IMPROVING READING COMPREHENSION AT THE EIGHTH GRADE STUDENTS' OF SMPN 1 WOTU THROUGH DIRECTED READING THINKING ACTIVITY (DRTA)

A THESIS

Submitted to the English Education Program of Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo as Partial Fulfillment of Requirements for S.Pd Degree in English Education

IAIN PALOPO

Written by,

Nurul Ramadhani
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IAIN PALOPO

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

TARBIYAH AND TEACHER TRAINING FACULTY

STATE ISLAMIC INSTITUTE OF PALOPO

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TARBIYAH AND TEACHER TRAINING FACULTY

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ACKNOWLEDGMENT

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

In the name of ALLAH SWT, the beneficent and the most merciful, lord of the world has created judgment day in the hereafter and to our Prophet, MUHAMMAD SAW peace be upon him. Alhamdulillah, the researcher expresses her gratitude to the almighty God (ALLAH) that have been given guidance, chances and good health. So, the researcher could finish the thesis entitled "Improving reading comprehension at the eighth grade students' of SMPN 1 Wotu through directed reading thinking activity (DRTA)".

The researcher realizes that the existence of this thesis was by receiving much advice, guidance, encouragements, and comments from many people, even though this thesis is still far from being perfect. Therefore, the researcher would like to express her deepest gratitude to them.

1. Dr. Abdul Pirol, M.Ag. as the Rector of IAIN Palopo, the first, the second, and the third deputy head, all of the lectures and their assistances and the employers of IAIN Palopo who have taught, educated, helped, advice, and guidance the writer during his study in IAIN Palopo.
2. Dr. Nurdin Kaso, M.Pd as the Dean of Tarbiyah and Teachers Training Faculty of State Islamic Institute of Palopo and the researcher's respect for him.

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3. Wahibah, S. Ag, M. Hum the first consultant and Dr. Jufriadi, S.S., M. Pd as the second consultant. Thanks for the advice, explanations,suggestion, idea, help, and guidance since the preliminary study until the researcher can complete this thesis.

4. All the lecturers of English Study Program IAIN Palopo who have given motivation, attention, and knowledge to the researcher.

5. Thanks to the researcher's mother Seniwatiand father Askar Baso who has given the researcher help, motivation, bless, pray and strength to finish the thesis. Thus, the researcher can finish her thesis and her study in IAIN Palopo.

6. Special thanks to the researcher brother and sisterfor their support, guidance, financial and education to finishing this thesis.

7. Special for the researcher best friends they are Jasmin B Saijeng, Ulwiah, Nurul Hafsari, Haryati, Widya Angraeni, Nurmainna, all of the BIG A 2015 family, and all of the researcher's friends who cannot mention one by one for their help, support, give jokes, and smiles to the researcher in every place and every situation, so the researcher can be finishing this thesis.

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8. Thanks a million to all of the students at SMPN 1 Wotu especially for VIII.2 that had been participating and joining to this research as the respondents so the research can be run well.

The researcher hopes this thesis can give some values to the students of English Department and English teachers and the readers especially improving the

teaching-learning of vocabulary. The researcher admits that this thesis is not perfect so that the researcher will accept suggestions from the readers to make better.The researcher hopes that this thesis would be beneficial to everyone.

Finally, the researcher pray to the God, Allah SWT gives regard to all of the people who have helped the researcher and the researcher hopes this thesis can be useful and give positive contribution for the readers and the others. The researcher dedicates this thesis, may ALLAH SWT. bless us.

Aamiin.

Palopo, 10th September 2021

The Researcher

Nurul Ramadhanii

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ABSTRACT

Nurul Ramadhani, 2020, "*Improving Reading Comprehension at The Eighth Grade Students' of SMPN 1 Wotu through Directed Reading Thinking Activity (DRTA)".* Thesis English Study Program Educational Department in the State Islamic Studies Palopo Supervised by Wahibah and Dr. Jufriadi.

The study focuses on the implementation of Directed Reading Thinking Activity to help students in the eighth grade of SMPN 1 Wotu enhance their reading skills. The study's research topic was did directed reading thinking activity to improve reading comprehension at the eighth grade of SMPN 1 Wotu. The purpose of this study was to see if using narrative material in the eighth grade of SMPN 1 Wotu improved students' reading comprehension. Classroom Action Research (CAR) was used in this study. The research subject was VIII 2 and there were a total of 30 of them. The research protocol was divided into two-cycle consisting of four steps: preparing, executing, observing, and reflecting. SPSS 20.0 was used to analyze the results. The results revealed that the mean score of post-test in pre-experimental class was greater than the mean score of pre-test. The grades that the students have received can attest to this. Four students' passed KKM in the pre-test, resulting in a mean score of 73. Compared to the first post-test cycle, when 21 students passed KKM and the mean score was 76,77, the second cycle showed an improvement. In the post-test cycle II, 29 students passed KKM, with an average score of 87,87. This indicates that the study was successful.

Keyword:*Improve Reading Comprehension, Directed Reading Thinking Activity.*

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CHAPTER I

INTRODUCTION

A. Background

Reading is one of the English skills which are essential to be mastered by the students. Reading skills are necessary for students in aquiring knowledge and new information. According to Brown that reading is the most essential skill in the educational context as it can be the assessments for students' general language ability.[1] Reading comprehension is one aspect of language skills that must be mastered by the student. To be able to interpret and absurd information from reading the material, students should have a good understanding ability.

Based on pre-observation on the student at SMP Negeri 1 Wotu at the eighth grade are still confuse to comprehend text. Especially Narrative text, students' always have difficully to know the meaning of the text such as the students' difficult in General statement, the sequence of event, and closing of the Narrative text. Because the students' vocabulary and their knowledge about the reading text still lack. So that's why teachers should have a good stratgey to make the students' can understand the text. So the researcher would like to propose one teaching strategy which is a beneficial teaching strategy to imrpove students'

[1] Brown, H. D, *Teaching by Principles*, New Jersey: Prenyice Hall, p. 185. (2007). On accessed 20-05 (2018).

reading comprehension of Narrative text, that is by using DRTA (Directed Reading Thinking Activity strategy).

Directed Reading Thinking Activity (DR-TA) strategy is one of the strategies in teaching reading comprehension. The DRTA (Directed Reading Thinking Activity) strategy focuses on students' engagement with the text because students must predict and prove when students read. In teaching reading comprehension, students can find the main idea in the text. DRTA (Directed Reading Thinking Activity) strategies aimed at trying to equip readers with the ability to define the purpose of reading, the ability to extract, understand, and assimilate information, the ability to make predictions for reading material, the ability to pass judgments, and finally the ability to make informed decisions obtained from reading.[2]

The researcher interviewed the English teacher of SMPN 1 Wotu, the students have difficulty interpreting Elingsh texts. Their vocabulary, grammar, and pronunciation are all restricted. They are also having difficulty comprehending the email. Normally, the translation is done word by word. Furthermore, when it comes to reading English papers, students are uninterested. They are unable to comprehend the contents of the text due to their laziness. They do not seek out additional information and instead rely solely on the instructor. Furthermore, rather than the

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[2] Odwan, T. A. A. H, *The Effect to the Directed Reading Thinking Activity through CooperativeLearning on English Secondary Students' Reading Comprehension in Jordan",* International Journal of Humanities and Social Science, Vol.2, (2012), No. 16, p. 139.

students, the instructor was always the focus of the class. Students must take an active role in their education.

B. Problem Statement

The researcher suggested the following problem statement based on the knowledge previously given : How can a Directed Reading Thinking Activity (DRTA) be used to help Eighth-grade students in SMPN 1 Wotu develop their reading comprehension?

C. The objective of the Research

The purpose of this research is to see if DRTA (Directed Reading Thinking Activity) can help students enhance their reading comprehension. Students from SMPN 1Wotu's eighth grade participated in a directed reading thinking activity.

D. Significance of the Research

The researcher's results may be used by an English teacher in an eighth-grade class to help students improve their reading comprehension skills.It can be used as an input to enrich and extend awareness in teaching English with an emphasis on improving reading comprehension, according to the findings of the study.

E. Scope of the Research

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The purpose of the study is to use Directed Reading Thinking Activity to help eighth-grade students at SMPN 1 Wotu enhance to improve reading comprehension. The researcher focused on reading assessment that consist of five aspect namely, identifying main idea, context, making inference, sequence, and understanding vocabulary.

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Pertinent Ideas

The following are some of the previous research findings :

1. The purpose of this study, "Directed Reading Thinking Activity (DRTA) on Student' Reading Comprehension," by Uswatun Hasanah, is to see if there is a significant difference in students' reading achievement in the academic year 2020/2021 between those who were taught using DRTA with cooperative learning and those who were taught using DRTA without cooperative learning. Students' Reading Comprehension as a Result of this Directed Reading Thinking Activity (DRTA).[3]

2. Fellycia Agustine (2018) entitle "The Use of Directed Reading Thinking Activity to Improve Reading Comprehension" the objectives of this study were : (1) determine is it possible to use the DRTA strategy process to help develop their reading comprehension?, and (2) determine ifthe DRTA approach can be used to help students improve their reading comprehension. The students' in this study were in the eleventh grade of SMA Krida Utama Gunung Sugih, Lampung Tengah. The data for this study was gathered through observation, interview, and a pretest-postest.[4]

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[3] Uswatun Hasanah. 2016,. *Directed Reading Thinking Activity (DRTA) on Students ReadingComprehension*. Universitas Lampung.
[4] Fellycia Agustine. 2018,. *The Use of Directed Reading Thinking Activity (DRTA) In A ReadingClass at Senior High School* Krida Utama Central Lampung. Universitas Bandar Lampung.

3. Friska, Yuliana (2015) entitle "The use of Strategy Directed Reading Thinking Activity (DRTA) to Improve Reading Comprehension in Recount Text" the aim of the study was to see how Directed Reading Thinking Activity and reading interest affected eighth-grade students at MTS Jamiyah Islamiyyah Pd. Aren reading comprehension.This study is characterized as quasi-experimental since it investigates the impact of the (DRTA) teaching technique on students' reading comprehension in narrative text. The findings, of this study are: (1) There was no significant difference in reading comprehension between students who were taught by DRTA and those who were taught by Conventional method (2) There were interactional effects of teaching method and reading interest toward students' reading comprehension (3) There was a significant effect of students' reading comprehension who were taught by DRTA was higher than those who were taught by Conventional method for students who had high reading interest (4) There was no significant difference of students' reading comprehension who were taught by the DRTA method and those who were taught by Conventional method for students who had low reading interest.[5]

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Based on the researcher's findings, the researcher finds that there are distinctions and parallels between past research and this investigation. The DRTA (Directed Reading Thinking Activity) technique to improving pupils' reading comprehension is used in this study's research equation.

[5] Yuliana Friska (2015) *The Effect of Directed Reading Thinking Activity and Reading Interest onStudents' Reading Comprehension Study in the 8th Grade Students ofMTS Jamiyyah Islamiyyah* Pondok Aren 2015. Accessed on 24 April 19.

The previous studies used junior high school objects, whereas this study used junior high school objects, and the previous study used narrative text to increase reading comprehension, whereas this study used narrative text to improve reading comprehension.

B. Reading Comprehension

1. Definition of Reading

Reading is a process of decoding symbol in order to construct or derive meaning of read. In process reading, requires continous practice, development refinement to obtain a reading in the form narrative text, descriptive text. In reading need competence to understand the purpose of read, in many second or foreign language teaching situations, reading receive a specially focus. There are a number of reasons for this. First, many foreign language students often have reading as one of their most important goals.[6]

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[6] Asdiani, *The Use of Storybook Improving Students Reading Comprehensionat The Fifth Grade* in SDN 442 Kambo, Thesis. Palopo :(STAIN Palopo,2010, p. 12).

this. First, many foreign language students often have read as one of their most important goals.[7]

According to bowman, reading is an apporpriate meants to promote a live long learning (live long learning). By teaching the children a future which provides a technique to explore how "the world" wherever he choose, and provide the opportunity to get goal.[8]

2. Definition of Reading Comprehension

Richards and Schmidt (2002:99) contributed extensive current ideas and stressed that this was an active process of drawing both bottom-up and top-down information, as well as prior experience, context knowledge, and the listener and speaker's aims. Understanding is the process of determining the meaning of something, such as written communication or unwritten communication.[9]

Hedgecock is a character in the novel Hedgecock (2009:49) Reading is a complicated interplay of cognitive mechanisms and tactics (used by the reader) as well as different types of knowledge, according to the author (included in the text). Bottom-up processes (decoding and interpreting the text) or top-down skills (fluency and comprehension) were traditionally emphasized in reading instruction (activating the

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[7] Jack C Richards and Willy A. Renandya, *Methodology in Language Teaching* (Cambridge University Press 2002), p. 273.
[8] David Nunan, *Practical English Language Teaching*,(Sidney: Macquarie University: 1991).p.68.
[9] Richard, J. C, & Schmidt, R. 2002. *Longman Dictionary of Language Teaching andAppliedLinguistics*. England: Pearson Education Limited.

background knowledge and prediction strategies of the reader). Smith (2008:41) defines comprehension as the process of connecting the world around us, such as what we read, to our earlier perceptions, intents, and expectations. It is the driving force behind reading and learning to read.[10]

Reading comprehension is the ability to read the text, to process and to understand its meaning. An individual's ability to comprehend text is influenced by their traits and skills, one of which is the ability to make inferences. If word recognition is difficult, students use too much of their processing capacity to read individual words, which inferences with their ability to comprehend what is read. There is several approaches to improve reading comprehension, including improving one's vocabulary and reading strategy.[11]

Reading comprehension is techniques for improving students' success in extracting useful knowledge from text. As defined by the partnership for reading, reading comprehension is understanding a text that is read or the process of "constructing meaning" from a text, comprehension is a "constructing process" because it involves all of the elements of the reading process working together as a text is read create a representation of the text in the reader's minds.[12]

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3. Teaching Reading Comprehension

[10] Hedgecock, J. S. 2009. *Teaching Readers of English: Students, Text, and Context*. Routledge: UK.
[11] Wikipedia, Reading Comprehension. http://en.wikipedia.org/wiki/Reading_comp(Accessed on September 2018).
[12] http://en.wikipedia.org/wiki/Reading_comp(Accessed on September 2018).

This section consists of several types and among them the teaching and understanding the reading process, classroom reading success styles, teaching reading comprehension, teaching reading comprehension principles, junior high school reading instruction, and reading assessment.

a. The Teaching and Learning Process of Reading

According to Brown, teaching can also be defined as displaying or assisting someone in learning how to do something, providing advice, directing someone through the study of something, providing knowledge, or causing someone to know or understand something (2006:7). Teaching is the practice of guiding and encouraging students' learning as well as supporting and enabling their progress.

The teaching process must be based on the ability of students and how students learn because it will determine how teaching styles and teaching strategies meet student learning needs. Learning activities can not be separated from learning. In the other words, teaching is a person's event to gain knowledge, create attitudes and improve concepts and skills.

b. Aspects of Reading Comprehension

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There are five elements of reading, according to Nuttal (1989:2), that help students absorb the material completely:[13]

1. Identifying the Main Idea

The key concept isn't mentioned clearly in any of the sentences. Instead, the reader is left to conclude or reason it out. To put it another way, the author's useful idea established in the paragraph is the main idea.

2. Specific Information

The subject sentences are developed with supporting sentences or specific details that include definitions, examples, figures, comparisons, analogies, cause, and effect statistics, and quotations.

3. References

References are words or phrase which are used before or after the reference in the reading material. They are used to avoid unnecessary repetition of words or phrases. It means that such words are used, they are signal to the reader to find the meaning else where in the text. Besides, references can be used to make the text coherent.

4. Inference

An inference is an educated guess or prediction about something which is uknown based on available facts and information. It is the

[13] Nuttal, C. 1989. *The Teaching of Reading Skill*. Oxford: Heinemann International.

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logical connection that the reader draws between the observatiob and something uknown.

5. Vocabulary

His understanding is closely linked to his vocabulary. It makes reading easier for the student. Reading comprehension entails matching a made-up word to a recognized word in the reader's oral vocabulary using letter-sound correspondences.

According to the preceding sentence, readers must master five reading skills to fully comprehend the next. The key concept, basic facts, reference, inference, and vocabulary are all being identified.

c. Skill in Reading Comprehension

There are many skills in improving your reading comprehension:

1. Skimming

Skimming is a form of rapid reading for finding the general idea gist of passage or a book.[14] Skimming is reading a text superficially and rapidly tp you may have a lot to read, but not much time. For this kind of reading, you usually do not want to know and remember everything. You only to find out something about it. Obtain the gist or main idea. It is a skill that requires concentration.

[14] Beatrice S. Mikulecky and Linda Jeffries, op.cit.,p.170

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There are three basic aims in skimming namely:

a. To get the impression from a book of articles or short story.
b. To find specific cases from a reading material.
c. To look for material what we need in the library.

2. Scanning

Scanning is reading a text quickly to locate a specific item of information. We simply have or eyes through the text until we find what we are looking for, whether it is a name or less a specific information.

Also, there is some procedure for scanning, they are:

a. Keep in mind only the specific information to be located
b. Read the section containing the clues to get the information needed.

3. Looking for topics

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A topic tells what something is about a good reader always looks for the topic when they read. Then they can understand and remember what they read.

4. Understanding and building sentences

When you read English, you must understand English sentences. You can learn how to find important parts of sentences. And you can learn order of the right words.

5. Understanding paragraph

A paragraph is a group of sentences about one topic. And all the other sentences tell more about the topic.

d. The principle in Teaching Reading Comprehension

Harmer's suggested teaching is based on a certain theory (2001:70).[15] They are :

1) Principle 1: Reading is not an ability that can be learned in a passive manner

As productive work in terms of reading understanding arguments, understanding the meaning of sentences, and having the approval of statements.

2) Principle 2: Students must participate engaged with what they are hearing

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Harmer argued that if students were more involved and interested in the content of the text, they would get more out of it.

3) Principle 3: Students are taught to respond to the worth of reading rather than the language itself.

[15] Harmer, J, (2001), *How to Teach English: An Introduction to the Practice of Language Teaching,* England: Longman, p. 70.

This third principle concerns how students should have the opportunity to respond to text messages and how personally involved students are in the lesson.

4) Principle 4: Prediction is one of the main factors in reading

The fourth principle deals with how the active process of reading students begins when they can get clues from the text so they can make predictions about what will happen in the next step of the next text.

5) Principle 5: Make sure the assignment is appropriate for the subject

Giving good assignments for students in reading is very important because students sometimes get bored quickly with texts. So teachers need to have a way so that reading activities can be more interesting and challenging for students.

e. Types of Classroom Reading Performance

Another type of classroom reading is silent reading. Silent reading is separated into two groups, as previously stated: intensive and comprehensive reading.

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1). Intensive Reading

Intensive studies that read texts will help you learn more students' science about language characteristics and how to manage them in strategies reading. Intensive reading allows students to focus on the type

of reading from the text can also improve their understanding skills. Therefore they can understand intensive reading that focuses on understanding certain texts without thinking about whether the features learned when reading other text, the information in this text would be useful. According to Mikulecky and Jeffries the term of intensive reading, on the other hand, refers to the detailed focus on the construction of reading text which takes place usually (but not always) in classroom. Teachers may ask students to look at extracts from magazines, poems, internet websites, novels, newspapers, plays and a wide range of other text of genres. The exact choice of genres and topics may be determined by specific purposes that students are studying for (such as business, science or nursing). In such cases, we may well want to concentrate on texts within their specialties.[16]

In the scanning process take a role that can be more prominent in terms of reading quickly. These activities tend to emphasize the accuracy of detailed reading activities. The reader tries to absorb all the information provided by the sample: read a script for how to prepare a meal, from a short text.

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2). Extensive Reading

Nation explains Extensive reading is the meaning-focused input and fluency development strands of course, depending on the level of the

[16] Beatrice S. Mikulecky and Linda Jeffries, *Advanced Reading Power*, (United State of America Pearson Logman, 200).p.3.

books that the learners read. When the books contain only a few uknown vocabulary and grammar items, extensive reading provides the conditions for meaning-focused input. Where the books are very easy ones with virtually now unknown items, extensive reading provides the condition for fluency development.[17]

f. Assessment of Reading

Assessment is a systematic approach to collecting information and making inferences about the ability of a student or the quality or success of a teaching course on the basis of various sources of evidences.[18]The process and product, unlike speaking and writing, cannot be seen and analyzed in detail. The types of reading performance will affect judgment. Some consequences are also needed to design the results of the assessment of readers, such as type of genre written tels, increased reading skills, and other assignments. Has several task components to assess how to read selectively, perspectively, interactively, and with broad insights, Brown (2004:189). All reading assessments must be made with clear references.

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There are several types of assessment tasks that cover the purpose evaluation of reading mainly in terms of reading comprehension and realizing accurate evidence in students' reading comprehension. Types of

[17] I. S. P. Nation, *teaching ES/EFL Reading and Writing*, (New York: Taylor and France Group, 2009), p.50
[18] Richard, J. C and Schmidt, R, (2002), *Longman Dictionary of Language Teaching and AppliedLinguistic*, England: Pearson Education Limited, p. 35.

types that might be applied as a follow-up, multiple-choice, impromptu reading plus comprehension, and short-answer assignments. All three types are included in the assessment task which has a combination of goals that are fully focused and meaningful.

3. Comprehension Reading Strategy

According to Richards and Smith (2002:44), as cited by Ningtyas (2015) students must be able to interpret texts using a variety of methods. Before reading, during reading, andafter reading, techniques are often categorized into three groups. Strategy understanding is a way to access meaning in the text, which is used selectively and flexibly in the reading process.

Reading isn't a one-off event that happens without any planning or series. Brown (2000:306) has several reading techniques to recommend. They are: 1) establishing the objective of reading, 2) using graphemic laws and patterns to aid in bottom-up decoding, and 3) using effective silent reading procedures for relatively quick comprehension. 4) searching the text for specific information, 5) scanning the text for specific information, 6) applying semantic clustering or mapping to your data 7) Make an educated assumption if you're not sure. 8) Examine vocabulary, 9) distinguish between literal and inferred meaning, and 10) analyze relationships using discourse markers.Explain that, in addition to

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Duke and Person (2001:432), there are two other techniques for ineffective reading:

a) Lookover the text

b) When it comes to reading, set some expectations for yourself

c) Make forecasts

d) Show that you understand the topic

e) Topic information is often shared

f) Conjure up mental memories

g) Determine the central concept

h) Inquire about the email

i) Keep an eye on their understanding

j) Make use of the right repair methods

k) Respond to the text in some way

l) Make personal connections.[19]

D. Directed Reading Thinking Activity (DRTA)

1. Definition of Directed Reading Thinking Activity (DRTA)

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According to Opitz and Lindung "DRTA is a strategy that boosts reading comprehension by making transparent how proficient readers make and confirm predictions while they read". It means that in teaching reading by use DRTA strategy, ask students to make and confirm

[19] Duke, Nell. K, and P. David Pearson. *How Can I Help Children Improve Their Comprehension?* Ann Arbor, Michigan : *Center for the Improvementof Early Reading Achievement (CIERA),* Michigan State University, 2001.

predictions while they read. This way will make students be to understand about the text that they read. And also can boosts students reading comprehension.[20]

Likwise (1998) state that the DRTA helps students become aware of the reading strategies, understand the reading process and develop predictions skills. They add that this strategy stimulates students' thinking and makes them listens to other opinions and modifies their own in light of additional information.[21]

DRTA is a method for developing independent readers by equipping them with the skills to set reading goals, examine reading content based on these goals, and make decisions based on knowledge from the text. DRTA also assists students in becoming knowledgeable of reading techniques, comprehending the reading process, and developing prediction skills.

According to the previous definition, the goal of DRTA is for students to use reading methods, elicit prior knowledge about the text's subject, create a reading goal, and monitor their understanding while reading. These actions will help children become independent readers in the future. Students make predictions before reading a section of the book, and then the loop continues until the full material is read.Predicting

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[20] Opitz, M. F. & Lindung, M. G. (200. Comprehension and English Language learners). Portsmouth: Greenwood Publishing Group, Inc. (2009:148).
[21] Likwise (1998). *Literacy and the Key Learning Areas*: Successful Classroom Strategies. Australia: Eleanor Curtain Publishing.

before reading, reading, and providing/proving the prediction after reading are the three stages of DRTA.

It is understood that in the implementation of DRTA, before reading text readers may make predictions, based on the explanation above. As well as their previous knowledge of the text, they should use any clues to find in the text to make predictions. Their reading aims to determine whether or not their predictions about the text area were accurate.

a. The Teaching of Reading using Directed Reading Thinking Activity (DRTA)

The following steps are used to plan the elaboration of DRTA-based reading instruction.

1). Before reading: predicting

Students can be identified and selected while making predictions by looking at the title, image, or vocabulary, grammar, and other linguistic features of the text.The teacher assists students in generating questions, discussing them, and sharing their collection predictions.

2). While reading: silent reading

The teacher helps students to identify each vocabulary item that is important in the reading context. Besides, students must read the entire text to be able to collect data relating to their previous predictions.

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3). After reading: confirming the predictions

Students are encouraged to see the reading that they have read before. After that, they were told to return to discuss with their group friends the results of their predictions. The concept to be used is to rely on their own experiences and the teacher will facilitate them with the prediction results they have done.

b. The Procedure of Directed Reading Thinking Activity (DRTA)

The DRTA strategy, according to Carter (2004:61), consists of many phases. It is explained below: Let's discuss the genre. Name the author, please identify the author. Read the title and display the cover picture. Inquire of the pupils what they believe the plot of the story will be. The teacher can make forecasts on the chalkboard.

1. The teacher instructs the students to read before they reach the first stop sign.
2. The teacher goes over the predictions with the students and asks which ones have already come true. The teacher requests that students read portions of the material aloud and then confirm or refute their predictions.
3. The instructor pushedthe students to make more predictions and specifically request precisepredictions. Before proceeding with predictions, the teacher inquires the students to follow through with their predictions.

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4. After finishing the story, the teacher goes through it with the students and asks them what details they used to make the best predictions.

Thegeneral procedure method for creating a simple story map includes the following steps: students are directed through an informational text by the Directed Reading Thinking Activity in a step-by-step process. It's made to help students progress through the reading process. Throughout the reading, there are questions to be asked and answers to be given, as well as predictions to be checked. As the students advance to the next unit, new questions and predictions are formulated.

Based on the above ideas, the researcher concludes that DRTA is a technique that assists students in becoming more involved readers. Furthermore, thesetechniques will assist students in determining the reasons for reading. Students can predict the text using limited information such as title, the author's name, or a few examples in this technique.

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2. The Advantage of Directed Reading Thinking Activity (DRTA)

According to Adit, there are a number of reasons why employing the Directed Reading Thinking Activity (DRTA) method in reading class is advantageous (2008),as quoted by Friska (2015:24), including the fact that it makes students become committed and thoughtful readers. Because of the method of anticipating, reading, and proving. They use

their minds to become more aware of the subject at hand, which the students may not be familiar with. Furthermore, it engages students "prior knowledge. Predicting the subject will expose prior knowledge, and new information will be applied to students' knowledge.

The Directed Reading Thinking Activity strategy, according to Bainbridge (1999:164), allows studentsto actively engage in the creation of meaning. It means that students are motivated to read actively by their predictions in the text.[22]

3. The Disadvantages of Directed Reading Thinking Activity (DRTA)

The disadvantage of the Directed Reading Thinking Activity approach, according to Yuliana (2015:24), is it if students have finished reading or heard the text, this is a good option. Furthermore, if there are more classes (more than thirty students), classroom management may become a challenge since the teacher is responsible for all of the students.

D. Narrative Text

1. Definition of Narrative Text

A narrative text is a fictional or real-life story that involves a sequence of events in which the way the story is told and the meaning is portrayed are also important aspects of the story's construction. These

[22] Bainbridge, Joyce and Sylvia Pantaleo. (1999). *Learning with Literature in the CanadianElementary Classroom*. Ednonton Alberta: The University of Alberta Press.

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unique characteristics of narrative text can be seen in the order in which events occur to pique the readers' interest and keep them engaged in the plot. According to Hazel (2007), the subjective interpretation of time portrayed in the story is related to two essential functional elements of narrative construction: event selection and even sequencing.

Students can make connections between the narrative text and their own lives by noticing similarities between the text and their own lives. They can also make links between the text and the real world. In a nutshell, reading a story is a collaborative effort between the author and the reader. Understanding the narrative text necessitates a knowledge of the subject matter. As a result, to make connections, readers must gain background knowledge of literary elements. Students who are reading narrative texts should review the literary elements problem solution, theme, and writing style from the previous review.

2. The Characteristics of Narrative Text

1) Tense of the past (killed, drunk, etc)

2) Time synchronization (Once upon a time, one day, etc)

3) Synchronization of time (When, then, suddenly, etc)

4) A distinct personality the story's protagonist is special, not generic(Cinderella, Snow White, Alibaba, etc)

5) Action is indicated by this symbol(killed, dug, walked, etc)

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6) Indirect speech. It's to keep the story going forward. (Snow White introduced herself by saying, "My name is Snow White"). The present tense is used in the direct expression.

3. Types of Narrative Text

Students become naturally interested with characters that shared similar thoughts or were in comparable situations as they read quality narrative content. There are various kinds of narratives. Fairy tales, mysteries, science fictions, horrors, romances, fables, myths, legends, ballads, and other genres are included. This can be divided into two categories: imagined and factual, or a mix of both. It categorised narrative text into four basic elements, in addition to various narrative texts. There are as follows :

a. Characters

Within a story, there are two characters. They are main and secondary characters. The single most crucial ingredient in a narrative text is the characters. It describes the character's physics, such as age, weight, and height, as well as pychological attributes such as strength and weakness. These two take part in a variety of circumstances or react to the story's concerns.

b. Settings

The setting of a tale refers to the location (where) and time period (when) of the story, as well as whether it is realistic, historical fiction, or fantasy.

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At times, the author includes details that leave the reader guessing about the novel's setting and chronological period.

c. Plot

The plot consists of a series of incidents or events produced by the author in order to pique the reader's interest and generate excitement as the novel progresses. The plot involves a beginning occurrence that sets the main character of the chain of events on the path to solving problems. The tension builds until the climax, or high point in the story, where the situation is resolved.

d. Conclusion

When a story draws to a close, the author ties it up by determining how all of the story's important events culminated in a conclusion. This section of the story is the most engaging since it discusses how the events influence the characters.

Example of the Narrative Text

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" Malin Kundang "

A woman and her son lived in a small village on the beach in West Sumatra several years ago. Malin Kundang and her mother were present. Malin Kundang’s father died when he was a small child, leaving his mother to raise him alone. Malin Kundang had to put up with a lot from his mother.

Malin kundang was a solid, safe, and diligent young man. He went out to catch fish in the sea. He would carry the captured fish after catching it, offer it to his mother, or put it on the market in town.

Malin Kundang was out on the water one day when he came across a merchant ship being raided by a small group of pirates. He was of assistance to the merchant. Malin Kundang defeated the pirates with his bravery and power. In return for being enjoyed and thanked, the merchant invited Malin Kundang to accompanyhim on his voyage. Malin Kundang decided to have a better life. He left his mother alone.

Malin Kundang became affluent several years later. He had a large ship and was assisted in loading cargo by a large number of ship crews. He was also blessed with a stunning wife. His ship landed on a beach near a small village while he was on his trading trip. He was remembered by the villagers. "Malin Kundang has become wealthy and now he is here", the news spread quickly throughout the region.

An elderly woman dashed to the beach to meet the newly wealthy businessman. Malin Kundang was her name, and she was Malin Kundang's mother. After such a long time, she yearned to touch him and let go of her loneliness. Malin Kundang, who was standing in front of his well-dressed wife and his ship crews when the mother arrived, refused to greet her, was unfortunately killed. Malin Kundang was begged three times by her mother, and each time he screamed at her. At last Malin

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Kundang said to her "Enough, old woman!" Malin Kundang finally said I've never known a mother like you, a filthy, unattractive woman!".

He then directed his crews to set sail. He would abandon the old mother once more, but she was sad and enraged at the time. Finally, she cursed Malin Kundang, threatening to turn him into a stone unless he apologized. Malin Kundang simply laughed and sailed away.

A thunderstorm erupted in the stillness of the sea. Malin Kundangcouldn't apologize because his massive ship had sunk. He was knocked from his ship by a wave. He couldn't get out of his curse now. He couldn't get out of his curse now. He transformed into a stone all of a sudden.

E. Conceptual Framework

Reading instruction and learning at school should be carefully planned and supervised. However, some reading difficulties were discovered among grade VIII students. Students in grade VIII students at SMPN 1 Wotu have trouble recalling details and deciphering the context of a letter. It can be identified by their difficulties in producing the key idea and recognizing detailed information, although all of these issues are classified as reading skills.

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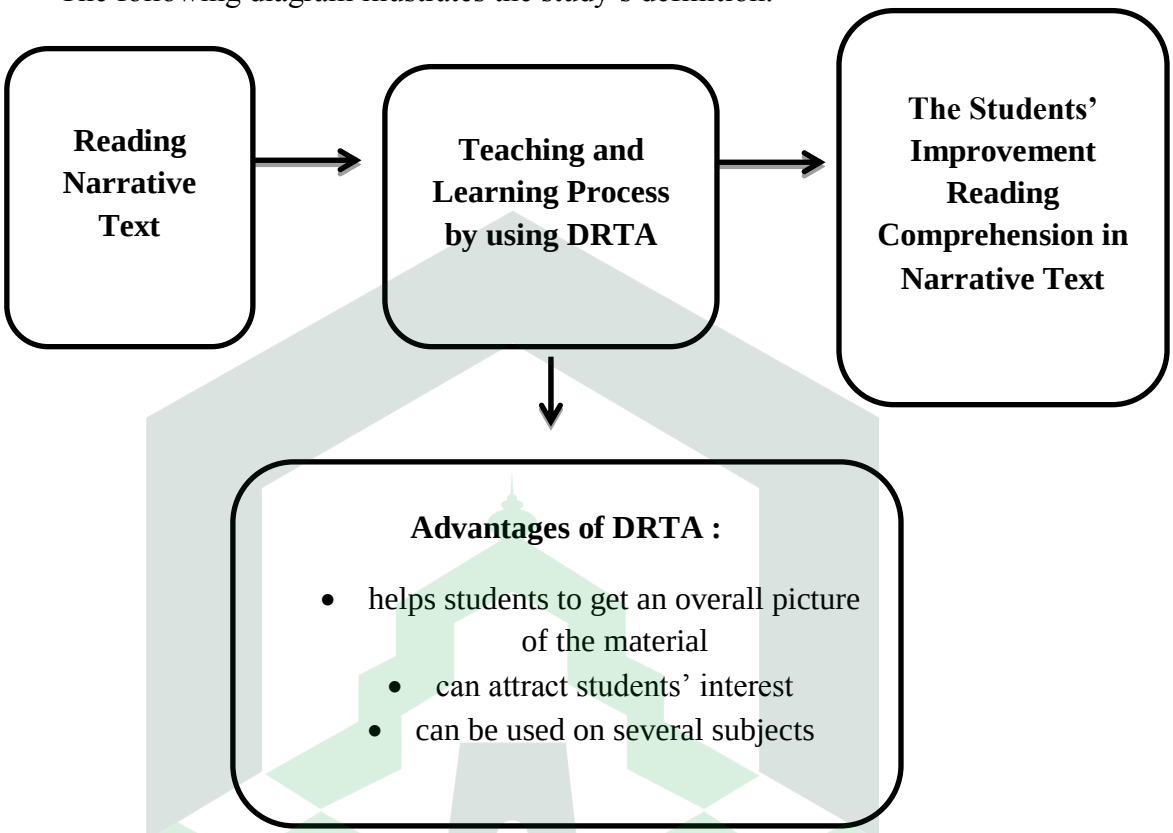
The following diagram illustrates the study's definition.



At the same time, all of the skills of reading. It simply emphasizes some of the disadvantages of the student's reading difficulties, as previously mentioned. Directed Reading Thinking Activity (DRTA) is primarily concerned with improving students' reading comprehension, their inability to detect the main concept and retain knowledge in documents, in particular. It also helps students associate their prior knowledge with the text's information by allowing them to anticipate, read, and validate their predictions. The students are divided into a group

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of four or five students. Then, before that, the researcher explains the Narrative text and generic structure of Narrative text to the students. Before the researcher gives a reading text, the researcher will write the title show the picture about reading the text on the whiteboard. And then the researcher asks students to pay attention to the title and picture and the researcher asks to predict what happened to the picture. After that, each group will deliver the results of the prediction from the reading, then the researcher will distribute the reading text to each group. After that, the researchers asked each group to match the results of the prediction and reading text. The last, the researcher asks the students to answer the question from the text.

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CHAPTER III

METHOD OF RESEARCH

A. Research Method and Design

1. Method

The classroom Action Research approach was used inside thestudy. In this case, the word “classroom action study” does not refer to a more precise context. The term “class” refers to groups of students who receive lessons from the same teacher at the same time.

A researcher is divided into two cycles, each of which contains four meetings. This study used DRTA to distribute materials to students and keep track of notes on the teaching-learning reading process.

2. Design

Reading comprehension was the study’s dependent variable, and the approach used was classroom action research, the instructional technique was the independent variable. It was explained qualitatively and quantitatively. The students in the group are given both a pre-test and a post-test to assess their English reading comprehension. As a result, this analysis was carried out using the action testing, design of the pre-test and post-test.

B. Variable of the Research

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This research consists of the following variable :

1. **Dependent Variable**

   The dependent variable is students' reading Narrative text.

2. **Independent Variabel**

   The independent variable is the DRTA (Directed Reading Thinking Activity Starategy).

C. Population and Sample

1. Population

The population of this research is the eighth grade of SMPN 1 Wotu 2020/2021 academic year which consists of one class namely VIII 2. There are a total of 30 students.

2. Sample

The researcher will apply a purposive sampling technique. The sample is consists of one class. They are class VIII.2 as classroom action research. The sample is 30 students. The researcher chooses VIII grade to be a respondent in this research.

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D. Instrumen of the Research

1. Observation

Observations were made during the response session for students. Here the researcher provides observations to get knowledge about the issue and what effects does it have on the classroom teaching and

learning process. Besides that, we can focus on documenting how researchers are given the DRTA, and students are allowed to respond or comment during observation activities in note form of field and observation data.

2. Interview

At the end of each meeting, interviews are normally conducted to learn how students respond and whether this has an effect on the application of the DRTA and the entire teaching and learning. The interview is used to clear information through observation.

3. Reading Test

The test is divided into two sections: a pre-test and a post-test. Both the pre-test and the post-test were 15-question multiple-choice assessments. This test is intended to see how far pupils have progressed in their reading comprehension skills, as well as to collect data.

E. The technique of Collecting Data

1. Observation

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It is used to assess how the teaching-learning process is progressing, and Directed Reading Thinking Activity can be utilized to assist students in improving their reading comprehension. The researcher used a field note technique during the observation.

2. Test

The test will be one of the tools used by the researcher to evaluate students' abilities and the amount to which they can comprehend what they are reading. The writer employs pre and post-testing techniques. Before startingthe teaching-learning process, students take a pre-test. In addition, after the teaching-learning processes were completed, post-test and pre-test were used to assess the discrepancies in students' abilities.

3. Documentation

To learn about the students, teachers, and school situation, documentation is needed. This approach is used to determine the health of students and teachers, as well as the composition, the school's profile, and location. The writer finished the thesis by explaining the school and the data required for the study in a journal. The authors requested that the school provide full data so that this study would achieve the desired outcome.

F. The procedure of the Research

This research entitles "Improving Reading Comprehension at the Eighth Grade Students at SMPN 1 Wotu through Directed Reading Thinking Activity (DRTA)". Both experts' definitions of CAR are divided into four stages, and doing a classroom action analysis is divided into four processes. They're contemplating, acting, watching, and reflecting.

1. Planning

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The solution to the WH question can be found in the planning process (what, why, when, where, who, and how the action is done). The activities that are scheduled are listed below:

a. Gathering resources, creating lesson plans, and planning the action phase.

b. Make a list of student's names and their grades.

c. Stage one is to prepare teaching aids.

d. Creating students and instructor observation sheets.

e. Creating a pre- and post-test (to see if pupils' comprehension improves).

2. Treatment

a. The Firs Meeting

1. The researcher introduced Narrative text for the students, explained to them what is Narrative text, the purpose, and generic structure.

2. Then, the researcher introduced Directed Reading Thinking Activity (DRTA) strategy and how to work it.

3. Before the researcher gave a reading text, the researcher wrote the title "Sangkuriang" the picture about reading the text on the whiteboard.

4. The researcher asked students to pay attention to title and the researcher asked to predict about reading the text on the whiteboard.

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5. After that, each group delivered the results of the predictions from the reading. Then the researcher distributed the reading text to each group. After that, the researchers asked each group to match the results of the prediction and reading text.

6. The last, the researcher asked the students to discuss and answer questions and relate the results of the prediction they have previously made bassed on the narrative text.

b. The Second Meeting

1. The researcher gave an Narrative text entitled “Kangaroo”.

2. The researcher wrote the title about reading the text on the whiteboard.

3. The researcher asked students to pay attention to the title and the researcher asked to predict what happened to the picture.

4. After that, each group delivered the results of the prediction from the reading. Then the researcher asked each group to match the results of the prediction and reading text.

5. The last, the researcher asked the students to discuss and answer questions and relate the results of the prediction they have previously made based on the Narrative text.

c. The Third Meeting

1. The researcher gave an Narrative text entitled “The Good Stepmother”.

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2. The researcher wrote the title about reading the text on the whiteboard.

3. The researcher asked students to pay attention to the title and the researcher asked to predict what happened to the picture.

4. After that, each group delivered the results of the prediction from the reading. Then the researcher asked each group to match the results of the prediction and reading text.

5. The last, the researcher asked the students to discuss and answer questions and relate the results of the prediction they have previously made based on the Narrative text.

d. The Fourth Meeting

1. The researcher gave an Narrative text entitled “The Good Stepmother”.

2. The researcher wrote the title about reading the text on the whiteboard.

3. The researcher asked students to pay attention to the title and the researcher asked to predict what happened to the picture.

4. After that, each group delivered the results of the prediction from the reading. Then the researcher asked each group to match the results of the prediction and reading text.

5. The last, the researcher asked the students to discuss and answer questions and relate the results of the prediction they have previously made based on the Narrative text.

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3. Observation

Observation is one of the data gathering strategies utilized in this investigation.Observation may be used in a structured way to track and record the phenomenon being studied, such as the students' feelings, thoughts, and actions during the teaching-learning phase, action is taken. Observe how the learning exercises are implemented and write about everything that happened in the classroom.

4. Reflecting

Reflection entails behaviors that allow you to re-examine what happened (Arikunto, 2010:140). The observation's outcome is evaluated. It keeps track of all that happens in real-time. The researcher looked at the outcome of the decisions that were going to be taken. The researcher discovered the benefits and drawbacks of DRTA implementation by reflection. To enhance language learning, a strategy was devised. Aside from that, there is an issue with the intervals. The researcher must solve the problem in the first cycle.

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G. The technique of Data Analysis

1. Scoring the reading test

Table 3.1 Reading Assessment[23]

	Poor 1 pts	**Fair 2 pts**	**Good 3 pts**
Main Idea	Misidentifies main idea, or fails to identify the main idea.	Identifies main idea, but cannot identifiy supporting details.	Identifies main idea as well as supporting details.
Vocabulary	Attempts to decode unfamiliar word in text, but does not independently interpret meaning.	Decodes unfamiliar word, but is not always able to interpret meaning from context.	Interpret meanings of unfamiliar words.
Context	Cannot identifies contextual references to interpret meaning.	Identifies minimal contextual, references to interpret meaning.	Identifies most contextual references to interpret meaning.
Sequence	Cannot identify keywords or sequential textual passages.	Identifies sequential elements of massage, but has trouble with the reorganization of	Exhibits ability to identify sequential elements as well as the ability to recognize the elements into a

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[23] Penny Mckay. *"Assessing Young Language Learners",* (Cambridge : 2007).p.354.

		the sequential elements.	sequential order.
Inference	Cannot conclude inferred messages or identify prose that may infer them and misconcludes inferred messages.	Identifies limited inferred messages, or recognize, but misinterprets the inference.	Can identify when message are inferred and can conclude accurate meaning.

2. To measure the students' correct answer.

   a. Calculating the mean score

   b. Finding out the standard deviation of the pretest and posttest

   c. Computing the frequency and the rate percentage of the students' score by using SPSS 20.

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CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The researcher provides the findings of a classroom action research project aimed at improving students' reading comprehension for SMPN 1 Wotu students in this chapter.

1. Before Implementing Classroom Action Research (CAR)

a. The Result of the Interview

The researcher conducted interviews with the students from SMPN 1 Wotu class VIII.2 before utilizing CAR. A series of question on teaching and learning English were posed to the students, with a focus on reading comprehension. The following was the question: a) Do you find learning English to be enjoyable? b) Are you a reader? And there are a lot of other questions like that. Studying English was difficult since we didn't understand what they were saying, and the teacher tried to teach them English in a tedious manner, according to the students' responses.

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b. Preobservation

The researcher obtained some details about the class's students' situation, including the students' issues. Students normally only read the text and then respond without understanding what it means.

c. The Result of Pre-test

The students were given a pre-test before the CAR was implemented it was carried out to determine the students' reading comprehension. As a result, the researcher was able to compare the pre-test and post-test scores. The researcher determined the score after administering the pre-test. The pupils' pre-test score is listed below:

Table 4.1. The Result of Students' Pre-test

NO.	Students' Name	Score
1.	A1	60
2.	A2	73
3.	A3	76
4.	A4	67
5.	A5	67
6.	A6	73
7.	A7	76
8.	A8	60
9.	A9	76
10.	A10	73
11.	A11	40
12.	A12	47
13.	A13	70
14.	A14	70
15.	A15	76
16.	A16	73
17.	A17	70
18.	A18	73
19.	A19	67
20.	A20	63
21.	A21	73
22.	A22	70
23.	A23	67
24.	A24	40
25.	A25	70
26.	A26	70
27.	A27	53
28.	A28	73
29.	A29	73
30.	A30	40

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Total	**1,979**
Mean	**65,97**

The maximum score was 76, and the lowest score was 40, as seen in the table above. Four students received a 76, which qualified them for KKM, eight students received a 73, six students receiveda 70, four students received a 67, one student received a 63, two students received 60, one student received a 53, one student received a 47 and three-students received a 40.

If the relevance of student learning outcomes in the pre-test is classified into five groups, the following are the student learning outcomes:

Table 4.2. The Rate Percentage of Students' Score of Pre-test

NO	Classification	Score	Frequency	Percentage
1	Excellent	90 – 100	0	0%
2	Good	80 – 89	0	0%
3	Adequate	70 – 79	18	60%
4	Inadequate	60 – 69	7	23%
5	Failing	Below 60	5	17%
				100%

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In cycle 1, no one students received the grades "Excellent" or "Good", but mood 18 students (60%) received the grade"Adequate", 7

students (23%) received the grade "Inadequate" and 5 students (17%) received the grade "Failing".

B. The Implementation of Directed Reading Thinking Activity

The tasks were divided into two cycles, each consisting of four meetings. In cycle 1, they noticed the obstruction and failure, therefore I sought a remedy and implemented it in the next cycle. The analysis' findings can be stated as follows :

1. Cycle 1

a. Planning

The researcher developed the following instruments as part of this strategy, which were more relevant before the introduction of CAR (Classroom Action Research):

a) The researcher devised a lesson plan for teaching reading comprehension using narrative material.

b) The researcher created some narrative material,which will be distributed to students.

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c) The researcher set up all of the necessary equipment for the learning-teaching process,including student tests, observation sheets, and cameras.

b. Action

The first cycle's activities were divided into two meetings. The steps for the meeting can be summarized as follows :

a) The researcher greeted and prayed with the group before beginning the teaching and learning process. After that, the researcher introduced herself.

b) The researcher examined the pupils' attendance and made a list of the educational goals that needed to be met.

c) In these learning activities, the researcher presented the approach of Directed Reading Thinking Activity (DRTA) and narrative text.

d) The researcher gives the text to the students' to find him to look for meaning in the narrative text on the title The Story of Kangaroo.

Example of the story Kangaroo

The kangaroo is a native of Australia, though it has a smaller cousin, the wallaby, that lives on the Australian island of Tasmania as well as in New Guinea.

Kangaroos are herbivores that consume grass and plants. Their front legs are short, but their back legs are long and strong, and they have a tail. These can be used for sitting as well as jumping. Kangaroos have been known to leap over fences as high as three meters and make forward leaps of over eight meters. They can also travel at speeds of up to 45 km/h.

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The Red Kangaroo and the great Grey Kangaroo are the two biggest kangaroos. Adults can reach a length of 160 meters and a weight of more than 90 kilograms. A marsupial, the kangaroo is a marsupial. This shows that the front of the female kangaroo's body has an external pouch. A newborn kangaroo is extremely small and quickly climbs into this punch, where it will spend the next five months of its life.

e) The researcher gave some narrative text questions post-test

In the second meeting, the procedure was the same as it had been at the first meeting. The researcher, on the other hand, remembered previous content and double-checked the participation of students who had completed the learning objectives.

Table 4.3. The Result of Students' Post-test in Cycle 1

NO.	Students	Score
1.	A1	70
2.	A2	80
3.	A3	83
4.	A4	67
5.	A5	80
6.	A6	80
7.	A7	90
8.	A8	73
9.	A9	83
10.	A10	76
11.	A11	87
12.	A12	66
13.	A13	60
14.	A14	80
15.	A15	90
16.	A16	87
17.	A17	80
18.	A18	87
19.	A19	80

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20.	A20	83
21.	A21	80
22.	A22	70
23.	A23	76
24.	A24	60
25.	A25	63
26.	A26	80
27.	A27	80
28.	A28	76
29.	A29	76
30.	A30	0
	Total	**2.303**
	Mean	**76,77**

The researcher discovered indicated the students' post-test scores were significantly higher than the pre-test scores, with some students exceeding KKM (76), a total of 21 students, based on the data above. Even though some of the students were already on their way. The maximum possible score was 90, while the minimum possible score was 60. The highest possible score was 90, while the lowest possible score was 60. Two students received 90 points, three students received 87 points, three students received 83 points, nine students received 80 points, four students received 76 points, one student received 73 points, two students received 70 points, one student received 67 points, one student received 66 points, three students received 60 points, and one student received 63 points.

After the post-test, if the worth of students' learning results is divided into five groups, the following are the student learning outcomes:

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Table 4.4. The Rate Percentage of Students' Score of Post-test in Cycle I

NO	Classification	Score	Frequency	Percentage
1	Excellent	90 – 100	2	7%
2	Good	80 – 89	15	50%
3	Adequate	70 – 79	7	23%
4	Inadequate	60 – 69	6	20%
5	Failing	Below 60	0	0%
				100%

As shown in the table above, two students (7%) received an outstanding "Excellent" grade, fifteen students (50%) received a "Good" grade, seven students (23%) received a "Adequate" grade, six students (20%) received a "Inadequate" grade, and the good news is that none of the students received a "Failing" grade.

c. Observation

The following information was gathered based on the researcher's and my collaborator's observations during the cycle I teaching and learning process :

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1) The students' remained disorganized and perplexed about their new lesson.

2) When the researcher read the narrative text to the class, it was a noisy environment.

3) The majority of the pupils were unable to instantly accept the researcher's explanation.

Below, the researcher displays the students' level of participation based on their reading evaluation results :

Table 4.5. The Result of Observation Students' Activeness in Cycle 1

NO	Students' Name	Activeness			
		Very Active	Active	Less Active	Passive
1.	A1	✓			
2.	A2		✓		
3.	A3			✓	
4.	A4	✓			
5.	A5	✓			
6.	A6		✓		
7.	A7		✓		
8.	A8		✓		
9.	A9		✓		
10.	A10	✓			
11.	A11			✓	
12.	A12	✓			
13.	A13			✓	
14.	A14	✓			
15.	A15		✓		
16.	A16	✓			
17.	A17	✓			
18.	A18		✓		
19.	A19		✓		
20.	A20	✓			
21.	A21			✓	
22.	A22		✓		
23.	A23			✓	
24.	A24			✓	
25.	A25			✓	
26.	A26		✓		

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27.	A27		✓	
28.	A28		✓	
29.	A29			✓
30.	A30		✓	
		9	**13**	**8**

Where :

1) Very Active: they were focused and involved in every element of the learning process.

2) Active: students were involved in the learning process by referring to the study through narrative text.

3) Less Active: students are less engaged because they only pay attention to and respond to one person.

4)Not Active (Passive): pupils were uninterested in the content, appeared befuddled and bored, and left the classroom on occasion.

Diagram 4.1. Category and Frequency of Students' Activeness in Cycle I

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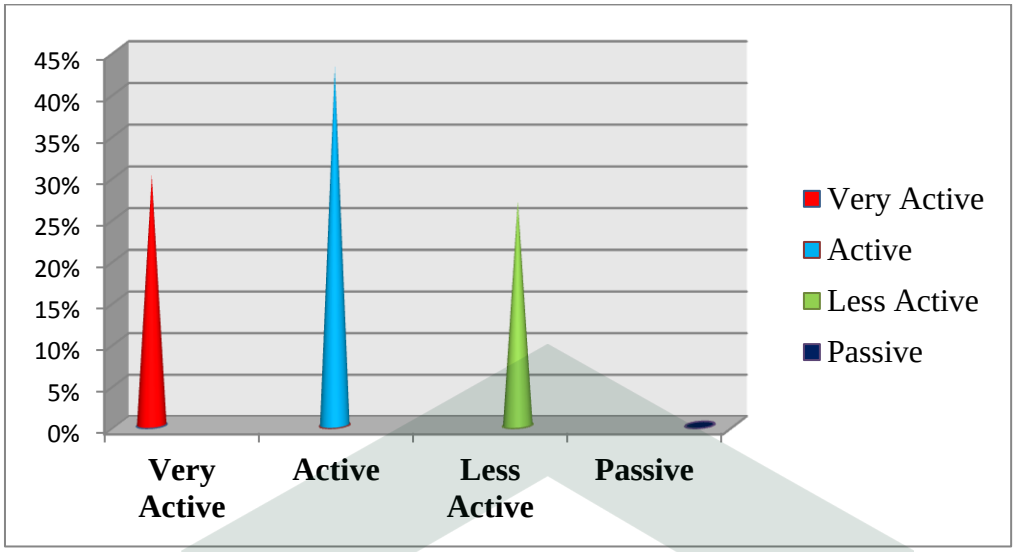

30% studentswere "Very Active" in the learning process, according to the diagram category and frequency of students against classroom participation, 43% there were students who were "Active" in the report, 27% there were students who were "Less Active" in their desire to participate in the study and 0% there were students who "Not Active". It signifies that the majority of students in cycle I were completely engaged in the learning process and found the lesson entertaining; in addition, the majority of them received a good grade.

d. Reflection

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The researcher reflected at this stage by discussing and evaluating the collaborative learning activities. Cycle 1's deficiency constraints were investigated through reflection.

Although the implementation of learning reading comprehension through narrative text in cycle 1 was very successful, there were still

some challenges. Some students were uninterested in learning or only in class, and they paid less attention to the researcher's interpretation.

2. Cycle II

a. Planning

The two meetings for cycle II were held. Cycle II activities were replaced with cycle I activities, resulting in changes that were already missing in cycle I.

The researcher created a new lesson plan during this process. For the students, the researcher made the class more engaging and enthusiastic. As a result, the researcher made the following actions in response :

1) The researcher made a narrative text

2) The researcher devised assessment tests based on the content covered in class.

b. Action

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This segment was used by the researcher to conduct teaching and learning tasksto acquire a better result than cycle I. Cycle II is a procedure that was split into two halves. The following are the steps leading up to the meeting:

1) The researcher started the activities before beginning the teaching and learning process, everyone greets and prays together.

2) The researcher looked over the students' attendance records and outlined stated the learning objectives that would be met.

3) The researcher gives the narrative text for every student entitled The Good Stepmother.

Example of the story The Good Stepmother

The old, who imprisoned Hansel and assigned Gretel the task of cleaning the home. She intended to eat both of them. Every night, the children wailed out to the grownups, begging them to let them go. Meanwhile, their stepmother began to lament the fact that she had never been able to rid the house of the children. "I have to find them," she declared as he set out into the woods.

She arrived at the which' cottage many hours later, her feet tired from trekking and her mouth parched from food. Through the glass, the stepmother peered in. When she saw the two twins, her heart broke.

After picking up the broom and leaning against the door, she crept inside. She was preparing stew in the oven when the stepmother gave her a hard shove. The which dropped into the oven when the stepmother shut the door. "Children, I have come to help you," she said as she hugged them tightly. I've committed a heinous crime. I hope you will forgive me when the time comes. Allow me to transport you back to your home and reunite you with your loved ones. They returned home, where the

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stepmother converted into the most wonderful mother anyone could hope for, and they lived happily ever after.

4) Students read the text from their writing.

5) Students must interpret the reading text's content and respond to the questions.

The measures were the same in the second meeting as they were in the first. The researcher, on the other hand, remembered previous content and tested student attendance to convey learning goals that had occurred. The researcher explained to students how the learning strategy used Directing Reading Thinking Activity (DRTA). The researcher then demonstrated how to interpret a reading document, specifically narrative text, and students read the text from their writing.

Table 4.6. The Result of Students' Post-test in Cycle II

NO.	Students	Score
1.	A1	80
2.	A2	76
3.	A3	87
4.	A4	87
5.	A5	100
6.	A6	85
7.	A7	80
8.	A8	80
9.	A9	90
10.	A10	87
11.	A11	73
12.	A12	91
13.	A13	87
14.	A14	100
15.	A15	93
16.	A16	97
17.	A17	100

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18.	A18	100
19.	A19	93
20.	A20	93
21.	A21	87
22.	A22	76
23.	A23	77
24.	A24	76
25.	A25	93
26.	A26	87
27.	A27	85
28.	A28	100
29.	A29	90
30.	A30	83
	Total	**2.633**
	Mean	**87,77**

The researcher discovered that the students' score in cycle I was higher than their post-test score based on the data above. Almost all students had reached KKM 76, which was 26 students, except for two students who had not yet reached.The highest possible score was 100, and the lowest was 73. Five students received a score of 100, one a score of 97, four students a score of 93, one a score of 91, two students a score of 85, one student a score of 90, six students a score of 87, two students a score of 85, one student a score of 83, three students a score of 80, one student a score of 77, three students a score of 76.

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Students' learning outcomes are presented as follows if the importance of their post-test learning outcomes is divided into five groups :

Table 4.7.The Rate Percentage of Students' Score of Post-test in Cycle II

NO	Classification	Score	Frequency	Percentage

1	Excellent	90 – 100	13	43%
2	Good	80 – 89	12	40%
3	Adequate	70 – 79	5	17%
4	Inadequate	60 – 69	0	0%
5	Failing	Below 60	0	0%
				100%

.

The table shows the students' post-test results from cycle II. There were 13 pupils (43%) who were classed "Excellent," 12 students (40%) who were classified "Good," five students (17%) who were classified "Adequate," and it's a good thing that no one was classified "Inadequate" or "Failing."

b. Observation

Each student's active involvement in the process of learning English was recorded during the observation phase of cycle II. During each cycle's meeting, observation sheets were used to assess the students' behavior. The students' interest or encouragement in learning English to enhance reading comprehension using the Directed Reading Thinking Activity strategy via narrative text was assessed using the observation sheet.

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Table 4.8. The Result of Observation Students' Activeness in Cycle II

NO	Students' Name	Activeness			
		Very Active	Active	Less Active	Passive

1.	A1	✓		
2.	A2		✓	
3.	A3		✓	
4.	A4	✓		
5.	A5	✓		
6.	A6		✓	
7.	A7		✓	
8.	A8			✓
9.	A9		✓	
10.	A10	✓		
11.	A11	✓		
12.	A12		✓	
13.	A13			✓
14.	A14	✓		
15.	A15	✓		
16.	A16		✓	
17.	A17	✓		
18.	A18		✓	
19.	A19		✓	
20.	A20	✓		
21.	A21			✓
22.	A22		✓	
23.	A23			✓
24.	A24	✓		
25.	A25		✓	
26.	A26		✓	
27.	A27		✓	
28.	A28	✓		
29.	A29	✓		
30.	A30		✓	
		12	14	4

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Where :

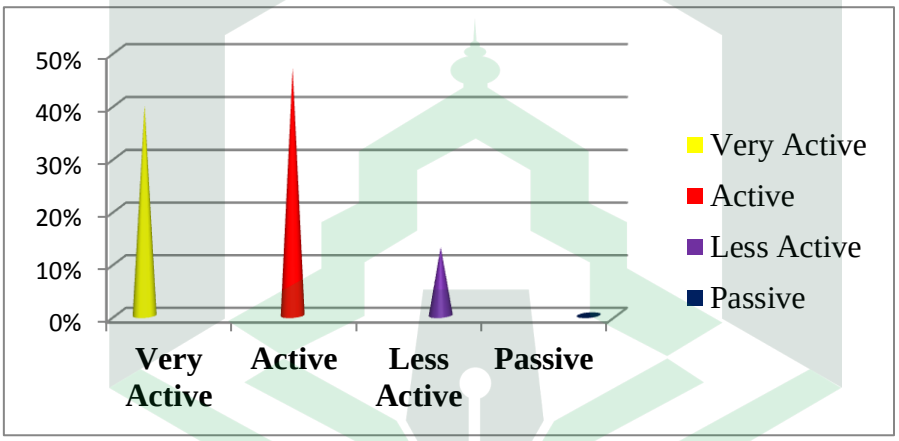
1) Very Active: the students were attentive and actively involved in every aspect of the learning process.

2) Active: during the educational process, the students used the term "building" to refer to the materials.

3) Less Active: students will only pay attention and react if they arepaying attention and reacting can they become more active.

4) Not Active (Passive): students aren't doing anything in any way to the content. They seem perplexed and bored, and some have even walked out of the classroom.

Diagram 4.2.Category and Frequency of Students' Activeness in Cycle



Students' involvement in learning English was more successful in cycle II than in cycle I, according to the diagram type and frequency of students toward classroom participation. There were 40% of students who were "Very Active" in their studies, 47% of students who were "Active," 13% of students who were "Less Active," and 0% of students who were "Not Active" in their studies. It means that the vast majority of students were completely involved in the learning process and found the lesson useful; also, the vast majority of them received a good grade, and

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the researcher and collaborator were pleased that the cycle had worked based on their observations.

d. Reflection

As indicated by their ability to remember the word and its translation, Cycle II students had a better vocabulary than Cycle I students. They also outperformed cycle I in terms of efficiency. The following is how the researcher compares and publishes the results of the pre-test, post-test 1, and post-test 2:

Table 4.9. The Result of Students' Score in Pre-test, Post-test 1 and 2

NO.	Students	Pre Test	Post Test 1	Post Test 2
1.	A1	73	80	87
2.	A2	67	67	76
3.	A3	60	70	80
4.	A4	76	83	87
5.	A5	76	90	100
6.	A6	73	80	80
7.	A7	67	80	85
8.	A8	60	76	80
9.	A9	73	73	87
10.	A10	76	83	90
11.	A11	47	66	87
12.	A12	70	87	91
13.	A13	40	60	73
14.	A14	70	90	100
15.	A15	76	80	93
16.	A16	73	87	97
17.	A17	73	87	93
18.	A18	70	80	100
19.	A19	73	80	100
20.	A20	67	83	93
21.	A21	63	70	76
22.	A22	73	80	87
23.	A23	67	76	77
24.	A24	60	75	90
25.	A25	53	63	76

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26.	A26	70	76	87
27.	A27	73	80	85
28.	A28	70	80	100
29.	A29	70	73	90
30.	A30	73	76	83
	Total	**1.979**	**2.303**	**2.636**
	Mean	**65,97**	**76,77**	**87,87**

According to the table above, before CAR or the pre-test, the mean score was just 65,97, with only four pupils passing KKM. The mean post-test score for cycle II was 76,77, and 21 students passed KKM. In cycle II, 29 students passed KKM with an average score of 87,87 on the post-test.

B. Discussion

This classroom action research (CAR) is divided into two cycles. This research uses the DRTA technique to help students in class VIII of SMPN 1 Wotu develop their reading comprehension through Narrative Text, it can be seen on the result students' response and pretest-posttest for example A1, A2, A3.

The A1 does not found difficult to answer the question about reading narrative text, before gave the treatment. So, A1 got score fair in pretest. When the researcher gave the treatment, the responded of students A1 was very good. After the researcher gave the treatment the first student can answer all questions well. So, A1 got good score in posttest. The A2 found a bit difficult to answer the questions about reading narrative text, before the researcher gave the treatment. So, A2

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got score poor in pretest. When the researcher gave the tratment, the responded of A2 was good enough. The second student got easy to answer the questions, because in direct reading thinking activity she can make the student freely express new ideas through predict the content of reading. So, A2 got fair score in treatment.

A3 had difficult to answer the questions about reading narrative text before the researcher gave the treatment. So, A3 got score poor in pretest. When the researcher gave the treatment, the responded of A3 was low. Because during the researcher gave the treatment, A3 do not pay attentioned she can not freely express new ideas through predicting the content of reading. So, A3 got poor score in treatment. After the researcher gave the treatment A3 can not answer the questions. So, A3 got poor score in posttest.

According to the findings of the student evaluation at the pre-test in cycle I, the student had the highest score of 76 and the lowest score of 40. In the first post-test cycle, the student received the highest possible score of 90 and the lowest possible score of 60. Based on the findings of a study of student weakness. Students' were unruly, unsure of how to Directed Reading Thinking Activity, lacked English vocabulary, were given insufficient time to complete assignments using narrative text, and some students were misbehaving when learning began. The learning process was not successfully observed in this cycle, and the student's test scores were low.

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The highest post-test score obtained by students in cycle II was 100, while the lowest was 73. The researcher and collaborator also examined the pupils' development and attitudes toward learning reading comprehension. When students were assigned tasks, they were more cooperative in their groups, and the student's assessment results indicated a substantial shift when compared to the cycle I findings. This fact students can also get vocabulary in studying reading, encourage students to study seriously, it has the potential to make learning enjoyable, inspiring, and challenging, encourage students to learn more vocabulary words, and students should share what they've learned. As a result, the researcher may conclude that after implementing the acts in cycle II, students' vocabulary in English subjects has increased during the learning process.

The researcher finds that there were distinctions and parallels between earlier studies and the researcher's research based on the study's findings. To determine the pupils' vocabulary achievement and reading progress, the similarity was based on vocabulary, the vocabulary modification in this study were limited to nouns, adjectives, adverbs, and verbs as the primary material or media.

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CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

The researcher discovered that using the Directed Reading Thinking Activity approach in Classroom Action Research (CAR) can help students in the eighth grade of SMPN 1 Wotu improve their reading comprehension, based on the conclusion, data analysis, and discussion from the preceding chapter. Students were more engaged in the learning process when narrative text and reading comprehension were incorporated in the learning and teaching process. This can be seen in the grades that the students have obtained. KKM was passed by four students in the pre-test, resulting in a mean score of 73. When 21 students passed KKM with a mean score of 76, the second post-test cycle revealed an improvement over the first. In cycle II, 29 students passed the KKMpost-test, with an average score of 87,87. This indicates that the study was successful.

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B. Suggestion

Based on the findings of the data review and conclusion, the researcher would like to provide the following recommendations to the English teacher:

1. For teacher

a) The teacher should be able to persuade pupils that learning English is not only fun but also intriguing by employing a method, media, or technique.

b) The instructor should be versatile for the teaching-learning process to be enjoying, fascinating, and intriguing and consider the needs of pupils.

c) Using strategy Directed Reading Thinking Activity should be considered through narrative text.

2. For students

For students, they should still be more active in learning reading. The students have to pay attention to the teacher so that they can improve their reading skill. To solve their problem in reading comprehension in Narrative text they have to applied DRTA (Directed Reading Thinking Activity) strategy in learning process and should be active and freely express their new ideas through predicting the content of reading so that the teaching process can be successful.

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3. For another researcher

Hopefully, the next study will be a step forward. Many aspects of teaching English reading comprehension can be improved using the Directed Reading Thinking Activity approach. They may use this research as a model for another researcher in the same area. The

researcher hope that the result of this research could be useful for the readers. It is hope that the readers have more information about using DRTA (Directed Reading Thinking Activity) strategy. In this research the future researcher is expected to conduct a research to find another significant of DRTA (Directed Reading Thinking Activity) strategy in other English language skills.

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Appendix 1. The students' in reading test

The Result of Students' Pre-test

NO.	Students' Name	Score
1.	A1	60
2.	A2	73
3.	A3	76
4.	A4	67
5.	A5	67
6.	A6	73
7.	A7	76
8.	A8	60
9.	A9	76
10.	A10	73
11.	A11	40
12.	A12	47
13.	A13	70
14.	A14	70
15.	A15	76
16.	A16	73
17.	A17	70
18.	A18	73
19.	A19	67
20.	A20	63
21.	A21	73
22.	A22	70
23.	A23	67
24.	A24	40
25.	A25	70
26.	A26	70
27.	A27	53
28.	A28	73
29.	A29	73
30.	A30	40
	Total	**1,979**
	Mean	**65,97**

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The Result of Students' Post-test in Cycle 1

NO.	Students	Score
1.	A1	70

2.	A2	80
3.	A3	83
4.	A4	67
5.	A5	80
6.	A6	80
7.	A7	90
8.	A8	73
9.	A9	83
10.	A10	76
11.	A11	87
12.	A12	66
13.	A13	60
14.	A14	80
15.	A15	90
16.	A16	87
17.	A17	80
18.	A18	87
19.	A19	80
20.	A20	83
21.	A21	80
22.	A22	70
23.	A23	76
24.	A24	60
25.	A25	63
26.	A26	80
27.	A27	80
28.	A28	76
29.	A29	76
30.	A30	0
	Total	**2.303**
	Mean	**76,77**

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The Result of Students' Post-test in Cycle II

NO.	Students	Score
1.	A1	80
2.	A2	76
3.	A3	87
4.	A4	87
5.	A5	100
6.	A6	85
7.	A7	80
8.	A8	80

9.	A9	90
10.	A10	87
11.	A11	73
12.	A12	91
13.	A13	87
14.	A14	100
15.	A15	93
16.	A16	97
17.	A17	100
18.	A18	100
19.	A19	93
20.	A20	93
21.	A21	87
22.	A22	76
23.	A23	77
24.	A24	76
25.	A25	93
26.	A26	87
27.	A27	85
28.	A28	100
29.	A29	90
30.	A30	83
	Total	**2.633**
	Mean	**87,77**

Appendix 2. The rate percentage reading test

The Rate Percentage of Students' Score of Pre-test

NO	Classification	Score	Frequency	Percentage
1	Excellent	90 – 100	0	0%
2	Good	80 – 89	0	0%
3	Adequate	70 – 79	18	60%
4	Inadequate	60 – 69	7	23%
5	Failing	Below 60	5	17%
				100%

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The Rate Percentage of Students' Score of Post-test in Cycle I

NO	Classification	Score	Frequency	Percentage
1	Excellent	90 – 100	2	7%
2	Good	80 – 89	15	50%
3	Adequate	70 – 79	7	23%
4	Inadequate	60 – 69	6	20%
5	Failing	Below 60	0	0%
				100%

The Rate Percentage of Students' Score of Post-test in Cycle II

NO	Classification	Score	Frequency	Percentage
1	Excellent	90 – 100	13	43%
2	Good	80 – 89	12	40%
3	Adequate	70 – 79	5	17%
4	Inadequate	60 – 69	0	0%
5	Failing	Below 60	0	0%
				100%

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Appendix 3. lesson plan

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : SMP Negeri 1 Wotu

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/Genap

Materi Pokok : Narrative Text

A. Kompetensi Inti

KI 1. Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli, santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulandan keberadaannya.

KI 3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya yang terkait fenomena dan kejadian tampak mata.

KI 4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

NO	KOMPETENSI DASAR	INDIKATOR
1.	3.14 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks narrative berbentuk fabel indonesia dan legenda indonesia, sesuai dengan konteks penggunaannya.	3.14.1 Menjelaskan fungsi sosial dari teks narrative berbentuk fabel, sesuai dengan konteks penggunaannya. 3.14.2 Menjelaskan unsur kebahasaan dari teks narrative berbentuk fabel, sesuai dengan konteks penggunaannya. 3.14.3 Menjelaskan struktur teks dari teks narrative berbentuk fabel, sesuai dengan konteks penggunaannya.

2.	4.18 Menangkap makna teks narrative lisan dan tulisan, berbentuk indonesia pendek dan sederhana penggunaannya.	4.18.1 Menggali informasi rinci dari teks narrative lisan dan tulisan, berbentuk fabel pendek dan sederhana.

C. Tujuan Pembelajaran

1. Membaca sebuah teks pendek tentang fabel
2. Mencari informasi mengenai teks pendek
3. Membaca cerita fabel kemudian memilih salah satu untuk diceritakan kembali didepan kelas
4. Memahami generic structure tentang teks narrative
5. Mengidentifikasi generic structure sebuah teks secara berkelompok
6. Membuat sebuah teks pendek sederhana sesuai generic structure berdasarkan cerita yang telah dipilih
7. Menceritakan kembali teks tersebut didepan kelas.

D. Materi Pembelajaran

1. Pengertian Narrative Text

Narrative text adalah jenis teks yang menceritakan suatu rangkaian peristiwa secara kronologis yang saling terhubung. Biasanya cerita ini bersifat imajinatif atau hanya berupa cerita karangan si pembuat dengan tujuan untuk menghibur si pembaca.

2. Tujuan Narrative Text

Seperti yang sudah disebutkan pada bagian pengertian bahwa tujuan dari teks narraive ini adalah untuk menghibur si pembaca mengenai suatu kisah atau cerita.

Dalam bahasa Inggris: *The Purpose of Narrative Text is to amuse to entertain the reader with a story.*

3. Jenis-jenis Narrative Teks

a. Personal experience (cerita yang berupa pengalaman pribadi)
b. Fairy stories (cerita yang bersifat fantastik atau penuh dengan keajaiban)
c. Fables (cerita tentang binatang yang biasanya digambarkan berperilaku seperti manusia)
d. Legends
e. Myth
f. Romance
g. Mysteries
h. Science fiction
i. Horror stories

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j. Adventure stories
k. Historical narratives
l. Slice of life

4. Generic Structure of Narrative Text

Generic structure narrative text merupakan beberapa tahapan yang biasanya digunakan dalam membuat sebuah cerita atau narrative teks. Berikut adalah tahap-tahap dalam membuat sebuah narrative teks:

1. **Orientation**

   Pada bagian ini, merupakan bagian untuk pengenalan. Yaitu pengenalan cerita tentang apa *(what is story about),* siapa *(who is the participant of the story),* dimana cerita itu terjadi *(where is the place setting),* dan kapan cerita itu terjadi *(when is the time setting).*

2. **Complication**

   Bagian ini merupakan bagian yang memunculkan permasalahan atau konflik yang terjadi didalam sebuah cerita teks narrative bahasa inggris. Bagian complication ini juga merupakan bagian paling inti dari sebuah cerita narrative teks.

   Konflik yang terjadi di dalam cerita narrative teks tersebut dapat dibedakan menjadi:

   - **Physical Conflict**
     Merupakan permasalahan yang muncul karena adanya konflik secara kontak fisik atau segala sesuatu yang berhubungan dengan fisik.
   - **Natural Conflict**
     Merupakan permasalahan yang muncul karena pelaku dalam cerita berhadapan dengan kekuatan alam.
   - **Social Conflict**
     Sosial konflik merupakan permasalahan yang muncul karena para pelaku di dalam cerita saling berhadapan dimana mereka bertemu pada saat yang bersamaan namun memiliki kepentingan yang berbeda.
   - **Psychological Conflict**
     Psikologikal konflik adalah permasalahan yang muncul saat pelaku dalam cerita itu berhadapan dengan dirinya sendiri. Hal ini biasanya terjadi ketika adanya pertentangan antara nilai baik dan buruk, sifat sombong dan rendah hati, sifat rakus dang tenggang rasa.

3. **Resolution**

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Bagian ini merupakan sebuah solusi atau penyelesaian dari suatu konflik atau permasalahan yang ada di dalam cerita. Setiap permasalahan yang muncul dalam Narrative text harus memiliki penyelesaiannya. Penyelesaian tersebut bisa berupa akhir yang *happy ending* (menyenangkan) atau bisa juga berakhir *sad ending* (tragis atau menyedihkan).

4. **Re-Orientation**
   Bagian ini merupakan pernyataan untuk menutup sebuah cerita dan ini bentuknya hanya opsional saja. Pernyataan yang disampaikan pada bagian *Re-orientation* ini bisa berupa pelajaran moral, nasihan atau pelajaran berharga dari si penulis cerita.
5. **Language Features**
   - Pola kalimat yang digunakan biasanya berupa *Simple Past Tense*
   - Permulaan kalimat biasanya diawali dengan kata keterangan waktu *(Adverb of Time)* seperti *long time ago, once, one, once upon a time*.
   - Banyak menggunakan kata penghubung waktu
   - Kadang-kadang terdapat dialog langsung antartokoh cerita.

E. Metode Pembelajaran

1. Pendekatan : Scientific *Approach*
2. Model Pembelajaran : *Project-based learning*
3. Teknik : Diskusi, tanya jawab, pemberian tugas, persentasi

F. Media Pembelajaran

1. **Media**
   Buku Cetak, Kelompok, Video, Gambar, Poster, dan Foto.
2. **Alat/Bahan**
   Spidol, Gambar, Laptop, dan Infocus.

G. Langkah-langkah Pembelajaran

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TAHAP PEMBELAJARAN	KEGIATAN PEMBELAJARAN	ALOKASI WAKTU
A. Kegiatan Pendahuluan		**15 menit**

Pendahuluan	• Guru masuk ke kelas dan langsung menyapa siswa dengan menggunakan bahasa inggris. • Guru mengabsen siswa. • Guru memberi motivasi dan apersepsi. • Guru menyampaikan tujuan pembelajaran.	
Apersepsi	• Mengaitkan materi dengantema sebelumnya • Mengingatkan kembali materi prasyarat	
Motivasi	• Menginformasikanmateri yang akandipelajari • Memberikan gambaran tentang manfaatmempelajarimateri yang akandipelajari • Menyampaikan tujuan dan strategi pembelajaran	
B. Kegiatan Inti		**20 menit**
Building Knowledge of the Field (BKOF)	• Guru menggali segala informasi (Brain Storming) yang diketahui oleh peserta didik tentang Narrative Text Contohnya: Guru menyakan pengalaman peserta didik tentang menonton, mendengarkan, atau bercerita dongeng. • Guru menuliskan di papan tulis semua informasi yang didapatkan dari peserta didik. Contohnya: Judul-judul cerita dongeng yang pernah mereka dengar atau tahu. Bertanya kapan kejadiannya, siapa saja tokohnya dll.	
Modelling of the Text (MOT)	• Guru membagikan selembar kertas yang berisi sebuah Narrative Text yang berjudulThe Ant and the Dove (Lampiran 1) kepada masing-masing siswa. • Guru membacakan texs tersebut didepan semua siswa dan bercerita versi Sendiri agar siswa mengerti dengan cerita tersebut. • Guru mengarahkan siswa untuk memahami isi bacaan yang meliputi bagian struktur teks, unsur kebahasaan, fungsi sosialdari Narrative Text	10 menit

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Joint Construction of Text	• Guru mengelompokan siswa menjadi 4 kelompok - Ketua kelompok diminta untuk memilih satu dri 4 pilihan kertas gulung yang disediakan guru yang berisi pilihan worksheet yang akan kelompok mereka kerjakan • Pesertadidikmengerjakantugasberupa menyusun kalimat acak menjadi satu paragraf yang benar (4C Collaborative dan PPK kerjasama). • Guru memfasilitasipesertadidikselamaberdis kusi. • Tiapkelompokmempresentasikanhasil kerjamerekadidepankelas (4C communicative dan PPK percayadiri).	
Independent Construction of Text (ICOT)	• Guru memintapesertadidikduduksecara individu kembali. • Pesertadidikmengerjakantugasmandiri berupamenjawabpertanyaansecara lisan ,(PPK percayadiri , HOTS dan 4C critical thinking).	
C. Kegiatan Penutup		**5 menit**
	1. Peserta didik, dengan bimbingan guru, membuat resume tentang poin-poin penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan. 2. Peserta didik menyampaikan kesulitan yang mereka hadapi saat pembelajaran di dalam kelas. 3. Guru memberikan apresiasi kepada seluruh peserta didik yang telah bekerjasama dengan baik dalam kelompok. 4. Peserta didik diberi tugas untuk mencari dan membeca sebuah cerita dongeng secara individu dirumah dan pertemuan berikutnya masing diminta untuk retell bacaan mereka. 5. Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan berikutnya.	

H. Hasil Penilaian Pembelajaran

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1. Teknik Penilaian (terlampir)

A. Sikap

Penilaian sikap dalam pembelajaran KD ini meliputi :

- Penilaian Observasi Guru
- Penilaian Diri
- Penilaian antar Teman
- Penilaian Jurnal

No	Nama Siswa	Daftar Nilai		
		Tanggung Jawab	Disiplin	Jujur
1.				
2.				
3.				
4.				
5.				
6.				

B. Keterampilan

Penilaian keterampilan dalam pembelajaran KD ini meliputi :

1. Penilaian unjuk kerja
2. Penilaian persentasi

No	Nama Siswa	Aspek yang dinilai		
		Pronounciation	Fluency	Comprehension
1.				
2.				
3.				
4.				
5.				
6.				

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C. Pengetahuan

Penilaian pengetahuan dalam pembelajaran KD ini meliputi:

a. Tes Formatif melalui penilaian hasil lembar kerja di saat pembelajaran dan tes tulis berupa essai.
b. Tes Sumatif setelah keseluruhan IPK dalam KD selesai tercapai, berupa soal Pilihan Ganda dan essai.
c. Tes Lisan dilakukan saat pembelajaran berlangsung.

Catatan:

KETERANGAN PENILAIAN (Rubrik Penilaian)

1. Tanggung Jawab

a. Tanggung Jawab
   5 = Tidak pernah menunjukkan sikap tidak tanggung jawab
   4 = Pernah menunjukkan sikap tidak tanggung jawab
   3 = Beberapa kali menunjukkan sikap tidak tanggung jawab
   2 = Sering menunjukkan sikap tidak tanggung jawab
   1 = Sangat sering menunjukkan sikap tanggung jawab
b. Jujur *(honest)*
   5 = Tidak pernah menunjukkan sikap tidak jujur
   4 = Pernah menunjukkan sikap jujur
   3 = Beberapa kali menujukkan sikap tidak jujur
   2 = Sering menujukkan sikap tidak jujur
   1 = Sangat sering menujukkan sikap tidak jujur
c. Disiplin
   5 = Tidak pernah menujukkan sikap tidak disiplin
   4 = Pernah menunjukkan sikap tidak disiplin
   3 = Beberapa kali menujukkan sikap tidak disiplin
   2 = Sering menunjukkan sikap tidak disiplin
   1 = Sangat sering menunjukkan sikap tidak displin

2. Aspek Pengetahuan *(knowledge)*
   a. Pengucapan *(pronounciation)*
      5 = Hampir sempurna
      4 = Ada kesalahan tapi tidak mengganggu makna
      3 = Ada beberapa kesalahan dan mengganggu makna
      2 = Banyak kesalahan dan mengganggu makna
      1 = Terlalu banyak kesalahan sehingga sulit dipahami
   b. Kelancaran *(Fluency)*
      5 = Sangat lancar
      4 = Lancar
      3 = Cukup lancar
      2 = Kurang lancar
      1 = Tidak lancar
   c. Pemahaman *(comprehension)*
      5 = Sangat memahami
      4 = Memahami
      3 = cukup memahami
      2 = Kurang memahami
      1 = Tidak memahami

2. Aspek Keterampilan

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a. Kerja sama *(cooperative)*
   5 = Selalu kerja sama
   4 = Sering bekerja sama
   3 = Beberapa kali melakukan kerja sama
   2 = Pernah bekerja sama
   1 = tidak pernah bekerja sama
b. Komunikasi
   5 = Selalu melakukan kegiatan komunikasi
   4 = Sering melakukan kegiatan komunikasi
   3 = Beberapa kali melakukan kegiatan komunikasi
   2 = Pernah melakukan kegiatan komunikasi
   1 = tidak pernah melakukan kegiatan komunikas

PEMBELAJARAN REMEDIAL DAN PENGAYAAN

1. **Remedial**
   - Bagi peserta didik yang belum memenuhi kriteria ketuntasan minimal (KKM) setelah melakukan Tes Sumatif, maka akan diberikan pembelajaran tambahan (Remedial Teaching)terhadap IPK yang belum tuntas kemudian diberikan Tes Sumatif lagi dengan ketentuan.
   - Soal yang diberikan berbeda dengan soal sebelumya namun setara.
   - Nilai akhir yang akan diambil adalah nilai hasil tes terakhir.
   - Siswa lain yang sudah tuntas (>KKM) dipersilahkan untuk ikut bagi yang berminat untuk memberikan keadilan.

CONTOH PROGRAM REMIDIAL

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Sekolah : SMPN 1 Wotu
Kelas/Semester : VIII/Genap
Mata Pelajaran : Bahasa Inggris
Penilaian Harian Ke : I
Tanggal Penilaian Harian :
BentukPenilaian Harian :
Pilhan Ganda Materi Penilaian Harian : NARRATIVE TEXT
(KD / Indikator) :Membandingkan fungsi sosial struktur
KKM : 68

No	Nama	Nilai	Idikator	Bentuk	Nilai	Ket

	Peserta Didik	Ulangan	yang Belum Dikuasai	Tindakan Remedial	Setelah Remedial	
1.						
2.						
3.						
4.						
5.						
dst						

2. Pengayaan

Guru memberikan nasihat agar tetap rendah hati, karena telah mencapai KKM (Kriteria Ketuntasan Minimal). Guru memberikan materi pengayaan berupa penugasan untuk meningkatkan keterampilan membaca dan / atau menulis teks short message.

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RENCANA PELAKSANAAN PEMBELAJARAN

MATA PELAJARAN BAHASA INGGRIS

Satuan Pendidikan	: SMP
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: VIII/ Genap
Skill	: Reading
Jenis teks	: Narrative Text
Waktu	: 4 x 45 Menit
Jumlah Pertemuan	: 2 kali pertemuan

Standar Kompetensi

1. Memahami makna dalam pilihan ganda pendek sederhana berbentuk narrative untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar

1. 1 Membaca teks fungsional dan pilihan ganda pendek sederhana berbentuk narrative dengan ucapan, tekanan dan intonasi yang benar yang berkaitan dengan lingkungan sekitar.

Sub Kompetensi Dasar

1. 1. 1 Membaca teks fungsional dan pilihan ganda pendek sederhana berbentuk narrative dengan ucapan, tekanan dan intonasi yang benar yang berkaitan dengan lingkungan sekitar.

Indikator

1. 1. 1 Membaca teks berbentuk narrative
1. 1. 2 Menyebutkan informasi dalam text narrative
1. 1. 3 Menemukan main idea dalam text narrative
1. 1. 4 Menemukan arti kata-kata sulit dalam text narrative
1. 1. 5 Menemukan makna kata secara kontekstual

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1. 1. 6 Menjawab pertanyaan tentang isi teks narrative

Tujuan Pembelajaran

Setelah mengkuti kegiatan pembelajaran, peserta didik dapat:

1. 1. 1 Menyebutkan informasi tersurat dalam text narrative
1. 1. 2 Menemukan main idea dalam text narrative
1. 1. 1 Menemukan arti kata-kata sulit dalam text narrative
1. 1. 1 Menemukan makna kata secara kontekstual
1. 1. 1 Menjawab pertanyaan tentang isi teks narrative

Materi Pembelajaran

NARRATIVE

- Narrative is a text which contains about story (fiction/non fiction/tales/folktales/fables/myths/epic) and its plot consists of climax of the story (complication) then followed by the resolution.
- A narrative text is a text amuse, entertain and deal with actual or vicarious experience in different ways. Narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.
- The narrative text short story is telling of a story or an account of a sequence of events. One of the four traditional forms of composition (along with description, exposition, and persuasion). Narration differs from exposition, which can also relate a sequence of events, in that

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narration need not be factual and may be written from the perspective of a character in the text.

- Generic Structure of narrative text:
  - Orientation : When and where the story happened and introduce the participants of the story.
  - Complication : Tells the beginning of the problems which lead to the crisis (climax) of the main participant.
  - Resolution : The problem (the crisis) is resolve, either in happy ending or sad ending.
  - Re-orientation : This is a closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer.

Kegiatan Pembelajaran Pertemuan I

No	Tahapan	Aktivitas		Waktu
		Guru	Siswa	
1.	Kegiatan Awal	1. Salam dan mengecek kehadiran peserta didik. 2. Melakukan perkenalan 3. Menyampaikan tujuan pembelajara	1. mennjawab salam dari guru. 2. Melakukan perkenalan singkat. 3. Mendengarkan penjelasan guru dengan seksama	10 menit
2.	Kegiatan Inti	4. Menyampaikan fokus pembelajaran tentang teks narrative. 5. Memberi pertanyaan siswa	4. Memperhatikan penjelasan guru. 5. Menjawab pertanyaan guru.	25 Menit

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		sejauh mana pengetahuan mereka tentang materi yang akan diajarkan. 6. Membagikan teks narrative dan siswa membaca teks yang telah diberikan. 7. Siswa membentuk beberapa kelompok.	6. Siswa membaca teks narrative. 7. Siswa membentuk kelompok.	
		8. Siswa di dalam kelompok bersamam-sama menemukan katakata sulit yang ada di dalam teks sesuai waktu yang telah ditentukan. 9. Siswa menyusun kata-kata sulit tadi menjadi daftar kosakata . 10. Setiap kelompok mencari arti, sinonim, dan antonim dari kata-kata sulit tadi didalam kamus atau sumber lain. 11. Setiap siswa dikelompok menghafalkan kosakata yang telah dibuat dengan menuliskan setiap kosakata diselembar kertas dan menghafalkannya secara bergantian. 12. Siswa memahami dan mengidentifiksi teks narrative	8. Siswa menemukan kata-kata sulit di dalam teks. 9. Siswa menyusun daftar kosakata. 10. Siswa mencari arti, sinonim, dan antonym dari kata sulit tersebut. 11. Siswa menghafal kosakata. 12. Siswa memahami teks. 13. Siswa menjawab soal.	45 Menit

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		berdasrkan strategi yang diterapkan. 13. Siswa menjawab pertanyaanpertanyaan yang berdasarkan teks.		
		14. Memberikan kesempatan kepada siswa untuk bertanya tentang hal – hal yang belum di pahami. 15. Menyimpulkan materi yang telah dibahas.	14. Bertanya tentang hal – hal yang belum dipahami. 15. Memperhatikan penjelasan guru	10 Menit
3.	Kegiatan Akhir	16. Menutup dengan salam.	16. Menjawab salam	

Kegiatan Pembelajaran Pertemuan II

No	Tahapan	Aktivitas		Waktu
		Guru	Siswa	
1.	Kegiatan Awal	1. Salam dan mengecek kehadiran peserta didik. 2. Melakukan perkenalan. 3. Menyampaikan tujuan pembelajara.	1. Menjawab salam dari guru. 2. Melakukan perkenalan singkat. 3. Mendengarkan penjelasan guru dengan seksama	10 menit
2.	Kegiatan Inti	4. Menyampaikan fokus pembelajaran tentang teks narrative. 5. Memberi	4. Memperhatikan penjelasan guru. 5. Menjawab pertanyaan guru.	25 Menit

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		pertanyaan siswa sejauh mana pengetahuan mereka tentang materi yang akan diajarkan. 6. Membagikan teks narrative dan siswa membaca teks yang telah diberikan. 7. Siswa membentuk beberapa kelompok.	6. Siswa membaca teks narrative. 7. Siswa membentuk kelompok.	
		8. Siswa di dalam kelompok bersamam-sama menemukan katakata sulit yang ada di dalam teks sesuai waktu yang telah ditentukan. 9. Siswa menyusun kata-kata sulit tadi menjadi daftar kosakata. 10. Setiap kelompok mencari arti, sinonim, dan antonim dari kata-kata sulit tadi didalam kamus atau sumber lain 11. Setiap siswa dikelompok menghafalkan kosakata yang telah dibuat dengan menuliskan setiap kosakata diselembar kertas dan menghafalkannya secara bergantian. 12. Siswa memahami dan mengidentifiksi	8. Siswa menemukan kata-kata sulit di dalam teks. 9. Siswa menyusun daftar kosakata. 10. Siswa mencari arti, sinonim, dan antonym dari kata sulit tersebut. 11. Siswa menghafal kosakata. 12. Siswa memahami teks. 13. Siswa menjawab soal.	

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		teks narrative berdasrkan strategi yang diterapkan. 13. Siswa menjawab pertanyaanpertanyaan yang berdasarkan teks		
		14. Memberikan kesempatan kepada siswa untuk bertanya tentang hal – hal yang belum di pahami. 15. Menyimpulkan materi yang telah dibahas.	14. Bertanya tentang hal – hal yang belum dipahami. 15. Memperhatikan penjelasan guru.	10 Menit
3.	Kegiatan Akhir	16. Test 17. Menutup dengan salam	16 Menjawab soal 17 Menjawab salam	45 Menit

Sumber Belajar

- LKS kelas VIII
- Buku paket Bahasa Inggris

Media

- Print Out materi pembelajaran
- Print Out teks

PEDOMAN PENILAIAN

1. Teknik Penilaian : Tes
2. Bentuk Instrument: Penilaian tes tulis berbentuk essay Untuk rubrik penilaian reading teks narrative sebagai berikut:

Skor maksimal = 10

Nilai siswa = Skor perolehan X 100 = ...
Skor maksimal

= Skor perolehan X 100 = ...
10

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RENCANA PELAKSANAAN PEMBELAJARAN

MATA PELAJARAN BAHASA INGGRIS

Satuan Pendidikan	: SMP
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: VIII/ Genap
Skill	: Reading
Jenis teks	: Narrative Text
Waktu	: 4 x 45 Menit
Jumlah Pertemuan	: 2 kali pertemuan

Standar Kompetensi

2. Memahami makna dalam pilihan ganda pendek sederhana berbentuk narrative untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar

1. 1 Membaca teks fungsional dan pilihan ganda pendek sederhana berbentuk narrative dengan ucapan, tekanan dan intonasi yang benar yang berkaitan dengan lingkungan sekitar.

Sub Kompetensi Dasar

2. 1. 1 Membaca teks fungsional dan pilihan ganda pendek sederhana berbentuk narrative dengan ucapan, tekanan dan intonasi yang benar yang berkaitan dengan lingkungan sekitar.

Indikator

2. 1. 1 Membaca teks berbentuk narrative
2. 1. 2 Menyebutkan informasi dalam text narrative
2. 1. 3 Menemukan main idea dalam text narrative
2. 1. 4 Menemukan arti kata-kata sulit dalam text narrative
2. 1. 5 Menemukan makna kata secara kontekstual
2. 1. 6 Menjawab pertanyaan tentang isi teks narrative

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Tujuan Pembelajaran

Setelah mengkuti kegiatan pembelajaran, peserta didik dapat:

2. 1. 1 Menyebutkan informasi tersurat dalam text narrative
2. 1. 2 Menemukan main idea dalam text narrative
2. 1. 1 Menemukan arti kata-kata sulit dalam text narrative
2. 1. 1 Menemukan makna kata secara kontekstual
2. 1. 1 Menjawab pertanyaan tentang isi teks narrative

Materi Pembelajaran

NARRATIVE

- Narrative is a text which contains about story (fiction/non fiction/tales/folktales/fables/myths/epic) and its plot consists of climax of the story (complication) then followed by the resolution.
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- The narrative text short story is telling of a story or an account of a sequence of events. One of the four traditional forms of composition (along with description, exposition, and persuasion). Narration differs from exposition, which can also relate a sequence of events, in that

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  - Resolution : The problem (the crisis) is resolve, either in happy ending or sad ending.
  - Re-orientation : This is a closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer.

Kegiatan Pembelajaran Pertemuan I

No	Tahapan	Aktivitas		Waktu
		Guru	Siswa	
1.	Kegiatan Awal	1. Salam dan mengecek kehadiran peserta didik. 2. Melakukan perkenalan. 3. Menyampaikan tujuan pembelajaran.	1. mennjawab salam dari guru. 2. Melakukan perkenalan singkat. 3. Mendengarkan penjelasan guru dengan seksama	10 menit
2.	Kegiatan Inti	4. Menyampaikan fokus pembelajaran tentang teks narrative.	4. Memperhatikan penjelasan guru. 5. Menjawab	25 Menit

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		5. Memberi pertanyaan siswa sejauh mana pengetahuan mereka tentang materi yang akan diajarkan. 6. Membagikan teks narrative dan siswa membaca teks yang telah diberikan. 7. Siswa membentuk beberapa kelompok.	pertanyaan guru. 6. Siswa membaca teks narrative. 7. Siswa membentuk kelompok.	
		8. Siswa di dalam kelompok bersamam-sama menemukan katakata sulit yang ada di dalam teks sesuai waktu yang telah ditentukan. 9. Siswa menyusun kata-kata sulit tadi menjadi daftar kosakata . 10. Setiap kelompok mencari arti, sinonim, dan antonim dari kata-kata sulit tadi didalam kamus atau sumber lain. 11. Setiap siswa dikelompok menghafalkan kosakata yang telah dibuat dengan menuliskan setiap kosakata diselembar kertas dan menghafalkannya secara bergantian. 12. Siswa memahami	8. Siswa menemukan kata-kata sulit di dalam teks. 9. Siswa menyusun daftar kosakata. 10. Siswa mencari arti, sinonim, dan antonym dari kata sulit tersebut. 11. Siswa menghafal kosakata. 12. Siswa memahami teks. 13. Siswa menjawab soal.	45 Menit

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		dan mengidentifiksi teks narrative berdasrkan strategi yang diterapkan. 13. Siswa menjawab pertanyaanpertanyaan yang berdasarkan teks.		
		14. Memberikan kesempatan kepada siswa untuk bertanya tentang hal – hal yang belum di pahami. 15. Menyimpulkan materi yang telah dibahas.	14. Bertanya tentang hal – hal yang belum dipahami. 15. Memperhatikan penjelasan guru	10 Menit
3.	Kegiatan Akhir	16. Menutup dengan salam.	16. Menjawab salam	

Kegiatan Pembelajaran Pertemuan II

No	Tahapan	Aktivitas		Waktu
		Guru	Siswa	
1.	Kegiatan Awal	1. Salam dan mengecek kehadiran peserta didik. 2. Melakukan perkenalan. 3. Menyampaikan tujuan pembelajara.	1. Menjawab salam dari guru. 2. Melakukan perkenalan singkat. 3. Mendengarkan penjelasan guru dengan seksama	10 menit
2.	Kegiatan Inti	4. Menyampaikan fokus pembelajaran tentang teks narrative. 5. Memberi pertanyaan siswa sejauh mana pengetahuan mereka tentang materi yang akan diajarkan.	4. Memperhatikan penjelasan guru. 5. Menjawab pertanyaan guru. 6. Siswa membaca teks narrative. 7. Siswa membentuk	25 Menit

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		6. Membagikan teks narrative dan siswa membaca teks yang telah diberikan. 7. Siswa membentuk beberapa kelompok.	kelompok.	
		8. Siswa di dalam kelompok bersamam-sama menemukan katakata sulit yang ada di dalam teks sesuai waktu yang telah ditentukan. 9. Siswa menyusun kata-kata sulit tadi menjadi daftar kosakata. 10. Setiap kelompok mencari arti, sinonim, dan antonim dari kata-kata sulit tadi didalam kamus atau sumber lain 11. Setiap siswa dikelompok menghafalkan kosakata yang telah dibuat dengan menuliskan setiap kosakata diselembar kertas dan menghafalkannya secara bergantian. 12. Siswa memahami dan mengidentifiksi teks narrative berdasrkan strategi yang diterapkan. 13. Siswa menjawab	8. Siswa menemukan kata-kata sulit di dalam teks. 9. Siswa menyusun daftar kosakata. 10. Siswa mencari arti, sinonim, dan antonym dari kata sulit tersebut. 11. Siswa menghafal kosakata. 12. Siswa memahami teks. 13. Siswa menjawab soal.	

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		pertanyaanpertanyaan yang berdasarkan teks		
		14. Memberikan kesempatan kepada siswa untuk bertanya tentang hal – hal yang belum di pahami. 15. Menyimpulkan materi yang telah dibahas.	14. Bertanya tentang hal – hal yang belum dipahami. 15. Memperhatikan penjelasan guru.	10 Menit
3.	Kegiatan Akhir	16. Test 17. Menutup dengan salam	16 Menjawab soal 17 Menjawab salam	45 Menit

Sumber Belajar

- LKS kelas VIII

- Buku paket Bahasa Inggris

Media

- Print Out materi pembelajaran

- Print Out teks

PEDOMAN PENILAIAN

1. Teknik Penilaian : Tes

2. Bentuk Instrument: Penilaian tes tulis berbentuk essay Untuk rubrik penilaian reading teks narrative sebagai berikut:

Skor maksimal = 10

$$\text{Nilai siswa} = \frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100 = \ldots.$$

$$= \frac{\text{Skor perolehan}}{10} \times 100 = \ldots.$$

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Appendix 4. Instrument of the research

Pre-Test

A. Answer the question below by giving a cross (x) on a, b, c or d.

Questions no 1-15

Kangaroo

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

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

The largest kangaroos are the great Grey kangaroo and the red kangaroo. Adults grow to a length of 160 meters and weigh over 90 kilos. Kangaroo are marsupials. This means that the female kangaroo has an external pounch on the front of her body. A baby kangaroo is very tiny when it is born and it crawls at once into this punch where it spends its first five months of life.

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1. A baby kangaroo is.....
   a. Very big
   b. Very long
   c. Very tiny

d. Very smooth

2. What the tittle about the text.....

   a. What the Kangaroo?

   b. What the buffalo?

   c. Kangaroo is marsupials

   d. Kangaroo is Australian

3. The largest Kangaroo are.....

   a. The great grey kangaroo and the white kangaroo

   b. The great blue kangaroo and the red kangaroo

   c. The great grey kangaroo and the red kangaroo

   d. The great red kangaroo and the green kangaroo

4. What is the mean from first paragraph.....

   a. Kangaroo's live

   b. Kangaroo's species

   c. Kangaroo's job

   d. Kangaroo's hobby

5. Why kangaroo can run at speeds of over 45 km per hours.....

   a. Kangaroo have short front legs but very long

   b. Kangaroo can run like lion

   c. Kangaroo can run like tiger

   d. Kangaroo can run zebra

6. What the type of text above?

   a. A recount text

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b. A narrative text

c. A descriptive text

d. An expository text

7. Where Kangaroo's live ?

a. Asutralian island

b. Indian island

c. East Java

d. In American

8. According to the text, the kangaroo.....

a. Can run faster than a car

b. Can walk as soon as it is born

c. Can grow as tall as a man

d. Can jump over a 3 meters high fence

9. ..... are used for sitting up and for jumping.....

a. Long tails

b. Body pouch

c. Strong back legs

d. Short legs

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10. We know from the text that Kangaroo.....

a. Is smaller in size to human

b. Is an omnivorous animal

c. Has habitat in Tsamania

d. Has another name called Wallaby 29

11. Kangaroo's smaller relative is found.....

    a. Not only in Australia island

    b. Only in Australia

    c. Only in Irian islan

    d. Only in Tasmania

12. "Kangaroos are marsupial" (paragraph 4). The word 'marsupials' means.....

    a. An animal which can make forward jump

    b. An animal which has front and back legs to jump

    c. An animal which eats grass and plants

    d. An animal which has an external pouch in front

13. Adult ghrow to a length of..... meters.

    a. 130 meters

    b. 140 meters

    c. 150 meters

    d. 160 meters

14. The underlined word "these" (paragraph 2) refers to.....

    a. Plants

    b. Kangaroos

    c. Legs

    d. Marsupials

15. It is about the Kangaroo, expect.....

    a. They eat grass and plants

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b. They have short front legs

c. The are not marsupials

d. They have a tail

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Post-Test

A. Answer the questions below by giving a cross (x) on a, b, c or d.

Question 1-15

The Good Stepmother

The old which locked Hansel in a cage and set Gretel to clean the house. She planned to eat them both. Each night the children cried and begged the which to let them go. Meanwhile, at home, their stepmother was begining to wish she had never tried to get rid of the children. “I must find them,” she said and set off into the forest.

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

She picked up the broom learning against the door and crept inside. The which was putting some stew in the oven when the stepmother gave her an almighly push. The which fell into the oven when the stepmother shut the door. “Children, I have come to save you,” she said,, hugging them tighly. I have done a dreadful thing. I hope in time you will forgive me. Let me take you home and become a family again. The returned to their home and the stepmother became the best mother anyone could wish to have, and of course they lived happily ever after.

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1. The story is about a stepmother who....

   a. Caried every night

b. Saved her children from a which

c. Begged a which for money

d. Planned to eat her children

2. Which statement is TRUE about the stepmother?

a. She was the witch's friend

b. She hit the witch with a broom

c. She loved her stepchildren

d. She visited the witch to see her children

3. "The witch fell into the oven and the stepmother shut the door....." (paragraph 4).

The underlined word can be replaced by the word

a. Closed

b. Opened

c. Painted

d. Marked

4. How did the witch die?

a. She was trapped

b. She was burnt in the oven

c. She was hit with a brown

d. She was locked in her house

5. The story is about.....

a. Two children went to school for the first time

b. A witch who is really kind

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c. A father who begged a witch for money

d. A stepmother who saved her children from a witch

6. How did the stepmother find her children?

a. She got tired and met her children

b. She walked into the forest

c. She fell into the cliff

d. She peeped throuh the window of the witch's cottage

7. Which statement is FALSE about the witch?

a. She locked Hansel in a cage

b. She planned to eat Hansel and Gretel

c. She fell into the ocean

d. She hated the children

8. What is generic structure of "many hours later, when her feet were tired.... (paragraph 2)"?

a. Identification

b. Resolution

c. Complication

d. Orientation

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9. What the type of text above?

a. A recount text

b. A narrative text

c. A procedure text

d. A descriptive text

10. Paragraph 3 shows..... of the problem

a. The orientation

b. The resolution

c. The complication

d. The evaluation

B. Answer the questions below by giving a cross (x) on a, b, c or d.

Question 11-15

The Rats and The Elephants

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

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

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

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

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

    a. A narrative text

    b. A recount text

    c. A descriptive text

    d. An expository text

12. What destroyed the homes of all rats ?

    a. A group of mice did

    b. The hunter did

    c. Elephant-hunter did

    d. A group of elephant did

13. What helped the elephant's hard free ?

    a. The elephant-hunter did

    b. The hunters did

    c. Entire group of rats did

    d. A group of king did

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

    a. Identification

    b. Orientation

    c. Complication

    d. Resolution

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

    a. Angry

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b. Sad

c. Happy

d. Dead

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DOCUMENTATION

The researcher and students discuss about the material

The students reading on text

CURRICULUM VITAE

The researcher, Nurul Ramadhani was born on January 11th 1998 in Wotu, Desa Bawalipu, Kecamatan Wotu, Kabupaten Luwu Timur. She is second child from two sisters and four brother. Her father‟s name is Askar Baso and her mother‟s name is Seniwati. The researcher finished her study at SDN 122 Dauloloe, her graduated in 2009 and then she continued her study at SMPN 1 Wotu, she graduated in 2012.

Next she keeps going to continue her education at SMAN 2 Luwu Timur, she graduated in 2015. She continue her study at the state Institute For Islamic Studies (IAIN) Palopo and taking English Language Education Study Program. She finished her study in 2021.

In the end of the study at the state Institute for Islamic Studies (IAIN) Palopo, wrote a Thesis entitled “IMPROVING READING COMPREHENSION AT THE EIGHTH GRADE STUDENTS’ OF SMPN 1 WOTU THROUGH DIRECTED READING THINKING ACTIVITY (DRTA)”.

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