

**IMPROVING STUDENTS' READING COMPREHENSION IN
EXPLANATION TEXT THROUGH DRTA (DIRECT READING THINKING
ACTIVITY) STRATEGY AT THE ELEVENTH GRADE
OF SMA NEGERI 4 PALOPO**



IAIN PALOPO

*Submitted as a Part of the Requirements for S.Pd Degree
in English Language Education Study Program*

Written By,

**RISKA DAMAYANTI
REG. NUM. 15 0202 0121**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
THE STATE ISLAMIC INSTITUTE (IAIN) PALOPO**

2019

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THESIS

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Written By,

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- 1. Amalia Yahya, S.E., M.Hum**
- 2. Dewi Furwana, S.PdI., M.Pd**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
THE STATE ISLAMIC INSTITUTE (IAIN) PALOPO**

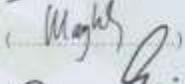
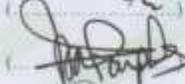
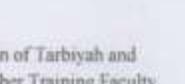
2019

THESIS APPROVAL

This thesis, entitled "Improving Students' Reading Comprehension In Explanation Text Through DRTA (Direct Reading Thinking Activity) Strategy At The Eleventh Grade of SMA Negeri 4 Palopo" written by Riska Damayanti, Reg. Number 15.0202.0121, English S1 Study Program of Tarbiyah and Teacher Training Faculty at State Institute for Islamic Studies (IAIN)Palopo, has been examined and defended in MUNAQASYAH session which is carried out on Sunday, September 22nd 2019 M, coincided with Muharram 22nd 1441 H. It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching.

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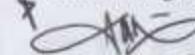
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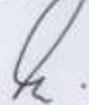
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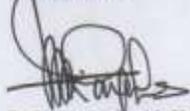
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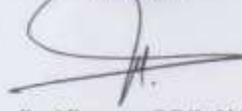
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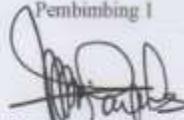
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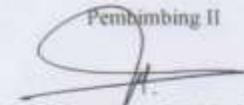
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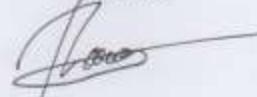
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Palopo, 16th September 2019

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ABSTRACT

Riska Damayanti, 2019. Improving Students' Reading Comprehension In Explanation Text Through DRTA (Direct Reading Thinking Activitiy) Strategy At The Eleventh Grade of SMA N 4 Palopo. Thesis, English Study Program Tarbiyah and Teacher Training Faculty of State Institute for Islamic Studies (IAIN) Palopo. Supervised by: (1) Amalia Yahya, SE.,M.Hum and (2) Dewi Furwana, S. Pd.I., M.Pd.

Key Words :*Teaching Reading Comprehension, Direct Reading Thinking Activity, Quasi Experimental Method*

The title of the research was Improving Students' Reading Comprehension In Explanation Text Through DRTA (Direct Reading Thinking Activity) Strategy At The Eleventh Grade of SMA N 4 Palopo. The problem statement of the research: Is the use of DRTA (Directed Reading Thinking Activity) strategy effective to improve student's reading Comprehension at the eleventh grade of SMA Negeri 4 Palopo? The objective of the research was to find out whether or not by using of DRTA (Directed Reading Thinking Activity) is effective to improve students' reading comprehension in Explanation text at the eleventh grade of SMAN 4 Palopo.

This research applied quasi-experimental method. The population of this research was eleventh grade students of SMA N 4 Palopo in 2018/2019 academic year. The total of population was 48 students. The sample were class XI IPA 1 consisted of 16 students as experimental class and class XI IPA 2 consisted of 16 students as control class. The researcher applied purposive sampling technique. The instrument of the research was reading test the researcher used essay test that consist of 5 items explanation text. The researcher gave pretest and posttest to the students.

The result showed that the mean score of posttes in experimental class, the mean score of post-test was higher than the mean score of pre-test ($3.9375 > 2.1875$). While in control class, the mean score of posttest was also higher than the mean score of pretest ($2.5000 > 2.3750$). As a result, there is a significant difference in reading achievement between the students who are taught by using DRTA (Direct ReadingThinking Activity) Strategy and those who are taught by non DRTA (Direct Reading Thinking Activity) Strategy. Based on the result of this research, the researcher concluded that DRTA (Direct Reading Thinking Activity) Strategy can improve the students' reading comprehension in Explanation text.

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CHAPTER I

INTRODUCTION

A. *Background of the Research*

Reading is one of the English skills which are essential to be mastered by the students. Reading skills are necessary for students in acquiring 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 absorb information from reading the material, students should have a good understanding ability.

Based on pre-observation on the student at SMA Negeri 4 Palopo at the eleventh grade are still confuse to comprehend text. Especially Explanation text, students' always have difficulty to know the meaning of the text such as the students' difficult in General statement, the sequence of event, and closing of the Explanation text. Because the students' vocabulary and their knowledge about the reading text still lack. So that's why teachers should have a good strategy 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 improve student's reading comprehension of Explanation text, that is by using DRTA (Direct Reading Thinking Activity strategy).

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

Reading comprehension is a problem for those whose native language is not English. The students need to learn English. The teacher should have good technique and good preparation for teaching. The teachers need to reduce the students' boredom and disinterest in learning. The researcher would like to purpose one teaching strategy which is a beneficial teaching strategy to improve student's reading comprehension of explanation text, that is by using DRTA (Direct Reading Thinking Activity) Strategy.

DRTA (Directed Reading Thinking Activity) 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 reading material, the ability to pass judgments, and finally the ability to make informed decisions obtained from reading.² With the prediction of the DRTA (Directed Reading Thinking Activity) student strategies automatically question their questions that are part of the process of understanding a text. Students will be cautious and will think critically in reading so that students understand the text of reading.

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

B. Problem Statement

Based on the background above, the researcher formulates research questions as follow: Is the use of DRTA (Directed Reading Thinking Activity) strategy effective to improve student's reading Comprehension at the eleventh grade of SMA Negeri 4 Palopo?

C. Objective of The Research

Based on the research question set above, the researcher states the objective of this research as follow: to find out whether or not by using of DRTA (Directed Reading Thinking Activity) is effective to improve students' reading comprehension in Explanation text at the eleventh grade of SMAN 4 Palopo.

D. Significant of The research

1. Practically

Can be used as a model to improve the students reading comprehension:

- a. For students, can improve their motivation and reading comprehension achievement in learning English.
- b. For teachers, can be teaching vocabulary by using reading comprehension by using DRTA (Direct Reading Thinking Activity).

2. Theoretically

The purpose of this research finds out the way to encourage the students in learning reading comprehension by using DRTA (Direct Reading Thinking Activity). furthermore, the researcher hopes that this work will be useful for the English teachers in developing their teaching method and further revolutionized their teaching.

E. Scope of The Research

The scope of the research focused on several aspect, namely: By discipline, this research under apply English language teaching. By activity, the researcher used DRTA (Direct Reading Thinking Activity) strategy to improve reading comprehension. By content, the researcher focused on reading assessment that consist of five aspect namely, identifying main idea, Context, making inference, sequence, and understanding vocabulary.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. *Some Previous Related Research Findings*

In writing this thesis, the researcher found some researchers who are closely related to this research, those researchers:

1. Leli Sari has researched the title "improving reading comprehension through DRTA (Directed Reading Thinking Activity) strategy. The subject of this research was eight grade students of SMP Negeri 17 Medan in the academic years of 2016/2017. It consisted of one class with 36 students as respondents. This research was conducted by using classroom action research. The technique of analyzing data was applied in this research were qualitative and quantitative³. The qualitative data were taken from the observation sheet, interview, and documentation. The quantitative data were taken from tests. The tests were given to the students in the form of pre-test, post-test I and post-test II. The result of data analysis showed that there was an improvement in the students' improvement in reading comprehension from each cycle. It was shown from the mean of pre-test which was 46.60, after DRTA (Directed Reading Thinking Activity) strategy was applied in the first cycle,

³ Leli Sari (2016) Improving Reading Comprehension Through Directed Reading Thinking Activity (DRTA) strategy for the eighth-grade students of SMP Negeri 17 Medan in the academic year of 2016/2017. Accessed on 24 April 19.

there was an improvement of the result of the students' mean which was 64.12 and for the second cycle after reflection on the first cycle there was an improvement of students' mean which was 77.29. Moreover, In the pre-test, there were 16.67% (6 of 36 students) who got score ≥ 75 . In the post-test I, there was 27.77% (10 of 36 students) who got score ≥ 75 . In the post-test II, there were 55.55% (20 of 36 students) who got score ≥ 75 . So, the total percentage of the improvement from the pre-test to post-test II was about 55.55%.

2. Wilis Aurum Ningtyas (2014/2015) Improving reading comprehension through DRTA Directed Reading Thinking Activity of the grade viii students at SMPN 9 Magelang. This study was carried out in two cycles⁴. The result showed that the students' reading comprehension was significantly improved through DRTA. The actions made significant improvements of the students' reading comprehension in the aspects of vocabulary interpretation, generating the main idea, identifying the detail information of the text, and also students' participation during the reading lesson.

⁴ Wilis Aurum Ningtyas (2014/2015) Improving Reading Comprehension Of The Grade VIII Students At SMPN 9 Magelang Through Directed Reading Thinking Activity (Drta) In The Academic Year Of 2014/2015. Accessed on 24 April 19,

3. Friska, Yuliana. (2015) The Effect of DRTA (Directed Reading Thinking Activity) and Reading Interest on Students' Reading Comprehension (An Experimental Study in the 8th Grade Students of MTs Jamiyyah Islamiyyah Pondok Aren)⁵. This study is categorized as quasi-experimental research in which to investigate the effect of teaching method (DRTA) and reading interest 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.

Based on the research above, the researcher concludes that between previous research and this research, there are differences and similarities. Research equation above with this research are the same as using DRTA (Direct Reading Thinking

⁵ Yuliana Friska (2015) The Effect Of Directed Reading Thinking Activity And Reading Interest On Students' Reading Comprehension Study in the 8th Grade Students of MTS Jamiyyah Islamiyyah Pondok Aren 2015. Accessed on 24 April 19.

Activity) strategy in improving students' reading comprehension. The difference research above with this research are the researches above take object at junior high school level while this research take object at senior high school level and the research above using narrative text while this research using explanation text to improve reading comprehension.

Based on the research above, the researcher concludes that between previous research and this research, there are differences and similarities. Research equation above with this research are the same as using DRTA (Direct Reading Thinking Activity) strategy in improving students' reading comprehension. The difference research above with this research are the researches above take object at junior high school level while this research take object at senior high school level and the research above using narrative text while this research using explanation text to improve reading comprehension.

B. *Some Pertinent Ideas*

1. Concept of Reading Comprehension

a. Defenition of reading

Reading is a process of decoding symbol to construct or derive the meaning of reading. In process reading, requires continuous practice, development refinement to obtain a reading in the form of narrative text, descriptive text. In reading, need the competence to understand the purpose of reading. in many second or foreign language teaching situations, reading receives a specially focus. There are

several reasons for this. First, many foreign language students often have read as one of their most important goals⁶.

Reading is 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 receives a specially focus. There are a number of reasons for this. First, many foreign language students often have raeding as one oftheir most important goals⁷. Reading is one of four languange skill (listening, speaking, writing) is importand to be learned and mastered by avery individual . By reading, one can relax, interact with fillings and thoughts, obtain information, and improve the science knowladge⁸.

⁶ Jack C Richards and willy A. Renandya, Methodology in Language Teaching (Cambridge University Press 2002),p .273.

⁷ Asdiani, The Use of Storybook improving students reading Comprehension At The Fifth Grade in SDN 442 Kambo, Thesis. Palopo :(STAIN Palopo, 2010 ,p.12

⁸ Browman; [Http/ defenisi-pengertian.blogspot.com](http://defenisi-pengertian.blogspot.com) 2010/08/ reading definition .html.Jeremy harmer.p. 190

According to Bowman, reading is an appropriate means 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 chooses, and provide the opportunity to get goal⁹.

b. Definition of Reading Comprehension

Reading is a fluent process of readers combining information from a text and their background knowledge to build meaning¹⁰. Comprehension is the ability to understand and interpret spoken and written language¹¹. 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 to create a representation of the text in the reader's minds¹².

⁹ David Nunan, *Practical English Language Teaching*, (Sydney: Macquarie University: 1991). P. 68.

¹⁰ David Crystal, *A Dictionary of Linguistics and Phonetics*, (New York: Basil Blackwell Ltd: 1985). P.63.

¹¹ http://wik.ed.uiuc.edu/index.php/reading_comprehension. Accessed on September, 17th 2018.

¹² http://en.wikipedia.org/wiki/Reading_comp (Accessed on September 2018).

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 strategy¹³.

Kustaryo says "Process that depend not only comprehension skill, but also the student's judgment and evaluation. Reading comprehension understands what has been read. It is active thinking experience and prior knowledge. Comprehension involves understanding the vocabulary, seeing the relationship between word and concepts, organizing author's purpose, making"¹⁴.

Comprehension can be defined broadly as the process of constructing a supportable understanding of a text Neufeld Furthermore, to comprehend a text,

¹³Wikipedia, Reading Comprehension. http://en.wikipedia.org/wiki/Reading_comp (Accessed on September 2018).

¹⁴Kustaryo, Surah. (1988). Reading Technique For College Students. Jakarta: Dep. Pend. & Kebudayaan Direktorat Jendral Pendidikan Tinggi. P2LPTK.

readers construct meaning from the text as they read it by absorbing new information found in the text and comparing it to the one in their pre-existing knowledge¹⁵

c. Aspects of Reading Comprehension

According to Nuttal (1989: 2), in reading there are five aspects in reading which help the students to comprehend the text deeply, they are:¹⁶

1. Identifying the main idea

The sentence which states the main idea is called the topic sentence. The main idea is not explicitly stated by any one of the sentences. Instead, it is left to the reader to infer or reason out. In other words, the main idea is the most important idea that the author develops throughout the paragraph.

2. Specific Information

Supporting sentence or specific information develops the topic sentence by giving a definition, example, facts, comparison, analogy, cause, and effect statistics, and quotation.

¹⁵Neufeld. 2005. Comprehension Instruction in Content Area Classes. International Reading Association. 302–312.

¹⁶Nuttal, C. 1989. The Teaching of Reading Skill. Oxford: Heinemann International

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 elsewhere 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 unknown based on available facts and information. It is the logical connection that the reader draws between the observation and something unknown.

5. Vocabulary

Vocabulary is strongly related to his comprehension. It makes the learner ease to read. Reading comprehension involves applying letter-sound correspondence to a pretend word and matching it to a known word in the readers' oral vocabulary.

d. 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 book¹⁷. Skimming is helpful when you want to find out quickly about the writer.

Skimming is reading a text superficially and rapidly to 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 want to find out something about it. Obtain the gist or main idea. It is a skill that requires concentration.

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 a way to read very fast. The students do not read all the words. You need only the words you are looking for:

¹⁷ Beatrice S. Mikulecky and Linda Jeffries, op.cit.,p.170

Scanning is reading a text quickly to locate a specific item of information. We simply have our 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

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 the 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.

e. The Processes of Reading

Reading comprehension is the process in which readers construct meaning from the text. In the attempt to understand a text, readers use their pre-existing knowledge related to the text, in addition to their knowledge about knowing

the language. These three types of reading processes, namely the bottom-up process, top-down process and the one combining the bottom-up process and the top-down process called interactive reading.

1. The Bottom-Up Process

The bottom-up process, as the name implies, uses parts to understand a whole. Brown (2001) explains that in the bottom-up processing, it requires a sophisticated knowledge of the language itself¹⁸. Readers process the text using their knowledge about language such as letters, morphemes, syllables, words, phrases, grammatical cues, discourse markers which compose a text and therefore it is also known as a data driven-operation since it is those items serving as the data which help the readers make meaning from a text.

2. The Top-Down Process

Contrary to the bottom-up process, the top-down process is a meaning driven process. In this process, readers use meaning predictions to process the print. In the top-down process, the readers get a general view of a reading passage by absorbing the overall picture and this process is greatly helped if their schemata allow them to have appropriate expectations of what they are going to come across.

3. The Interactive Process

It has already been explained that the interactive approach to reading combines the bottom-up process with the top-down process. When it comes to

¹⁸ Brown, H. Douglas. 2001. Teaching by Principles: An Interactive Approach to

reading, readers continually shifts from the top-down approach to the bottom-up approach and vice versa.

f. Principles for Teaching Reading

1. The reading material is easy.
2. A variety of reading material on a wide range of topics must be available.
3. Learners choose what they want to read.
4. Learners read as much as possible.
5. The purpose of reading is usually related to pleasure, information, and general understanding.
6. Reading is a reward.
7. Reading speed is usually faster rather than slower.
8. Reading is individual and silent.
9. Teachers orient and guide their students.
10. The teacher is a role model of a reader ¹⁹.

¹⁹ Bright J A.and G.P McGregor, (1970), Teaching English as a second language, London: Longman.

f. Kinds of Reading

1. Extensive Reading

Nation explains Extensive reading is the meaning-focused input and fluency development strands of course, depending on the level of the books that the learners read. When the books contain only a few unknown 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 development²⁰.

2. Intensive Reading

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 specialties²¹. To sum up, when the readers try to read something intensively, they have to more focus to get the information.

²⁰ I.S.P. Nation, teaching ES/EFL Reading and Writing, (New York: Taylor and France Group, 2009), P.50

²¹ Beatrice S. Mikulecky and Linda Jeffries, Advanced Reading Power, (United State of America Pearson Logman, 2000)p.3

3. Reading for Pleasure

Reading for pleasure is the readers read a text whatever he/she wants either fiction or nonfiction. The activity brings the readers to enjoy and fund²².

g. The concept of Explanation text

1. Defeniton of Explanation text

Explanations are written to explain how something works or occurs. The process of the events is explained sequentially and with the time-related information Law, J. (2013)²³.

"Explanation genre requires students to demonstrate knowledge and understanding, and to answer questions, such as „What is x?“, and additionally expect students to explain how something works or function. The explanations themselves are intended to demonstrate current shared knowledge and understanding (Nesi & Gardner, 2012, p.36)²⁴."

²² Terms, Reading for Meaning Material for Bahasa inggris MKU Hasnuddin university(Makassar)p.17

²³ Law, J. (2013). Writing Genre – A Structured Approach. Rigby.

²⁴ Nesi, H., & Gardner, S. (Eds). (2012). Families of Genres of Assessed Writing. Cambridge: Cambridge University Press.

2. Generic Structure and Language Features of Explanation Text

Hartono (2005, p. 21) states that the structure of an explanation text includes: First, a general statement which is introducing the topic or process being explained. Second, the sequenced explanation is written for how and why something works or occurs. The last is the conclusion which provides a final explanation²⁵.

Law (2013, p.17) mentions features of an explanation text may include non-human participants, cause and effect relationships, passives and timeless present tense. Non-human participants mean that the main subject of the text is usually a noun. This text is explaining about the process or the occurrence of something works, where automatically only a noun that can be described²⁶.

Later on, Hartono (2005, p. 22) explains that there are six language features in explanation text, namely²⁷:

- a. General Noun The general noun includes noun that is known generally. People commonly use those nouns for communication, e.g. bee, food, honey, etc
- b. Action Verb Action verb is a verb that can be seen when we do it, e.g. drink, make, fall, cover, etc.

²⁵ Hartono, R. (2005). Genre of Text. Semarang: UNNES

²⁶ Law, J. (2013). Writing Genre – A Structured Approach. Rigby

²⁷ Hartono, R. (2005). The genre of Text. Semarang: UNNES.

c. Simple Present Tense 22 The simple present tense is used for events or situations that exist always, usually, or habitually in the past, present, and the future (Azar, 1993, p.3). Azar, B. S. (1993). Fundamentals of English Grammar(2nd ed). Jakarta Barat: Binarupa Aksara.

d. Passive Voice Passive voice concerns more on the events (what happen). The object of an active sentence becomes the subject of a passive sentence. The subject of an active sentence is the object of by in the "by phrase" in a passive sentence.

e. The conjunction of Time and Cause-Effect Relationship

1. Conjunction of time is used to show chronological order. It may include: first, then, after, next, finally, etc.

2. Cause and effect relationship is used to explain the reason and the result of events. The expressions are that usually used are because, since, as, because of, due to, so, etc.

f. Technical Terms Using technical term is to make the sentences sound more scientific. Example: Inside the stomach, special enzym changes nectar into sugar. They are called fructose and glucose. The paragraph below is the example of explanation text from Hartono (2005, p. 21)²⁸.

²⁸ Hartono, R. (2005). The genre of Text. Semarang: UNNES.

h. The Concept of Direct Reading Thinking Activity (DRTA)

1. Definition of Direct Reading Thinking Activity (DRTA)

The DRTA reading strategy was developed by Russell G. Stauffer in 1969. According to Stauffer, the DRTA strategy focuses on students' engagement with the text, because students predict and prove it when reading. With DRTA strategies teachers can motivate students' efforts and concentration by engaging them intellectually and encourage them to formulate questions and hypotheses, process information and evaluate temporary solutions "Rahim, 2011: 47"²⁹.

DRTA is a strategy that encourages students to use their minds while reading a text. It guides students to ask questions based on what they read, make predictions on the storyline and read further to confirm if their predictions were right. This process helps develop them into thoughtful learners, making them active to comprehend more from the text. By applying a DRTA strategy, the students can share each other about the difficulties in understanding the text. Having better comprehension and understanding of the text is very important for the students because they can answer the questions correctly and understand what the text tells about.

²⁹ Rahim.<http://www.dosenpendidikan.com/strategi-membaca-drta-directed-reading-thinking-activity-pengertian-tujuan-langkah-kelebihan-kekurangan> accessed on July 2018.

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 predictions while they read. This way will make students be to understand about the text that they read. And also can boosts students reading comprehension³⁰.

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Stauffer (1969) describes the concept of DRTA strategy: DRTA encourages students to predict while they are reading. After reading segments of a text, students stop, confirm or revise previous predictions, and make new predictions about what they will read next. DRTA draws on empirical research, which demonstrates the

³⁰ Opitz, M.F. & Lindung, M.G. (200.Comprehension and English Language learners. Portsmouth: Greenwood Publishing Group, Inc. (2009:148)

³¹Opitz,M.F. & Lindung, M.G. (200.Comprehension andEnglish Language learners. Portsmouth: Greenwood Publishing Group, Inc. (2009:148)

effectiveness of predicting, clarifying, monitoring, and evaluating strategies, and so it has indirect but powerful support for its instructional activities reading³².

Likewise (1998) state that the DRTA helps students become aware of the reading strategies, understand the reading process and develop prediction skills. They add that this strategy stimulates students' thinking and makes them listens to other opinions and modifies their own in light of additional information³³.

Based on the opinion of the research experts the researcher concluded that DRTA Reading Strategy (Directed Reading Thinking Activity) is a direct reading and thinking strategy And trains students to think critically in reading texts, so that students can focus more on the text and predict the content of the story or reading read by proving it when students are reading.

³² Stauffer, R.G (1969). Directed Reading maturity as a cognitive process. New York: Harper & Row.

³³ Likewise (1998). Literacy and the Key Learning Areas: Successful Classroom Strategies. Australia: Eleanor Curtain Publishing.

i. Advantages and Disadvantages of Directed Reading Thinking Activity (DRTA)

Strategy Here is a few advantages strategies Directed Reading Thinking Activity (DRTA):

1) Strategy Directed Reading Thinking Activity (DRTA) contains many types of reading strategies so that teachers can use and be able to pay attention to the differences that exist in learners.

2) Strategy Directed Reading Thinking Activity (DRTA) is an activity of understanding that foresees the story to help the students to gain an overall picture of the material that has been read.

3) Strategies Directed Reading Thinking Activity (DRTA) can attract students to learn because the Directed Reading Thinking Activity (DRTA) strategies using a variety of methods that not only serve students in the audio-visual but also kinesthetic

4) Strategy Directed Reading Thinking Activity (DRTA) shows how meaningful learning for students because learning is not only to learn but to prepare for the next life

5) Strategies Directed Reading Thinking Activity (DRTA) can be used in several subjects taught in both content and procedure.

j. Teaching of Reading Using Directed Reading Thinking Activity(DRTA)

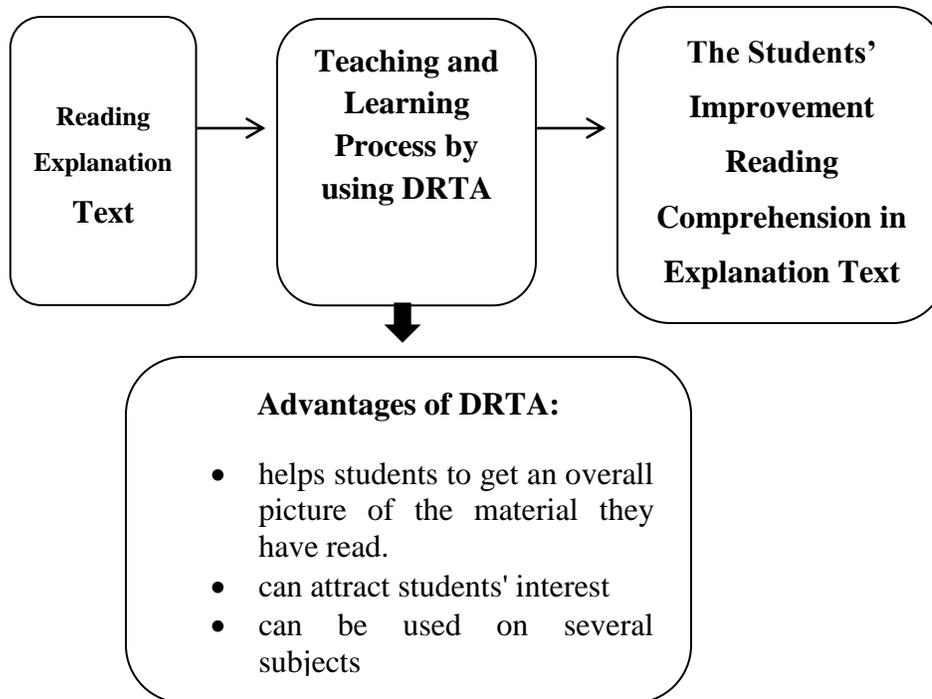
As this study employs directed reading-thinking activity, the teaching and learning process includes the steps of the activity for both the teacher and students. The steps employ the students to set reading purposes and make predictions, reading the text, verify and revise predictions and prove set reading purposes. Therefore, the teacher assists the students by selecting the texts, dividing the text into the meaningful section, facilitating discussion, and giving feedback. The elaboration of the teaching of reading using Directed Reading Thinking Activity (DRTA) is designed based on the following steps:

1) Before reading: predicting In making predictions, students observe and identify the selection by looking at the title, picture (if it is available), the vocabulary, the grammar, and other language features in the text. In response to it, students formulate questions which bridge them to next selection of the text and the whole part of it In this stage, the teacher assists the students in observing and identifying a selection of text and notices the keywords that help them to guess the global understanding of the text. The teacher also facilitates students to formulate questions, discuss and share their predictions of each selection of the text.

2) While reading: silent reading Students read the whole text to gather information or data related to their earlier predictions. The teacher helps students identifying any crucial vocabulary items in context.

3) After reading: confirming the predictions After reading the complete text to gather information, students are encouraged to explain what causes them to confirm or revise prior predictions. It is carried out by discussing the material read. This discussion aims to help students interpreting the material. Students discuss among their group members about their prior predictions and the data in the text whether they are compatible or not. The teacher facilitates students to discuss related concepts and to consider the content of the selection of their own experiences.

C. Conceptual Framework



Based on the conceptual above, it shows that the problem of this research is students get difficulties to understand Explanation text. based on the problem, the researcher uses Direct Reading Thinking Activity (DRTA) to solve the problem. Direct Reading Thinking Activity (DRTA) strategy is a strategy that focuses on students' involvement in predicting and proving their predictions when they read the text. The students are divided into a group of four or five students. Then, before that, the researcher explains the Explanation text and generic structure of Explanation 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.

D. Hypotheses

Based on the literature that has been explained before, the researcher put forward the hypotheses of the research as follows:

If probability value $(p) > 0,05$; H_1 is accepted and H_0 is rejected. It means the use of Direct Reading Thinking Activity (DRTA) strategy is effective to improve students' reading comprehension in Explanation text.

If probability value $(p) < 0,05$; H_0 is rejected and H_1 is accepted. It means the use of round table strategy is not effective to improve students' reading comprehension in Explanation text.

CHAPTER III

RESEARCH METHOD

A. *Research Design*

This research will applied a quasi-experimental research design. Quasi-experimental is involved two groups of students with pre-test and post-test design. According to Ary et al, quasi-experimental is experiment research design that has lack randomization of the group³⁴. Quasi-experimental needed two similar groups as the sample of the research. Latief states that quasi-experimental research is the research which takes a sample from two different classes in the same grades which has similarity³⁵.

The experimental group is the group who teach reading comprehension DRTA (Direct Reading Thinking Activity) Strategy. On the other hand, the control group is the group who are not teach reading comprehension in DRTA (Direct Reading Thinking Activity) Strategy.

The researcher will use nonrandomized pre-test and post-test in both groups namely experimental and control group. Both groups will give pre-test to measure the score of students before the treatment is given (Y1 and Y2).

³⁴ Donald Ary, Jacobs, LC, and Razavieh, *An Introduction to Research in Education: Third Edition* (New York: CBS College Publishing, 1985) 302.

³⁵ M. Adnan Latief, *Tanya Jawab Metode Penelitian Pembelajaran Bahasa* (Malang: UNM Press, 2010) 120.

The treatment will give for an experiment only (X). Post-test will give for both of the group. to measure the score of students after the treatment is given (Y1 and Y2). The scheme of this model is³⁶.

Figure 3.1 Research Design

Group	Pre-test	Treatment	Post-test
E	Y ₁	X	Y ₂
C	Y ₁	–	Y ₂

Where:

E: Experimental Group

C: Control Group

X: Treatment

Y1: Pre-test

Y2: Post-test

³⁶ Donal Ary. Lucy Cheser Jacobs, Chris Sorensen, and Asghar Razavieh, Introduction to Research in Education Height, Canada: Wadsworth Engage Learning, 2010, p. 316.

B. *Variables*

In this research, there are two categories of variables, namely :

1. *Dependent Variable*

The dependent variable is students' reading Explanation text.

2. *Independent Variable*

The independent variable is the DRTA (Direct Reading Thinking Activity) Strategy.

C. *Population and Samples*

1. *Population*

The population of this research is eleventh-grade student's of SMA 4 Palopo in 2018/2019 academic year. The total population of 48 students from 2 classes, there are class IPA 1, and 2.

2. *Samples*

The researcher will apply a purposive sampling technique. In this case, the researcher takes two classes, namely class IPA 1 and 2 of the eleventh-grade student's of SMA Negeri 4 Palopo as the sample. Class IPA 1 and 2 both of classes will be divided into two groups, they are Experimental Class and Control Class that consist of 24 students for each class.

D. *Instruments of the Research*

The instrument of this research is the reading test, the researcher used essay text to measure the student's ability to understand the reading text before and after giving treatments. The essay test consists of 5 items about Explanation text.

E. *Procedure in Collection Data*

This research activity begins with a pre-test and ends with post-test. This research activity was planned through several treatments. Any treatment conducted by researchers in learning can be described as follows:

1. Pre-test

Before doing treatment, the researcher applied a pre-test. The steps pre-test are as follow:

- a. The researcher gave a reading Explanation text entitle "*seasons*" for each student.
- b. Then, the researcher gave 20 minutes for students to read and understand the text.
- c. After that, the researcher asked the students to answer the question from the text.

2. Treatment

a. Treatment for Class Experiment

The treatment in teaching reading Explanation text by using the DRTA (Direct Reading Thinking Activity) strategy consist of some meetings. The steps in teaching Reading Explanation text were as follow :

a. The First Meeting

1. The researcher introduced Explanation text for the students, explained to them what is Explanation text, the purpose, and generic structure.
2. Then, the researcher introduced Direct Reading Thinking Activity. (DRTA) Strategy and how to work it.
3. Before the researcher gave a reading text, the researcher wrote the title "Lanslide" the picture about reading the text on the whiteboard.
4. The researcher asked students to pay attention to the title and picture and the researcher asked to predict what happened to the picture.
5. After that, each group delivered the results of the prediction 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 based on the explanation text.

b. The Second Meeting

1. The researcher gave an Explanation text entitled "*Rain*".
2. Before the researcher gave a reading text, the researcher wrote the title showed the picture about reading the text on the whiteboard.
3. The researcher asked students to pay attention to the title and picture 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 distributed the reading text to each group. -after that, the researchers 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 explanation text.

c. The Third Meeting

1. The researcher gave an Explanation text entitled "*Tsunami*".
2. Before the researcher gave a reading text, the researcher wrote the title showed the picture about reading the text on the whiteboard.
3. The researcher asked students to pay attention to the title and picture 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 distributed the reading text to each group. -after that, the researchers 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 explanation text.
- d. The fourth meeting
 1. The researcher gave an Explanation text entitled "*Flood*".
 2. Before the researcher gave a reading text, the researcher wrote the title showed the picture about reading the text on the whiteboard.
 3. The researcher asked students to pay attention to the title and picture 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 distributed the reading text to each group. -after that, the researchers 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 explanation text.
- e. The fifth meeting
 1. The researcher gave an Explanation text entitled "*Earthquakes*".
 2. Before the researcher gave a reading text, the researcher wrote the title showed the picture about reading the text on the whiteboard.
 3. The researcher asked students to pay attention to the title and picture 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 distributed the reading text to each group.
-after that, the researchers 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 explanation text.
- f. The sixth meeting
 1. The researcher gave an Explanation text entitled "***Full Moon***".
 2. Before the researcher gives a reading text, the researcher wrote the title showed the picture about reading the text on the whiteboard.
 3. The researcher asked students to pay attention to the title and picture 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 distributed the reading text to each group.
-after that, the researchers 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 explanation text.

b. Treatment for Class Control

There are six meeting on teaching Reading Explanation Text by using the lecture method in control class were as follow:

1. The researcher introduced Explanation Text for the students, explained them explanation Text, the purpose and generic.
2. Then the researcher gave an example of Explanation Text for each student and asked the students to read and understand the text.
3. The last, the researcher asked the students to answer the question from the text.

3. Post-Test

The post-test was conducted to find out the students' achievement and their progress after giving the treatment about the use round table strategy in reading explanation text. The researcher gave a reading test entitled "*Rainbow*"

F. *Technique of Data Analysis*

1. Scoring the reading test

Table 3.1 Reading Assessment³⁷

	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 identify 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 message, but has trouble with the reorganization of the sequential elements.	Exhibits ability to identify sequential elements as well as the ability to recognize the elements into a sequential order.

³⁷Penny Mckay. *“Assessing Young Language Learners”*, (Cambridge : 2007).p.354.

Inference	Cannot conclude inferred messages nor 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.
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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' scores by using SPSS 20.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter includes two sections. The first is finding of the research. It deals with the result of the data analysis from the field. The second is discussion section deals with argument and further explanation of the findings.

A. Findings

The findings of the research showed the result of the data that have been analyzed statistically. It comprised the students' score of the control and experimental classes in pre-test and post-test. In this part, the researcher reported the result of each group by comparing the pretest and posttest of both groups.

1. The Analysis Student's Reading Test Score In Pre-test and Post-test in Experimental Class and Control Class

In this section, the researcher shows the complete score of the students, reading comprehension in pre-test. The researcher would present them in tables and calculate the score by SPSS 20. It tabulated by following table:

a. Students score in pre-test in experiment class

Table 4.1. the score of students' reading comprehension in pre-test

Respondent	Correct Answer	Score
R1	2	1
R2	2	1
R3	2	1

R4	2	1
R5	2	1
R6	2	1
R7	2	1
R8	2	1
R9	3	2
R10	3	2
R11	2	1
R12	3	2
R13	2	1
R14	2	1
R15	2	1
R16	2	1

Table 4.1 shows that there was thirth students got 2 as fair score, there was thirteenth students got 1 as poor score and nothing students got good score. It means the students score in pre-test was low.

b. Students score in post-test in experiment class

Table 4.2. the score of students' reading comprehension in post-test

Respondent	Correct Answer	Score
R1	4	3
R2	4	3
R3	4	3
R4	4	3

R5	4	3
R6	4	3
R7	4	3
R8	5	3
R9	3	2
R10	4	3
R11	5	3
R12	3	2
R13	3	2
R14	4	3
R15	4	3
R16	4	3

Table 4.2 shows that there was thirteen students got 3 as good score, there was thirth students got 2 as fair score and nothing students got poor score. It means the students score in post-test was increase.

c. Students score in pre-test in control class

Table 4.3. the score of students' reading comprehension in pre-test

Respondent	Correct Answer	Score
R1	2	1
R2	2	1
R3	3	2
R4	3	2
R5	3	2

R6	3	2
R7	3	2
R8	4	3
R9	3	2
R10	2	1
R11	2	1
R12	3	1
R13	1	1
R14	2	1
R15	1	1
R16	1	1

Table 4.3 shows that there was one student got 3 as good score, there were eighteen students got 1 as poor score and fifth students got 2 as fair score. It means the students score in pre-test was low.

d. Students score in post-test in control class

Table 4.4. the score of students' reading comprehension in post-test

Respondent	Correct Answer	Score
R1	1	1
R2	3	2
R3	2	2
R4	3	2
R5	4	3
R6	4	3

R7	1	1
R8	2	1
R9	3	2
R10	4	3
R11	1	1
R12	3	2
R13	1	1
R14	3	2
R15	3	2
R16	2	1

Table 4.4 shows that there were three students got 3 as good score, there were seventh students got 2 as fair score and sixth student got poor score. It means the students score in post-test was little increase.

2. Class Experiment and Control Class

Table 4.5The mean score students' correct answer in pre-test experiment class

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
pretest experiment	16	2.00	3.00	2.1875	.40311
Valid N (listwise)	16				

Table 4.5 shows that the highest score of experimental students in pre-test was 3.00 and the lowest score was 2.00. Besides, it also indicated that the mean score of experimental class in pre-test was 2.1875 and the standard deviation was 40311.

Table 4.6. The mean score students' correct answer in post-test experiment class

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
posttest experiment	16	3.00	5.00	3.9375	.57373
Valid N (listwise)	16				

Table 4.6. shows that, the highest score of experimental students in post-test was 5.00 and the lowest score was 3.00. Besides, it also indicated that the mean score of experiment class in pre-test was 3.9375 and the standard deviation was .57373.

Table 4.7. The mean score students' correct answer in pre-test control class

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
pretest control	16	1.00	4.00	2.3750	.88506
Valid N (listwise)	16				

Table 4.7. shows that the highest score of control students in pre-test was 4.00 and the lowest score was 1.00. Besides, it also indicated that the mean score of control class in pre-test was 2.3750 and the standard deviation was .88506.

Table 4.8. The mean score students' correct answer in post-test control class

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
posttest control	16	1.00	4.00	2.5000	1.09545

Valid N (listwise)	16				
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Table 4.8. shows that the highest score of control students in post-test was 4.00 and the lowest score was 1.00. Besides, it also indicated that the mean score of control class in post-test was 2.5000 and the standard deviation was . 1.09545.

3. Mean Score and Standard Deviation of Students' Pretest and Posttest In Experimental Class and Control Class

Table 4.9. Mean Score and Standard Deviation of Students' Pretest and Posttest in Experiment Class

Descriptive Statistics							
	N	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
pretest experiment class	16	1.00	2.00	19.00	1.1875	.10078	.40311
posttest experiment class	16	2.00	3.00	45.00	2.8125	.10078	.40311
Valid N (listwise)	16						

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
pretest control class	16	1.00	3.00	24.00	1.5000	.15811	.63246
posttest control class	16	1.00	3.00	29.00	1.8125	.18750	.75000
Valid N (listwise)	16						

Table 4.10. Mean Score and Standard Deviation of Students' Pretest and Posttest in Control Class

Table 4.9 and Table 4.10 shows that the distinction between the pretest and posttest mean score and standard deviation. The scores of control class after giving treatment (teaching use conventional method) showed good progress from 1.0 becomes 2.0 and the scores of experimental class after giving treatment (use direct reading thinking activity strategy) showed very good progress from 2.0 becomes 3.0. The standard deviation of control class students in pretest and post test was .63246 and the standard deviation of experimental class in pretest and post test was .40311.

To know whether the control class and experiment class were significantly different, and also to know acceptability of the hypothesis of this research, the researcher used test analysis and calculated it by using SPSS 20. The result could be shown in the table of group statistic and independent sample test.

4. The Paired Samples Test of Pretest and Posttest

There were thirteen students (81%) who got good score, three students (19%) who got fair score, and nothing student got poor score.

Table 4.14. The Students' Pretest and Posttest Result in control Class

Classification	Score	Frequency		Percentage	
		Pretest	Posttest	Pretest	Posttest
Good	3	1	3	6%	19%
Fair	2	6	7	38%	44%
Poor	1	9	6	56%	37%

Table 4.14 shows that there were 16 students observed in control class before giving treatment. There were six students (38%) who got fair score and nine students (56%) who got poor score and one student got good score. While there were 16 students observed in control class after giving treatment. There were three students (19%) who got good score, seven students (44%) who got fair score, and six students (37%) got poor score.

b. Students' Pretest Result in Terms of Content

Table 4.15. Students' Pretest Result in Terms of Main Idea in Experimental Class

Classification	Score	Frequency	Percentage
Good	3	6	37%
Fair	2	4	26%
Poor	1	6	37%

Table 4.15 shows that experiment class students' reading skill in pre-test especially in main idea criteria most of students got good score. There were six students (37%) got good score. There were four students (26%) got fair score and there were six students (37%) got poor score.

Table 4.16. Students' Pretest Result in Terms of Vocabulary in Experiment Class

Classification	Score	Frequency	Percentage
Good	3	3	19%
Fair	2	4	25%
Poor	1	9	26%

Table 4.16 shows that experiment class students' reading skill in pre-test especially in vocabulary criteria most of students got good score. There were three students (19%) got good score. There were four students (25%) got fair score and there were nine students (26%) got poor score.

Table 4.17. Students' Pretest Result in Terms of Context in Experiment Class

Classification	Score	Frequency	Percentage
Good	3	7	44%
Fair	2	5	31%
Poor	1	4	25%

Table 4.17 shows that in context criteria most of students got good and fair score. There were seven students (44%) good score. There were six students (31%) got fair score and four students (25%) got poor score.

Table 4.18. Students' Pretest Result in Terms of Sequence in Experimental Class

Classification	Score	Frequency	Percentage
Good	3	7	44%
Fair	2	5	31%
Poor	1	4	25%

Table 4.18 shows that in sequence criteria most of students got good score. There were seven students (44%) got good score. There were six students (31%) got fair score and there were four students (25%) got poor score.

Table 4.19. Students' Pretest Result in Terms of Inference in Experimental Class

Classification	Score	Frequency	Percentage
Good	3	12	76%
Fair	2	2	12%

Poor	1	2	12%
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Table 4.19 shows that in inference criteria most of students got good score. There were twelve students (76%) got good score. There were two student (12%) got fair score and there were two students (12%) got poor score.

c. Students' Posttest Result in Terms of Content

Table 4.20. Students' Posttest Result in terms of Main Idea in Experimental Class

Classification	Score	Frequency	Percentage
Good	3	9	57%
Fair	2	5	31%
Poor	1	2	12%

Table 4.20 above shows that in the main idea assessment, most of students got increasing in main idea there were nine students (57%) got good score. There were five students (31%) got fair score and there was one student (12%) got poor score.

Table 4.21. Students' Posttest Result in terms of Vocabulary in Experimental Class

Classification	Score	Frequency	Percentage
Good	3	14	88%
Fair	2	0	0%
Poor	1	2	12%

Table 4.21 above shows that in vocabulary criteria, most of students got good score. There were fourteen students (88%) got good score and there were two students (12%) got poor score.

Table 4.22. Students' Posttest Result in terms of context in Experimental Class

Classification	Score	Frequency	Percentage
Good	3	10	63%
Fair	2	4	25%
Poor	1	2	12%

Table 4.22 shows that in context criteria of reading skill, most of students got increasing score. There were ten students (63%) got good score. There were four students (25%) got fair and two students (12%) got poor score.

Table 4.23. Students' Posttest Result in terms of sequence in Experimental Class

Classification	Score	Frequency	Percentage
Good	3	11	69%
Fair	2	5	31%
Poor	1	0	0%

Table 4.23 shows that in sequence criteria of reading skill, most of students got good score. There were eleven students (69%) got good score and five students (31%) got fair score.

Table 4.24. Students' Posttest Result in terms of inference in Experimental Class

Classification	Score	Frequency	Percentage
Good	3	7	57%
Fair	2	7	31%
Poor	1	2	12%

Table 4.24 shows in inference criteria of reading skill, most of students got score fair score. There were seven students (57%) got fair score. There were seven students (31%) got good score and there were two students (12%) got poor score.

6. Students Score of Control Class

a. Students' Pretest and Posttest Result

Table 4.25. Students' Pretest Result in Control Class

Classification	Score	Frequency	Percentage
Good	3	2	12%
Fair	2	0	0%
Poor	1	14	88%

Table 4.25 shows that, there were 15 students observed in control class before teaching without using round table strategy. There was two student (12%) who got good score, nothing student (0%) who got fair score and three students (88%) got poor score.

Table 4.26. Students' Post-test Result in Control Class

Classification	Score	Frequency	Percentage
Good	3	11	69%

Fair	2	3	18%
Poor	1	2	12%

Table 4.26 shows that, there were 15 students observed in control class after teaching by using conventional method. There were eleven students (69%) who got adequate score, three students (18%) who got inadequate score, and two students (12%) who got unacceptable score.

b. Students' Pretest Result in Terms of content

Table 4.27. Students' Pretest Result in terms of Main Idea in Control Class

Classification	Score	Frequency	percentage
Good	3	0	0%
Fair	2	12	75%
Poor	1	4	25%

Table 4.27 shows that in main idea criteria, most of students got fair score. There were twelve students (75%) got fair score and there were four students (25%) got poor score.

Table 4.28. Students' Pretest Result in terms of Vocabulary in Control Class

Classification	Score	Frequency	percentage
Good	3	3	18%
Fair	2	5	31%
Poor	1	8	51%

Table 4.28 shows that in vocabulary criteria most of students got poor score. There were three students (18%) got good score. There were five students (31%) got fair score and eight students (51%) got poor score.

Table 4.29. Students' Pretest Result in Terms of Context in Control Class

Classification	Score	Frequency	Percentage
Good	3	8	51%
Fair	2	6	37%
Poor	1	2	12%

Table 4.29 shows that in context criteria, most of students got good score. There were eight students (51%) got good score. There were six students (37%) got fair score and two students (12%) got poor score.

Table 4.30. Students' Pretest Result in Terms of Sequence in Control Class

Classification	Score	Frequency	Percentage
Good	3	3	19%
Fair	2	2	12%
Poor	1	11	69%

Table 4.30 shows that control in sequence criteria, most of students got poor score. There were three students (19%) got poor score. There were two students (12%) got good score and eleven students (69%) got fair score.

Table 4.31. Students' Pretest Result in Terms of Inference in Control Class

Classification	Score	Frequency	Percentage
Good	3	0	0%
Fair	2	6	37%
Poor	1	10	63%

Table 4.31 shows that in inference criteria, most of students got poor score. There were six students (37%) got poor score and there were ten students (63%) got fair score.

c. Students' Posttest Result in Terms of Content

Table 4.32. Students' Posttest Result in Terms of main idea in Control Class

Classification	Score	Frequency	percentage
Good	3	2	12%
Fair	2	8	51%
Poor	1	6	37%

Table 4.32 shows that in main idea criteria, most of students got fair score. There were two students (12%) got fair score. There were eight students (51%) got poor score and six students (37%) got poor score.

Table 4.33. Students' Posttest Result in Terms of Vocabulary in Control Class

Classification	Score	Frequency	Percentage
Good	3	13	82%
Fair	2	3	18%
Poor	1	0	0%

Table 4.33 shows that most of students got good score. There were thirteen students (82%) got good score and three students (18%) got fair score.

Table 4.34. Students' Posttest Result in Terms of Context in Control Class

Classification	Score	Frequency	Percentage
Good	3	12	75%
Fair	2	0	0%
Poor	1	4	25%

Table 4.34 shows that most of students got good score. There were twelve students (75%) got good score and four students (25%) got poor score.

Table 4.35. Students' Posttest Result in Terms of sequence in Control Class

Classification	Score	Frequency	Percentage
Good	3	11	69%
Fair	2	2	12%
Poor	1	3	19%

Table 4.35. shows that most of students got good score. There were eleven students (69%) got good score. There were two students (12%) got fair score and there were three students (19%) got poor score.

Table 4.36. Students' Posttest Result in Terms of inference in Control Class

Classification	Score	Frequency	Percentage
Good	3	8	51%
Fair	2	3	18%
Poor	1	5	31%

Table 4.36 shows that most of students got good score. There were eight students (51%) got good score. There were three students (18%) got fair score and five students (31%) got poor score.

B. Discussion

Based on result of the data analysis above shows that the use of DRTA (Direct Reading Thinking Activitiy) strategy improve students' reading comprehensions kill in explanation text, it can be seen on the result students' response and pretest-posttest. for example R1, R2, and R3 .

The R1 does not found difficult to answer the questions about reading explanation text, before gave the treatment. So, R1 got score fair in pretest. When the researcher gave the treatment, the responded of students' R1 was very good. The student R1 got easy to answer the questions, because in DRTA (Direct Reading Thinking Activitiy) strategy can make the students freely express their new ideas through predicting the content of reading. So, the first student got good score in treatment. After the researcher gave the treatment the first student can answer all questions well. So, R1 got good score in posttest.

The R2 found a bit difficult to answer the questions about reading explanation text, before the researcher gave the treatment. So, R2 got score poor in pretest. When the researcher gave the treatment, the responded of R2 was good enough. The second student got easy to answer the questions, because in direct reading thinking activity she can make the students freely express new ideas through predict the content of reading. So, R2 got fair score in treatment. After the researcher gave the treatment The second students can answer several questions well. So,R2 got fair score in posttest.

R3 had difficult to answer the questions about reading explanation text before the researcher gave the treatment. So, R3 got score poor in pretest. When the researcher gave the treatment, the responded of R3 was low. Because during the researcher gave the treatment, R3 do not pay attentionand she can not freely express new ideas through predicting the content of reading. So, R3 got poor score in treatment. After the researcher gave the treatment R3 can not answer the questions. So, R3 got poor score in posttest.

Based on result of the data analysis, there were difference between students pretest result in experimental and control class. In experimental class there were 3 students who got fair score, 13 students who got poor score and nothing students got good score. Meanwhile, in control class there were 1 student who got good score, 6 student who got fair score and 9 students who got poor score. In this case, there were significant difference between students posttest result in experimental and control

class. In experimental class there were 13 students who got good score, 3 students who got fair score and nothing student got poor score. Meanwhile, in control class there were 3 students who got good score, 7 students who got fair score and 6 students who got poor score.

In other case, based on result of the data analysis there were significant difference between students' pretest and posttest result about *aspects of reading comprehension* in experimental and control class. The students' pretest results in experimental class there were many students incorrect answer about *vocabulary* and there were many students correct answer about *inference*. Meanwhile, in control class there were many students incorrect answer about *sequence*. while, there were many students correct answer about *context*. Then, the students' posttest results in experimental class there were many students correct answer about *vocabulary* and there were many students incorrect answer about *inference*. meanwhile, in control class there were many students correct answer about *vocabulary* and there were many students incorrect answer about *main idea*. So it can be concluded that from both of classes, there were many students poor in *main idea* and *inference*.

It has been discussed in Chapter II that direct reading thinking activity strategy is one of strategy that can be used in teaching reading explanation text and it can improve students reading skill. This statement in line with some research findings namely: Leli Sari has done research on the title "improving reading comprehension DRTA Through (Directed Reading Thinking Activity) strategy. The subject of this

research was eight grade students of SMP Negeri 17 Medan in the academic years of 2016/2017. It consisted of one class with 36 students as respondents. This research was conducted by using classroom action research. The technique of analyzing data was applied in this research were qualitative and quantitative. The result of data analysis showed that there was an improvement on the students' improvement in reading comprehension from each cycle.

In this case, the researcher found that teaching reading explanation text by using DRTA (Direct Reading Thinking Activity) strategy at SMA N 4 Palopo, the students got significant improvement in their score reading narrative text. It was supported by significant result of pre-test that was lower (0%) than the post-test (81%). Therefore, it could be stated that direct reading thinking activity strategy in teaching learning of reading have solved the students' reading problem and increase the students' reading comprehension skill for the eleventh grade students of SMA N 4 Palopo. So, the hypothesis proposed in this research which says "the use of DRTA (Direct Reading Thinking Activity) strategy is effective to teach reading explanation text" is accepted.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the result of the research the researcher concluded that the use of DRTA (Direct Reading Thinking Activity) strategy can improve students' reading comprehension in Explanation, it because there is significant difference in learning outcomes of the students who learned reading comprehension through DRTA (Direct Reading Thinking Activity) strategy with the students who took the learning without DRTA (Direct Reading Thinking Activity) strategy. It proved by the data analyses in experimental class, the mean score of post-test was higher than the mean score of pretest ($3.9375 > 2.1875$). While in control class, the mean score of posttest was also higher than the mean score of pretest ($2.5000 > 2.3750$). Based on the data analysis it can conclude that teaching reading explanation text by using DRTA (Direct Reading Thinking Activity) strategy is effective. It can be proved that the students score in experimental class higher than students in control class.

B. Suggestion

Based on the conclusion of the research, the researcher suggest for the following parties: the teacher

1. For the teacher, they need to implement the DRTA (Direct-Reading Thinking Activity) strategy in teaching reading comprehension in Explanation text, so the teaching and learning process becomes more active and freely express their new ideas through predicting the content of reading ought to be the foremost aims which hopefully have good effects to the students. teaching reading comprehension by using DRTA (Direct Reading Thinking Activity) strategy motivated the students to read more and it improved students' reading skills. the researcher suggests the

teachers to try using DTRA (Direct Reading Thinking Activity) strategy in teaching because it encourages the students to read and understand the text.

2. 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 Explanation text they have to applied DRTA (Direct 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.

3. The researcher realized that this thesis so far from being perfect thesis and because of that; constructive critics and advice really expected for the perfection of the thesis. The researcher hoped that the result of this research could be useful for the readers. it is hope that the readers have more information about using DRTA Direct Reading Thinking Activity strategy. in this research the future researcher is expected to conduct a research to find another significant of DRTA (Direct Reading Thinking Activity) strategy in other English language skills.

A P P E N D I C E S

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

LESSON PLAN (Class Control)

Nama Sekolah	:	SMAN 4 Palopo
Mata Pelajaran	:	Bahasa Inggris
Tahun Ajar	:	2018/2019
Kelas	:	IX/IPA
Topik Pembelajaran	:	Reading Explanation fenomena
Alokasi Waktu	:	2 x 45 menit
Pertemuan	:	1

1. STANDAR KOMPETENSI

Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari Reading Explanation text berbentuk Natural fenomena, sesuai dengan konteks penggunaannya.

2. KOMPETENSI DASAR

Menangkap makna dari gejala alam secara lisan dan tulis, sederhana tentang gejala dan peristiwa alam dalam bentuk Natural fenomena Explanation text.

3. INDIKATOR PENCAPAIAN KOMPETENSI

1. Memahami makna kalimat/paragraph pada teks bacaan.
2. Menemukan dan Memprediksi main idea/ide pokok pada teks bacaan.
3. Mengerjakan soal-soal yang di berikan.

4. TUJUAN PEMBELAJARAN

1. Siswa diharapkan mampu mengidentifikasi makna kalimat/paragraph pada teks bacaan.
2. Siswa diharapkan mampu memprediksi teks bacaan.
3. Siswa diharapkan mampu menjawab soal-soal yang di berikan.

MATERI PEMBELAJARAN

Reading Explanation Text (Natural Phenomena)

Landslide



Landslides are events in which land movements occur due to the mass movement of rocks or large clumps of land. The cause of the landslide itself is classified into 2 namely the driving factors and trigger factors. The driving factor is a factor that affects the condition of the material, while the trigger factor is the factor that causes the material to move.

In our country, Indonesia, landslides are not a new natural phenomenon. Some regions have even been subscribed to this landslide. Landslides can be caused by natural factors and social factors.

The natural factor that caused the occurrence of landslides was quite high rainfall which resulted in the soil becoming eroded which made it increasingly steep so that landslides occurred. Besides, it could also be caused by an earthquake that triggered shifts in rocks which caused landslides. Whereas the social factors that cause landslides are due to human activities themselves, for example deforestation, mountainous piles of garbage, and careless land clearing can lead to this event.

For self-control, it can be done by planting trees in steep places because the trees, especially the roots, can absorb rain water so they can anticipate or minimize the occurrence of this landslide.

Landslides are indeed one of the most dangerous natural disasters. The occurrence of this landslide is very fast and it is difficult to avoid if we are in the place of the landslide. For this reason, it is necessary to take precautionary measures, one of which is planting trees in places prone to landslides and avoiding the places prone to landslides as much as possible.

METODE PEMBELAJARAN

- Direct Reading Thinking Activity (DRTA) Strategy
- Reading

5. LANGKAH-LANGKAH PEMBELAJARAN

1. Kegiatan awal (15 menit)

- Salam dan tegur sapa
- Berdoa sebelum belajar
- Mengecek kehadiran siswa

2. Kegiatan inti (60 menit)

- Guru menjelaskan materi tentang teks Explanation , jenis, tujuan, dan struktur dari teks Explanation.
- Guru memberikan contoh explanation text kepada siswa.
- Guru meminta siswa untuk membaca dan memahami/arti teks explanation.
- Guru meminta siswa untuk menjawab pertanyaan berdasarkan tesk explanation.

3. Kegiatan akhir (15 menit)

- Guru menanyakan kesulitan siswa selama proses pembelajaran.

- Meriview kembali hasil jawaban siswa.

6. SUMBER/MEDIA PEMBELAJARAN

- Explanation Text
- Kamus

7. PENILAIAN

- Teknik : Performance Assessment
- Bentuk : Memprediksi dan memahami makna kalimat/paragraph kemudian menjawab pertanyaan yang di berikan.
- Prosedur Penilaian : Penilaian akhir
- Jenis Penialaian : Penugasan

Palopo,.....2019

Mengetahui,

Researcher

RISKA DAMAYANTI

Nim. 15 0202 0121

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

LESSON PLAN (Class Control)

Nama Sekolah	:	SMAN 4 Palopo
Mata Pelajaran	:	Bahasa Inggris
Tahun Ajar	:	2018/2019
Kelas	:	IX/IPA
Topik Pembelajaran	:	Reading Explanation fenomena
Alokasi Waktu	:	2 x 45 menit
Pertemuan	:	2

8. STANDAR KOMPETENSI

Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari Reading Explanation text berbentuk Natural fenomena, sesuai dengan konteks penggunaannya.

9. KOMPETENSI DASAR

Menangkap makna dari gejala alam secara lisan dan tulis, sederhana tentang gejala dan peristiwa alam dalam bentuk Natural fenomena Explanation text.

10. INDIKATOR PENCAPAIAN KOMPETENSI

4. Memahami makna kalimat/paragraph pada teks bacaan.
5. Menemukan dan Memprediksi main idea/ide pokok pada teks bacaan.
6. Mengerjakan soal-soal yang di berikan.

11. TUJUAN PEMBELAJARAN

4. Siswa diharapkan mampu mengidentifikasi makna kalimat/paragraph pada teks bacaan.
5. Siswa diharapkan mampu memprediksi teks bacaan.
6. Siswa diharapkan mampu menjawab soal-soal yang di berikan.

MATERI PEMBELAJARAN

Reading Explanation Text (Natural Phenomena)

Rain



Rain is one of the main sources of fresh water for almost all people in the world. It provides suitable conditions for diverse ecosystems. It is also used as hydroelectric power plants and crop irrigation. But, do you know how rain happens?

The rain's phenomenon is actually what we often call as "water circle." The concept of the water cycle involves the sun heating the Earth's surface water and causing the surface water to evaporate. Then the water vapor rises into the Earth's atmosphere. The water in the atmosphere cools and condenses into liquid droplets. The droplets grow bigger and heavier and fall to the earth as precipitation.

However, not all rain can reach the surface of the earth. Some evaporates while falling through dry air. This is what we call as "virga", a phenomenon which is often seen in hot, dry desert regions.

METODE PEMBELAJARAN

- Direct Reading Thinking Activity (DRTA) Strategy
- Reading

12. LANGKAH-LANGKAH PEMBELAJARAN

4. Kegiatan awal (15 menit)
 - Salam dan tegur sapa
 - Berdoa sebelum belajar

- Mengecek kehadiran siswa

5. Kegiatan inti (60 menit)

- Guru menjelaskan materi tentang teks Explanation , jenis, tujuan, dan struktur dari teks Explanation.
- Guru memberikan contoh explanation text kepada siswa.
- Guru meminta siswa untuk membaca dan memahami/arti teks explanation.
- Guru meminta siswa untuk menjawab pertanyaan berdasarkan tesk explanation.

6. Kegiatan akhir (15 menit)

- Guru menanyakan kesulitan siswa selama proses pembelajaran.
- Meriview kembali hasil jawaban siswa.

13. SUMBER/MEDIA PEMBELAJARAN

- Explanation Text
- Kamus

14. PENILAIAN

- Teknik : Performance Assessment
- Bentuk :Memprediksi dan memahami makna kalimat/paragraph kemudian menjawab pertyaan yang di berikan.
- Prosedur Penilaian : Penilaian akhir
- Jenis Penialaian : Penugasan

Palopo,.....2019

Mengetahui,

Researcher

RISKA DAMAYANTI

Nim. 15 0202 0121

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

LESSON PLAN (Class Control)

Nama Sekolah	:	SMAN 4 Palopo
Mata Pelajaran	:	Bahasa Inggris
Tahun Ajar	:	2018/2019
Kelas	:	IX/IPA
Topik Pembelajaran	:	Reading Explanation fenomena
Alokasi Waktu	:	2 x 45 menit
Pertemuan	:	3

15. STANDAR KOMPETENSI

Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari Reading Explanation text berbentuk Natural fenomena, sesuai dengan konteks penggunaannya.

16. KOMPETENSI DASAR

Menangkap makna dari gejala alam secara lisan dan tulis, sederhana tentang gejala dan peristiwa alam dalam bentuk Natural fenomena Explanation text.

17. INDIKATOR PENCAPAIAN KOMPETENSI

7. Memahami makna kalimat/paragraph pada teks bacaan.
8. Menemukan dan Memprediksi main idea/ide pokok pada teks bacaan.
9. Mengerjakan soal-soal yang di berikan.

18. TUJUAN PEMBELAJARAN

7. Siswa diharapkan mampu mengidentifikasi makna kalimat/paragraph pada teks bacaan.
8. Siswa diharapkan mampu memprediksi teks bacaan.
9. Siswa diharapkan mampu menjawab soal-soal yang di berikan.

MATERI PEMBELAJARAN

Reading Explanation Text (Natural Phenomena)

Tsunami



Tsunami are water waves generated by a huge variety of disturbance on the ocean floor. These disorders may be an earthquake, shifting plates, or a volcanic eruption. Tsunami is not visible when they're away

At sea, but once it reached shallow areas, this fast moving waves will get bigger.

The tsunami also often mistaken as a tidal wave. This is because when it reaches the mainland, this wave is more like a high tide than usual resemble waves that reach the shore naturally by the wind. However, the actual tsunami wave has nothing to do with the events of the tide. Therefore, to avoid misinterpretation, oceanographers often use the term seismic sea waves (seismic sea wave) to refer to the tsunami, which is scientifically more accurate.

Tsunamis can be triggered by a variety of disorders (disturbance) large scale to sea water, such as earthquakes, shifting plates, volcanic eruption under the sea, or the collision of celestial bodies. Tsunamis can occur when the seafloor moves suddenly and undergo a vertical displacement.

METODE PEMBELAJARAN

- Direct Reading Thinking Activity (DRTA) Strategy
- Reading

19. LANGKAH-LANGKAH PEMBELAJARAN

7. Kegiatan awal (15 menit)

- Salam dan tegur sapa
- Berdoa sebelum belajar
- Mengecek kehadiran siswa

8. Kegiatan inti (60 menit)

- Guru menjelaskan materi tentang teks Explanation , jenis, tujuan, dan struktur dari teks Explanation.
- Guru memberikan contoh explanation text kepada siswa.
- Guru meminta siswa untuk membaca dan memahami/arti teks explanation.
- Guru meminta siswa untuk menjawab pertanyaan berdasarkan teks explanation.

9. Kegiatan akhir (15 menit)

- Guru menanyakan kesulitan siswa selama proses pembelajaran.
- Meriview kembali hasil jawaban siswa.

20. SUMBER/MEDIA PEMBELAJARAN

- Explanation Text
- Kamus

21. PENILAIAN

- Teknik : Performance Assessment
- Bentuk : Memprediksi dan memahami makna kalimat/paragraph kemudian menjawab pertanyaan yang di berikan.
- Prosedur Penilaian : Penilaian akhir
- Jenis Penilaian : Penugasan

Palopo,.....2019

Mengetahui,

Researcher

RISKA DAMAYANTI

Nim. 15 0202 0121

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

LESSON PLAN (Class Control)

Nama Sekolah	:	SMAN 4 Palopo
Mata Pelajaran	:	Bahasa Inggris
Tahun Ajar	:	2018/2019
Kelas	:	IX/IPA
Topik Pembelajaran	:	Reading Explanation fenomena
Alokasi Waktu	:	2 x 45 menit
Pertemuan	:	4

22. STANDAR KOMPETENSI

Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari Reading Explanation text berbentuk Natural fenomena, sesuai dengan konteks penggunaannya.

23. KOMPETENSI DASAR

Menangkap makna dari gejala alam secara lisan dan tulis, sederhana tentang gejala dan peristiwa alam dalam bentuk Natural fenomena Explanation text.

24. INDIKATOR PENCAPAIAN KOMPETENSI

10. Memahami makna kalimat/paragraph pada teks bacaan.
11. Menemukan dan Memprediksi main idea/ide pokok pada teks bacaan.
12. Mengerjakan soal-soal yang di berikan.

25. TUJUAN PEMBELAJARAN

10. Siswa diharapkan mampu mengidentifikasi makna kalimat/paragraph pada teks bacaan.
11. Siswa diharapkan mampu memprediksi teks bacaan.
12. Siswa diharapkan mampu menjawab soal-soal yang di berikan.

MATERI PEMBELAJARAN

Reading Explanation Text (Natural Phenomena)

Flood



The word flood means the inability of rivers, lakes, drainage or other waterways to accommodate massive quantities of water, so the water overflow and enters the surrounding area. Flood often occurs in the area on the edge of the river or a region that was once a river absorption, and also in the area where the drainage system is disrupted. This disaster usually occurs in the rainy season as the rainfall with high intensity and with a very long duration. There are two factors that can cause flood, the natural factors and social factors.

The first factor is the natural factor. This factor is a cause that comes from nature itself. Nature produce heavy rain that continued to fall and caused the area of water absorption overflowed, so that the water can no longer flow. As a result, the water will spread to all directions and entered into residential areas. In addition, nature can also cause the constriction of the river as a result of erosion it caused the sedimentation get into the river and reduced the capacity of the river.

The second factor is the social factor. This factor is a factor that often causes flood. It happens because of human behavior itself which often caused nature damage. People often throw the trash in the rivers, it is causing the surface of the

river becomes shallow as a result of the trash piling up. Some people also build their houses or other buildings in the area that supposed to be a water absorption area of the river.

The surface of the river that becomes shallow caused the river can no longer accommodate water in the large amounts and also caused the soil can no longer absorb the water. A result, when the rain fall with a long duration, eventhough it is not so heavy it will cause water overflowed towards all directions and the large amount of water will flow into residential areas. The water caused the houses are flooded, even worse flood could sink the houses in the residential.

METODE PEMBELAJARAN

- Direct Reading Thinking Activity (DRTA)Strategy
- Reading

26. LANGKAH-LANGKAH PEMBELAJARAN

10. Kegiatan awal (15 menit)

- Salam dan tegur sapa
- Berdoa sebelum belajar
- Mengecek kehadiran siswa

11. Kegiatan inti (60 menit)

- Guru menjelaskan materi tentang teks Explanation , jenis, tujuan, dan struktur dari teks Explanation.
- Guru memberikan contoh explanation text kepada siswa.
- Guru meminta siswa untuk membaca dan memmahami/arti teks explanation.
- Guru meminta siswa untuk menjawab pertanyaan berdasarkan tesk explanation.

12. Kegiatan akhir (15 menit)

- Guru menanyakan kesulitan siswa selama proses pembelajaran.
- Meriview kembali hasil jawaban siswa.

27. SUMBER/MEDIA PEMBELAJARAN

- Explanation Text
- Kamus

28. PENILAIAN

- Teknik : Performance Assessment
- Bentuk : Memprediksi dan memahami makna kalimat/paragraph kemudian menjawab pertanyaan yang di berikan.
- Prosedur Penilaian : Penilaian akhir
- Jenis Penilaian : Penugasan

Palopo,.....2019

Mengetahui,

Researcher

RISKA DAMAYANTI

Nim. 15 0202 0121

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

LESSON PLAN (Class Control)

Nama Sekolah	:	SMAN 4 Palopo
Mata Pelajaran	:	Bahasa Inggris
Tahun Ajar	:	2018/2019
Kelas	:	IX/IPA
Topik Pembelajaran	:	Reading Explanation fenomena
Alokasi Waktu	:	2 x 45 menit
Pertemuan	:	5

29. STANDAR KOMPETENSI

Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari Reading Explanation text berbentuk Natural fenomena, sesuai dengan konteks penggunaannya.

30. KOMPETENSI DASAR

Menangkap makna dari gejala alam secara lisan dan tulis, sederhana tentang gejala dan peristiwa alam dalam bentuk Natural fenomena Explanation text.

31. INDIKATOR PENCAPAIAN KOMPETENSI

13. Memahami makna kalimat/paragraph pada teks bacaan.
14. Menemukan dan Memprediksi main idea/ide pokok pada teks bacaan.
15. Mengerjakan soal-soal yang di berikan.

32. TUJUAN PEMBELAJARAN

13. Siswa diharapkan mampu mengidentifikasi makna kalimat/paragraph pada teks bacaan.
14. Siswa diharapkan mampu memprediksi teks bacaan.
15. Siswa diharapkan mampu menjawab soal-soal yang di berikan.

MATERI PEMBELAJARAN

Reading Explanation Text (Natural Phenomena)

Earthquakes



An earthquake (also called a shake, tremor or temblor) is the aftereffect of a sudden arrival of vitality in the Earth's hull that makes seismic waves. The seismicity or seismic action of a range alludes to the recurrence, sort and size of quakes experienced over a time of time.

Earthquakes are measured utilizing perceptions from seismometers. The minute size is the most widely recognized scale on which earthquakes bigger than more or less 5 are accounted for the whole globe. The a greater number of various seismic tremors littler than size 5 reported by national seismological observatories are measured for the most part on the nearby extent scale, additionally alluded to as the Richter scale. These two scales are numerically comparative over their scope of legitimacy. Extent 3 or lower tremors are basically practically impalpable or powerless and size 7 and over possibly cause genuine harm over bigger ranges, contingent upon their profundity. The biggest tremors in notable times have been of greatness marginally more than 9, albeit there is no restriction to the conceivable extent. The latest substantial tremor of extent 9.0 or bigger was a 9.0 greatness quake in Japan in 2011 and it was the biggest Japanese tremor since records started. Force of shaking is measured on the changed Mercalli scale. The shallower a seismic tremor, the more harm to structures it causes, all else being equivalent.

At the Earth's surface, tremors show themselves by shaking and infrequently In its most general sense, the word tremor is utilized to depict any seismic occasion whether characteristic or brought on by people that creates seismic waves. Seismic tremors are created generally by burst of geographical deficiencies, additionally by

different occasions, for example, volcanic action, avalanches, mine impacts, and atomic tests. A quake's purpose of beginning break is called its center or hypocenter. The epicenter is the point at ground level specifically over the hypocenter.

uprooting of the ground. At the point when the epicenter of an extensive seismic tremor is found seaward, the seabed may be uprooted sufficiently to bring about a torrent. Earthquakes can likewise trigger avalanches, and sporadically volcanic movement.

METODE PEMBELAJARAN

- Direct Reading Thinking Activity (DRTA) Strategy
- Reading

33. LANGKAH-LANGKAH PEMBELAJARAN

13. Kegiatan awal (15 menit)

- Salam dan tegur sapa
- Berdoa sebelum belajar
- Mengecek kehadiran siswa

14. Kegiatan inti (60 menit)

- Guru menjelaskan materi tentang teks Explanation , jenis, tujuan, dan struktur dari teks Explanation.
- Guru memberikan contoh explanation text kepada siswa.
- Guru meminta siswa untuk membaca dan memahami/arti teks explanation.
- Guru meminta siswa untuk menjawab pertanyaan berdasarkan tesk explanation.

15. Kegiatan akhir (15 menit)

- Guru menanyakan kesulitan siswa selama proses pembelajaran.
- Meriview kembali hasil jawaban siswa.

34. SUMBER/MEDIA PEMBELAJARAN

- Explanation Text

- Kamus

35. PENILAIAN

- Teknik : Performance Assessment
- Bentuk : Memprediksi dan memahami makna kalimat/paragraph kemudian menjawab pertanyaan yang di berikan.
- Prosedur Penilaian : Penilaian akhir
- Jenis Penilaian : Penugasan

Palopo,.....2019

Mengetahui,

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RISKA DAMAYANTI

Nim. 15 0202 0121

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

LESSON PLAN (Class Control)

Nama Sekolah	:	SMAN 4 Palopo
Mata Pelajaran	:	Bahasa Inggris
Tahun Ajar	:	2018/2019
Kelas	:	IX/IPA
Topik Pembelajaran	:	Reading Explanation fenomena
Alokasi Waktu	:	2 x 45 menit
Pertemuan	:	6

36. STANDAR KOMPETENSI

Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari Reading Explanation text berbentuk Natural fenomena, sesuai dengan konteks penggunaannya.

37. KOMPETENSI DASAR

Menangkap makna dari gejala alam secara lisan dan tulis, sederhana tentang gejala dan peristiwa alam dalam bentuk Natural fenomena Explanation text.

38. INDIKATOR PENCAPAIAN KOMPETENSI

16. Memahami makna kalimat/paragraph pada teks bacaan.
17. Menemukan dan Memprediksi main idea/ide pokok pada teks bacaan.
18. Mengerjakan soal-soal yang di berikan.

39. TUJUAN PEMBELAJARAN

16. Siswa diharapkan mampu mengidentifikasi makna kalimat/paragraph pada teks bacaan.
17. Siswa diharapkan mampu memprediksi teks bacaan.
18. Siswa diharapkan mampu menjawab soal-soal yang di berikan.

MATERI PEMBELAJARAN

Reading Explanation Text (Natural Phenomena)

“FULL MOON”



A full moon is the lunar phase that occurs when the Moon is completely illuminated as seen from the Earth. This occurs when the moon is in opposition to the Sun (when it is on the opposite side of the Earth from the Sun; more precisely, when the ecliptic longitudes of the Sun and Moon differ by 180 degrees).[1] This means that the hemisphere of the Moon that is facing the Earth (the near side) is almost fully illuminated by the Sun and appears round (While the far side is almost completely unilluminated).

Lunar eclipses can occur only at full moon, where the Moon's orbit allows it to pass through the Earth's shadow. Lunar eclipses do not occur every month because the Moon usually passes above or below the Earth's shadow (which is mostly restricted to the ecliptic plane). Lunar eclipses can occur only when the full moon occurs near the two nodes of the orbit, either the ascending or descending node. This causes eclipses to only occur about every 6 months, and often 2 weeks before or after a solar eclipse at new moon at the opposite node.

The time interval between similar lunar phases—the synodic month—averages about 29.53 days. Therefore, in those lunar calendars in which each month begins on the new moon, the full moon falls on either the 14th or 15th of the lunar month. Because calendar months have a whole number of days, lunar months may be either 29 or 30 days long.

METODE PEMBELAJARAN

- Direct Reading Thinking Activity (DRTA) Strategy
- Reading

40. LANGKAH-LANGKAH PEMBELAJARAN

16. Kegiatan awal (15 menit)

- Salam dan tegur sapa
- Berdoa sebelum belajar
- Mengecek kehadiran siswa

17. Kegiatan inti (60 menit)

- Guru menjelaskan materi tentang teks Explanation , jenis, tujuan, dan struktur dari teks Explanation.
- Guru memberikan contoh explanation text kepada siswa.
- Guru meminta siswa untuk membaca dan memahami/arti teks explanation.
- Guru meminta siswa untuk menjawab pertanyaan berdasarkan tesk explanation.

18. Kegiatan akhir (15 menit)

- Guru menanyakan kesulitan siswa selama proses pembelajaran.
- Meriview kembali hasil jawaban siswa.

41. SUMBER/MEDIA PEMBELAJARAN

- Explanation Text
- Kamus

42. PENILAIAN

- Teknik : Performance Assessment
- Bentuk : Memprediksi dan memahami makna kalimat/paragraph kemudian menjawab pertanyaan yang di berikan.
- Prosedur Penilaian : Penilaian akhir
- Jenis Penilaian : Penugasan

Palopo,.....2019

Mengetahui,

Researcher

RISKA DAMAYANTI

Nim. 15 0202 0121

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

LESSON PLAN (Class Experiment)

Nama Sekolah	:	SMAN 4 Palopo
Mata Pelajaran	:	Bahasa Inggris
Tahun Ajar	:	2018/2019
Kelas	:	IX/IPA
Topik Pembelajaran	:	Reading Explanation fenomena
Alokasi Waktu	:	2 x 45 menit
Pertemuan	:	1

43. STANDAR KOMPETENSI

Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari Reading Explanation text berbentuk Natural fenomena, sesuai dengan konteks penggunaannya.

44. KOMPETENSI DASAR

Menangkap makna dari gejala alam secara lisan dan tulis, sederhana tentang gejala dan peristiwa alam dalam bentuk Natural fenomena Explanation text.

45. INDIKATOR PENCAPAIAN KOMPETENSI

19. Memahami makna kalimat/paragraph pada teks bacaan.
20. Menemukan dan Memprediksi main idea/ide pokok pada teks bacaan.
21. Mengerjakan soal-soal yang di berikan.

46. TUJUAN PEMBELAJARAN

19. Siswa diharapkan mampu mengidentifikasi makna kalimat/paragraph pada teks bacaan.
20. Siswa diharapkan mampu memprediksi teks bacaan.
21. Siswa diharapkan mampu menjawab soal-soal yang di berikan.

MATERI PEMBELAJARAN

Reading Explanation Text (Natural Phenomena)

Landslide



Landslides are events in which land movements occur due to the mass movement of rocks or large clumps of land. The cause of the landslide itself is classified into 2 namely the driving factors and trigger factors. The driving factor is a factor that affects the condition of the material, while the trigger factor is the factor that causes the material to move.

In our country, Indonesia, landslides are not a new natural phenomenon. Some regions have even been subscribed to this landslide. Landslides can be caused by natural factors and social factors.

The natural factor that caused the occurrence of landslides was quite high rainfall which resulted in the soil becoming eroded which made it increasingly steep so that landslides occurred. Besides, it could also be caused by an earthquake that triggered shifts in rocks which caused landslides. Whereas the social factors that cause landslides are due to human activities themselves, for example deforestation, mountainous piles of garbage, and careless land clearing can lead to this event.

For self-control, it can be done by planting trees in steep places because the trees, especially the roots, can absorb rain water so they can anticipate or minimize the occurrence of this landslide.

Landslides are indeed one of the most dangerous natural disasters. The occurrence of this landslide is very fast and it is difficult to avoid if we are in the

place of the landslide. For this reason, it is necessary to take precautionary measures, one of which is planting trees in places prone to landslides and avoiding the places prone to landslides as much as possible.

METODE PEMBELAJARAN

- Direct Reading Thinking Activity (DRTA)Strategy
- Reading

47. LANGKAH-LANGKAH PEMBELAJARAN

19. Kegiatan awal (15 menit)

- Salam dan tegur sapa
- Berdoa sebelum belajar
- Mengecek kehadiran siswa

20. Kegiatan inti (60 menit)

- Guru menjelaskan materi tentang teks Explanation , jenis, tujuan, dan struktur dari teks Explanation.
- Guru menjelaskan tentang Direct Reading Thinking Activity (DRTA)Strategy dan langkah-langkah Direct Reading Thinking Activity (DRTA)Strategy.
- Guru meminta siswa untuk membentuk kelompok terdiri dari 5 orang setiap kelompok.
- Guru dan siswa menerapkan Direct Reading Thinking Activity (DRTA)Strategy.
- Sebelum guru membagikan text bacaan guru akan menuliskan judul dan memperlihatkan gambar text bacaan kepada siswa.
- Guru meminta setiap anggota kelompok memprediksi isi bacaan melalui judul dan gambar tanpa melihat teks bacaan.

- Guru memberikan contoh teks Explanation untuk di baca kepada setiap anggota kelompok dan membenarkan serta membuktikan hasil prediksi mereka sebelumnya tentang teks bacaan Explanation text.
- Guru meminta siswa membaca dan memahami makna/arti dari Explanation text.
- Gurru meminta Siswa berdiskusi dan menjawab pertanyaan dan mengaitkan hasil prediksi yang mereka lakukan sebelumnya berdasarkan explanation text.

21. Kegiatan akhir (15 menit)

- Guru menanyakan kesulitan siswa selama proses pembelajaran.
- Meriview kembali hasil jawaban siswa.

48. SUMBER/MEDIA PEMBELAJARAN

- Explanation Text
- Kamus

49. PENILAIAN

- Teknik : Performance Assessment
- Bentuk :Memprediksi dan memahami makna kalimat/paragraph kemudian menjawab pertyaan yang di berikan.
- Prosedur Penilaian : Penilaian akhir
- Jenis Penialaian : Penugasan

Palopo,.....2019

Mengetahui,

Researcher

RISKA DAMAYANTI

Nim. 15 0202 0121

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

LESSON PLAN (Class Experiment)

Nama Sekolah	:	SMAN 4 Palopo
Mata Pelajaran	:	Bahasa Inggris
Tahun Ajar	:	2018/2019
Kelas	:	IX/IPA
Topik Pembelajaran	:	Reading Explanation fenomena
Alokasi Waktu	:	2 x 45 menit
Pertemuan	:	2

50. STANDAR KOMPETENSI

Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari Reading Explanation text berbentuk Natural fenomena, sesuai dengan konteks penggunaannya.

51. KOMPETENSI DASAR

Menangkap makna dari gejala alam secara lisan dan tulis, sederhana tentang gejala dan peristiwa alam dalam bentuk Natural fenomena Explanation text.

52. INDIKATOR PENCAPAIAN KOMPETENSI

22. Memahami makna kalimat/paragraph pada teks bacaan.
23. Menemukan dan Memprediksi main idea/ide pokok pada teks bacaan.
24. Mengerjakan soal-soal yang di berikan.

53. TUJUAN PEMBELAJARAN

22. Siswa diharapkan mampu mengidentifikasi makna kalimat/paragraph pada teks bacaan.
23. Siswa diharapkan mampu memprediksi teks bacaan.
24. Siswa diharapkan mampu menjawab soal-soal yang di berikan.

MATERI PEMBELAJARAN

Reading Explanation Text (Natural Phenomena)

Rain



Rain is one of the main sources of fresh water for almost all people in the world. It provides suitable conditions for diverse ecosystems. It is also used as hydroelectric power plants and crop irrigation. But, do you know how rain happens?

The rain's phenomenon is actually what we often call as "water circle." The concept of the water cycle involves the sun heating the Earth's surface water and causing the surface water to evaporate. Then the water vapor rises into the Earth's atmosphere. The water in the atmosphere cools and condenses into liquid droplets. The droplets grow bigger and heavier and fall to the earth as precipitation.

However, not all rain can reach the surface of the earth. Some evaporates while falling through dry air. This is what we call as "virga", a phenomenon which is often seen in hot, dry desert regions.

METODE PEMBELAJARAN

- Direct Reading Thinking Activity (DRTA) Strategy
- Reading

54. LANGKAH-LANGKAH PEMBELAJARAN

22. Kegiatan awal (15 menit)

- Salam dan tegur sapa
- Berdoa sebelum belajar
- Mengecek kehadiran siswa

23. Kegiatan inti (60 menit)

- Guru menjelaskan materi tentang teks Explanation , jenis, tujuan, dan struktur dari teks Explanation.
- Guru menjelaskan tentang Direct Reading Thinking Activity (DRTA)Strategy dan langkah-langkah Direct Reading Thinking Activity (DRTA)Strategy.
- Guru meminta siswa untuk membentuk kelompok terdiri dari 5 orang setiap kelompok.
- Guru dan siswa menerapkan Direct Reading Thinking Activity (DRTA)Strategy.
- Sebelum guru membagikan text bacaan guru akan menuliskan judul dan memperlihatkan gambar text bacaan kepada siswa.
- Guru meminta setiap anggota kelompok memprediksi isi bacaan melalui judul dan gambar tanpa melihat teks bacaan.
- Guru memberikan contoh teks Explanation untuk di baca kepada setiap anggota kelompok dan membenarkan serta membuktikan hasil prediksi mereka sebelumnya tentang teks bacaan Explanation text.
- Guru meminta siswa membaca dan memahami makna/arti dari Explanation text.
- Gurru meminta Siswa berdiskusi dan menjawab pertanyaan dan mengaitkan hasil prediksi yang mereka lakukan sebelumnya berdasarkan explanation text.

24. Kegiatan akhir (15 menit)

- Guru menanyakan kesulitan siswa selama proses pembelajaran.
- Meriview kembali hasil jawaban siswa.

55. SUMBER/MEDIA PEMBELAJARAN

- Explanation Text
- Kamus

56. PENILAIAN

- Teknik : Performance Assessment
- Bentuk : Memprediksi dan memahami makna kalimat/paragraph kemudian menjawab pertanyaan yang di berikan.
- Prosedur Penilaian : Penilaian akhir
- Jenis Penilaian : Penugasan

Palopo,.....2019

Mengetahui,

Researcher

RISKA DAMAYANTI

Nim. 15 0202 0121

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

LESSON PLAN (Class Experiment)

Nama Sekolah	:	SMAN 4 Palopo
Mata Pelajaran	:	Bahasa Inggris
Tahun Ajar	:	2018/2019
Kelas	:	IX/IPA
Topik Pembelajaran	:	Reading Explanation fenomena
Alokasi Waktu	:	2 x 45 menit
Pertemuan	:	3

57. STANDAR KOMPETENSI

Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari Reading Explanation text berbentuk Natural fenomena, sesuai dengan konteks penggunaannya.

58. KOMPETENSI DASAR

Menangkap makna dari gejala alam secara lisan dan tulis, sederhana tentang gejala dan peristiwa alam dalam bentuk Natural fenomena Explanation text.

59. INDIKATOR PENCAPAIAN KOMPETENSI

25. Memahami makna kalimat/paragraph pada teks bacaan.
26. Menemukan dan Memprediksi main idea/ide pokok pada teks bacaan.
27. Mengerjakan soal-soal yang di berikan.

60. TUJUAN PEMBELAJARAN

25. Siswa diharapkan mampu mengidentifikasi makna kalimat/paragraph pada teks bacaan.
26. Siswa diharapkan mampu memprediksi teks bacaan.
27. Siswa diharapkan mampu menjawab soal-soal yang di berikan.

MATERI PEMBELAJARAN

Reading Explanation Text (Natural Phenomena)

Tsunami



Tsunami are water waves generated by a huge variety of disturbance on the ocean floor. These disorders may be an earthquake, shifting plates, or a volcanic eruption. Tsunami is not visible when they're away

At sea, but once it reached shallow areas, this fast moving waves will get bigger.

The tsunami also often mistaken as a tidal wave. This is because when it reaches the mainland, this wave is more like a high tide than usual resemble waves that reach the shore naturally by the wind. However, the actual tsunami wave has nothing to do with the events of the tide. Therefore, to avoid misinterpretation, oceanographers often use the term seismic sea waves (seismic sea wave) to refer to the tsunami, which is scientifically more accurate.

Tsunamis can be triggered by a variety of disorders (disturbance) large scale to sea water, such as earthquakes, shifting plates, volcanic eruption under the sea, or the collision of celestial bodies. Tsunamis can occur when the seafloor moves suddenly and undergo a vertical displacement.

METODE PEMBELAJARAN

- Direct Reading Thinking Activity (DRTA) Strategy

- Reading

61. LANGKAH-LANGKAH PEMBELAJARAN

25. Kegiatan awal (15 menit)

- Salam dan tegur sapa
- Berdoa sebelum belajar
- Mengecek kehadiran siswa

26. Kegiatan inti (60 menit)

- Guru menjelaskan materi tentang teks Explanation , jenis, tujuan, dan struktur dari teks Explanation.
- Guru menjelaskan tentang Direct Reading Thinking Activity (DRTA)Strategy dan langkah-langkah Direct Reading Thinking Activity (DRTA)Strategy.
- Guru meminta siswa untuk membentuk kelompok terdiri dari 5 orang setiap kelompok.
- Guru dan siswa menerapkan Direct Reading Thinking Activity (DRTA)Strategy.
- Sebelum guru membagikan text bacaan guru akan menuliskan judul dan memperlihatkan gambar text bacaan kepada siswa.
- Guru meminta setiap anggota kelompok memprediksi isi bacaan melalui judul dan gambar tanpa melihat teks bacaan.
- Guru memberikan contoh teks Explanation untuk di baca kepada setiap anggota kelompok dan membenarkan serta membuktikan hasil prediksi mereka sebelumnya tentang teks bacaan Explanation text.
- Guru meminta siswa membaca dan memahami makna/arti dari Explanation text.
- Gurru meminta Siswa berdiskusi dan menjawab pertanyaan dan mengaitkan hasil prediksi yang mereka lakukan sebelumnya berdasarkan explanation text.

27. Kegiatan akhir (15 menit)

- Guru menanyakan kesulitan siswa selama proses pembelajaran.
- Meriview kembali hasil jawaban siswa.

62. SUMBER/MEDIA PEMBELAJARAN

- Explanation Text
- Kamus

63. PENILAIAN

- Teknik : Performance Assessment
- Bentuk : Memprediksi dan memahami makna kalimat/paragraph kemudian menjawab pertanyaan yang di berikan.
- Prosedur Penilaian : Penilaian akhir
- Jenis Penilaian : Penugasan

Palopo,.....2019

Mengetahui,

Researcher

RISKA DAMAYANTI

Nim. 15 0202 0121

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

LESSON PLAN (Class Experiment)

Nama Sekolah	:	SMAN 4 Palopo
Mata Pelajaran	:	Bahasa Inggris
Tahun Ajar	:	2018/2019
Kelas	:	IX/IPA
Topik Pembelajaran	:	Reading Explanation fenomena
Alokasi Waktu	:	2 x 45 menit
Pertemuan	:	4

64. STANDAR KOMPETENSI

Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari Reading Explanation text berbentuk Natural fenomena, sesuai dengan konteks penggunaannya.

65. KOMPETENSI DASAR

Menangkap makna dari gejala alam secara lisan dan tulis, sederhana tentang gejala dan peristiwa alam dalam bentuk Natural fenomena Explanation text.

66. INDIKATOR PENCAPAIAN KOMPETENSI

28. Memahami makna kalimat/paragraph pada teks bacaan.
29. Menemukan dan Memprediksi main idea/ide pokok pada teks bacaan.
30. Mengerjakan soal-soal yang di berikan.

67. TUJUAN PEMBELAJARAN

28. Siswa diharapkan mampu mengidentifikasi makna kalimat/paragraph pada teks bacaan.
29. Siswa diharapkan mampu memprediksi teks bacaan.

30. Siswa diharapkan mampu menjawab soal-soal yang di berikan.

MATERI PEMBELAJARAN

Reading Explanation Text (Natural Phenomena)

Flood



The word flood means the inability of rivers, lakes, drainage or other waterways to accommodate massive quantities of water, so the water overflow and enters the surrounding area. Flood often occurs in the area on the edge of the river or a region that was once a river absorption, and also in the area where the drainage system is disrupted. This disaster usually occurs in the rainy season as the rainfall with high intensity and with a very long duration. There are two factors that can cause flood, the natural factors and social factors.

The first factor is the natural factor. This factor is a cause that comes from nature itself. Nature produce heavy rain that continued to fall and caused the area of water absorption overflowed, so that the water can no longer flow. As a result, the water will spread to all directions and entered into residential areas. In addition, nature can also cause the constriction of the river as a result of erosion it caused the sedimentation get into the river and reduced the capacity of the river.

The second factor is the social factor. This factor is a factor that often causes flood. It happens because of human behavior itself which often caused nature damage. People often throw the trash in the rivers, it is causing the surface of the

river becomes shallow as a result of the trash piling up. Some people also build their houses or other buildings in the area that supposed to be a water absorption area of the river.

The surface of the river that becomes shallow caused the river can no longer accommodate water in the large amounts and also caused the soil can no longer absorb the water. A result, when the rain fall with a long duration, eventhough it is not so heavy it will cause water overflowed towards all directions and the large amount of water will flow into residential areas. The water caused the houses are flooded, even worse flood could sink the houses in the residential.

METODE PEMBELAJARAN

- Direct Reading Thinking Activity (DRTA)Strategy
- Reading

68. LANGKAH-LANGKAH PEMBELAJARAN

28. Kegiatan awal (15 menit)

- Salam dan tegur sapa
- Berdoa sebelum belajar
- Mengecek kehadiran siswa

29. Kegiatan inti (60 menit)

- Guru menjelaskan materi tentang teks Explanation , jenis, tujuan, dan struktur dari teks Explanation.
- Guru menjelaskan tentang Direct Reading Thinking Activity (DRTA)Strategy dan langkah-langkah Direct Reading Thinking Activity (DRTA)Strategy.
- Guru meminta siswa untuk membentuk kelompok terdiri dari 5 orang setiap kelompok.

- Guru dan siswa menerapkan Direct Reading Thinking Activity (DRTA) Strategy.
- Sebelum guru membagikan text bacaan guru akan menuliskan judul dan memperlihatkan gambar text bacaan kepada siswa.
- Guru meminta setiap anggota kelompok memprediksi isi bacaan melalui judul dan gambar tanpa melihat teks bacaan.
- Guru memberikan contoh teks Explanation untuk di baca kepada setiap anggota kelompok dan membenarkan serta membuktikan hasil prediksi mereka sebelumnya tentang teks bacaan Explanation text.
- Guru meminta siswa membaca dan memahami makna/arti dari Explanation text.
- Guru meminta Siswa berdiskusi dan menjawab pertanyaan dan mengaitkan hasil prediksi yang mereka lakukan sebelumnya berdasarkan explanation text.

30. Kegiatan akhir (15 menit)

- Guru menanyakan kesulitan siswa selama proses pembelajaran.
- Meriview kembali hasil jawaban siswa.

69. SUMBER/MEDIA PEMBELAJARAN

- Explanation Text
- Kamus

70. PENILAIAN

- Teknik : Performance Assessment
- Bentuk : Memprediksi dan memahami makna kalimat/paragraph kemudian menjawab pertanyaan yang di berikan.
- Prosedur Penilaian : Penilaian akhir
- Jenis Penilaian : Penugasan

Palopo,.....2019

Mengetahui,

Researcher

RISKA DAMAYANTI

Nim. 15 0202 0121

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

LESSON PLAN (Class Experiment)

Nama Sekolah	:	SMAN 4 Palopo
Mata Pelajaran	:	Bahasa Inggris
Tahun Ajar	:	2018/2019
Kelas	:	IX/IPA
Topik Pembelajaran	:	Reading Explanation fenomena
Alokasi Waktu	:	2 x 45 menit
Pertemuan	:	5

71. STANDAR KOMPETENSI

Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari Reading Explanation text berbentuk Natural fenomena, sesuai dengan konteks penggunaannya.

72. KOMPETENSI DASAR

Menangkap makna dari gejala alam secara lisan dan tulis, sederhana tentang gejala dan peristiwa alam dalam bentuk Natural fenomena Explanation text.

73. INDIKATOR PENCAPAIAN KOMPETENSI

31. Memahami makna kalimat/paragraph pada teks bacaan.
32. Menemukan dan Memprediksi main idea/ide pokok pada teks bacaan.
33. Mengerjakan soal-soal yang di berikan.

74. TUJUAN PEMBELAJARAN

31. Siswa diharapkan mampu mengidentifikasi makna kalimat/paragraph pada teks bacaan.
32. Siswa diharapkan mampu memprediksi teks bacaan.

33. Siswa diharapkan mampu menjawab soal-soal yang di berikan.

MATERI PEMBELAJARAN

Reading Explanation Text (Natural Phenomena)

Earthquakes



An earthquake (also called a shake, tremor or temblor) is the aftereffect of a sudden arrival of vitality in the Earth's hull that makes seismic waves. The seismicity or seismic action of a range alludes to the recurrence, sort and size of quakes experienced over a time of time.

Earthquakes are measured utilizing perceptions from seismometers. The minute size is the most widely recognized scale on which earthquakes bigger than more or less 5 are accounted for the whole globe. The a greater number of various seismic tremors littler than size 5 reported by national seismological observatories are measured for the most part on the nearby extent scale, additionally alluded to as the Richter scale. These two scales are numerically comparative over their scope of legitimacy. Extent 3 or lower tremors are basically practically impalpable or powerless and size 7 and over possibly cause genuine harm over bigger ranges, contingent upon their profundity. The biggest tremors in notable times have been of greatness marginally more than 9, albeit there is no restriction to the conceivable extent. The latest substantial tremor of extent 9.0 or bigger was a 9.0 greatness quake in Japan in 2011 and it was the biggest Japanese tremor since records started. Force of shaking is measured on the changed Mercalli scale. The shallower a seismic tremor, the more harm to structures it causes, all else being equivalent.

At the Earth's surface, tremors show themselves by shaking and infrequently In its most general sense, the word tremor is utilized to depict any seismic occasion whether characteristic or brought on by people that creates seismic waves. Seismic tremors are created generally by burst of geographical deficiencies, additionally by

different occasions, for example, volcanic action, avalanches, mine impacts, and atomic tests. A quake's purpose of beginning break is called its center or hypocenter. The epicenter is the point at ground level specifically over the hypocenter.

uprooting of the ground. At the point when the epicenter of an extensive seismic tremor is found seaward, the seabed may be uprooted sufficiently to bring about a torrent. Earthquakes can likewise trigger avalanches, and sporadically volcanic movement.

The surface of the river that becomes shallow caused the river can no longer accommodate water in the large amounts and also caused the soil can no longer absorb the water. A result, when the rain fall with a long duration, eventhough it is not so heavy it will cause water overflowed towards all directions and the large amount of water will flow into residential areas. The water caused the houses are flooded, even worse flood could sink the houses in the residential.

METODE PEMBELAJARAN

- Direct Reading Thinking Activity (DRTA)Strategy
- Reading

75. LANGKAH-LANGKAH PEMBELAJARAN

31. Kegiatan awal (15 menit)

- Salam dan tegur sapa
- Berdoa sebelum belajar
- Mengecek kehadiran siswa

32. Kegiatan inti (60 menit)

- Guru menjelaskan materi tentang teks Explanation , jenis, tujuan, dan struktur dari teks Explanation.
- Guru menjelaskan tentang Direct Reading Thinking Activity (DRTA)Strategy dan langkah-langkah Direct Reading Thinking Activity (DRTA)Strategy.
- Guru meminta siswa untuk membentuk kelompok terdiri dari 5 orang setiap kelompok.
- Guru dan siswa menerapkan Direct Reading Thinking Activity (DRTA)Strategy.

- Sebelum guru membagikan text bacaan guru akan menuliskan judul dan memperlihatkan gambar text bacaan kepada siswa.
- Guru meminta setiap anggota kelompok memprediksi isi bacaan melalui judul dan gambar tanpa melihat teks bacaan.
- Guru memberikan contoh teks Explanation untuk di baca kepada setiap anggota kelompok dan membenarkan serta membuktikan hasil prediksi mereka sebelumnya tentang teks bacaan Explanation text.
- Guru meminta siswa membaca dan memahami makna/arti dari Explanation text.
- Gurru meminta Siswa berdiskusi dan menjawab pertanyaan dan mengaitkan hasil prediksi yang mereka lakukan sebelumnya berdasarkan explanation text.

33. Kegiatan akhir (15 menit)

- Guru menanyakan kesulitan siswa selama proses pembelajaran.
- Meriview kembali hasil jawaban siswa.

76. SUMBER/MEDIA PEMBELAJARAN

- Explanation Text
- Kamus

77. PENILAIAN

- Teknik : Performance Assessment
- Bentuk : Memprediksi dan memahami makna kalimat/paragraph kemudian menjawab pertyaan yang di berikan.
- Prosedur Penilaian : Penilaian akhir
- Jenis Penialaian : Penugasan

Palopo,.....2019

Mengetahui,

Researcher

RISKA DAMAYANTI

Nim. 15 0202 0121

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

LESSON PLAN (Class Experiment)

Nama Sekolah	:	SMAN 4 Palopo
Mata Pelajaran	:	Bahasa Inggris
Tahun Ajar	:	2018/2019
Kelas	:	IX/IPA
Topik Pembelajaran	:	Reading Explanation fenomena
Alokasi Waktu	:	2 x 45 menit
Pertemuan	:	6

78. STANDAR KOMPETENSI

Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari Reading Explanation text berbentuk Natural fenomena, sesuai dengan konteks penggunaannya.

79. KOMPETENSI DASAR

Menangkap makna dari gejala alam secara lisan dan tulis, sederhana tentang gejala dan peristiwa alam dalam bentuk Natural fenomena Explanation text.

80. INDIKATOR PENCAPAIAN KOMPETENSI

34. Memahami makna kalimat/paragraph pada teks bacaan.
35. Menemukan dan Memprediksi main idea/ide pokok pada teks bacaan.
36. Mengerjakan soal-soal yang di berikan.

81. TUJUAN PEMBELAJARAN

34. Siswa diharapkan mampu mengidentifikasi makna kalimat/paragraph pada teks bacaan.
35. Siswa diharapkan mampu memprediksi teks bacaan.

36. Siswa diharapkan mampu menjawab soal-soal yang di berikan.

MATERI PEMBELAJARAN

Reading Explanation Text (Natural Phenomena)

“FULL MOON”



A full moon is the lunar phase that occurs when the Moon is completely illuminated as seen from the Earth. This occurs when the moon is in opposition to the Sun (when it is on the opposite side of the Earth from the Sun; more precisely, when the ecliptic longitudes of the Sun and Moon differ by 180 degrees).[1] This means that the hemisphere of the Moon that is facing the Earth (the near side) is almost fully illuminated by the Sun and appears round

(While the far side is almost completely unilluminated).

Lunar eclipses can occur only at full moon, where the Moon's orbit allows it to pass through the Earth's shadow. Lunar eclipses do not occur every month because the Moon usually passes above or below the Earth's shadow (which is mostly restricted to the ecliptic plane). Lunar eclipses can occur only when the full moon occurs near the two nodes of the orbit, either the ascending or descending node. This causes eclipses to only occur about every 6 months, and often 2 weeks before or after a solar eclipse at new

moon at the opposite node.

The time interval between similar lunar phases—the synodic month—averages about 29.53 days. Therefore, in those lunar calendars in which each month begins on the new moon, the full moon falls on either the 14th or 15th of the lunar month. Because calendar months have a whole number of days, lunar months may be either 29 or 30 days long.

METODE PEMBELAJARAN

- Direct Reading Thinking Activity (DRTA)Strategy
- Reading

82. LANGKAH-LANGKAH PEMBELAJARAN

34. Kegiatan awal (15 menit)

- Salam dan tegur sapa
- Berdoa sebelum belajar
- Mengecek kehadiran siswa

35. Kegiatan inti (60 menit)

- Guru menjelaskan materi tentang teks Explanation , jenis, tujuan, dan struktur dari teks Explanation.
- Guru menjelaskan tentang Direct Reading Thinking Activity (DRTA)Strategy dan langkah-langkah Direct Reading Thinking Activity (DRTA)Strategy.
- Guru meminta siswa untuk membentuk kelompok terdiri dari 5 orang setiap kelompok.
- Guru dan siswa menerapkan Direct Reading Thinking Activity (DRTA)Strategy.
- Sebelum guru membagikan text bacaan guru akan menuliskan judul dan memperlihatkan gambar text bacaan kepada siswa.

- Guru meminta setiap anggota kelompok memprediksi isi bacaan melalui judul dan gambar tanpa melihat teks bacaan.
- Guru memberikan contoh teks Explanation untuk di baca kepada setiap anggota kelompok dan membenarkan serta membuktikan hasil prediksi mereka sebelumnya tentang teks bacaan Explanation text.
- Guru meminta siswa membaca dan memahami makna/arti dari Explanation text.
- Guru meminta Siswa berdiskusi dan menjawab pertanyaan dan mengaitkan hasil prediksi yang mereka lakukan sebelumnya berdasarkan explanation text.

36. Kegiatan akhir (15 menit)

- Guru menanyakan kesulitan siswa selama proses pembelajaran.
- Meriview kembali hasil jawaban siswa.

83. SUMBER/MEDIA PEMBELAJARAN

- Explanation Text
- Kamus

84. PENILAIAN

- Teknik : Performance Assessment
- Bentuk : Memprediksi dan memahami makna kalimat/paragraph kemudian menjawab pertanyaan yang di berikan.
- Prosedur Penilaian : Penilaian akhir
- Jenis Penilaian : Penugasan

Palopo,.....2019

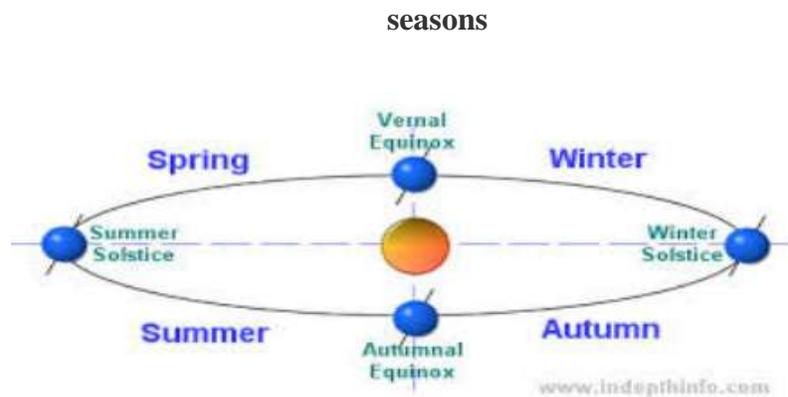
Mengetahui,

Researcher

RISKA DAMAYANTI

Nim. 15 0202 0121

PRE-TEST : Explanation Text (Natural Phenomena)



Seasons come to us regularly. We have probably noticed that it gets warmer in summer or dry season while it get colder in the winter or wet season. However do we know how these seasons change?

Seasons happen and change every year. This happens because the earth tilts back and forth as it goes around the sun. During the summer, the earth tilts toward the sun. It makes half of the earth hotter. this condition is what we call summer. During the other half of the year, the earth tilts away from the sun. As a result, it makes that half of the earth cooler. This cool condition is then what we call winter.

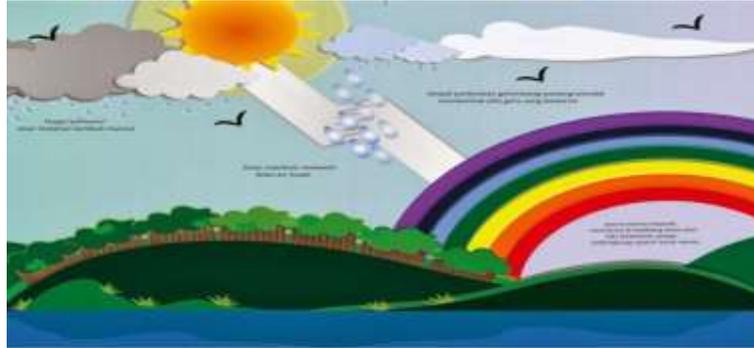
The different parts of the world have the same season at different times. In the northern half of the world , winter happens during the months of December, January and February. The regions are such North America and Europe. In the other hand, the southern half of the world have winter during the months of June, July and August. The regions are like South America and Australia. How does this difference happen? The same season happens at different times because the top and bottom halves of the earth tilt away from the sun at different times.

Please answer the following questions !

1. What is the main idea of the text above ?
2. Why the seasons happen and change?
3. What the meaning tilts?
4. How the same seasons difference happen in the word?
5. What is the secon paragraph talking about?

POST-TEST : Explanation Text (Natural Phenomena)

Rainbow



Rainbow are optical and meteorological events where there is a collection of parallel colorful lights with each other that appear in the sky or in other media. In the sky, a rainbow looks like a light bow that leads to the horizon when it rains lightly. Besides, a rainbow can also be seen around the waterfall.

There are 4 cycles that make up this rainbow, including: The rainbow is formed because there is refraction of sunlight that is deflected when it is heading for one medium to another by droplets of water found in the atmosphere. When sunlight through water droplets, the sunlight will be deflected which makes the colors separate by themselves. Each rainbow color will be deflected at an unequal angle which makes the rainbow's color more beautiful. The first deflected color is purple, while for the last color that is deflected is red. The color of the rainbow looks intact due to optical geometry in the process of color decomposition.

We can only see rainbows when it rains together with the sun shining from the opposite side of us. We must be between the sun and the water droplets with the sun behind us. Then we and the center of the rainbow arc must be in a straight line.

Please answer the following questions!

1. What is the main idea of the text above ?
2. What is the rainbow?
3. What the meaning droplets ?
4. Why rainbow is formed?
5. When we can see rainbow?

TREATMENT : The First Meeting Explanation Text (Natural Phenomena)

Landslide



Landslides are events in which land movements occur due to the mass movement of rocks or large clumps of land. The cause of the landslide itself is classified into 2 namely the driving factors and trigger factors. The driving factor is a factor that affects the condition of the material, while the trigger factor is the factor that causes the material to move.

In our country, Indonesia, landslides are not a new natural phenomenon. Some regions have even been subscribed to this landslide. Landslides can be caused by natural factors and social factors.

The natural factor that caused the occurrence of landslides was quite high rainfall which resulted in the soil becoming eroded which made it increasingly steep so that landslides occurred. Besides, it could also be caused by an earthquake that triggered shifts in rocks which caused landslides. Whereas the social factors that cause landslides are due to human activities themselves, for example deforestation, mountainous piles of garbage, and careless land clearing can lead to this event.

For self-control, it can be done by planting trees in steep places because the trees, especially the roots, can absorb rain water so they can anticipate or minimize the occurrence of this landslide.

Landslides are indeed one of the most dangerous natural disasters. The occurrence of this landslide is very fast and it is difficult to avoid if we are in the place of the landslide. For this reason, it is necessary to take precautionary measures, one of which is planting trees in places prone to landslides and avoiding the places prone to landslides as much as possible.

Please answer the following questions!

1. What is the main idea of the text above ?
2. What the thirth paragraph talking about?
3. How to minimize the occurrence of this landslide.
4. What the meaning soil?
5. How lanslide happens ?

TREATMENT : The Second Meeting Explanation Text (Natural Phenomena)

Rain



Rain is one of the main sources of fresh water for almost all people in the world. It provides suitable conditions for diverse ecosystems. It is also used as hydroelectric power plants and crop irrigation. But, do you know how rain happens?

The rain's phenomenon is actually what we often call as "water circle." The concept of the water cycle involves the sun heating the Earth's surface water and causing the surface water to evaporate. Then the water vapor rises into the Earth's atmosphere. The water in the atmosphere cools and condenses into liquid droplets. The droplets grow bigger and heavier and fall to the earth as precipitation.

However, not all rain can reach the surface of the earth. Some evaporates while falling through dry air. This is what we call as "virga", a phenomenon which is often seen in hot, dry desert regions.

Please answer the following questions!

1. What is the main idea of the text above ?
2. What the second paragraph talking about?
3. What the meaning evaporate?
4. How rain happens ?
5. What effect did it have on you?

TREATMENT : The Third Meeting Explanation Text (Natural Phenomena)

Tsunami



Tsunami are water waves generated by a huge variety of disturbance on the ocean floor. These disorders may be an earthquake, shifting plates, or a volcanic eruption. Tsunami is not visible when they're away

At sea, but once it reached shallow areas, this fast moving waves will get bigger.

The tsunami also often mistaken as a tidal wave. This is because when it reaches the mainland, this wave is more like a high tide than usual resemble waves that reach the shore naturally by the wind. However, the actual tsunami wave has nothing to do with the events of the tide. Therefore, to avoid misinterpretation, oceanographers often use the term seismic sea waves (seismic sea wave) to refer to the tsunami, which is scientifically more accurate.

Tsunamis can be triggered by a variety of disorders (disturbance) large scale to sea water, such as earthquakes, shifting plates, volcanic eruption under the sea, or the collision of celestial bodies. Tsunamis can occur when the seafloor moves suddenly and undergo a vertical displacement.

Please answer the following questions!

1. What is the main idea of the text above ?
2. What the second paragraph talking about?
3. What the meaning disorders?
4. How Tsunami happens ?
5. What triggered the tsunami disturbance?

TREATMENT : The Fourth Meeting Explanation Text (Natural Phenomena)

Flood



The word flood means the inability of rivers, lakes, drainage or other waterways to accommodate massive quantities of water, so the water overflow and enters the surrounding area. Flood often occurs in the area on the edge of the river or a region that was once a river absorption, and also in the area where the drainage system is disrupted. This disaster usually occurs in the rainy season as the rainfall with high intensity and with a very long duration. There are two factors that can cause flood, the natural factors and social factors.

The first factor is the natural factor. This factor is a cause that comes from nature itself. Nature produce heavy rain that continued to fall and caused the area of water absorption overflowed, so that the water can no longer flow. As a result, the water will spread to all directions and entered into residential areas. In addition, nature can also cause the constriction of the river as a result of erosion it caused the sedimentation get into the river and reduced the capacity of the river.

The second factor is the social factor. This factor is a factor that often causes flood. It happens because of human behavior itself which often caused nature

damage. People often throw the trash in the rivers, it is causing the surface of the river becomes shallow as a result of the trash piling up. Some people also build their houses or other buildings in the area that supposed to be a water absorption area of the river.

The surface of the river that becomes shallow caused the river can no longer accommodate water in the large amounts and also caused the soil can no longer absorb the water. A result, when the rain fall with a long duration, eventhough it is not so heavy it will cause water overflowed towards all directions and the large amount of water will flow into residential areas. The water caused the houses are flooded, even worse flood could sink the houses in the residential.

Please answer the following questions!

1. What is the main idea of the text above ?
2. What the second paragraph talking about?
3. What the meaning trash?
4. How flood happens?
5. What factors the flood?

TREATMENT : The Fifth Meeting Explanation Text (Natural Phenomena)

Earthquakes



An earthquake (also called a shake, tremor or temblor) is the aftereffect of a sudden arrival of vitality in the Earth's hull that makes seismic waves. The seismicity or seismic action of a range alludes to the recurrence, sort and size of quakes experienced over a time of time.

Earthquakes are measured utilizing perceptions from seismometers. The minute size is the most widely recognized scale on which earthquakes bigger than more or less 5 are accounted for the whole globe. The a greater number of various seismic tremors littler than size 5 reported by national seismological observatories are measured for the most part on the nearby extent scale, additionally alluded to as the Richter scale. These two scales are numerically comparative over their scope of legitimacy. Extent 3 or lower tremors are basically practically impalpable or powerless and size 7 and over possibly cause genuine harm over bigger ranges, contingent upon their profundity. The biggest tremors in notable times have been of greatness marginally more than 9, albeit there is no restriction to the conceivable extent. The latest substantial tremor of extent 9.0 or bigger was a 9.0 greatness quake in Japan in 2011 and it was the biggest Japanese tremor since records started. Force of shaking is measured on the changed Mercalli scale. The shallower a seismic tremor, the more harm to structures it causes, all else being equivalent.

At the Earth's surface, tremors show themselves by shaking and infrequently. In its most general sense, the word tremor is utilized to depict any seismic occasion whether characteristic or brought on by people that creates seismic waves. Seismic tremors are created generally by burst of geographical deficiencies, additionally by different occasions, for example, volcanic action, avalanches, mine impacts, and atomic tests. A quake's purpose of beginning break is called its center or hypocenter. The epicenter is the point at ground level specifically over the hypocenter.

uprooting of the ground. At the point when the epicenter of an extensive seismic tremor is found seaward, the seabed may be uprooted sufficiently to bring about a torrent. Earthquakes can likewise trigger avalanches, and sporadically volcanic movement.

Please answer the following questions!

1. What is the main idea of the text above ?
2. What the second paragraph talking about?
3. What the meaning occasion?
4. How Earthquakes happens ?
5. What effect did it have on you?

TREATMENT : The sixth Meeting Explanation Text (Natural Phenomena)

“FULL MOON”



A full moon is the lunar phase that occurs when the Moon is completely illuminated as seen from the Earth. This occurs when the moon is in opposition to the Sun (when it is on the opposite side of the Earth from the Sun; more precisely, when the ecliptic longitudes of the Sun and Moon differ by 180 degrees).[1] This means that the hemisphere of the Moon that is facing the Earth (the near side) is almost fully illuminated by the Sun and appears round (While the far side is almost completely unilluminated).

Lunar eclipses can occur only at full moon, where the Moon's orbit allows it to pass through the Earth's shadow. Lunar eclipses do not occur every month because the Moon usually passes above or below the Earth's shadow (which is mostly restricted to the ecliptic plane). Lunar eclipses can occur only when the full moon occurs near the two nodes of the orbit, either the ascending or descending node. This causes eclipses to only occur about every 6 months, and often 2 weeks before or after a solar eclipse at new moon at the opposite node.

The time interval between similar lunar phases—the synodic month—averages about 29.53 days. Therefore, in those lunar calendars in which each month begins on the new moon, the full moon falls on either the 14th or 15th of

the lunar month. Because calendar months have a whole number of days, lunar months may be either 29 or 30 days long.

Please answer the following questions!

1. What is the main idea of the text above ?
2. What the last paragraph talking about?
3. What the meaning **descending**?
4. How **full moon** happens ?
5. Why lunar eclipses do not occur every month?

Foto-Foto Dokumentasi

PRE TEST



TREATMENT



POST TEST



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