwards, the researcher gave the students the learning material.

Second, the researcher divided the students into five small groups, each groups consist of four or three students which led by the leader group.

Third, the researcher began to implement the step of Directed Reading Thinking Activity (DRTA) strategy. For the first step the researcher explained narrative text to the students which consisted of essential bodies such as the definition, generic structures, language features and the example of narrative text. After the presentation, the researcher built their background knowledge and their prediction about reading text's title. The researcher gave chance for all students to predict about the text by showing "The story of Smart Parrot".

Next, the researcher allowed to the students to look up or clarify the words that they did not know its meaning in dictionary to be clarified. The researcher also opened the questioning session

about the text that they did not understand. Then, after all had been comprehended, the students along with the researcher summarized and highlighted the point of the text. Then the students should predict what they think will happen in next clock of the text, and offer prediction, with the evidence that led to their making those prediction. Then they should read on, check their prediction against what did happen, make new prediction, dictate evidence for those prediction and read for the last section.

Afterwards the researcher gave each group the exercise to be discussed and finished in a group. Later on, the leaders in each group were invited to conclude the discussion result about the narrative text and the teacher gave some feedbacks. The time was up and the researcher closed the meeting.

## **2) The Second Meeting**

Second meeting was held on Thursday, 03<sup>th</sup> August 2017 at 10.30-12.00 a.m in order to measure their ability and it took about 90 minutes or  $2 \times 45$  minutes. In this meeting the researcher was as a teacher and Mr. Ir Suyoto as the collaborator as well as an observer. The process on this meeting is quiet similar as the first meeting. The researcher began the class by greeted the students.

After that, the researcher asked about their condition and checked the attendance list. The researcher reviewed explanations the material of narrative text. The researcher gave the Two

Brothers text. The researcher said “Let’s reread the first page of Two Brothers. Right here on the first page it says and give a picture about Two Brothers story consist of the conflict. The researcher asked to the students whether they have any question about the material like “What do you think will happen?” and “What did happen?”. Then, the researcher gave feedback to the students about their question.

After that, the researcher gave pos-test cycle 2 with the similar task on post-test cycle 1 before. The post-test II instrument (See Appendix) consisted of 20 questions in the form of multiple choices which has the same indicators with the previous test and completed for 60 minutes. The result of post-test II as follow:

**Table 13**  
**Table of the result Score of Students’ Reading Comprehension Abilities Post Test II**

No.	Students’ Code	Post Test II Score
1.	ADP	85
2.	ADMY	70
3.	ARW	75
4.	AML	85
5.	DA	75
6.	DPM	65
7.	ENP	75
8.	ERMS	75
9.	FYR	85
10.	HF	90
11.	HSTH	85
12.	HR	75
13.	KSW	75
14.	LIS	60

15.	MSP	75
16.	MTJH	75
17.	NA	80
18.	PTW	75
19.	RV	80
20.	RA	85
21.	RI	80
22.	SPS	70
23.	SNH	75
24.	TLA	85
25.	VNS	70
<b>Total</b>		<b>1925</b>
<b>Lowest Score</b>		<b>60</b>
<b>Highest Score</b>		<b>90</b>
<b>Average</b>		<b>77</b>

**Table 14**  
**Frequency of Students' Mark of Post-test II of Reading Comprehension**  
**Abilities**

No	Mark	Frequency	Percentage	Category
1	$\geq 75$	20	80%	Complete
2	$< 75$	5	20%	Incomplete
<b>Total</b>		<b>25</b>	<b>100%</b>	

Regarding to the result of student's post-test score, it could be seen that the mean score in post-test II was 77. Based on the indicator of success of this research that was 75 % of the total students could pass the score at least 75 so it could be inferred that 80% or 20 students from the total of students had passed the minimum mastery

criteria (MMC) in post-test II of cycle II. In addition, there was only 20% or 5 students did not pass the minimum mastery criteria (MMC). Meaning to say, the cycle II was successful.

### 3) Observing

In this stage, the observation was done by the researcher. There were some observations that had been done such as; observation on the students activities, and observation on the result of the evaluation.

The observing was done by the researcher that is presented in meeting II in cycle 2. After doing the treatment and observation, the researcher got the result of the students' learning activities from the collaborator as follows:

**Table 15**  
**The Result of Students Activity in Cycle 2**

No	Students Activity	Frequency	Percentage
1	Attention to teacher explanation	22	88%
2	Understanding the material	20	80%
3	Students give an idea	18	72%
4	Active in group	17	68%
5	Doing the task	24	96%
	Total	101	404%
	Average	20.2	81%
	Total Students	25	

From table above, it was revealed that there were 22 students (88%) who paid attention to the teacher explanation, 20 students (80%) understanding the material in learning process, 18 students

(72%) students given idea about the material, 17 students (68%) students active in group and 24 (96%) students doing the task.

According to the result of the observation above, it can be concluded that the learning process was successful. It can be inferred that the learning process has done well and the students were active in the class than cycle 1.

#### **4) Reflecting**

The result of cycle II was better than cycle I. There was significant improvement in this cycle. The condition of the class was getting better than before. The students can focus on the material and did not make noisy in learning activity. The students more active during discussion occurred and the student more confident, bravest to present and express their idea.

Finally, the researcher concluded that the problems had been solved by used directed reading thinking activity (dr-ta). The teacher should motivate students to always read a lot of English text and motivate the passive students in order to be brave to express their idea. Furthermore, it proved that directed reading thinking activity could improve the students' reading comprehension abilities. So the researcher stop to the next cycle because the result was improve and reached the indicators of 75% students got the minimum standard criteria of score 75 or more.



### **C. Interpretation**

Data interpretation in this research was divided into two kinds of data. They were obtained from the result of pre-test, post test 1 and post-test II (the product of learning) and the observation result of the student's learning activities (the process of learning). For further description was as follow:

#### **1. The Result of Student's Score at Cycle 1**

In Classroom Action Research (CAR), the researcher presented pre-test to measure the student's ability before implementing the treatment. The researcher obtained the data through test in the form of multiple choices which completed for 60 minutes. The pre-test data showed that there was only 20% or 5 students for the score between the range of 70-79 who passed the Minimum Mastery Criteria (MMC) that was 75 while 80% or 20 students for the score between the range of 40-49 did not pass the Minimum Mastery Criteria (MMC) or less than 75. Besides, the lowest score was 45 and the highest score was 75 by the mean score was 58.

After the implementing the pre-test and calculating all the result, the researcher conducted the treatment in cycle I. The treatment was carried out in twice meeting by teaching reading narrative text by using directed reading thinking activity (DRTA). Then in the end of the cycle I, the researcher gave post test I. The researcher obtained post test I through multiple choice test completed for 60 minutes it could be

inferred that there was 76% or 19 students for the score among the interval of 50-69 did not passed the Minimum Mastery Criteria (MMC) at least 75 while 24% or 6 students for the score among the interval of 70-89 passed the Minimum Mastery Criteria (MMC) or more than 75. In addition, the mean score of post-test I was 65.

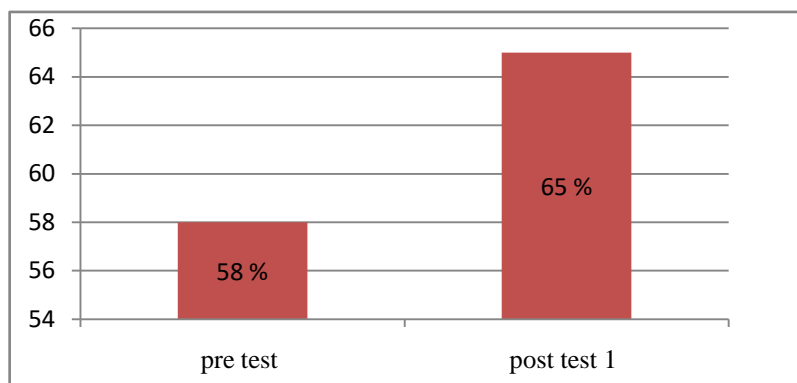
Furthermore the lowest score of post test I was 50 and the highest score was 80 by the mean score was 65. By comparing the result of pre test and post test I, it had been obtained the mean score improvement both test was 7 point from 58 to 65. This is the table of illustration of cycle 1:

**Table 16**  
**Table of the Result Score of Students' Pre test and Post test 1**

No	Student's Code	Pre-test Score	Post-test I Score	Improvement Score	Note
1	ADP	75	75	5	Improve
2	ADMY	70	70	-	Constant
3	ARW	60	60	10	Improve
4	AML	65	65	5	Improve
5	DA	60	60	5	Improve
6	DPM	55	55	5	Improve
7	ENP	60	60	10	Improve
8	ERMS	65	65	5	Improve
9	FYR	70	70	10	Improve
10	HF	80	80	5	Improve
11	HSTH	75	75	-	Constant
12	HR	75	75	5	Improve
13	KSW	55	55	10	Improve
14	LIS	60	60	5	Improve
15	MSP	60	60	10	Improve
16	MTJH	65	65	5	Improve
17	NA	70	70	5	Improve
18	PTW	60	60	10	Improve

19	RV	60	60	5	Improve
20	RA	75	75	15	Improve
21	RI	60	60	10	Improve
22	SPS	55	55	5	Improve
23	SNH	75	75	10	Improve
24	TLA	70	70	10	Improve
25	VNS	50	50	5	Improve
<b>Total Score</b>		<b>1450</b>	<b>1625</b>	<b>170</b>	
<b>Average</b>		<b>58</b>	<b>65</b>	<b>7,39</b>	<b>Improve</b>

*Source : the result of pre-tes and post-test 1*

**Graph 1****The Average of the Students' Mark on Pre-test and Post-test 1**

*Source the result of pre-tes and post-test 1*

In this research, the researcher gave pre-test and post test. it aimed to know the students' ability before and after treatment. From the average mark of pre-test and post-test above, it can be seen that there was an improvement of students' reading comprehension. The average mark in pre test 58 improves to 65 in post-test 1, so there is an improvement 7 point.

## **2. The Result of Student's Score at Cycle II**

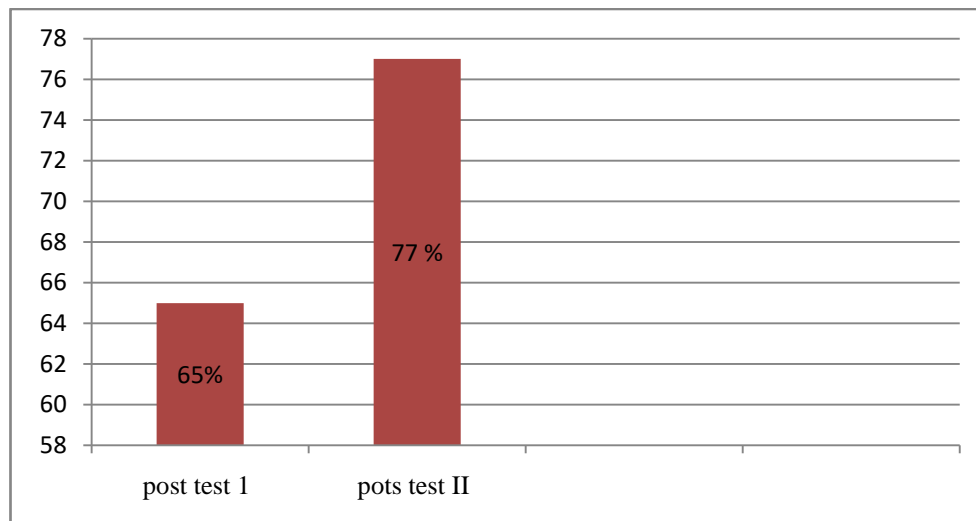
Teaching and learning process at cycle 2 was on climax situation. The students score was improve significantly and the condition of the class was conducive.

**Table 17**  
**The Result Mark of Students' Post test 1 and Post-test II**

No	Student's Code	Post-test I Score	Post-test II Score	Improvement Score	Note
1	ADP	75	85	10	Improve
2	ADMY	70	70	-	Constant
3	ARW	60	75	15	Improve
4	AML	65	85	20	Improve
5	DA	60	75	15	Improve
6	DPM	55	65	10	Improve
7	ENP	60	75	15	Improve
8	ERMS	65	75	10	Improve
9	FYR	70	85	15	Improve
10	HF	80	90	10	Improve
11	HSTH	75	85	10	Improve
12	HR	75	75	-	Constant
13	KSW	55	75	20	Improve
14	LIS	60	60	-	Constant
15	MSP	60	75	15	Improve
16	MTJH	65	75	10	Improve
17	NA	70	80	10	Improve
18	PTW	60	75	15	Improve
19	RV	60	80	20	Improve
20	RA	75	85	10	Improve
21	RI	60	80	20	Improve
22	SPS	55	70	15	Improve
23	SNH	75	75	-	Constant
24	TLA	70	85	15	Improve
25	VNS	50	70	20	Improve
<b>Total Score</b>		<b>1625</b>	<b>1925</b>	<b>300</b>	
<b>Average</b>		<b>65</b>	<b>77</b>	<b>14,28</b>	<b>Improve</b>

*Source : the result of post-test 1 and post-test II*

**Graph 2**  
**The Average of the Students' Mark on Post test I and Post test II**



*Source: the result of post test I and post test II*

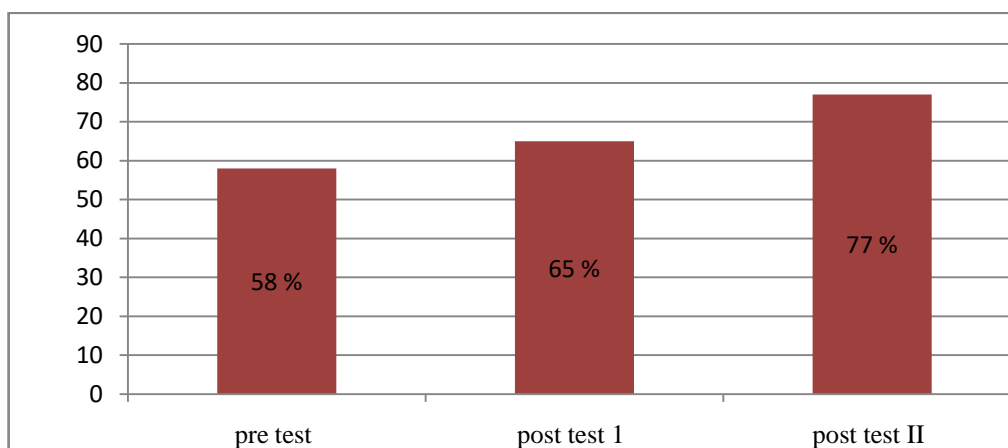
**Table 18**  
**The Result Mark of Students' Pre test, Post test 1 and Post-test 2**

No	Student's Code	Pre-test Score	Post-test I Score	Post-test II Score	Note
1	ADP	70	75	85	Improve
2	ADMY	70	70	70	Constant
3	ARW	50	60	75	Improve
4	AML	60	65	85	Improve
5	DA	55	60	75	Improve
6	DPM	50	55	65	Improve
7	ENP	50	60	75	Improve
8	ERMS	55	65	75	Improve
9	FYR	60	70	85	Improve
10	HF	75	80	90	Improve
11	HSTH	75	75	85	Improve
12	HR	70	75	75	Constant
13	KSW	45	55	75	Improve

14	LIS	55	60	60	Constant
15	MSP	50	60	75	Improve
16	MTJH	60	65	75	Improve
17	NA	65	70	80	Improve
18	PTW	50	60	75	Improve
19	RV	55	60	80	Improve
20	RA	60	75	85	Improve
21	RI	50	60	80	Improve
22	SPS	50	55	70	Improve
23	SNH	65	75	75	Constant
24	TLA	60	70	85	Improve
25	VNS	45	50	70	Improve
<b>Total Score</b>		<b>1450</b>	<b>1625</b>	<b>1925</b>	
<b>Average</b>		<b>58</b>	<b>65</b>	<b>77</b>	<b>Improve</b>

*Source: the result of pretest, post test I and post test II*

**Graph 3**  
**The Comparison of the Average Mark of the Students at Pre-test, Post test I and Post test II**



*Source: the result of pretest, post test I and post test II*

### 3. The Result of Student's Learning Activity in Cycle I and Cycle II

This observation sheet result was gotten when the learning process happened by the researcher. The result of the students' activities in Cycle I and Cycle II can be seen in this table as follow:

**Table 19**  
**The Result of the Students' Activity in cycle I and II**

No	Name	Cycle 1		Cycle 2	
		Meet 1	Meet 2	Meet 1	Meet 2
1	ADP	2	1	3	2
2	ADMY	2	2	2	3
3	ARW	2	3	2	3
4	AML	2	1	2	2
5	DA	2	4	2	3
6	DPM	1	2	2	2
7	ENP	2	2	4	4
8	ERMS	2	2	1	2
9	FYR	1	2	1	2
10	HF	3	3	3	3
11	HSTH	1	1	1	2
12	HR	3	1	1	3
13	KSW	1	0	1	2
14	LIS	1	3	3	2
15	MSP	2	1	0	0
16	MTJH	3	2	4	4
17	NA	3	1	3	2
18	PTW	0	1	1	2
19	RV	3	3	3	3
20	RA	0	0	2	2

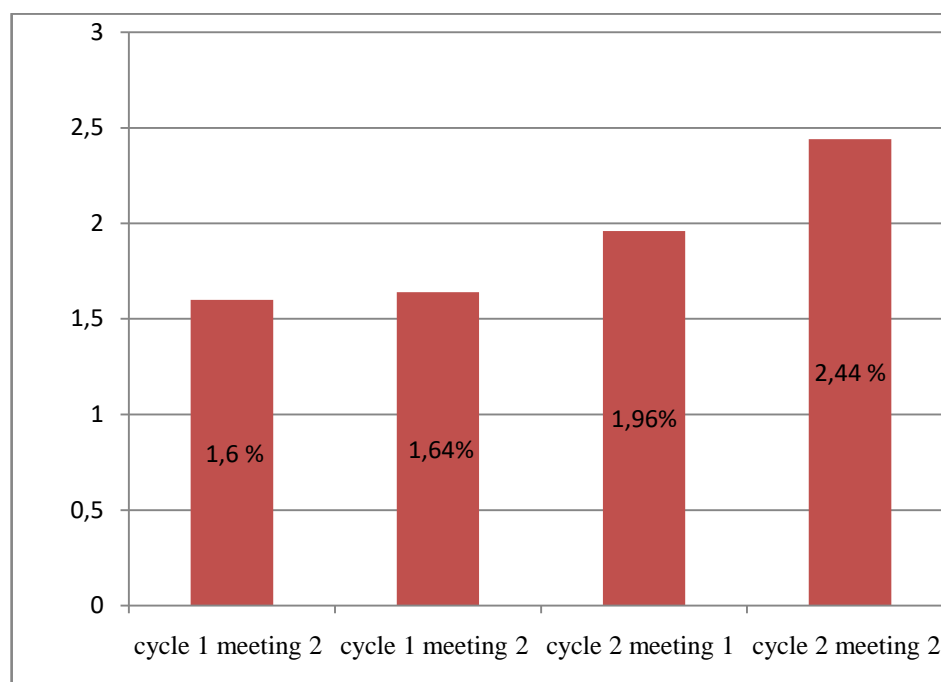


21	RI	1	3	3	3
22	SPS	2	1	1	2
23	SNH	0	1	1	2
24	TLA	1	1	1	3
25	VNS	0	0	1	3
Total		40	41	48	61
Average		1,6%	1,64	1,96	2,44

*Source: the result of students activities in cycle I and II*

**Graph 4**

**The Comparison of Percentage Students' Activity in Cycle I and Cycle II**



*Source: the result of Students' Activity in Cycle I and Cycle II*

Based on the graph of above, it could be inferred that the improvement percentage from cycle I to cycle II improved significantly. It means that, that the learning process was successful the increasing score by using directed reading thinking activity (DRTA) to improve reading comprehension ability.

Related this research until cycle II, the result score and the result activities of the students was achieved the target that was decided on indicator of success 75% from students got minimum score 75. Based on the result of this research was known that more than 75% from the students got minimum score 75. So, it can be concluded that this research was finish and didn't need to be continued to next cycle.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This section is concern with the conclusion, and suggestion. Considering from all data gathered in the classroom action research, the researcher got some conclusions of the research and some suggestions in the research result.

#### **A. Conclusion**

Based on the average result of the observation the use of DR-TA strategy can improve the learning activity of the students' score of SMK PGRI 1 Punggur the result of observation sheet, and the student's activity in the implementation of cycle I and II were very active. It is supported by the increase of students' score from pre test 58, test of cycle 1 was 65 and the result test of cycle 2 was 77. From the students' result of test, it can be seen that the result of test in cycle 2 was higher than pre test and test in cycle 1. It is clear that Directed Reading-Thinking Activity strategy can improve students' reading comprehension Abilities, such as: make a prediction about the text. Its mean that the result of cycle II had already reached the indicator of succes that was 75% students got score 75 or more.

#### **B. Suggested**

Referring to the data in the previous chapter and the conclusion, some suggestions are recommended:

##### **1. For students**

- a. The students are suggested active in learning process especially English reading subject.

- b. The students are suggested to increase their reading comprehension through directed reading thinking activity (DRTA) strategy.

2. For Teacher

- a. The teacher is expected to use directed reading thinking activity (DRTA) strategy as teaching strategy because this media is effective to improve the students' reading comprehension.
- b. The teacher is expected concern to give explanation about directed reading thinking activity (DRTA) strategy clearly.
- c. The teacher is expected to give motivation to the students in order to be exited in English learning since many students regard that English is difficult subject to learn. Based on the observation of the class students will active again after their teacher gives motivation to them.

3. For Headmaster

- a. The headmaster is expected to support the English learning process by preparing the facilitations and instruments completely.
- b. The headmaster is expected to make the further research about improving reading comprehension by using directed reading thinking activity (DRTA) strategy.

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# APPENDIXES



## SILABUS

NAMA SEKOLAH : SMK PGRI 1 PUNGGUR  
MATA PELAJARAN : **BAHASA INGGRIS**  
KELAS/SEMESTER : X / 1-2  
STANDAR KOMPETENSI : Berkomunikasi dengan Bahasa Inggris setara *Level Novice*  
Alokasi Waktu :

KOMPETENSI DASAR	INDIKATOR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU			SUMBER BELAJAR	Nilai PPKB, Anti Korupsi dan kewirausahaan
					TM	PS	PI		

KOMPETENSI DASAR	INDIKATOR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU			SUMBER BELAJAR	Nilai PPKB, Anti Korupsi dan kewirausahaan
					TM	PS	PI		
1. 1 Memahami ungkapan-ungkapan dasar pada interaksi sosial untuk kepentingan kehidupan	<ul style="list-style-type: none"> <li>• Ucapan salam (greetings) pada saat bertemu dan berpisah digunakan secara tepat</li> <li>• Memperkenalkan diri sendiri dan orang lain diperagakan dengan tepat</li> <li>• Berbagai ungkapan terima kasih dan responnya digunakan secara tepat</li> <li>• Berbagai ungkapan penyesalan dan permintaan maaf serta responnya diperagakan secara tepat</li> </ul>	<ul style="list-style-type: none"> <li>• Greetings and leave takings <ul style="list-style-type: none"> <li>– Good morning.</li> <li>– How are you?</li> <li>– I'm fine, thanks</li> <li>– See you later.</li> </ul> </li> <li>• Introducing <ul style="list-style-type: none"> <li>– May I introduce myself. I am Budi.</li> <li>– Ani, this is Ida.</li> <li>– Nice to meet you.</li> </ul> </li> <li>• Thanking <ul style="list-style-type: none"> <li>– Thank you very much.</li> <li>– You are welcome.</li> </ul> </li> <li>• Apologizing <ul style="list-style-type: none"> <li>– I am sorry for ...</li> <li>– Please forgive me ..</li> </ul> </li> <li>• Grammar Review <ul style="list-style-type: none"> <li>– Personal Pronoun (Subject &amp; possessive) <ul style="list-style-type: none"> <li>❖ I – my</li> <li>❖ You – your</li> </ul> </li> <li>– Simple Present Tense : to be &amp; Verb 1</li> </ul> </li> </ul>	<p>Eksploration Reading dialog about greetings Elaboration</p> <ul style="list-style-type: none"> <li>• Listening <ul style="list-style-type: none"> <li>– About greetings, introducing, than'king, leave takings, and apologizing</li> <li>– Listening for information</li> <li>– Dictation</li> </ul> </li> <li>• Speaking <ul style="list-style-type: none"> <li>– Saying greetings, introducing, thanking, leave takings, and apologizing</li> <li>– Role playing, dialogues, introducing, thanking, leave takings, and apologizing</li> <li>– Telling one's self</li> </ul> </li> <li>• Readingfor information <ul style="list-style-type: none"> <li>– Short passages <ul style="list-style-type: none"> <li>– Dialogues</li> </ul> </li> </ul> </li> <li>• Writing <ul style="list-style-type: none"> <li>– Completing dialogues</li> <li>– Arranging jumbled dialogues</li> <li>– Composing dialogues</li> </ul> </li> </ul> <p>Confirmation</p> <ul style="list-style-type: none"> <li>• Giving feed back by corrections and suggestions</li> </ul>	<ul style="list-style-type: none"> <li>• Tes lisan: <ul style="list-style-type: none"> <li>– Memperagakan dialog secara berpasangan</li> </ul> </li> <li>• Tes tertulis: <ul style="list-style-type: none"> <li>– Melengkapi dialog</li> </ul> </li> </ul>	12			<ul style="list-style-type: none"> <li>❖ Get Along with English</li> <li>❖ Grammar in Use</li> <li>❖ English for SMK</li> <li>❖ Picture model</li> <li>❖ Slide powerpoint</li> <li>❖ TOEIC for novice level</li> </ul>	<ul style="list-style-type: none"> <li>• Bersahabat</li> <li>• Komunikatif</li> <li>• Peduli sosial</li> <li>• Rasa ingin tahu</li> <li>• Demokratis</li> <li>• Mandiri</li> <li>• Kerja Keras</li> <li>• Disiplin</li> <li>• Senang membaca</li> </ul>

KOMPETENSI DASAR	INDIKATOR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU			SUMBER BELAJAR	Nilai PPKB, Anti Korupsi dan kewirausahaan
					TM	PS	PI		
1.2 Menyebutkan benda-benda, orang, ciri-ciri, waktu, hari, bulan, dan tahun	<ul style="list-style-type: none"> <li>Nama-nama benda dan kata yang mendeskripsikan benda yang terkait dengan warna, bentuk, asal (<i>origin</i>), ukuran, bahan, jumlah dan kualitas disebutkan dengan tepat.</li> <li>Kata-kata yang mendeskripsikan orang yang terkait dengan profesi, kebangsaan, ciri-ciri fisik, kualitas, dan aktifitasnya disebutkan dengan tepat.</li> <li>Waktu (<i>time of the day</i>), nama-nama hari/tanggal, bulan, tahun disebutkan dengan tepat.</li> </ul>	<ul style="list-style-type: none"> <li>Adjectives showing colours, quality, size, shape, age, origin, material - <i>green, good, big, old, Indonesian, wooden</i>, dsb.</li> <li>Profession, nationality</li> <li>Adjectives showing physical (appearance), non-physical (characteristic) - beautiful, humorous dsb</li> <li>Nouns showing time, day, date, month, year - <i>six o'clock, Sunday, 1<sup>st</sup> of May, July, 2006</i></li> <li>Grammar review: - Singular – plural nouns. (<i>book – books, box – boxes, child – children, fish – fish</i>)</li> </ul>	<p>Eksploration Reading dialog about greetings Elaboration</p> <ul style="list-style-type: none"> <li>Listening <ul style="list-style-type: none"> <li>Matching pictures with words</li> <li>Dictation</li> <li>Listening for information</li> </ul> </li> <li>Speaking: <ul style="list-style-type: none"> <li>Naming objects, quality of objects and persons, professions, nationalities, and time of the day.</li> </ul> </li> <li>Reading: <ul style="list-style-type: none"> <li>Reading for information</li> </ul> </li> <li>Writing: <ul style="list-style-type: none"> <li>Completing passages with suitable words</li> </ul> </li> </ul> <p>Confirmation</p> <ul style="list-style-type: none"> <li>Giving feedback by corrections and suggestions</li> <li>Observing about learning activity Giving motivation to active students</li> </ul> <p>Confirmation</p> <ul style="list-style-type: none"> <li>Giving feedback by corrections and suggestions</li> <li>Observing about learning activity Giving motivation to active</li> </ul>	<ul style="list-style-type: none"> <li>Tes lisan <ul style="list-style-type: none"> <li>Mendeskripsikan gambar secara lisan</li> </ul> </li> <li>Tes tertulis <ul style="list-style-type: none"> <li>Melengkapi kalimat</li> <li>Pilihan Ganda</li> <li>Memberi label pada gambar</li> <li>Menjawab pertanyaan cerita.</li> </ul> </li> </ul>	12			<ul style="list-style-type: none"> <li>❖ Get Along with English</li> <li>❖ Grammar in Use</li> <li>❖ English for SMK</li> <li>❖ Picture model</li> <li>❖ Slide powerpoint</li> <li>❖ TOEIC for novice level</li> </ul>	<ul style="list-style-type: none"> <li>Bersahabat</li> <li>Komunikatif</li> <li>Peduli sosial</li> <li>Rasa ingin tahu</li> <li>Demokratis</li> <li>Mandiri</li> <li>Kerja Keras</li> <li>Disiplin</li> <li>Senang membaca</li> </ul>

KOMPETENSI DASAR	INDIKATOR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU			SUMBER BELAJAR	Nilai PPKB, Anti Korupsi dan kewirausahaan
					TM	PS	PI		
1.3 Mendeskripsikan benda-benda, orang, ciri-ciri, waktu, hari, bulan, dan tahun	<ul style="list-style-type: none"> <li>Bilangan (<i>cardinal / ordinal</i>) digunakan dengan tepat dalam berbagai konteks.</li> <li>Kata-kata dirangkai dengan tepat untuk mendeskripsikan benda berdasarkan warna, bentuk, asal (<i>origin</i>), ukuran, bahan, jumlah dan kualitas.</li> <li>Kata-kata dirangkai dengan tepat untuk mendeskripsikan orang yang terkait dengan profesi, kebangsaan, ciri-ciri fisik, kualitas, dan aktifitasnya.</li> <li>Kata-kata dirangkai dengan tepat untuk mendeskripsikan suatu kejadian berdasarkan waktu (<i>time of the day</i>), nama-nama hari/tanggal, bulan, tahun.</li> </ul>	<ul style="list-style-type: none"> <li>Cardinal and ordinal numbers – ten, twenty, first, fifth, dsb</li> <li>Adjectives of quality: good, beautiful, dsb</li> <li>Adjectives of size: big, small, dsb.</li> <li>Adjectives of shape: round, straight, dsb.</li> <li>Adjectives of age: old, new, dsb.</li> <li>Adjectives of colour: blue, red, dsb.</li> <li>Nationality, profession – John is an American. – He is a very busy chef</li> <li>Adjective in series: A beautiful big U-shaped wooden house.</li> <li>Description of events: The accident happened at nine PM on Monday, the 26th of July 2006.</li> <li>Antonym / synonym</li> </ul>	<p>Eksploration Reading dialog about cardinal and ordinal numbers Elaboration</p> <ul style="list-style-type: none"> <li>Listening: <ul style="list-style-type: none"> <li>Matching pictures with words.</li> <li>Dictation</li> <li>Listening for information</li> </ul> </li> <li>Speaking: <ul style="list-style-type: none"> <li>Describing things, people, profession, and nationalities</li> <li>Telling numbers, responding to questions about numbers.</li> <li>Discussing things based on physical appearance.</li> <li>Role playing dialogues</li> </ul> </li> <li>Reading: <ul style="list-style-type: none"> <li>Understanding and discussing passages.</li> </ul> </li> <li>Writing: <ul style="list-style-type: none"> <li>Describing things</li> <li>Matching numbers and the way they are said.</li> <li>Arranging jumbled paragraphs.</li> <li>Composing dialogues involving the use of numbers in</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Tes lisan <ul style="list-style-type: none"> <li>Mendes-kripsikan gambar</li> <li>Menyebut-kan waktu, bilangan.</li> <li>Menceritakan kejadian secara lisan.</li> </ul> </li> <li>Tes tertulis: <ul style="list-style-type: none"> <li>Pilihan ganda</li> <li>Menjodoh-kan gambar.</li> <li>Menyusun paragraph pendek.</li> </ul> </li> </ul>	20			<ul style="list-style-type: none"> <li>❖ Get Along with English</li> <li>❖ Grammar in Use</li> <li>❖ English for SMK</li> <li>❖ Picture model</li> <li>❖ Slide powerpoint</li> <li>❖ TOEIC for novice level</li> </ul>	<ul style="list-style-type: none"> <li>Bersahabat</li> <li>Komunikatif</li> <li>Peduli sosial</li> <li>Rasa ingin tahu</li> <li>Demokratis</li> <li>Mandiri</li> <li>Kerja Keras</li> <li>Disiplin</li> <li>Senang membaca</li> </ul>

KOMPETENSI DASAR	INDIKATOR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU			SUMBER BELAJAR	Nilai PPKB, Anti Korupsi dan kewirausahaan
					TM	PS	PI		
1.4 Menghasilkan tuturan sederhana yang cukup untuk fungsi-fungsi dasar	<ul style="list-style-type: none"> <li>• Ungkapan penyesalan dan permintaan maaf serta pemberian responnya disampaikan dengan tepat.</li> <li>• Ungkapan simpati serta pemberian respon terhadapnya disampaikan dengan tepat</li> <li>• Ungkapan berbagai perasaan disampaikan dengan tepat</li> <li>• Ungkapan permintaan dan pemberian ijin disampaikan dengan tepat</li> <li>• Ungkapan perintah dan permintaan digunakan secara tepat.</li> <li>• Ungkapan penawaran barang dan jasa digunakan secara tepat.</li> </ul>	<ul style="list-style-type: none"> <li>• Words and expressions used to show regrets and apologies: - I'm sorry that ...</li> <li>• Words and expressions used to express sympathy: - I'm sorry to hear that ..</li> <li>• Adjectives for expressing feelings: - happy, terrible, sad, etc</li> <li>• Adjectives ' -ing' vs ' -ed' - boring x bored</li> <li>• Adjective set expressions - get bored; turn bad, etc</li> <li>• Subject – verb agreement: - John is very happy to see you.</li> <li>• Words and expressions used in asking for and giving permission: - May I use the phone? - You can leave now.</li> <li>• Grammar: Modals + Auxiliary</li> <li>• Expressions and verb forms used in commands and requests: - Can you lend me a pen, please? - Come here!; Stand up!</li> <li>• Responses to commands:</li> </ul>	<p>Eksploration Reading dialog about regrets and apologies Elaboration</p> <ul style="list-style-type: none"> <li>• Listening: - Dictation - Listening for information - Completing passages</li> <li>• Speaking: - Pronunciation practice - Dialogue practice - In pairs, creating and practising dialogues dealing with regret and apologies, sympathy, asking for and giving information, offering things and services. - Expressing feelings about certain events</li> <li>• Reading: Reading for information: - Dialogues - Stories which stimulate readers' emotion</li> <li>• Writing: - Completing Dialogues - Rearranging jumbled dialogues - Composing short stories (good or bad experience)</li> </ul>	<ul style="list-style-type: none"> <li>• Tes lisan - Dialog - Merespon pernyataan</li> <li>• Tes tertulis - Melengkapi kalimat - Membuat kalimat berdasarkan gambar. - Menyusun cerita.</li> </ul>	20			<ul style="list-style-type: none"> <li>❖ Global Access to the World of Work</li> <li>❖ American Business English</li> <li>❖ Person to Person</li> <li>❖ Grammar in Use</li> </ul>	<ul style="list-style-type: none"> <li>• Bersahabat</li> <li>• Komunikatif</li> <li>• Peduli sosial</li> <li>• Rasa ingin tahu</li> <li>• Demokratis</li> <li>• Mandiri</li> <li>• Kerja Keras</li> <li>• Disiplin</li> <li>• Senang membaca</li> </ul>

KOMPETENSI DASAR	INDIKATOR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU			SUMBER BELAJAR	Nilai PPKB, Anti Korupsi dan kewirausahaan
					TM	PS	PI		
1.5 Menjelaskan secara sederhana kegiatan yang sedang terjadi	<ul style="list-style-type: none"> <li>Peristiwa yang sedang terjadi diceritakan dengan tepat sesuai dengan waktu dan tempat kejadian.</li> <li>Pernyataan dengan menggunakan "there is/are" disampaikan dengan tepat sesuai dengan waktu dan tempat kejadian.</li> <li>Pertanyaan tentang peristiwa yang sedang terjadi disampaikan dengan tepat</li> <li>Pengungkapan perasaan / pendapat tentang peristiwa yang sedang terjadi disampaikan dengan tepat</li> </ul>	<ul style="list-style-type: none"> <li>Words and expressions used in the context of telling or describing events. <ul style="list-style-type: none"> <li>The students are cleaning the floor.</li> <li>When you arrive, the guests will be travelling around the city.</li> </ul> </li> <li>Grammar: Present continuous, future continuous.</li> <li>Sentences using 'there + be'</li> <li>Prepositions: in, on, at, under, etc. <ul style="list-style-type: none"> <li>There is a napkin on the table</li> </ul> </li> <li>Questions about events: <ul style="list-style-type: none"> <li>How/When did it happen?</li> </ul> </li> <li>Expressions of feelings / opinions concerning an event <ul style="list-style-type: none"> <li>I was very shocked to learn about the number of the victims.</li> </ul> </li> </ul>	<p>Eksploration Reading text about describing events Elaboration</p> <ul style="list-style-type: none"> <li>Listening: <ul style="list-style-type: none"> <li>Matching pictures and sentences.</li> <li>Completing passages</li> </ul> </li> <li>Speaking: <ul style="list-style-type: none"> <li>Pronunciation practice</li> <li>Dialogue practice telling what's happening in pictures.</li> <li>Giving responses to the events shown in pictures, films, or dramas.</li> <li>Dialogue practice using "there"</li> </ul> </li> <li>Writing: <ul style="list-style-type: none"> <li>Writing short paragraphs based on pictures.</li> </ul> </li> </ul> <p>Confirmation</p> <ul style="list-style-type: none"> <li>Giving feed back by corrections and suggestions</li> <li>Observing about learning activity</li> <li>Giving motivation to active students</li> </ul>	<ul style="list-style-type: none"> <li>Tes lisan <ul style="list-style-type: none"> <li>Menceritakan gambar</li> <li>Dialog</li> </ul> </li> <li>Tes tertulis <ul style="list-style-type: none"> <li>Melengkapi kalimat</li> <li>Menjawab soal cerita.</li> <li>Membuat kalimat berdasarkan gambar.</li> </ul> </li> </ul>	22			<ul style="list-style-type: none"> <li>American Business English</li> <li>Person to Person</li> <li>Pictures from newspapers or magazines</li> <li>Breakthrough</li> </ul>	<ul style="list-style-type: none"> <li>Bersahabat</li> <li>Komunikatif</li> <li>Peduli sosial</li> <li>Rasa ingin tahu</li> <li>Demokratis</li> <li>Mandiri</li> <li>Kerja Keras</li> <li>Disiplin</li> <li>Senang membaca</li> </ul>

KOMPETENSI DASAR	INDIKATOR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU			SUMBER BELAJAR	Nilai PPKB, Anti Korupsi dan kewirausahaan
					TM	PS	PI		
1.6 Memahami memo dan menu sederhana, jadwal perjalanan kendaraan umum, dan rambu-rambu lalu lintas	<ul style="list-style-type: none"> <li>Pesan ditulis dalam bentuk memo dengan benar.</li> <li>Memo yang sudah ada dijelaskan dengan tepat.</li> <li>Menu ditulis dan dijelaskan dengan tepat.</li> <li>Tanda-tanda dan lambang (misalnya: rambu lalu lintas) dijelaskan dengan benar.</li> <li>Berbagai macam jadwal (<i>time table</i>) dibuat dan dijelaskan dengan benar.</li> <li>Bentuk kata sifat dan keterangan digunakan secara tepat untuk membandingkan sesuatu.</li> </ul>	<ul style="list-style-type: none"> <li>Samples of memo</li> <li>Sample of menu</li> <li>Words and expressions to explain signs and symbols: <ul style="list-style-type: none"> <li>That "P" sign means that you can park here.</li> <li>The symbol "Lady" means that the toilet is for women.</li> <li>"No smoking" means that you are not allowed to smoke in that area.</li> </ul> </li> <li>Samples of time table and schedule</li> <li>Degrees of comparison: <ul style="list-style-type: none"> <li>Bus is fast.</li> <li>Train is faster than the bus.</li> <li>Plane is the fastest of all.</li> <li>Travelling by plane is more convenient than travelling by bus.</li> </ul> </li> <li>Pronouns and Reported Speech</li> </ul>	<p>Eksploration observing powerpoint presentation about memo topic</p> <p>Elaboration</p> <ul style="list-style-type: none"> <li>Listening <ul style="list-style-type: none"> <li>Dictation</li> <li>Completing memos and menus</li> <li>Matching pictures based on signs, symbols, time tables and schedules given.</li> </ul> </li> <li>Speaking <ul style="list-style-type: none"> <li>Pronunciation practice</li> <li>Dialogue practice involving memos, menus, signs, symbols, time tables and schedules</li> <li>Making sentences using degrees of comparison, pronouns and reported speech.</li> </ul> </li> <li>Writing <ul style="list-style-type: none"> <li>Completing time tables and schedules</li> <li>Writing sentences using comparative degree, pronouns and reported speech.</li> <li>Composing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Tes lisan <ul style="list-style-type: none"> <li>Menjawab pertanyaan secara lisan</li> <li>Menjelaskan jadwal perjalanan, rambu lalu lintas, simbol dan tanda.</li> </ul> </li> <li>Tes tertulis <ul style="list-style-type: none"> <li>Membuat memo</li> <li>Menulis menu</li> <li>Menulis jadwal</li> <li>Menjawab pertanyaan tentang menu, jadwal, memo, rambu lalu lintas.</li> </ul> </li> </ul>	22			<ul style="list-style-type: none"> <li>❖ Various kinds of memos and menus, time tables and schedules from different sources</li> <li>❖ Person to Person</li> <li>❖ American Business English</li> <li>❖ Breakthrough</li> </ul>	<ul style="list-style-type: none"> <li>Bersahabat</li> <li>Komunikatif</li> <li>Peduli sosial</li> <li>Rasa ingin tahu</li> <li>Demokratis</li> <li>Mandiri</li> <li>Kerja Keras</li> <li>Disiplin</li> <li>Senang membaca</li> </ul>

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					TM	PS	PI		
1.7 Memahami kata-kata dan istilah asing serta kalimat sederhana berdasarkan rumus	<ul style="list-style-type: none"> <li>Berbagai ungkapan untuk menyatakan pilihan (<i>preferences</i>) digunakan dengan tepat.</li> <li>Ungkapan untuk menyatakan pengandaian (<i>conditional type I</i>) digunakan dengan tepat.</li> <li>Berbagai ungkapan untuk menyatakan kemampuan (<i>capabilities</i>) digunakan dengan tepat.</li> <li>Ungkapan untuk meminta dan memberi arah dan lokasi (<i>direction</i>) digunakan dengan tepat.</li> </ul>	<ul style="list-style-type: none"> <li>Words and expressions used in expressing preference: <ul style="list-style-type: none"> <li>I prefer coffee to soft drink at this time of the day.</li> <li>I'd rather stay home over the weekend than go to movies.</li> <li>I like badminton better than volley ball.</li> </ul> </li> <li>Conditional sentence type 1: <ul style="list-style-type: none"> <li>If the weather is nice this morning, we can go to the beach.</li> </ul> </li> <li>Words and expressions used to talk about capabilities: <ul style="list-style-type: none"> <li>Can you swim to cross this river?</li> <li>When I was a child, I could (was able to) climb that tree.</li> </ul> </li> <li>Words and expressions used in asking for and giving direction (location): <ul style="list-style-type: none"> <li>Could you tell me the way to the Zoo, please?</li> <li>Go straight on as far as the junction, then turn left. The Zoo is on your left ...</li> </ul> </li> </ul>	<p>Eksplorasi</p> <ul style="list-style-type: none"> <li>Notice words and expressions used in expressing preference, conditional sentence</li> <li>Find out words and expressions used to talk about capabilities</li> <li>Observe presentation about direction</li> </ul> <p>Elaborasi</p> <ul style="list-style-type: none"> <li>Listening <ul style="list-style-type: none"> <li>Dictation</li> <li>Listening for information: dialogues</li> <li>Listening and completing maps.</li> </ul> </li> <li>Speaking <ul style="list-style-type: none"> <li>Interviewing for one's preferences and capabilities, asking and giving directions based on maps given.</li> <li>Responding to questions using conditional sentences type 1.</li> </ul> </li> <li>Reading <ul style="list-style-type: none"> <li>Reading for information: passages, dialogues, etc.</li> <li>Identifying skills and capabilities</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Tes lisan <ul style="list-style-type: none"> <li>Dialog tentang preference, direction, capabilities, conditional.</li> </ul> </li> <li>Tes tertulis <ul style="list-style-type: none"> <li>Melengkapi dialog</li> <li>Menuliskan arah / petunjuk.</li> <li>pilihan ganda</li> </ul> </li> </ul>	22			<ul style="list-style-type: none"> <li>❖ Person to Person</li> <li>❖ Grammar in Use</li> <li>❖ Maps</li> <li>❖ Breakthrough</li> <li>❖ English for Hotel Services</li> <li>❖ Global Access to the World of Work</li> </ul>	<ul style="list-style-type: none"> <li>Bersahabat</li> <li>Komunikatif</li> <li>Peduli sosial</li> <li>Rasa ingin tahu</li> <li>Demokratis</li> <li>Mandiri</li> <li>Kerja Keras</li> <li>Disiplin</li> <li>Senang membaca</li> </ul>



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					TM	PS	PI		
1.8 Menuliskan undangan sederhana	<ul style="list-style-type: none"> <li>Sejumlah kata dirangkai menjadi kalimat yang mengandung unsur undangan</li> <li>Kalimat dirangkai dengan benar untuk membentuk undangan</li> <li>Undangan sederhana (misalnya: undangan ulang tahun) dituliskan dengan benar.</li> </ul>	<ul style="list-style-type: none"> <li>Grammar review: "will", "could", "would" and prepositions: in, on at.</li> <li>Samples of invitation (personal invitation).</li> <li>Parts of personal invitations.</li> <li>Contents, style, spelling and punctuation.</li> </ul>	<p>Eksploration</p> <p>Reading text about personal invitation</p> <p>Elaboration</p> <ul style="list-style-type: none"> <li>Listening <ul style="list-style-type: none"> <li>Completing invitations</li> <li>Listening for information</li> </ul> </li> <li>Speaking <ul style="list-style-type: none"> <li>Pronunciation practice</li> <li>Dialogue practice</li> <li>Responding to questions dealing with invitations using "yes-no" and "wh-" questions.</li> <li>Telling about invitations,</li> <li>Creating dialogues in pairs</li> </ul> </li> <li>Reading <ul style="list-style-type: none"> <li>Reading for information: invitations</li> </ul> </li> <li>Writing <ul style="list-style-type: none"> <li>Rearranging jumbled sentences to create invitation</li> <li>Writing personal invitations.</li> </ul> </li> </ul> <p>Confirmation</p> <ul style="list-style-type: none"> <li>Giving feed back by corrections and suggestions</li> <li>Observing about learning activity</li> <li>Giving motivation to active students</li> </ul>	<ul style="list-style-type: none"> <li>Test Lisan <ul style="list-style-type: none"> <li>Mengundang secara lisan</li> <li>Dialog</li> </ul> </li> <li>Test tertulis <ul style="list-style-type: none"> <li>Membuat undangan</li> </ul> </li> </ul>	18			<ul style="list-style-type: none"> <li>❖ Different kinds of invitations</li> <li>❖ Person to Person</li> <li>❖ Breakthrough</li> <li>❖ Global Access to the World of Work</li> </ul>	<ul style="list-style-type: none"> <li>Bersahabat</li> <li>Komunikatif</li> <li>Peduli sosial</li> <li>Rasa ingin tahu</li> <li>Demokratis</li> <li>Mandiri</li> <li>Kerja Keras</li> <li>Disiplin</li> <li>Senang membaca</li> </ul>

Keterangan:

TM : Tatapmuka

PS : Praktik di Sekolah (2 jam praktlk di sekolah setara dengan 1 jam tatap muka)



Kepala Sekolah SMK PGRI 1 Punggur

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Mengetahui,

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## **Rencana Pelaksanaan Pembelajaran**

**Nama Sekolah** :SMK PGRI 1 PUNGGUR  
**Mata Pelajaran** :Bahasa Inggris  
**Kelas/Semester** : X/1  
**Materi Ajar** : Narrative Text  
**Alokasi Waktu** : 2 x 45 menit (2xpertemuan)

### **A. Standar Kompetensi**

1. Berkomunikasi dengan Bahasa Inggris setara Level Novice
2. Memahami makna teks tulis fungsional pendek dan essay sederhana berbentuk narrative dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

### **B. Kompetensi Dasar**

1. Merespon makna dan langkah retorika teks tulis essay secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: narrative.
2. Mengungkap makna dan langkah-langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk: narrative.

### **C. Indikator**

<b>Indikator Pencapaian Kompetensi</b>	<b>Nilai Budaya Dan Karakter Bangsa</b>
<ul style="list-style-type: none"><li>▪ Mengidentifikasi makna dalam teks narrative.</li><li>▪ Mengidentifikasi langkah-langkah retorika dalam teks narrative.</li><li>▪ Membaca nyaring teks narrative</li><li>▪ Menjawab soal-soal dengan baik dan benar.</li></ul>	Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri.

### 1. Tujuan Pembelajaran

- Siswa dapat mengidentifikasi ide pokok, siswa dapat memahami generic structure dari text dan mendapatkan informasi dari text.

### 2. Materi Pokok

Teks tulis, contoh:

#### **Pengertian Narrative Text**

A narrative text is an imaginative story to entertain people  
or teks narasi adalah cerita imajinatif yang bertujuan menghibur orang.

Adapun generic structure dari narrative text itu sendiri adalah :

**Orientation** : It is about the opening paragraph where the characters of the story are introduced or berisi pengenalan tokoh, tempat dan waktu terjadinya cerita (siapa atau apa, kapan dan dimana)

**Complication** : Where the problems in the story developed. Or Permasalahan yang muncul / mulai terjadi dan berkembang)

**Resolution** : Where the problems in the story is solved. Masalah selesai, secara baik "happy ending" ataupun buruk "bad ending".

Contoh narrative text:

1. Cinderella
2. Snow White
3. Pinokio dan lain- lain.

### 3. Metode Pembelajaran/Teknik: *Directed Reading-Thinking Activity*

### 4. Langkah-langkah Kegiatan

#### a. Pertemuan 1

Kegiatan awal

- 1) Salam dan tegur sapa
- 2) Tanya jawab berbagai hal untuk memotivasi siswa.
- 3) Menjawab pertanyaan sekitar pengalaman siswa.

Kegiatan inti

- 1) Tanya jawab mengembangkan kosakata dengan menggunakan media gambar cerita yang populer.
- 2) Tanya jawab untuk menggali informasi yang diketahui oleh siswa tentang cerita berdasarkan gambar.
- 3) Mendengarkan contoh pembacaan teks narrative yang

dialkukan oleh guru.

- 4) Membaca nyaring teks naratif dengan ucapan dan intonasi yang benar sesuai contoh.

#### Kegiatan penutup

- 1) Menanyakan kesulitan siswa dalam memahami teks naratif
- 2) Menyimpulkan materi dan moral value dari cerita yang dibaca
- 3) Menugaskan siswa mencari dan mempelajari teks naratif lain.

#### b. Pertemuan 2

##### Kegiatan awal

- 1) Salam dan tegur sapa
- 2) Memberi motivasi kepada siswa dengan cara bercerita tentang kehidupan sehari-hari, yang mengarah kepada topik.
- 3) Penjelasan tentang topik yang akan dibahas.

##### Kegiatan Inti

- 1) Memahami informasi yang ada dalam teks naratif.
- 2) Menentukan tujuan komunikatif teks naratif yang dibaca.
- 3) Menjawab berbagai pertanyaan tentang informasi dalam teks yang telah dibaca.

##### Kegiatan Penutup

- 1) Menanyakan kesulitan siswa dalam memahami teks naratif
- 2) Menyimpulkan materi dan moral value dari cerita yang dibaca
- 3) Menugaskan siswa mencari dan mempelajari teks naratif lain.

## 5. Sumber/Bahan/Alat

English For SMK (Lentera), Practical English Usage, Global Access to the World of Work, Person to Person, English for SMK (Ang-kasa), Buku kumpulan dongeng, Buku yang relevan, Gambar-gambar yang relevan.

## 6. Penilaian

- Teknik: Directed Reading- Thinking Activity
- Bentuk: Pilihan Ganda (Multiple Choice)

For example :

Text.

### **The Princess and the Pea**

Once upon a time there was a prince he wanted to get himself a princess, but she had to be real princess. So he traveled all over the world to find one, but in every case something was the matter. There were lots of princess, but he could never quite make out whether they were real or not. So he came home feeling very unhappy, for really wanted to find a true princess.

One evening a terrible storm came; lightning flashed, thunder rolled, and the rain poured down in torrents-it was simply awful ! suddenly there was a knock at the city gate, and the old king went out to answer it.

There was a princess standing outside, but what a sight the rain and the bad weather had made of her ! The water streamed down her hair and her clothes, and yet she said she was a real princess.

"It won't take long to find that out," thought the old Queen. Without saying anything, she went into bed chamber, took off all the bedclothes, and places one pea on the bottom boards of the bed. Then she took twenty mattresses and put them on top of the pea, and after that she put twenty feather-pillows on top of the mattresses.

That was where the princess was to spend the night.

In the morning they asked her how she had slept.

"Oh, dreadfully! said the princess. "I hardly slept a wink all night. Whatever could have been in the bed ? I was lying on something so hard that I'm black and blue all over."

So of course they could see that she was a real princess, since she had felt the pea through twenty mattresses and twenty feather-pillows. No one but a real princess could have such a tender skin as that.

So the prince took her for his wife, and they lived happily ever after.

1. What kind of the text is it?
  - a. report
  - b. recount
  - c. narrative
  - d. descriptive
  - e. news item
2. The generic structure of the text is.....

- a. Orientation > Complication > Resolution > Re-Orientation
  - b. Orientation > Events > Re- Orientation
  - c. General Classification > Description
  - d. Identification > Description
  - e. Newsworthy Events > Background Events > Sources
3. What is the purpose of the text ?
- a. to inform about princess and the pea
  - b. to describe the story of the princess and the pea
  - c. to give information that the prince looked for the real princess
  - d. to amuse the reader with the story of the princess and the pea
  - e. to describe how the princess could feel the pea on the bottom boards of the bed
4. What is the dominant structure used in the text ?
- a. the simple present tense
  - b. the simple past tense
  - c. the present continuous tense
  - d. passive voice
  - e. imperative

Answer key:

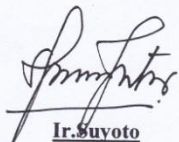
- 1. C
- 2. A
- 3. A
- 4. B



**7. Kriteria Penilaian dalam Reading Comprehension Abilities =**

<b>No</b>	<b>Criteria</b>	<b>Score</b>
1	Students' can identify the meaning of the ideas in the text	0-25
2	Students' can identify communicative purpose of the text.	0-15
3	Students' can identify main idea of the text.	0-25
4	Students' can identifying information contained in the text	0-35
	<b>Total</b>	<b>100</b>

Guru Mata Pelajaran



Ir. Suvoto

NIP. 7255742646200003

Metro, Juli 2017

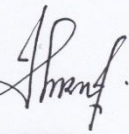
Peneliti



Ana Mardiana

NPM: 13106527

Kepala Sekolah SMK PGRI 1 Punggur



Harnani S.Pd.

NIP. 197307162005022002

## **Rencana Pelaksanaan Pembelajaran**

**Nama Sekolah** :SMK PGRI 1 PUNGGUR  
**Mata Pelajaran** :Bahasa Inggris  
**Kelas/Semester** : X/1  
**Materi Ajar** : Narrative Text  
**Alokasi Waktu** : 2 x 45 menit

### **A. Standar Kompetensi**

3. Berkomunikasi dengan Bahasa Inggris setara Level Novice
4. Memahami makna teks tulis fungsional pendek dan esei sederhana berbentuk narrative dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

### **B. Kompetensi Dasar**

3. Merespon makna dan langkah retorika teks tulis esei secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: narrative.
4. Mengungkap makna dan langkah-langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk: narrative.

### **C. Indikator**

<b>Indikator Pencapaian Kompetensi</b>	<b>Nilai Budaya Dan Karakter Bangsa</b>
<ul style="list-style-type: none"><li>▪ Mengidentifikasi makna dalam teks narrative.</li><li>▪ Mengidentifikasi langkah-langkah retorika dalam teks narrative.</li><li>▪ Membaca nyaring teks narrative</li></ul>	Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab,

- |   |          |
|---|----------|
| ▪ Menjawab soal-soal dengan baik dan benar. | mandiri. |
|---|----------|

## 8. Tujuan Pembelajaran

- Siswa dapat mengidentifikasi ide pokok, siswa dapat memahami generic structure dari text dan mendapatkan informasi dari text.

## 9. Materi Pokok

Teks tulis, contoh:

### Pengertian Narrative Text

A narrative text is an imaginative story to entertain people or teks narasi adalah cerita imajinatif yang bertujuan menghibur orang.

Adapun generic structure dari narrative text itu sendiri adalah :

**Orientation** : It is about the opening paragraph where the characters of the story are introduced or berisi pengenalan tokoh, tempat dan waktu terjadinya cerita (siapa atau apa, kapan dan dimana)

**Complication** : Where the problems in the story developed. Or Permasalahan yang muncul / mulai terjadi dan berkembang)

**Resolution** : Where the problems in the story is solved. Masalah selesai, secara baik "happy ending" ataupun buruk "bad ending".

Contoh narrative text:

4. Cinderella
5. Snow White
6. Pinokio dan lain- lain.

## 10. Metode Pembelajaran/Teknik: *Directed Reading-Thinking Activity*

## 11. Langkah-langkah Kegiatan

### c. Pertemuan 1

Kegiatan awal

- 4) Salam dan tegur sapa
- 5) Tanya jawab berbagai hal untuk memotivasi siswa.
- 6) Menjawab pertanyaan sekitar pengalaman siswa.

Kegiatan inti

- 5) Tanya jawab mengembangkan kosakata dengan menggunakan media gambar cerita yang populer.
- 6) Tanya jawab untuk menggali informasi yang diketahui oleh siswa tentang cerita berdasarkan gambar.
- 7) Mendengarkan contoh pembacaan teks narrative yang dilakukan oleh guru.
- 8) Membaca nyaring teks naratif dengan ucapan dan intonasi yang benar sesuai contoh.

#### Kegiatan penutup

- 4) Menanyakan kesulitan siswa dalam memahami teks naratif
- 5) Menyimpulkan materi dan moral value dari cerita yang dibaca
- 6) Menugaskan siswa mencari dan mempelajari teks naratif lain.

#### d. Pertemuan 2

##### Kegiatan awal

- 4) Salam dan tegur sapa
- 5) Memberi motivasi kepada siswa dengan cara bercerita tentang kehidupan sehari-hari, yang mengarah kepada topik.
- 6) Penjelasan tentang topik yang akan dibahas.

##### Kegiatan Inti

- 4) Memahami informasi yang ada dalam teks naratif.
- 5) Menentukan tujuan komunikatif teks naratif yang dibaca.
- 6) Menjawab berbagai pertanyaan tentang informasi dalam teks yang telah dibaca.

##### Kegiatan Penutup

- 4) Menanyakan kesulitan siswa dalam memahami teks naratif

- 5) Menyimpulkan materi dan moral value dari cerita yang dibaca
- 6) Menugaskan siswa mencari dan mempelajari teks naratif lain.

## **12. Sumber/Bahan/Alat**

English For SMK (Lentera), Practical English Usage, Global Access to the World of Work, Person to Person, English for SMK (Ang-kasa), Buku kumpulan dongeng, Buku yang relevan, Gambar-gambar yang relevan

## **13. Penilaian**

- Teknik: Directed Reading- Thinking Activity
- Bentuk: Pilihan Ganda (Multiple Choice)

For example :

Text.

### Fox and Wolf

A Fox and Wolf were once friends. One day the wolf wanted to eat some food. The fox went to a nearby farm and caught a lamb for the wolf, who ate it all. The wolf wanted more so he went to get another lamb himself. But the farmer came and hit the wolf with a stick. The next day, the fox stole two pancakes for the wolf. Again the wolf went to get more and knocked over the whole plate. The farmer beat the wolf with a stick again. And so the wolf had nothing to eat for all his troubles.

A. Choose the correct answer by choosing A, B, C or D

1. What is the story above?
  - a. Bull and Fly
  - b. Wolf and Fox
  - c. Horse and Donkey
  - d. Monkey and Donkey
2. What is the main idea from the paragraph ?
  - a. The wolf went to farm to get more lambs and pancakes.

- b. The wolf went to the farm to get more pancaea and food.
  - c. The wolf went to the farm to get more foxes and wolves.
  - d. The wolf went to the farm to get more drinks and food.
3. The wolf anted to eat some food. The fox went to a nearby farm and caught a lamb for wolf, who ate it all.

The word “it” refers to...

- a. Lamb
  - b. Fox
  - c. Wolf
  - d. Farm
4. Who stole pancakes?
- a. The fox did
  - b. The wolf did
  - c. The fox and the wolf did
  - d. The farmer did
5. Which of the following is a conclusion that can be drawn from the story
- a. Wolf had nothing to eat Fox
  - b. Wolf eat Fox
  - c. Fox eat Wolf
  - d. Wolf was died

Answer key:

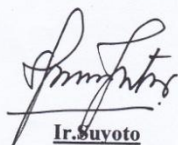
- 1. A
- 2. A
- 3. B
- 4. A
- 5. A

**7. Kriteria Penilaian dalam Reading Comprehension Abilities =**

<b>No</b>	<b>Criteria</b>	<b>Score</b>
1	Students' can identify the the meaning of the ideas in the text	0-25
2	Students' can identify communicative purpose of the text.	0-15
3	Students' can identify main idea of the text.	0-25
4	Students' can identifying information contained in the text	0-35
	Total	100



Guru Mata Pelajaran



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NIP. 7255742646200003

Metro, Juli 2017

Peneliti



Ana Mardiana

NPM: 13106527

Kepala Sekolah SMK PGRI 1 Punggur



Harnani S.Pd.

NIP. 197307162005022002

## INTRUMENTS PRE - TEST READING COMPREHENSION ABILITIES

### 1. DIRECTION

- a. Write down your name, Class, and Date completely.
- b. Read the story. Then answer the question below.
- c. Choose A,B,C or D based on the correct answer.

Name :

---

Class :

---

Date :

---

Text 1(for question 1-5)

### **Snow White**

Once upon a time, there lived a little girl named Snow White. She lived with her Aunt and Uncle because her parents were dead.

One day she heard her Uncle and Aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White.

Snow White did not want her Uncle and Aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her Aunt and Uncle were having breakfast. She ran away into the woods. She was very tired and hungry.

Then she saw this little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, "What s your name?" "I am Snow White," she said. The dwarfs said, "If you wish, you may live here with us." Snow White said, "Oh, I could? Thank you." Then Snow White told the dwarfs the whole story and Snow White and the seven dwarfs lived happily ever after.

Choose the correct answer by choosing A,B,C, D or E!

**Text 1(for question 1 to 5)**

1. What type of the text is used by the writer?
  - a. Narrative
  - b. Report
  - c. Anecdote
  - d. Comparative
  - e. News item
2. The text above mostly uses ..... tense
  - a. Simple Present
  - b. Simple Past
  - c. Continuous
  - d. Simple Future
  - e. Simple Perfect
3. What does the story tell us about?
  - a. It tells about snow white and her parents
  - b. It tells about snow white and the seven dwarfs
  - c. It tells about a reach little girl
  - d. It tells about the fighting of a little girl to see her parents
  - e. It tells about a naughty girl
4. Snow white lived with her aunt and uncle because...
  - a. She did not have house
  - b. She worked in her aunt and uncle's house
  - c. Her mother was dead
  - d. Her parents were dead
  - e. She is naughty
5. How many dwarfs that lived with Snow white?
  - a. Four dwarfs
  - b. Five dwarfs
  - c. Six dwarfs
  - d. Seven dwarfs
  - e. Eight dwarfs

**Text 2(for question 6 to 10)**

Cinderella

Once upon a time there was a girl name Cinderella. She lived with her bad step-mother and two step-sisters. She had to do all the household chores.

One day the king invited all the ladies in the kingdom to go to a ball (pesta dansa) in the palace. He wanted to find the Crown Prince a wife. The step sisters went to the ball that night with their mother. Cindrella was left alone. She cried

because she actually wanted to go to the ball, too. Just then a fairy godmother came. With her magic wand, she gave Cinderella a coach (kereta), two horses and footmen. She also gave Cinderella a lovely dress to wear to the ball and a pair of glass slippers. She told Cinderella to come home before midnight.

At the ball, Cinderella danced all night with the Prince. The Prince fell in love with her. At midnight, Cinderella ran home. Unfortunately, one of her slippers slipped off at the door. She did not have time to put it back on. The Prince was sad as he could not find Cinderella again that night.

The next day, the Prince and his men brought along the glass slipper. They went all over the Kingdom to search for the owner.

After searching for a long time, finally, they came to Cinderella's house. The slipper fit her. The prince was very happy to find Cinderella again. They got married and lived ever after.

6. What is the purpose of the text above?

- a. To tell us how to write a story
- b. To inform what happened in the past
- c. To give a description of a beautiful girl
- d. To retell about Cinderella's experience/memory
- e. To entertain readers with an actual, or vicarious experience

7. What was there at the palace one day?

- a. A game
- b. A ball
- c. A birthday party
- d. Glass slippers
- e. Crown part

8. Why did the king hold the event at his palace?

- a. To celebrate his birthday
- b. To celebrate his wedding
- c. To entertain his people
- d. To show give amusement to his guests.
- e. To find his crown prince a wife

9. How was the end of the story?

- a. The prince married Cinderella.
- b. Cinderella was killed by her step mother
- c. The prince turned into a horse forever.
- d. The king gave the kingdom to Cinderella.
- e. Cinderella was betrayed by the king.

10. "She also gave Cinderella a lovely dress...." (Paragraph 4). The underlined word has the same meaning with .....

- a. Boring
- b. Honest
- c. Polite
- d. Loyal
- e. Pretty

**taks 3 (for question 11 -15)**

#### The Princess and the Pea

Once upon a time there was a prince he wanted to get himself a princess, but she had to be real princess. So he traveled all over the world to find one, but in every case something was the matter. There were lots of princess, but he could never quite make out whether they were real or not. So he came home feeling very unhappy, for really wanted to find a true princess.

One evening a terrible storm came; lightening flashed, thunder rolled, and the rain poured down in torrents-it was simply awful ! suddenly there was a knock at the city gate, and the old king went out to answer it.

There was a princess standing outside, but what a sight the rain and the bad weather had made of her ! The water streamed down her hair and her clothes, and yet she said she was a real princess.

"It won't take long to find that out," thought the old Queen. Without saying anything, she went into bed chamber, took off all the bedclothes, and places one pea on the bottom boards of the bed. Then she took twenty mattresses and put them on top of the pea, and after that she put twenty feather-pillows on top of the mattresses.

That was where the princess was to spend the night.

In the morning they asked her how she had slept.

"Oh, dreadfully! said the princess. "I hardly slept a wink all night. Whatever could have been in the bed ? I was lying on something so hard that I'm black and blue all over."

So of course they could see that she was a real princess, since she had felt the pea through twenty mattresses and twenty feather-pillows. No one but a real princess could have such a tender skin as that.

So the prince took her for his wife, and they lived happily ever after.

11. What kind of the text is it?
  - a. report
  - b. recount
  - c. narrative
  - d. descriptive
  - e. news item
12. The generic structure of the text is.....
  - a. Orientation > Complication > Resolution > Re-Orientation
  - b. Orientation > Events > Re- Orientation
  - c. General Classification > Description
  - d. Identification > Description
  - e. Newsworthy Events > Background Events > Sources
13. What is the purpose of the text ?
  - a. to inform about princess and the pea
  - b. to describe the story of the princess and the pea
  - c. to give information that the prince looked for the real princess
  - d. to amuse the reader with the story of the princess and the pea
  - e. to describe how the princess could feel the pea on the bottom boards of the bed
14. What is the dominant structure used in the text ?
  - a. the simple present tense
  - b. the simple past tense
  - c. the present continuous tense
  - d. passive voice
  - e. imperative
15. No one but a real princess could have such a tender skin as that. The SYNONYM of 'tender' is ...
  - a. hard
  - b. light
  - c. weak
  - d. strong
  - e. soft

**Text 4 (for questions 16 - 20)**

**The Rats and The Elephants**

Once upon a time there lived a group of mice under a tree in peace. However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were even crushed to death.

Then the king of rats decided to approach the elephant's chief and request him to guide his herd through another route. On hearing the sad story, the elephant's king apologized and agreed to take another route. And so the lives of the rats were saved.

One day elephant-hunters came to the jungle and trapped a group of elephants in huge nets. Then the elephant king suddenly remembered the king of the rats. He summoned one of the elephants of his herd, which had not been trapped, to go seek help from the king and told him about the trapped elephants.

The rat's king immediately took his entire group of rats and they cut open the nets which had trapped the elephant's herd. The elephant herd was totally set free. They danced with joy and thank the rats.

16. What type of text is the above text? It is ...

- a. a narrative text
- b. a description text
- c. a recount text
- d. an anecdote text
- e. an expository text

17. What destroyed the homes of all rats?

- a. a group of mice did
- b. the hunter did
- c. elephant-hunter did
- d. a group of elephant did
- e. elephant's herd

18. What helped the elephant's herd free?

- a. the elephant-hunter did
- b. the hunters did
- c. the trapped elephants did
- d. a group of elephant did
- e. entire group of rats did

19. What is generic structure of "once upon a time there lived a group of mice under a tree in peace"?

- a. Identification
- b. Orientation
- c. Complication
- d. Resolution
- e. Description

20. At the end of the story, how was the elephant's herd?

- a. angry
- b. sad
- c. happy
- d. dead
- e. disappointed

#### Rubric

1. Total of Score maximal: 20
2. Score maximal : 20
3. Student's score :  $\frac{\text{score}}{\text{Score maximal}} \times 100$



# **1. INSTRUMEN POS-TEST I FOR READING COMPREHENSION ABILITIES**

## **2. DIRECTION**

- a. Write down your name, Class, and Date completely.
- b. Read the story. Then answer the question below.
- c. Choose A,B,C or D based on the correct answer.

Name :

---

Class :

---

Date :

---

### **Text 1(for question 1-5)**

#### **The Rabbit Revenge**

Long, long ago a rabbit and lion were neighbors. The lion was very proud, and was fond of boasting about his strength. And thought they were such close neighbors, the lion look down upon the rabbit, and use to bully and frighten her. Finally, the rabbit could stand it no longer and wanted to get her own back.

One day she went to the lion and said,” Good day, respected elder brother. Image it, I met an animal over there who looked exactly like you, and he said to me, ‘Is there anyone in the world who dares stand up to me? If there is, let me come and have a duel with me. If there is no one, all of you have to submit to my rule and be my servants!’” “Oh, he was an intolerable braggart! He is so puffed up with pride that his eyes can’t even light on anymore!” added the rabbit.

“Oho,” the lion said. “Didn’t you mention me to him?”

“Yes, indeed, “the rabbit replied. “But it would have been better if I hadn’t. When I described how strong you were, he just sneered and said dreadfully rude things. He even went so far as to say that he wouldn’t take you for his attendant!”

The lion flew into a rage and roared, “Where is he? Where is he?”

Soon the rabbit took the lion a hill and, not going to near herself, pointed to a well from a distance, and said,”He is down there, in the well.”

The lion hastened to the well and glared angrily into it. Yes there was his rival who even glared back at him angrily. The lion roared, and his enemy roared back. The lion become so furious that his hair stood on end. So did his enemy on the well. The lion show his teeth and lashed out with his paws to scare his rival

and his enemy in the well retaliated! In a fit of anger the lion sprang into the air with all his might and then flung himself at the enemy in the well. The result was that the proud lion was instantly drowned.

1. What do you think of the animal on the well? (tell about identifying information contained the text above)
  - a. The image of the lion himself.
  - b. An intolerable braggart.
  - c. A stronger animal.
  - d. Another lion.
2. The lion was proud of his...(tell about body of the character in the story)
  - a. Hair
  - b. Eyes
  - c. Paws
  - d. Strength
3. What can we learn from the story?
  - a. Don't be so arrogant.
  - b. We must help each other.
  - c. An enemy can be a good friend
  - d. A friend in need is a friend indeed.
4. What does the story tell us about?
  - a. It tells about a rabbit and lion
  - b. It tells about the rabbit
  - c. It tells about The lion become so furious that his hair stood on end
  - d. It tells about a rabbit and lion were neighbors
5. What is the purpose of the text above?
  - a. To tell us how to write a story
  - b. To inform what happened in the past
  - c. To give a description of a rabbit and lion
  - d. To retell about Rabbit Revenge and the proud lion was instantly drowned
  - e. To entertain readers with an actual, or vicarious experience

**Question for number 6 – 9**

**The Good Stepmother**

The old witch locked Hansel in a cage and set Gretel to clean the house. She planned to eat them both. Each night the children cried and begged the witch to let them go.

Meanwhile, at home, their stepmother was beginning to wish she had never tried to get rid of the children. "I must find them," she said and set off into the forest.

Many hours later, when her feet were tired from walking and her lips were dry from thirst, she came to the cottage belonging to the witch. The stepmother peeped through the window. Her heart cried out when she saw the two children.

She picked up the broom leaning against the door and crept inside. The witch was putting some stew in the oven when the stepmother gave her an almighty push. The witch fell into the oven and the stepmother shut the door.

'Children, I have come to save you,' she said hugging them tightly. I have done a dreadful thing.

I hope in time you will forgive me. Let me take you home and become a family again. They returned to their home and the stepmother became the best mother anyone could wish to have, and of course they lived happily ever after!

6. The story is about a stepmother who .....
  - a. planned to eat her children
  - b. begged a witch for money
  - c. tried to run away from a witch
  - d. saved her children from a witch
7. Which statement is TRUE about the step mother?
  - a. She loved her stepchildren.
  - b. She hit the witch with a broom.
  - c. She locked her children in a cage.
  - d. She visited the witch to see her children.
8. "The witch fell into the oven and the stepmother shut the door."  
(Paragraph 4)The underlined word can be replaced by the word .....
  - a. Closed
  - b. Opened
  - c. Marked
  - d. Polished
9. How did the witch die?
  - a. She was burn in the oven.
  - b. She was hit with a broom.

- c. She was locked in her house.
- d. She was pushed against the wall.

**Question for number 10-13**

**The Lion and The mouse**

Once when a lion was asleep, a little mouse began up and down upon him; this soon awoke the lion, who placed his huge paw upon the mouse, and opened his big jaws to swallow him.

“Pardon, O King “cried the little mouse “forgive me this time. I shall never forget it: who knows I may be able to do you a good turn some of these days? ”. The lion was so tickled at the idea of the mouse being able to help him. Then he lifted up his paw and let him go.

On day the lion was caught in a trap. Some hunters who to carry him alive to the king, tied him to a tree while they went in search of a wagon to carry him in. Just then the little mouse happened to pass by and see the sad plight in which the lion was. The little mouse went up to him and soon gnawed away the ropes that bound the king of the beasts. Soon the little mouse had finished gnawing away the ropes, he asked the lion to run away.

- 10. What is the moral lesson from the text?
  - a. It is best to prepare for the days of necessity
  - b. Common people may prove great ones
  - c. United we stand, divided we fall
  - d. Honesty begins at home.
- 11. Paragraph three mainly tells that....
  - a. the hunters carried the lion alive to the king
  - b. the lion was tied to a tree by the hunters
  - c. the little mouse could prove that he could help the lion
  - d. from the first, the lion believed in what the little mouse said
- 12. What did the little mouse do to prove his words?
  - a. He tried hard to help the lion free.
  - b. He ran up and down upon the lion
  - c. He asked for apology to the king of the beast
  - d. He tied the lion to the tree so that the hunters could carry him
- 13. The word “huge” (p.1) means very.....
  - a. old
  - b. large
  - c. tall
  - d. Giant

**Question for number 14 – 17**

**The Magic Box**

Once upon a time, there was a poor farmer who lived with his wife. One day, he dug up his field and found a big box. He took it home with him and showed it to his wife. His wife cleaned the box and kept it in their house.

One sunny morning his wife dropped an apple into it. Suddenly the box began fill up with apples. No matter how many the apples were taken out, more apples took their place, So the farmer and his wife decide to sell the apples and in short time they were able to live quite comfortably.

One day, the farmer dropped a gold coin into the box. At once, apples disappeared and the box began to fill itself with coins. Everyday, the farmer and his wife collected hundreds of gold coins from the box. Soon they became very rich.

Having heard that his son had gone rich, the farmer's grandfather visited the couple. He was not very strong and he could not go out to work anymore. So the farmer asked the old man to help him take the money out of the box. When his grandfather told his son that he was tired and wanted to have arrest, the farmer shouted at him," why are you so lazy? Why can't you work harder?"

The old man didn't say anything, and continued to work until he fell into the box and suddenly died. At once, the money disappeared and the box began to fill up with dead grandfathers.

The farmer had to pull them out and bury them. To do this, he had to spend all the money he had collected. When he had used up all the money, the box broke and the farmer was just as poor as he was before.

14. How was the farmer according to the writer ? He was....
  - a. mean
  - b. generous
  - c. kind
  - d. Rich
15. The complication started when .....
  - a. his wife dropped an apple into a big box and suddenly the box filled up with apples.
  - b. the farmer and his wife sold the apples were able to live quite comfortably
  - c. the farmer dropped a gold coin into the box
  - d. the apple disappeared and the box began to fill itself with coins.
16. Which statement is TRUE according to the story ?
  - a. His wife cleaned and kept the box for her.
  - b. The box was full of valuable things when it was found
  - c. The farmer had to pull dead grandfathers out and bury them
  - d. The poor farmer was finally killed by his grandfather

17. What did we learn from the story ?
- a. We must be a good parsons
  - b. All that glitters is not good
  - c. It is good to be honest in life
  - d. We must respect our parents
  - e. Being a miser is sometimes important.

**Question for number 18 – 20**

A farmer came across a bird with a broken wing. He picked it up, took it home and looked after it lovingly, even though his wife complained bitterly about his wasting too much time on the creature.

After some time, the wing mended and, because the bird did not want the farmer to have kept on arguing with his wife all the time, it decided to go back to its nest.

When the farmer discovered that the bird was gone, he was so upset that he went out to look for it. Eventually, he found it again, and was greeted happily by the whole family of the bird. As a sign of their thanks for his care and attention, the birds gave him a little box, and told him not to open it until he got home.

To his surprise, the farmer found the box full of precious stones. When his wife saw them, she decided that she too deserved a reward, and she went to see the birds. The birds gave her a little casket; but this one was full of devils. The devils jumped on her as soon as she opened the casket and chased her away.

Left alone, the farmer went to live near his friend, the bird. There he built a hut of perfumed wood; and the birds decorated it with flowers of every kind.

18. Which of the following statements do you agree with ?
- a. The farmer lived happily with his wife.
  - b. The farmer's wife took care of the bird.
  - c. The bird was very thankful to the farmer.
  - d. The farmer's wife was a very kind woman.
19. The farmer's new hut was....
- a. Built by the birds
  - b. a gift from the birds
  - c. decorated luxuriously
  - d. built of perfumed wood
20. What do we learn from the text?
- a. A gift shows kindness.
  - b. Sufferings bring happiness.
  - c. A good deed deserves a reward.
  - d. Having no heart makes you isolated.

**1. INSTRUMEN POST-TEST II FOR READING COMPREHENSION ABILITIES**

**2. DIRECTION**

- d. Write down your name, Class, and Date completely.
- e. Read the story. Then answer the question below.
- f. Choose A,B,C or D based on the correct answer.

Name :

---

Class :

---

Date :

---

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**Question for number 1-10**

**The Story of the Smart Parrot**

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it.

It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say Catano, or I will kill you!" but the parrot would not say it. Then the man got so angry that he shouted over and over, "Say Catano, or I'll kill you!" but the bird would not talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too."

In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw!

He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!"

1. Where does the story take place?
  - a. London
  - b. Jakarta
  - c. Puerto Rico
  - d. Buenos Aires
2. What is the word that the parrot cannot say?
  - a. Catano
  - b. Canato
  - c. Tacano
  - d. Nacato
3. How often did the owner teach the bird how to say the word?
  - a. Always
  - b. Many times
  - c. Everyday
  - d. Every second
4. Which statement is true according to the text?
  - a. The parrot could say Catano
  - b. At last the parrot could say Catano
  - c. Catano was the name at the parrot
  - d. The man never got angry at the parrot
5. What does the man do to the bird because the bird cannot say the name of a place?
  - a. The man ate the bird.
  - b. The sold the bird.
  - c. The man killed the bird.
  - d. The man taught the bird.
6. It is most likely that ....
  - a. The bird killed the three chickens.
  - b. The three chickens killed the bird.
  - c. The bird played with the chicken.
  - d. The bird killed one of the three chickens.
7. What is the story about?
  - a. A parrot and a cat
  - b. A parrot and a chicken
  - c. A parrot and the owner



- d. A parrot, the owner, and chickens
8. “It was very, very smart”  
The underlined word refers to ....
- a. The man
  - b. The bird
  - c. The chicken
  - d. Puerto Rico
9. “The parrot was very, very smart”  
The word ‘smart’ means ....
- a. Stupid
  - b. Stubborn
  - c. Clever
  - d. Beautiful
10. “The parrot was screaming at the fourth chickens”  
What does the underlined word mean?
- a. Smiling
  - b. Shouting
  - c. Crying
  - d. Laugh

### Question for number 11 – 15

.....

A kangaroo is an animal found only in Australia, although it has a smaller relative, called a wallaby, which lives on the Australian island of Tasmania and also in New Guinea.

Kangaroos eat grass and plants. They have short front legs, but very long, and very strong back legs and a tail. These they use for sitting up on and for jumping. Kangaroos have been known to make forward jumps of over eight metres, and leap across fences more than three metres high. They can also run at speeds of over 45 kilometres per hour.

The largest kangaroos are the great Grey kangaroo and the Red kangaroo. Adults grow to a length of 160 metres and weigh over 90 kilos.

Kangaroos are marsupials. This means that the female kangaroo has an external pouch on the front of her body. A baby kangaroo is very tiny when it is born, and it crawls at once into this pouch where it spends its first five months of life.

11. where is kangaroo found?
- a. In Japan
  - b. in Austria

- c. in Australia
  - d. In London
12. it is about the kangaroos, *except*.....
- a. They eat grass and plants
  - b. they have a tail
  - c. They have short front legs
  - d. they are not marsupials
13. the followings are what the kangaroo can do, *except*.....
- a. They have been known to make forward jumps of over eight metres
  - b. They can leap across fences more than three metre high
  - c. They can also run at speeds of over 45 kilometres per hour
  - d. They can't walk
14. what the title about the text...
- a. What the kangaroo?
  - b. kangaroo is marsupials
  - c. what the animal?
  - d. What the buffalo?
15. why kangaroo can run at speeds of over 45 kilometres per hour?
- a. Kangaroo have short front legs, but very long
  - b. Kangaroo can run like lion
  - c. Kangaroo can run like tiger
  - d. Kangaroo can run like zebra

### **Question for Number 16-20**

#### **Two Brothers**

Long ago, there were two brothers called Akomi and Ombah. They were ambitious and winning. Akomi, the elder brother, said, "If we become the King's employees, we can make laws to collect more money from the people. We will become very rich."

They went to see King Aruya. Akomi said, "Your Majesty, let us be your ministers. We will make good laws. All your subjects will be happy. I am wise and clever. I know everything."

King Aruya said angrily, "That is not true! Nobody knows everything. For example, do you know how many stars there are in the sky? Guards! Throw this liar into the river of crocodiles!"

Ombah's hands trembled. Then he thought to himself, "King Aruya will also punish me if I say the wrong thing. My brother said he knew everything and

his answer was wrong. So if I say the opposite, my answer will be right." Ombah then said, to King Aruya, "Your majesty, I know nothing."

King Aruya said, "That is also a lie. Nobody knows nothing, truly! Everybody knows at least something. For example, you know your father's name, don't you? Guards! Throw him into the river of crocodiles, too!"

16. The two brother's ambition was to .....
  - a. become rich
  - b. become ministers
  - c. help the King make good laws
  - d. make the King's subjects happy
17. King Aruya called Akomi a liar because Akomi .....
  - a. knew everything
  - b. made him angry
  - c. did not tell the truth
  - d. wanted to collect money
18. Ombah said I know nothing because he .....
  - a. did not want to lie to King Aruya
  - b. wanted to see the crocodiles
  - c. did not know how many stars there were
  - d. thought that the answer would be right
19. Ombah's hands trembled because he...
  - a. was afraid
  - b. knew nothing
  - c. was thinking hard
  - d. had the right answer
20. From the story, we can see that King Aruya .....
  - a. kept many crocodiles
  - b. could make good laws
  - c. did not need any ministers
  - d. disliked people who told lies

### Observation Sheet of the Teachers' Activities

School : SMK PGRI1 PUNGGUR

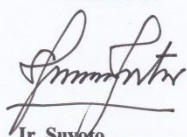
Grade/Semester : X/1

Day/Date/Cycle : Monday, 24<sup>th</sup> July 2017/Cycle 1

Teacher's Activities	Good	Enough	Less
1. Pre teaching a. Prepare the lesson plan. b. Prepare the material that will given. c. Ability in opening the learning pocess.	✓		
2. While teaching a. Inform the objective of learning. b. Explain the material chronological. c. Guide the students follow the lesson. d. Motivate the students. e. Guide the students to practice the material.	✓		
3. Post teaching a. Conclude the result learning b. Close the learning activity	✓		

Tick (✓) for each positive activity.

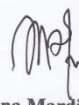
Collaborator



Ir. Suvoto

NIP. 7255742646200003

Researcher



Ana Mardiana

NPM. 13106527

**Observation Sheet of the Teachers' Activities**

**School** : SMK PGRI 1 Punggur

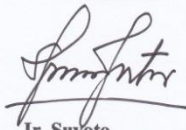
**Grade/Semester** : X/1

**Day/Date/Cycle** : Thursday, 27<sup>th</sup> 2017 / Cycle 1

Teacher's Activities	Good	Enough	Less
4. Pre teaching d. Prepare the lesson plan. e. Prepare the material that will given. f. Ability in opening the learning pocess.	✓		
5. While teaching f. Inform the objective of learning. g. Explain the material chronological. h. Guide the students follow the lesson. i. Motivate the students. j. Guide the students to practice the material.	✓		
6. Post teaching c. Conclude the result learning d. Close the learning activity	✓		

Tick (✓) for each positive activity.

**Collaborator**



**Ir. Suvoto**

**NIP. 7255742646200003**

**Researcher**



**Ana Mardiana**

**NPM. 13106527**

**Observation Sheet of the Teachers' Activities**

**School** : SMK PGRI 1 Punggur

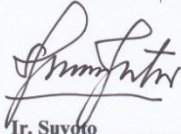
**Grade/Semester** : X/I

**Day/Date/Cycle** : Monday, 31<sup>th</sup> 2017 / Cycle II

Teacher's Activities	Good	Enough	Less
7. Pre teaching g. Prepare the lesson plan. h. Prepare the material that will given. i. Ability in opening the learning pocess.	✓		
8. While teaching k. Inform the objective of learning. l. Explain the material chronological. m. Guide the students follow the lesson. n. Motivate the students. o. Guide the students to practice the material.	✓		
9. Post teaching e. Conclude the result learning f. Close the learning activity	✓		

Tick (✓) for each positive activity.

**Collaborator**



**Ir. Suvoto**  
NIP. 7255742646200003

**Researcher**



**Ana Mardiana**  
NPM. 13106527

**Observation Sheet of the Teachers' Activities**

**School** : SMK PGRI 1 Punggur

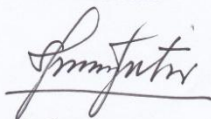
**Grade/Semester** : X/I

**Day/Date/Cycle** : Thursday, 03<sup>th</sup> 2017 / Cycle II

Teacher's Activities	Good	Enough	Less
10. Pre teaching j. Prepare the lesson plan. k. Prepare the material that will given. l. Ability in opening the learning pocess.	✓		
11. While teaching p. Inform the objective of learning. q. Explain the material chronological. r. Guide the students follow the lesson. s. Motivate the students. t. Guide the students to practice the material.	✓		
12. Post teaching g. Conclude the result learning h. Close the learning activity	✓		

Tick (✓) for each positive activity.

**Collaborator**



**Ir. Suvoto**  
NIP. 7255742646200003

**Researcher**



**Ana Mardiana**  
NPM. 13106527

# ATTENDANCE LIST OF PRE TEST

Class : X AP

Date : Thursday, 20 July 2017

NO.	NAME	SIGNATURE
1	Adelia Pariska	1. <i>[Signature]</i>
2	Alfia Dwi Damayanti	2. <i>[Signature]</i>
3	Anggia Rahmawati	3. <i>[Signature]</i>
4	Ayu Mau Lestari	4. <i>[Signature]</i>
5	Dewi Agustin	5. <i>[Signature]</i>
6	Dita Putri Mayvina	6. <i>[Signature]</i>
7	Eka Nursyah Putri	7. <i>[Signature]</i>
8	Eva Rizki Mulya Sari	8. <i>[Signature]</i>
9	Fitri Yana Rachmawati	9. <i>[Signature]</i>
10	Heni Fatimah	10. <i>[Signature]</i>
11	Hesti Hasanah	11. <i>[Signature]</i>
12	Heti Rosita	12. <i>[Signature]</i>
13	Kusuma Wardani	13. <i>[Signature]</i>
14	Lutfi Istiana	14. <i>[Signature]</i>
15	Michael Septa P	15. <i>[Signature]</i>
16	Miftahuljanah	16. <i>[Signature]</i>
17	Novia Anggraini	17. <i>[Signature]</i>
18	Peni Tri Wahyuningsih	18. <i>[Signature]</i>
19	Renatha Virgita	19. <i>[Signature]</i>
20	Resti Aprilia	20. <i>[Signature]</i>
21	Riska Indriani	21. <i>[Signature]</i>
22	Sevia Permata Sari	22. <i>[Signature]</i>
23	Shiva Nur Halimah	23. <i>[Signature]</i>
24	Tesya Lonika Andaresta	24. <i>[Signature]</i>
25	Veni Novita Sari	25. <i>[Signature]</i>



# ATTENDANCE LIST OF TREATMENT I

Class : X AP

Date : Monday, 24 July 2017

NO.	NAME	SIGNATURE
1	Adelia Pariska	1. <i>[Signature]</i>
2	Alfia Dwi Damayanti	2. <i>[Signature]</i>
3	Anggia Rahmawati	3. <i>[Signature]</i>
4	Ayu Mau Lestari	4. <i>[Signature]</i>
5	Dewi Agustin	5. <i>[Signature]</i>
6	Dita Putri Mayvina	6. <i>[Signature]</i>
7	Eka Nursyah Putri	7. <i>[Signature]</i>
8	Eva Rizki Mulya Sari	8. <i>[Signature]</i>
9	Fitri Yana Rachmawati	9. <i>[Signature]</i>
10	Heni Fatimah	10. <i>[Signature]</i>
11	Hesti Hasanah	11. <i>[Signature]</i>
12	Heti Rosita	12. <i>[Signature]</i>
13	Kusuma Wardani	13. <i>[Signature]</i>
14	Lutfi Istiana	14. <i>[Signature]</i>
15	Michael Septa P	15. <i>[Signature]</i>
16	Miftahuljanah	16. <i>[Signature]</i>
17	Novia Anggraini	17. <i>[Signature]</i>
18	Peni Tri Wahyuningsih	18. <i>[Signature]</i>
19	Renatha Virgita	19. <i>[Signature]</i>
20	Resti Aprilia	20. <i>[Signature]</i>
21	Riska Indriani	21. <i>[Signature]</i>
22	Sevia Permata Sari	22. <i>[Signature]</i>
23	Shiva Nur Halimah	23. <i>[Signature]</i>
24	Tesya Lonika Andaresta	24. <i>[Signature]</i>
25	Veni Novita Sari	25. <i>[Signature]</i>

# ATTENDANCE LIST OF POST TEST I

Class : X AP

Date : Thursday, 27 July 2017

NO.	NAME	SIGNATURE
1	Adelia Pariska	1. <i>[Signature]</i>
2	Alfia Dwi Damayanti	2. <i>[Signature]</i>
3	Anggia Rahmawati	3. <i>[Signature]</i>
4	Ayu Mau Lestari	4. <i>[Signature]</i>
5	Dewi Agustin	5. <i>[Signature]</i>
6	Dita Putri Mayvina	6. <i>[Signature]</i>
7	Eka Nursyah Putri	7. <i>[Signature]</i>
8	Eva Rizki Mulya Sari	8. <i>[Signature]</i>
9	Fitri Yana Rachmawati	9. <i>[Signature]</i>
10	Heni Fatimah	10. <i>[Signature]</i>
11	Hesti Hasanah	11. <i>[Signature]</i>
12	Heti Rosita	12. <i>[Signature]</i>
13	Kusuma Wardani	13. <i>[Signature]</i>
14	Lutfi Istiana	14. <i>[Signature]</i>
15	Michael Septa P	15. <i>[Signature]</i>
16	Miftahuljanah	16. <i>[Signature]</i>
17	Novia Anggraini	17. <i>[Signature]</i>
18	Peni Tri Wahyuningsih	18. <i>[Signature]</i>
19	Renatha Virgita	19. <i>[Signature]</i>
20	Resti Aprilia	20. <i>[Signature]</i>
21	Riska Indriani	21. <i>[Signature]</i>
22	Sevia Permata Sari	22. <i>[Signature]</i>
23	Shiva Nur Halimah	23. <i>[Signature]</i>
24	Tesya Lonika Andaresta	24. <i>[Signature]</i>
25	Veni Novita Sari	25. <i>[Signature]</i>

# ATTENDANCE LIST OF TREATMENT II

Class : X AP

Date : Monday, 31 July 2017

NO.	NAME	SIGNATURE
1	Adelia Pariska	1. <i>[Signature]</i>
2	Alfia Dwi Damayanti	2. <i>[Signature]</i>
3	Anggia Rahmawati	3. <i>[Signature]</i>
4	Ayu Mau Lestari	4. <i>[Signature]</i>
5	Dewi Agustin	5. <i>[Signature]</i>
6	Dita Putri Mayvina	6. <i>[Signature]</i>
7	Eka Nursyah Putri	7. <i>[Signature]</i>
8	Eva Rizki Mulya Sari	8. <i>[Signature]</i>
9	Fitri Yana Rachmawati	9. <i>[Signature]</i>
10	Heni Fatimah	10. <i>[Signature]</i>
11	Hesti Hasanah	11. <i>[Signature]</i>
12	Heti Rosita	12. <i>[Signature]</i>
13	Kusuma Wardani	13. <i>[Signature]</i>
14	Lutfi Istiana	14. <i>[Signature]</i>
15	Michael Septa P	15. <i>[Signature]</i>
16	Miftahuljanah	16. <i>[Signature]</i>
17	Novia Anggraini	17. <i>[Signature]</i>
18	Peni Tri Wahyuningsih	18. <i>[Signature]</i>
19	Renatha Virgita	19. <i>[Signature]</i>
20	Resti Aprilia	20. <i>[Signature]</i>
21	Riska Indriani	21. <i>[Signature]</i>
22	Sevia Permata Sari	22. <i>[Signature]</i>
23	Shiva Nur Halimah	23. <i>[Signature]</i>
24	Tesya Lonika Andaresta	24. <i>[Signature]</i>
25	Veni Novita Sari	25. <i>[Signature]</i>

### **OBSERVATION SHEET OF STUDENTS' ACTIVITIES**

**School** : SMK PGRI 1 PUNGGUR

**Grade/Semester** : X/I

**Day/Date/Cycle** : Monday, 24 July<sup>th</sup>, 2017 / Cycle 1

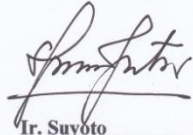
No	Name	Pay attention of the teacher's explanation	Indicators				Total
			Understanding the material	Student given idea	Active in Group	The students able do the task	
1	ADP	✓	✓				2
2	ADMY				✓	✓	2
3	ARW		✓		✓		2
4	AML	✓		✓			2
5	DA	✓				✓	2
6	DPM		✓				1
7	ENP	✓				✓	2
8	ERMS				✓	✓	2
9	FYR	✓					1
10	HF	✓		✓		✓	3
11	HSTH				✓		1
12	HR	✓			✓	✓	3
13	KSW					✓	1
14	LIS	✓					1
15	MSP		✓			✓	2
16	MTJH	✓		✓		✓	3
17	NA	✓		✓		✓	3
18	PTW						0
19	RV		✓		✓	✓	3
20	RA						0
21	RI					✓	1
22	SPS		✓	✓			2
23	SNH						0
24	TLA				✓		1
25	VNS						0
Total		10	6	5	7	12	
Percentage		40%	48%	20%	28%	48%	

Note :



- **Tick ( √ ) for each positive activity.**
- **The students activities that observed are:**
  1. The students to attention explanation from the teacher.
  2. Understanding the material.
  3. Students given idea
  4. Active in group like answer the question from the teacher or other students.
  5. Doing the task

Collaborator



Ir. Suvoto  
NIP. 7255742646200003

Researcher



Ana Mardiana  
NPM. 13106527

**OBSERVATION SHEET OF STUDENTS' ACTIVITIES**

**School** : SMK PGRI 1 PUNGGUR

**Grade/Semester** : X/I

**Day/Date/Cycle** : Thursday, 27<sup>th</sup> July 2017 / Cycle 1

No	Name	Pay attention of the teacher's explanation	Indicators				Total
			Understanding the material	Student given idea	Active in Group	The students able do the task	
1	ADP		✓				1
2	ADMY			✓		✓	2
3	ARW		✓		✓	✓	3
4	AML	✓					1
5	DA	✓		✓	✓	✓	4
6	DPM		✓			✓	2
7	ENP	✓				✓	2
8	ERMS				✓	✓	2
9	FYR	✓	✓				2
10	HF			✓	✓	✓	3
11	HSTH	✓					1
12	HR	✓					1
13	KSW						0
14	LIS	✓			✓	✓	3
15	MSP			✓			1
16	MTJH	✓				✓	2
17	NA				✓		1
18	PTW			✓			1
19	RV	✓			✓	✓	3
20	RA						0
21	RI	✓			✓	✓	3
22	SPS		✓				1
23	SNH		✓				1
24	TLA					✓	1
25	VNS						0
Total		10	6	5	8	13	
Percentage		40%	48%	20%	32%	52%	

Note :



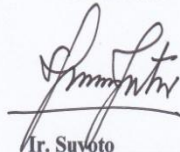
**Tick ( √ ) for each positive activity.**

➤ **The students activities that observed are:**

1. The students to attention explanation from the teacher.
2. Understanding the material.
3. Students given idea.
4. Active in group like answer the question from the teacher or other students.
5. Doing the task



Collaborator



Ir. Suvoto

NIP. 7255742646200003

Researcher



Ana Mardiana

NPM. 13106527

### **OBSERVATION SHEET OF STUDENTS' ACTIVITIES**

**School** : SMK PGRI1 PUNGGUR

**Grade/Semester** : X/I

**Day/Date/Cycle** : Monday 31<sup>th</sup> July, 2017 / Cycle II

No	Name	Pay attention of the teacher's explanation	Indicators				Total
			Understanding the material	Student given idea	Active in Group	The students able do the task	
1	ADP	✓	✓	✓			3
2	ADMY	✓				✓	2
3	ARW		✓			✓	2
4	AML	✓		✓			2
5	DA	✓				✓	2
6	DPM		✓			✓	2
7	ENP	✓		✓	✓	✓	4
8	ERMS					✓	1
9	FYR		✓				1
10	HF			✓	✓	✓	3
11	HSTH	✓					1
12	HR		✓				1
13	KSW			✓			1
14	LIS	✓			✓	✓	3
15	MSP						0
16	MTJH	✓		✓	✓	✓	4
17	NA		✓		✓	✓	3
18	PTW	✓					1
19	RV			✓	✓	✓	3
20	RA		✓	✓			2
21	RI	✓			✓	✓	3
22	SPS		✓				1
23	SNH			✓			1
24	TLA		✓				1
25	VNS		✓				1
Total		11	10	9	8	12	
Percentage		44%	40%	36%	32%	48%	

Note :

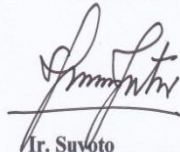


**Tick (  $\sqrt{\phantom{x}}$  ) for each positive activity.**

➤ **The students activities that observed are:**

1. The students to attention explanation from the teacher.
2. Understanding the material.
3. Students given idea.
4. Active in group like answer the question from the teacher or other students.
5. Doing the task.

Collaborator



Ir. Suyoto

NIP. 7255742646200003

Researcher



Ana Mardiana

NPM. 13106527

### **OBSERVATION SHEET OF STUDENTS' ACTIVITIES**

**School** : SMK IPGRI 1 PUNGGUR

**Grade/Semester** : X/I

**Day/Date/Cycle** : Thursday 03<sup>th</sup> August 2017/ Cycle II

No	Name	Pay attention of the teacher's explanation	Indicators				Total
			Understanding the material	Student given idea	Active in Group	The students able do the task	
1	ADP			✓		✓	2
2	ADMY	✓		✓		✓	3
3	ARW		✓		✓	✓	3
4	AML	✓				✓	2
5	DA	✓	✓			✓	3
6	DPM		✓			✓	2
7	ENP	✓		✓	✓	✓	4
8	ERMS	✓				✓	2
9	FYR		✓			✓	2
10	HF			✓	✓	✓	3
11	HSTH	✓				✓	2
12	HR	✓	✓			✓	3
13	KSW			✓		✓	2
14	LIS				✓	✓	2
15	MSP						0
16	MTJH	✓		✓	✓	✓	4
17	NA		✓			✓	2
18	PTW	✓				✓	2
19	RV			✓	✓	✓	3
20	RA		✓			✓	2
21	RI	✓			✓	✓	3
22	SPS		✓			✓	2
23	SNH			✓		✓	2
24	TLA		✓	✓		✓	3
25	VNS	✓	✓			✓	3
Total		11	10	9	9	13	
Percentage		50%	40%	36%	36%	52%	

Note :

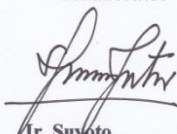


Tick (  $\sqrt{\phantom{x}}$  ) for each positive activity.

➤ The students activities that observed are:

1. The students to attention explanation from the teacher.
2. Understanding the material.
3. Students given idea
4. Active in group like answer the question from the teacher or other students.
5. Doing the task

Collaborator



Ir. Suvoto

NIP. 7255742646200003

Researcher



Ana Mardiana

NPM. 13106527

# SCORE OF PRE TEST

No	Student's Code	Pre-test Score
1	ADP	70
2	ADMY	70
3	ARW	50
4	AML	60
5	DA	55
6	DPM	50
7	ENP	50
8	ERMS	55
9	FYR	60
10	HF	75
11	HSTH	75
12	HR	70
13	KSW	45
14	LIS	55
15	MSP	50
16	MTJH	60
17	NA	
18	PTW	
19	RV	55
20	RA	60



21	RI	50
22	SPS	50
23	SNH	65
24	TLA	60
25	VNS	45
<b>Total Score</b>		<b>1450</b>
<b>Average</b>		<b>58</b>
<b>Highest Score</b>		<b>75</b>
<b>Lowest Score</b>		<b>45</b>

### SCORE OF POST TEST I

No.	Students' Code	Post Test 1 Score
1.	ADP	75
2.	ADMY	70
3.	ARW	60
4.	AML	65
5.	DA	60
6.	DPM	55
7.	ENP	60
8.	ERMS	65
9.	FYR	70
10.	HF	80
11.	HSTH	75
12.	HR	75
13.	KSW	55
14.	LIS	60
15.	MSP	60
16.	MTJH	65
17.	NA	70
18.	PTW	60
19.	RV	60
20.	RA	75

21.	RI	60
22.	SPS	55
23.	SNH	75
24.	TLA	70
25.	VNS	50
<b>Total</b>		<b>1625</b>
<b>Lowest Score</b>		<b>50</b>
<b>Highest Score</b>		<b>80</b>
<b>Average</b>		<b>65</b>

## SCORE OF POST TEST II

No.	Students' Code	Post Test II Score
1.	ADP	85
2.	ADMY	70
3.	ARW	75
4.	AML	85
5.	DA	75
6.	DPM	65
7.	ENP	75
8.	ERMS	75
9.	FYR	85
10.	HF	90
11.	HSTH	85
12.	HR	75
13.	KSW	75
14.	LIS	60
15.	MSP	75
16.	MTJH	75
17.	NA	80
18.	PTW	75
19.	RV	80
20.	RA	85

21.	RI	80
22.	SPS	70
23.	SNH	75
24.	TLA	85
25.	VNS	70
<b>Total</b>		<b>1925</b>
<b>Lowest Score</b>		<b>60</b>
<b>Highest Score</b>		<b>90</b>
<b>Average</b>		<b>77</b>

### Field Note The Students of Tenth Graders SMK PGRI 1 Punggur

Day/Date : Thursday, July 27<sup>th</sup> 2017  
Class : X

Meeting : 3<sup>rd</sup>  
cycle : 1

No	Name	Field note
1	ADP	The student always pay attention
2	ADMY	The student always give question
3	ARW	The student anthusiastic
4	AML	The student always noisy
5	DA	The student always sleepy
6	DPM	The student always pay attention
7	ENP	The student always noisy
8	ERMS	The student anthusiastic
9	FYR	The student always give question
10	HF	The student always want to play
11	HSTH	The student always pay attention
12	HR	The student always noisy
13	KSW	The student anthusiastic
14	LIS	The student always sleepy
15	MSP	The student always give question
16	MTJH	The student always pay attention
17	NA	The student anthusiastic
18	PTW	The student always pay attention
19	RV	The student always pay attention
20	RA	The student anthusiastic
21	RI	The student always sleepy
22	SPS	The student always noisy
23	SNH	The student always pay attention
24	TLA	The student always want to play
25	VNS	The student always noisy

### Field Note The Students of Tenth Graders SMK PGRI 1 Punggur

Day/Date :Thursday, August 3<sup>th</sup> 2017

Meeting :5<sup>th</sup>

Class :X

cycle :2

No	Name	Field note
1	ADP	The student always pay attention
2	ADMY	The student always give question
3	ARW	The student anthusiastic
4	AML	The student always noisy
5	DA	The student anthusiastic
6	DPM	The student always pay attention
7	ENP	The student always pay attention
8	ERMS	The student anthusiastic
9	FYR	The student always give question
10	HF	The student always want to play
11	HSTH	The student always pay attention
12	HR	The student always pay attention
13	KSW	The student anthusiastic
14	LIS	The student always pay attention
15	MSP	The student always give question
16	MTJH	The student always pay attention
17	NA	The student anthusiastic
18	PTW	The student always pay attention
19	RV	The student always give question
20	RA	The student anthusiastic
21	RI	The student always pay attention
22	SPS	The student always noisy
23	SNH	The student always pay attention
24	TLA	The student anthusiastic
25	VNS	The student always give question

# READING COMPREHENSION OBSERVATION SHEET

Day/Date :Thursday, July 27<sup>th</sup> 2017

Meeting :3<sup>rd</sup>

Class :X

cycle :1

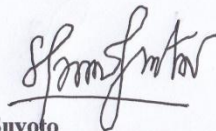
NO	Name	Indicators				Total Score
		Meaning	Communicative purpose	Main idea	Information of the text	
1	Adelia Pariska	10	12	23	25	75
2	Alfia Dwi Damayanti	11	10	19	30	70
3	Anggia Rahmawati	12	12	16	20	60
4	Ayu Mau Lestari	10	13	14	28	65
5	Dewi Agustin	14	13	12	21	60
6	Dita Putri Mayvina	11	8	13	23	55
7	Eka Nursyah Putri	12	10	14	24	60
8	Eva Rizki Mulya Sari	20	9	17	19	65
9	Fitri Yana Rachmawati	21	14	15	20	70
10	Heni Fatimah	22	12	19	27	80
11	Hesti Hasanah	21	11	20	23	75
12	Heti Rosita	18	12	18	27	75
13	Kusuma Wardani	15	12	14	14	55
14	Lutfi Istiana	21	9	14	16	60
15	Michael Septa P	18	8	15	19	60
16	Miftahuljanah	20	7	16	22	65



17	Novia Anggraini	18	10	21	21	70
18	Peni Tri Wahyuningsih	17	11	14	18	60
19	Renatha Virgita	15	8	16	21	60
20	Resti Aprilia	21	13	15	26	75
21	Riska Indriani	21	9	10	20	60
22	Sevia Permata Sari	10	7	14	24	55
23	Shiva Nur Halimah	21	13	21	20	75
24	Tesya Lonika Andaresta	18	13	19	20	70
25	Veni Novita Sari	15	8	13	14	50
	Average					65

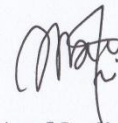
Mengetahui,

English Teacher



**Ir. Suyoto**  
NIP. 7255742646200003

Researcher



**Ana Mardiana**  
NPM. 13106527

# READING COMPREHENSION OBSERVATION SHEET

Day/Date :Thursday, August 3<sup>th</sup> 2017

Meeting :5<sup>th</sup>

Class :X

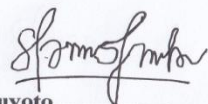
cycle :2

NO	Name	Indicators				Total Score
		Meaning	Communicative purpose	Main idea	Information of the text	
1	Adelia Pariska	20	15	24	26	85
2	Alfia Dwi Damayanti	10	13	20	27	70
3	Anggia Rahmawati	10	15	18	32	75
4	Ayu Mau Lestari	20	15	17	33	85
5	Dewi Agustin	15	14	16	30	75
6	Dita Putri Mayvina	12	10	15	28	65
7	Eka Nursyah Putri	13	11	22	29	75
8	Eva Rizki Mulya Sari	22	12	18	23	75
9	Fitri Yana Rachmawati	23	15	16	31	85
10	Heni Fatimah	24	14	23	29	90
11	Hesti Hasanah	23	13	21	28	85
12	Heti Rosita	18	10	19	28	75
13	Kusuma Wardani	18	13	19	25	75
14	Lutfi Istiana	22	10	13	15	60
15	Michael Septa P	19	10	17	29	75
16	Miftahuljanah	21	9	18	27	75

17	Novia Anggraini	22	11	22	25	80
18	Peni Tri Wahyuningsih	18	13	15	29	75
19	Renatha Virgita	18	12	18	32	80
20	Resti Aprilia	22	10	23	30	85
21	Riska Indriani	22	12	21	25	80
22	Sevia Permata Sari	15	12	17	26	70
23	Shiva Nur Halimah	21	12	24	20	75
24	Tesya Lonika Andaresta	22	14	23	26	85
25	Veni Novita Sari	18	10	18	24	70
Average						77

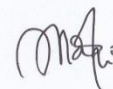
Mengetahui,

English Teacher



**Ir. Suyoto**  
NIP. 7255742646200003

Researcher



**Ana Mardiana**  
NPM. 13106527

## PICTURES

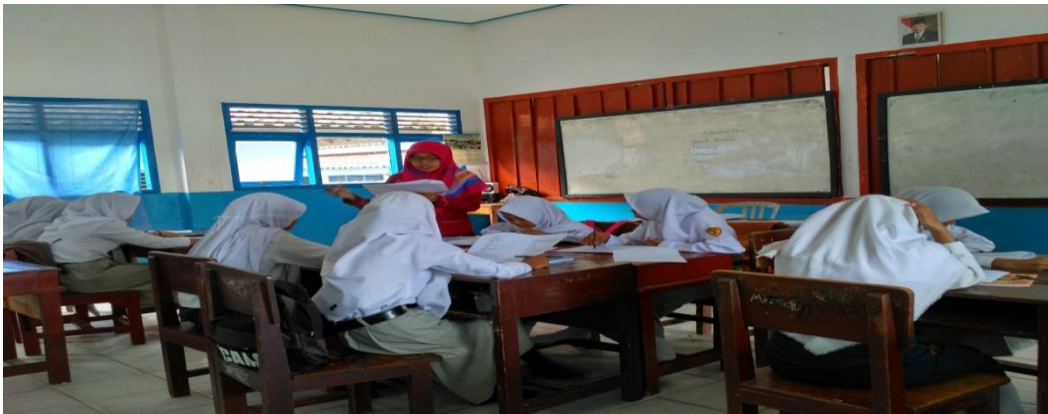
The researcher explains the material to the students about narrative text in pre-test



The researcher and students practice directed reading thinking activity in treatment 1









The researcher and students practice post-test 1 in cycle 1



The researcher explains again the material to the students about narrative text in post-test 2





The researcher and students practice directed reading thinking activity in treatment 1





The researcher tested reading the students individually







**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telepon (0725) 41507; Faksimili (0725) 47296; Website: [www.tarbiyah.metrouniv.ac.id](http://www.tarbiyah.metrouniv.ac.id); e-mail: [tarbiyah.iain@metrouniv.ac.id](mailto:tarbiyah.iain@metrouniv.ac.id)

Nomor : P.1161/In.28/FTIK/PP.00.9/05/2017  
Lamp : -  
Hal : **BIMBINGAN SKRIPSI**

Kepada Yth:

1. Sdr. Dr. Mahrus As'ad, M.Ag
2. Sdri. Syahreni Siregar, M.Hum.

Dosen Pembimbing Skripsi

di-

Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka menyelesaikan studinya di Institut Agama Islam Negeri (IAIN) Metro, maka mahasiswa diwajibkan menyusun skripsi, untuk itu kami mengharapkan kesediaan Saudara/i untuk membimbing mahasiswa tersebut dibawah ini:

Nama : Ana Mardiana

NPM : 13106527

Jurusan : Tarbiyah/TBI

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa dari proposal sampai dengan penulisan skripsi, termasuk penelitian.
  - a. Dosen pembimbing, bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan koreksi akhir.
  - b. Ass. Dosen Pembimbing bertugas melaksanakan sepenuhnya bimbingan sampai selesai.
2. Waktu menyelesaikan skripsi:
  - a. Maksimal 4 (empat) semester sejak mahasiswa yang bersangkutan lulus komprehensif.
  - b. Waktu menyelesaikan skripsi 2 (dua) bulan sejak mahasiswa yang bersangkutan menyelesaikan konsep skripsinya sampai BAB II (pendahuluan + Konsep Teoritis).
3. Diwajibkan mengikuti pedoman penulisan skripsi yang dikeluarkan oleh IAIN Metro.
4. Banyaknya antara 40 s.d 60 halaman bagi yang menggunakan Bahasa Inggris dengan:
  - a. Pendahuluan  $\pm$  1/6 bagian
  - b. Isi  $\pm$  2/3 bagian
  - c. Penutup  $\pm$  1/6 bagian

Demikian disampaikan untuk dimaklumi dan atas kesediaan Saudara kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*



Metro, 22 Mei 2017  
Wakil Dekan Bidang Akademik  
dan Kelembagaan

*[Signature]*  
Dra. Isti Fatonah, MA

NIP. 196705311993032003



KEMENTERIAN AGAMA  
SEKOLAH TINGGI AGAMA ISLAM NEGERI  
(STAIN) JURAI SIWO METRO  
JURUSAN TARBIYAH

Sekretariat : Jl. Ki. Hajar Dewantoro 15 A Metro, Telp (0725) 41507

Nomor : Sti.06/JST/PP.00.9/2350/2016 Metro, 24 Oktober 2016  
Lamp : -  
Hal : IZIN PRA SURVEY

Kepada Yth.,  
Kepala Sekolah SMK 1 Punggur  
Di -  
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian tugas akhir/skripsi, mohon kiranya saudara berkenan memberikan izin kepada mahasiswa kami :

Nama : Ana Mardiana  
NPM : 13106527  
Jurusan : Tarbiyah  
Prodi : PBI  
Judul : The Use of Directed Reading-Thinking Activity (DR-TA) to Improve the Reading Comprehension Abilities in Narrative Text at the Tenth Grade of the SMK PGRI 1 Punggur Academic Year 2016/2017

Untuk melakukan PRA SURVEY di SMK 1 Punggur.

Demikianlah permohonan ini disampaikan, atas perhatian dan perkenannya dihaturkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan



Dr. Aulia, M.Pd  
NIP. 19691008 200003 2005



YAYASAN PEMBINA LEMBAGA PENDIDIKAN  
PERSATUAN GURU REPUBLIK INDONESIA ( YLP-PGRI )  
PROPINSI LAMPUNG  
SEKOLAH MENENGAH KEJURUAN KELOMPOK BISNIS DAN MANAJEMEN  
SMK PGRI 1 PUNGGUR  
STATUS : TER-AKREDITASI

Alamat : Jln. Pendidikan No.5 Tanggulangin Kecamatan Punggur Kabupaten Lampung Tengah  
Telp. (0725) 7522069 Kode POS 34152 Email : [smkpgri1punggur@yahoo.com](mailto:smkpgri1punggur@yahoo.com)

Nomor : 420/ 051/O.5/C.7/D.1/2016  
Lampiran : -  
Perihal : Izin Pra Survey

Kepada  
Yth. : Bapak Ketua Jurusan  
Sekolah Tinggi Agama Islam Negeri ( STAIN )  
Jurai Siwo Metro Jurusan Tarbiyah  
di- Metro

Dengan hormat;  
Menjawab surat Bapak Ketua Jurusan Sekolah Tinggi Agama Islam Negeri ( STAIN )  
Metro No. : Sti.06/JST/PP.00.9/2350/2016, tanggal, 24 Oktober 2016 tentang Izin Pra  
Survey, pada dasarnya kami selaku Kepala SMK PGRI 1 Punggur memberikan izin  
kepada mahasiswa tersebut dibawah ini untuk melakukan Pra Survey di- SMK PGRI 1  
Punggur Lampung Tengah.  
Adapun nama mahasiswa dimaksud :

Nama : ANA MARDIANA  
NPM : 13106527  
Jurusan : Tarbiyah  
Program Studi : P B I  
Fakultas : Sekolah Tinggi Agama Islam Negeri ( STAIN ) Metro  
Judul : " The Use Of Directed Reading-Thinking Activity ( DR-TA) to  
Improve the Reading Comprehension Abilities in Narrative  
Text at the Tenth Grade of the SMK PGRI 1 Punggur  
Academic Year 2016/2017 "

Demikian yang dapat kami sampaikan, atas perhatian dan kerjasamanya diucapkan  
terimakasih.



Punggur, 23 Nopember 2016  
Kepala SMK PGRI 1 Punggur

HARNANI, S.Pd  
NIP. 19730716 200502 2 002





KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telepon (0725) 41507, Faksimili (0725) 47296  
Website: www.metrouniv.ac.id e-mail: iainmetro@metrouniv.ac.id

## SURAT TUGAS

Nomor: B-2849/In.28/R/TL.01/06/2017

Rektor Institut Agama Islam Negeri Metro, Menugaskan Kepada Saudara:

Nama : ANA MARDIANA  
NPM : 13106527  
Semester : 8 (Delapan)  
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMK PGRI 1 PUNGGUR, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF DIRECTED READING-THINKING ACTIVITY (DR-TA) TO IMPROVE READING COMPREHENSION ABILITIES AT THE TENTH GRADERS OF THE SMK PGRI 1 PUNGGUR ACADEMIC YEAR 2017/2018".
  2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.



Dikeluarkan di : Metro  
Pada Tanggal : 06 Juni 2017

an, Rektor  
Wakil Rektor Bidang Akademik,  
Dr. Suhairi, S.Ag, MH  
NIP. 197210011999031003



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telepon (0725) 41507, Faksimili (0725) 47296  
Website: www.metrouniv.ac.id, e-mail: iainmetro@metrouniv.ac.id

Nomor : B-2850/In.28/R.1/TL.00/06/2017  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
KEPALA SMK PGRI 1 PUNGGUR  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

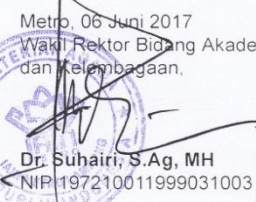
Sehubungan dengan Surat Tugas Nomor: B-2849/In.28/R/TL.01/06/2017, tanggal 06 Juni 2017 atas nama saudara:

Nama : **ANA MARDIANA**  
NPM : 13106527  
Semester : 8 (Delapan)  
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMK PGRI 1 PUNGGUR, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF DIRECTED READING-THINKING ACTIVITY (DR-TA) TO IMPROVE READING COMPREHENSION ABILITIES AT THE TENTH GRADERS OF THE SMK PGRI 1 PUNGGUR ACADEMIC YEAR 2017/2018".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 06 Juni 2017  
Wakil Rektor Bidang Akademik  
dan Kelembagaan,  
  
Dr. Suhairi, S.Ag, MH  
NIP.197210011999031003



YAYASAN PEMBINA LEMBAGA PENDIDIKAN  
PERSATUAN GURU REPUBLIK INDONESIA ( YPLP-PGRI )

PROPINSI LAMPUNG  
SEKOLAH MENENGAH KEJURUAN KELOMPOK BISNIS DAN MANAJEMEN  
SMK PGRI 1 PUNGGUR  
STATUS : TER-AKREDITASI

Alamat : Jln. Pendidikan No.5 Tanggulangin Kecamatan Punggur Kabupaten Lampung Tengah  
Telp. (0725) 7855415 Kode POS 34152 Email: [smkpgri1punggur@yahoo.com](mailto:smkpgri1punggur@yahoo.com)

Nomor : 420/003/O.5/C.7/D.1/2017  
Lampiran : -  
Perihal : IZIN RESEARCH

Kepada  
Yth. : Bapak Wakil Rektor Bidang Akademik dan  
Kelembagaan Kementerian Agama Republik Indonesia  
Institut Agama Islam Negeri Metro ( IAIN )  
Jln. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur  
Kota Metro  
di- Metro

Dengan hormat;  
Menjawab surat Bapak Wakil Rektor Bidang Akademik dan kelembagaan Kementerian Agama Republik Indonesia Institut Agama Islam Negeri Metro ( IAIN ) Nomor : B-2850/In.28/R.1/TL.00/06/2017, tanggal, 6 Juni 2017 bahwa :

Nama : ANA MARDIANA  
NPM : 13106527  
Semester : 8 ( Delapan )  
Jurusan : Pendidikan Bahasa Inggris

Pada dasarnya kami selaku Kepala SMK PGRI 1 Punggur Lampung Tengah tidak keberatan dan memberikan izin kepada mahasiswa tersebut diatas untuk mengadakan research di -SMK PGRI 1 Punggur dengan Judul Skripsi :

“ THE USE OF DIRECTED READING-THINKING ACTIVITY ( DR-TA) TO IMPROVE READING COMPREHENSION ABILITIES AT THE TENTH GRADERS OF THE SMK PGRI 1 PUNGGUR ACADEMIC YEAR 2017/2018 “

Demikian yang dapat kami sampaikan, atas perhatian dan kerjasamanya diucapkan terimakasih.



Punggur, 17 Juli 2017  
Kepala SMK PGRI 1 Punggur  
HARNANI, S.Pd  
NIP. 19730716 200502 2 002





YAYASAN PEMBINA LEMBAGA PENDIDIKAN  
PERSATUAN GURU REPUBLIK INDONESIA ( YPLP-PGRI )

PROPINSI LAMPUNG

SEKOLAH MENENGAH KEJURUAN KELOMPOK BISNIS DAN MANAJEMEN

SMK PGRI 1 PUNGGUR

STATUS : TER-AKREDITASI

Alamat : Jln. Pendidikan No.5 Tanggulangin Kecamatan Punggur Kabupaten Lampung Tengah

Telp. (0725) 7855415 Kode POS 34152 Email: [smkpgri1punggur@yahoo.com](mailto:smkpgri1punggur@yahoo.com)

Nomor : 420/004/O.5/C.7/D.1/2017

Lampiran : -,-

Perihal : RESEARCH

Kepada

Yth.

: Bapak Wakil Rektor Bidang Akademik dan  
Kelembagaan Kementrian Agama Republik Indonesia  
Institut Agama Islam Negeri Metro ( IAIN )  
Jln. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur  
Kota Metro  
di- Metro

Kepala Sekolah Menengah Kejuruan Kelompok Bisnis dan Manajemen Persatuan Guru  
Republik Indonesia ( SMK PGRI ) 1 Punggur, Lampung Tengah menerangkan bahwa :

Nama : ANA MARDIANA  
NPM : 13106527  
Semester : 8 ( Delapan )  
Jurusan : Pendidikan Bahasa Inggris

Telah mengadakan Research di SMK PGRI 1 Punggur, Kabupaten Lampung Tengah  
mulai tanggal, 20 Juli s.d. 3 Agustus 2017, dengan Judul Skripsi :

“ THE USE OF DIRECTED READING-THINKING ACTIVITY ( DR-TA) TO  
IMPROVE READING COMPREHENSION ABILITIES AT THE TENTH GRADERS  
OF THE SMK PGRI 1 PUNGGUR ACADEMIC YEAR 2017/2018 “

Demikian yang dapat kami sampaikan, atas perhatian dan kerjasamanya diucapkan  
terimakasih.



3 Agustus 2017

Kepala SMK PGRI 1 Punggur

HARNANI, S.Pd

NIP. 19730716 200502 2 002



**KEMENTERIAN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

**FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**IAIN METRO**

Nama : Ana Mardiana  
NPM : 13106527

Jurusan : TBI  
Semester : VIII

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Senin, 12 Juni 2017	✓		Bimbingan APD	Maf.
2.	Selasa, 13 Juni 2017	✓		APD & bimbingan: Ade Koperasidani	Maf.

Mengetahui,  
Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610200801 1 014

Dosen Pembimbing I

**Dr. Mahrus As'ad, M.Ag**  
NIP. 19611221 199603 1 001



**Syahreni Siregar, M.Hum.**  
NIP. 19760814 200912 2 004

## **CURRICULUM VITAE**



The name of the writer is Ana Mardiana. She was born in Pugung Rahrjo, on Agustus 20<sup>th</sup>, 1994. She is the last child of the happy family couple Mr. Muslim and Mrs. Alm.Sutarti. She was enrolled her study at SDN 4 Pugung Raharjo on East Lampung 2001-2007.

Then she continued her study at SMP N 1 Sekampung Udik, on 2008-2010. She continued her study at SMA N 1 Bandar Sribhawono, on 2011-2013.

After graduated, on 2013 she was registered as a S1 student of English Education Department of State islamic Institute of Metro (IAIN Metro).