

**THE EFFECT OF DIRECTED READING THINKING ACTIVITY  
TOWARD STUDENT' READING COMPREHENSION  
ABILITY AT EIGHT GRADE OF MTS N 2 MEDAN  
AT ACADEMIC YEARS 2016/2017**

**SKRIPSI**

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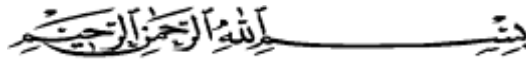
## ABSTRACT

**Pinim, Wiki Aprian. 1302050225. The Effect of Directed Reading Thinking Activity Toward Students' Reading Comprehension Ability at Eight Grade of MTs N 2 Medan at Academic Years 2016/2017. Faculty of Teacher Training and Education. University of Muhammadiyah Sumatera Utara Medan 2017.**

This research was aimed to find out the effect of directed reading thinking activity towards students' reading comprehension ability. The objective of the research were (1) to find out the significant effect of DRTA in students' reading comprehension ability (2) to find out the difficulties faced by the students in reading comprehension ability. The population of this research was eight grade of MTs N 2 Medan at Academic Year 2016/2017. It consisted of two classes divided into experimental group consisted 38 students and control group consisted 39 students. This research was conducted by using Quantitative research. The instrument of research was test including pre-test and post-test. In the pre-test the mean score of experimental group was 56.44. And in the post-test the mean score was 93.28. Meanwhile, in pre-test, students' score of control group was 54.23 and in the post-test, the students' score of control group was 66.92. Thus, the t-observe in this research was 10.5 and the t-table was 2.00 which used 0.05 as the significant level of this research. Because the t-observe value is higher than the t-table ( $10.5 > 2.00$ ) so, the result of this research was  $H_a$  is accepted. It can be concluded that DRTA strategy can effect students' reading comprehension. Indeed, it is recommended for teachers to apply this strategy in teaching English, especially in teaching reading.

**Keyword:** Reading, Level of comprehension, and DRTA strategy

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**The Researcher,**

**Wiki AprianPinim**

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## **CHAPTER 1**

### **INTRODUCTION**

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

According to Hudgson (2013) states that Reading is a process of that is carried and used by the reader to get the message that the author trying the through words in written language. furthermore, Court said that reading is a tendency in people to be interested or favor and move hm in the process of thinking included in the recount, to interpret the meaning and symbols written with visual motion involving the eyes, mind and memory speaker.

In curriculum 2013, it is expected that student must be able to comprehend the meaning of the text in form of descriptive, recount, procedure, narrative etc in the content of daily life. Furthermore, the students have to master reading comprehension in order to enable them to get success in reading learning process. The student ability in comprehending the text determiner the success of their learning. If the students don't understand about the text in a test, it will be difficult for them to fulfill the passing grade.

Accordig to Peter (2007) Reading comprehension is an active thinkig process through which a reader intentionally contructs meaning to form a deeper understanding of concepts and information presented in a text (Blanton et al., 2007; Neufeld et al., 2007). To comprehend, readers must use information they already process to filter, interpret, organise and replect upon the incoming informatiion from

the page. Efficient interpretation of text involves a combination of word recognition skills, linking of new information to prior knowledge, and application of appropriate strategies such as location the main idea, making connections, questioning, inferring and predicting.

Based on the observation on PPL Many students failed in reading because they were not thought reading well. Most of teachers focus on teaching “reading” not “understanding”. Besides, the students did not comprehend the passage well. They have lack of vocabulary so that it made them difficult to comprehend the passage in lateral comprehension, interpretative comprehension and critical comprehension. It made them have low motivation in reading activity because the students had low capability in comprehending reading passage and the results of reading were not good. In addition, the students still have less confident if they are asked to read in front of their friend. They feel shy if they make mistake in reading the text. Sometime their friends laugh if there is a unique sound. And the last teacher’s way in teaching reading comprehension is not interesting activity. It cause the teacher only use conventional method or technique when teaching reading comprehension.

In order to solve this problem, the teacher should be able to choose a suitable technique in order to create a better, interesting, and communicative teaching and learning process. There are many ways to solve this problem. One of effective strategy is Directed Reading Thinking Activity. According to Stauffer in Mojtaba’s journal (2015) The DRTA is a strategy that guides students in asking question about a

text, making predictions, and then reading to confirm or refute their prediction. In fact, DRTA provides the teacher an opportunity to guide the students to think like good reader do by anticipating, predicting, and then confirming and modifying their ideas with the story. The directed reading thinking activity is a much stronger model for building independent readers and learners. Almasi (2003) stated that the goal for using the directed reading thinking activity is to foster students' independence when reading. It engages students in an activity process where they must use their reasoning abilities and their own ideas. The value of directed reading thinking activity is to make predictions before reading each section. Requiring students to make prediction encourage use of context clues and establishes a purpose for reading.

Based on explanation and problems above, the researcher interested in conducting a research with the title **“The Effect of Directed Reading Thinking Activity Toward Students’ Reading Comprehension Ability”**

#### **B. Identification of the problem**

In relation of the background of study, the researcher identified as follows

1. The students were not able to read well.
2. The students did not comprehend the passage well.
3. The students were lack of vocabulary.
4. The students were still less confident.
5. The teacher still used traditional strategy.

### **C. The Scope and Limitation**

The scope of this research was reading. The limitation was on reading comprehension by using Directed Reading Thinking Activity strategy on the student's ability of VIII<sup>th</sup> grade students of MTs Negeri 2 Medan, 2016-2017 academic year to comprehend narrative text.

### **D. The Formulation of the Study**

The formulations of the study were:

1. Is there any significant effect of DRTA in students' reading comprehension ability?
2. What difficulties faced by the students in reading comprehension ability?

### **E. The Objective of the Study**

The objects of the study were:

1. To find out the significant effect of DRTA in students' reading comprehension ability.
2. To find out the difficulties faced by the students in reading comprehension ability.

### **F. The Significant of Study**

In this study, many contributes were given, theoretically and practically

1. Theoretically: This study can enrich theory and development reading comprehension to further research.
2. Practically: The finding of the research be useful to:
  - a. For the researcher, it can increase the knowledge in DRTA (directed reading thinkig activity) and can share to people who want to research in this field.
  - b. For the readers, to know the DRTA (directed reading thinking activity) which applied in reading comprehension.
  - c. For the teachers, it can be applied in reading strategy during teaching learning process which make the students have fun and enjoyable in learning.
  - d. For the other reseacher, it can help them to further research as reference in it.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Theoretical Framework**

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

According to Court (2010) that reading is a tendency in people to be interested or favor and move him in the process of thinking included in the recount, to interpret the meaning and symbols written with visual motion involving the eyes, mind and memory speaker. Reading is a complex cognitive process in which a reader decodes the symbols or printed messages into sounds (Grabe&Stoller, 2002)

##### **2. Comprehension**

Comprehension depends not only on characteristics of the reader, such as prior knowledge and working memory, but also on language processes, such as basic reading skills, decoding, vocabulary, sensitivity to text structure, inferencing, and motivation. Comprehension also requires effective use of strategic process, such as metacognition and comprehension monitoring. As readers mature in their comprehension skills, they are able to progress efficiently from the stage of learning to read to the ultimate goal of reading to learn (Yovanoff, Duesbery, Alonzo, & Tindal, 2005).

##### **3. Reading Comprehension**

Accordig to Peter (2007) Reading comprehension is an active thinkig process through which a reader intentionally contracts meaning to form a deeper



understanding of concepts and information presented in a text (Blanton et al., 2007; Neufeld et al., 2007). To comprehend, readers must use information they already process to filter, interpret, organise and reflect upon the incoming information from the page. Efficient interpretation of text involves a combination of word recognition skills, linking of new information to prior knowledge, and application of appropriate strategies such as locating the main idea, making connections, questioning, inferring and predicting.

Based on McCardle et al. (2002) suggest that comprehension process draw on many cognitive and linguistic abilities – most notably, vocabulary, recalling background knowledge, sentence processing, verbal reasoning, knowledge of print conventions and working memory. Weaknesses in any of these abilities can impair reading comprehension and can cause a student to disengage the task of interpreting text.

#### **4. Level of Reading Comprehension**

Thomas Barrett has suggested that there are three types of action with his three-level taxonomy of reading comprehension

**a. Literal Comprehension:** Literal comprehension, the lowest of the three levels, requires a reader to be able to retell or recall the facts or information presented in a text. Names of characters and details of the setting are examples of literal comprehension. The information required for literal comprehension comes largely from the text itself. Recall comprehension can easily be evaluated. In responding to

aliteral question, the reader either can recall the information from the text or he or she cannot.

- b. Inferential Comprehension:** Inferential comprehension, the next level, refers to the ability of a reader to take in information that is inferred or implied within a text. If a text indicates that a character is carrying an umbrella while walking down a street on a cloudy day, you can infer that the character is expecting rain. Inferential comprehension is more sophisticated than literal comprehension because it requires the orchestration and manipulation of information from the text as well as information that resides within the readers—their background knowledge.
- c. Critical Comprehension:** Critical or evaluative comprehension, the third and highest level in the taxonomy, involves making critical judgments about the information presented in the text. Moreover, in-depth analysis and critical thinking are necessary to make informed judgments and evaluations. Because responses to inferential and critical-level questions are highly dependent on the reader's own background, interest, and disposition, determining a reader's level and the quality of a reader's inferential and critical comprehension is not easy.

## **5. Learning Strategy**

Brown says strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned design for controlling and manipulating certain information. Strategies vary individually each of us has a number of possible ways to solve a particular problem, and we can choose one or

several for a given problem. Learning strategies can be defined as the planning that contains a series of activities designed to achieve specific educational objectives. Further described is a learning strategy learning activities that must be done so that the teacher and student learning objective can be achieved effectively and efficiently (Kemp in Sanjaya, 2008:126).

The terms strategy is often used in many contexts with meaning is always the same. In the context of teaching strategies can be interpreted as a general pattern of teacher-student action in the manifestation of the teaching activity. According to Joyce and Weil prefer to use the term models of teaching instead of using teaching strategies (Joyce and Weil in Spiritual, 2004:33).

## **6. DRTA**

The directed reading thinking activity is a much stronger model for building independent readers and learners. Almasi (2003) stated that the goal for using the directed reading thinking activity is to foster students' independence when reading. It engages students in an activity process where they must use their reasoning abilities and their own idea. The value of directed reading thinking activity is to make predictions before reading each section. Requiring student to make predictions encourage use of context clues and establishes a purpose for reading. This cycle requires students to use their background knowledge to set purposes for reading and develop their questioning ability.. verifying predictions while reading extend thoughts and promotes interactive learning. The power of the directed reading

thinking activity strategy increases when the teacher guides students to check their predictions after reading (Allen, 2004).

Description: Directed Reading-Thinking Activity (DRTA) is an instructional strategy designed to increase students' comprehension of reading material. DRTA allows students to actively seek an understanding of the selection by using prior knowledge and/or visual clues to anticipate content, then reading the text to confirm or reject predictions. This creates a purpose for reading, as students seek to answer their own questions or predictions. The directed reading thinking activity is associated with the DRTA (directed reading activity) developed by Stauffer (1969). The directed reading thinking activity is ["a lesson plan which involves (a) preparation/readiness/motivation for reading a lesson; and (b) silent reading; (c) vocabulary and skills development; (d) silent and/or oral reading; and (e) follow up or culminating activities."] while this is a useful plan for some reading lesson and is essentially synonymous with the basic reading lesson of the elementary grades (Tierney, Readance & Dishner, 1990).

### **6.1. The Advantages of DRTA**

There are some advantages of directed reading thinking activity, those are; (a) Creative Thinking: All the students try to explore their ideas related to the text. When the teacher asked, "What do you think about the title?" so all groups try to give argumentation. (b) All Ideas are Accepted: All ideas stated by Directed Reading Thinking Activity strategy are never wrong. It means that it is only prediction based

on their mind related to the text and it is aimed to make them curious to read. They generally read more actively and enthusiastically because they are more interested in finding out what happened. (c) Cooperate the Group: Directed Reading Thinking Activity in a group is suitable for students to do activity learning process. It encourages them to participate and cooperate, It can make all students feel like an important member of the group and that their ideas and input are respected and valued.

## **6.2. The Disadvantages of DRTA**

There are some disadvantages of directed reading activity, those are: (a) Small Group: To obtain a good balance in Directed Reading Thinking Activity strategy, a group must be relatively small that consist of 6 to 8 students. In order to avoid this strategy tends to not work as effectively with larger groups. (b) Spent Much Times: Sometimes, if the teacher can not manage the classroom became a good atmosphere, the learning process by using Directed Reading Thinking Activity will not run well and it will take a long time in learning process.

## **6.3 Procedures of DRTA**

There are several steps in applying the Directed Reading Thinking Activity strategy:

- a) The teacher prepares the text by making four or five good stopping points. Plan stopping points to fall at moments of suspense in the story.
- b) On the white board or on chart instruction, prepare a chart that consists of “What Do You Think Will Happen?”, “Why Do You Think So?”, and “What Did

Happen?” columns to fill by students. The students are told to read the story, one bit at a time and not to read beyond the stopping points. They will be invited to make predictions and read to confirm that predictions.

- c) The students will be invited to read the title of a text. Teacher will talk about that genre and new vocabularies. Then the teacher asks the students to make prediction about what will happen in the story, and write it in the column of “What Do You Think Will Happen?” after the title. Afterwards, the students are asked to think and then write the reason why they so in the “Why Do You Think So?” column.
- d) The students are asked 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, it will be recorded in the “What did happen?” column.
- e) 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 prediction.
- f) Then, the students should predict what they think will happen in the next block of text, and offer new prediction, 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 prediction, dictate evidence for those predictions, and read the last section.

g) Finally, they should check their last prediction against what actually happened in the story, and dictate their findings about what happened, to be recorded in the on the form.

#### **6.4. Conventional Strategy**

The traditional method (old concept) emphasizes the importance of mastering the lesson material. Traditional language teaching is based on a traditional the lesson material. Traditional language teaching is based on a traditional approach to the target language, which regards the language as a body of grammatical rules and enormous number of words that are combined according to the rules. Traditional method thus focuses on grammatical structures and isolated items of vocabulary.

Uwameiye (2008) state that conventional method is a traditional method of teaching where the teachers transmits information (subject matter content) verbally to his/her students. The students listen and take notes of facts and ideas that are considered important and also sometimes asking the teacher question for clarifications.

From the passage above, it can be conclude that conventional or traditional method is teaching technique in which the teacher become the controller or teacher approach and the students just respond what the teacher ask and they study in silent way.

#### **B. Previous Research**

Samsu (2013), *The effect of Learning Model DRTA (Directed Reading Thinking Activity) towards Students' Reading Comprehension Ability Seeing from Their Reading Interest*. He found that: First, there is difference between the reading comprehension skills of students who take learning model DRTA, PQRST, and model DRA. Model DRTA yield better result compared with the DRA model and PQRST model. Secondly, there are differences in reading comprehension skills of students who have high, moderate, and low reading interest. Students who have high reading interest show better understanding than students who have moderate and low reading interest. Third, there is an interaction of learning models and reading interest toward reading comprehension skills.

Talal (2012), *The Effect of the Directed Reading Thinking Activity through Cooperative Learning on English Secondary Stage Students' Reading Comprehension in Jordan*. He found that the effect of the directed reading thinking activity through using cooperative learning on English secondary stage students' reading comprehension in Jordan. This study answered the following research question what is the effect of the directed reading thinking activity through cooperative learning on English secondary stage student's reading comprehension in Jordan.



### **C. Conceptual Framework**

Reading comprehension is an active thinking process through which a reader intentionally constructs meaning to form a deeper understanding of concepts and information presented in a text (Blanton et al., 2007; Neufeld et al., 2007). To comprehend, readers must use information they already process to filter, interpret, organise and reflect upon the incoming information from the page. Efficient interpretation of text involves a combination of word recognition skills, linking of new information to prior knowledge, and application of appropriate strategies such as locating the main idea, making connections, questioning, inferring and predicting.

Directed Reading-Thinking Activity (DRTA) is an instructional strategy designed to increase students' comprehension of reading material. DRTA allows students to actively seek an understanding of the selection by using prior knowledge and/or visual clues to anticipate content, then reading the text to confirm or reject predictions. This creates a purpose for reading, as students seek to answer their own questions or predictions. The directed reading thinking activity is associated with the DRTA (directed reading activity) developed by Stauffer (1969). The directed reading thinking activity is ["a lesson plan which involves (a) preparation/readiness/motivation for reading a lesson; and (b) silent reading; (c) vocabulary and skills development; (d) silent and/or oral reading; and (e) follow up or culminating activities."] while this is a useful plan for some reading lesson and is

essentially synonymous with the basic reading lesson of the elementary grades (Tierney, Readance & Dishner, 1990).

#### **D. Hypothesis research**

Based on the problem statement that presented, the statistical hypothesis of the research was stated as follows: "There is a significant effect of DRTA on students' reading comprehension ability".

## CHAPTER III

### METHOD OF RESEARCH

#### A. Location of the Research

In this study, the research was conducted in MTsN 02 Medan it is located at Jl. Peratun, no.3, Medan Estate Kec. Percut Seituan, The reason for choosing this school as the research place because had done observation before and the researcher had found many problems in reading.

#### B. Population and Sample

The population in this research was conducted at class VIII of MTS NEGERI 2, Medan. There were 2 classes such as VIII-3 consisted 39 students and VIII-4 consisted 38 students, and the total numbers of students were 77 students.

Total sampling technique was applied to obtain the sample. The samples choosen were VIII-3 as control group and VIII-4 as experimental group. So, total numbers were 77 students. The design figured as follow:

**Table 3.1**  
**Population and Sample**

<b>Class</b>	<b>Population</b>	<b>Sample</b>
VIII-3	39	39
VIII-4	38	38
<b>Total</b>	<b>77</b>	<b>77</b>

### C. Research Design

This research was conducted by using an experimental quantitative research which consisted of pre-test and post-test in order to know the effect of directed reading thinking activity toward students' reading comprehension ability. In conducting the experimental research, the sample divided into two groups, there were experimental and control group. The experimental will be taught by using Directed Reading Thinking Activity

**Table 3.2**  
**Research Design**

<b>Groups</b>	<b>Pre-test</b>	<b>Treatment</b>	<b>Post-test</b>
Experimental	√	Using Directed Reading Thinking Activity	√
Control	√	Conventional Method	√

Both of two groups, the experimental and control group gave pre-test before treatment. Pre-test was the teacher asks to the students of experimental and control group to reading a text with the same test.

Treatment, after conducting the pre-test, treatment was conducted. The experimental group was taught by using DRTA strategy. And control was taught by conventional method.

The post-test was given to both of groups, experimental and control group after the treatment have completed. In order, to know their mean score of experimental and control group after receiving treatment.

#### **D. Instrument of the Research**

Test was used as the instrument in collecting the data of the research. The test was held in two sessions, the first was pre-test given prior to the treatment. The second was post-test which will be applied after conducting the treatment.

#### **E. The Technique of Analyzing data**

After collecting the data from the test, the data was analyzed by using the following procedure:

1. Correcting the students' answer
2. Scoring the students' answer for correct answer and wrong answer
3. Listing their score in two tables, first for experimental group scores and second for control group
4. Calculating the total score pre-test and post-test in experimental group and control group
5. Finding the mean of the score of pre-test and post-test in experimental group and control group by using formula:
  - a. Mean variable X (variable 1)

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

(Sudijono, 2009)

b. Mean variable Y (variable 2)

$$M_y = \frac{\sum Y}{N}$$

6. Finding the standard deviation by using formula:

a. Standard Deviation (SD) for variable X (variable 1)

$$SD_x = \sqrt{\frac{\sum x^2}{N}} \quad (\text{Sudijono, 2009})$$

b. Standard Deviation (SD) for variable Y (variable 2)

$$SD_y = \sqrt{\frac{\sum y^2}{N}}$$

c. Standard Error of mean variable 1

$$SE M_1 = \frac{SD_1}{\sqrt{N_1 - 1}} \quad (\text{Sudijono, 2009})$$

d. Standard Error of mean variable 2

$$SE M_2 = \frac{SD_2}{\sqrt{N_2 - 1}}$$

e. The differences of standard error between mean variable 1 and mean variable 2

$$SE M_1 - M_2 = \sqrt{SEM_1^2 + SEM_2^2} \quad (\text{Sudijono, 2009})$$

7. Testing hypothesis by applying T-test

$$t_o = \frac{M_1 - M_2}{SEM_1 - M_2} \quad (\text{Sudijono, 2009})$$

Notes:

$M_x$  = mean for variable 1 or X

$M_y$  = mean for variable 2 or Y

$\Sigma X$  = total of students' score

$\Sigma Y$  = total of students' score

$N_1$  = number of cases for variable 1

$N_2$  = number of cases for variable 2

**CHAPTER IV**  
**DATA AND DATA ANALYSIS**

**A. Data**

The data of this study were the result of test. The data were divided into two group, namely experimental group and control group. This study was conducted in three meeting for each group either control or experimental group. Both of groups were given the same test form in reading comprehension in pre test and post test. Hence, the researcher got the students' score as the data. To know the differences between the students' score in the experimental group and control group, it can be analyzing in the tables below:

**Table 4.1**  
**Score of Experimental Group**

No.	Students' name	Score	
		Pre-test	Post-test
1	ACHMAD HASFRIZA	60	75
2	AFIQ ALGHAZALI LUBIS	60	80
3	AHMAD AKBAR SIREGAR	60	85
4	ALYA ZHAFIRAH	50	85
5	AMANDA SYAHRANI	65	80
6	ANANTA DWI SEPTIANI NST	50	85
7	ASHILAH UZRY RITONGA	60	80
8	AZMI OKTARI HRP	50	75
9	DAFFANI SALSADHINA MUSTAQIM	55	75
10	FADHEL ABDILLAH	55	85
11	FATIMA AISRI	50	85
12	HAFIDZAH NOOR M	60	75



13	HIRZI NUGRAHA SUPRIADI	65	80
14	M. AGUS SYAH PUTRA	45	80
15	M. KHAIRUL FATTAH	60	85
16	MEY NISA PUTRI	55	80
17	MHD. QORIANDA BUSRIKA RAMBE	60	90
18	MUHAMMAD ADDNAN NUR NST	55	85
19	MUHAMMAD ANDRE RAMBE	55	85
20	NAMIRA SAZKIA	50	85
21	NURHALIZA PUTRI BATUBARA	60	80
22	NURHAYATI YUSDA	70	90
23	PUTI HIDAYATUL MULIANI	65	85
24	RAHMANSYAH SIREGAR	70	85
25	RAJA DOLI SIAHAAN	50	80
26	RAYSHA AZRINA	60	85
27	RESSA HARNITA PUTERI	65	85
28	SAKINATUSSYIFA SIREGAR	55	75
29	SAKTI RIZKY FAUZI HARAHAP	50	75
30	SHAFIRA AZZAHRA POHAN	60	85
31	SITI ALFADILAH	50	85
32	SITI NATHASYA OLIVIA LAEMERS	55	85
33	SYIHAN HIRZI ADITYA	55	80
34	TAUFIQUL HAKIM ARDY	50	80
35	TEGUH WIBOWO	50	85
36	ULISAHAJ WAHYUDHA PUTRA SRG	60	80
37	YELIANA HANI RITONGA	50	80
38	YUSUF HASAN AMIN NAULI	50	85
<b>Total</b>		<b>2145</b>	<b>3545</b>
<b>Mean</b>		<b>56.44</b>	<b>93.28</b>

From the table above, the total students' score in experimental group on pre-test was 2145 and the number of students who took the test was 38 students, so the students' mean was:

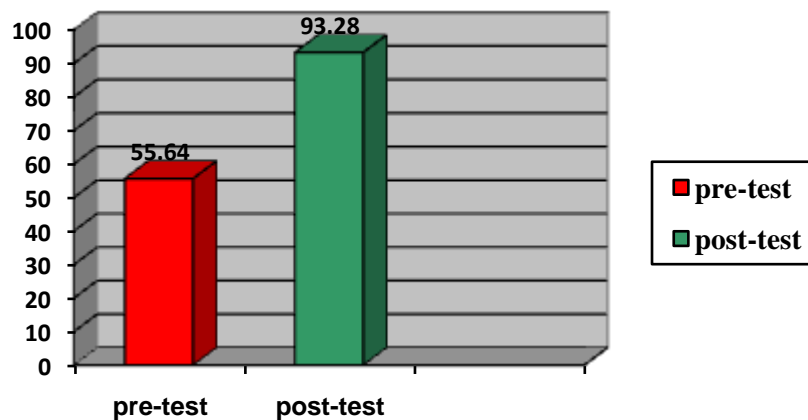
$$\text{Formula, } X = \frac{\sum X}{N}$$

$$X = \frac{2145}{38} = 56.44$$

From the analysis above, students' achievement in reading was low. The mean of students was 56.44. So, the researcher still gave test in post-test and the result of students' score in post-test was 3545 while mean score in post-test of experimental group was 93.28

$$X = \frac{3545}{38} = X = \frac{3545}{38} = 93.28$$

It showed that score and mean in post-test was higher than the total and mean score in pre-test of experimental group. To know differences mean of experimental Group can be seen the chart below:



**Chart 1. the result of students' score in experimental group**

**Table 4.2**  
**Score of Control Group**

No.	Students' name	Score	
		Pre-test	Post-test
1	AISYATUR RAHMAH WIWANA	45	60
2	ALVINA SYAFILA HRP	50	65
3	ALWI UMAR BATUBARA	55	60
4	ANANDA IMAM ADLI	55	70
5	AZWI NUGRAHA	50	65
6	CUKRANTA WAHYU FACHROZI	45	60
7	DILA KHAIRUNISA HUTASUHUT	45	60
8	DIMAS HABIB PRABOWO	45	55
9	DINA AULIA RAHMI SIREGAR	50	60
10	DYA ASTRID HIDAYAH	55	65
11	ELY MARDIAH HARAHAP	55	60
12	FACHRI HUSEIN HRP	55	65
13	FAUZAN YASIR	60	70
14	FERDY NOUVAL HRP	65	65
15	IBNU KHOIR SIREGAR	50	65
16	IKHSAN FADHILAH	65	70
17	LUTHFIYAH AZIZAH NASUTION	50	65
18	M. MUKHRONI PERDANA HASIBUAN	55	70
19	M. RAMADHANI PRAWIRO	60	65
20	MAGHFIRA NANDINI NASUTION	60	75
21	MIFTAQUL MARDIYAH	65	75
22	MUHAMMAD ACHYARLI RIZKI	50	70
23	MUHAMMAD FATHUR RAHMAN	45	60
24	MUHAMMAD RAHIM PRAYOGO	55	65
25	MUHAMMAD RAIHAN AZANI	50	65
26	MUHAMMAD RIZKY PRATAMA	65	75
27	MUHAMMAD SARIF	60	70
28	NADYA ADHA NASUTION	55	75
29	NAJMA ANDZAR RUMAYSA	60	70
30	PUTRI ALIFIA AZZAHRA	65	80

31	PUTRI NABILAH	50	60
32	PUTRI NADA NABILAH	55	65
33	RAIHAN AINURRIHO MATONDANG	55	65
34	RIZKY NUR FADILLAH	60	70
35	SALSABILLAH RITONGA	65	70
36	SALWA VELLYSHA DAULAY	60	75
37	SHAFIRZA AZZAHRA POHAN	55	60
38	SYAHRUL MUFLAIH HARAHAP	60	65
39	M. KHALIDIN BASYIR	70	85
<b>Total</b>		<b>2115</b>	<b>2610</b>
<b>Mean</b>		<b>54.23</b>	<b>66.92</b>

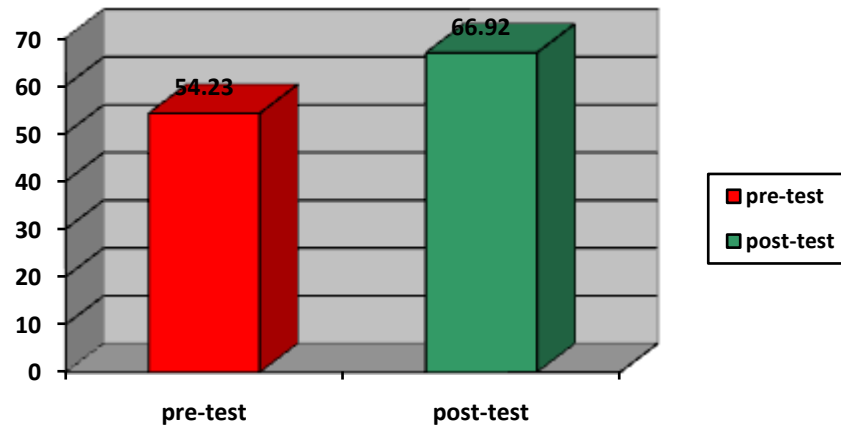
From the table above, the total score of students in control group on pre-test was 2115 and the number of students who take the test was 38 students, so the students' mean was:

$$\text{Formula, } X = \frac{\sum X}{N}$$

$$X = \frac{2115}{38} = \mathbf{54.23}$$

The mean of students was 54.23. While mean score in post-test of control group was:  $X = \frac{2610}{38} = 66.92$

It can be concluded that the total score of pre-test is 2115 and the mean is 54.23. In post-test, the total score is 2610 and the mean of the score is 66.92. So, the total and mean score in post-test of control group is higher than the total and mean score in pre-test of control group. However, Experimental Group was higher than Control group with total of mean was 93.28. To know score and mean of Control Group can be seen this chart below:



**Chart 2. The result of students' score in Control Group**

## **B. Data Analysis**

The data were collected by asking the students about reading test in multiple choice form as mentioned on the instrument of collecting data. The data of this study were obtained from the result of the pre test and post test were from experimental and control group. The researcher calculated into formulas to find out the Mean, standard deviation and t-test.

### **1. Analyzing the Data by Using Formula**

After the researcher assessed students' scores, then they were calculated into formulas to find out the Mean, Standard Deviation and T-Test to know the differences between the students' score in the experimental group and control group, it could be seen in the tables below:

**Table 4.3**  
**The Result of Students' Score Using Formula**

No.	Students' Name	Score		x2-x1	X <sup>2</sup>
		Pre-test	Post-test		
1	ACHMAD HASFRIZA	60	75	15	225
2	AFIQ ALGHAZALI LUBIS	60	80	20	400
3	AHMAD AKBAR SIREGAR	60	85	25	625
4	ALYA ZHAFIRAH	50	85	35	1225
5	AMANDA SYAHRANI	65	80	15	225
6	ANANTA DWI SEPTIANI NST	50	85	35	1225
7	ASHILAH UZRY RITONGA	60	80	20	400
8	AZMI OKTARI HRP	50	75	25	625
9	DAFFANI SALSADHINA MUSTAQIM	55	75	20	400
10	FADHEL ABDILLAH	55	85	30	900
11	FATIMA AISRI	50	85	35	1225
12	HAFIDZAH NOOR M	60	75	15	225
13	HIRZI NUGRAHA SUPRIADI	65	80	15	225
14	M. AGUS SYAH PUTRA	45	80	40	1600
15	M. KHAIRUL FATTAH	60	85	25	625
16	MEY NISA PUTRI	55	80	25	625
17	MHD. QORIANDA BUSRIKA RAMBE	60	90	30	900
18	MUHAMMAD ADDNAN NUR NST	55	85	30	900
19	MUHAMMAD ANDRE RAMBE	55	85	30	900
20	NAMIRA SAZKIA	50	85	35	1225
21	NURHALIZA PUTRI BATUBARA	60	80	20	400
22	NURHAYATI YUSDA	70	90	20	400
23	PUTI HIDAYATUL MULIANI	65	85	20	400
24	RAHMANSYAH SIREGAR	70	85	15	225
25	RAJA DOLI SIAHAAN	50	80	30	900
26	RAYSHA AZRINA	60	85	35	1225
27	RESSA HARNITA PUTERI	65	85	20	400
28	SAKINATUSSYIFA SIREGAR	55	75	20	400
29	SAKTI RIZKY FAUZI HARAHAHAP	50	75	25	625

30	SHAFIRA AZZAHRA POHAN	60	85	25	625
31	SITI ALFADILAH	50	85	35	1225
32	SITI NATHASYA OLIVIA LAEMERS	55	85	30	900
33	SYIHAN HIRZI ADITYA	55	80	25	625
34	TAUFIQUL HAKIM ARDY	50	80	30	900
35	TEGUH WIBOWO	50	85	35	1225
36	ULISAHAJ WAHYUDHA PUTRA SRG	60	80	20	400
37	YELIANA HANI RITONGA	50	80	30	900
38	YUSUF HASAN AMIN NAULI	50	85	35	1225
<b>Total</b>		<b>2145</b>	<b>3545</b>	<b>990</b>	<b>27700</b>
<b>Mean</b>		<b>56.44</b>	<b>93.28</b>	<b>26.05</b>	<b>728.94</b>

From the table above, the result of students' score in experimental group that the total means score in differences between post-test and pre-test was 26.05. The data showed that there was a significant improvement on students' achievement in reading comprehension marked after they received treatments by using DRTA strategy. To know the differences between pre-test and post-test can be seen by using this formula below:

$$SD_x = \sqrt{\frac{\sum x^2}{N}}$$

$$SD_x = \sqrt{\frac{27700}{38}} = 26.99$$

So, the result of standard deviation in experimental group was 26.99. And to know the Standard Error of mean in experimental group used this formula:

$$SE M_1 = \frac{SD_1}{\sqrt{N_1 - 1}}$$

$$SE M_1 = \frac{26.99}{\sqrt{38-1}} = 4.43$$

From the explanation above, it concluded that the result of Standard Error of mean in experimental group was 4.43 and the standard deviation in experimental group was 26.99. To know Standard Error of mean in control group and the standard deviation in control group can be seen in below.

**Table 4.4**

**The Result of Students' Score in Control Group**

No.	Students' Name	Score		y2-y1	Y <sup>2</sup>
		Pre-test	Post-test		
1	AISYATUR RAHMAH WIWANA	45	60	15	225
2	ALVINA SYAFILA HRP	50	65	15	225
3	ALWI UMAR BATUBARA	55	60	5	25
4	ANANDA IMAM ADLI	55	70	15	225
5	AZWI NUGRAHA	50	65	15	225
6	CUKRANTA WAHYU FACHROZI	45	60	15	225
7	DILA KHAIRUNISA HUTASUHUT	45	60	15	225
8	DIMAS HABIB PRABOWO	45	55	10	100
9	DINA AULIA RAHMI SIREGAR	50	60	10	100
10	DYA ASTRID HIDAYAH	55	65	10	100
11	ELY MARDIAH HARAHAHAP	55	60	5	25



12	FACHRI HUSEIN HRP	55	65	10	100
13	FAUZAN YASIR	60	70	10	100
14	FERDY NOUVAL HRP	65	65	0	0
15	IBNU KHOIR SIREGAR	50	65	15	225
16	IKHSAN FADHILAH	65	70	5	25
17	LUTHFIYAH AZIZAH NASUTION	50	65	15	225
18	M. MUKHRONI PERDANA HASIBUAN	55	70	15	225
19	M. RAMADHANI PRAWIRO	60	65	5	25
20	MAGHFIRA NANDINI NASUTION	60	75	15	225
21	MIFTAQL MARDIYAH	65	75	10	100
22	MUHAMMAD ACHYARLI RIZKI	50	70	20	400
23	MUHAMMAD FATHUR RAHMAN	45	60	15	225
24	MUHAMMAD RAHIM PRAYOGO	55	65	10	100
25	MUHAMMAD RAIHAN AZANI	50	65	10	100
26	MUHAMMAD RIZKY PRATAMA	65	75	10	100
27	MUHAMMAD SARIF	60	70	10	100
28	NADYA ADHA NASUTION	55	75	20	400
29	NAJMA ANDZAR RUMAYSA	60	70	10	100
30	PUTRI ALIFIA AZZAHRA	65	80	15	225
31	PUTRI NABILAH	50	60	10	100
32	PUTRI NADA NABILAH	55	65	10	100

33	RAIHAN AINURRIHO MATONDANG	55	65	10	100
34	RIZKY NUR FADILLAH	60	70	10	100
35	SALSABILLAH RITONGA	65	70	5	25
36	SALWA VELLYSHA DAULAY	60	75	15	225
37	SHAFIRZA AZZAHRA POHAN	55	60	5	25
38	SYAHRUL MUFLAIH HARAHAP	60	65	5	25
39	M. KHALIDIN BASYIR	70	85	15	225
<b>Total</b>		<b>2115</b>	<b>2610</b>	<b>425</b>	<b>5625</b>
<b>Mean</b>		<b>54.23</b>	<b>66.92</b>	<b>10.89</b>	<b>144.23</b>

To know the differences between pre-test and post-test can be seen by using this formula below:

$$SD_y = \sqrt{\frac{\sum y^2}{N}}$$

$$SD_y = \sqrt{\frac{5625}{39}} = 12.00$$

So, the result of standard deviation in control group was 12.00. And to know the Standard Error of mean in control group used this formula:

$$SE M_2 = \frac{SD_2}{\sqrt{N_2 - 1}}$$

$$SE M_2 = \frac{12.00}{\sqrt{39 - 1}} = 1.94$$

From the explanation above, it concluded that the result of Standard Error of mean in control group was 1.94 and the standard deviation in control group was 12.00. It means that standard deviation and standard error of mean in experimental group was higher than in control group. Therefore, DRTA strategy significant affects students' achievement in reading comprehension especially in narrative text.

After analyzed Standard Deviation (SD) and Standard Error of Mean (SEM) in experimental and control group so, the researcher analyzed to know the differences of standard error between mean experimental group and mean control group by using this formula below:

$$SE \ M_1 - M_2 = \sqrt{SEM_1 + SEM_2}$$

$$SE \ M_1 - M_2 = \sqrt{4.43} + 1.94 = 2.52$$

And in analyzing testing hypothesis (t-test) to know whether DRTA strategy significant affect in reading comprehension or not can be seen below by using formula.

$$t_o = \frac{M_1 - M_2}{SEM_1 - M_2}$$

$$t_o = \frac{93.28 - 66.92}{4.43 - 1.94}$$

$$t_o = \frac{26.36}{2.49}$$

$$t_o = 10.5$$

From analyzed above that the result of t-test was **10.5**. It concluded that students' achievement in experimental group perform a very good improvement on reading comprehension after teaching using DRTA strategy during the research. Therefore, the students' score in Experimental Group who were taught by DRTA strategy more increase significantly than in Control Group who were taught by conventional method.

## **2. Testing the Hypothesis**

In analyzing the hypothesis, it referred to the t-table at the level significant of  $\alpha$  0.05. The testing criterion used for hypothesis result is; If t-observe  $>$  t-table, it means that the alternative hypothesis ( $H_a$ ) is accepted and null hypothesis ( $H_o$ ) is rejected. Furthermore, the t-table with the level significance of  $\alpha$  0.05 with the degree of freedom (df)  $\rightarrow n-1=77-1=76$  was 2.00. From the result analyzed, t-observe was 10.5 and the t-table is 2.00. It means that the t-observe value was higher than the t-table or  $10.5 > 2.00$ , it means hypothesis alternative ( $H_a$ ) was accepted. Therefore, it concluded that DRTA strategy can improve students' achievement in reading comprehension especially in narrative text.

## **C. Discussion**

From the result, it is found that there was significant difference on the students reading comprehension between experimental group and control group. It could be seen from the difference of mean score from both of the groups. Based on the

analysis above, the result of t-observe was 10.5 and t-table 2.00. It showed the result of t-observe was higher than t-table ( $10.5 > 2.00$ ). It means that the using of DRTA learning significantly affects students' reading comprehension.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

After conducting the experiment by applying DRTA strategy in teaching reading comprehension on narrative text, it was found that the students' achievement. The t-observe was applied in order to know whether the difference between the pre-test and post-test mean was significant or not. The result of computation in the t-observe was  $t_o=10.5$  and  $t_t= 2.00$ , while the critical value of 0.05 significant levels. It means that the alternative hypothesis ( $H_a$ ) is accepted and the teaching by using DRTA strategy significantly affects on students' achievement in reading comprehension especially on narrative text.

#### B. Suggestions

Based on the data that have been conducted in this study, there were some suggestions that should be noticed, they are:

- e. For the researcher, it can increase the knowledge in DRTA (directed reading thinking activity) and can share to people who want to research in this field.
- f. For the readers, to know the DRTA (directed reading thinking activity) which applied in reading comprehension.
- g. For the teachers, it can be applied in reading strategy during teaching learning process which make the students have fun and enjoyable in learning.

h. For the other researcher, it can help them to conduct further research as reference in it.

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## APPENDIX I

### RENCANA PELAKSANAAN PEMBELAJARAN (Experimental Group)

Satuan Pendidikan	: MTs Negeri 2 Medan
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/2
Materi Pokok	: Teks naratif, berbentuk fabel pendek dan sederhana
Alokasi Waktu	: 8 x 40 menit

#### A. KOMPETENSI INTI

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

#### B. KOMPETENSI DASAR & INDIKATOR

Kompetensi Dasar	Indikator
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat	

<p>belajar.</p> <p>2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</p> <p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p>	<p>2.1.1. Menunjukkan sikap santun dan peduli dalam melaksanakan komunikasi dengan guru dan teman.</p> <p>2.2.1. Menunjukkan perilaku percaya diri dalam melaksanakan komunikasi dengan guru dan teman.</p> <p>2.3.1. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p>
<p>3.14. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya.</p>	<p>1.14.1. Memahami fungsi sosial dalam teks naratif fabel pendek dan sederhana sesuai dengan konteks penggunaannya.</p> <p>1.14.2. Mengidentifikasi sifat / karakteristik tokoh dalam fabel pendek dan sederhana sesuai dengan konteks penggunaannya.</p> <p>1.14.3. Memahami struktur teks naratif fabel pendek dan sederhana sesuai konteks penggunaannya.</p> <p>1.14.4. Memahami unsur kebahasaan teks naratif fabel sangat pendek dan sederhana sesuai dengan konteks penggunaannya.</p>

<p>4.18. Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya.</p>	<p>4.18.1. Menceritakan kembali teks naratif fabel lisan dan tulis pendek dan sederhana dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>
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### C. TUJUAN PEMBELAJARAN

1. Siswa terampil memahami, menyatakan, dan menanyakan teks naratif, berbentuk fabel pendek dan sederhana untuk memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur melalui cerita dengan tokoh binatang.
2. Menggunakan ungkapan dengan struktur teks yang runtut dengan fungsi sosial, unsur kebahasaan yang benar dan sesuai konteks, secara jujur, disiplin, percaya diri, bertanggung jawab, peduli, kerja sama, dan cinta damai.

### D. MATERI PEMBELAJARAN

#### **Teks naratif, berbentuk fabel pendek dan sederhana**

##### *Fungsi sosial*

Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur melalui cerita dengan tokoh binatang.

##### *Struktur text*

A narrative is a text in which a story is told. The story is usually fiction (imaginary), although it may be based on actual events (partially factual).

##### **Purpose:**

To entertain, amuse, teach or inform the reader.

All of the following texts can be narratives:

- ◆ novels
- ◆ short stories, fables, fairy tales, folk tales and legends.

- ◆ Most picture books.

### **Different types of narrative genre**

#### **Types:**

- *Adventure* – they can be improved by using suspense and character development.
- *Fantasy* – fantasies contain at least some events that could not ‘really’ happen or characters that could not ‘really’ exist.
- *Mystery*
- *Science fiction.*
- *horror stories*
- *adventure stories*
- *fables, myths and legends*
- *historical narratives*
- *ballads*

#### **Text Organisation**

A typical narrative structure includes an orientation, a sequence of events, a complication and a resolution.

- The *orientation* gives the background / setting of the storyline and introduces the characters.
- The narrative outlines a sequence of events.
- A *complication* such as a disruption / problem / change, affects the sequence of events. The complication must be resolved by one or more of the characters.
- When the *problem is solved*, or the main character accepts a change in circumstances, this is the *resolution* of the narrative.

#### **Grammar**

Narratives are:

- Often written in the *past tense*.
- May be written in either first person (*I, we*) or third person (*he, she, they*)
- **Specific nouns:**

Strong nouns have more specific meanings, eg. *oak* as opposed to *tree*.

- **Active nouns:** Make nouns actually do something, eg.

*‘It was raining’* could become:

*Rain splashed down* or

*‘There was a large cabinet in the lounge’* could become:

*'A large cabinet seemed to fill the lounge.'*

- **Action verbs** provide interest to the writing.

For example, instead of:

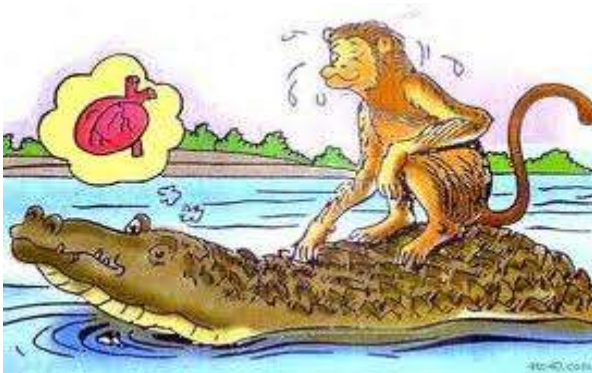
*"The old woman was in his way" - try*

*"The old woman **barred** his path."*

Instead of "She **laughed**," try, "She **cackled**."

- **Adjectives and adverbs** are used to create 'word pictures' describing actions, characters and settings;
- **Conjunctions** such as *when*, *then* and *meanwhile* are used to sequence events.
- The characters *thoughts and feelings* are described *using verbs and adjectives*.
- **Paragraphs** are used when natural breaks occur in the story. This *may be when the setting or time changes*. A new paragraph must *also be taken to show direct speech*.

Example of Fable



### **Monkey and Crocodile**

One day a monkey wanted to cross a river. He saw a crocodile in the river, so he asked the crocodile to take him across the other side. The crocodile told the monkey to jump on its back. Then the crocodile swam down the river.

Now, the crocodile was very hungry, so when it was in the middle of the river, it stopped and said to the monkey, "Monkey, my father is very sick. He must eat the heart of the monkey. Then he will be strong again."

The monkey thought for a while. Then he told the crocodile to swim back to the river bank.

"What's for?" asked the crocodile.

"Because I didn't bring my heart with me," said the monkey. "I left it under the tree, near some coconuts."

So, the crocodile turned around and swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile's back and climbed up to the top of a tree.

"Where is your heart?" asked the crocodile.

"You are foolish," the monkey said to the crocodile. "Now I am free and you have nothing."

The monkey told the crocodile not to try to fool him again. The crocodile swam away, hungry.

### ***Unsur kebahasaan***

- (1) Tata bahasa: Simple Past tense, Past Continuous Tense
- (2) Kalimat langsung dan tidak langsung
- (3) Kosakata: tokoh binatang dalam fabel, tempat dan benda-benda terkait tokoh
- (4) Adverbia penghubung waktu: *first, then, after that, before, at last, finally*, dsb.
- (5) Adverbia dan frasa preposisional penunjuk waktu: *a long time ago, one day, in the morning, the next day, immediately*, dsb.
- (6) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal
- (7) Ucapan, tekanan kata, intonasi
- (8) Ejaan dan tanda baca

(9) Tulisan tangan

**Topik**

Cerita yang memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.

**E. METODE PEMBELAJARAN**

Metode : DRTA

**F. MEDIA DAN ALAT PEMBELAJARAN**

Media : Gambar, video

Alat : printed card

Sumber belajar : Buku Bahasa Inggris, When English Rings a bell

Kelas8 ,

**G. LANGKAH-LANGKAH PEMBELAJARAN**

Kegiatan	Langkah-langkah Kegiatan Pembelajaran	Waktu
Pendahuluan	<ul style="list-style-type: none"><li>- Mengucapkansalamdanberdoa</li><li>- Memberikanmotivasiandanapersepsi</li><li>- Menginformasitujuanpembelajaran</li><li>- Menyampaikanscenariopembelajaran</li></ul>	5 menit
Inti	<ol style="list-style-type: none"><li>1. Guru menjelaskan kepada siswa topic yang akan dipelajari</li><li>2. Guru menanyakan kepada siswa tentang pemahaman mereka dalam reading text</li><li>3. Guru menjelaskan beberapa petunjuk untuk membuat group diskusi</li></ol>	

	<p>4. Guru membagi teks dan membuat instruksi chart di papan tulis yang terdiri dari:</p> <p><i>Sebelum membaca teks</i></p> <p>a. Apa prediksi kamu tentang judul ini?</p> <p>b. Apa alasan kamu mengapa kamu berpikir begitu?</p> <p><i>Setelah membaca teks</i></p> <p>a. Apa kemungkinan terjadi?</p> <p>5. Guru mengundang group untuk membaca semua isi teks dan memberikan kesempatan untuk memperbaiki prediksi mereka sebelumnya</p> <p>6. Guru menanyakan “Apa kemungkinan terjadi?” dari instruksi chart terakhir</p> <p>7. Guru mereview prediksi mereka dan mengundang mereka untuk membaca bagian bahwa prediksi itu benar atau salah</p> <p>8. Guru memberikan soal</p>	
<p>Penutup</p>	<ul style="list-style-type: none"> <li>• Guru dan peserta didik membuat rangkuman/simpulan pelajaran.</li> <li>• Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.</li> <li>• Memberikan tugas, baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik.</li> <li>• Menyampaikan rencana pembelajaran pada pertemuan berikutnya.</li> </ul>	<p>10 menit</p>



## H. PENILAIAN HASIL BELAJAR

1. Teknik Penilaian : Unjuk kerja
2. Bentuk : Tes lisan dan tulis membuat teks naratif berbentuk fabel pendek dan sederhana.
3. Instrumen : *comprehend the texts*

### Rubrik Penilaian Aspek Keterampilan:

No	Aspek yang Dinilai	Kriteria	Score
1	Pengucapan	Excellent	4
		Good	3
		Fair	2
		Poor	1
2	Intonasi	Excellent	4
		Good	3
		Fair	2
		Poor	1
3	Ketelitian	Excellent	4
		Good	3
		Fair	2
		Poor	1
4	Kelancaran	Excellent	4
		Good	3
		Fair	2
		Poor	1
5	Action	Excellent	4
		Good	3
		Fair	2
		Poor	1
		Total Score	20

### Rubrik Penilaian Aspek Sikap

No	Aspek yang Dinilai	Kriteria	Score
----	--------------------	----------	-------

1	Santun (Respect)	Sangat sering menunjukkan sikap santun Sering menunjukkan sikap santun Beberapa kali menunjukkan sikap santun Pernah menunjukkan sikap santun Tidak pernah menunjukkan sikap santun	5 4 3 2 1
2	Bertanggung jawab (responsible)	Sangat sering menunjukkan sikap bertanggung jawab Sering menunjukkan sikap bertanggung jawab Beberapa kali menunjukkan sikap bertanggung jawab Pernah menunjukkan sikap bertanggung jawab Tidak pernah menunjukkan sikap bertanggung jawab	5 4 3 2 1
3	Jujur (honest)	Sangat sering menunjukkan sikap kerjasama Sering menunjukkan sikap kerjasama Beberapa kali menunjukkan sikap kerjasama Pernah menunjukkan sikap kerjasama Tidak pernah menunjukkan sikap kerjasama	5 4 3 2 1
4	Disiplin (discipline)	Sangat sering menunjukkan sikap disiplin Sering menunjukkan sikap disiplin Beberapa kali menunjukkan sikap disiplin Pernah menunjukkan sikap disiplin Tidak pernah menunjukkan sikap disiplin	5 4 3 2 1
5	Percaya diri (confidence)	Sangat sering menunjukkan sikap percaya diri Sering menunjukkan sikap percaya diri Beberapa kali menunjukkan sikap percaya diri Pernah menunjukkan sikap percaya diri Tidak pernah menunjukkan sikap percaya diri	5 4 3 2 1

Medan, Januari 2017

Mengetahui,

Kepala Mtsn2 Medan

Peneliti

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## APPENDIX II

### RENCANA PELAKSANAAN PEMBELAJARAN (Control Group)

Satuan Pendidikan	: MTs Negeri 2 Medan
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/2
Materi Pokok	: Teks naratif, berbentuk fabel pendek dan sederhana
Alokasi Waktu	: 8 x 40 menit

#### I. KOMPETENSI INTI

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

#### J. KOMPETENSI DASAR & INDIKATOR

Kompetensi Dasar	Indikator
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.	
2.1. Menunjukkan perilaku santun dan	

<p>peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</p> <p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p>	<p>2.1.1. Menunjukkan sikap santun dan peduli dalam melaksanakan komunikasi dengan guru dan teman.</p> <p>2.2.1. Menunjukkan perilaku percaya diri dalam melaksanakan komunikasi dengan guru dan teman.</p> <p>2.3.1. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p>
<p>3.14. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya.</p>	<p>1.14.5. Memahami fungsi sosial dalam teks naratif fabel pendek dan sederhana sesuai dengan konteks penggunaannya.</p> <p>1.14.6. Mengidentifikasi sifat / karakteristik tokoh dalam fabel pendek dan sederhana sesuai dengan konteks penggunaannya.</p> <p>1.14.7. Memahami struktur teks naratif fabel pendek dan sederhana sesuai konteks penggunaannya.</p> <p>1.14.8. Memahami unsur kebahasaan teks naratif fabel sangat pendek dan sederhana sesuai dengan konteks penggunaannya.</p>
<p>4.18. Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya.</p>	<p>4.18.1. Menceritakan kembali teks naratif fabel lisan dan tulis pendek dan sederhana dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>

## K. TUJUAN PEMBELAJARAN

3. Siswa terampil memahami, menyatakan, dan menanyakan teks naratif, berbentuk fabel pendek dan sederhana untuk memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur melalui cerita dengan tokoh binatang.
4. Menggunakan ungkapan dengan struktur teks yang runtut dengan fungsi sosial, unsur kebahasaan yang benar dan sesuai konteks, secara jujur, disiplin, percaya diri, bertanggung jawab, peduli, kerja sama, dan cinta damai.

## L. MATERI PEMBELAJARAN

### **Teks naratif, berbentuk fabel pendek dan sederhana**

#### *Fungsi sosial*

Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur melalui cerita dengan tokoh binatang.

#### *Struktur text*

A narrative is a text in which a story is told. The story is usually fiction (imaginary), although it may be based on actual events (partially factual).

#### **Purpose:**

To entertain, amuse, teach or inform the reader.

All of the following texts can be narratives:

- ◆ novels
- ◆ short stories, fables, fairy tales, folk tales and legends.
- ◆ Most picture books.

#### **Different types of narrative genre**

##### **Types:**

- ***Adventure*** – they can be improved by using suspense and character development.
- ***Fantasy*** – fantasies contain at least some events that could not ‘really’ happen or characters that could not ‘really’ exist.
- ***Mystery***
- ***Science fiction.***
- ***horror stories***

- *adventure stories*
- *fables, myths and legends*
- *historical narratives*
- *ballads*

#### Text Organisation

A typical narrative structure includes an orientation, a sequence of events, a complication and a resolution.

- The **orientation** gives the background / setting of the storyline and introduces the characters.
- The narrative outlines a sequence of events.
- A **complication** such as a disruption / problem / change, affects the sequence of events. The complication must be resolved by one or more of the characters.
- When the **problem is solved**, or the main character accepts a change in circumstances, this is the **resolution** of the narrative.

#### Grammar

Narratives are:

- Often written in the *past tense*.
- May be written in either first person (*I, we*) or third person (*he, she, they*)
- **Specific nouns:**

Strong nouns have more specific meanings, eg. *oak* as opposed to *tree*.

- **Active nouns:** Make nouns actually do something, eg.

*'It was raining'* could become:

*Rain splashed down* or

*'There was a large cabinet in the lounge'* could become:

*'A large cabinet seemed to fill the lounge.'*

- **Action verbs** provide interest to the writing.

For example, instead of:

*"The old woman was in his way"* - try

*“The old woman barred his path.”*

Instead of “She **laughed**,” try, “She **cackled**.”

- **Adjectives and adverbs** are used to create ‘*word pictures*’ describing actions, characters and settings;
- **Conjunctions** such as *when, then* and *meanwhile* are used to sequence events.
- The characters *thoughts and feelings* are described *using verbs and adjectives*.
- **Paragraphs** are used when natural breaks occur in the story. This *may be when the setting or time changes*. A new paragraph must *also be taken to show direct speech*.

Example of Fable

### **The story Rabbit and Bear**



Once upon a time, there lived a bear and a rabbit. The rabbit was a good shot. On the contrary, the bear was always clumsy and could not use the arrow to shoot

One day, the bear called over the rabbit and asked the rabbit to take his bow and arrows. Because he was afraid to arouse the bear's anger, he did not refuse the challenge. He went with the bear and shot buffaloes. He shot and killed so many that



there were lots of meats left after.

However the bear did not make the rabbit get any of the meat. Even he could not taste it. The poor rabbit went home hungrily after a day of hard work.

Fortunately, the youngest child of the bear was very kind to the rabbit. His mother bear always gave him an extra large piece of meat but he did not eat it all. He took some outside with him and pretended to play ball with the meat. He kicked the ball of meat toward the rabbit's house. The meat flew into the rabbit's house. In this way, the hungry rabbit got his meal.

### ***Unsur kebahasaan***

- (10) Tata bahasa: Simple Past tense, Past Continuous Tense
- (11) Kalimat langsung dan tidak langsung
- (12) Kosakata: tokoh binatang dalam fabel, tempat dan benda-benda terkait tokoh
- (13) Adverbia penghubung waktu: *first, then, after that, before, at last, finally*, dsb.
- (14) Adverbia dan frasa preposisional penunjuk waktu: *a long time ago, one day, in the morning, the next day, immediately*, dsb.
- (15) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal
- (16) Ucapan, tekanan kata, intonasi
- (17) Ejaan dan tanda baca
- (18) Tulisan tangan

### ***Topik***

Cerita yang memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.

M. METODE PEMBELAJARAN

Metode : Scientific

Model Pembelajaran : Cooperative Learning

N. MEDIA DAN ALAT PEMBELAJARAN

Media : Gambar, video

Alat : printed card

Sumber belajar : Buku Bahasa Inggris, When English Rings a bell

Kelas 8 ,

O. LANGKAH-LANGKAH PEMBELAJARAN

Kegiatan	Langkah-langkah Kegiatan Pembelajaran	Waktu
Pendahuluan	<ul style="list-style-type: none"><li>- Mengucapkan salam dan berdoa</li><li>- Memberikan motivasi dan persepsi</li><li>- Menginformasikan tujuan pembelajaran</li><li>- Menyampaikan skenario pembelajaran</li></ul>	5 menit
Inti	<p><b>Mengamati</b></p> <ul style="list-style-type: none"><li>• Siswa menyalin dengan tulisan tangan yang rapi beberapa fabel, pendek dan sederhana dari berbagai sumber, dengan</li></ul>	

	<p>menggunakan ejaan dan tanda baca dengan benar.</p> <ul style="list-style-type: none"> <li>• Siswa membaca dan mendengarkan fabel tersebut untuk memahami isi pesannya.</li> <li>• Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci) dari setiap fabel tersebut.</li> </ul> <p><b>Menanya</b></p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap fabel tersebut..</p> <p><b>Mengumpulkan Informasi</b></p> <ul style="list-style-type: none"> <li>• Secara kolaboratif, siswa mencari dan mengumpulkan beberapa fabel pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb.</li> <li>• Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari fabel.</li> <li>• Siswa membaca semua fabel yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan: <ul style="list-style-type: none"> <li>- fungsi sosial setiap teks</li> <li>- tokoh, tempat, waktu, terjadinya cerita</li> <li>- krisis yang terjadi terhadap tokoh</li> <li>- akhir cerita di mana krisis berakhir</li> <li>- komentar atau penilaian umum tentang fabel (opsional, jika ada)</li> <li>- kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan</li> </ul> </li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa fabel yang telah dikumpulkan dari berbagai sumber tersebut di atas.</li> </ul>	
--	--	--

	<ul style="list-style-type: none"> <li>• Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis mereka tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam fabel yang mereka baca.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>• Siswa menyampaikan beberapa fabel pendek dan sederhana yang telah dibacanya kepada teman-temannya, dengan cara antara lain membacakan, menyalin dan menerbitkan di majalah dinding, bertanya jawab, membahas pandangan masing-masing tentang isi fabel, dsb.</li> <li>• Siswa berupaya membacasecara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</li> <li>• Siswa membicarakan permasalahan yang dialami dalam memahami fabel dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.</li> </ul>	
Penutup	<ul style="list-style-type: none"> <li>• Guru danpesertadidikmembuatrangkuman/simpulanpelajaran.</li> <li>• Melakukanpenilaian/ataurefleksiterhadapkegiatan yang sudahdilaksanakansecarakonsistendanterprogram.</li> <li>• Memberikantugas, baiktugas individual maupunkelompoksesuaidenganhasilbelajarpesertadidik.</li> <li>• Menyampaikanrencanapembelajaranpadaper-temuanberikutnya.</li> </ul>	10 menit

#### P. PENILAIAN HASIL BELAJAR

4. TeknikPenilaian : Unjukkerja
5. Bentuk : TesLisan dan tulis membuat teks narative berbentuk fabel pendek dan sederhana.
6. Instrumen : *Make a teks narrative and perform it infront of the class*

**Rubrik Penilaian Aspek Keterampilan:**

No	Aspek yang Dinilai	Kriteria	Score
1	Pengucapan	Excellent Good Fair Poor	4 3 2 1
2	Intonasi	Excellent Good Fair Poor	4 3 2 1
3	Ketelitian	Excellent Good Fair Poor	4 3 2 1
4	Kelancaran	Excellent Good Fair Poor	4 3 2 1
5	Action	Excellent Good Fair Poor	4 3 2 1
		Total Score	20

**Rubrik Penilaian Aspek Sikap**

No	Aspek yang Dinilai	Kriteria	Score
1	Santun (Respect)	Sangat sering menunjuk sikap santun Sering menunjuk sikap santun Beberapa kali menunjuk sikap santun Pernah menunjuk sikap santun Tidak pernah menunjuk sikap santun	5 4 3 2 1
2	Bertanggungjawab	Sangat sering menunjuk sikap bertanggungjawab	5

	(responsible)	Seringmenunjukansikapbertanggungjawab	4
		Beberapa kali menunjukansikapbertanggungjawab	3
		Pernahmenunjukansikapbertanggungjawab	2
		Tidakpernahmenunjukansikapbertanggung jawab	1
3	Jujur (honest)	Sangatseringmenunjukansikapkerjasama	5
		Seringmenunjukansikapkerjasama	4
		Beberapa kali menunjukansikapkerjasama	3
		Pernahmenunjukansikapkerjasama	2
		Tidakpernahmenunjukansikapkerjasama	1
4	Disiplin (discipline)	Sangatseringmenunjukansikapdisiplin	5
		Seringmenunjukansikapdisiplin	4
		Beberapa kali menunjukansikapdisiplin	3
		Pernahmenunjukansikapdisiplin	2
		Tidakpernahmenunjukansikapdisiplin	1
5	Percayadiri (confidence)	Sangatseringmenunjukansikappercayadiri	5
		Seringmenunjukansikappercayadiri	4
		Beberapa kali menunjukansikappercayadiri	3
		Pernahmenunjukansikappercayadiri	2
		Tidakpernahmenunjukansikappercayadiri	1

Medan, juli 2016

Mengetahui,

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## **APPENDIX III**

### **Post-test**

#### **(Experimental and Control)**

#### **Monkey and Crocodile**

One day a monkey wanted to cross a river. He saw a crocodile in the river, so he asked the crocodile to take him across the other side. The crocodile told the monkey to jump on its back. Then the crocodile swam down the river.

Now, the crocodile was very hungry, so when it was in the middle of the river, it stopped and said to the monkey, "Monkey, my father is very sick. He must eat the heart of the monkey. Then he will be strong again."

The monkey thought for a while. Then he told the crocodile to swim back to the river bank.

"What's for?" asked the crocodile.

"Because I didn't bring my heart with me," said the monkey. "I left it under the tree, near some coconuts."

So, the crocodile turned around and swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile's back and climbed up to the top of a tree.

"Where is your heart?" asked the crocodile.

"You are foolish," the monkey said to the crocodile. "Now I am free and you have nothing."

The monkey told the crocodile not to try to fool him again. The crocodile swam away, hungry.

1. What is the text about?
  - a. two animals
  - b. monkey and crocodile
  - c. the situation of the river
  - d. a smart monkey
  
2. Where did the story take place?
  - a. at the zoo
  - b. at the lake
  - c. at the jungle
  - d. at the river
  
3. What is the main idea of the first paragraph above?
  - a. the monkey and the crocodile were playing at the river
  - b. the monkey wanted to cross a river
  - c. the crocodile was happy when the monkey was coming at the river
  - d. the crocodile refused about the monkey's request



4. Which of the following statement is wrong according to the text above?
  - a. the monkey gave the heart to crocodile
  - b. the monkey jumped up on the crocodile's back
  - c. the crocodile helped the monkey to cross a river
  - d. the monkey climbed up to the top of tree and said that he (the crocodile) was a foolish
  
5. What is the purpose of the text above?
  - a. to retell the story between the monkey and the crocodile
  - b. to describe the situation at the river
  - c. to describe the animals
  - d. to inform the reader about the act of crocodile
  
6. Based on the next, we can conclude that the relationship between the monkey and the crocodile is...
  - a. friend at the river
  - b. soulmate at the jungle
  - c. big enemy at the zoo
  - d. unfriend absolutely
  
7. What lesson can we learn from the story?
  - a. take care of your self
  - b. do not be a greedy
  - c. always believe your friend
  - d. do not pretend to your friend
  
8. What is the main idea of the last paragraph?
  - a. the monkey suggest the crocodile not to try to fool him anymore
  - b. the monkey forgave about the crocodile's fault
  - c. the crocodile was still hungry
  - d. the crocodile was sad
  
9. Now, the crocodile was very hungry, so when it was in the middle of the river (in paragraph 2, line 4). What is the same meaning of the underline word?
  - a. happy

- b. sad
- c. angry
- d. starving

10. How is the character of the monkey?

- a. friendly
- b. smart
- c. foolish
- d. greedy

### **The Story of Lake Toba**

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily life.

One day, while the man was doing fishing, he caught a huge golden fish in his trap. It was the largest catch which he ever had in his life. Surprisingly, this fish turned into a gorgeous princess. He fell in love with her and proposed her to be his wife. She said; “Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster”. The man made the deal and they got married, lived happily and had a daughter.

Few years later, this daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father’s lunch. Unfortunately, he found out and got furious, and shouted; “You damned daughter of a

fish". The daughter ran home and questioned her mother. The mother started crying, felt sad that her husband had broke his promise.

Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a huge earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

11. What is the text about?
  - a. the man who living in the shore in North Sumatera
  - b. the tale of lake toba
  - c. the man's hobby is fishing
  - d. the man was a farmer
  
12. What is the main idea of the first paragraph above?
  - a. there was a man who was living in north Sumatra
  - b. the man was living in the complicated place
  - c. the man likes hunting in the jungle
  - d. the man likes fishing
  
13. Which of the following statement is false according to the text above?
  - a. the gold fish have changed to the beautiful princess

- b. the man has one daughter
- c. the man happily ever after
- d. his wife became a huge golden fish back

14. What is the purpose of the text above?

- a. to retell the story between the man and a fish
- b. to know the reader about the man who was living in North Sumatera ago
- c. to describe the lake in North Sumatera
- d. to inform the reader about the tale of lake toba

15. Based on the next, we can conclude that the relationship between the man and

a huge golden fish are...

- a. father and sister
- b. husband and wife
- c. father and daughter
- d. father and his friend

16. She said; “Yes, but you have to promise not to tell anyone about the secret that

I was once a fish, otherwise there will be a huge disaster.” The underlined word means...

- a. agreement
- b. appointment

- c. application
- d. approximately

17. What lesson can we learn from the story?

- a. take care of your self
- b. fullfil you have a promise
- c. always believe your friend
- d. obeying your mother's advice

18. She said; "Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster". What does the word "you" in the sentence refer to?

- a. the daughter
- b. the golden fish
- c. the man
- d. someone else

19. Why did daughter want to come back to home after met his father?

- a. because, her mother asked to her come back to home
- b. because, a big disaster will be happen

- c. because, her father said that she was a fish
- d. because, her father asked to her bring his lunch

20. What did her mother do after know the reason why her daughter cry ?

- a. asked her husband to run up the hills
- b. suggest her daughter to run up the hills
- c. she was crying and screaming
- d. she was angry

## **APPENDIX IV**

### **Key Answer**

1. b

2. d

3. b

4. a

5. a

6. a

7. a

8. a

9. d

10. b

11. b

12. a

13. c

14. d

15. b

16. b

17. b

18. c

19. c

20. b