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

SKRIPSI

Submitted in Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
English Education Program

By
SUCI ARIANTIKA E TANJUNG
NPM.1402050346

FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA
MEDAN
2018

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext, 22, 23, 30
Website: http:/www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata 1
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Rabu, Tanggal 28 Maret 2018, pada pukul 09.00 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa:

Nama	:	Suci Ariantika E Tanjung
NPM	:	1402050346
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	Improving the Students' Critical Reading Comprehension through DRTA (Directed Reading Thinking Activity) Method

Dengan diterimanya skripsi ini, sudah lulus dari ujian Komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd).

Ditetapkan : ( ) Lulus Yudisium
( ) Lulus Bersyarat
( ) Memperbaiki Skripsi
( ) Tidak Lulus

PANITIA PELAKSANA

Ketua	Sekretaris
Dr. Elfrianto Nasution, S.Pd, M.Pd	**Dra. Hj. Syamsuyurnita, M.Pd**

ANGGOTA PENGUJI:

1. Khairil, S.Pd, M.Hum 1.
2. Drs. H. Taslim Tanjung, M.Ed 2.
3. Erlindawati, S.Pd, M.Pd 3.

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: http:/www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

LEMBAR PENGESAHAN SKRIPSI

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Suci Ariantika E Tanjung
N.P.M : 1402050346
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Improving the Students' Critical in Reading Comprehension through DRTA (Directed Reading Thinking Activity) Method

sudah layak disidangkan.

Medan, Maret 2018
Disetujui oleh:
Pembimbing

Erlindawaty, S.Pd, M.Pd

Diketahui oleh:

Dekan	Ketua Program Studi
Dr. Elfrianto Nasution, S.Pd., M.Pd.	**Mandra Saragih, S.Pd., M.Hum.**

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: http:/www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

بسم الله الرحمن الرحيم

BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Suci Ariantika E Tanjung
N.P.M : 1402050346
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Improving the Students' Critical in Reading Comprehension through DRTA (Directed Reading Thinking Activity) Method

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
25/2-18	Abstract	
	Acknowledgement	
27/2-18	Chapter I	
	Objective of the Study	
5/3-18	Chapter II	
	- Conceptual framework	
	- Review of literature	
10/3-18	Chapter III	
	Subject of the Research	
	Research Design	
12/3-18	Chapter IV	
	Data Analysis	
14/3-18	Chapter V	
	Conclusion	
15/3-18	Reference	

Medan, Maret 2018

Diketahui oleh:
Ketua Prodi

(Mandra Saragih, S.Pd, M.Hum.)

Dosen Pembimbing

(Erlindawaty, S.Pd, M.Pd)

SURAT PERNYATAAN

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

Saya yang bertandatangan dibawah ini :

Nama Lengkap	:	Suci Ariantika E Tanjung
N.P.M	:	1402050346
Program Studi	:	Pendidikan Bahasa Inggris
Judul Proposal	:	Improving the Students' Critical in Reading Comprehension through DRTA (Directed Reading Thinking Activity) Method

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan *kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak* tergolong ***Plagiat***.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, Januari 2018
Hormat saya
Yang membuat pernyataan,

Suci Ariantika E Tanjung

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

ABSTRACT

Tanjung, Suci Ariantika E. NPM. 1402030546. Improving The Students Critical Reading Comprehension Through DRTA (Directed Reading Thinking Activity) Method. Skripsi : English Education Program, Faculty of Teachers' Training and Education, University of Muhammadiyah Sumatera Utara. Medan, 2018.

This research focused on improving students' critical reading comprehension through DRTA (Directed Reading Thinking Activity) method. This research answer these main question (1) Is there any significan improving on the students critical reading comprehension through DRTA (Directed Reading Thinking Activity) Method? (2) How the improvement occurs after using Directed Reading Thinking Activity (DRTA) learning critical reading comprehension in class XI SMK Negeri 1 Percut Sei Tuan ?. Twenty five students' of the eleventh grade students' of SMK Negeri 1 Percut Sei Tuan 2018 were instructed through DRTA method to improve their critical in reading comprehension. This research is an classroom action research (CAR). The technique of data analysis included qualitative and quantitative. It is conducted in two cycles. Each cycle consists of planning, action, observation and reflection. From the result, the researcher found several findings on it. The result of this research shows an improvement of students' critical in reading comprehension by using "DRTA" method.

Keywords: Directed Reading Thinking Activity, Critical Reading, Reading Comprehension, Analytical Text.

ACKNOWLEDGEMENTS

Reforhand praise and thanks we say present of almighty god to all his blessing of grant from above and blessing to us all. Especially in enjoying Islam and believe in experiencing this worlds life. Utterance Sholawat and greeting to his messanger our prophet Muhammadiyah the blessing of the lord be upon him.

This study entitled ***"Improving The Students' Critical in Reading Comprehension Through DRTA (Directed Reading Thinking Activity) Method".*** This study is written to fulfill one requirement to obtain the sarjana degree at Department of English Education of Faculty of Teacher's Training and Education Muhammadiyah University of North Sumatera Medan.

It was not easy for the researcher in finishing this study. There were many difficulties and problem faced by her, phsycally and mentally. Without helping the following people, it might be impossible for her to finish it. Therefore, she would like to thanks very much, especially to her dearest and lovely great parents, **Ayahanda Syahril Effendi Tanjung and my happiness, Ibunda Sri Harianti** and also to **my younger siblings Abdul Azis Tanjung, Abdul Gani Tanjung and Putri Anggraini Tanjung** for their million grateful words never be enough to endless love, care, attention, pray, encourangement and hearth they have given. The researcher also would like to express her gratitude and appreciation to:

1. Dr. Agussani, M.A.P The respected Rector of UMSU
2. Elfrianto Nasution, S.Pd,. M.Pd The Dekan of FKIP UMSU who had given recommendation to write this research.

3. Mandra Saragih, S.Pd, M.Hum The Head of English Education Department of FKIP UMSU and Pirman Ginting, S.Pd, M.Hum as the secretary.
4. Erlindawati, S.Pd, M.Pd as Supervisor. Who has given her a lot of valuable suggestion, critics and never stop giving ideas in writing this research.
5. All lectures, especially those of English Department for their guidance, advice, suggestion and encourangement during her academic 2018.
6. Kasni, M.Pd The Head Master of SMK Negeri 1 Percut Sei Tuan who has given permission for her to conduct the research at that school.
7. Her special boyfriend Heri Prasetia Budi thank you very much for helping researchers in completing this study to all the advice, support, motivation, suggestion, prayer and his affection.
8. Her best friend in Kelapa Hijau Outbound, Brother Isyaf, Itong, Dani and Sist Ayu thank you very much for all support until now, always give me motivation and prayer.
9. Her best friends in life Tri Mulyani and Risma Yunita big thanks my girls is always to give all support, motivation, advice, and prayer to the researcher and then to all my friends in 7 C Afternoon in FKIP UMSU Academic year 2018.
10. Her special friends in PPL Kharisma Khairia, Citra Pakar Ningsih, Gita Sahpitri, Ladyvia Mutiara, Rofiqoh Khoiriah Batubara, Yulia Agustina,

Yuli Prastika, Dian Pangesti and Fitri Yunita Lubis thanks to all support, motivation, prayer and we remain always together until graduation.

The last, this study is far from being perfect, but it is expected that this study will be useful not only for the writer, but also the readers. For these reasons, constructive thoughts, full suggestions, and critics are welcome to make this study better.

Finally, may Allah Subhaanahu Wa Ta'ala receives all their work and kindnesses. Aamiinn.

Medan, March 2018

The Researcher

Suci Ariantika E Tanjung

TABLE OF CONTENTS

ABSTRACT ..... **i**

ACKNOWLEDGEMENTS ..... **ii**

TABLE OF CONTENTS ..... **v**

LIST OF FIGURE ..... **viii**

LIST OF TABLE ..... **ix**

LIST OF APPENDICES ..... **x**

CHAPTER I INTRODUCTION

A. The Background of the Study 1

B. The Identification of the Problem 3

C. The Scope and Limitation 3

D. The Formulation of the Problem 3

E. The Objectives of the Study 4

F. The Significance of the Study 4

CHAPTER II REVIEW OF LITERATURE

A. Theoretical Framework 5

1. Reading 5

1.1 Definition of Reading 5

1.2 The Purpose of Reading 6

1.3 Types of Reading 8

1.4 The Principles of Reading 9

1.5 Teaching Reading 10

2. Reading Comprehension 11

2.1 Definition of Reading Comprehension 11

2.2 Processes of Reading Comprehension 12

2.3 Strategies in Reading Comprehension 13

3. Analytical Exposition Text 14

3.1 Kinds of Analytical Exposition Text 15

4. Critical Thinking 16

5. DRTA (Directed Reading Thinking Activity) Method 17

5.1 The Procedures of DRTA of English 19

5.2 The Adventages of DRTA 20

5.3 The Disadventages of DRTA 20

B. Related Studies 21

C. Conceptual Framework 22

D. Hypothesis 25

CHAPTER III RESEARCH METHODOLOGY

A. Location of the Research 26

B. Subject of Research 26

C. Research Design 28

D. Instrument of the Research 32

E. Technique of Collecting the Data 32

F. Technique of Analyzing Data 33

G. Schedule of Research 36

CHAPTER IV THE RESULT OF RESEARCH

A. The Description of Research Results 37

B. The Quantitative 37

1. Cycle I 38

2. Cycle II 44

C. Discussion 50

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion 52

B. Suggestion 53

REFERENCES

APPENDICES

LIST OF FIGURE

Figure 2.1 The Conceptual Framework of Action Research 24

Figure 3.2 The Procedure of Classroom Action Research 29

LIST OF TABLE

Table 3.1 The List XI RPL 2 Class of SMK Negeri 1 Percut Sei Tuan 27

Table 3.3 Schedule of the Research 36

Table 4.1 Result of Pre-Test and Post-Test Cycle I 41

Table 4.2 Result of Pre-Test and Post-Test Cycle II 48

Table 4.3 The Analysis of Students' Improvement 52

LIST OF APPENDICES

Appendix 1 Lesson Plan

Appendix 2 Test Item

Appendix 3 Answer Key

Appendix 4 Attendance List of Cycle 1

Appendix 5 Attendance List of Cycle II

Appendix 6 Result of Pre-Test and Post-Test Cycle I

Appendix 7 Result of Pre-Test and Post-Test Cycle II

Appendix 8 Form K-I

Appendix 9 Form K-2

Appendix 10 Form K-3

Appendix 11 Lembar Pengesahan Proposal

Appendix 12 Berita Acara Bimbingan Proposal

Appendix 13 Surat Keterangan

Appendix 14 Lembar Pengesahan Hasil Seminar Proposal

Appendix 15 Surat Pernyataan

Appendix 16 Surat Izin Riset

Appendix 17 Surat Balasan Riset

Appendix 18 Berita Acara Bimbingan Skripsi

Appendix 19 Curriculum Vitae

CHAPTER 1

INTRODUCTION

A. The Background of the Study

Reading is one of the English skills which are essential to be mastered by the students. Reading skill are necessary for students in acquiring knowledge and new information. According Brown (2007) that reading is the most essential skill in the educational context as it can be the assesments for students general language ability. Reading is also process of comprehension to get the meaning of a text. However, critical reading is something beyond that, for when students start reading critically, students don't just read to be etertained, informed, or enlightened, but students read to react with the writer and show our standing by accepting or rejecting his/her assertion and critical reading for Senior High School students help to discover and understand the author's arguments and helps to make assumptions and opinions based on what is read.

In the fact, there are still many problems in the learning process of critical in reading comprehension. Sometimes students are only required to read the text in the heart, and then answer questions related to the content of the text. it is a way that does not involve the process of thinking students so that students are not involved in critical reading process, so the readers are practicing what the critical thingking theoriticians called explanation, analysis, synthesis, argumentation, interpretation, evaluation, problem solving, inference, logical reasoning and application (Brunt2005;Facione 1998).

The problems that found in SMK Negeri 1 Percut Sei Tuan based on my experience in teaching practice, the reality in the field, learning critical in reading comprehension in class XI-RPL 2 of SMK is still not as expected, many students still read less especially in comprehending the text, most of the students did not like and were not interested with English especially in reading, and the an objective that high school English teachers should strive to achieve is to teach their students to become critical readers: where researcher hopes the readers who can infer, analyze, predict, synthesize, and use any other higher-order thinking with different kinds and mediums of texts, but the teachers still use traditional method in teaching reading. In the reality of this research are most of the students think that reading is difficult because they were afraid making mistakes or incorrect pronunciation when they were reading, make fun and not borred, and make the students interesting in the classroom.

In order to solve problem above, the researcher has motivation to do the research by apllying Cooperative Learning Method Directed Reading Thinking Activity (DRTA) is one of Cooperative Learning Method. It is a method of teaching that uses all the students sense (Blachowich & Ogle, 2008). The DRTA provides the teacher to guide students to think like good readers do anticipating, predicting, and then confirming and modifying their ideas with the story as it unfolds. The researcher is interested in conducting this research in order to know that using DRTA method is really effective in teaching analysis. In other case, based on Richardson & Morgan's (1997) researcher that have title Improving The

Students' Critical in Reading Comprehension Through DRTA Method, finding that the DRTA engages students in higher order thinking skill and that these skills include making connections between interrelated elements of the text, justifying thought processes and drawing logical conclusion.

B. The Identification of the Problem

The problem of the research are identified as follows:

1. Many students still read less especially in critical comprehending the text
2. Most of the students did not like and were not interested with English especially in reading
3. The teachers still use traditional method in teaching reading

C. The Scope and Limitation

The scope of this research will be focused on teach reading skill. This research is limited in students critical in reading comprehension at grade XI of SMK Negeri 1 Percut Sei Tuan academic year 2017-2018.

D. The Formulation of the Problem

The problem of this study formulated as follows:

1. Is there any significant Improvment on the Students' Critical Reading Comprehension Through DRTA (Directed Reading Thinking Activity) Method ?
2. How does improvement occurs, after using strategy Directed Reading Thinking Activities (DRTA) in learning critical reading comprehension in class XI SMK Negeri 1 Percut Sei Tuan ?

E. The Objectives of the Study

The Objectives of this study were:

1. To find out the significant Improvment on Students' Critical in Reading Comprehension Through DRTA (Directed Reading Thinking Activity) Method
2. To find out how the improvment occured on the students' critical reading comprehension using Directed Reading Thinking Activity (DRTA) in class XI SMK Negeri 1 Percut Sei Tuan.

F. The Significance of the Study

The finding of the study are important for:

1. Theoretically

   At theoritical, this proposal can help or add fluency for students' in critical reading comprehension. This research is hoped to be useful to add reference an as the study will enrich the knowledge and skill in critical reading comprehension.

2. Practically
   a. For researcher, is expected to add insight and knowledge of strategies to improve students' critical in reading comprehension that can be apllied in schools especially Directed Reading Thinking Activity (DRTA) method.
   b. For teacher, to give input to teacher to apply DRTA Method as a solution to solve the problrms find in critical reading comrehension.
   c. For students', to assist them in improving their critical reading comprehension skill and fluency in reading.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

This study deals with theories that were support the concept. In this case, theoretical framework is aim to give some clear concept apply in this research. It was intended to define the boundary of this study. There were many points in this study would be discussed as follows :

1. Reading

In mastering English, students have to master the four basic language of English which consist of listening, speaking, reading and writing. From those four basic skill, reading is considered as important skill. Students need good reading skill for acquiring knowledge and learning new information. They have to practice continually and extensively to develope reading skill.

1.1 Definition of Reading

According to Mikulecky (2008), reading is a concious and unconscious thinking process. The reader applies many strategies to reconstruct the meaning that the author is assumed to have intended. The reader does this by comparing information in the text to his or her background knowledge and prior experience.

According to Lado (1964:137), reading is grasping the language patterns from their written representation quickly without analysis of what symbol represent what sounds. Reading is a matter of making sense of writing language rather than of decoding print to sound, a theoritical position that has become known as “psycholinguistic” (Smith, 1982:2).

According Nunan (1991:20), also said that Reading is a process of decoding written symbol, working from smaller units (individual latters) to large ones (words, clause, and sentences). Reading is a process to grasping the language of writer to understand meaning from writer, so with reading someone can understand the meaning relevant the writer.

From some of information above it can be concluded that reading is an activity to obtain information from written material through an interaction between the reader with the author, represented by his writings. In the interaction of contact between the characteristics of the reader and characteristics represented by the researcher. Contact between the two characteristics that will give birth to the readers understabding of the idea of the author. This mean that reading is not merely express written language and follow the text line by line, but trying to get the message, the mandate and the meaning conveyed by the authors through reading media completely and thoroughly.

1.2 The Purpose of Reading

In according to Mahmoed (1992:103-104), there are at least five main purposes for comprehensive reading. All these purposes require necessary skills in order to be accomplished efficiently. These purposes include :

1. Reading for spesific information

   Reading for specific information is a common from of reading used to discover spesific or limited information. Raeding for this purpose involves loking for spesific information and finding it quickly. Looking up a word

in the dictionary or a number in the telephone book is the example of reading for spesific information.

2. Reading for application

   Reading for application is used to accomplish a special task. This type of reading may consist of reading a cake recipe or following instruction to make or fix something.

3. Reading for pleasure and entertainment

   Individuals read for many pleasurable reasons. This includes reading popular magazines, newspapers, novels, and other similar material. It is a slower from of reading, which allows the reader to envision the scenery and contemplate the background and characters with enjoyment and appreciation. This from of reading calls for total involvement of the reader.

4. Reading for Ideas

   This type of reading requires paying special attention to main ideas, concepts and the nature of the presented information. The reader skims through major topics, headings, illustrations, and conclusions in order to obtain a general idea of the content.

5. Reading for Understanding

   Reading for understanding requires comprehension of the relationship between the information introduced and overall knowledge of the subject. It requires understanding the relationship of topics to sentences, paragraps, and the main ideas.

1.3 Type of Reading

Brown (2001: 125) explain the type of reading. In this case reading, variety of performance is derived more from the multiplicity of type of the text that from the variety of overt types of performance, nevertheless. Several types of reading performances are very typically identified as follows:

1. Percetive

   Percetive reading tasks involve attending to the components of larger stretchers of discources: letter, words, punctuition and other graphemic symbols, bottom-up proccesing is applied.

2. Selective

   In order to know one's reading recognition to lexical, grammatical, or discours feature of language within a very short story, selective reading is applied.

3. Interactive

   Included among interactive reading types are stretches of language of several paragraph to one page or more in which the reader mist, psycholinguistic some, interest with the text. That is, reading is process of recogciating meaning, the reader brings the text a set of schemats for understanding it and in take is the product of interaction.

4. Extensive

Extensive reading aplies to text of more that a page, up to and including professional articles, essays, technical reports, short stories and books.

1.4 The Principle of Reading

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

1. Principle 1 : Reading is not a passive skill. Understanding the menaing of the word, understanding arguments and working out for the egreement of the statements are included as active occupation in reading.
2. Principle 2 : students need to be engaged with what they are reading. Harmer considers that students can get more benefit from reading if they are engaged and interested in reading text.
3. Principle 3 : students should be encouranged to respond tothe content of a reading text, not just to the language. In this principle, the point is that students should have opportunities to respond to the message of the text and thus provoking personal engagement of the students.
4. Principle 4 : prediction is a major factor in reading. The fourth principles is about the students expectations and active process of reading is ready to begin when they can get the hints of the text so they can predict what's coming in the next segment of a particular text.
5. Principle 5 : Match the task to the topic.

Choosing the good tasks for students in reading is important since it can undermine boring and inappropriate questions so the reading activity can be more exciting and challenging for the students.

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

1.5 Teaching Reading

According Patel (2008:116-117), Teaching Reading at the earlier stage good teaching reading as follows:

1. The teacher should not insist on speed of reading but on the accuracy pronounciation while teaching reading.
2. While teaching reading teacher should ask not more than one pupil to read at one time and he should pay individual to every students of ideas.
3. While teaching reading the teacher should be very carefyl in pointing out and rectifying the mistakes of pronounciation, articulation and intonation of the pupil.

4. While reading teaching the teacher should first try to find out the causes of mistakes committed by the students and then try to correct them by eradicating the cause of mistakes.
5. While teaching reading the teacher should be aware of the right sitting or standing posture for reading.

2. Reading Comprehension

2.1 Definition of Reading Comprehension

According to Pearson and Johnson's (1978) as quoted in Nunan (1991:67), reading comprehension as a process of relating the new to the know is based on similar notion. According to Smith (1982:15), comprehension is not to opposite of ignorance, and therefore is not quantifiable as the accumulation of a certain number of fact or items of information. Rather, comprehension is more appropriately regarded as a state, the opposite of confusing and to comprehend is situation that we are in if we are not confused by it, whether we are reading the text, reapiring an appliance, or trying to find our way through the traffic downtown.

Reading comprehension is the construction of the meaning of a written or spoken communication through a recipcoral, holistic interchange of ideas between the interpreter and the message. The presumption here is that meaning resides in

the intentional problem-solving, thinking processes of the interpreter, that the content of the meaning is influenced by that person's prior knowledge and experiences. (Haris & Hodges 1995:39).

Smith (1982:3), defines that reading as seen as a creative and conatructive activity having four distinctive and fundamental characterostics, it is purposeful, selective, anticipatory, and based on comprehension, all maters where the reader must clearly sxercise control.

According Duke and Person (2001:423), reading comprehension is a process in which the reader contructs meaning using as the building materials the information on the printed page and the knowledge stored in the reader's head. It involves intentional thinking, during which meaning is constructed through interactions between text and reader.

Reading cover a lot of things. It does not simply know the meaning of individual words in a particular text. in order words, reading can be defined as a process of making reasonable interpretation in apprehending a text which has four characteristics; purpose, selection, anticipation, and comprehension.

2.2 Processes of Reading Comprehension

in the discussions about reading and comprehension, experts generally mention about the bottom-up and top-down process. Both of them are the processes of reading comrehension and according to Brown (2000:298-299), there is one more kind of processing reading comprehension, called interactive reading.

a. Bottom-up processing

In bottom-up processing, readers must first recognize a multiplicity of linguistic signals (letters, morphemes, syllables, words, phrases, grammatical cues, discourse markers) and use their linguistic data processing mechanism to impose some sort of order on these signals. These data-driven operations obviously require knowledge of the language itself. From among all the perceived data, the reader selects the signals that make some sense to what is called meaning.

b. Top-down processing

Top down is a process in ehich the readers draw their own intelligence and experience to understand a text.

c. Interactive reading

Interactive reading is a combination of top-down and bottom-up processing. It is almost always a primary ingredient in succesful teaching methodology because both processes are important.

2.3 Strategies in Reading Comprehension

According to Richards and Schmidt (2002:44), as quoted by Ningtyas (2015) reading comprehension strategy is way of accessing the meaning of texts, which are employed flexible and selectively in the course of reading. Reading strategies are often divided into three stages; before reading, during reading, and after reading. To be able to read texts, students should have their strategies.

In addition to Duke and Person (2001:432) explain that there are some strategy effective reading as follow:

a. Preview the text
b. Set a purpose for reading
c. Make predictions
d. Reflect knowledge of topic
e. Often share knowledge of topic
f. Create mental pictures
g. Determine the main ideas
h. Ask question of the text
i. Monitor their comprehension
j. Use appropriate fix-up strategies
k. React to the text
l. Make personal connections
m. Many factors affect a child's ability to comprehend text. these include
n. Motivation/purpose/goals/engagement
o. Vocabulary/word knowledge/bakcground knowledge automaticity of decoding
p. Fluent reading
q. Understanding and use of strategies employed by effective readers
r. The nature of the text itself (difficulty and interest)
s. The type or genre of text (e.g., fiction, nonfiction, poetry)
t. The amount of reading done.

3. Analytical Exposition Text

Analytical exposition text is one of some genres of texts that are learned in Senior High School expecially in second grade. According to Martin in Painter (2001), the function of analytical exposition is to explain some aspect of the world and bring the addressee to share the writer's point of view. Moreover, Coffin (2001) state that analytical exposition is the text which is used to put forward a point of view or an argument.

While., Mali-Jali (2007) says that the social function or the purpose of the analytical exposition is to argue and give reasons for particular point of view of an issue, from the ideas above, it clear that an analytical exposition not only a common reading text but it also need the reader to analyze, interpretation the text because of the writer gave an opinion about their a point of view.

There are some opinion given by the expert about definition of analytical of exposition text, it is purpose and social function. Wahidi (2009) defines an analytical exposition as a text that elaborates the writer's idea about the reader that writer ideas is an important matter.

3.1 Kinds of Analytical ExpositionText

a. Grammatical Structure of Analytical Exposition Text

The grammatical stucture of expository text are social function, thesis, argument, reiteration (conclusion), language features.

1) Purpose:

a) To persuade the reader or listener that there is something that, certainly, needs to get attention

b) To analyze a topic and to persuade the reader that this opinion is correct and supported by arguments

2) Generic Structure:

a) Thesis : Introduces the topic and shows speaker or writer's position, outlines of the arguments to be presented.

b) Arguments : In this section the author presents arguments or opinioins that support the main idea of the author of the text. usually text there are more than two arguments. The more arguments displayed, the more it makes the reader believe that the topics discussed by the author are very important topics or require attention.

c) Reiteration : This section is the closing part of an analytical exposition text which is always located at the end of the reiteration paragraph containing a rewrite or retrieval of the main idea contained in the first paragraph. Reiteration is also commonly called conclusion.

3) Language Features:

a. Focus on generic human and non-human participants

b. Use of Simple Present Tense

c. Use mental processes. It is used to state what the writer or speaker thinks or feels about something, for example: realize, feel, etc

d. Need material processes : It is used to state what happens, for example: has polluted, etc.
e. Use of Relational Processes
f. Use of internal conjunction to state
g. Reasoning through casual conjunction or nominalization

4. Critical Thinking

Critical thinking checks the reading process, presumptions are created and discarded and viewpoints orginated. Students must be aware that they have to communicate with the text in a purposeful way. It is helpful to consider a literary text an actor that uses various craft to coax them into its own viepoints. In tye initial phases, students can be told to what pay attention. As students are not expected to initially understand what to seek for, they need to be guided. In the next steps, students can eb instructed to associate what questions to the how questions. Critical thinking would help students of literature dicern that literary criticism is not a disorganized and unsytematic activity but entails a menaingful and orderly mental process. Heightening a critical ability of mind means heightening students awareness of mental processes, which whould permit them to ruminate and rethink their own views.

Although most teachers presumably concur that critical thinking is a significant cognitive skill that schools attempt to foster in students, there seems to be a lack of concurrence considering in obvious and functional interpretation of critical thinking (Halpern, 2001; Moseley et al. 2005). Critical thinking has been

regarded together with creative thinking as associated secondary ideas within the broader level class of constructive thinking taht is construed by Moseley et al. (2005) as analysis, synthesis and evaluation, the higher levels of Bloom's taxonomy. One of the major differences within critical thinking is the differences between dispositions and skills. They are of the opinion that dispositions are connected to precondition features such as determination and broad-mindedness that morrirs tendency to apply critical thinking skill.

5. DRTA (Directed Reading Thinking Activity) Method

According to Sethna (2012:12), DRTA is how students are guided through a text by asking questions, making predictions, and then reading to confirm or refute their predictions. This strategy encourages readers to be active and thoughtful readers, thus enhancing their comprehension.

Directer Reading Thinking Activity (DRTA) is method to teach reading that is developed by Russell Stauffer (1969) in Sugiarti (2011), it os a teaching method that guides the students in making prediction about text and then read it to confirm or refute the predictions.

According Harmer (2007:109), prediction from words and pictures is students are given a number of words from a text. working in groups, they have to predict what kind of a text they are going to read or what story the text tells. They then read the text to see if their orginal predictions were correct. We don't have to give them individual words, of course.

Based this nations upon the belief that reading is at thinking process involving the reader in using his or her own experiences to reconstruct the author's ideas. This begins with the generation of hypotheses based upon the reader's doubts and desires. It continues with the reader's acquisition of information and the generation of further hypotheses during reading. Then, there constuction terminates with the resolution of the reader's doubts and desires.

Using the Directed Reading Thinking Activity (DRTA) method, students are guided through the process of sampling text, making predictions based upon prior knowledge and textual information, re-sampling text, and comfirming or adjusting predictions in light of new information. This model has received increasing attention in recent years comrehension. This approach is frequently identified as an exemplary instructional activity for developing comprehension and critical thinking skills.

Therefore, making prediction is important as Nutall states that the ability to predict is an aid to understanding and a sign of the comrehension. It activates schema and helps them to make sense of sentence. It calls into mind any experiences and associated knowledge that a reader already has about the topic of the text. Predicting prepares the reader for comprehension. Although an overall prediction may be made, teachers encourage readers to make prediction about specific portions of text and then to read the appropriate portions to confirm or alter the predictions. Students reflect aloud on those predictions before going on to read another segment.

5.1 The Procedures of DRTA of English

According to Carter (2004:61). DRTA strategy has several steps. It is explained below:

5.1 Talk about the genre, name the author, show the cover picture and read the title. Ask the children to predict what the story will be about. The teacher may write these predictions on the chalkboard.

5.2 Teacher tells the children to read to the first stopping point.

5.3 Teacher reviews the predictions and asks which ones are coming true so far. Teacher asks them to read aloud parts of the text that confirm or contradict their predictions.

5.4 Teacher asks the children to make more predictions, and presses for specific predictions. Teacher asks the children to commit themselves to a predictions before continuing the reading.

5.5 After proceeding to the end, the teacher reviews the story and asks the children what information led to the best predictions.

5.2 The Advantage of DRTA

According to Adlit (2008) as quoted by Friska (2015:24), there are reasons why using Directed Reading Thinking Activity (DRTA) method 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. In addition, it activates students prior knowledge. It will appear prior knowledge by predicting the topic and new information wiil add students knowledge.

According Bainbridge (1999:164), Directed Reading Thinking Activity (DRTA) method encourages reader students to be actively involved in the contructions of meaning. It's mean that through students predictions in the text to make their active in reading. Thus, Brunner (2011:56),said that method help students read critically and reflect upon what they read. Besides, this method help students determines a purpose for reading. Carefully examine the text, and remain engaged throughout the lesson.

5.3 The Disadvantages of DRTA Method

According to Yuliana (2015:24), the disadvantages of DRTA method indeed it is only useful if students have read or heard to text being used. Besides, clasroom 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.

B. Related Studies

Several studies have investigated directed reading thinking activity on students and reported that teaching yhis activity is significant for enhancing reading comprehension. This section reviews a number of related studies from some researchers.

1. Renn (1999) conducted a research on the effect of the directed reading thinking activity on second grade reading comprehension. In this research, the compared Directed Reading Thinking Activity (DRTA) with Directed Reading Approach (DRA). The result of her analysis shows that the *mean* score of the Directed Reading Thinking Activity (DRTA) group is significantly higher than the *mean* score of the Directed Reading

Approach (DRA). It seems that Directed Reading Thinking Activity (DRTA) is more effective than Directed Reading Approach (DRA) in improving reading comprehension.

2. Another study is conducted by Odwan (2012). It explores the effect of Directed Reading Thinking Activity (DRTA) through cooperative learning on English secondary stage students reading comprehension. Although Odwan is combined the DRTA with cooperative learning, there are some points about the Directed Reading Thinking Activity (DRTA) itself which are related to reading comprehension. He states, as the result of his study, that students improvement in reading comprehension may be attributed to students skills developing ability to read the material using DRTA. It is because during the activity students set purposes, make predictions, read silently, and verify prediction.

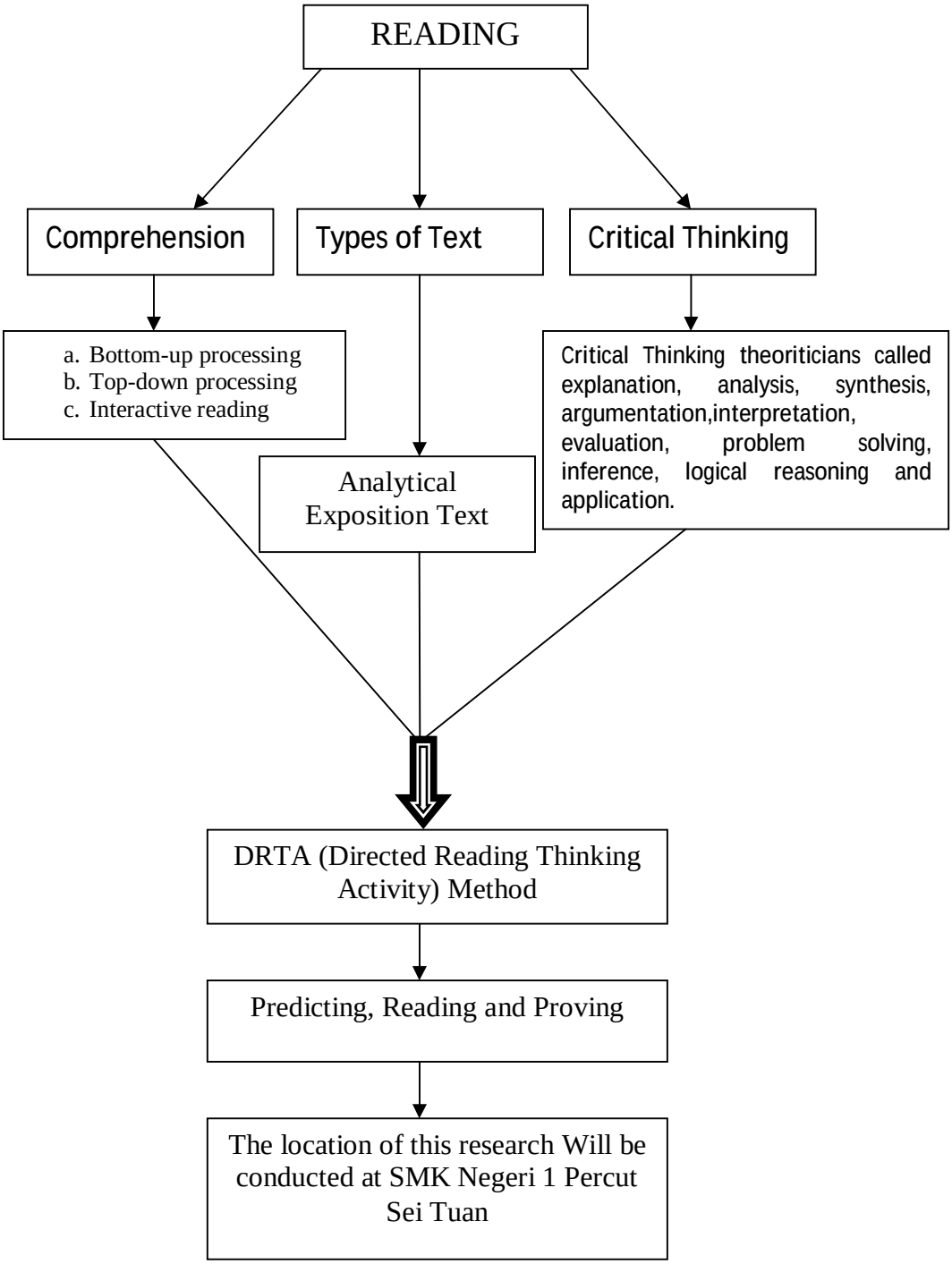
Even if it does not present about the Directed Reading Thinking Activity (DRTA) only, the previous review of related studies stresses the importance of using Directed Reading Thinking Activity (DRTA) which may help the teacher using the effective means for teaching critical in reading comprehension. Therefore, the researcher decided Directed Reading Thinking Activity (DRTA) for teaching reading in order to enhance reading comprehension of the grade XI RPL 2 at SMK Negeri 1 Percut Sei Tuan.

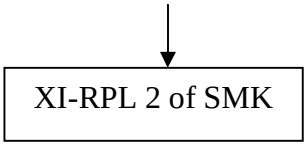
C. Conceptual Framework

Reading is one of the language skill that students should be mastered and it involves texts of different types. It is the skill or ability of getting information from a text. Thus, teaching and learning of reading atthe school be carefully prepared and managed. However, some problems of reading in the grade XI students were found. The grade XI students at SMK Negeri 1 Percut Sei Tuan, have difficulties to retrieve information and construct meaning of text. It can be detected from their difficulty in generating the main idea and identifying detail information while both of those problem are included as the skills of reading.

Directed Reading Thinking Activity (DRTA) is chosen because its components promote ways to facilitate the use of reading strategies. Directed Reading Thinking Activity (DRTA) is one of the method in reading that has three core steps of comprehenion cycle. They are sample the text, make prediction and sample the text to comfirm or correct previous prediction. These three steps are conducted as before, during and after reading steps so that they fulfill the proper steps of reading comprehension. This guides students step by step in the reading process.

Figure 2.1 The Conceptual Framework of Action Research





D. Hypothesis

Based on the theoretical and conceptual framework above, there were two hypothesis :

1. There is improvement on the students' critical in reading comprehension through Directed Reading Thinking Activity (DRTA) method.

CHAPTER III

RESEARCH METHODOLOGY

A. Location of the Research

The research was conducted at SMK Negeri 1 Percut Sei Tuan which was located at Jalan Kolam no.3 Kenangan Baru, Kecamatan Percut Sei Tuan, Kabupaten Deli Serdang Sumatera Utara. The reason for choosing this school because the researcher will ever do field experience practice (PPL) in this school, and the same research will never been conducted there.

B. Subject of Research

The subject of the research was carried out to XI grade students of SMK Negeri 1 Percut Sei Tuan, of the second semester in the academic year of 2017/2018. The researcher takes XI RPL 2 class as the subject of this research. It is consist of twenty five students'. At this scholl, there are two classes, and the researcher chooses XI RPL 2, because she finds more students' problem in reading comprehension. Researcher wants to apply the English learning method in order to improve students' critical in reading comprehension. The position of the research is as a teacher.

Table 3.1 the list XI RPL 2 Class of SMK Negeri 1 Percut Sei Tuan in the Academic Year of 2017/2018

NO	NAMA	JK
1.	ARP	Male
2.	AWR	Female
3.	AWD	Female
4.	DS	Female
5.	DAS	Female
6.	DVT	Female
7.	FMA	Male
8.	FAS	Male
9.	HG	Male
10.	LRM	Male
11.	MRK	Male
12.	MFR	Male
13.	MMQ	Male
14.	MI	Male
15.	MN	Male
16.	MY	Male
17.	M	Female
18.	P	Female

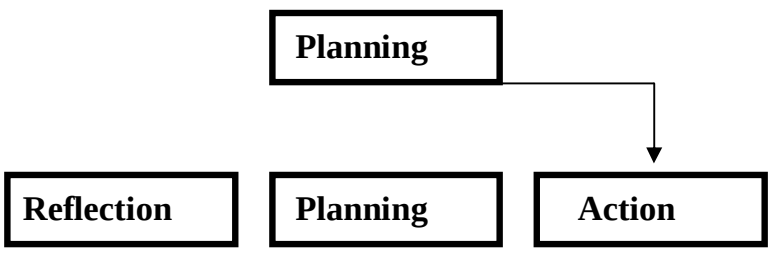
19.	PT	Femlae
20.	RC	Male
21.	RH	Male
22.	RLR	Male
23.	SN	Female
24.	SAL	Male
25.	TAB	Male

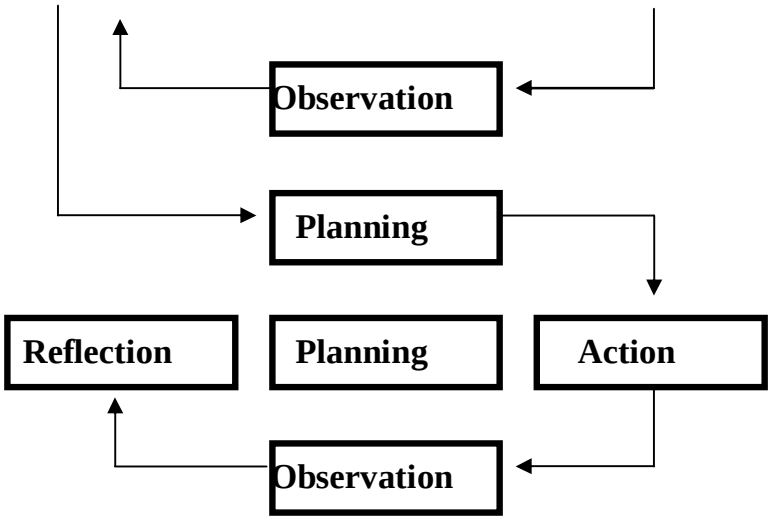
C. Research Design

The class of this research will bedevided the Classroom Action Research (CAR) procedure used in this research was Arikunto (2006: 16), informs that the principle concept of CAR according to both of those experts consists of four stages (and its repeating); there are four steps to do classroom action research. They are planning, acting, observing, and reflecting. The researcher spent two cycles in this research. This stage can be draw as follows.

Figure 3.2

The Procedure of Classroom Action Research (CAR) (Arikunto et al., 2006: 16)





1. **planning**

planning explains about WH question (what, why, when, where, who and how the action done). The activities in the planning are:

a. preparing materials, making lesson plan, and design the step in doing the action.
b. Preparing list of students name and scoring
c. Preparing teaching-aids
d. Preparing sheets for students and teachers observation sheet
e. Preparing a test for pre-test and post-test (to know whether students' critical in reading comprehension improve or not)

2. **Action**

Action is the implementation of planning. The researcher spent two meetings to do a classroom action research.

a. The first meeting in the action of cycle I.
    1) The researcher introduced herself

2) The researcher informed her purpose in doing the research
3) The researcher used some text in the pre-test and post-test in each cycle.
4) The researcher gave a pre-test to know the students achievement before the applying DRTA
5) The researcher applied DRTA method to teach the students and observe learining activity.
6) The researchergave occasions to the students to ask any difficulties or problems.
7) The researcher gave a post-test and an assignment to the students to read Expository text as the learning material.
8) The researcher reflected the learning activity with the observe in order to prepare the better in the second cycle.
9) The researcher reflected the learning activity with thw observe in order to prepare in order to prepare the better Teacher Learning Process in the second cycle.

b. The second is action of cycle II

1) The researcher used those times to provide pre-test to know the students achievement after the applying DRTA method in first cycle.
2) The researcher applied DRTA method ti teach the students and observe learning activity.
3) The researcher gave occasion to the students to ask any difficulties or problems.

4) The researcher gave a pos-test and an assignment to the students to read Expository text as the learning material.
5) The researcher reflected the learning activity with the observe in order to prepare the better TLP in the text cycle.

3. Observation

Observation in one of the techniques of collecting data in this research. Observation can be systematically used to observe and note the phenomenon investigated like the students feeling, thinking, and something they do in teaching learning process. Observation focused on the implementation of the learning activities and write something that happened in the classroom.

4. Reflecting

Reflecting is activities to restate what occurred. The result of the observation is analyzed. It is to record what happens that in observation. Then, researcher was examining the result of the acting that has been conducted. Through the reflection researcher was know the strength and weakness of implementing DRTA method to improve of learning in language class. Beside that there is problem in the cycle I the researcher must solve the problem in the next cycles.

D. Instrument of the Research

In this researcher, instrument is the main important tool to collect the data. The instruments used in this research were interview guidlines, narrative observation, and camera. The interview guidlines were used in the beginning of the research process, the end of the cycle, and the end of the research process.

These guidelines were used to guide the researcher to focus on the intended research area as she conducted the interviews. The guidlines was possibly developed as long as the interviews were still on the right path. The next intruments were the expository observation which included recordings of the rundown of the classroom teaching and learning process. The las was camera, the researcher used camera to take some picture of the process of teaching and learning process. She also used it record the process of teaching and learning.

E. Technique of Collecting the Data

Techniques of collecting data which are used in this research are as follows:

1. Observation

The researcher observed what had been happening during teaching learning activities. It is used to know the situation of the teaching learning process before and after using DRTA to improve critical reading comprehension. In the observation, the researcher will use technique which is field note.

2. Interview

Interview was conducted to the teacher and the students because the researcher want to find directly the teachers problems in teaching critical reading comprehension and from the students problem in critical reading comprehension and the interview was conducted in Bahasa Indonesia to make the interview because more comfortable to share their through observation. Interview was conducted in the end of each meaning to obtain the information about the students

response and impact of using DRTA method, and whole process of teaching and learning practice.

3. Test

In this research will use test, the kind of the test is used in this research is written tests were in the form of multiple choices and essay for each the pre-tesr and pos-test. By used the written test the researcher more easy to measure the students critical in reading comprehension score through DRTA method. The test is to getting the result students evaluation by learning critical reading comprehension through DRTA method.

F. Technique of Analyzing Data

In this research, data is getting through observation, interview and test. Technique data analysis that used in this research is quantitative and qualitative approach. Quantitative analysis was getting from the result of studies after followed learning critical in reading comprehension through DRTA. While analysis qualitative was getting the data from the result of observation and interview toward the teacher and students.

1. The Quantitative Data

This data is the result of evaluation learning critical reading comprehension that used descriptive analysis with establish of mean score is getting by students. The writer uses three technique in analyzing the numerical data as follows:

a) The writer seeks the average of students grammar score within pre-test and post-test of every cycle by using the formula Sudjana (2002)

$$M = \frac{\sum x}{\mathrm{N}}$$

Where:

M : Mean

∑x : Total student's score

N : Total number of student's

To calculate the Mean, the whole scores will add and the sum will divide by the total number of cases. This analysis purpose to find out how is the critical in reading comprehension or not. In this study, reseacher counts the data using the mean because it is already known the result of the research from this way. It shows that there are differences between cycle I pretest-protest, and cycle II pretest-postest or not. Even it has significance or not.

b) The writer seeks the class percentage which pass the KKM score (75) by using the formula Anas, Sudijono (2008)

$$\mathrm{p} = \frac{F}{N} \times 100$$

Explanation :

P : The class percentage

F : Total percentage score

N : The total number of students

c) Standard Deviation (SD) Calculation of Cycle

$$SD = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}$$

SD : Deviation standart for one sample t-test

D : Different between pre-test post-test

N : The total number of students'

d) T-test Calculation of Cycle I

After calculating the SD, the researcher will calculate t-test to know if there is any significance differences or no between pre-test and post-test.

$$t_\circ = \frac{\left(\frac{\sum D}{N}\right)}{\left(\frac{SD}{\sqrt{N-1}}\right)}$$

Exolanation :

$t_\circ$: t-test for the differences of pre-test and post-test

SD : Deviation standard for one sample t-test

D : Different between pre-test and post-test

N : The total number of students'

2. The Qualitative Data

The data was getting from interview and the result of teachers activities and students observation as long as learning critical in reading comprehension process by applying Directed Reading Thinking Activity (DRTA) method. Qualitative data is data about the information which given a description of students expression about comprehension level toward the subject (cognitive),

students responds toward the new method (affective) and students activity toward learning a subject, their attention, their enthusiastic in learing, their response, their motivation of learning can be analyzed qualitatively.

The writer uses descriptive analysis to analyze this qualitative data, which consist of the observation of students activities and teachers performance during the teaching learning process, the field notes, also the interview before and after Classroom Action Research (CAR).

G. Schedule of the Research

The researcher made the schedule of the research as in the table below :

Table 3.3 Schedule of the Research

NO	ACTIVITIES	TIME
1.	Cycle I Meeting 1	8th February 2018
2.	Cycle I Meeting 2	15th February 2018
3.	Cycle II Meeting 3	22th February 2018
4.	Cycle II Meeting 4	1th March 2018

CHAPTER IV

THE RESULT OF RESEARCH

A. The Description of Research Results

There are two kinds of this research, qualitative and quantitative. The qualitative data were taken from observation, interview, test, and documentation. The quantitative data were taken from the mean of students score in taking test. The total number of the students in that class was 25 students that consisted of 9 females and 16 males. This research was accomplished in two cycles. The research was conducted in four meetings. There was pre-test before conducting the cycle in the first meeting. The cycle I included the post-test I that was conducted sfter the research taught the students in two meeting. The cycle II included the post test II that was conducted after the researcher taught the students in two meeting also. The steps performed by the researcher in each cycle were based on the rule of Classroom Action Research. The each cycle consisted of four steps of action research (planning, action, observation and reflection).

B. The Quantitative

The quantitative data was taken from the result of the test, which were carried out in two cycles. The test was given to the students in forms of pre-test. Post-test of cycle I and cycle II. The result of the students' score could be seen in the following:

1. Cycle I

a. Planning

planning explains about WH question (what, why, when, where, who and how the action done). The activities in the planning are:

1) preparing materials, making lesson plan, and design the step in doing the action.
2) Preparing list of students name and scoring
3) Preparing teaching-aids
4) Preparing sheets for students and teachers observation sheet
5) Preparing a test for pre-test and post-test (to know whether students' critical in reading comprehension improve or not).

b. Action

1. First Meeting

The writer did the research on Wednesday, February 8th 2018 at 12.30. It was in the class of XI RPL 2 which consists of 25 students'. The researcher introduced her self and writer explained the learning purpose in this class during 4 meeting. The class was started by greeting between the teacher and the students'. Then, researcher checked students' arrendance list.

The first meeting, DRTA method activity did not started in this meeting because writer wanted to understand how students' English reading skills. Before began method DRTA. Researcher asked students' "Do you know analytical exposition text?. Students' said "they are not know about analytical exposition text. then researcher explained about definition of analytical exposition text,

language features, generic structure and example of analytical exposition. After that researcher asked students' to read the text. But, the students' just silent and embarrassed to read text. So, researchers choose 2 students to read the text. After that students' translate the text and the teacher help the students'.

After the translating the text, researcher divided into some group discussion. Researcher gave random jumble sentences and arranged in whiteboard. After that, researcher gave pre-test about 20 minutes. After 20 minutes. Students' submitted pre-test then teacher closed the lesson. Researcher closed the lesson by saying Hamdallah together.

2. Second meeting

The second meeting was hold on Wednesday, 15th February 2018. Researcher entered to the class at 12.30 a.m. too, the researcher started the teaching and learning process by greeting the students', asking them to pray and checking the students' attendance list.

Researcher continued by reviewing the previous lesson. Students' explained the previous lesson. After that, researcher gave material about analytical exposition text. She discussed about strategy Directed Reading Thinking Activity to prediction text from picture. Researcher explained the material, researcher asked students' to read the example of analytical exposition text.

Now, without selected students, began to lift your hand to read. After that, several students' take turns reading another paragraph. Researcher discussed exercise with a classmate, to prediction the text to search good titles, the simple

present tense and generic stucture in the text. After that, the researcher discussed together with the students' about the prediction.

After that, the researcher and students' discussed the contents of the text and translate the text. After finishing the translating of the text researcher asked students' about their comprehension and understanding the material. But, students' say had no question. They did not have question, researcher gave a post-test. They had not finish about 20 minutes. After finishing the test, researcher closed the lesson and the researcher gave a conclusion of the lesson. She explained how to predict the text gave tips to answer the question. Subsequently, researcher closed the lesson by saying Hamdallah together.

3. Observation

In the cycle I, researcher got observation notes from the observer. By observed the students' activity in this teaching learning process, but they saw that students' felt shy to answer prediction because she was afraid if the answer false. So, researcher gave support to students' in order to make them more confidents to answer the prediction.

The time was conducted less effectively because the introduction and pre-test wasted a long time. Where as second meeting students' did post-test hurry because the ceremony so the time was limited. The results of pre-test in cycle and post-test in cycle I as follow:

Table 4.1

Result of Pre-Test and Post-Test Cycle 1

No	Students' Initial	Pre-test 1	Post-test 1	y-x	D^2
		(x)	(y)		
1	ARP	60	80	20	400
2	AWR	40	60	20	400
3	AWD	70	80	10	100
4	DS	60	70	10	100
5	DAS	60	80	20	400
6	DVT	60	80	20	400
7	FMA	70	80	10	100
8	FAS	50	70	10	100
9	HG	40	60	10	100
10	LRM	60	70	10	100
11	MRK	70	80	10	100
12	MFR	80	90	10	100
13	MMQ	70	80	10	100
14	MI	70	80	10	100
15	MN	70	80	10	100
16	MY	80	80	0	0
17	M	50	60	10	100
18	P	50	70	20	400
19	PT	70	60	-10	100
20	RC	60	70	10	100
21	RH	80	90	10	100
22	RLR	60	70	10	100
23	SN	70	80	10	100
24	SAL	80	80	0	0
25	TAB	60	80	20	400
Jumlah		1.590	1.880	280	4.100

1. Mean Calculation of Cycle 1

   a) Mean of pre-test I

   □ ط
   .

   □ □□□□
   □□

   □ □□Ẅ

   b) Mean of post-test I

   □ ط
   .

   □ □□□□
   □□

   □ □□Ẅ

c) Mean of pre-test I = 63,6 and mean of post-test I = 75,2

d) Mean of pre-test I mean of post-test I

From the calculation above, it can conclude that there were some improvements toward students critical in reading comprehension after implementation of DRTA method. It was proven by students' mean test result comparison between pre-test and post-test cycle I, the mean of pre-test was 63,3 where as the mean of post-test was 75,2

1. Deviation Standard (SD) Calculation of Cycle I

SD = ط □ ط □

SD = $\sqrt{\frac{}{} - \frac{}{} \square}$

SD = $\sqrt{\square\square\square \quad \square\square\ddot{W} \square}$

SD = $\sqrt{\square\square\square \quad \square\square\square\ddot{W}\square}$

SD = 38,56

2. T-test Calculation of Cycle I

$$t\circ = \frac{\overline{ط}}{\sqrt{\frac{}{ض}}}$$

$$t\circ = \frac{\overline{\quad}}{\sqrt{\frac{W}{ض}}}$$

$$t\circ = \frac{\ddot{W}}{\sqrt{\frac{W}{\ddot{W}}}}$$

$$t\circ = \frac{\ddot{W}}{\ddot{W}}$$

t◦ = □Ẅ□

3. Percentage Calculation of Cycle

The calculation which shows the class percentage of students' who pass the KKM was:

□ – □□□%

□ — □□□%

□ – □□□%

It means there are 76% of students' who pass the standardized score. It indicates that the successful of cycle I should be improved.

2. Reflecting

After analyzing the result of the action in this cycle I, the researcher concluded that the students' "reading comrehension was improved". It was shown by the average of post-test, which higher than average of pre-test.

1. Cycle II

a. Planning

planning explains about WH question (what, why, when, where, who and how the action done). The activities in the planning are:

1) preparing materials, making lesson plan, and design the step in doing the action.
2) Preparing list of students name and scoring
3) Preparing teaching-aids
4) Preparing sheets for students and teachers observation sheet
5) Preparing a test for pre-test and post-test (to know whether students' critical in reading comprehension improve or not).

b. Action

1). Third Meeting

The third meeting was hold on Wednesday, 22 February 2018. Researchers entered to the class at 12.30. the researcher started the teaching and learning

process by gretting the students, asking them to pray and checking the students' attendance list.

Then with the spirit, the students' answered the greeting from the teacher. There before doing pre-test, the teacher asked the students' abaout explanation of previous material and some students' answered. Teacher stars to prepare pre-test and dividing it. She gives 20 minutes for students' to answer the question. After finishing their pre-test, the teacher starts to explain example about prediction picture and answer question with see picture. The researcher guide students' to predict the picture. After that write the prediction on the paper, students' read the text to confirm the prediction. After that researcher asked students' to read the text and predict the picture.

Now without being asked students' want to read the text. MFR a students' raised her hand and wants to read the text of each paragraph. Researcher showed that their predictions were correct or not. Students' began to dare to raise your hands and want to read the text. after the researcher divided into some groups and asked students' to predict text. after being given 20 minutes, researcher predicted image provided together with students.

After finishing the lesson today, researcher closed the lesson. The researcher gave a conclusion of the lesson today. Subsequently, researcher closed the lesson by saying Hamddallah together.

2). Fourth Meeting

The fourth meeting was hold on Wednesday, 1 March 2018. Researcher entered to the class at 12.30. the researcher started the teaching and learning

process by greeting to the students', asking them to pray and checking the students' attandance list. Researcher gives the text for students', and students' predict the text and transalet the meaning of the text. researcher given 20 minutes to understand the text. after that researcher asked students' to in front of the class and read the text.

Researcher give opportunity to four students' can stranslate the text and brave forward to translate and predict the text would give reward. After finishing translation of the text researcher gave feedback to students'. Subsequently, researcher gave post-test and students did the post-test. After the finishing post-test. Researcher closed the lesson by saying Hamddallah together.

c. Observation

In the cycle II, researchers got observation notes from the observer. By observed the students' activity in this teaching learning process, but they saw that the students' felt confident to answer the prediction because she felt comfort with situation learning process.

The time was conducted better than before, because students' did pre-test seriously. Where as second meeting students' did post-test hurry because the ceremony so the time was limited. The results of pre-test in cycle and test in cycle II as follow :

Table 4.2

Result of Pre-Test and Post-Test Cycle II

No	Students' Initial	Pre-test II	Post-test II	y-x	D^2
		(x)	(y)		
1	ARP	70	90	20	400
2	AWR	70	80	10	100
3	AWD	80	90	10	100
4	DS	80	100	20	400
5	DAS	80	90	10	100
6	DVT	80	90	10	100
7	FMA	70	80	10	100
8	FAS	70	80	10	100
9	HG	70	80	10	100
10	LRM	70	90	20	400
11	MRK	70	90	20	400
12	MFR	80	100	20	400
13	MMQ	60	80	20	400
14	MI	70	80	10	100
15	MN	90	100	10	100
16	MY	80	90	10	100
17	M	70	80	10	100
18	P	70	80	10	100
19	PT	90	100	10	100
20	RC	70	80	10	100
21	RH	70	90	20	400
22	RLR	80	100	20	400
23	SN	80	90	10	100
24	SAL	70	90	20	400
25	TAB	80	100	20	400
Jumlah		1.860	2.240	350	5.100

1. Mean Calculation of Cycle II

   a) Mean of pre-test II

   □ ط/.

   □ □□□□/□□

   □ □□Ẅ

   b) Mean of post-test II

   □ ط/.

   □ □□□□/□□

   □ □□Ẅ

2. Mean of pre-test II = 74,4 and mean of post-test II = 89,6

3. Mean of pre-test II mean of post-test II

From the calculation above, it can conclude that there were some improvements toward students critical in reading comprehension after implementation of DRTA method. It was proven by students' mean test result comparison between pre-test and post-test cycle II, the mean of pre-test was 74,4 where as the mean of post-test was 89,6

4. Deviation Standard (SD) Calculation of Cycle II

SD = $\sqrt{\frac{ط}{} \square \quad \frac{ط}{} \square}$

SD = ẏ

SD = □□□ □□ □

SD = ض□□□ □□□

SD = 8

5. T-test Calculation of Cycle II

t◦ = ط / ض

t◦ = / ض

t◦ = / Ẅ

t◦ = / Ẅ

t◦ = □Ẅ□

6. Percentage Calculation of Cycle

The calculation which shows the class percentage of students' who pass the KKM was:

ٮ – □□□%

; — □□□%

P = 96%

The score percentage of students' who pass the KKM was 96%. It means that there were only 24 students' who pass the KKM. However, 1 students' could not pass the KKM. It conclude that the improvement of students' critical in reading comprehension in analytical exposition text is good enough.

d. Reflection

After analyzing the result of the action in this cycle, the researcher seen that trategy of DRTA could improve students' critical in reading comprehension. The students' easy to understand the material, few them did the test well. They learned to read seriously and carefully to find the answer of questions. The result of pre-test and post-test in this cycle are higher than be first cycle.

C. Discussion

Based on the result of analysis in two cycles, the researcher would like shows the students' critical in reading comprehension improvement from cycle I and cycle II the improvement as follow:

Table 4.3 The Analysis of Students' Improvement

No.	Analysis	Cycle I	Cycle II
1.	Mean		

	Pre-test	63,6	74,4
	Post-test	75,2	89,6
2.	**T-calculation**	1,42	8,58

The table about shows that t-calculation in cycle II is bigger than t-calculation Cycle II. It means that the application of DRTA method can improve students' critical in reading comprehension.

In addition, the mean of pre-test and post-test of each cycle increase significantly, where both of post-test are higher than pre-test. The table above display that the mean of cycle I improves; the mean of pre-test is 63,6 and the mean of post-test is 75,2. In cycle II also show that post test is bigger than pre-test. Mean of pre-test is 74,4 and mean of post-test is 89,6.

The result shows that then mean of the findings in cycle I and cycle II were higher than the standardized score (KKM) in score 75. All students' pass the standardized score. The score of mean of post-test in cycle I and Cycle II were 75,2 and 89,6. The result in cycle I and cycle II were successful to achieve the standardized score.

CHAPTER V

CONCLUSION AND SUGGESTION

this chapter summarize the findings in the previous chapter. It presents the conclusion and suggestion as well. The detail explanation is presented as follows.

A. Conclusion

Related to the findings of this research, it could be said that this research was improved students' critical reading comprehension. It can be seen from the cycle I and cycle II. It was shown by pre-test and post-test. Beside that, the table above display that the mean of cycle I improves; the mean of pre-test is 63,6 and the mean of post-test is 75,2. In cycle II also show that post test is higher than pre-test. Mean of pre-test is 74,4 and mean of post test is 89,6.

In conclusion. Based on the result of the research and the data found, it can be said that DRTA is effective to improve the students' critical reading comprehension. In here, based on the hypothesis there was improvement the students' critical reading comprehension through DRTA (Directed Reading Thinking Activity) method. Therefore, Directed Reading Thinking Activity (DRTA) method can acceptable with the XI grade students' in SMK Negeri 1 Percut Sei Tuan.

B. Suggestion

After the knowing and finding of the research, researcher gives suggestion as follow:

1. To Teacher
   a. The teacher need to select material before conducting teaching learning process. The teacher can use new material not only use book or internet students' in reading the text.
   b. The teacher can use strategy DRTA method to get the interest of the students, the reading is not boring so students' can prediction text with picture or title before reading.
   c. The teacher should motivate the students' in order to be more confidents to read English text. So students' are interested in reading habit. They are enjoy when read English text.
2. To Students'
   a. The students' must be active in learning process and should not be afraid to share idea or question during the learning process.
   b. Students' can use DRTA method to prediction the text, and the students can critical in reading comprehension, so students' more easy when answer the question.
   c. Students should read the material carefully, so they can understand the content of text.

3. For other Researchers

The using of Directed Reading Thinking Activity can improve the students' critical reading comprehension. It is suggested for other researchers to use Directed Reading Thinking Activity as one the references in teaching reading.

REFERENCES

Brown, H. D. 2007. Teaching by Principles. Englands Cliffs. New Jersey: Prentice Hall.

Brunt B. A. (2005). Critical Thinking in nursing: An integrated review. *The Journal of Continuing Education in Nursing*, 36(3); 60.

Blachhowicz, C. & Ogle, D. (2008). *Reading Comprehension: Strategies for Indeoendent Learners (2^{n} ed.)*. London: The Guilford.

Richardson, J.S., and Morgan, R.F. (1997). *Reading to Learn in the Content Areas*. Belmont, CA:Wadsworth Publishing Company.

Mickulecky, Ed.D. Beatrice S. (2008). *Teaching Reading in a Second Language.* Harvard University: Pearson Education.

Lado, Robert. 1964. *Language Teaching: A Scientific Approach*. United State of Amirica: McGraw-IiiII.

Nunan, David.1991. *Language Teaching Methodology*. New York: Toronto Sydney.

Mahmoud. 1992. Research and Writing: *A Complete Guide and Handbook*. USA: Betterway Publication.

Brown, H.D. 2001. *Teaching by Principles : an interactive approach to language pedagogy*. Second Edition. San Fransisco:Longman.

Harmer, Jeremy.2001. *The Practice of English Language Teaching*. Adibsond Wesley Wesley Teaching.

Odwan, T.A. A. H. 2012. *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, Vol.2, N0. 16.

Patel, Shrj M.N.2008. *English Language Teaching:(Methods, Tools & Techniques)*. Jaipur:Sunrise Publishers & Distributors.

Smith, Frank. (1982). *Understanding Reading: A Psycholinguistic Analaysis of Reading and Learning to Read.*

Duke, Nell K., and P. David Pearson. How Can I Help Children Improve Their Comprehension? Ann Arbor, Michigan: Center for the Improvement of Early Reading Achievement (CIERA), Michigan StateUniversity, 2001.

Brown, H. Douglas.2000. *Principle of Language Learning and Teaching.San* Fransisco:Logman.

Halpern D.F.(2001). Assessing the Effectiveness of Critical Thinking Instruction. *The Journal of General Education*, 50;270-286.

Sethna, Melissa. (2012). *Literary Skills and Strategies for Content Area Teachers.*

Sudjana, 2002. *Metode Statistika*. Bandung: PT. Tarsito.

Sudijono, Anas, 2008. *Pengantar Statistis Pendidikan,* Jakarta: PT. Raja Grafindo Persada

David E. Meltzer, (2008), *The Relationship Between Mathematics Preparation and Conceptual Learning Gains in Physics: A Possible Hidden Variable in Diagnostics Pretest Score*, Lowa: Department of Physics and Astronomy, p. 3.

Renn, C. (1999). *The Effects of the Directed Reading Thinking Activity on second grade Reading Comprehension. M.Ed. dissertation, Grand Valley State University, Michigan, USA.* Retrieved September 16, 2008, from Dissertation & These: A&I database. (Publication No. AAT 1395108).

Coffin, Caroline.2001.Arguing about How the Worldis or How the World should be:The Role of Argument in ELTS Test.Retrived on March 2013fromhttp://oro.open.ac.uk./378/EAP_respository.pdf

APPENDIX 1

LESSON PLAN

(Treatmeant)

Name of school : SMK Negeri 1 Percut Sei Tuan

Subject : English

Aspect/ skill : Reading

Class/ Semester : XI/ II

Time Allocation : 2 X 45 minutes

Material : Analytical Exposition

I. Competence Standard

Understand, apply, analyze factual, conceptual, procedural knowledge based on curiosity about science, technology, art, culture, and humanities with the insight of humanity, nationality, state and civilization related causes of phenomena and events, and apply procedural knowledge to specific field of study according to his or her talents and interests to solve problems.

II. Basic Competance

Analyze the social function, text structure, and linguistic elements of short and simple biographical texts on famous characters, in accordance with the context of their use.

III. Indicator

1. Identify social functions, text structure and grammar of written analytical text
2. Find key ideas, detailed information and specific information and social functions of read / heard analytical texts
3. To formulate and develope by their thinking for the material

IV. Objective

1. Students can find key ideas, detailed information and certain information as well as social functions of read / heard analytical texts.
2. Formulate and develop by their thinking for material
3. Explain main idea from the text

V. Learning Material

Analytical Text

VI. Learning Method

Using DRTA (Directed Reading Thinking Activity) Method

VII. Learning Activity

1. Opening Activity
   - Greeting
   - Prayer
   - Check students' attendance list
2. Main Activity
   - The teacher explain the strategies that will be use Using DRTA (Directed Reading Thinking Activity) Method
   - Teacher show the example of the analytical text
   - Teacher explain the communicative social function, generic structure and reiteration.
   - Teacher assigns students' to some group
   - Teacher asks students in pairs to analyze some analytical texts with a focus on social function, structure, and linguistic elements
   - Students get feedback from teachers and friends about the results of analysis submitted in group work.
   - Teacher asks students to retell simple analytical texts about the exemplary of famous personality by paying attention to social function, structure and linguistic elements.

- Teacher ask students reading text and answer question based on analytical text.
- Teacher correct the answer question true or false.

3. Close Activity
   - Teacher asks student to make analysis text with critical thinking
   - The teacher and students make a conclusion about analytical text in the end of lesson.
   - The teacher close the meeting with say hamdallah

VIII. Media, Tools and Learning Resources

1. Media
   - Power point presentation
   - Picture
2. Tools / Materials
   - Loud speaker laptop
   - Computer
3. Learning Resources
   - Teacher's voice
   - English language book SMK class XI sem 2

XI. Learning Source

English language book SMA / MA, SMK / MAK class XI sem 2

IX. Assesment

Technique : Reading test
Form : Multiple choice

No.	Aspect	Score
1.	True Answer	5
2.	Wrong Answer	0

- Every correct answer score = 5
- Amount of Maximal Score 5 × 20 = 100
- Maximal Score = 100
- Student mark = ———————— × 100%

Medan, Januari 2018

The English teacher **The Researcher**

Irfah Zukhairiyah, M.Si **Suci Ariantika E Tanjung**
NIP.19720212 199903 2 012

Know by:
The Head Master of SMK Negeri 1 Percut Sei Tuan

Kasni, M.Pd
NIP. 19661009 198812 1 004

Appendix 2

Contoh Analytical Text

The example of Analytical Exposition:

Cars should be banned in the city

Thesis	Cars should be banned in the city. As we all know, cars create pollution, and cause a lot of road deaths and other accidents.
Arguments	Firstly, *cars*, as we all know, contribute to most of the pollution in the world.Cars emit a deadly gas that causes illnesses such as bronchitis, lung cancer, and 'triggers' off asthma. Some of these illnesses are so bad that people can die from them.Secondly, the city is very busy. Pedestrians wander everywhere and cars commonly hit pedestrians in the city, which causes them to die. Cars today are our roads biggest killers. Thirdly, cars are very noisy. If you live in the city, you may find it hard to sleep at night, or concentrate on your homework, and especially talk to someone.
Reiteration	In conclusion, cars should be banned from the city for the reasons listed.

Appendix 3

Analytical Text 1

Controlling Children Using Computer

Computer and internet are useful as well as powerful. Information about health and safe usage of computer and Internet, especially for children, should be owned by each family. Computer connected to internet is powerful way to socialize with others. It can be good but also bad effect. Recently we hear a lot of children get the advantage of social networking sites but we often see the news about the disadvantage of it for children. Healthy and safety of computer and Internet usage should continue to be campaigned.

The role of parent in assisting and directing children in using computer is very necessary. Installation of software monitor such as key logger which has function to watch and note all activities relating to keyboard usage is helpful but not enough to protect children from potential harms. Children tend to hide what they have done in front of the computer to their parent. They see that all of they have done are their privacy and no one may know.

We can not prevent children from using computer because it is multifunctional. However, many parents worry about what their kids do in front of the computer; whether they are doing homework or even just playing games. Or spending all time to surf internet which is the materials do not fit with his age. There is a tendency, especially teenagers, want to become acquainted with many strangers out side. The lack parental supervision of children's activities is likely to pose a potential danger to them. So parental monitor against the use of computers needs to be done from time to time.

1. Why is computer bad effect for children?

    a. Healthy and safety of computer and Internet usage should continue to be campaigned.
    b. As a means of entertainment for children, such as playing games.
    c. Children wiil learn how children can socialize well through cyberspace, such as facebook, twitter
    d. With a child's computer can operate a variety of word and figure programs
    e. Children can also be lazy to read books

2. If we want to controlling children using computer, what should we do?
    a. Invite children to play outside the house
    b. Installation of software monitor such as key logger which has function to watch and note all activities for children
    c. The parents should always invite children to discuss
    d. The parents should tell the child the impact of computer use
    e. Do not give your children a computer at hom

3. What does the tell us about ?
   a. The disadvantages of computer for children
   b. The advantages of computer for children
   c. Controlling children using computer
   d. The function of computer for children
   e. The description of computer

4. Paragraph..... in the text is the thesis.
   a. 1
   b. 2
   c. 3
   d. 4
   e. 5

5. The type of the text above is ....
   a. Hortatory exposition
   b. Analytical exposition
   c. Narrative
   d. Discussion
   e. Explanation

6. The generic structures of the text are.....
   a. Thesis – argumets – recommendation
   b. General statement – sequential explanation
   c. Newsworthy events – background events – sources
   d. Thesis – arguments – reiteration
   e. General statement – arguments

7. What is the purpose of the text?
   a. To inform the readers to the readers
   b. To persuade to the readers
   c. To describe to the readers
   d. To tell a story to the readers
   e. To argue about controlling children using computer to the readers

8. Healthy and safety usage of computer and Internet should continue to be campaigned.
   The sentence above characterize as.... of the text.
   a. Thesis
   b. Arguments
   c. Reiterartion
   d. Topic sentences
   e. Supporting details
9. Which paragraph is called arguments?
   a. I and II
   b. III
   c. All paragraph

d. I and III
e. II

10. We usually call the last paragraph as.....
    a. Resolution
    b. Reiteration
    c. Conclusion
    d. Recommendation
    e. Twist

Analytical Text 2

Social Media are Bad for Teenagers

Social media Web sites, such as Facebook, Twitter, Instagram, and many others have become nearly inescapable facets of modern life, particularly for teenagers. Social media is becoming more than just a part of their world, it's becoming their world. Teens are spending more and more time online, usually on a social media platform like Facebook or Twitter. Most teens now have smart phones where they are on social media networks all throughout the day. They are constantly texting, tweeting, and posting pictures via Snapchat and Instagram. However, hyper-connected to social media could be bad for them.

Today teens don't know how to disconnect. Social media has allowed them to take their life online from the time they wake up till they back to sleep via their smart phone. One reason this "always connected" activity is harmful is because of the alarming trend of cyberbullying. Bullying has now moved from not only being in the school and on the bus, but online. What does this mean? If a teen is getting bullied, they cannot get away from it! The people bullying them simply continue their bullying via social media

A new study has found that teenagers who engage with social media during the night could be damaging their sleep and increasing their risk of anxiety and depression. Teenagers spoke about the pressure they felt to make themselves available 24/7, and the resulting anxiety if they did not respond immediately to texts or posts. Teens are so emotionally invested in social media that a fifth of secondary school pupils will wake up at night and log on, just to make sure they don't miss out.

Another impact social media has had on teens is teens being more comfortable online doing things that they should be more sensitive to doing. A separate study by the National Citizen Service found that, rather than talking to their parents, girls seek comfort on social media when they are worried. The survey also suggests that girls are likely to experience stress more often than boys – an average of twice a week.

Social media such as Facebook, Twitter, Instagram, and many others are basically created to connect everyone around the globe so they can interact and communicate each other. However, too much exposure of social media can also be bad especially for teenagers. As it mentioned above, social media could become media for bullying, risk them of anxiety and depression, and risk their real-life social interaction. Therefore, social media are dangerous for teenagers' health both mentally and emotionally.

1. What type of the text above?
   a. Narrative
   b. Report
   c. Analytical exposition
   d. Hortarory exposition
   e. Description

2. What tense is mostly used in the text?
   a. Past tense
   b. Simple present tense
   c. Simple perfect tense
   d. Present continuous tense
   e. Past continuous tense

3. What is the purpose of the text?
   a. To persuade reader about the Social Media are Bad for Teenagers
   b. To explain the characteristics the Social Media are Bad for Teenagers
   c. To inform readers about Social Media are Bad for Teenagers
   d. To describe Social Media are Bad for Teenagers
   e. To entertain readers about Social Media are Bad for Teenagers

4. What the title text above?
   a. Social media are good for teenagers
   b. Social media as a communication in cyberspace
   c. Social media Web sites, such as Facebook, Twitter, Instagram
   d. Social Media are Bad for Teenagers
   e. Social media are dangerous for teenagers

5. Paragraph ..... in the text is the thesis
   a. 1
   b. 2
   c. 3
   d. 4
   e. 5

6. The generic structures of the text are.....
   a. Thesis – arguments – reiteration
   b. General statement – arguments
   c. Newaworthy events – background events – sources
   d. General statement – sequential explanation
   e. Thesis – arguments – recommendation

7. Today teens don’t know how to disconnect. Social media has allowed them to take their life online from the time they wake up till they back to sleep via their smart phone.

The sentence above characterize as.... of the text.
   a. Thesis

b. Arguments
c. Reiterartion
d. Topic sentences
e. Supporting details

8. Why is Social Media are Bad for Teenagers?

a. Social media is becoming more than just a part of their world, it's becoming their world
b. Easy access to communication between people from various parts of the world
c. Social media can socialize well through cyberspace, such as facebook, twitter
d. Social media could become media for bullying, risk them of anxiety and depression, and risk their real-life social interaction
e. can also be lazy to read books

9. We usually call the last paragraph as.....

a. Resolution
b. Reiteration
c. Conclusion
d. Recommendation
e. Twist

10. Which paragraph is called Reiteration ?

a. I and II
b. III and IV
c. IV
d. All paragraph
e. V

Analytical Text 3

The Importance of Reading

I personally think that reading is a very important activity in our life. Why do I say so? Firstly, by reading we can get a lot of knowledge about many things in the world such as Science, technology. Sports, arts, culture, etc written in either books, magazine, newspaper, etc.

Secondly,by reading we can get a lot of news and information about something happening in any parts of the world which can we see directly.

Another reason, reading can give us pleasure too. When we are tired, we read books, newspaper or magazine on the entertainment coloumn such as comedy, short story, quiz, etc. To make us relaxed.

The last, reading can also take us to other parts of the world.By reading a book about Irian Jaya we may feel we're really sitting in the jungles not at home in our rooms.

From the facts above, it's obvious that everyone needs to read to get knowledge, information and also entertainment.Or in summary we can say reading is truly important in our life.

1. Why is reading very important in our life? Because…..
   a. By reading, we can get a lot of friends, relatives, experience, etc.
   b. By reading, we can get little knowledge but a lot of entertainment.
   c. By reading, we are always relaxed.
   d. By reading, we are always happy.
   e. By reading we can get a lot of knowledge, news, information and entertainment

2. If we want to get knowledge, what should we do?
   a. buy a lot of books
   b. borrow a lot of books
   c. look for newspaper and magazine
   d. sell and buy many expensive books
   e. Read a lot of books and other printed materials.

3. What does the text tell us about?
   a. The description of reading
   b. The function of reading
   c. The importance of reading
   d. The disadvantages of reading
   e. The purpose of reading

4. What is the social function of the text?
   a. To tell a story

b. To describe the reader
c. To entertain the reader
d. To give information
e. To persuade the reader

5. Paragraph…. In the text is the thesis.
   a. 1
   b. 2
   c. 3
   d. 4
   e. 5

Learning English

Learning English through music and songs can be very enjoyable. You can mix pleasure with learning when you listen to a song and exploit the song as a means to your English progress. Some underlying reason can be drawn to support the idea why we use songs in language learning.

Firstly, "the song stuck in my head" Phenomenon (the echoing in our minds of the last song we heard after leaving a restaurant, shopping malls, etc) can be both enjoyable and sometimes unnerving. This phenomenon also seems to reinforce the idea that songs work on our short-and-long term memory.

Secondly, songs in general also use simple conversational language, with a lot of repetition, which is just what many learners look for sample text. The fact that they are effective makes them many times more motivating than other text. Although usually simple, some songs can be quite complex syntactically, lexically and poetically, and can be analyzed in the same way as any other literary sample.

Furthermore, song can be appropriated by listener for their own purpose. Most pop songs and probably many other types don't have precise people, place or time reference.

In addition, songs are relaxing. They provide variety and fun, and encourage harmony within oneself and within one group. Little wonder they are important tools in sustaining culture, religion, patriotism and yeas, even revolution.

Last but not least, there are many learning activities we can do with songs such as studying grammar, practicing selective listening comprehension, translating songs, learning vocabulary, spelling and culture.

From the elaboration above, it can be concluded that learning through music and songs, learning English can be enjoyable and fun.

1. The type of the text above is …
   a. Analytical exposition
   b. Hortatory exposition
   c. Narrative
   d. Discussion
   e. Explanation

2. What is the communicative purpose of the text?
   a. To tell the reader about the songs
   b. To entertain the reader with the songs
   c. To show the reader the use of songs
   d. To explain above the songs
   e. To persuade the reader to use songs in learning language

3. The generic structures of the text are ….
   a. Thesis – arguments – recommendation
   b. General statement – sequential explanation

c. Newsworthy events – background events – sources
d. Thesis – arguments – reiteration
e. General statement – arguments

4. What is the text about ….
   a. Learning songs
   b. Very enjoyable music
   c. The phenomenon
   d. Music listeners
   e. Using songs in language learning

5. Based on the text, there are …… reason for using songs in learning language
   a. 6
   b. 4
   c. 5
   d. 3
   e. 2

6. "<u>They</u> provide variety and fun, and encourage harmony within oneself and within one group."
   The underlined word refers to ….
   a. a)Groups b)Learners c)People d)Songs e)Activities

Analytical Text 4

Cars Should Be Banned In The City

Cars should be banned in the city. As we all know, cars create pollution, and cause a lot of road deaths and other accidents.

Firstly, cars, as we all know contribute the most of pollution in the world. Cars emit a deadly gas causes illnesses such as bronchitis, lung cancer, and trigger of asthma. Some of these illness are so bad that people can die from them.

Secondly, the city is very busy. Pedestrians wander every where and cars commonly hit pedestrians in the city, which causes them to die. Cars today are our roads biggest killers.

Thirdly, cars are very noisy. If you live in the city, you may find it hard to sleep at night, or concentrate in your homework, and especially talk to someone.

In conclusion, cars should be banned from the city for the reasons listed.

1. What type of the text above?
   a. Narrative.
   b. Report.
   c. Analytical.
   d. Explanation.
   e. Description.

2. What one of the diseases caused by pollution?
   a. HIV / AIDS
   b. BRONCHITIS
   c. LIVER
   d. IMPOTENT
   e. CHOLERA

3. What tense is mostly used in the text?
   a. Past tense
   b. Simple present tense
   c. Simple perfect tense
   d. Present continuous tense
   e. Past continuous tense

4. We usually call the last paragraph as……
   a. Resolution
   b. Reiteration
   c. Conclusion
   d. Recommendation
   e. Twist

5. What is the purpose of the text?
   a. to persuade reader about the Cars Should Be Banned In The City
   b. to explain the characteristics the Cars Should Be Banned In The City
   c. to inform readers about Cars Should Be Banned In The City
   d. to describe Cars Should Be Banned In The City
   e. to entertain readers about Cars Should Be Banned In The City

6. The following sentences are true, except …
   a. the cars contribute the most of pollution in the world.
   b. the cars are very noisy.
   c. the cars can also cause many deaths and other road accidents.
   d. the car cans accelerate the transport.
   e. the cars today are our roads biggest killers.

7. What the title text above?
   a. Cars Should Be Banned In The City
   b. Cars cause pollution.
   c. Car giant killer street.
   d. Car facilitate transportation.
   e. Cars cause noise of the city.

8. Which paragraph is called arguments?
   a. I and II.
   b. IV
   c. All paragraph
   d. II, III, and III
   e. I and IV

9. Is the car also cause pollution?
   a. No.
   b. No, he is.
   c. Yes, it’s
   d. Yes.
   e. No, it’s not.

10. Is the car also cause noise?
   a. Yes, it’s.
   b. No, it’s
   c. No.
   d. Yes, he is.
   e. No, it’s not.

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMK Negeri 1 Percut Sei Tuan

Mata Pelajaran : Bahasa Inggris

Aspect/ skill : Reading

Kelas/ Semester : XI/ II

Time Allocation : 2 X 45 minutes

Materi Pokok : Analytical Exposition

I. Kompetensi Inti (KI)

3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, procedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

II. Kompetensi Dasar

3.11 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks biografi pendek dan sederhana tentang tokoh terkenal, sesuai dengan konteks penggunaannya.

III. Indicator

1. Mengidentifikasi fungsi sosial, struktur teks dan tata bahasa dari teks analisis tertulis
2. Temukan gagasan pokok, informasi terperinci dan informasi spesifik dan fungsi sosial dari teks analytical yang dibaca.
3. Merumuskan dan mengembangkan pemikiran mereka terhadap materi.

IV. Tujuan Pembelajaran

1. Siswa dapat menemukan gagasan pokok, informasi terperinci dan informasi tertentu serta fungsi sosial membaca/mendengarkan teks analytical.
2. Merumuskan dan mengembangkan pemikiran mereka terhadap materi secara kritis

V. Materi Pembelajaran 1

Controlling Children Using Computer

Computer and internet are useful as well as powerful. Information about health and safe usage of computer and Internet, especially for children, should be owned by each family. Computer connected to internet is powerful way to socialize with others. It can be good but also bad effect. Recently we hear a lot of children get the advantage of social networking sites but we often see the news about the disadvantage of it for children. Healthy and safety of computer and Internet usage should continue to be campaigned.

The role of parent in assisting and directing children in using computer is very necessary. Installation of software monitor such as key logger which has function to watch and note all activities relating to keyboard usage is helpful but not enough to protect children from potential harms. Children tend to hide what they have done in front of the computer to their parent. They see that all of they have done are their privacy and no one may know.

We can not prevent children from using computer because it is multifunctional. However, many parents worry about what their kids do in front of the computer; whether they are doing homework or even just playing games. Or spending all time to surf internet which is the materials do not fit with his age. There is a tendency, especially teenagers, want to become acquainted with many strangers out side. The lack parental supervision of children's activities is likely to pose a potential danger to them. So parental monitor against the use of computers needs to be done from time to time.

VI. Learning Method

Use Critical Thinking

VII. Learning Activity

Meeting 1

Activity Learning	**Alokasi waktu**
a. Opening activity • Greeting • Prayer • Check students' attendance list • Menjelaskan tujuan pembelajaran • Menanyakan apa yang sudah dipahami dari materi	15 minute
b. Main activity • The teacher entrusted the students experience in English • The teacher given a pre-test to the students • Teacher ask students reading text and answer question based on analytical text. • Teacher correct the answer question true or false.	60 minute
c. Close activity • The teacher and students make a conclusion about analytical text in the end of lesson. • The teacher close the meeting with say hamdallah	15 minute

VIII. Sumber Belajar

Worksheet

Whiteboard

Buku ajar guru, buku siswa

IX. Assesment

Technique : Reading test
Form : Multiple choice
Instrument :
Pre-test : Read the text carefully and answer these following question!

Post-test : Read the text carefully and answer these questions based on the text.

X. Rubik Penilaian

a. Tekni Penilaian : tes
b. Bentuk : pilihan ganda
c. Instrument : terlampir
d. Pedoman penskoran

No.	Aspect	Score
1.	True Answer	10
2.	Wrong Answer	0

- Every correct answer score = 10
- Amount of Maximal Score 10 × 10 = 100
- Maximal Score = 100
- Student mark = $\frac{score\ acquisition}{Maximal\ score}$ × 100%

Medan, Januari 2018

The English teacher **The Researcher**

Junita Hotnida Saragih, S.Pd **Suci Ariantika E Tanjung**
NIP.19760619 200801 2 016 **NPM . 1402050346**

Know by:
The Head Master of SMK Negeri 1 Percut Sei Tuan

Kasni, M.Pd
NIP. 19661009 198812 1 004

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMK Negeri 1 Percut Sei Tuan

Mata Pelajaran : Bahasa Inggris

Aspect/ skill : Reading

Kelas/ Semester : XI/ II

Time Allocation : 2 X 45 minutes

Materi Pokok : Analytical Exposition

I. Kompetensi Inti (KI)

3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, procedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

II. Kompetensi Dasar

3.11 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks biografi pendek dan sederhana tentang tokoh terkenal, sesuai dengan konteks penggunaannya.

III. Indicator

1. Mengidentifikasi fungsi sosial, struktur teks dan tata bahasa dari teks analisis tertulis
2. Temukan gagasan pokok, informasi terperinci dan informasi spesifik dan fungsi sosial dari teks analytical yang dibaca.
3. Merumuskan dan mengembangkan pemikiran mereka terhadap materi.

IV. Tujuan Pembelajaran

1. Siswa dapat menemukan gagasan pokok, informasi terperinci dan informasi tertentu serta fungsi sosial membaca/mendengarkan teks analytical.
2. Merumuskan dan mengembangkan pemikiran mereka terhadap materi secara kritis

V. Materi Pembelajaran 1

A. Definition of Directed Reading Thinking Activity

(DRTA) is method to teach reading strategy that guides the students in making prediction about a text from picture or title, and then read it to confirm or refute the prediction.

B. Steps for the Directed Reading Thinking Activity

1. The first step is the students make prediction
2. The second step is the students read the text
3. The next step is to confirm, revise and make a new prediction.

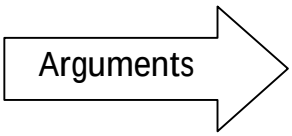
Example :

Controlling Children Using Computer

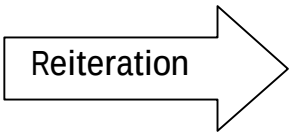
THESIS

Computer and internet are useful as well as powerful. Information about health and safe usage of computer and Internet, especially for children, should be owned by each family. Computer connected to internet is powerful way to socialize with others. It can be good

but also bad effect. Recently we hear a lot of children get the advantage of social networking sites but we often see the news about the disadvantage of it for children. Healthy and safety of computer and Internet usage should continue to be campaigned.



The role of parent in assisting and directing children in using computer is very necessary. Installation of software monitor such as key logger which has function to watch and note all activities relating to keyboard usage is helpful but not enough to protect children from potential harms. Children tend to hide what they have done in front of the computer to their parent. They see that all of they have done are their privacy and no one may know.



We can not prevent children from using computer because it is multifunctional. However, many parents worry about what their kids do in front of the computer; whether they are doing homework or even just playing games. Or spending all time to surf internet which is the materials do not fit with his age. There is a tendency, especially teenagers, want to become acquainted with many strangers out sie. The lack parental supervision of children's activities is likely to pose a potential danger to them. So parental monitor against the use of computers needs to be done from time to time.

VI. Metode Pembelajaran

DRTA (Directed Reading Thinking Activity) Method

VII. Langkah-langkah Pembelajaran

Meeting 2

Activity Learning	**Alokasi waktu**
a. Opening activity • Greeting • Prayer • Check students' attendance list • Menjelaskan tujuan pembelajaran • Menanyakan apa yang sudah dipahami dari materi	15 minute
b. Kegiatan Inti Ø Explorasi	65 minute

• Guru Menjelaskan kembali pembelajaran sebelumnya dengan menjelaskan metode DRTA • Mengamati text yang diberikan • Mendiskusikan text yang didapat Ø Elaborasi DRTA Prediction • Siswa diberikan gambar dan diminta untuk memprediksi gambar tersebut. • Siswa diminta untuk memprediksi judul apa yang tepat dari gambar tersebut. DRTA-Reading the text in segment • Mengumpulkan berbagai informasi yang ada didalam text yang telah mereka dapatkan dan memprediksi apa prediksi mereka tentang gambar sesuai text. • Mencari informasi general struktur text yang berkaitan dengan text dan present tense. DRTA – Confirming and verifying the predictions • Menkonfirmasikan hasil yang mereka dapatkan dari memprediksi gambar dari text. Ø Konfirmasi • Guru menanyakan kesulitan siswa • Guru memberikan soal post-test • Guru menjadi sumber dan fasilitator siswa dalam memahami teks analytical exposition	
d. Close activity • Menyimpulkan materi pembelajaran dan penguatan materi • Mengingatkan untuk belajar dirumah • Guru menutup pembelajaran dangan membaca hamdallah dan salam.	10 minute

VIII. Sumber Belajar

Worksheet

Whiteboard

Buku ajar guru, buku siswa

IX. Assesment

Technique : Reading test
Form : Multiple choice
Instrument :
Pre-test : Read the text carefully and answer these following question!
Post-test : Read the text carefully and answer these questions based on the text.

X. Rubik Penilaian

a. Tekni Penilaian : tes
b. Bentuk : pilihan ganda
c. Instrument : terlampir
d. Pedoman penskoran

No.	Aspect	Score
1.	True Answer	10
2.	Wrong Answer	0

- Every correct answer score = 10
- Amount of Maximal Score 10 × 10 = 100
- Maximal Score = 100
- Student mark = $\frac{score\ acquisition}{Maximal\ score}$ × 100%

Medan, Januari 2018

The English teacher **The Researcher**

Junita Hotnida Saragih, S.Pd **Suci Ariantika E Tanjung**
NIP.19760619 200801 2 016 **NPM . 1402050346**

Know by:
The Head Master of SMK Negeri 1 Percut Sei Tuan

Kasni, M.Pd
NIP. 19661009 198812 1 004

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMK Negeri 1 Percut Sei Tuan

Mata Pelajaran : Bahasa Inggris

Aspect/ skill : Reading

Kelas/ Semester : XI/ II

Time Allocation : 2 X 45 minutes

Materi Pokok : Analytical Exposition

I. Kompetensi Inti (KI)

3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, procedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

II. Kompetensi Dasar

3.11 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks biografi pendek dan sederhana tentang tokoh terkenal, sesuai dengan konteks penggunaannya.

III. Indicator

1. Mengidentifikasi fungsi sosial, struktur teks dan tata bahasa dari teks analisis tertulis
2. Temukan gagasan pokok, informasi terperinci dan informasi spesifik dan fungsi sosial dari teks analytical yang dibaca.
3. Merumuskan dan mengembangkan pemikiran mereka terhadap materi.

IV. Tujuan Pembelajaran

1. Siswa dapat menemukan gagasan pokok, informasi terperinci dan informasi tertentu serta fungsi sosial membaca/mendengarkan teks analytical.
2. Merumuskan dan mengembangkan pemikiran mereka terhadap materi secara kritis

V. Materi Pembelajaran 1

The Importance of Reading

I personally think that reading is a very important activity in our life. Why do I say so? Firstly, by reading we can get a lot of knowledge about many things in the world such as Science, technology. Sports, arts, culture, etc written in either books, magazine, newspaper, etc.

Secondly,by reading we can get a lot of news and information about something happening in any parts of the world which can we see directly.

Another reason, reading can give us pleasure too. When we are tired, we read books, newspaper or magazine on the entertainment coloumn such as comedy, short story, quiz, etc. To make us relaxed.

The last, reading can also take us to other parts of the world.By reading a book about Irian Jaya we may feel we're really sitting in the jungles not at home in our rooms.

From the facts above, it's obvious that everyone needs to read to get knowledge, information and also entertainment.Or in summary we can say reading is truly important in our life.

VI. Metode Pembelajaran

DRTA (Directed Reading Thinking Activity)

Use Critical Thinking

VII. Langkah-langkah Pembelajaran

Meeting 3

Activity Learning	**Alokasi waktu**
a. Opening activity • Greeting • Prayer • Check students' attendance list • Menjelaskan tujuan pembelajaran • Menanyakan apa yang sudah dipahami dari materi	15 Menit
b. Kegiatan Inti Ø Explorasi • Mengerjakan soal • Melihat contoh yang diberikan • Siswa memahami tahapan dari text directed reading thinking activity • Siwa mampu mengerjakan dengan menggunakan pemahaman yang kritis Ø Konfirmasi • Guru menanyakan kesulitan siswa • Guru memberikan soal post-test • Guru menjadi sumber dan fasilitator siswa dalam memahami teks analytical exposition	65 Menit
c. Close activity • Menyimpulkan materi pembelajaran dan penguatan materi • Mengingatkan untuk selalu belajar • Guru menutup pembelajaran dangan membaca hamdallah dan salam.	10 menit

Meeting 4

Activity Learning	**Alokasi waktu**
a. Opening activity • Greeting • Prayer • Check students' attendance list • Menjelaskan tujuan pembelajaran • Menanyakan apa yang sudah dipahami dari materi	15 menit
b. Kegiatan Inti Ø Explorasi • Guru mengulas kembali pelajaran sebelumnya bagaimana memahami teks analytical exposition dengan strategi DRTA • Siswa dan guru sama-sama mempraktekkan strategi DRTA Ø Elaborasi • Meminta siswa untuk memperhatikan teks analytical exposition. • Meminta siswa membaca judul teks tersebut. • Meminta siswa menebak isi teks berdasarkan judul yang dibaca dengan pemahaman yang kritis • Meminta hipotesis siswa lain mengenai teks Ø Konfirmasi • Guru menanyakan kesulitan siswa • Guru memberikan soal post-test • Guru menjadi sumber dan fasilitator siswa dalam memahami teks analytical exposition	65 menit
c. Close activity • Menyimpulkan materi pembelajaran dan penguatan materi • Mengingatkan untuk selalu belajar	10 menit

• Guru menutup pembelajaran dangan membaca hamdallah dan salam.	

VIII. Sumber Belajar

Worksheet

Whiteboard

Buku ajar guru, buku siswa

IX. Assesment

Technique : Reading test
Form : Multiple choice
Instrument :
Pre-test : Read the text carefully and answer these following question!
Post-test : Read the text carefully and answer these questions based on the text.

X. Rubik Penilaian

a. Tekni Penilaian : tes
b. Bentuk : pilihan ganda
c. Instrument : terlampir
d. Pedoman penskoran

No.	Aspect	Score
1.	True Answer	10
2.	Wrong Answer	0

- Every correct answer score = 10
- Amount of Maximal Score 10 × 10 = 100
- Maximal Score = 100
- Student mark = $\frac{score\ acquisition}{Maximal\ score}$ × 100%

Medan, Januari 2018

The English teacher **The Researcher**

Junita Hotnida Saragih, S.Pd **Suci Ariantika E Tanjung**
NIP.19760619 200801 2 016 **NPM . 1402050346**

Know by:
The Head Master of SMK Negeri 1 Percut Sei Tuan

Kasni, M.Pd
NIP. 19661009 198812 1 004

Name :

Class :

The importance of Reading

I personally think that reading is a very important activity in our life. Why do I say so? Firstly, by reading we can get a lot of knowledge about many things in the world such as Science, technology. Sports, arts, culture, etc written in either books, magazine, newspaper, etc.

Secondly, by reading we can get a lot of news and information about something happening in any parts of the world which can we see directly.

Another reason, reading can give us pleasure too. When we are tired, we read books, newspaper or magazine on the entertainment coloumn such as comedy, short story, quiz, etc. To make us relaxed.

The last, reading can also take us to other parts of the world. By reading a book about Irian Jaya we may feel we're really sitting in the jungles not at home in our rooms. From the facts above, it's obvious that everyone needs to read to get knowledge, information and also entertainment. Or in summary we can say reading is truly important in our life.

1. Why is reading very important in our life? Because.....
   a. By reading, we can get a lot of friends, relatives, experience, etc.
   b. By reading, we can get little knowledge but a lot of entertainment.
   c. By reading, we are always relaxed.
   d. By reading, we are always happy.
   e. By reading, we can get a lot of knowledge, news information and entertainment.
2. If we want to get knowledge, what should we do?
   a. Buy a lot of books.
   b. Borrow a lot of books.
   c. Look for newspaper and magazine
   d. Sell and buy many expensive books
   e. Read a lot of of books and other printed materials
3. What does the text tell us about?
   a. The description of reading
   b. The function of reading
   c. The importance of reading

d. The disadventages of reading
e. The purpose of reading

4. What is the social function of the text?
   a. To tell a story
   b. To describe the reader
   c. To entertain the reader
   d. To give information
   e. To persuade the reader
5. Paragraph.... in the text is the thesis.
   a. 1
   b. 2
   c. 3
   d. 4
   e. 5

Learning English

Learning English through music and songs can be very enjoyable. You can mix pleasure with learning when you listen to a song and exploit the song as a means to your English progress. Some underlying reason can be drawn to support the idea why we use songs in language learning.

Firstly, “the song stuck in my head” phenomenon (the echoing in our minds of the last song we heard after leaving a restaurant, shopping malls, etc) can be both enjoyable and sometimes unnerving. This phenomenon also seems to reinforce the idea that songs work on our short and long term memory.

secondly, songs in general also use simple conversational language, with a lot of repetition,which is just what many learners look for sample text. the fact that they are effective makes them many times more motivating than other text. although usually simple, some songs can be quite complex syntactically, lexically and poetically, and can be analyzed in the same way as any other literary sample.

furthermore, song can be appropriated by listener for their own purpose. Most pop songs and probably many other type don’t have precise people, place or time reference.

in addition, song are relaxing. They provide variety and fun, and encourage harmony within oneself and within one group. Little wonder they are important tools in sustaining culture, religion, patriotism and yeas even revolution.

last but not least, there are many learning activities we can do it with songs such as studying grammar, practicing selective listening comprehension, translating songs, learning vocabulary, spelling and culture.
from the elaboration above, it can be concluded that learning through music and songs, learning English can be enjoyable and fun.

1. The type of the text above is …
   a. Analytical exposition
   b. Hortatory exposition
   c. Narrative
   d. Discussion
   e. Explanatio

2. What is the communicative purpose of the text?
   a. To tell the reader about the songs
   b. To entertain the reader with the songs
   c. To show the reader the use of songs
   d. To explain above the songs
   e. To persuade the reader to use songs in learning language

3. The generic structures of the text are ….

a. Thesis – arguments – recommendation
b. General statement – sequential explanation
c. Newsworthy events – background events – sources
d. Thesis – arguments – reiteration
e. General statement – arguments

4. What is the text about ….
a. Learning songs
b. Very enjoyable music
c. The phenomenon
d. Music listeners
e. Using songs in language learning

5. Based on the text, there are …… reason for using songs in learning language
a. 6
b. 4
c. 5
d. 3
e. 2

6. “They provide variety and fun, and encourage harmony within oneself and within one group.”
The underlined word refers to ….
a. Groups
b. Learners
c. People
d. Songs
e. Activities

Name :

Class :

Controlling Children Using Computer

Computer and internet are useful as well as powerful. Information about health and safe usage of computer and Internet, especially for children, should be owned by each family. Computer connected to internet is powerful way to socialize with others. It can be good but also bad effect. Recently we hear a lot of children get the advantage of social networking sites but we often see the news about the disadvantage of it for children. Healthy and safety of computer and Internet usage should continue to be campaigned.

The role of parent in assisting and directing children in using computer is very necessary. Installation of software monitor such as key logger which has function to watch and note all activities relating to keyboard usage is helpful but not enough to protect children from potential harms. Children tend to hide what they have done in front of the computer to their parent. They see that all of they have done are their privacy and no one may know.

We can not prevent children from using computer because it is multifunctional. However, many parents worry about what their kids do in front of the computer; whether they are doing homework or even just playing games. Or spending all time to surf internet which is the materials do not fit with his age. There is a tendency, especially teenagers, want to become acquainted with many strangers out side. The lack parental supervision of children's activities is likely to pose a potential danger to them. So parental monitor against the use of computers needs to be done from time to time.

1. Why is computer bad effect for children?

    a. Healthy and safety of computer and Internet usage should continue to be campaigned.
    b. As a means of entertainment for children, such as playing games.
    c. Children wiil learn how children can socialize well through cyberspace, such as facebook, twitter
    d. With a child's computer can operate a variety of word and figure programs
    e. Children can also be lazy to read books

2. If we want to controlling children using computer, what should we do?
    a. Invite children to play outside the house
    b. Installation of software monitor such as key logger which has function to watch and note all activities for children
    c. The parents should always invite children to discuss
    d. The parents should tell the child the impact of computer use
    e. Do not give your children a computer at home

3. What does the tell us about ?
   a. The disadvantages of computer for children
   b. The advantages of computer for children
   c. Controlling children using computer
   d. The function of computer for children
   e. The description of computer

4. Paragraph..... in the text is the thesis.
   a. 1
   b. 2
   c. 3
   d. 4
   e. 5

5. The type of the text above is ....
   a. Hortatory exposition
   b. Analytical exposition
   c. Narrative
   d. Discussion
   e. Explanation

6. The generic structures of the text are.....
   a. Thesis – argumets – recommendation
   b. General statement – sequential explanation
   c. Newsworthy events – background events – sources
   d. Thesis – arguments – reiteration
   e. General statement – arguments

7. What is the purpose of the text?
   a. To inform the readers to the readers
   b. To persuade to the readers
   c. To describe to the readers
   d. To tell a story to the readers
   e. To argue about controlling children using computer to the readers

8. Healthy and safety usage of computer and Internet should continue to be campaigned. The sentence above characterize as.... of the text.
   a. Thesis
   b. Arguments
   c. Reiterartion
   d. Topic sentences
   e. Supporting details

9. Which paragraph is called arguments?
    a. I and II
    b. III
    c. All paragraph
    d. I and III
    e. II

10. We usually call the last paragraph as.....
    a. Resolution
    b. Reiteration
    c. Conclusion
    d. Recommendation
    e. Twist

Name :

Class :

Social Media are Bad for Teenagers

Social media Web sites, such as Facebook, Twitter, Instagram, and many others have become nearly inescapable facets of modern life, particularly for teenagers. Social media is becoming more than just a part of their world, it's becoming their world. Teens are spending more and more time online, usually on a social media platform like Facebook or Twitter. Most teens now have smart phones where they are on social media networks all throughout the day. They are constantly texting, tweeting, and posting pictures via Snapchat and Instagram. However, hyper-connected to social media could be bad for them.

Today teens don't know how to disconnect. Social media has allowed them to take their life online from the time they wake up till they back to sleep via their smart phone. One reason this "always connected" activity is harmful is because of the alarming trend of cyberbullying. Bullying has now moved from not only being in the school and on the bus, but online. What does this mean? If a teen is getting bullied, they cannot get away from it! The people bullying them simply continue their bullying via social media

A new study has found that teenagers who engage with social media during the night could be damaging their sleep and increasing their risk of anxiety and depression. Teenagers spoke about the pressure they felt to make themselves available 24/7, and the resulting anxiety if they did not respond immediately to texts or posts. Teens are so emotionally invested in social media that a fifth of secondary school pupils will wake up at night and log on, just to make sure they don't miss out.

Another impact social media has had on teens is teens being more comfortable online doing things that they should be more sensitive to doing. A separate study by the National Citizen Service found that, rather than talking to their parents, girls seek comfort on social media when they are worried. The survey also suggests that girls are likely to experience stress more often than boys – an average of twice a week.

Social media such as Facebook, Twitter, Instagram, and many others are basically created to connect everyone around the globe so they can interact and communicate each other. However, too much exposure of social media can also be bad especially for teenagers. As it mentioned above, social media could become media for bullying, risk them of anxiety and depression, and risk their real-life social interaction. Therefore, social media are dangerous for teenagers' health both mentally and emotionally.

1. What type of the text above?
   a. Narrative
   b. Report
   c. Analytical exposition
   d. Hortarory exposition
   e. Description

2. What tense is mostly used in the text?
   a. Past tense

b. Simple present tense
c. Simple perfect tense
d. Present continuous tense
e. Past continuous tense

3. What is the purpose of the text?
   a. To persuade reader about the Social Media are Bad for Teenagers
   b. To explain the characteristics the Social Media are Bad for Teenagers
   c. To inform readers about Social Media are Bad for Teenagers
   d. To describe Social Media are Bad for Teenagers
   e. To entertain readers about Social Media are Bad for Teenagers

4. What the title text above?
   a. Social media are good for teenagers
   b. Social media as a communication in cyberspace
   c. Social media Web sites, such as Facebook, Twitter, Instagram
   d. Social Media are Bad for Teenagers
   e. Social media are dangerous for teenagers

5. Paragraph ..... in the text is the thesis
   a. 1
   b. 2
   c. 3
   d. 4
   e. 5

6. The generic structures of the text are.....
   a. Thesis – arguments – reiteration
   b. General statement – arguments
   c. Newaworthy events – background events – sources
   d. General statement – sequential explanation
   e. Thesis – arguments – recommendation

7. Today teens don't know how to disconnect. Social media has allowed them to take their life online from the time they wake up till they back to sleep via their smart phone.
   The sentence above characterize as.... of the text.

   a. Thesis
   b. Arguments
   c. Reiterartion
   d. Topic sentences
   e. Supporting details

8. Why is Social Media are Bad for Teenagers?

   a. Social media is becoming more than just a part of their world, it's becoming their world
   b. Easy access to communication between people from various parts of the world
   c. Social media can socialize well through cyberspace, such as facebook, twitter

d. Social media could become media for bullying, risk them of anxiety and depression, and risk their real-life social interaction
e. can also be lazy to read books

9. We usually call the last paragraph as.....

a. Resolution
b. Reiteration
c. Conclusion
d. Recommendation
e. Twist

10. Which paragraph is called Reiteration ?

a. I and II
b. III and IV
c. IV
d. All paragraph
e. V

Name :

Class :

Cars Should Be Banned In The City

Cars should be banned in the city. As we all know, cars create pollution, and cause a lot of road deaths and other accidents.

Firstly, cars, as we all know contribute the most of pollution in the world. Cars emit a deadly gas causes illnesses such as bronchitis, lung cancer, and trigger of asthma. Some of these illness are so bad that people can die from them.

Secondly, the city is very busy. Pedestrians wander every where and cars commonly hit pedestrians in the city, which causes them to die. Cars today are our roads biggest killers.

Thirdly, cars are very noisy. If you live in the city, you may find it hard to sleep at night, or concentrate in your homework, and especially talk to someone.

In conclusion, cars should be banned from the city for the reasons listed.

1. What type of the text above?
   a. Narrative.
   b. Report.
   c. Analytical.
   d. Explanation.
   e. Description.

2. What one of the diseases caused by pollution?
   a. HIV / AIDS
   b. BRONCHITIS
   c. LIVER
   d. IMPOTENT
   e. CHOLERA

3. What tense is mostly used in the text?
   a. Past tense
   b. Simple present tense
   c. Simple perfect tense
   d. Present continuous tense
   e. Past continuous tense

4. We usually call the last paragraph as……
   a. Resolution
   b. Reiteration
   c. Conclusion
   d. Recommendation
   e. Twist

5. What is the purpose of the text?
   a. to persuade reader about the Cars Should Be Banned In The City
   b. to explain the characteristics the Cars Should Be Banned In The City
   c. to inform readers about Cars Should Be Banned In The City
   d. to describe Cars Should Be Banned In The City
   e. to entertain readers about Cars Should Be Banned In The City

6. The following sentences are true, except …
   a. the cars contribute the most of pollution in the world.
   b. the cars are very noisy.
   c. the cars can also cause many deaths and other road accidents.
   d. the car cans accelerate the transport.
   e. the cars today are our roads biggest killers.

7. What the title text above?
   a. Cars Should Be Banned In The City
   b. Cars cause pollution.
   c. Car giant killer street.
   d. Car facilitate transportation.
   e. Cars cause noise of the city.

8. Which paragraph is called arguments?
   a. I and II.
   b. IV
   c. All paragraph
   d. II, III, and III
   e. I and IV

9. Is the car also cause pollution?
   a. No.
   b. No, he is.
   c. Yes, it’s
   d. Yes.
   e. No, it’s not.

10. Is the car also cause noise?
   a. Yes, it’s.
   b. No, it’s
   c. No.
   d. Yes, he is.
   e. No, it’s not.

1

KEY A

1. E
2. E
3. C
4. E
5. A

KEY B

1. A
2. E
3. D
4. E
5. C
6. D

2

KEY

1. A
2. B
3. C
4. A
5. B
6. D
7. E
8. A
9. E
10. B

3

KEY

1. C
2. B
3. B
4. B
5. A
6. D
7. A
8. D
9. C
10. A

Attendance List of Cycle 1

No.	Name of Students'	Meeting in Cycle I	
		8th Feb	15th Feb
1.	ARP		
2.	AWR		
3.	AWD		
4.	DS		
5.	DAS		
6.	DVT		
7.	FMA		
8.	FAS		
9.	HG		
10.	LRM		
11.	MRK		
12.	MFR		
13.	MMQ		
14.	MI		
15.	MN		
16.	MY		
17.	M		
18.	P		
19.	PT		
20.	RC		
21.	RH		
22.	RLR		
23.	SN		
24.	SAL		
25.	TAB		

Attendance List of Cycle 1

No.	Name of Students'	Meeting in Cycle I	
		22th Feb	1th March
1.	ARP		
2.	AWR		
3.	AWD		
4.	DS		
5.	DAS		
6.	DVT		
7.	FMA		
8.	FAS		
9.	HG		
10.	LRM		
11.	MRK		
12.	MFR		
13.	MMQ		
14.	MI		
15.	MN		
16.	MY		
17.	M		
18.	P		
19.	PT		
20.	RC		
21.	RH		
22.	RLR		
23.	SN		
24.	SAL		
25.	TAB		

CURRICULUM VITAE

Name	: Suci Ariantika E Tanjung
Registered Numbered	: 1402050346
Place/ Date of Birth	: Bagan Batu/ 07 September 1996
Addres	: Tembung Psr 9, Gg. Inpres, Kecamatan Percut Sei Tuan,Kabupaten Deli Serdang.
Sex	: Female
Region	: Moslem
Material Status	: Single

EDUCATION:

1. Primary School at MI AL-JAMIATUL HUSNA Bakti Makmur Psr I finish 2008
2. Junior High School at MTs NURUL HASANAH Dusun Bakti Psr II finish 2011
3. Senior High School at SMA NEGERI 2 Bagan Sinembah finish 2014
4. Students of University Muhammadiyah Sumatera Utara Until Sarjana Degree of English Department 2018

Hobbies	: Play Badminton, Travelling and Listening Music
Fathers Name	: Syahril Effendi Tanjung
Mothers' Name	: Sri Harianti
Siblings' Name	: Abdul Azis Tanjung, Abdul Ghani Tanjung and Putri Anggraini Tanjung

Medan, March 2018

Suci Ariantika E Tanjung