**THE EFFECT OF USING DIRECTED READING THINKING ACTIVITY
STRATEGY (DRTA) ON THE TENTH GRADE STUDENTS'
READING COMPREHENSION ACHIEVEMENT AT
SMA NEGERI 1 YOSOWILANGUN LUMAJANG**

THESIS

By:

**Gugus Narenda Dwi Androveda
NIM 090210401022**

**ENGLISH EDUCATION PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2015**

**THE EFFECT OF USING DIRECTED READING THINKING ACTIVITY
STRATEGY (DRTA) ON THE TENTH GRADE STUDENTS'
READING COMPREHENSION ACHIEVEMENT AT
SMA NEGERI 1 YOSOWILANGUN LUMAJANG**

THESIS

Composed to Fulfill One of the Requirements to Obtain S1 Degree at the English

Education Program of the Language and Arts Education Department

Faculty of Teacher Training and Education Jember University

By:

**Gugus Narendra Dwi Androveda
NIM 090210401022**

**ENGLISH EDUCATION PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2015**

DEDICATION

This thesis is honorably dedicated to:

1. *my beloved parents, Sugeng and Nasroh Azizah; thanks for your love and support. This thesis is dedicated to you for your endless love.*

2. *my beloved brother, Gading Randy, all my family, and all my friends that have supported me to finish my study. Thank you for it.*
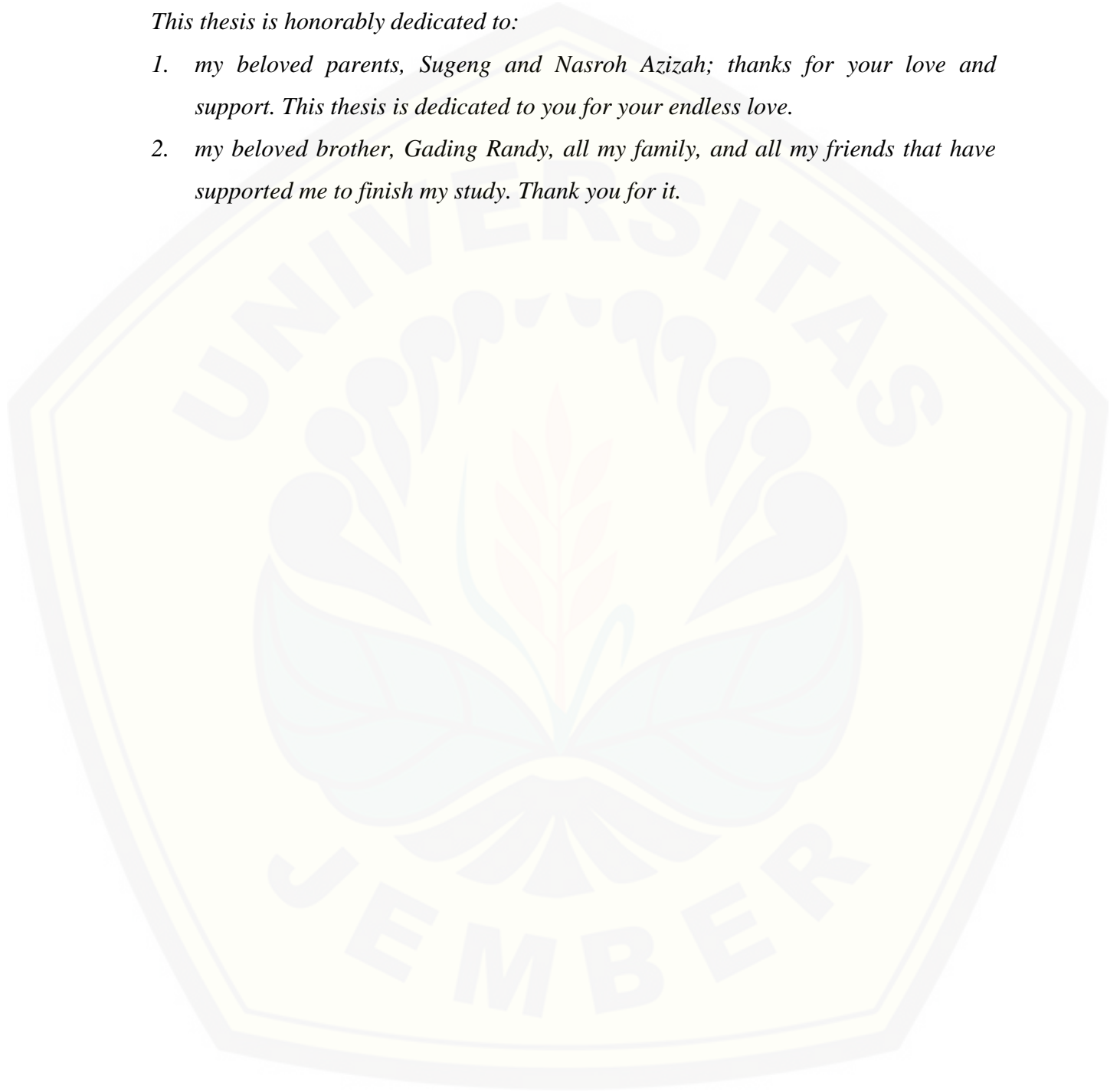
MOTTO

A man only learns in two ways, one by reading, and the other by association with

smarter people.

― Will Rogers
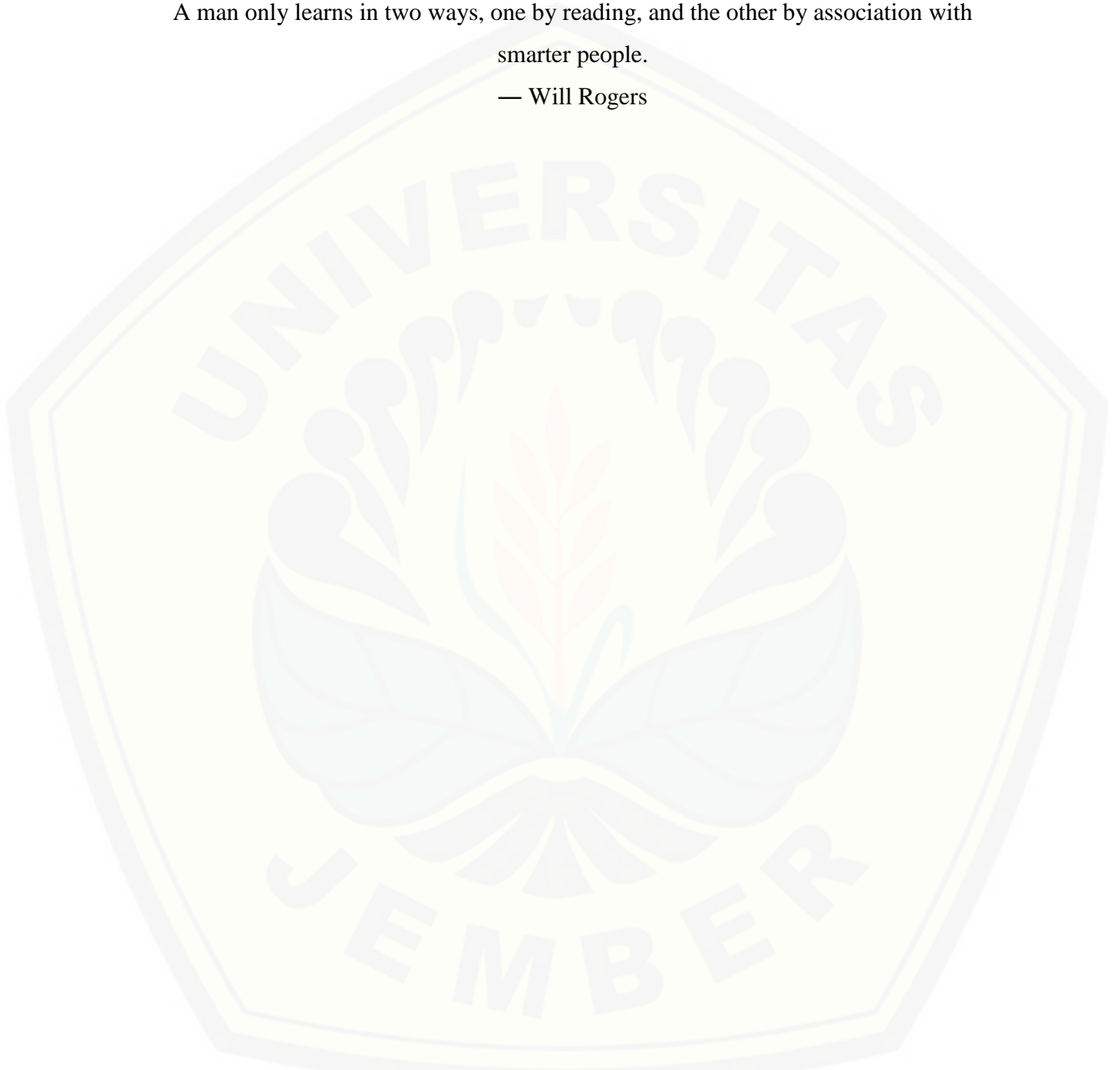
http:// www.brainy quote com/quotes /key words/reading.html

STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic piece of work by the author herself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is the result of work which has been carried out since the official commencement date of the approved thesis title. This thesis has not been submitted previously, in whole or in part. To qualify for any other academic award, ethics procedures and guidelines of thesis writing from the university and the faculty have been followed.

I am aware of the potential consequences of any breach of the procedures and guidelines, e.g. cancellation of my academic award. I hereby grant to the University of Jember the wish to archive and reproduce and communicate to the public my thesis in whole or in part in the University/Faculty libraries in all forms of media, now or hereafter known

Jember, 28 April 2015

The writer

Gugus Narendra D.A.
090210401022

CONSULTANTS' APPROVAL

THESIS

THE EFFECT OF USING DIRECTED READING THINKING ACTIVITY STRATEGY (DRTA) ON THE TENTH GRADE STUDENTS' READING AT SMAN I YOSOWILNGUN LUMAJANG

By

Gugus Narendra Dwi androveda

090210401022

Consultants:

Consultant I

Consultant II

Dra.WiwiekIstianah, M.Kes, M.Ed

NIP:19501017 198503 2 001

Drs. Bambang Arya W.P, Dip.Ed., Ph.D.

NIP. 196011231 198801 1 002

APPROVAL OF THE EXAMINATION COMMITTEE

This thesis entitled "*The Effect Of Using Directed Reading Thinking Activity On The Tenth Grade Students Reading Comprehension Achievement At SMAN 1 Yosowilangun Lumajang*" was approved and received by the Examination Committee of the Faculty of Teacher Training and Education of Jember University.

Day   :Teusday

Date   :April 28th, 2015

Place   : Faculty of Teacher Training and Education

Examination committee

The Chairperson   The Secretary

Drs. Bambang Suharjito, M. Ed   Drs. Bambang Arya W.P, Dip.Ed., Ph.D.
NIP.19611025 198902 1 004   NIP. 196011231 198801 1 002

The members,

1. Dra. Wiwiek Eko Bindarti, M.Pd   1.
    NIP. 19561214 198503 2 00 1
2. Dra. WiwiekIstianah,M.Kes, M. Ed.   2.
    NIP 19501017 198503 2 011

The Faculty of Teacher Training and Education

The Dean,

Prof. Dr. Sunardi, M.Pd
NIP19540501 198303 1 005

ACKNOWLEDGMENT

TABLE OF CONTENTS

THE LIST OF TABLES

Page

SUMMARY

The Effect of Using Directed Reading Thinking Activity Strategy on the Tenth Grade Students' Reading Comprehension Achievement at SMA Negeri 1 Yosowilangun; Gugus Narendra Dwi Androveda, 090210401022; 2015:46 pages; English Education Program of Language and Arts Education department, the Faculty of Teacher Training and Education, Jember University.

In English language teaching reading is one of the skills that should be learned by senior high school students. There are many strategies that can be applied in teaching reading process. One of the strategies that can make student become active readers is Directed Reading Thinking Activity. DRTA is a strategy that provides students with many abilities. DRTA provides the students the ability to use prediction while reading, activates their prior knowledge, determines purpose of reading, and encourages reading the text. Therefore the researcher was interested in investigating whether or not Directed Reading thinking Activity (DRTA) strategy is effective as a new strategy in teaching reading for grade X of SMA NEGERI 1 Yosowilangun.

The population of this research was all of the tenth grade students' of SMA Negeri 1 Yosowilangun in the 2014/2015 academic year. The research respondents were determined by cluster random sampling by lottery. based on the result of homogeneity test. The number of the respondents was 70 students, consisting of 36 students of grade X4 as the experimental group that was taught reading by using DRTA strategy, and 34 students of X8 as the control group that was taught reading by using Question-Answer strategy.

The main data of this research were obtained from the students' scores of reading comprehension test. The scores were analyzed by using independent sample T-Test (SPSS) program to compare the mean scores of reading comprehension test between two different groups after given treatments.

Based on the calculation, the result of t-test showed that there was a significant effect of using DRTA strategy on the tenth grade students' reading comprehension achievement. It was proven by the value of the significant column in the t-test table that showed the value of 0.002 which is lower than 0.05 (confidence level of 95%). This means that the null hypothesis (H_0) formulated: "There is no significant effect of using DRTA strategy on the tenth grade students' reading comprehension achievement at SMA Negeri 1 Yosowilangun" was rejected, while the alternative hypothesis (H_a): "There is a significant effect of using DRTA strategy on the tenth grade students' reading comprehension achievement at SMA Negeri 1 Yosowilangun" was accepted.

The research results proved that there was a significant effect of using DRTA Strategy on the tenth grade students' reading comprehension achievement at SMA Negeri 1 Yosowilangun. Therefore, it is recommended for the English teacher to use the DRTA as the strategy in teaching reading. Moreover, it is hoped that the result of this research can be used as a reference and information for future researchers to conduct a further research by different research design or dealing with similar topic in different aspect of investigation.

CHAPTER 1. INTRODUCTION

The use of DRTA (Directed Reading Thinking Activity) strategy is effective to help students reading comprehensively. Theories on its effectiveness are strongly in support with the claim. This quasi experimental research focused on the use of DRTA and whether it has an effect or not on the grade X students at SMAN 1 Yosowilangun. Students' reading comprehension was measured after they were taught reading with DRTA Strategy. This chapter presents some aspects related to the research topic which includes background of the research, problem of the research, objective of the research, and the significance of the research. The aspects are highlighted respectively in the following parts.

1.1 Background of the research

Recently, English becomes the most important language, because people all over the world use it as a means for communication. Baugh and Cable (2002:3) state that in number of speakers as well as in its use for international communication English is one of the most important languages in the world. Some countries use English as a first language, another country use it as a second language, but there are also some countries use it as a foreign language, for example Indonesia. Indonesian government decides English to be a compulsory subject for students at junior high school and senior high school.

Teaching English at secondary school has to include four main language skills namely listening, speaking, reading and writing, (Depdiknas; 2006). Those four skills should be taught in order the students are able to master the English well. In addition students should learn three language components, namely grammar, vocabulary and pronunciation. From all of the aspects above reading is very important which requires effort, concentration and attention to master. Reading and the other skills, such as:

1

listening speaking and writing are interconnected. As stated by Grellet (1996:8) reading and the other skills cannot stand by itself.

Reading in English as a foreign language (EFL) contributes an essential part in teaching learning activities. The students start almost all the activities in English class teaching learning activities by reading. In other words, reading almost dominates all the students' activities before having to master the other skills. Mikulecky and Jeffries (1996:1) confirm that "reading may a good way to practice your English if you live in non English speaking country". In addition he said that by reading we can learn recent facts, ideas and experiences. Reading is also one of the ways for getting information or even knowledge.

The goal of reading is to get required information from the text. In order to gain information from the text, students should be able to comprehend the messages or content from the text they read. McNamara (2007: xi) states that "comprehension refers to ability go to beyond the words, to understand the ideas and relationship between ideas conveyed in a text". Gillet and Temple (1990:260) emphasize that comprehension links the reader's prior knowledge to process new information in a written text. A reader who has a good reading skill is the reader who can comprehend topic, main idea, specific and general information from the text.

The teacher has to choose suitable strategies which depend on situation faced by the teacher in delivering the material of reading. There are some strategies that can be applied by the teacher to teach reading. One of the strategies that can make students become active readers is Directed Reading Thinking Activity. This strategy is effective in constructing students' comprehension on the material given because DRTA provides students with many abilities. Bos and Vaughn (1991:166) state that "the purpose of DRTA provides readers with the ability to determine purpose for reading; extract comprehension, absorb information; use prediction while reading; suspend judgments and make decisions gained from reading". This strategy makes the students become critical in reading. Gillet and Temple (1990:267) confirm that DRTA strategy helps students to read more critically with improved comprehension.

Barera, et.al (2006) point out that DRTA is widely recommended in the popular teaching literature. Further, he also writes the other advantages of Directed Reading Thinking Activity (DRTA) strategy. DRTA can greatly activate students' prior knowledge and reduce students' reading anxiety. DRTA strategy makes the students become active readers because they are directly involved in the discussion to discuss their predictions whether it is right or not. The student will encourage reading the text and will have critical thinking skills in reading.

The previous research related to the use of Directed Reading Thinking Activity (DRTA) strategy was conducted by Draehim (1986) in Barrera, et al (2006) who investigated the effects of instructional strategies or combinations of strategies on college students. The strategies included Directed Reading Thinking Activity (DRTA), mapping, DRTA+ Mapping, and reading for main ideas and underlining. The finding showed that the students who were taught the DRTA + mapping strategy could recall and used the largest number of main ideas.

A classroom action research on the use of DRTA has been conducted by Erliana (2011). In this research, it was found out that DRTA was effective and suitable strategy in improving reading comprehension in terms of providing the students with opportunity to utilize reading strategies, to enhance self confidence, and to produce independent learners. From the evidence above, it can be said that DRTA strategy is useful and effective strategy for the students who have problems in understanding or even comprehending a text.

Dealing with the explanations above, the researcher was interested in investigating whether or not Directed Reading thinking Activity (DRTA) strategy is effective as a new strategy in teaching reading for grade X of SMA NEGERI 1 Yosowilangun. The tenth grade students in SMA Negeri 1Yosowilangun had Problem in reading texts. Their problem was caused by inability to understand the meaning of unfamiliar words and had difficulty to get main idea from the text. Based on the interview done in preliminary study with the English teacher of SMA Negeri 1 Yosowilangun, Mr. W,S.Pd on August 15 th, 2014, it can be reported that this

strategy has never been applied. The teacher usually used Question and Answer strategy in English reading class. Therefore, the researcher was interested in applying the experimental research entitled *"The Effect of Using Directed Reading Thinking Activity (DRTA) Strategy on the tenth grade students' Reading Comprehension Achievement at SMA Negeri 1 Yosowilangun.*

1.2 Problem of the Research

Based on the research background and rationale stated above, the research problem is written in this question. "Is there any significant effect of using Directed Reading Thinking Activity (DRTA) strategy on the tenth grade students' reading comprehension achievement at SMA Negeri 1 Yosowilangun Lumajang in the 2014/2015 academic year?

1.3 Objective of the Research

Based on the problem of the research, the research objective was to know whether or not there was a significant effect of using Directed Reading Thinking Activity (DRTA) strategy on the tenth grade students' reading comprehension at SMA Negeri 1 Yosowilangun Lumajang in the 2014/2015 academic year.

1.4 The Significance of the Research

The results of the research were expected that DRTA strategy will be useful for many people, especially for the English teacher, the students and the other researchers.

1.5.1 The English Teacher

The results of the research were expected to be useful as information or input for the English teacher to design his class activities in teaching reading, especially by applying Directed Reading Thinking Activity (DRTA) strategy, to optimize student abilities in reading comprehension.

1.5.2 The Students

The results of the research were expected to be useful for the students to have new learning experiences in applying Directed Reading Thinking Activity (DRTA) strategy, to solve their problem in reading and, at last, they will enjoy reading English text.

1.5.3 The Future researchers

The results of the research were expected to be useful for other researchers as information or reference to conduct further research by using different research design by applying Directed Reading Thinking Activity (DRTA) strategy, such as classroom action research to improve the students' reading comprehension achievement to different level of students at different schools.

CHAPTER 2. RELATED LITERARURE REVIEW

This chapter deals with the underlying theories related to the teaching reading by using Directed Reading Thinking Activity (DRTA) strategy. This chapter covers the theory of reading comprehension in (ELT) English Language Teaching, reading comprehension achievement in ELT, narrative text in ELT, the definition of DRTA strategy, the advantages and disadvantages of using DRTA strategy, the steps of teaching reading by using DRTA strategy, and the research hypothesis. The theories of this research are presented in the following sections respectively.

2.1 Reading Comprehension in ELT

Reading is defined in many different ways. Reading is an activity which requires an interaction between the reader and the text in order to find out the meaning of the text. According to Rivas (1999:12) reading is an "interactive model" mean is that "it is an interaction between the reader and the text".

Stuart et al. in Oakhill and Roger (1999:109) state that reading can be defined as process of getting the content of written text. In line with this idea Romero and Romero (2008:2) pointed out that reading is a process of making sense the text in printed page. Reading is well known as an active process rather than passive. Grellet (1996:8) confirms that reading is an active process because our brain is actively predicting and finding the answer to our own question to understand the content of the text. In addition, Carel et.al (1995:1) state that "reading is not passive, but rather an active, and in fact interactive process". The students should activate their prior knowledge in order to understand the material given. Schneider and stern in Dumont et.al (2010:73) state that people try to understand the information they never read or heard by correlating the text with their prior knowledge.

Reading cannot be separated from comprehension. Comprehension is the process of correlating words, sentences, and paragraphs to construct meaning from

the text. Hennings (1997:269) confirms that comprehension requires through understanding words, sentences, paragraph meaning even complex meaning. Smith (2004:13) emphasizes that comprehension links our knowledge with our expectation about the content of the text. Tovani (2000:17) states that reading comprehension is the process of thinking for meaning. Reading must always be a process of getting meaning and therefore it needs understanding.

From the explanations above, it can be concluded that reading comprehension is a process of understanding the content of reading text by constructing meaning from the text. In reading comprehension the students should comprehend word comprehension, sentence comprehension, paragraph comprehension, and finally text comprehension.

2.1.1 Word Comprehension

Word comprehension is the basic level of reading comprehension. Wood (1991:125) argues that to get the sense of the whole text the first part is by identifying the small unit of meaning. The students will be easier to comprehend the text if they know the meaning of words. The students might get difficulty and discourage to comprehend the text if they do not know the meaning of a word from the text.

To understand the text, students should get appropriate meaning of the words used in the text. The student might misunderstand the text if they do not know the word meaning. Then the students should be able to decode individual words and construct it meaning from the text. In line with this idea, Oakhill and Cain in McNamara (2007:47) state that the child should be able to decode single word to be successful in comprehending the text.

2.1.2 Sentence Comprehension

After comprehending word the next step is comprehending sentence. According to Wood (1991:151) the tiniest part in the text that we read that represents whole idea is called sentence. McWhorter (1989:86) states that there are four ways to

understand important information in a sentence: Identifying key ideas, locating details, knowing how ideas are combined in a sentence, and reading complicated sentence.

2.12.1 Identifying key idea

Key idea refers to an idea in the sentence. Every sentence at least has one key idea. McWhorter (1989:86), explains that each sentence has a key idea which is divided into two parts, a subject and a predicate. In addition he suggests, finding the key idea, the readers should consider the questions. 1. What is the sentence about? (asking the subject) 2. What is happening in the sentence? (asking the verb).

For example: Jane went to London yesterday. In the example above, the words "Jane and went" are the key idea. The simple subject of the sentences is "Jane". It tells us about who the subject in the sentence. Then, the simple verb is "went". It tells about what the subject did. The rest of the sentence gives information about the verb.

2.1.2.2 Locating Details

After identifying the key idea, the next step is understands a sentence to see how the details affect its meaning. Most details can add or change the meaning of key idea. McWhorter (1989:88) suggests that the reader should consider such question such as what, where, which, when, how, or why", each gives more explanation about subject and predicate.

For example: Sam drove his car to Toronto last week

What   Where   When

The details of the sentence give more information about the predicate by telling what Sam drove, Where Sam drove, and When Sam drove.

2.1.2.3 Combining Ideas into sentence

McWhorter (1989:89), states that sometimes some sentences that have more than one idea can be united into one sentence.

For example: Some students read the entire assigned chapter, some students wrote an outline of each.

Further, McWhorter writes that there are two ways of combining two ideas into sentence.

1. The two ideas may be connected with a comma and connecting word. These are: and, but, or, nor, so, for, and yet.

   For example: Television is entertaining, and it is educational

2. Two ideas may also be joined using a semicolon.

   For example: Television is entertaining; it is also educational.

2.1.2.4 Reading Complicated Sentence

As quoted by McWhorter (1989:93-97) "many sentences are short, direct, and straightforward, and are easy to understand. Others are long and complicated". He states the types of complicated sentences as follows:

1. Reversed Order Events

Most sentences present ideas in chronological order as in the following sentence:

After class, I went to the bookstore.

However, some sentences do not follow this order. Instead, the order is reversed:

I went to the bookstore after class.

When reading reversed order sentences, stop and establish the correct order of events before continuing to read. For example:

The industrial workers became union member workers whereas before they were independent.

(McWhorter 1989:96)

Here, the thing that should be done is transforming the sentence by thinking: "The workers were independent, and then they became union member workers".

2. Split Subject and Verb

In most sentences, the subject and the verb immediately follow one another, such as the following sentence:

Effective managers share a number of common characteristics.

(McWhorter, 1989:97)

In some sentences, the subject and verb are split. Additional information is placed between them, and the sentence becomes more difficult to read, for example:

Managers, who are powerful and successful in controlling the actions and behavior of others, share a number of common characteristics.

2.1.2.5 Pronoun subtitution

McWhorter (1989:98) states that "complicated sentences use pronouns such as, he, she, they, this and the instead of the words they stand for''. Pronouns serve as substitutes for other words or phrases in the same sentence or in previous sentences. For example:

1) Regardless of the problem the two senators faced, <u>they </u>always voted the same way.

   In this sentence the pronoun "they" have substituted for the phrase "the two senators".

2.1.3 Paragraph Comprehension

The next step after comprehending sentence is comprehending paragraph. The students have to relate one sentence to another to comprehend the text and to get the main idea from a paragraph. Wong (1999:366) states that a group of related sentences that explain one main idea and discusses particular topic called paragraph. A paragraph consists of main idea or point with supporting detail. In line with this idea Langan (2008:11) defines that paragraphs usually contain a point and supporting details that give more detail about the main point. Wood (1991:151) points out that

most paragraphs usually contain several sentences and one of these sentences is a topic sentence introducing the main idea in a paragraph.

The students should be able to identify the topic sentence, supporting details and summarize the concluding sentence. McWorther (1989:102) states that paragraph comprehension is a series of related sentences discussing single topic. It has four essential parts namely topic, main idea, details. Each part will be discussed below.

2.1.3.1 Identifying Topic

A topic sentence is a sentence in a paragraph that states the main idea. To find the topic sentence in a paragraph, the students should know the most general sentence in the paragraph and know the location of it. McWhorter (1989:107) confirms that the topic sentence can be located anywhere in the paragraph. It can be located at the beginning of the paragraph, in the middle, or at the end of the paragraph. Most often the readers can find the topic sentence when they start to read the beginning of the paragraph (McWhorter 1989:107). When the topic sentence is clearly stated in the beginning of the paragraph, the student will comprehend what the paragraph is about. Here is an example of topic sentence:

I joined the Traditional Dance Competition in Jakarta last year. I represented my Junior High School. It was my biggest competition. I practiced hard with my teacher for a month. We also prepared the best costume we had.

("Priyana et al" 2008: 9)

The first sentence in the paragraph above is the topic sentence.

2.1.3.2 Recognizing Supporting Detail

Every reading material is the combination of a topic sentence and supporting details. To understand the paragraph the students should understand supporting details of the paragraph. According to McWhorter (1989:113), supporting details are

a series of sentences that support a main idea, it contain facts and ideas. The following is the example of supporting details:

Every April 21th people in Indonesia commemorate the Kartini day. It is a beautiful day for the woman because we celebrate the birth of a great lady Ra.kartini. Everyone knows who Kartini is. She is our national heroine and a great lady with the bright idea.

<div align="right">("Doddy et al", 2008:20)</div>

The first sentence in the paragraph about is the topic sentence. The rest of the sentences in the paragraph above are supporting details.

2.1.3.3 Concluding Sentence

A Concluding sentence is the last part of the paragraph and emphasizes that the paragraph is finished. Wong (1999:366) indicates that when paragraph finished the last sentence that summarizes the main idea is called a concluding sentence. A concluding sentence restates the idea that has been discussed in the main idea of the paragraph.

2.1.4 Text Comprehension

Bernhardt (2011:7) defines reading comprehension "as the process simultaneously extracting and constructing meaning through interaction and involvement with written language". It means that to understand the content of a text, students should comprehend words, sentences, and paragraphs in the text. From the explanation, it can be stated that text comprehension needs a whole understanding of the text, not only having word and sentence comprehension but also paragraph and text comprehension.

2.2 Reading Comprehension Achievement

To know whether students comprehend the text well, it is common that by the end of the course they will be given a test in order to know their achievement. Related

to achievement, Hughes (2003:12) explains that achievement is a test designed to know how good students at fulfilling the objective of the course. So, it is clear that reading comprehension achievement deals with the level of students' ability in comprehending a text in the form of test score.

The student's reading comprehension achievement in this research indicated by the students' test scores after they were taught reading comprehension by using Directed Reading Thinking Activity strategy (henceforth DRTA). The test dealt with comprehending word, comprehending sentence, comprehending paragraph, and comprehending text. Meanwhile, the text used in this research was narrative because it was one of the texts that should be taught for the tenth grade students. Another reason why the researcher used narrative text because it was expected by reading narrative text students will be more imaginative. Richardson et al (2009:110) confirm that using DRTA strategy, the students will be encouraged and imaginative when they predict what will happen in the fiction as compared with reading nonfiction because nonfiction material usually states about technical thing and facts. Bruner (2011:56) states that although DRTA strategy can be modified for nonfiction, it is easily implemented with fiction. This statement indicates that student can predict easier of fiction material rather than nonfiction. Thus this research used reading material of narrative text.

2.3 Narrative Text in ELT

According to the 2006 School Based Curriculum Senior High School; reading can be classified into some genres, namely narrative, news item, anecdote, hortatory exposition, analytical exposition, descriptive, procedure, recount, report, commentary, discussion, and explanation. In this research, the researcher used narrative text because this type of text was taught to the tenth grade students of junior high school. Beside, DRTA strategy is suitable to be applied for narrative text than any other text types.

Narrative text is an imaginative story to entertain people. It means that narrative text is the genre of text that tells a story to the reader to amuse them. Montgomery et al, (2006:251) define that narrative is a story contains some related events in sequence. Narrative text usually uses past tense and often present tense when it is in conversation or in direct speech. Meanwhile, there are three generic structure of a narrative text, namely orientation, complication(s), and resolution(S).

1. Orientation : Set the scene and introduces the paragraph

2 Complication(s) : A crisis arise, the main character is faced a problem.

3 Resolution(s) : This part tells the problem which is resolved, for better or worse.

("Doddy et al", 2008:50)

Narrative text can be found in fable, folktale, fairy tale, and legend. Fable is known as a moral story that gives the readers a message and suggestion after reading it; the characters in fable are about the animal that is considered as human being. Folktale itself is a social story that is told by many people from the old generation to the young generation. It is most similar with fairy tale definition, but the characters in fairy tale are usually about a prince and princess, fairies and giant. Meanwhile, legend can be defined as past story that there is no fact about the truth. Here is the example of narrative text:

Queen Aji Bidara Putih

Orientation	Muara Kaman lies along the Mahakam River, in eastern Borneo. In the past the area was a kingdom ruled by Queen Aji Bidara Putih. She was a typical queen of myths: beautiful, wise, and sensitive. Many princes and kings proposed to her but she always refused them because she was more concerned with ruling her country and guarding her people.
Complications	One day, a chinese boat came to eastern Borneo. First, the people thought it was a merchant ship but the boat was loaded with trade goods and highly trained soldiers. Their envoys brought gold and porcelain to announce the marriage proposal from a prince of China. The queen did not refuse instantly and replied that she had to ponder the proposal first. After the envoys left the palace, the queen called a court officer and ordered him to infiltrate the chinese boat to gather

	information on the prince.
	      When night came the officer sneaked onto the boat, and finally found the prince's room. The large door would not open and he could not find a peek hole, so the officer put his ear to the wall, trying to catch sounds from inside. He heard that the prince was having his dinner and the noise of his chewing and slurping surprised the officer. It was like a boar that he had once heard when he was hunting
	      He quickly left the boat and returned to the palace. He reported that the prince must have been a phantom, not a human. He believed that the phantom could be in a human's form only during the daytime. The queen was so surprised and got angry. On the next day, she refused his proposal.

Resolution	The enraged prince ordered his troops to raid Muara Kaman. The battle was won by the prince's huge band of troops. As they drew near to the palace, Queen Aji Bidara Putih chewed a leaf of betel vine and sang a mantra while holding it. When she threw it at the chinese troops, it turned to giant centipedes. The chinese troops started to retreat but three centipedes chased them and sank the boat. The site of the sunken ship is now known as Danau Lipan (Lake of Centipedes) with chinese treasure hidden on the bottom of the lake.

("Priyana et al" 2008: 94)

2.4 Directed Reading Thinking Activity Strategy

DRTA is a reading comprehension strategy useful to guide the students in the process of reading text by understanding and by thinking over the reading text. Walker in Westwood (2001:59) defines DRTA as a strategy purposed to give children experience in predicting what the writer is thinking, reading the text to confirm or refute the predictions and elaborate upon responses". DRTA strategy makes students encouraged to read the text and remain engaged through the lesson. As Bruner (2011:56) said that DRTA helps students determine a purpose for reading, look over the text carefully and stay engaged until the lesson finished. Richardson et al (2009:109) affirm that "DRTA is important because it teaches correct reading process: predicting, reading, and proving that the reading has occurred".

Westwood (2001:59) points out that in order to perform DRTA strategy successfully during the teaching and learning process of reading, students have to follow some steps of DRTA process. Process of DRTA involves the reader three basic steps: predicting reading and proving (Westwood: 2001; Gipe ; 2012)

DRTA strategy is also a strategy that gives students enough time to think while they are reading in order to build their critical thinking. As viewed by Gunderson (2009:137) the foundation of DRTA as an instructional strategy in reading that develops critical thinking. In line with this idea Gillet and Temple (1990:267) state that DRTA develops critical reading and thinking by predicting possible story events and outcomes, then reading to confirm or disapprove their hypothesis. The critical thinking means they have to relate what they have already known with new information they read in the text. What is already known is called prior knowledge or background knowledge. Through DRTA strategy the students become active readers. Brunner (2011:57) affirms that DRTA strategy requires active participation from the reader. The students will be encouraged to know or recall what they have already known about the topic then start to make predictions about what they will read, confirm, revise, or reject predictions through reading the text. This strategy can monitor the students' comprehension while they are reading such as making predictions before reading the text, confirm their previous predictions while reading text and to prove predictions after reading the text.

In summary, DRTA strategy will be useful for the students to comprehend the reading text deeply because they directly involved in the discussion after they have read the text. More importantly students become active readers by making predictions and finding information to confirm their predictions. All of the three steps of DRTA will be applied in this research.

2.4.1 The Steps of Directed Reading Thinking Activity (DRTA) Strategy

As stated before, DRTA is reading comprehension strategy that contains three main steps, namely predicting step, reading step and proving step. Westwood (2001:59) explains the steps as follows.

1. Predicting some of the information.
2. Reading the text carefully, with prediction and questions in mind.

3. Being able to prove, with evidence from the text, any conclusions made from reading.

Similarly Gipe (2012) explains that DRTA has three steps namely predicting, reading and proving. Each step has the activity as follows:

1. In the Predicting step, the teacher asks the students to preview by studying either picture or reading title of the text. Then the teacher asks the students to make predictions about the content texts.

2. In reading step, the students read some paragraphs or pages of the text silently.

3. The last step is to prove students predictions whether their predictions are correct or not.

The steps should be repeated several times until up to the end of the text. Dunston and Headley in Guzeti (2002: 134) state the process of predicting, verifying, and proving links the students' background knowledge with the text. Each step of DRTA will be discussed in more detail as follows.

2.4.1.1 Predicting Step

In the first step, the teacher sets the students predictions for reading and helping them to think about what they are going to read before starting. The first step is important before doing the following steps. Gunderson (2009:134) says that the most prominent feature of DRTA is that the students are encouraged and enthusiastic to make predictions. The students learn to predict what they are going to read. Prediction refers to any speculation about the content of reading text.

Richardson et al (2009:108) state that "Predicting prepares the reader for comprehension". In addition he said that prediction gives the students purpose to read the text. Gillet and Temple (1990:267) say that prediction links the prior knowledge with the new information coming in. By making predictions the students will be more ready to read the text. Prediction can be made from many ways. Making prediction can be made from title clue, picture clues or reading the first sentence, paragraph or

page. During this step, the teacher's role is to both activating background knowledge and stimulating thought by asking questions to the students.

In prediction step, the students need the teachers' help and guidance to construct their predictions. The teacher can help them by giving questions to activate their prior knowledge. Westwood (2001:60) points out that the teacher involvement is mainly to ask focusing questions to activate students' prior knowledge and to stimulate thinking. The teacher should guide the students in order their predictions make sense. Medina and Pilonieta in Schum (2006:241) confirm that it is important to have students to verify their predictions or give a reason why they think their prediction is reasonable. Further, Gipe (2012) suggests the teacher should use key questions in revealing the students' predictions about what they will read, such as: "What do you think this story (chapter, section) with a title like this may be about?" or "What do you think might happen in this story?" or "What do you think you might read about in this chapter (section)?". After delivering several questions, it is expected that students can make their own predictions related to the content of the reading materials given by the teacher. In order the students predictions is reasonable the teacher asks question such as: "Why do you think so".

Putting into one, it can be concluded that the value of DRTA is to make predictions before reading, requiring students to make predictions, encourage the use of context clues and establish a purpose for reading. This step requires students to use background knowledge to set purposes for reading. Verifying predictions while reading extends thoughts and promotes interactive learning.

2.4.1.2 Reading Step

After the students have their purposes established and predictions are set, the students read the text. Richardrson et al (2009:109) states that "teacher encourages readers to make prediction about specific portions of the text and then read the appropriate portions to confirm or alter their predictions". The students are required to read the text silently to verify accuracy of their predictions. They keep reading

until they find information which is related to their predictions and can judge whether their predictions correct or not. They can refine their wrong predictions with a new hypothesis in guided silent reading. Therefore, guided silent reading activity is the students' activity of reading the text or passage silently in order to confirm their predictions that have been formulated in the predicting step. This step also needs the teacher's guidance, especially when the students find unfamiliar words or some terms are culturally different.

2.4.1.3 Proving Step

The last is proving step. After the students read and find their predictions, in this step, the students have to prove their predictions whether it is right or wrong. The students' precise predictions verify the accuracy of their predictions by finding statements in the text and reading them orally to the teacher. Gipe (2012), suggests some questions that will be used to prove students' predictions are divided into three categories. The first is key questions as "Do you find the answer of your question?" .The second key question is considered as questions to prove the point, such as:"Read the line to prove it." or "Read the line that gave you this idea." The last key question for redefining purposes, such as;"What do you think now?" or" What do you think will happen next?" In conclusion, such questions help students to interact intensively with the reading text and finally develop their comprehension.

2.4.2 The Advantages of Directed Reading Thinking Activity (DRTA) Strategy on Teaching Reading

Applying DRTA strategy in teaching reading can give some advantages to students in comprehending reading text. According to Bos and Vaughn (1991:166), "DRTA strategy can activate student's prior knowledge and helps them paraphrase what they have read". The teacher can activate the students' prior knowledge by asking some questions (open-ended questions) about the title or picture by reading the first sentence, paragraph or page to make prediction before reading. Each step in

DRTA strategy provides students an effective way in comprehending an English reading text.

DRTA helps the students to understand each segment of paragraph. Richardson et al (2009:108) emphasizes DRTA is an activity that helps students understand every part of the text, and can help them figure out the next paragraph in the text. DRTA strategy makes students understand each segment of text because the material is divided into manageable units. DRTA strategy makes student involved actively in predicting the text, finding information to confirm or refute their predictions. Dunston and Headley in Guzeti (2002:135) state that "DRTA strategy engages student in active reading and thinking and places the teacher in the role of facilitator". In DRTA strategy the teacher role is to help the students in predicting the text, reading the text, and prove their predictions in order to make the students become active reader.

2.4.3 The Disadvantages of Directed Reading Thinking Activity (DRTA) Strategy on Teaching Reading.

First DRTA strategy is only useful if students had not read or heard the text being used. It means that when students are given a familiar text, it will be useless because they have already understood the text. In line with this idea Gunderson (2009:134) confirms that the student should never read the material before, so they can apply the three steps of DRTA completely. To solve this problem the researcher consulted the material to the English teacher to confirm whether the material had been taught or not. Based on the English teacher the material that was used by the researcher had never been taught before in teaching English.

Classroom management may become the second problem. The class can be noisy when each student wants to say their prediction and proves about their prediction.

To avoid this problem, in this research the researcher divided the students into groups of four, sitting face to face. The researcher pointed to the student or the

representative of the group to say their prediction after they had discussed with the group members. By doing this the students would not be noisy again and finally the teaching learning process would be effective.

2.4.4 The Application of Directed Reading Thinking Activity (DRTA) Strategy in teaching Reading Comprehension.

The procedure of DRTA strategy follows the phases in teaching reading. According to Rivas (1999:15)"One instructional outcome of interactive models of reading is the outcome of exploitation of reading materials in a three phase approach: pre-reading, while-reading, and post-reading". The students will make predictions in the pre-reading phase, and be active in while-reading phase, and prove their prediction in post-reading phase.

2.4.4.1. Pre- Reading Phase

Pre-reading activity is very essential activity in teaching reading since it connects between the students' prior knowledge and the information in the text. In this phase, the teacher activates the students' prior knowledge by showing or reading any clues stated in the material before the student read it. In DRTA, the teacher activates the students' prior knowledge by giving them some questions to make predictions. It can be done by showing pictures or reading the title or reading the first sentence, first paragraph or first page of the material. By doing those activities, the students will easily formulate their predictions and the teacher should monitor the students to recognize whether they need help or not in formulating their predictions.

2.4.4.2. While Reading Phase

In this phase, the teacher asks the students to think their predictions before they read the text. Then, the students try to find any information available in the materials that can support or reject their predictions. Besides, the teacher should be

ready to offer a help, especially when the students find difficulties in understanding the meaning of unfamiliar words or some idiomatic expressions.

2.4.4.3. Post Reading phase

The last phase in teaching reading covers verifying about all predictions and reformulates the incorrect ones. Besides, the student that pointed as representative of the group is required to state information that supports the correct predictions by reading the approved prediction aloud.

Based on the explanations, it can be concluded that the procedures of suggested above are similar with that of DRTA strategy activities. Indeed, DRTA strategy can be applied in teaching and learning process by using this three teaching reading phase.

2.5 Research Hypothesis

There is a significant effect of using Directed Reading Thinking Activity (DRTA) strategy on the tenth grade students' reading comprehension at achievement SMAN 1 Yosowilangun.

CHAPTER 3. RESEARCH METHOD

This chapter presents the research methods applied in this research. The research methods consist of research design, area determination method, and respondent determination method, operational definition of key terms, data collection method and data analysis method. Those research methods are presented in the following sections respectively.

3.1 The Research Design

The Design of this research was quasi experimental research with Post-Test Only Control Group Design. Jackson (2010:144) states that some designs may consider quasi experimental research because some participants are not randomly assigned to condition. The design was chosen because the researcher wanted to know whether there is a significant effect of Directed Reading Thinking Activity (DRTA) strategy on the tenth grade students' reading comprehension achievement at SMAN 1 Yosowilangun. The research population was the tenth grade students of SMAN 1 Yosowilangun. Two groups or classes were chosen as the research sample. The first group was the experimental group and the second group was the control group. The research design can be illustrated as follows:

Matching Only Posttest Only Control Group Design

Treatment group	M	X	O
Control group	M	C	O

<div align="right">(Fraenkel and Wallen, 2008:276)</div>

Notes:
M: Respondents
X: Treatment to the experimental research
C: No treatment
O: Post-test

Jackson (2010:144) states that only the experimental group given a treatment. In this research the experimental group was given a treatment, which is teaching reading by using DRTA strategy, while the control group was not given a special treatment that was teaching reading comprehension as usually applied by the English teacher. Then, after the treatment, posttest was given to both groups to know the significant mean difference of the reading comprehension achievement between the experimental group and the control group.

3.1.1 The Steps of the research Design are as follows:

1. Administering homogeneity test in the form of reading comprehension test to the tenth grade students of SMAN 1 Yosowilangun. The result of homogeneity test showed that the value of significant column was 0, 125 or the significant value was more than 0, 05. It means the population was homogeneous.

2. Determining the experimental group and the control group randomly by using lottery. Class X4 was chosen as the experimental group and X8 as the control group.

3. Giving treatment to the experimental group that was, teaching reading by using DRTA strategy, while the control group was taught by using Question-Answer strategy.

4. The treatment to the experimental group was conducted in two meetings and the control group was taught reading without the treatment also in two meetings. Every treatment took 90 minutes.

5. Administering a try-out test material to establish the reliability of the test items, the difficulty index of the test items, the time allocation, and the test instruction. The try out was given to one of the classes which was not included as research respondents.

6. Giving post test to both of the classes to know the result of the treatment given.

7. Analyzing the result of post test by applying the independent sample t-test with significant level of 5% to find out the mean difference of the two groups. Then they were compared to know whether there is significant effect or not of teaching reading by using DRTA strategy on the students' reading comprehension achievement.

8. Drawing conclusion from the data analysis result to answer the research problem.

3 1.2 the Components of the Experimental Group and the Control Group

No	Components	Experimental	Control Group
1	Materials	Narrative text	Narrative text
2	Task	Multiple choice exercise	Multiple choice exercise
3	Media	Single Picture	Single Picture
4	Time Allocation	2x45	2x45
5	Teacher	The researcher	The researcher
6	Teaching strategy	DRTA strategy	Question –Answer Strategy

3.2 Area Determination Method

Area Determination method is a method to decide where the research is conducted. The area in this research was determined by using purposive method. Mcmilan (1992:76) defines that purposive method is a method in selecting the subject of the research that provides the best information about the topic. This research was conducted at SMAN 1 Yosowilangun, Lumajang. This school was chosen because based on the result of preliminary study DRTA strategy had never been applied in teaching English in this school before. Furthermore, there was no research on

applying DRTA strategy in this school and both of the headmasters and the English teacher gave the researcher permission to conduct this research.

3.3 Research Respondent Determination method

Arikunto (2006:145) states that respondent is the person giving some responses or answering the researcher's question either orally or in the written form. The respondents of the research were the tenth grade students at SMAN NEGER1 Yosowilangun in the 2014/2015 academic year which consisted of the eight classes. Each class consisted of 34-36 students. Since the population of this research was more than 100 people, cluster random sampling was determined to choose the sample of this research.

Before taking two classes, the homogeneity test was administered to the population by using reading comprehension test. Then, the result of the test was analyzed by using one-way ANOVA formula. Based on the analysis of the homogeneity test, it was known that the result was homogenous. The lottery was done directly after knowing the result of homogeneity test to determine the experimental group and the control group from the population. Based on the lottery, two classes were chosen, X4 as the experimental group and X8 as the control group.

3.4   Operational Definition of the key Terms

The operational definition of terms is used to help the readers understand the concepts used in this research, and also to avoid misunderstanding between the readers and the researcher. The key terms used which are necessary to be defined are Directed Reading Thinking Activity strategy, reading comprehension achievement and narrative text.

3.4.1 Directed Reading Thinking Activity

Directed reading thinking activity is a reading comprehension strategy in guiding the students to comprehend the text by understanding and thinking over the

reading text. In this research, the students are divided into small groups to do work discussion. This DRTA strategy has three steps that have to be implemented, they are predicting, reading, and proving. In the prediction step, the teacher asks the students to preview the text by studying title, picture or reading introductory paragraph then make predictions about the text. Then the students read some paragraphs of the text silently in the reading step. The last step is to prove student predictions whether their predictions is right or not.

3.4.2 Reading Comprehension Achievement

Reading comprehension achievement in this research means how successful the students did the reading comprehension achievement test. The experimental group was taught by using DRTA strategy. In other side the control group did not receive any special treatment. The test was given after the student had been given treatment. The test scores indicate the students' ability in reading comprehension covering word comprehension, sentence comprehension, and text comprehension.

3.4.3. Narrative text

The type of text that was used in teaching learning process was a narrative text. Narrative text is an imaginative story to entertain people. The purpose of narrative text is to amuse the readers. The type of narrative text that was used in this research was fairy tale.

3.5 Data collection Methods

There were two kinds of data in this research: primary data and supporting data. The primary data dealt with the students' scores of reading comprehension achievement test. Meanwhile, documentation and interview were used for collecting the supporting data. The source of documentation was taken from the documents of the school, while the informant was the teacher of tenth grade of SMAN 1 Yosowilangun.

3.5.1 Reading Comprehension Test

In this research reading comprehension test was used to collect the primary data about reading comprehension achievement. The result of the test in the form of test scores were used to measure the tenth grade students' reading comprehension achievement in word comprehension, sentence comprehension, paragraph comprehension and text comprehension. McMilan (1992:114) states that "a test is an instrument that presents to each subject a standard set of questions that requires the completion of cognitive task". Hughes (2003:13) says that an achievement test is a test designed to know how successful students in are fulfilling the objective of the course. In this research, an achievement test was applied in order to assess the students' reading comprehension achievement after they were taught reading using DRTA strategy.

In this research, the researcher used teacher made-test. The researcher used multiple choice items with five options. The researcher used multiple choice tests because it has some advantages. "The advantages are it is highly reliable, scoring is rapid and economical, and students have only made a mark on the paper" (Hughes, 2003:76). The test consisted of two different texts with the total number of 30 questions: 10 items for word comprehension, 9 items for sentence comprehension, 6 items for paragraph comprehension and 5 items for text comprehension. There were two texts in this test, Text 1 consists of 15 items and Text 2 consists of 15 items.

A good test should have validity and reliability. Hughes (2003:26) argues that "a test is considered to be valid if it measures accurately what is intended to be measured". This research was established based on content validity because the test materials were constructed by considering the indicators to be measured. It was the students' reading comprehension achievement in comprehending words, sentences, paragraphs and text. The test materials were made based on the considerations of the guidelines stated in 2006 School-Based Curriculum.

Jackson (2010:81) defines that "reliability refers to consistency or stability of a measuring instrument". The researcher conducted a try-out to measure the

reliability of the test of this research. The try-out conducted in other class, which belonged to the neither experimental nor the control class. Hughes (2003:39) says that "To find out the reliability of a test, the first requirement is to have two sets of scores for comparison". Therefore, split half reliability used to estimate the reliability coefficient of the test. The procedures of estimating the reliability coefficient are as follows:

1. Conducting the tryout of the test and giving score to each item.
2. Splitting the scores into two parts according to odd-even number
3. Giving the sign (X) to the odd numbers and (Y) to the even numbers
4. Analyzing the correlation between X and Y using Product Moment Formula

$$r_{xy} = \frac{N \sum XY - (\sum X) - (\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\}\{N \sum Y^2 - (\sum Y)^2\}}}$$

Notes:
r_{xy} : Reliability coefficient of a half test
$\sum XY$: The total number of odd and even test items
$\sum X$: The total number of odd test items
$\sum Y$: The total number of even test items
N : The number of the respondents.

(Sudijono, 1989:219).

5. Estimating the reliability coefficient of the whole test using Spearman-Brown's formula:

$$r11 = \frac{2\,r_{xy}}{1 + r_{xy}}$$

(Hughes, 2003:39)

Note:
r11 =Reliability coefficient for the whole test items
r_{xy} = Reliability coefficient for half of test items

0, 90-1, 00	= Very high
0, 70- 0, 89	= High
0, 50 - 0, 69	= Fair

| 0, 30 - 0, 49 | = Low |
| < 0, 30 | = Very low |

<div align="right">(Adopted from Djiwandono)</div>

- **The Difficulty Index**

The difficulty index of the test showed how easy or difficult the particular items provide in the test and it is calculate by using following formula:

$$FV = \frac{R}{N}$$

Notes: FV= facility of value (the index of difficulty level)

R   = the number of students who can answer the test items correctly

N   = the number of students taking test

<div align="center">(Heaton, 1991:178)</div>

After calculating difficulty index, the result was analyze by using the following criteria

<div align="center">

0, 00-0, and 0, 19: Difficult

0, 20 – 0, 80: Sufficient/ fair

0, 81- 1, 00: Easy

</div>

<div align="right">(Adopted from Djiwandono, 1996:141)</div>

After conducting the try out, the test items were categorized into the criteria of difficulty index. From the result of the try out, it could be seen whether the test items needed to be revised or not.

3.52 Interview

Interview was used to get the supporting data. Arikunto (2006:155) defines interview as a dialogue done by the interviewer in order to gain information from the interviewee(s). Moreover, she also classifies interview in three kinds: unstructured

interview (an interview done by the interviewer without using a set of questions), structured interview (an interview done by interviewer using a set of questions), and semi structured interview (an interview done by interviewer using a set of questions, and the questions can be developed to obtain further specific information. In this research, the interview was conducted with the tenth grade English teacher of SMA Negeri 1 Yosowilangun Lumajang to obtain the information about the students' problems in learning reading, the strategy that the teacher used in teaching reading and the books the teacher usually used in teaching English. In conducting the interview, the researcher used the interview guide in the form of a list of questions.
(See Appendix C)

3.5.3 Documentation

Arikunto (2006:158) states that documentation can be in the form of books, magazines, diary, etc. It can be said that documentation is any written sources that support the primary data of research. In this research, documentation was needed to get the supporting data about the total number and the names of the tenth grade students of SMA Negeri 1 Yosowilangun Lumajang in the academic year 2014/2015.

3.5.4 Data Analysis Method

The result of post-test was used as primary data, and was analyzed by using t-test formula of 5 % significant level in the SPSS computing system to know whether or not the mean difference of using Directed Reading Thinking Activity on Student' Reading Comprehension Achievement. The independent sample T-test by SPSS was used to analyze the data obtained. An independent sample T-test was used to compare the means of normally distributed interval dependent variable for two independent groups.
The procedures to analyze the data as follows:
a. Opening the SPSS program in the computer
b. Setting the Variable view based on data obtained.

c. Entering the data of the experimental and control group in data view

d. Selecting analyze in toolbar menu. Choosing compare means afterwards and then selects Independent-Samples T -Test

e. Resetting the Independent Samples T TEST dialogue box to make sure the variable is put in the right way. Enter the Reading Score into Test Variable(s) box and sample into Grouping Variable Box. Define the grouping variable by setting 1 for experimental class and 2 for control class. Then, click option to set the confidence interval into 95% after that click continue.

f. Click OK to run the program.

g. Interpreting the result of computerized test by looking at the Levene's Test for Equality of variances column. This table is used to know whether or not the classes have some score variability.

h. After reading Levene's Test for Equality of Variances column, then the researcher has to look at the large column labeled t test for equality means.

(Taken from: https://statistics.laerd.com/spss-tutorials/independent-t-test-using-spss-statistics)

CHAPTER 4. RESEARCH RESULT AND DISCUSSION

This chapter presents the results of this research including the description of the treatment, supporting data analysis (interview and documentation), the analysis of the try out score (the analysis of the test validity, the analysis of the reliability coefficient, the analysis of the difficulty index), the result of the primary data, the analysis of the post test, the hypothesis verification, DRE and discussion. The schedule of administering the research is previewed on table 4.1 below

Table 4.1The Schedule of the Research at SMA Negeri 1 Yosowilangun

Activities	Date	Time
Interview	Wednesday ,January 7th 2015	09.00-10.00
Homogeneity Test	Thursday, January8[th] 2015	07.00-09.00
Analyzing homogeneity test result	Saturday , January 10th 2015	
Lesson Plan 1 Experimental (X4)	Monday, January 12th 2015	12.30-14.00
Lesson Plan 1 Control (X8)	Monday, January 12th 2015	10.30.-12.00
Lesson Plan 2 Experimental (X8)	Tuesday, January 13th 2015	07.00-08.30
Leson Plan 2 Control (X4)	Thursdays, January 15th 2015	08.30.-10.00
Try Out Test	Friday, January 16th 2015	08.30-09.30
Analyzing the try out result	Saturday, January 17[th 2015]	
Post Test Experimental (X4)	Monday, January 19th 2015	12.30-13.30
Post test Control (X8)	Monday, January 19th 2015	10.30-11.30

4.1 The Description of the Treatment

In this research, the experimental group was manipulated by a treatment that was, teaching reading by using DRTA strategy. The experimental group in this research was class X4 of SMAN 1 Yosowilangun consisting of 36 students. The treatment in the experimental group was conducted in two meetings; they were on 12 and 13 January 2015. Meanwhile, the control group received no treatment that was

33

taught reading by using Question and Answer strategy to teach reading comprehension. The control group was X8 of SMAN 1 Yosowilangun consisting of 34 students. The activity of the control group was also done in two meetings on the 12 and 15 January 2015. The procedure of the treatment was explained in the lesson plan enclosed. The lesson plans of teaching learning process were presented on appendixes G and H.

4.2 The Results of Supporting Data Collection

There were two supporting data collections that the researcher took in this research. They were the result of interview and documentation. The interview was done with the English teacher of the tenth grade of SMA Negeri 1 Yosowilangun. Meanwhile the source of documentation was taken from the documents of SMAN 1 Yosowilangun.

4.2.1 The Result of Interview

To get the information before conducting the research, the interview was conducted with the English teacher of SMA Negeri 1 Yosowilangun on January 7th, 2015. Based on the English teacher, English was taught twice in a week and the school still applied Institutional Based Curriculum (KTSP). The English teacher used Student worksheet (LKS) Entitled (*Intan pariwara) Bahasa Inggris SMA/MA*, published in 2015 by *PT Intan Pariwara.*

In the teaching learning of English, especially in teaching reading, the English teacher usually applied Question-Answer strategy. He asked the students to read the text loudly in turn. He gave the example to the students how to read correctly. After that he asked the students to find the main idea and the supporting details from the text. When the students had finished, he asked to do the task by answering questions based on the text. At the end of the lesson he guided the students to make a conclusion from the text they read. For the students' ability, the teacher said that most of the students still had difficulties in understanding the meaning of unfamiliar

words and identifying the main idea of the text. Dealing with the present research, the English teacher told to the researcher that he never used Directed Reading Thinking Activity in teaching English, especially in teaching reading. He said that he was unfamiliar with DRTA strategy.

4.2.2 The Result of Documentation

The documentation was used to get the data about the total number of the tenth grade students as the population at the school and the names of the research respondents.

a. The Total Number of the Students as the research population

The total number of students of the tenth grade of SMA Negeri 1 Yosowilangun Lumajang in the 2014/2015 academic year was 278 students with 34-36 students in each class. They were distributed into eight classes as displayed on Table 4.2 below.

Table 4.2 The Total Number of Students at Grade X of SMA Negeri 1 Yosowilangun lumajang in the 2014/2015 Academic Year

No.	Class	Male	Female	Total
1.	X1	16	20	36
2.	X2	14	20	34
3.	X3	6	28	34
4.	X4	6	30	36
5.	X5	15	20	35
6.	X6	15	19	34
7.	X7	16	19	35
8.	X8	16	18	34
	Total	104	175	278

(Source: SMA Negeri 1 Yosowilangun, Lumajang 2014/2015 Academic Year)

b. The Names of the Respondents

The total number of the research respondents was 70 students. The respondents of the experimental group were 36 students from class X4, while the respondents of the control group were 34 students from class X8. The names of them are presented in Appendix B.

4.3 The Results of the Homogeneity Test

The homogeneity test was conducted on January 8[th 2015]. The homogeneity test was administered to know whether or not the students' ability of the eight classes was homogeneous or not. It has been explained in Chapter III that the population of the research was the tenth grade students of SMA Negeri 1 Yosowilangun in the 2014/2015 academic year consisting of eight classes. So, this test was given to all of the tenth grade students of SMA Negeri 1 Yosowilangun in the form of reading comprehension test. The result of the homogeneity test was analyzed by using ANOVA formula as follows see Appendix F.

Table 4.3 the Result of the Homogeneity Test

ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups (Combined)	1296.189	7	185.170	1.636	.125
Within Groups	30341.387	268	113.214		
Total	31637.576	275			

The result of the ANOVA analysis above showed that the value of significant column was 0, 125 or the significant value was more than 0, 05. It means that there

was no significance means score difference among the eight classes. In other words, the population was homogenous.

The lottery was done directly after knowing the result of homogeneity test to determine the experimental group and the control group from the population. Based on the lottery, two classes were chosen, X4 as the experimental group and X8 as the control group.

4.4 The Analysis of the Try out Scores

The try out test was conducted on January 16th, 2015. It was administered to one class of the existing eight classes of the tenth grade SMAN 1 Yosowilangun which excluded from the respondents of this research (neither the experimental nor control groups), that was class X2 which consisted of 34 students. The results of the try out were analyzed to find, reliability coefficient, difficulty index the time allocation, and the clarity of the instructions. The results were presented in the following parts.

4.4.1 The Analysis of Reliability Coefficient

As stated in Chapter III, split half odd-even technique was applied to estimate the value of reliability coefficient (see Appendices L and M). The value of the whole items reliability (r_{xy}) was obtained by estimating the correlation of the two halves using the Spearman-Brown formula Sudijono, (1989:219). From the data, the r_{xy} could be calculated as follows:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\}\{N \sum Y^2 - (\sum Y)^2\}}}$$

$$= \frac{34 x 2695 - (312)(288)}{\sqrt{\{34 x 2994 - (312)^2\}\{34 x 2498 - (288)^2\}}}$$

$$= \frac{1774}{\sqrt{8850576}} = \frac{1774}{2974,9} = 0,59$$

Notes:

r_{xy}	= the reliability coefficient of a the half test items
N	= the total number of respondents (the students)
ΣXY	= the total number of odd items and even items
ΣX	= the total number of odd items
ΣY	= the total number of even items

The result of estimation was the half score of reliability coefficient (0.59). In order to obtain the score (r_{11}), the value of r_{xy} was taken into the following formula:

$$r_{11} = \frac{2r_{xy}}{1 + r_{xy}}$$

$$= \frac{2.0,59}{1 + 0,59} = \frac{1.18}{1.59} = 0,74$$

Notes:

r_{11}	= the reliability coefficient for the whole test.
r_{xy}	= the correlation coefficient of a half test.

From the estimation, the result of the score reliability coefficient was 0.74. It was considered reliable because the standard of the reliability coefficient of the teacher made test is ≥ 0.50 (Saukah et al, 1997:210). It means that the researcher did not need to revise the test items, so the researcher used the try out test items as the post test.

4.4.2 The Analysis of the Difficulty Index

The try out was administered to one class of the existing eight classes of the tenth grade SMAN 1 Yosowilangun which did not belong to the control and the experimental groups, that was class X2 which consisted of 34 students. The try out test had 34 items, and the total score of the test item was 100 points. Then, to know how easy or difficult the test items were, they were calculated by using Difficulty Index (*FV*).

From the scores, the difficulty index (*FV*) and the coefficient reliability were analyzed. The difficulty index for each item could be found by finding the number of the students who answered correctly and was divided by the number of students who took the test. After doing the try out, the researcher started to analyze the difficulty index, it could be seen that the proportion of test items fulfilled the requirement because 7 items out of 34 items were categorized as easy items (20,5%), 6 items were categorized as difficult items (17,6%), and the rest of the items were categorized as fair items (62%). Based on Djiwandono's idea (1996:141), the difficulty index was categorized as fair when the range was between 0.20 and 0.80. From the result of the try out, there were 62% items which were categorized as fair (See appendix Q).

The try out test was also intended to know whether the test instructions were clear or not and the time allocation was sufficient or not. Dealing with the test instruction, the test instruction was understandable as all students understood the test instruction. Concerning allocation the time, the researcher found that the time for the try out was appropriate because the students were able to do all the test items within the available time (60 minutes). From the clarification above, it could be concluded that the test items did not need to be revised. Thus, the test for the post test administered to the participants was the same as the test of the try out.

4.4.3 The Analysis of the Test Validity

Regarding the validity of the test, this research established content validity since it was arranged based on the material stated in the 2006 School-Based Curriculum used at SMAN 1 Yosowilangun. Besides, it also had been checked and consulted to the English teacher and the research consultants. For this reason, the test could be said that it fulfilled the requirement of content validity.

4.5 The Result of Main Data Collection

The main data were gained from students' reading comprehension achievement test. They were administered to obtain the data about the significant

difference between the two groups; they were the experimental and the control groups. The results of the test can be seen in Appendix M.

4.5.1 The Analysis of the Post Test

The reading post test was administered to both the experimental group and the control group on January 19th, 2015 after the students had been given the treatment. The scores of the post-test were used to investigate whether there was significance difference between the experimental and the control groups after the treatment. The post test results were analysed statistically by using SPSS (*Statistical Package for the Social Sciences*) especially with Independent sample t-test formula to know whether the mean difference between the experimental group and the control group was significant or not. This researcher used 95% confidence interval of the difference. The output of the post test was analyzed by using independent t-test of SPSS which can be seen in the table below.

Table 4.4 the Output of Group Statistics of Post Test
Group Statistics

Group Statistics

	KELAS	N	Mean	Std. Deviation	Std. Error Mean
NILAI	EXPERIMENTAL	36	78.9444	7.07892	1.17982
	CONTROL	34	73.8235	6.51093	1.11661

From the table above, the total number of the test takers of the experimental class was 36 students and the control class was 34 students. The mean score of the reading test of the experimental class was 78.9444 with standard deviation 7.07892 and the mean score of the reading test of the control class was 73.8235 with standard deviation 6.51093

Table 4.5 The Output of Independent Sample T-Test of Post Test

Independent Samples Test

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | 95% Confidence Interval of the Difference | |
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
NILAI	Equal variances assumed	.233	.631	3.145	68	.002	5.12092	1.62837	1.87155	8.37028
	Equal variances not assumed			3.152	67.955	.002	5.12092	1.62444	1.87936	8.36247

From the table above, the value of significant column of Lavene's test for equality of variances was 0.631 and it was higher 0.05. Consequently, the row that must be read was the first row of t-test column. In independent sample t-test column, the value of significant column (2-tailed) was 0.002, and it was lower than 0.05. It means that there was a statistical difference between the experimental and the control groups.

4.5.2 The Hypothesis Verification

In this quasi-experimental research, the researcher formulated the null hypothesis (H$_0$) that was "There is no significant effect of DRTA strategy on the tenth grade students' reading comprehension achievement at SMA Negeri 1 Yosowilangun in the 2014/2015 academic year". While the formulated of the alternate hypothesis (Ha) was "There is a significant effect of DRTA strategy on the tenth grade students'

reading comprehension achievement at SMAN 1 Yosowilangun in the 2014/2015 academic year".

In the statistical calculation, independent sample t-test was used to analyze the data because the researcher wanted to know whether or not there was a significance difference between the two groups. This researcher used 95% confidence interval of the difference. It means the standard error of this calculation was 5%.

Based on the output of Independent sample t-test by using SPSS program, the value of significant column of Lavene's test of equality variances was 0,631 and that was more than 0.05 (confidence interval 95%). Consequently, the row that had to be read was the first row of t-test column table and ignored the second row. In the t-test column we could see that the value of sig (2-tailed) column was 0.002 it means it is lower than 0,05. Thus, conclusion can be drawn that there was statistically significant mean difference between the experimental and control groups or there was a significant effect between those two groups. It means that the null hypothesis (H_0) formulated: "There is no significant effect of DRTA strategy on the tenth grade students' reading comprehension achievement at SMA Negeri 1 Yosowilangun in the 2014/2015 academic year" was rejected. On the other hand, the formulated alternate hypothesis (Ha): "There is a significant effect of DRTA strategy on the tenth grade students' reading comprehension achievement at SMA Negeri 1 Yosowilangun in the 2014/2015 academic year" was accepted.

4.6 Discussion

The effect of using DRTA strategy was supported by previous researchers who had documented evidence that DRTA strategy had a significant effect on the students reading comprehension achievement. The previous research done by Candrawati (2010) proved that there was a significant effect of using DRTA strategy on the tenth grade students reading comprehension achievement at SMPN 5 Tanggul. Another research was done by Erliana (2011) entitled "Improving Reading Comprehension through DRTA strategy". It was found out that DRTA was effective

and suitable strategy in improving reading comprehension in terms of providing the students with opportunity to utilize reading strategies, to enhance self confidence, and to produce independent learners. Their researches applied the same strategy as that of this research but there were a difference in the material and design of the research. In addition Al- odwan also investigated the effect of using DRTA Strategy through Cooperative Learning on English Secondary Stage Students' Reading Comprehension in Jordan. He came to the conclusion that there was a significant effect on students' reading comprehension achievement after being taught using DRTA strategy. The result of his research was as that of this research because both showed that there was a significant effect on students' reading comprehension but there was a difference, Al- Odwan's research used pretest and post test while this research used post test only. However through the same treatment, the results of the research were similar. In short, the outcome of the present research supported the previous research findings on such topic, thus strengthen the theory saying that the use of DRTA strategy is effective to make students reading more effectively.

Referring to the theory the research finding was in accordance with the experts' opinion. Boss and Vaughn (1991:96) state that DRTA strategy can activate prior knowledge, determine purpose for reading; extract comprehension, absorb information; use prediction while reading and make decisions gained from reading. Gillet and Temple (1990:267) confirm that DRTA can help students develop critical reading skills and also help students to develop reading comprehension. These insights occurred during the treatment to the experimental group.

There was a significant effect of using Directed Reading Thinking Activity on students' reading comprehension achievement. Based on the application of Directed reading Thinking Activity in the experimental group, the researcher found out that the students were able to predict the story well. In predicting the story they not only used their prior knowledge but also imagination about the story was going about. They were also able to find and prove their predictions. Meanwhile in the control group, during the teaching learning process of reading by using Question answer strategy,

few students were not listening while their friend was reading aloud. They just accepted explanations from the researcher and did not ask any information related to their understanding about the text. From the explanations above, it was found that DRTA strategy could help the students in the experimental class comprehend the material easier because they were able to predict the story in each paragraph and find it carefully as compared to the students in the control group. Putting all discussion into one, it was evidence that the using DRTA strategy in teaching reading was able to make students become active readers. In line with this idea Brunner (2011:57) affirms that DRTA strategy requires active participation from the reader.

In conclusion, Directed Reading Thinking Activity (DRTA) strategy was an appropriate strategy that had a significant effect on students' reading comprehension achievement. Concerning with the results of this research it proves that the use of Directed Reading Thinking Activity had a significant effect on the tenth grade students' reading comprehension achievement at SMAN 1 Yosowilangun in the 2014/2015 academic year.

CHAPTER 5. CONCLUSION AND SUGGESTION

This chapter presents the conclusions of the research findings and suggestions for the English teacher, the students, and the future researchers.

5.1 Conclusion

Based on the result of the data analysis that had been discussed and interpreted in chapter IV, it could be concluded that there was a significant effect of using Directed Reading Thinking Activity Strategy on the tenth grade students' reading comprehension achievement at SMA Negeri 1 Yosowilangun.

5.2 Suggestions

Knowing there is a significant effect of using Directed Reading Thinking Activity on the tenth grade students' reading comprehension achievement at SMA Negeri 1 Yosowilangun, some suggestions are proposed to the following people.

5.2.1 The English Teacher

Teaching reading by using DRTA strategy enables students to activate their prior knowledge. By making predictions the students will encouraged to read the text to find their predictions. DRTA also make students become active and build critical thinking in reading. It is suggested to the English teacher of SMAN 1 Yosowilangun to apply DRTA strategy, besides the other strategies that have been already applied so far.

5.2.2 The Students

The students of SMA Negeri 1 Yosowilagun are suggested to apply DRTA strategy in their study, especially in reading comprehension. They can use this strategy to make them more active in reading and to help them in comprehending the content of the text well.

5.2.3 The Future Researchers

It is hoped that the result of this research can be used as a reference and information for future researchers to conduct a further research dealing with similar topic in different aspect of

investigation such as using DRTA strategy in nonfiction material, or using different research area and research design such as improving reading comprehension using DRTA strategy through classroom based research.

REFERENCES

AL-Odwan, T. A. A. 2012. The Effect of the Directed Reading Thinking Activity through cooperative learning on English secondary stage students' Reading Comprehension in Jordan. *International Journal of Humanities and social science. Vol 2 no 16 August 201. Jordan: Available at* http://www.ijhssnet.com/journals/Vol_2_No_16_Special_Issue_August_2012/15.pdf [Retreived onJanuary 27 2015]

Arikunto, S. 2006. *Manajemen Pendidikan. Cetakan Keenam.* Jakarta: PT. Rineka Cipta.

Barera, M. Kristi, L. Martha, T. Steve, C. 2006. *Use of Chunking and Questioning Aloud to Improve the Reading Comprehension of English Language Learners with Disabilities.* Available at http//:cehd.umn.edu/nceo/onlinepubs/ellsdis17/default.html [Retreived on march19 2014]

Baugh, A.C. and Cable, T. 2002. *A History of the English Language. Fifth Edition.* London: Pearson Education, Inc., Publishing as Prentice Hall, Inc.

Bernhart, E. B. 2011. *Understanding Advanced Second Language Reading.* New York: Taylor & Francis e-Library.

Bos, C. S. and Vaughn, S. 1991. *Strategies for Teaching Student with Learning and Behavior Problems.* Boston: Allyn and Bacon, a Division of Simon and Schuster, Inc.

Bruner, J. T.2011. *I Don't Get It!: Helping Students Understand What They Read.* New York: Rowman & Littlefield Publishers, Inc.

Carrel, P. L. Joanne, D. David, E. E. 1995. *Interactive Approach to Second Language Reading.* Cambridge: Cambridge University Press.

Depdiknas. 2006. *Kurikulum Tingkat Satuan Pendidikan (ktsp) Mata Pelajaran untuk SMA/MA.* Jakarta. Pusat Kurikulum Balitbang. Depdiknas.

Djiwandono, M.S. 1996. *Tes Bahasa dalam Pengajaran.* Bandung: ITB.

Dody, A. Ahmad, S. Effendi. 2008. *Developing English Competencies.* Jakarta: Setia Purna Invest

Dunston, P. J. and Headley, K. N. Directed Reading Activity and Directed Reading Thinking Activity (pages 133-135) In Guzzeti, B. J (editor). 2002. *Literacy in America: An Encyclopedia of History, Theory, and Practice.* Santa Barbara: ABC-CLIO, Inc.

Erliana, S. 2011. Improving Reading Comprehension Through Directed Reading Thinking Activty (DRTA) Strategy. *Journal on English as Foreign Language, Volume 1, Number 1, March 2001.Islamic State of Palangkaraya: available at https://fauziannor.files.wordpress.com/2013/03/santi-erliana.pdf [Retrieved on 27 oct 2014]*

Fraenkel, J.R. and Wallen, N.E. 2008. *How to Design and Evaluate Research in Education. Sixth edition.* Boston: McGraw Hill Inc.

Gillet, J.W. and Temple, C. 1990.*Understanding reading problems: Assessment and Instruction. Third Edition*. New York: Harper Collins Publishers.

Gipe,J.P. 2012. *Languae and Society Directed Reading Thinking*. Available at: http:// www. csus.edu/indiv/g/gipej/drtahand.pdf. Retreived on November 9 May 2014

Grellet, F. 1996. *Developing Reading Skills*: *A Practical Guide to Reading Comprehension Exercise*. Cambridge: Cambridge University Press.

Gunderson, L. 2009. ESL (*ELL) Literacy Instruction: A Guidebook to Theory and Practice. Second edition*. New York: Pearson Education, Inc.

Heaton, J.B. 1991. *Writing English Language Test*. New York: Longman Group UK Limited.

Hennings, D. G. 1997. *Communication in Action: Teaching Literature Based for Language Arts. Sixth Edition.* Boston: Houghton Mifflin Company.

Hughes, A. 2003. *Testing for Language Teachers*. Cambridge: Cambridge University Press.

Jackson, S,L. 2010. *A Research Method: A Modular Approach*. New York: Wadsworth/Cengage Learning.

Langan. J. 2008. *Sentence skill A workbook for writers. Eighth Edition.* New York: McGraw-Hill Companies.

Lund, A and Lund, M. 2012. *Laerd Statistics*. Available at https://statistics.laerd.com/spss-tutorials/independent-t-test-using-spss-statistics. [Rerteived on 25 May 2014]

McMillan, 1992. *Educational Research: Fundamentals for Consumer*. New York:Harper Collin Publisher.

McWhorter, K. T. 1989. *Guide to College Reading. Second Edition*. New York: Harper Collins Publisher.

McNamara , D. S. 2007. *Reading Comprehension Strategies: Theories Intervention and Technologies.* New Jersey: Lawrence Erlbaum Associates, Inc.

Medina, L, A. and Piloneita. P. Once Upon Time: Comprehending Narative Text (222-249) In Schum, J,S. 2006 (editor). Reading *Assessment and Instruction for All learners*. New York: The Guilford Press.

Mikulecky, B.S., and Jeffries, L., 1996. *More Reading Power*. New York: Addison-Wesley Publishing Company.

Montgomery, M. Alan, D. Nigel, F. Tom, F. Sara, M. 2006. *Ways of Reading*: *Advanced Reading Skills for students of English Literature.* New York: Taylor &Francis e-Library.

Oakhill, J. and Roger, B. 1999. *Reading Development and the Teaching of Reading.* Cowley Road: Blackwell Publishers Ltd.

Oakhill, j. Kate, C. Causality in Children's Reading Comprehension (43-71) In McNamara. 2004 (editor). *Reading Comprehension Strategies: Theories Intervention and Technologies.* New Jersey: Lawrence Erlbaum Associates, Inc

Priyana, J. Virga, R. Arnys, R, I. 2008. *Interlanguage: English for Senior High School X:* Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

Richardson, J, S. Raymond, F, M. Charlene, F. 2009. *Reading to Learn In the Content Areas*. *Sixth Edition*. New York: Wadsworth, Cengage Learning.

Rivas, R. M. M. 1999. Reading in Recent ELT Coursebook. *ELT Journal Volume 53/1 January 1999*. Oxford University Press.

Romero, A.D and Romero, C.R. 2008 *Developmental Reading A Skill Text for College Students*. Florentino St: Rex Book Store.

Saukah, A. Pranata, S, S. Fachrurazy. Sulistiyo, G, H. 1997. Jakarta: Universitas Terbuka

Stern, M. and Schneider, E. The Cognitive Perspective on Learning: Ten Cornerstone Fining (69-86) In Dumont, H. David, I. Benavides, F (editors). 2010. *The Nature of Learning: Using Research to Inspire Practice*: OECD.

Smith, F. 2004 .*Understanding Reading A Psycholinguistic Analysis of Reading and Learning to read. Sixth Edition*. New Jersey: Lawrence Erlbaum Associates, Inc., Publishers

Sudijono, A. 1989. *Pengantar Evaluasi Pendidikan*. Jakarta: PT Raja Grafindo Persada.

Tovani, C. 2000. I *Read It, but I Don't Get It: Comprehension Strategies for Adolescent Readers*: Portland: Stenhouse Publisher

Westwood, P. 2001. *Reading and Learning Difficulties: Approaches to Teaching and Assessment.* Camberwell: The Australian Council for Educational Research Ltd.

Wong, L. 1999. *Essential Writing Skills.* Boston: Houghton Mifflin Company.

Wood, N. V. 1991. *College Reading and Study Skills: Learning, Thinking and Making Connection. Fifth Edition*. Orlando: HBC Publisher.

Wood, N. V. 1991. *Strategies for College Reading and Thinking.* New York: Mc Graw-Hill, Inc.

Appendix A. Research Matrix

RESEARCH MATRIX

TITLE	PROBLEM	VARIABLE	INDICATOR	DATA RESOURCES	RESEARCH METHODS	HYPOTHESES
The Effect of Using Directed Reading Thinking Activity (DRTA) Strategy on the Tenth Grade Students' Reading Comprehension Achievement at SMA Negeri 1 Yosowilangun Lumajang.	The Research problem: Is there any significant effect of using Directed Reading Thinking Activity (DRTA) Strategy on the tenth grade students' reading comprehension achievement at SMA Negeri 1 Yosowilangun Lumajang in the 2014/2015 academic year	**1. Independent variable:** Teaching reading by using Directed Reading Thinking Activity (DRTA) **2. Dependent variable:** Students' Reading Comprehension Achievement	·Predicting ·Reading ·Proving The students' scores of reading comprehension achievement test Covers ·Word comprehension ·Sentence comprehension ·Paragraph comprehension ·Text comprehension	**respondents:** The X grade students of SMA Negeri 1 Yosowilangun Lumajang in the 2014/2015 academic year **Informant** The English teacher of grade X at SMA Negeri 1 Yosowilangun **Documents:** The names of the research respondent The English curriculum for Senior High school	1. **Research Design** Quasi experimental research with matching post test only Control group Design (Fraenkel and Wallen,1996:276) . Treatment group **M X O** Control group **M C O** 2. **Area Determination Method** Purposive Method 3. **Respondent Determination Method:** Cluster Random Sampling 4. **Data Collection Method:** Primary Data Reading Comprehension Test Supporting Data Interview Documentation 5. **Data Analysis Method** The data will be analyzed statistically by using SPSS computing system.	**The Hypothesis:** There is a significant effect of using Directed Reading Thinking Activity Strategy on the tenth grade students reading comprehension achievement at SMA Negeri 1 Yosowilangun Lumajang in the 2014/2015 academic year.

APPENDIX. B

The Names of the respondents of the tenth grade students of SMA Negeri 1 Yosowilangun in the 2014/2015 Academic Years

No.	The Experimental Group (X4)	No.	Control Group (X8)
1.	AFRIS GIO KRISTANTO	1.	ACHMAD NUR KHOTIB
2.	AJENK MARETHA	2.	AGUNG PRAYOGO
3.	ANINDA ARUMIDHANI SAPUTRI	3.	AJEMG NOVIA DWI WIDIAWATI
4.	BIMA WIDYO SAPUTRA	4.	ANDRI INDAH HAPSARI
5.	DANDI MAHINDRA	5.	ASBI AMRULLAH
6.	DEVI MAULINA SAFITRI	6.	AULIYA
7.	DEVI NANDA ALFATH ADILLAH	7.	CHOIRIL AMRI
8.	DINAR YULIANA	8.	DELLA EKA KELVIANI
9.	DIYAH MARGI UTARI	9.	DENDIK MEGA PRATAMA
10.	DWI PUTRI TUNGGA EMILDA K.L	10.	DETA ANINDI KUMALASARI
11.	EKA JANULIA SAFITRI	11.	DEWI NURSAIDAH
12.	FRISKA FEBRIYANA	12.	DEWI PUTRI SUHARTININGSIH
13.	HESTI MARCELA	13.	DIAN IRAWATI
14.	HESTILAH PUTRI SETIYORINI	14.	EKA KURNIA RAMADHANI
15.	IGA NOVIANTI	15.	EKO SOFYAN HADI MARIONO
16.	IIS ARISKA	16.	FATHUR AIN
17.	IRFAN MAULANA	17.	FIRDAUS SHOLECHAH
18.	IRMA KHUSNUL LATIFA	18.	INDAH ARUM RETNOWATI
19.	KINTAN KURNIAWATI	19.	ISMI ROFIATUL ADAWIYAH
20.	MIMA SRI HANDAYANI	20.	KATRI MINA AIYSAH
21.	MITA RAMADANI	21.	LUKMAN HADI PURNOMO
22.	NARA MEILINA	22.	M. ROBIT ABDULAH
23.	NILA APRINDASARI	23.	MUHAMAD SYARIFAN
24.	NOVA AMILYA	24.	NANDA SUMAWATI
25.	PUTRA DWI WICAKSONO	25.	NOVIAN
26.	RICKY KURNIA PUTRA	26.	RIA SABORA DEWI
27.	RINA YULIA AYU ANDARI	27.	RINA
28.	RISKA DWI CAHYATININGRUM	28.	RIO BAGAS DIRGANTORO
29.	RITA FITRIATUS SOLEHA	29.	RYAN SOFYAN SEBASTIAN
30.	SAIFY KHOIRU SOIMAH	30.	SELVIE N
31.	SELAING SEKAR ASIH	31.	SENDI DENIS BAHARI
32.	SELVI MONICA	32.	SUYUFAH
33.	SITI NUR AISAH	33.	VENA YASINTA
34	SRI MURYANTI	34.	ZAENI
35	STEFFANY PUJA ARWANTI		
36	TRIYUNICA PRAMESTI DEWI		

Source: SMA Negeri Yosowilangun Lumajang in the 2014/ 2015 academic year.

APPENDIX C

The Result of the Interview with English Teacher

No	Questions	Answer
	1. What curriculum that is applied at SMA Negeri 1 Yosowilangun?	This school applies Instituonal Based Curiculum (KTSP 2006)
	2. What books do you use in teaching learning English Process?	I use students' worksheet entitled Intan pariwara pubished by pt intan pariwara
	3. What Teaching strategy do you apply in teaching reading comprehension?	Question and answer strategy
	4. Is there any difficulty faced by the students in reading?	The students have difficulty to understand the meaning of unfamiliar words and find the main idea of the text.
	5. How do you help students to overcome their problem in reading?	I ask the students to read aloud in turns, and then discuss the text together with the class
	6. Have you ever used Directed Reading Thinking Activity technique Strategy?	No I have not, I never used DRTA strategy before
	7. Why?	I don't know about this strategy before

APENDIK D

HOMOGENITY TEST

Read the following text carefully then answer question by choosing a, b, c, d or e based on the text.

The text below is for question no. 1 to 10

	The Magic Candle
	One day, a young wanderer got lost in a wood. Suddenly, there was a light from an old hut. He knocked on the door, and an old woman opened it. She was crying. She said that the devil had stolen her magic candle. The candle could grant anything she asked. The wanderer asked where the devil lived. "In a castle not far from here," said the old woman.
5	The wanderer went to the castle. There he found the devil, but he was old and weak. Therefore when the wanderer grabbed the magic candle from the devil's table and ran away, he couldn't chase him.
	But the wanderer was not a kind man. He didn't return the candle to the old woman, but kept it for himself. He lit the candle and made a wish, "I want to go far away
10	from here." Suddenly the genies appeared and took him to a beautiful palace. There was a party in the palace. The wanderer wanted to make some money. So he lit the candle again and wished for some jewelries. He sold them to the guests and was soon making a lot of money. Then the Princess came to buy the jewelry, but there was nothing left.
	The wanderer fell in love with her and asked her to marry him. The kind Princess
15	said yes, and they got married the next day. In this happiness, the wanderer told the Princess about his adventure and the magic candle. Hearing that, the Princess got very angry. At night she lit the candle and wished that the wanderer disappeared.
	In the morning, the wanderer awoke and found himself back in his ugly house in a village. Taken From: http://narrative-text.blogspot.com/2009/05/magic-candle.html

1. The candle could <u>grant</u> anything she asked. (line 3)

   What is the similar meaning of the underlined word?

   a. fulfill   b. obey   c. deliver   d. buy   e. keep

2. Suddenly the genies <u>appeared</u> and took him to a beautiful palace. (line 10)

   What is the opposite meaning of the underlined word?

   a. came   b. went   c. vanished   d. showed   e. arose

3. ………he couldn't <u>chase</u> him. (line 7)

What is the similar meaning of the underlined word?

  a. release   b. hunt   c. invite   d. take   e. hit

4. He sold <u>them</u> to the guests and was soon making a lot of money. Line (12)

What does the underlined word refer to?

  a. magic candle   b. jewelry   c. money   d. wood   e. palace

5. Why did the old woman cry?

  a.   She lost her magic candle.

  b. A young wanderer stole her magic candle.

  c. The genie did not grant her request.

  d. A young wanderer attacked her

  e. A devil stole her magic candle.

6. What did the young wanderer do after he grabbed the magic candle?

  a. He returned the magic candle to the old woman.

  b. He fought with the devil.

  c. He kept the magic candle himself.

  d. He returned the magic candle to the devil.

  e. He threw the magic candle.

7. How was the princess' expression when the young wanderer told his adventure with his magic candle?

  a. happy   b. sad   c. wondered   d. ashamed   e. angry

8. Which paragraph tells us the young wanderer married with the princess?

  a. 1   b. 2   c. 3   d. 4   e. 5

9. These statements are true according to the text, except?

  a. The young wanderer lost in the wood.

  b. The old woman told the young wanderer the location of the devil and magic candle.

  c. The young wanderer returned the jewelry to the old woman.

  d. The young wanderer fell in love with the princess.

  e. The young wanderer sold the jewelry to the guest

10. What moral value can we learn from the story?

  a. not to be a greedy person.

b. not to steal from the other people.

c not to sell the jewelry.

d. not to lie to the other people.

e. not to ignore the other woman that needs a help.

The text below is for question no. 11 to 20

	The Singer and the Dolphin
	Arion was one of the most famous singers in the ancient world. On one occasion he won an important festival, and as his prize he received so many jewels and golden cups that he was obliged to rent a ship to carry them all home to Corinth. Unfortunately, this huge treasure made the sailors very jealous, and in order to
5	have it for themselves, they attacked the singer and were about to throw him overboard.
	Arion did not put up a struggle; instead he asked only that he be allowed to sing one last song. His wish was granted and the sailors were so enchanted by his voice that they were hardly aware of what happened next. At
10	the first notes of his song, a dolphin swam alongside, attracted by the beautiful music. Immediately Arion jumped overboard onto the dolphin's back and was carried back across the sea.
	When the ship finally reached port in Corinth, the wicked sailors began to tell everyone that there had been a storm, during which the famous singer had been lost at
15	sea. They were struck dumb with amazement, however, when Arion arrived with a company of soldiers to arrest them.
	In memory of this event, a statue of a young man on the back of a dolphin, was erected in the port of Corinth. This statue is still there today.
	Taken from:http://englishstory12.blogspot.com/2013/12/the-singer-and-dolphin.html

11. Arion was one of the most <u>famous</u> singers in the ancient world. (line1)

    What is the similar meaning of the underlined word?

     a. well known   b rich   c. poor   d. wise   e. handsome

12. He was obliged to <u>rent</u> a ship to carry them all home to Corinth. (line3)

     What is the similar meaning of the underlined word?

     a. buy   b. sell   c. save   d. keep   e. lease

13. Unfortunately, this <u>huge</u> treasure made the sailors very jealous…. (line4)

    What is opposite meaning of the underlined word?

     a. small   b. big   c. narrow   d. light   e. tiny

14.………the sailors were so <u>enchanted</u> by his voice. (Line 9)

What is the similar meaning of the underlined word?

a. bored   b. tired   c. bothered   d. interested   e. distracted

15. Why did the sailors attack the singer?

a. Because the singer would throw the sailors overboard.

b. Because the sailors wanted the huge treasures

c. Because the singer sang a song that bothered the sailors.

d. Because the singer did not pay the sailors.

e. Because the singer ran away from the sailors.

16. What did Arion ask when the sailors attacked him?

a. He divided the treasures with the sailors

b. He wanted to jump from the ship by himself

c. He agreed to give the sailors treasures but the sailors did not attack him

d. He was allowed to sing one last song

e. He wanted to fight with them fairly.

17. What animal came at the first note of his song?

a. a whale   b. a dolphin   c. a penguin   d. a shark   e. a seals

18. Which paragraph tells us that Arion and a company of soldiers arrested the sailors?

a. 1   b. 2   c. 3   d. 4   e. 5

19. Which one of the following statements is not true according to the text?

a. The sailors attacked the singer.

b. The sailors were attracted by the singer' voice.

c. The dolphin helped the singer.

d. The sailors were not envy to the singer.

e. Arion was one of the most famous singers.

20. What moral value can we learn from the story?

a. Not to envy other people's success.

b. Not to cheat other people.

c. Not to attack the weak people.

d. Not to lie to other people

e. Not to distract the dolphin

The text below is for question no. 21 to 30

	The Hole in the Water
5 **10**	A young man who was alone in the world decided to get married. He was handsome and rich, but it seemed that in the whole land there was not the right wife for him, either they were too young, or too old. There remained just one lovely young maiden, whom he had met at the well, but she seemed to be a bit mad. Not only did she say that her stepmother was a fairy, but she also insisted that her stepmother would only allow her to marry a man who could perform a certain very difficult task. "What is that?" asked the young man. "He has to make a hole in the water.""That's impossible," exclaimed the young man. "You will never find a husband.""Yes, I will find one," replied the young girl. "My stepmother says that when someone is truly in love, they can even work miracles." The young man was truly in love, but he had no idea how to solve the problem. He sighed and suffered for a long time but he did not give up. Then one day he found that the well had frozen over. Suddenly he understood. Seizing a stout stick, he made a hole in the frozen surface so he was able to marry the beautiful maiden. Takenfrom:http://englishstory12.blogspot.com/2013/01/the-hole-in-water.html

21 ......but it seemed that in the <u>whole</u> land there was not the right wife for him (line 2)

What is the similar meaning of the underlined word?

a.   many   b. a few   c. several   d. partial   d. entire

22. ....but she seemed to be a bit <u>mad</u>. (line 4)

What is the similar meaning of the underlined word?

a.   happy   b. sad   c. angry   d. amazed   e. wondered

23. <u>Seizing</u> a stout stick ......(line 13)

What is the similar meaning of the underlined word?

a.   grabbing   b. touching   c. bringing   d. throwing   e. getting

24. .... stepmother would only <u>allow</u> her to marry a man.(line 5)

   What is the opposite meaning of the underlined word?

a.   permit   b. prohibit   c. guarantee   d. get   e. ask

25. What did the young man have to do if he wanted to marry the maiden?

a.   He had to make water became ice.

b.   He had to make the hole in the water.

  c. He had to swim through the ocean.

  d. He had to jump to the well.

  e. He had to make a huge well.

26. What did the young man do after he had no idea to solve the problem?

  a. He did not give up but kept trying

  b. He asked the young maiden to marry without making a hole in water.

  c. He canceled to marry the young maiden.

  d. He returned to his home to find another idea.

  e. He gave up trying to marry the young maiden.

27. What kind of woman did the man want to marry?

  a. rich   b. poor   c. wise   d. diligent   e. beautiful

28. Which paragraph tells us that the young man married to young maiden?

  a. 1   b. 2   c. 3   d. 4   e. 5

29. Which one of the following statements is true according to the text?

  a. The young man decided to marry the young maiden.

  b. The young man did not give up even he had no idea to solve his problem.

  c. The young maiden asked the man to make the hole in water.

  d. The young man was poor and insisted to marry the maiden.

  e. The young man was able to marry the beautiful maiden.

30. What moral value can we learn from the story?

  a. We must not give up easily.

  b. We must marry to beautiful maiden.

  c. We must obey our mother.

  d. We must work as hard as possible.

  e. We must think hard before making decision.

APPENDIX E

THE ANSWER OF HOMOGENITY TEST

1. A
2. C
3. B
4. B
5. B
6. C
7. E
8. C
9. C
10. A
11. A
12. E
13. B
14. D
15. B
16. D
17. A
18. C
19. D
20. A
21. D
22. C
23. A
24. B
25. B
26. A
27. E
28. C
29. D
30. A
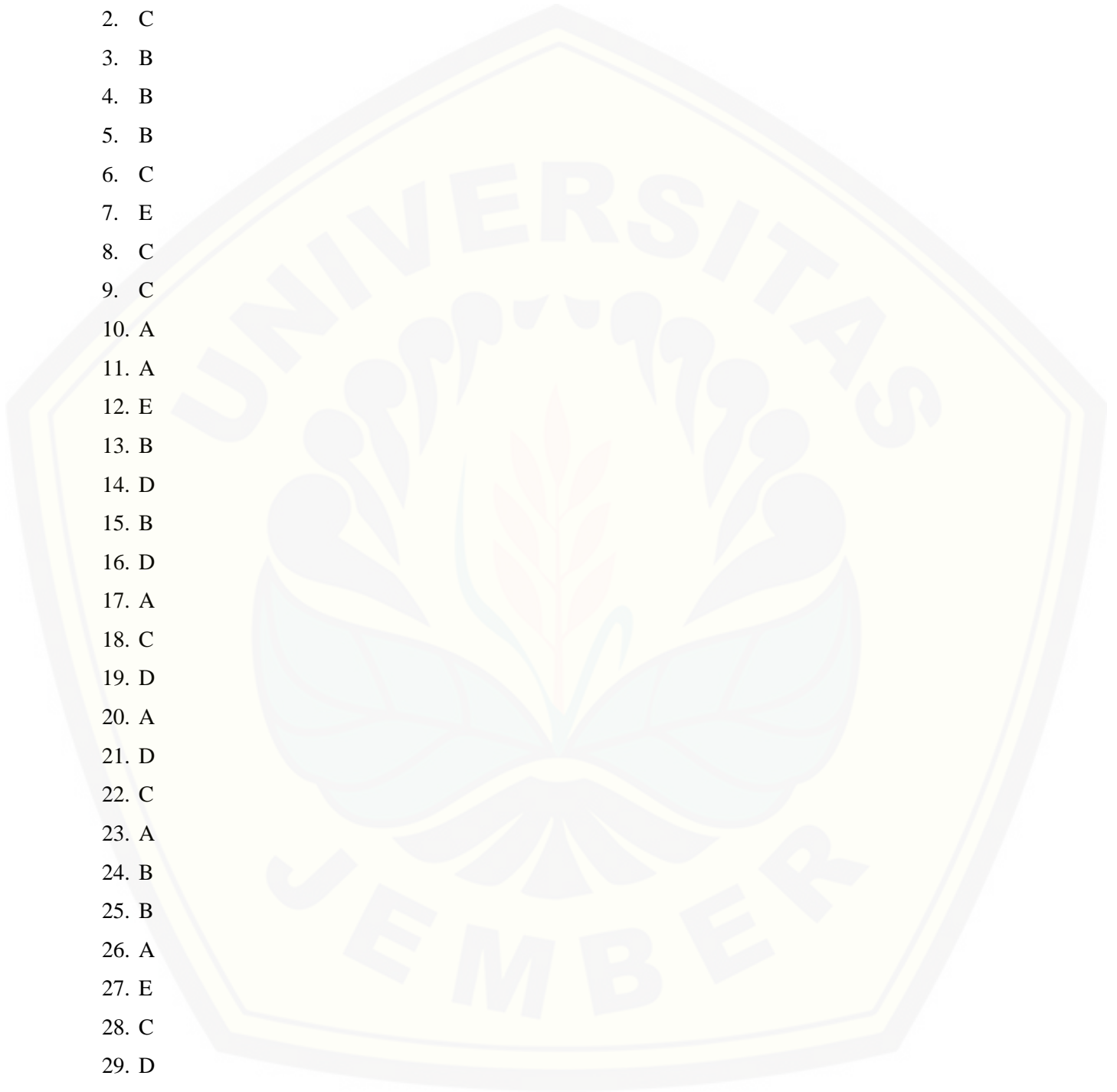
Appendix F

The Students' Scores of the Homogeneity Test

APPENDIX G

NO / class	X1	X2	X3	X4	X5	X6	X7	X8
1	73	77	70	73	70	77	90	63
2	70	67	67	73	67	70	60	80
3	70	70	90	83	63	83	63	67
4	67	80	73	67	83	77	73	77
5	77	50	57	73	57	47	47	57
6	60	90	83	60	77	50	63	67
7	70	63	73	77	67	60	70	70
8	63	70	93	60	90	70	73	73
9	73	60	87	83	47	67	67	77
10	50	77	57	77	73	63	53	73
11	73	87	60	67	50	67	70	70
12	87	90	57	47		70	77	87
13	67	63	73	60	60	90	83	83
14	73	70	77	50	57	47	63	63
15	57	70	60	67	83	57	47	60
16	80	73	73	77	70	83	50	50
17	67	80	73	80	80	73	83	90
18	73	73	47	77	57	60	60	77
19	87	67	60	90	70	63	63	67
20	67	57	57	63	77	67	67	70
21	80	57	90	60	47	70	57	57
22	83	90	80	67	90	73	63	67
23	90	70	70	67	70	77	73	67
24	67	73	73	73	70	67	80	83
25	77	83	63	77	73	73	77	77
26	90	80		73	60	57	53	60
27	57	67	70	93	60	60	57	73
28	77	57	73	70	73	67	47	57
29	73	77	60	77	57	57	90	93
30	70	73	70	67	50	70	73	70
31	80	60	63	83	53	47	70	70
32	77	67	67	60	67	63	73	73
33	57	73	70	67	77	77	53	47
34	67	73	60	67	83	60	67	67
35	83			70	70		60	
36	63			77				
Mean score	72.08333	71.58824	69.57576	70.88889	67.58824	66.44118	66.14286	70.05882

LESSON PLAN 1

(MEETING 1)

School	: SMAN 1Yosowilangun Lumajang
Subject	: English
Class/Semester	: X/2
Genre	: Narrative text
Theme	: Fairy tale (The Snake Prince)
Time Alocation	: 2x45 Minutes.

I.   Standard Competence

8. Memahami makna dalam teks fungsional pendek dan monolog yang berbentuk *narrative,*
descriptive, dan *news item sederhana* dalam konteks kehidupan sehari-hari.

II.   Basic Competence

8.2 Merespon makna dalam teks monolog sederhana yang menggunakan ragam bahasa lisan
secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk;
narrative, descriptive, dan *news item.*

III. Indicators

For experimental group

  Cognitive product

1. Answering the comprehension question in the form of multiple choice formats in the
genre of narrative text individually by choosing the best answer of the options given.

2. Mentioning generic structure of narrative text

3. Mentioning   language feature of narrative text

Cognitive process

  Predicting Step

1. Stating the topic by predicting done in groups of four.

Reading Steps

2. Reading the text carefully by silent reading.

3. Identifying the word meaning of narrative text using DRTA strategy

4. Identifying the sentence meaning of narrative text using DRTA strategy

5. Identifying the paragraph meaning of narrative text using DRTA strategy

6. Identifying the whole text meaning of narrative text using DRTA strategy

Proving Step

7. Proving and confirming the prediction after reading the text

For control group

Cognitive product

1. Answering the comprehension question in the form of multiple choice formats in the genre of narrative text individually by choosing the best answer of the options given.

2. Mentioning generic structure of narrative text

3. Mentioning   language feature of narrative text

Cognitive process

1. Reading aloud the text.

2. Identifying the word meaning of narrative text

3. Identifying the sentence meaning of narrative text

4. Identifying the paragraph meaning of narrative text

5. Identifying the whole text meaning of narrative text

IV. Objectives

 For Experimental group

Cognitive product

Cognitive product

1. Students are able to answer the comprehension question in the form of multiple choice formats in the genre of narrative text individually by choosing the best answer of the options given.

2. Students are able to mention generic structure of narrative text

3. Students are able to mention language feature of narrative text

4. Cognitive process

Predicting Step

1. Students are able to state the topic by predicting done in groups of four.

Reading Steps

2. Students are able to read the text carefully by silent reading.

3. Students are able to identify the word meaning of narrative text using DRTA strategy

4. Students are able to identify the sentence meaning of narrative text using DRTA strategy

5. Students are able to identify the paragraph meaning of narrative text using DRTA strategy

6. Students are able to identify the whole text meaning of narrative text using DRTA strategy

Proving Step

8. Students are able to prove and confirm the prediction after reading the text

For Control group

For control group

Cognitive product

1. Students are able to answer the comprehension question in the form of multiple choice formats in the genre of narrative text individually by choosing the best answer of the options given.

2. Students are able to mention generic structure of narrative text

3. Students are able to mention language feature of narrative text

Cognitive process

2. Students are able to read aloud the text.

3. Students are able to identify the word meaning of narrative text

4. Students are able to identify the sentence meaning of narrative text

5. Students are able to identify the paragraph meaning of narrative text

6. Students are able to identify whole text meaning of narrative text

v. Material

Enclosed

VI. Strategy

Experimental Class: Directed Reading Thinking Activity (DRTA) strategy

Control Class   : Question and Answer strategy

VII. TEACHING LEARNING ACTIVITIES

NO	Experimental Group	Time	Control Group	Time
1	**Pre-instructional Activities**		**Pre-instructional Activities**	
	1.1 Greeting the students	1'	1.1 Greeting the students	1'
	1.2 Checking the students' attendance	1'	1.2 Checking the students' attendance	2'
	1.3 Stating the objectives of the lesson	2'	1.3 Giving the leading questions to the Students.	5''
	Main activities		1.4 Stating the objectives of the lesson	2'
2	2.1 Distributing the reading text	1'	**Main activities**	1'
	2.2. Explaining about narrative text, its generic structure and its language feature by the teacher.	3'	2.1 Distributing the reading text	
	2.2.1 Explaining the DRTA strategy	3'	2.2 Explaining about narrative text, its generic structure, and its language feature.	4'
	2.3 Grouping the students into groups consisting of 4 members	1'		
	2.4 **Predicting** Asking the students to state the topic by predicting done in of four Example: Do you know what picture it is? Do you think this about a kingdom? Is the main character a frog? What do you think might happen to the frog?	10'		

Do you think the frog loves the princess? What do you think about the princess' characteristic? Do you think the king is a wise person? **2.5 Reading**		
Asking the students to read the text silently and carefully	20'	2.3 Asking some students to read the text loudly in turn.	25'
2.5.1. Identifying the word meaning of narrative text	3'	2.3.1. Identifying the word meaning of narrative text	4'
2.5.2 Identifying the sentence meaning of narrative text		2.3.2 Identifying the sentence meaning of narrative text	4'
2.5.3 Identifying paragraph meaning of narrative text	3'	2.3.3 Identifying paragraph meaning of narrative text	4'
2.5.4 Identifying whole text meaning of narrative text	3'	2.3.4 Identifying whole text meaning of narrative text	
2.6 Proving Asking the student to prove and confirm the students' predictions after reading the texts whether their predictions are correct or not.	7		
2.7 Asking the students to answer the comprehension question in the form of multiple choice	20'	2.4 Asking the students to answer the comprehension question in the form of multiple choice	20'
2.8 Discussing the answer together	4'	2.5. Discussing the answer together	3'
3. Closure 3.1 Guiding the students to draw conclusion about the text Parting	4' 1'	**3. Closure** 3.1 Guiding the students to draw conclusion about the text Parting	4' 1'

VIII. Media and Sources

Media:

Experimental group	Control group
Narrative text	Narrative text
Single picture	Single picture
Worksheet	Worksheet
Board marker	Board maker
White board	White board

IX. Evaluation

    a. Cognitive

        1. Product Evaluation

        The form of product evaluation is Reading Comprehension Test

Jember,

Trainee Teacher

Gugus Narendra

NIM. 090210401022

Material

DRTA Strategy

DRTA as a strategy purposed to give children experience in predicting what the writer is thinking, reading the text to confirm or refute the predictions and elaborate upon responses.

The steps of DRTA strategy

4. In the Predicting step, the teacher asks the students to preview by studying either picture or reading title of the text. Then the teacher asks the students to make predictions about the content texts.

5. In reading step, the students read some paragraphs or pages of the text silently.

6. The last step is to prove students predictions whether their predictions are correct or not.

The Components of Narrative Text

Social Function   : to entertain the reader

1. Orientation   : set the scene and introduces the paragraph

2 Complication(s)   : a crisis arise, the main character is faced a problem.

3 Resolution(s)   : this part tells the problem which is resolved, for   better or worse.

Language features   : 1.using past tense

2. using adverb of time

3. using conjunction

Read the following text carefully!

The Snake Prince

	Once upon a time, in a village in Sabah, there lived a couple who had two daughters. Sura, the elder daughter, helped their mother with the housework. The younger daughter, Suri, helped their father in the vegetable patch. One day Suri found a large green *ketola ular* (snake gourd) in the vegetable patch. She was very pleased and put
5	the ketola ular in her basket to take home.
	That evening, Suri's mother cooked the ketola ular for dinner. The families were just beginning to eat suddenly a loud voice called, "Who stole my ketola ular?" In the doorway there was a large snake!, It was the largest snake Suri had ever seen. In fact, not even their father had ever seen a larger snake. "Who stole my ketola ular?" asked the
10	snake again. No one said a word. "If you don't tell me, I shall destroy the village," said the snake.
	Suri, who was a very brave girl, walked towards the snake. "Please don't destroy our village," she said. "I took your *ketola ular*". The snake looked at Suri. She was a very beautiful girl. "Well," it said, "if you marry me, I won't destroy your village."Suri did not
15	want the village destroyed, so she agreed to marry the snake.
	The next day the villagers built an *atap* hut for Suri and the snake near the river in the jungle. Suri's parents and her sister took her to the hut and she became the snake's wife.
	Several weeks passed. At least once a week Suri's father and mother came to visit her. They wanted to be sure she was all right. Luckily Suri was happy, for the snake
20	treated her kindly.
	Then, one night when the moon was full, Suri looked out of the hut and saw the snake near the river. To her surprise she saw it slipped, the snake skin off, Out of it stepped a handsome young man. The young man left the skin on the river bank and began to swim. Suri could not believe her eyes. She ran to the river and picked up the snakeskin.
25	It immediately changed into a fine silk robe. Then the handsome young man stepped out of the river. "Who are you?" Suri asked. "I am a prince," said the young man. "And you are

| | my wife, so you are a princess."They walked back to their hut together, but the hut had become a palace!
| 30 | When Suri's parents next came to see her, they were amazed and delighted. Suri's mother thought about the good luck Suri had. On the way back to the village, she thought about her other daughter, Sura. She knew of a cave in the jungle where a large snake lived. If that snake were a prince too, then both daughters could be happily married.
| 35 | The next day, she took Sura to the cave in the jungle. Sura was afraid of the snake, but her mother told her not to worry and left her there alone.
| | In the morning Sura's mother returned to the cave. There she found the snake, which now looked even larger than before, but Sura was nowhere to be seen. In fright, Sura's mother ran to the palace to find Suri and the prince."I introduced Sura to a snake," she cried. "But I don't think he is a prince. And Sura has disappeared!".
| 40 | The prince ran to the cave where he found the snake. He drew his knife and carefully cut open the snake's belly. Luckily, Sura was inside and still alive. The prince carried her back to the palace so his doctors could take care of her. He then invited the whole family to live in the palace where he could protect them.
| | When Sura was well again, the prince found her another prince to marry. The other
| 45 | prince came to live in the palace too. They all lived happily in the palace of the snake prince to the end of their days.
| | Taken from: http://englishstory12.blogspot.com/2012/12/the-snake-prince.html

Choose the correct answer by crossing (X) a, b, c. d or e on your answer sheet based on the text above.

1. Suri found a <u>large</u> green *ketola ular* (snake gourd*). (line 3)*

    What is the opposite meaning of the underlined word?

    a. long   b wide   c small   d. big   e. short

2. …………They were <u>amazed</u> and delighted. (line 29)

    What is the similar meaning of the underlined word?

    a. surprised   b. happy   c. praised   d. wondered   e. sad

3. "Well," it said, "if you marry <u>me</u>, I won't destroy your village". (line 14)

    What does the underlined word refer to?

    a. the prince b. Suri c. Sura d. Suri's mother e. the snake

4. ………and Sura has <u>disappeared</u>. (line 39)

    What is the similar meaning of the underlined word?

    a. appeared   b. vanished   c. came   d. rose   e. went

5. They wanted to be sure <u>she</u> was all right. (line 19)

   What does the underlined word refer to?

   a. Sura   b. Suri's mother   c. The village woman   d. The princess   e. Suri

6. Sura was <u>afraid</u> of the snake. (line 34)

   What is the similar meaning of the underlined word?

   a. encouraged   b. scared   c. brave   d .surprised   e. like

7. It <u>immediately</u> changed into fine silk. (line 25)

   What is the similar meaning of the underlined word?

   a.   soon   b. late   c punctual   d slow   e. fast

8. I introduced Sura to a snake," <u>she</u> cried. (line 38)

   What does the underlined word refer to?

   a. Sura   d. The princess

   b. Sura's mother   e. The woman in the village.

   c. Suri

9. But Sura was nowhere to be seen. (line 37)

   What does this sentence mean?

   a. The snake ate Sura.

   b. The snake married to Sura.

   c. The snake took Sura to another place.

   d. Sura hid from the snake.

   e. Sura hid from her mother.

10. What happened to the snake's skin?

   a. It was changed into fine silk robe.

   b. It was vanished.

   c. It was changed into a palace.

   d. It was changed into a handsome young man.

   e. It was changed into a hut.

11. Why did Suri marry the snake?

   a. She loved the snake very much.

   b. The snake looked pity.

   c. The snake proposed her kindly and gently.

d.   She did not want the snake to destroy the village.

e.   Her parents asked her to marry the snake.

12. How was the Suri parents' expression when they knew the snake became a handsome

prince?

a.   surprised   b. happy   c. sad   d. wondered   e. regret

13. What kind of person was the prince?

a.   kind   b. coward   c. foolish   d. honest   e. diligent

14. Why did Sura's mother introduce her to the snake?

a.   Because the snake asked her to marry with it.

b.   Because Sura asked her and she wanted to marry like his sister.

c.   Because she hoped that the other snake was a prince too.

d.   Because her mother conspired with the snake.

e.   Because she wanted Sura to live with the snake.

15. Which statement is true according to the text?

a.   Suri did not marry the snake.

b.   Sura met the snake who changed into a prince.

c.   Sura's mother did not send Sura to the cave.

d.   The prince won the battle with the snake in the cave.

e.   Suri was not happy to marry the prince.

16. What does the paragraph 6 tell us about? (line 21-28)

a.   Suri saved the village.

b.   The villagers built a hut.

c.   The Snake and Suri's were married.

d.   Sura was vanished in the cave.

e.   The snake changed into a prince

17. Which paragraph tells us that the prince saved Sura?

a.   8   b .9   c .10   d .11   e. 12

18. What is the main idea of the last paragraph?

a.   The prince lived happily with Suri's family.

b.   The other prince and Sura lived in the palace.

c.   Sura and the snake were married.

d.   The prince saved Sura and lived in the cave.

e.   The prince introduced Sura to another snake.

19. If that snake were a prince too, then both daughters could be happily married.

What does the sentence mean?

a.   The other snake was not a prince.

b.   That other snake was a prince too.

c.   Both daughters married the snake.

d.   Both daughters married the prince.

e.   Both daughters were happily married.

20. What moral value can we learn from the story above?

a.   Not to destroy the village.

b.   Not to be a selfish person.

c.   Not to look people from their appearance.

d.   Not to be afraid to acknowledge your mistake.

e.   Not to play in the cave.

The Answer Key of Lesson Plan 1

1. C   11. D

2. C   12. B

3. E   13. A

4. B   14. C

5. A   15. D

6. B   16. E

7. A   17. C

8. B   18. B

9. A   19. A

10. A   20. D

APPENDIX H

LESSON PLAN 2
(MEETING 2)

School	: SMAN 1Yosowilangun
Subject	: English
Class/Semester	: X/2
Genre	: Narrative text
Theme	: Fairy tale (The King Who Wanted a Beautiful Wife)
Time	: 2x45 Minutes

I.   Standard Competence

8. Memahami makna dalam teks fungsional pendek dan monolog yang berbentuk *narrative, descriptive,* dan *news item sederhana* dalam konteks kehidupan sehari-hari.

II. Basic Competence

8.2 Merespon makna dalam teks monolog sederhana yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk; *narrative, descriptive,* dan *news item.*

III. Indicators

   For experimental group

   For experimental group

   Cognitive product

   4. Answering the comprehension question in the form of multiple formats in the genre of narrative text individually by choosing the best answer of the options given.

   5. Mentioning generic structure of narrative text

   6. Mentioning   language feature of narrative text

Cognitive process

Predicting Step

9. Stating the topic by predicting done in groups of four.

Reading Steps

10. Reading the text carefully by silent reading.

11. Identifying the word meaning of narrative text using DRTA strategy

12. Identifying the sentence meaning of narrative text using DRTA strategy

13. Identifying the paragraph meaning of narrative text using DRTA strategy

14. Identifying the whole text meaning of narrative text using DRTA strategy

Proving Step

15. Proving and confirming the prediction after reading the text

For control group

Cognitive product

1. Answering the comprehension question in the form of multiple formats in the genre of narrative text individually by choosing the best answer of the options given.

2. Mentioning generic structure of narrative text

3. Mentioning language feature of narrative text

Cognitive process

6. Reading aloud the text.

7. Identifying the word meaning of narrative text

8. Identifying the sentence meaning of narrative text

9. Identifying the paragraph meaning of narrative text

10. Identifying the whole text meaning of narrative text

IV. Objectives

For Experimental group

Cognitive product

Cognitive product

5. Students are able to answer the comprehension question in the form of multiple choice formats in the genre of narrative text individually by choosing the best answer of the options given.
6. Students are able to mention generic structure of narrative text
7. Students are able to mention language feature of narrative text
8. **Cognitive process**

Predicting Step

1. Students are able to state the topic by predicting done in groups of four.

Reading Steps

2. Students are able to read the text carefully by silent reading.

3. Students are able to identify the word meaning of narrative text using DRTA strategy

4. Students are able to identify the sentence meaning of narrative text using DRTA strategy

5. Students are able to identify the paragraph meaning of narrative text using DRTA strategy

6. Students are able to identify the whole text meaning of narrative text using DRTA strategy

Proving Step

16. Students are able to prove and confirm the prediction after reading the text

For Control group

For control group

Cognitive product

1. Students are able to answer the comprehension question in the form of multiple choice formats in the genre of narrative text individually by choosing the best answer of the options given.

2. Students are able to mention generic structure of narrative text

3. Students are able to mention language feature of narrative text

Cognitive process

2. Students are able to read aloud the text.

3. Students are able to identify the word meaning of narrative text

4. Students are able to identify the sentence meaning of narrative text

5. Students are able to identify the paragraph meaning of narrative text

6. Students are able to identify whole text meaning of narrative text

v. Material

Enclosed

VI. Strategy

Experimental Class: Directed Reading Thinking Activity (DRTA) strategy

Control Class   : Question and Answer strategy

VII. TEACHING LEARNING ACTIVITIES

NO	**Experimental Group**	Time	**Control Group**	Time
1	**Pre-instructional Activities**		Pre-instructional Activities	
	1.1 Greeting the students	1'	1.1 Greeting the students	1'
	1.2 Checking the students' attendance	1'	1.2 Checking the students' attendance	2'
	1.3 Stating the objectives of the lesson	2'	1.3 Stating the objectives of the lesson	2'
			1.4 Giving the leading questions to the students.	5'
2	**Main activities**		**Main activities**	
	2.1 Distributing reading text	1'	2.1 Distributing the reading text	1'
	2.2 Reviewing about narrative text its' generic structure, and its language feature	3'	2.2 Reviewing about narrative text, its generic structure, and its language feature	4'

2.2.1 Reviewing the DRTA strategy	3'			
2.3 Grouping the students, each group consist of 4 students	1'			
2.4 Predicting				
Stating the topic by predicting done in group four Example: Do you know what picture it is? Do you think this is about a kingdom? Is the main character a frog? What do you think might happen to the frog? Do you think the frog loves the princess? What do you think about the princess characteristic? Do you think the king is a wise person?	10'			
2.5 Reading				
Asking the students to read the text silently and carefully	20'	2.3 Asking some students to read the text a loudly in turn.	25'	
2.5.1. Identifying the word meaning of narrative text	3'	2.3.1. Identifying the word meaning of narrative text	4'	
2.5.2 Identifying the sentence meaning of narrative text	3'	2.3.2 Identifying the sentence meaning of narrative text		
2.5.3 Identifying paragraph meaning of narrative text	3'	2.3.3 Identifying paragraph meaning of narrative text	4'	
2.5.4 Identifying whole text meaning of narrative text		2.3.4 Identifying whole text meaning of narrative text	4'	
2.6 Proving				

Asking the students to prove and confirm the students' predictions after reading the texts whether their prediction correct or not.	7'		
2.7 Asking the students to answer the comprehension question in the form of multiple choice	20'	2.4 Asking the students to answer the comprehension question in the form of multiple choice	25'
2.8 Discussing the answer together	3'	2.5. Discussing the answer together	3'
3. Closure		**3. Closure**	
3.1 Guiding the students to draw conclusion about the text	4'	3.1 Guiding the students to draw conclusion about the text	4'
Parting	1'	Parting	1'

VIII. Media and Sources

Media:

Experimental group	Control group
Narrative text	Narrative text
Single picture	Single picture
Worksheet	Worksheet
Board marker	Board maker
White board	White board

IX. Evaluation

    b. Cognitive

        2. Product Evaluation

        The form of product evaluation is reading comprehension test.

Jember,

Trainee teacher

Gugus Narendra D.A

NIM. 090210401022

Material

DRTA Strategy

DRTA as a strategy purposed to give children experience in predicting what the writer is thinking, reading the text to confirm or refute the predictions and elaborate upon responses.

The steps of DRTA strategy

7. In the Predicting step, the teacher asks the students to preview by studying either picture or reading title of the text. Then the teacher asks the students to make predictions about the content texts.
8. In reading step, the students read some paragraphs or pages of the text silently.
9. The last step is to prove students predictions whether their predictions are correct or not.

The Components of Narrative Text

Social Function   : to entertain the reader

1. Orientation   : set the scene and introduces the paragraph

2 Complication(s)   : a crisis arise, the main character is faced a problem.

3 Resolution(s)   : this part tells the problem which is resolved, for   better or worse.

Language features   : 1.using past tense

2. using adverb of time
3. using conjunction

Material 2

Read the folowing text carefully

The King Who Wanted a Beautiful Wife

There was once a king who wanted to marry. But his wife must be more beautiful than the sun, and no matter how many maidens he saw, none was beautiful enough to suit him.

Then he called his trusty servant, and commanded him to seek everywhere and see whether he could find a beautiful girl. The servant set out, and wandered through the whole land, but found none who seemed beautiful enough to him. One day, however, after he had run about a great deal and was very thirsty, he came to a little house. He knocked and asked for a drink of water.

Now there stay in the house two very old women, one eighty and the other ninety years old who supported themselves by spinning. When the servant asked for water, the one eighty year's old rose, opened a little wicket in the shutter, and handed him out the water. From spinning so much, her hands were very white and delicate; and when the servant saw them he thought, "It must be a beautiful maiden, because she has such a delicate white hand." So he hastened to the king, and said: "You're royal Majesty, I have found what you seek;" "Very well," answered the king, "go once more and try to see her."

The servant returned to the little house, knocked, and asked again for some water. The old woman did not open the window, but handed him the pitcher through the little opening in the shutter. "Do you live here all alone?" asked the servant. "No," she answered. "I live here with my sister; we are poor girls and support ourselves by the work of our hands." "How old are you, then?" "I am fifteen and my sister twenty."

The servant went back to the king and told him all, and the king said: "I will take the one who is fifteen. Go and bring her to me." When the servant returned to the two old women, and told them that the king wished to elevate the younger to the position of his wife, she answered: "Tell the king I am ready to do his will. Since my birth no ray of the sun

25	has ever struck me, and if a ray of the sun or a beam of light should strike me now, I would become perfectly black. Ask the king, therefore, to send a closed carriage for me at night, and I will come to his palace."
	When the king heard this he sent royal apparel and a closed carriage, and at night the old woman covered her face with a thick veil and rode to the palace. The king received
30	her joyfully, and begged her to lay aside the veil. She replied: "There are too many lighted candles here; their light would make me black." So the king married her without having seen her face. When they came into the king's chamber, however, and she removed her veil, the king saw for the first time what an ugly old woman he had married, and in his rage he opened the window and threw her out.
35	Fortunately there was a nail in the wall, on which she caught by her clothes, and remained hanging between heaven and earth. Four fairies chanced to pass by, and when they saw the old woman hanging there, one of them cried: "See, sisters, there is the old woman who cheated the king; shall we wish her dress to tear and let her fall?" "Oh, no! let us not do that," cried the youngest and most beautiful of the fairies. "Let us rather wish her something
40	good. I wish her youth." "And I, beauty." "And I, prudence." "And I, a good heart." Thus the fairies cried, and while they were yet speaking the old woman became a wondrous fair maiden.
	The next morning, when the king looked out of the window and saw the beautiful girl hanging there, he was terrified, and thought: "Unhappy man! What have I done! Had I no
45	eyes last night?" Then he had her carefully taken down with long ladders, and begged her pardon, saying: "Now we will have a great festival and be right happy." So they celebrated a splendid feast, and the young queen was the fairest in the whole city.
	But one day the sister ninety years old came to the palace to visit the queen, her sister. "Who is this ugly creature?" asked the king. "An old neighbor of mine who is half-
50	witted," replied the queen, quickly.
	The old woman kept looking at her rejuvenated sister, and asked: "What did you do to become so young and lovely? I, too, would like to be young and pretty again." She kept asking this the whole day, until the queen finally lost her patience, and said: "I had my old skin taken off, and this new, smooth skin came to light." The old woman went to a barber
55	and said: "I will give you what you will to remove my old skin, so that I may become young and handsome again." "But good old woman, you will surely die if I skin you." The old woman would not listen to him, and at last he had to do her will. He took his knife and made a cut in her forehead. "Oh!" cried the old woman.
	"Who will look fair
60	Must grief and pain bear,"
	answered the barber. "Then skin away, master," said the old woman. The barber kept cutting on, until all at once the old woman fell down dead.
	Taken from: http://www.tititudorancea.com/z/Italian _popular_tales_king_who_wanted_beautiful_wife.htm

Choose the correct answer by crossing a, b, c. d. or e on your answer sheet based on the text above.

1. <u>He</u> knocked and asked for a drink of water. (line 7)

   What does the underlined word refer to?

   a. the king   b. the barber   c. the woman's husband   d. the servant   e. the prince

2. ………see whether he could find a <u>beautiful</u> girl. (line 5)

   What is the similar meaning of the underlined word?

   a. pretty   b. handsome   c ugly   d. cute   e. plain

3. Then <u>he</u> called his trusty servant. (line 4)

   What does the underlined word refer to?

   a. The servant   b. The king   c. The old king   d. The barber   e. The prince

4. ……in his <u>rage</u> he opened the window and threw her out. (line 34)

   What is the similar meaning of the underlined word?

   a. angry   b. calm   c. quiet   d. honest   e. happy

5. So he <u>hastened</u> to the king, and said. (line 14)

   What is the similar meaning of the underlined word?

   a. in a hurry   b. late   c. punctual   d. slow   e. quick

6. There stayed in the house two very <u>old</u> women. (line 9)

   What is the opposite meaning of the underlined word?

   a. pretty   b. young   c beautiful   d strong   e. weak

7. Then he had her <u>carefully</u> taken down with long ladders. (line 45)

   What is the opposite meaning of the underlined words?

   a. Happily   b. diligently   c. honestly   d. lazily   e. Carelessly

8. One day sister ninety years old came to the <u>palace</u> to visit the queen. (line 48)

   What is the similar meaning of the underlined word?

   a. castle   b. kingdom   c. museum   d. house   e. theatre

9. What kind of woman did the king want to marry?

   a. beautiful   b. kind   c. hardworking   d. wise   e. honest

10. What did the two old women do in the house every day?

    a. cooking   b. spinning   c. washing   d. cleaning   e. singing

11. Why did the old woman cover her face with a thick veil?

   a. Because she wanted to surprise the king.

   b. Because the king asked her to wear a veil.

   c. Because she did not want the king to know her true face.

   d. Because she wanted to look beautiful when wearing a veil.

   e. Because she like wore a veil.

12. How was the expression of the king when he knew that he married an old woman?

   a. happy   b. sad   c. surprised   d. angry   e. regret

13. Why did the servant go to the old women's house?

   a. He looked there were two beautiful girls in the house.

   b. He wanted to take a rest.

   c. He wanted to ask some water.

   d. He wanted to ask something to eat.

   e. He wanted the women made a shirt for him.

14. Why did the old woman not fall?

   a. The king saved her

   b. The fairy saved her.

   c. There was a nail which caught her clothes.

   d. The servant did not throw her.

   e. The king asked the servant to throw her.

15. Why was the king terrified when he looked out of the window?

   a. He looked the old woman fell down.

   b. He felt regretful because he threw the beautiful girl

   c. He was surprised because the woman was still alive.

   d. He wondered because the woman changed into a beautiful woman.

   e. He looked at the fairy

16. What does the second paragraph tell us about? (line 4-8)

   a. The servant who asked for a drink to the old woman

   b. The servant who looked for a beautiful girl

   c. The servant who was thirsty

   d. The king who married to a beautiful girl

e. The king who asked for a drink

17. What does the sixth paragraph tell us about? (line 28-34)

    a. The king who was married to an old woman.

    b. The servant who was looking for the beautiful girl.

    c. The woman who changed into a maiden.

    d. The fairies that saw the old woman.

    e. The women who wore a veil.

18. Which paragraph tells us that the woman changed into a beautiful girl?

    a. 5   b. 6   c. 7   d. 8   e. 9

19. Which statement is NOT TRUE according to the text?

    a. The king wanted to marry a beautiful woman

    b. The king asked the servant looked for the beautiful girl

    c. The servant was hungry and asked for food

    d. The woman changed into a beautiful woman

    e. The woman wore a veil in her marriage

20. What moral value can we learn from the text?

    a. Not to be envy to other people' good fate

    b. The servant who was obedient to the king

    c. The woman who was kind and gave a glass of water to the servant

    d. Not to be rude to other people

    e. The king who loved his wife.

The Answer of Lesson Plan 2

1. D	6. E	11. C	16. B
2. A	7 E	12. D	17. A
3. B	8. B	13. E	18. C
4. A	9. A	14. E	19. C
5.A	10. B	15.B	20. A

APPENDIX I

<u>TRY OUT</u>

Subject	**: English**	**Name:**	
Grade/ Semester	**: X/2**	**Class :**	
Time	**: 60 minutes**		

Read the following text carefully then answer question by choosing a, b, c, or d based on the text.

The text below is for question no. 1 to 15

	The Three Brothers
1	Once upon a time, there were three young brothers who lived with their father in a small village. Their father was old and always sick. The old man knew that he was not going to live for long, so he tried to split his wealth for his sons."Listen, sons. I'm going to leave you this small hut and that small farm land out there for all of you. The buffalo is for you, Kirno," said the old man to his first son."What about me, Father?" asked Beno, the second son."You can take care of our plough," said the old man."And you my little son, I give you this small bag of rice seed." "Thank you, Father," said Gito, the third son."All of you can change your destiny with all the things I give you. However, you must help each other and remember that the sun rises in the east and sets in the west," muttered the old man. Those were the last words from the old man to his sons. Few hours later, the old man passed away.
	A day after the old man died, Kirno went to the market to sell his buffalo. Gito ran after him, trying to remind him about their father's will which asked them to help each other.
	But Kirno ignored him. Beno also sold the plough and enjoyed the money himself. Kirno and Beno did nothing but spent their money.
	Gito was very upset. But he wanted to become a good farmer like his father. So, he borrowed a plough from his neighbor. He had to plough the farm land by himself because he did not have any buffaloes. He worked so hard from the sun rose until the sun set.
	After seven years of working hard, Gito became a successful farmer. But he was not happy because he kept thinking of his brothers. He looked for his brothers everywhere, but still he could not find them.
	One day, Gito went down to town to buy some farming equipment. When he was about to leave the shop, a beggar asked him for some money and a pickpocket was trying to take his wallet. These people were actually Gito's brothers. Gito recognized them at the first place. Feeling very happy, Gito quickly hugged them.
	In the end, Gito told them that he had become a successful farmer. He also invited them to stay in his house. Kirno and Beno felt ashamed to Gito. They realized that they had done a terrible mistake in the past.
	Taken from: http://englishstory12.blogspot.com/2013/04/the-three-brothers.html

The line numbers shown in the left margin are: 5 (near "for you, Kirno"), 10 (near "man. Those were"), 15 (near "But Kirno ignored"), 20 (near "After seven years"), 25 (near "wallet. These people").

1. Gito ran after him, trying to remind <u>him</u> about their father's. (line 13)

   What does the underlined word refer to?

   a. Gito   b Beno   c Kirno   d. The father   e. Thief

2. Kirno and Beno felt <u>ashamed</u> to Gito. (Line 28)

   What is the similar meaning of the underlined word?

   a. brave   b. embarrassed   c. sad   d. surprised   e. happy

3. ………….so he tried to split his <u>wealth</u> for his sons. (line 3)

   What is the similar meaning of the underlined word?

   a. rich   b. famous   c. poor   d. kind   d. diligent

4. When he was about to leave the shop, a beggar asked him for some money and a

   <u>pickpocket</u> was trying to take his wallet. (Line 24)

   What is the similar meaning of the underlined word?

   a. spy   b. gangster   c. bandit   d. thief   e. drunken people

5. He <u>looked for</u> his brothers everywhere…………. (line 25)

   What is the similar meaning of the underlined word?

   a. hid   b. met   c. searched   d went   e. invited

6. Gito <u>recognized</u> them at the first place. (line 25)

   What is the similar meaning of the underlined word?

   a. knew   b surprised   c. met   d saw   e. found

7. How long did Gito work until he became a successful farmer?

   a. five years   b. six years   c. seven years   d eight years   e. nine years

8. What did Kirno sell to the market?

   a. a plough   b. a small bag of seed   c. a buffalo   d. a sickle   d. a hoe

9. How was Gito's expression when his father gave him a small bag of rice field?

   a. He was not satisfied because he just got a bag of rice seed.

   b. He was very grateful to his father.

   c. He was sad because he just got a bag of rice seed.

   d. He was envy to his brothers.

   e. He was angry to his father.

10. Why did Gito try to remind Kirno not to sell the buffalo? Because he wanted to………..

    a. remind Kirno they had to spend money wisely.

    b. buy the buffalo for himself.

    c. join Kirno to sell the buffalo.

    d. steal the buffalo from Kirno and to sell it to the market.

    e. make the bufallo ploughed his farm.

11. How was Gito brothers' expression when Gito invited them to stay in his house?

    a. ashamed

    b. happy

    c. sad

    d. surprised

    e. wondered

12. What did Gito do when he recognized the burglar was his brothers?

    a. He felt very happy and hugged him.

    b. He laughed because his brother became a poor person.

    c. He fought with his brothers because they wanted to steal his money.

    d. He tried to escape because they wanted to steal his money.

    e. He brought his brothers to the police.

13. Gito met with his brothers.

This information can be found in paragraph?

a. 3   b. 4   c. 5   d. 6   e. 7

14. What is the main idea of the fourth paragraph? (line)

    a. Gito borrowed a plough from his neighbor.

    b. Gito ploughed the land by himself.

    c. Gito worked very hard.

    d. Gito became a successful farmer.

    e. Gito did not have any buffalo.

15. Which line in the text tells about Gito thinking of his brothers and caring about them?

    a. 13-14

    b. 15-16

    c. 17-18

    d. 20-21

    e. 23-24

16. Which statement is NOT TRUE based on the text?

    a. Gito was an obedient person.

    b. Kirno and Beno fulfilled their father's advice.

    c. Gito cared about his brothers.

    d. Gito met with his brothers.

    e. Gito worked very hard.

17. What moral value can we learn from the story?

    a. We must not be extravagant person.

    b. We must hear and fulfill our parent's advice.

    c. We must not steal from the other people.

    d. We must not ignore other people.

    e. We must be a good fathers for our children

The text below is for questions numbers 15-30

	The husband who looked after the house
	A farmer's wife became fed up with being criticized by her husband about how she ran the house. So one day she challenged him. "Tomorrow I'll go out and work in the fields, and you can take care of the work in the house, if you think you can do it better than me!" The next day the husband did his best to do things right.
5	He began to make the butter, but his efforts soon made him thirsty and he went down to the cellar to drink some wine. He opened the barrel, but then he heard the pig come into the house and knock over the butter dish. He rushed back upstairs to stop the animal from causing more trouble, but he forgot to put the cork in the wine barrel again.
10	He kept getting into trouble all morning. At lunchtime, when he put the stew on to boil, he remembered that he had not taken the cow out to pasture yet; but there was no time anymore. He decided to take it onto the roof, so it could eat the grass that grew among the tiles. It was very difficult to get the cow onto the roof. In the end he succeeded, and to make sure that the animal did not fall
15	off, he tied it there with a rope.
	Then he remembered the stew over the fire. To get back to the kitchen as fast as possible, so that the stew did not bum, he lowered himself down the chimney. For safety, he tied the other end of the rope to his foot. But the cow fell off the roof. Just then, and the man was yanked back up the chimney and got stuck there.

20	When his wife came home from the fields, the first thing she saw was the cow dangling from the rope, so she cut it loose. On the other end the man dropped down into the fireplace. When the woman entered the house, she found the floor covered in butter, the cellar flooded with wine, and her husband upside down with his head in the stew!
25	She returned to her housework. From then on, of course, he never grumbled at her again.
	Taken from: http://englishstory12.blogspot.com/2013/05/the-husband-who-looked-after-house.html

18. He rushed back upstairs to stop the animal. (line7)

What is the similar meaning of the underlined word?

a. late b. went c. hurried d. calm e. punctual

19. It was very difficult to get the cow onto the roof. (line 13)

What is the opposite meaning of the underlined word?

a. hard b. easy c. fast d. slow e. rich

20.. He never grumbled at her again. (line25)

What is the similar meaning of the underlined word?

a. praised b. agreed c. complained d. angry e. proud

21. For safety, he tied the other end of the rope to his foot. (line18)

What is the opposite meaning of the underlined word?

a. quiet b. calm c. noisy d. danger e. peace

22. …………… so she cut it loose. (line21)

What is the opposite meaning of the underlined word?

a. tight b. big c .soft d. small e. tidy

23. Why did the farmer's wife challenge him? Because……………….

a. her wife wanted to work in the farmer field

b. her wife hated to look after the house everyday

c. the farmer wanted to change role with his wife

d. the farmer's wife became fed up with being criticized by her husband

e. the farmer's wife thought that it is easy to work in the rice field

24. What did the farmer do after he made butter?

a. He took the cow out to pasture yet.

b. He made stew over the fire.

c. He went down to the cellar to drink some wine.

d. He tied the other end of the rope to his foot.

e. He began to make some wine.

25. What happened to the farmers' house when his wife comes from the rice field?

a. clean   b. messy   c . tidy   d. neat   e. dirty

26. What did the farmers do when he forgot to take the cow out of pasture?

a. He took the cow out of pasture soon.

b. He took the cow on to the roof.

c. He asked his wife to help him took the cow out of pasture.

d. He released the cow.

e. He brought the grass from the pasture.

27. Then he remembered the stew over the fire. What does this sentence mean?

a. The man had the stew over the fire.

b. The man had not stew over the fire.

c. The stew did not bump over the fire.

d. The stew bumped over the fire.

e. The man went back to the kitchen a fast as possible

28. What did the farmers' wife do when she saw the cow dangling from the rope?

a. She released the rope.

b. She cut the rope.

c. She threw the rope.

d. She tied the rope.

e. She burned the rope.

29. Which statement is NOT TRUE based on the first paragraph?

a. The farmer's wife challenged her husband to manage the house.

b. The farmer began to make butter.

c. The farmer forgot to put the cork in the wine barrel again.

d. The farmer stopped the animal from causing more trouble

e. The farmer put the stew on the boil.

30. What is the main idea of the second paragraph? (Lines 10-15)

    a. The farmer put the stew on the boil.

    b. The farmer forgot to take the cow out of pasture.

    c. The farmer tied the cow with a rope.

    d. The farmer decided to take the cow on to the roof.

    e. The farmer kept getting in to trouble al morning along.

31. Which paragraph tells us the farmers' wife came home and looking the home was messy?

    a. 1   b 2   c   3   d 4   e. 5

32. Which statement is TRUE based on the text?

    a. The farmer praised his wife that she managed the house well.

    b. It was very easy for the farmer to get the cow on the roof

    c. The farmer could do the house work as well as it should be.

    d. The farmer never grumbled again to his wife after he know doing housework was not

       easy

    e. The farmer took the cow to the pasture as soon as possible.

33 Which statement is NOT TRUE based on the text above?

    a. The farmer's wife challenged her husband.

    b. The farmer and his wife changed their role for one day.

    c. The farmer drank some wine after making butter.

    d. The farmer could do the housework as well as his wife.

    e. The farmer put the stew on the boil.

34. What moral value can we learn from the story?

    a. It is not good always criticized other people.

    b. The farmer's wife is a diligent person.

    c. We must look after the house well.

    d. We must be a diligent person.

    e. We must take care the farm.

APPENDIX.J

THE ANSWER KEY OF TRY OUT

1. C
2. B
3. A
4. D
5. C
6. A
7. C
8. C
9. B
10. A
11. A
12. C
13. D
14. C
15. A
16. B
17. B
18. C
19. B
20. C
21. D
22. A
23. D
24. C
25. B
26. B
27. B
28. B
29. E
30. E
31. D
32. D
33. D
34. A
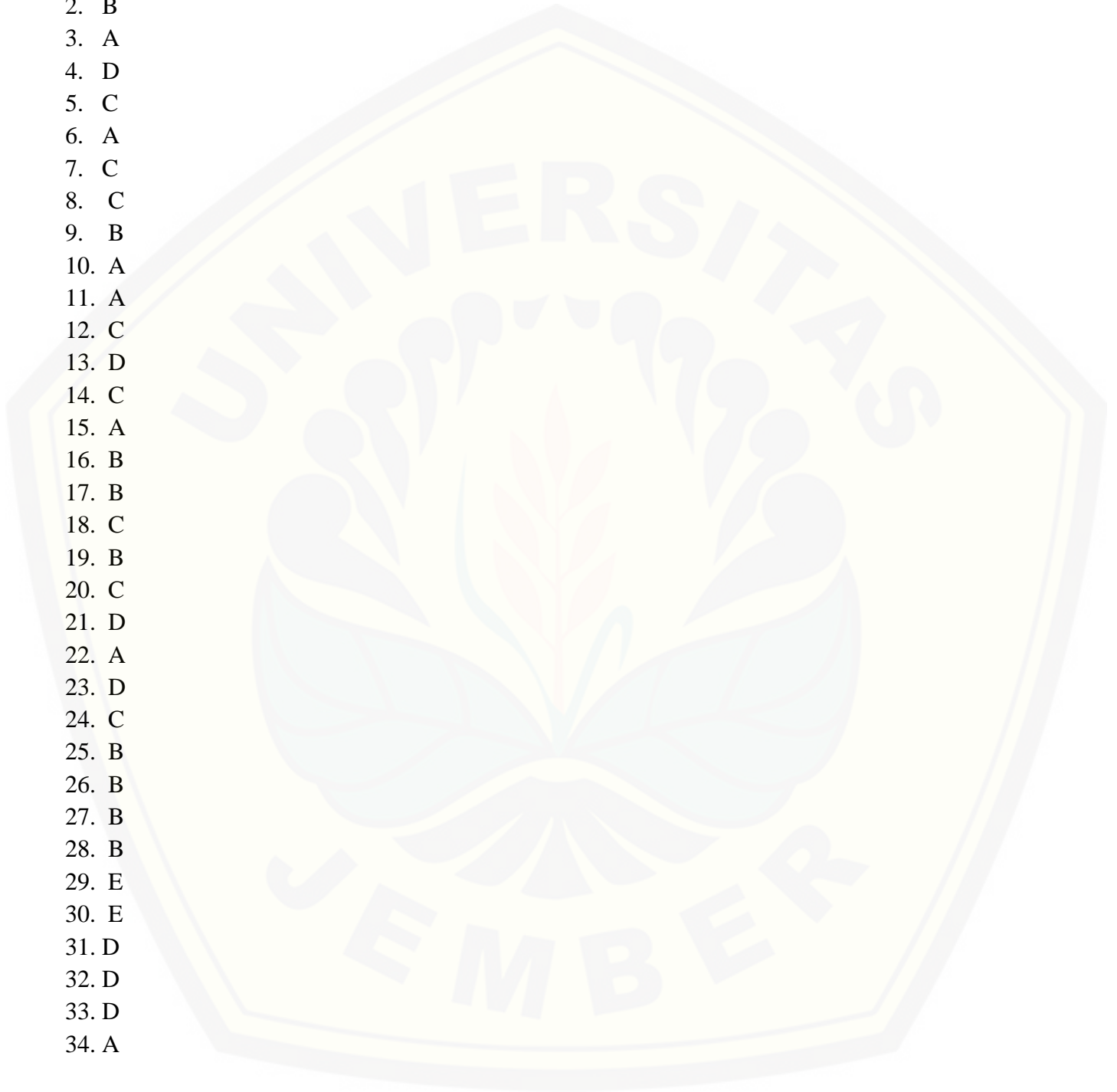
APPENDIX. K

POST TEST

Subject	: English	**Name:**
Grade/ Semester	**: X/2**	**Class :**
Time	**: 60 minutes**	

   Read the following text carefully then answer question by choosing a, b, c, d or e base on the text.

The text below is for question no. 1 to 15

<table>
<tr><td></td><td colspan="2" align="center">**The Three Brothers**</td></tr>
<tr><td></td><td colspan="2">

Once upon a time, there were three young brothers who lived with their father in a small village. Their father was old and always sick. The old man knew that he was not going to live for long, so he tried to split his wealth for his sons."Listen, sons. I'm going to leave you this small hut and that small farm land out there for all of you. The buffalo is for you, Kirno," said the old man to his first son."What about me, Father?" asked Beno, the second son."You can take care of our plough," said the old man."And you my little son, I give you this small bag of rice seed." "Thank you, Father," said Gito, the third son."All of you can change your destiny with all the things I give you. However, you must help each other and remember that the sun rises in the east and sets in the west," muttered the old man. Those were the last words from the old man to his sons. Few hours later, the old man passed away.

A day after the old man died, Kirno went to the market to sell his buffalo. Gito ran after him, trying to remind him about their father's will which asked them to help each other.

But Kirno ignored him. Beno also sold the plough and enjoyed the money himself. Kirno and Beno did nothing but spent their money.

Gito was very upset. But he wanted to become a good farmer like his father. So, he borrowed a plough from his neighbor. He had to plough the farm land by himself because he did not have any buffaloes. He worked so hard from the sun rose until the sun set.

After seven years of working hard, Gito became a successful farmer. But he was not happy because he kept thinking of his brothers. He looked for his brothers everywhere, but still he could not find them.

One day, Gito went down to town to buy some farming equipment. When he was about to leave the shop, a beggar asked him for some money and a pickpocket was trying to take his wallet. These people were actually Gito's brothers. Gito recognized them at the first place. Feeling very happy, Gito quickly hugged them.

In the end, Gito told them that he had become a successful farmer. He also invited them to stay in his house. Kirno and Beno felt ashamed to Gito. They realized that they had done a terrible mistake in the past.

Taken From: http://englishstory12.blogspot.com/2013/04/the-three-brothers.html

</td></tr>
</table>

Line numbers in margin: 5, 10, 15, 20, 25

3. Gito ran after him, trying to remind <u>him </u>about their father. (line 13)

    What does the underlined word refer to?

    a. Gito   b Beno   c Kirno   d the Father   e. Thief

4. Kirno and Beno felt <u>ashamed</u> to Gito. (Line 28)

    What is the similar meaning of the underlined word?

    a. brave   b. embarrassed   c. sad   d. surprised   e. happy

5. When he was about to leave the shop, a beggar asked him for some money and a <u>pickpocket</u> was trying to take his wallet. (Line 24)

    What is the similar meaning of the underlined word?

    a. spy   b. gangster   c. bandit   d. thief   e. drunken people

6. He <u>looked for</u> his brothers everywhere…………(line 25)

    What is the similar meaning of the underlined word?

    a. hid   b. met   c. went   d. invited   e. searched

7. Gito <u>recognized</u> them at the first place. (line 25)

    What is the similar meaning of the underlined word?

    a. knew   b surprised   c. met   d saw   e. found

6. How long did Gito work until he became a successful farmer? (line 25)

    A. Five years   b. Six years   c. Seven years   d Eight years   e. Nine years

7. How was Gito's expression when his father gave him a small bag of rice field?

    a. He was not satisfied because he just got a bag of rice seed.

    b. He was very grateful to his father.

    c. He was sad because he just got a bag of rice seed.

    d. He was envy to his brothers.

    e. He was angry to his fathers.

8. Why did Gito try to remind Kirno not to sell the buffalo?

    a. Because Gito wanted to remind Kirno he had to spend his money wisely.

    b. Because Gito wanted to buy the buffalo for himself.

    c. Because Gito wanted to join Kirno to sell the buffalo.

    d. Because Gito wanted to steal the buffalo from Kirno and to sell it to the market.

    e. Because Gito wanted to make the buffalo ploughed his farm

9. How was Gito brothers' expression when Gito invited them to stay in his house?

    a. wondered

    b. happy

    c. sad

    d. surprised

    e. ashamed

10. What did Gito do when he recognized the burglar was his brother?

    a. He felt very happy and hugged him.

    b. He laughed because his brother became a poor person.

    c. He fought with his brothers because they wanted to steal his money.

    d. He tried to escape because they wanted to steal his money.

    e. He bought his brother to the police

11. Gito met with his brothers.

This information can be found in paragraph?

a. 3   b. 4   c. 5   d. 6   e. 7

12. What is the main idea of the fourth paragraph?

    a. Gito borrowed a plough from his neighbor.

    b. Gito ploughed the land by himself.

    c. Gito worked very hard.

    d. Gito became a successful farmer.

    e. Gito did not have any buffalo.

13. Which line in the text tells about Gito thinking of their brothers and care about them?

    a. 13-14

    b. 15-16

    c. 17-18

    d. 20-21

    e. 23-24

14. Which statement is NOT TRUE based on the text?

    a. Gito was an obedient person.

    b. Kirno and Beno fulfilled their father's advice.

    c. Gito cared about his brothers.

    d. Gito met his brothers.

    e. Gito worked very hard.

15. What moral value can we learn from the story?

    a. we must not be extravagant person.

    b. we must hear and fulfill our parent's advice.

    c. we must not steal from other people.

    d. we must not ignore other people.

    e. we must be a good fathers' for our children

The text below is for question no. 15 to 30

	The husband who looked after the house
	A farmer's wife became fed up with being criticized by her husband about how she ran the house. So one day she challenged him. "Tomorrow I'll go out and work in the fields, and you can take care of the work in the house, if you think you can do it better than me!" The next day the husband did his best to do things right.
5	He began to make the butter, but his efforts soon made him thirsty and he went down to the cellar to drink some wine. He opened the barrel, but then he heard the pig come into the house and knock over the butter dish. He rushed back upstairs to stop the animal from causing more trouble, but he forgot to put the cork in the wine barrel again.
10	He kept getting into trouble all morning. At lunchtime, when he put the stew on to boil, he remembered that he had not taken the cow out to pasture yet; but there was no time anymore. He decided to take it onto the roof, so it could eat the grass that grew among the tiles. It was very difficult to get the cow onto the roof. In the end he succeeded, and to make sure that the animal did not fall
15	off, he tied it there with a rope.
	Then he remembered the stew over the fire. To get back to the kitchen as fast as possible, so that the stew did not bum, he lowered himself down the chimney. For safety, he tied the other end of the rope to his foot. But the cow fell off the roof. Just then, and the man was yanked back up the chimney and got stuck there.
20	When his wife came home from the fields, the first thing she saw was the cow dangling from the rope, so she cut it loose. On the other end the man dropped down into the fireplace. When the woman entered the house, she found the floor covered in butter, the cellar flooded with wine, and her husband upside down with his head in the stew!

| 25 | She returned to her housework. From then on, of course, he never grumbled at her again.

Taken from:http://englishstory12.blogspot.com/2013/05/the-husband-who-looked-after-house.html |

16. He rushed back upstairs to stop the animal. (line7)

    What is the similar meaning of the underlined word?

    b. late   b. went   c. hurried   d. calm   e. punctual

17. It was very difficult to get the cow onto the roof. (line 13)

    What is the opposite meaning of the underlined word?

    b. hard   b. easy   c. fast   d. slow   e. rich

18. He never grumbled at her again. (line 25)

    What is the similar meaning of the underlined word?

    a. praised   b. agreed   c. proud   d. angry   e. complained

19. For safety, he tied the other end of the rope to his foot. (line18)

    What is the opposite meaning of the underlined word?

    a. quiet   b. calm   c. noisy   d. danger   e. peace

20. ………… so she cut it loose. (line 21)

    What is the opposite meaning of the underlined word?

    a. tight   b. big   c. soft   d. small   e. tidy

21. Why did the farmer's wife challenge him?

    f.   Because her wife wanted to work in the farmer field.

    g.   Because her wife hated to look after the house every day.

    h.   Because the farmer wanted to change role with his wife.

    i.   Because the farmer's wife became fed up with being criticized by her husband.

    j.   Because the farmer wife thought that it is easy to work in the rice field.

22. What did the farmer do after he made butter?

    a. He took the cow out to pasture yet.

    b. He made stew over the fire.

    c. He went down to the cellar to drink some wine.

    d. He tied the other end of the rope to his foot.

e. He began to make some wine.

23. What happened to the farmers' house when his wife came from the rice field?

 b. clean   b. dirty   c .tidy   d. neat   e. messy

24. Then he remembered the stew over the fire. What does this sentence mean?

   f.   The man had the stew over the fire.

   g.   The man had not stew over the fire.

   h.   The stew did not bump over the fire.

   i.   The stew bumped over the fire.

   j.   The man went back to the kitchen a fast as possible.

25. Which statement is NOT TRUE based on the first paragraph?

   a. The farmer's wife challenged her husband to manage the house.

   b. The farmer began to make butter.

   c. The farmer forgot to put the cork in the wine barrel again.

   d. The farmer stopped the animal from causing more trouble.

   e. The farmer put the stew on the boil.

26. What is the main idea of the second paragraph? (Lines 1-9)

   f.   The farmer put the stew on the boil.

   g.   The farmer forgot to take the cow out of pasture.

   h.   The farmer tied the cow with a rope.

   i.   The farmer decided to take the cow on to the roof.

   j.   The farmer kept getting in to trouble al morning along.

27. Which paragraph that tells us that the farmers' wife came home and looking the home was messy?

 b. 1   b 2   c 3   d 4   e. 5

28. Which statement is TRUE based on the text above?

   a. The farmer praised his wife that she managed the house.

   b. It was very easy for the farmer to get the cow on the roof.   .

   c. The farmer could do the house work as well as it should be.

   d. The farmer never grumbled again to his wife after he knew doing housework was not easy.

   e. The farmer took the cow to the pasture as soon as possible.

29. Which statement is NOT TRUE based on the text above?

    f.   The farmer's wife challenged her husband.

    g.   The farmer and his wife changed their role for one day.

    h.   The farmer drank some wine after making butter.

    i.   The farmer could do the housework as well as his wife.

    j.   The farmer put the stew on the boil.

30. What moral value can we learn from the story?

    f.   It is not good always criticized other people.

    g.   The farmer's wife is a diligent person.

    h.   We must look after the house well

    i.   We must be a diligent person

    j.   We must take care the farm
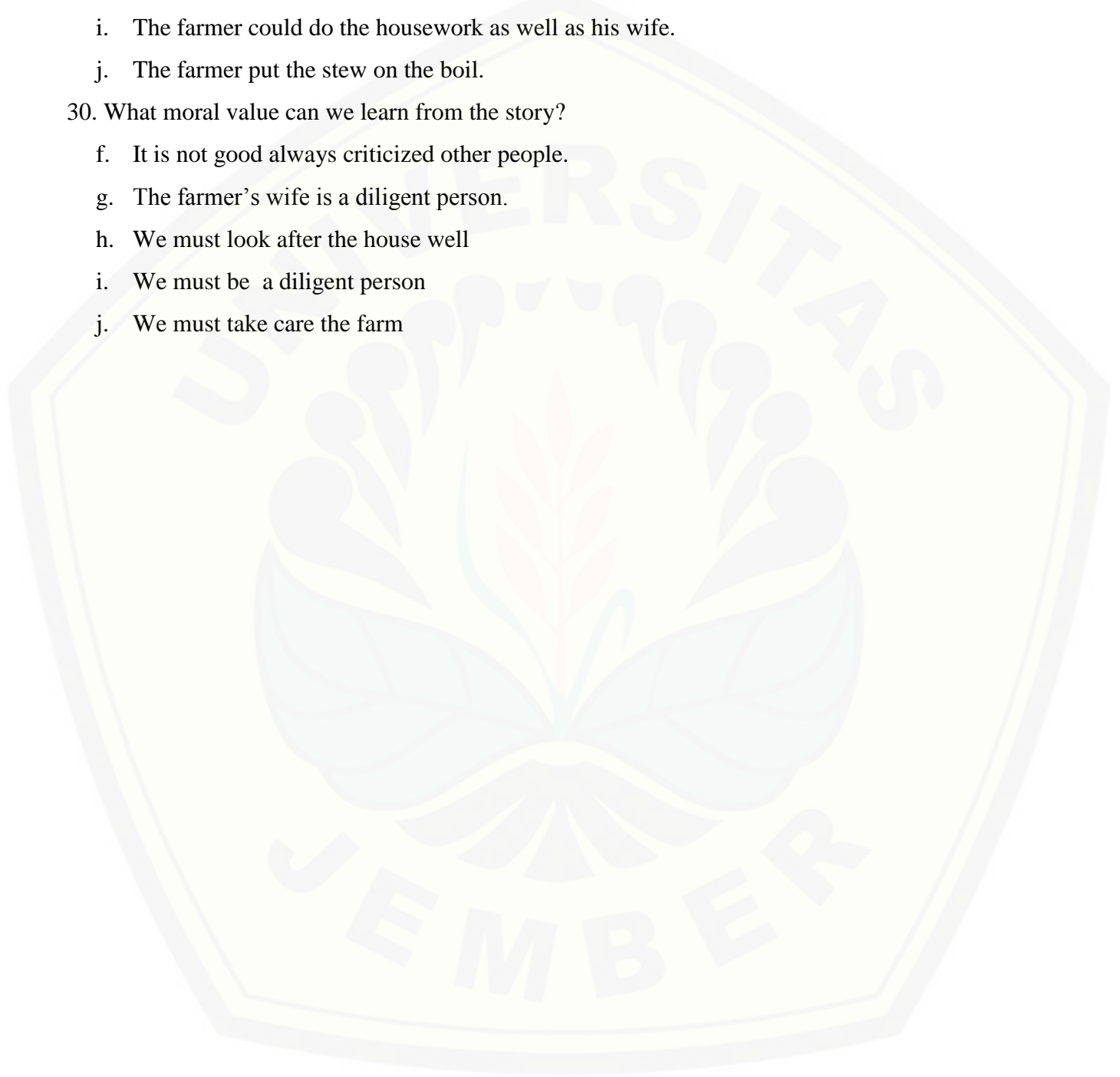
THE ANSWER KEY OF THE POST TEST

1. C
2. B
3. D
4. E
5. A
6. C
7. B
8. A
9. E
10. A
11. D
12. C
13. A
14. B
15. B
16. C
17. B
18. E
19. D
20. A
21. D
22. C
23. E
24. B
25. B
26. E
27. D
28. D
29. D
30. A
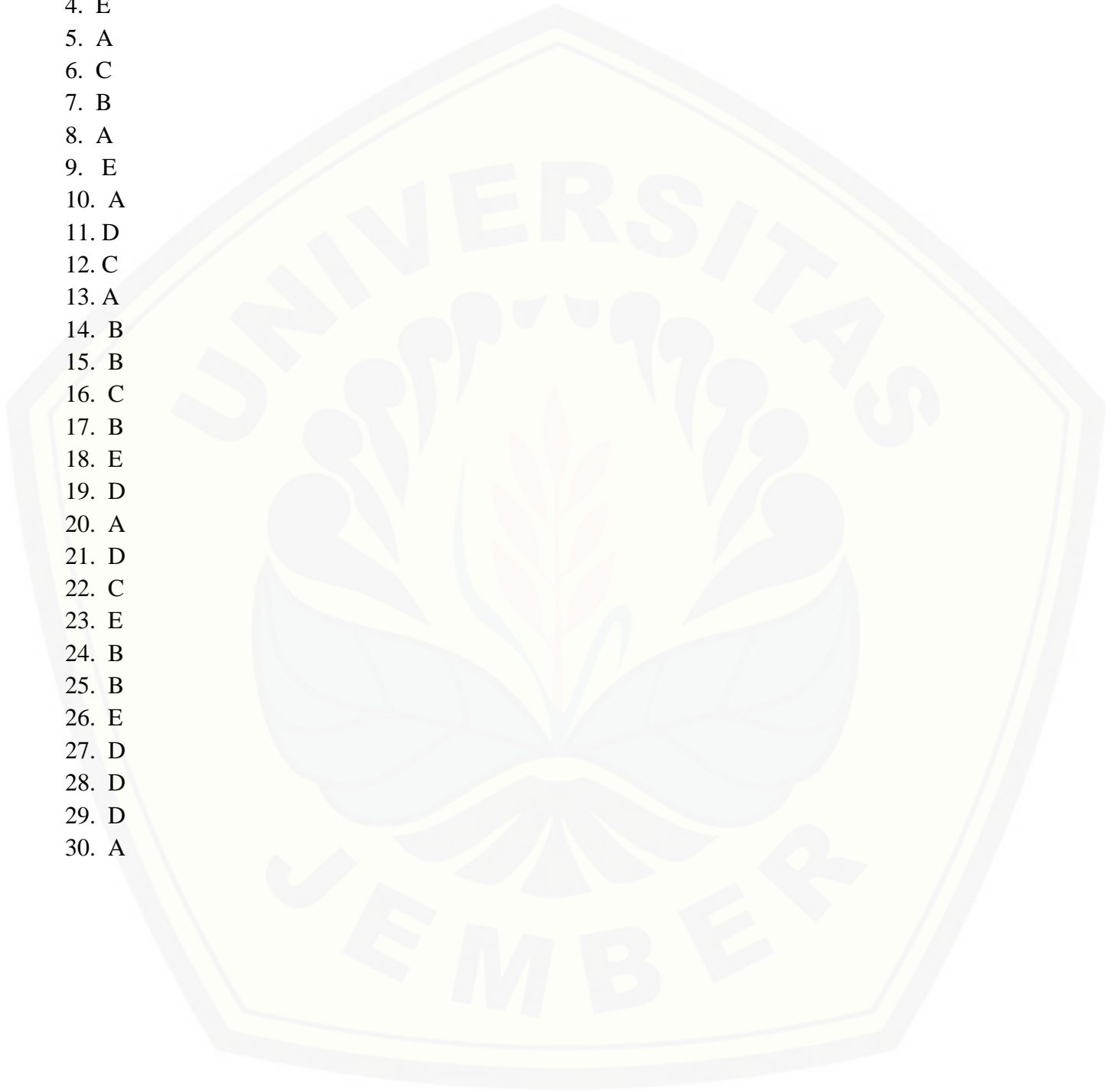
Appendix M. The Students' Scores of the Post Test

NO	THE STUDENTS' NAME OF EXPERIMENTAL CLASS (X4)	SCORE	NO	THE STUDENTS' NAME OF THE CONTROL CLASS X4)	SCORE
1	AGK	77	1	ANK	70
2	AM	80	2	AP	67
3	AAS	83	3	ANDW	80
4	BWS	73	4	AIH	77
5	DM	67	5	AA	73
6	DMS	80	6	A	70
7	DNAA	80	7	CR	80
8	DY	77	8	DEK	77
9	DM	87	9	DMP	70
10	DPTE	87	10	DAKS	77
11	EJS	77	11	DNS	70
12	FF	83	12	DPS	73
13	HM	77	13	DI	67
14	HPS	90	14	EKR	73
15	IN	73	15	ESHM	77
16	IA	77	16	FA	77
17	IM	80	17	FS	63
18	IKL	80	18	IAR	90
19	KK	83	19	IRA	83
20	MSH	77	20	KMA	77
21	MR	70	21	LHP	67
22	NM	77	22	MRA	73
23	NA	67	23	MS	83
24	NA	83	24	NS	90
25	PDS	70	25	NKA	67
26	RKP	77	26	RSD	73
27	RYAA	93	27	R	77
28	RDC	87	28	RBD	73
29	RFS	80	29	RSB	73
30	SKS	77	30	SNH	70
31	SS	83	31	SDB	63
32	SM	63	32	S	70
33	SNA	67	33	VYD	73
34	SM	83	34	ZM	67
35	SPA	87	35		
36	TPD	90	36		

APPENDIK N

The Distribution of the text item of the post test

The indicators of reading comprehension	Items	Text 1	Text 2
Word Comprehension	10	1,2,3,4,5	16,17,18,19,20
Sentence Comprehension	9	6,7,8,9,10	21,22,3,24
Paragraph Comprehension	6	11,12,13	25,26,27
Text Comprehension	5	14,15	28,29,30
Total	30		

Appendix O

No	The Analysis of the Odd and the Even Number Scores of the Post Test Items on Each Respondent																																		∑	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	X	Y
1	1	1	1	1	1	0	1	1	0	1	1	0	0	0	1	0	0	1	1	0	1	1	0	0	0	0	0	1	0	0	0	1	0	1	8	9
2	1	0	0	0	0	1	0	1	0	1	1	1	1	0	0	1	1	1	1	1	0	1	0	1	0	0	0	1	1	0	0	1	1	1	9	11
3	1	1	1	0	1	1	1	1	1	1	1	0	1	0	1	0	0	1	1	1	1	0	1	0	0	0	0	0	0	1	1	0	0	1	10	10
4	0	0	0	0	0	1	1	1	1	1	0	1	1	0	0	1	1	1	1	0	1	0	1	0	0	0	1	0	0	1	0	1	1	0	8	8
5	1	1	1	0	0	0	1	1	1	1	1	0	0	0	0	1	0	0	1	0	1	0	0	1	1	1	0	1	0	0	0	1	0	0	8	8
6	1	0	0	0	1	1	1	1	1	0	1	1	1	0	0	0	1	0	0	1	0	1	0	1	0	0	0	1	0	1	0	0	0	0	7	8
7	1	0	0	0	0	0	1	1	0	1	1	0	1	0	0	1	1	1	1	1	1	1	1	0	1	1	0	0	0	1	1	0	0	1	10	10
8	1	1	1	1	0	0	1	1	0	1	1	0	0	1	0	1	0	1	0	1	0	0	0	1	0	0	0	1	0	0	1	0	0	1	8	7
9	1	1	0	1	1	1	0	1	1	1	0	0	0	1	1	0	1	0	0	0	0	1	0	1	1	1	0	0	0	0	0	0	0	0	7	8
10	1	1	0	0	0	1	1	0	0	0	1	0	1	1	0	1	1	1	1	0	1	0	1	1	1	0	0	1	1	1	1	1	1	1	12	10
11	0	1	1	0	0	0	1	1	0	1	1	0	0	0	1	0	0	0	1	0	1	0	1	1	0	1	0	1	1	0	0	0	0	1	8	7
12	1	0	0	0	0	1	1	1	1	0	1	1	0	0	0	0	1	0	0	0	0	1	0	1	1	0	0	1	1	0	1	0	0	0	8	6
13	1	1	0	0	0	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	0	0	0	1	1	0	1	0	1	1	0	1	0	0	11	11
14	1	0	0	0	1	1	0	1	0	0	1	0	0	0	1	1	0	0	0	0	1	1	0	0	1	0	0	0	1	0	0	1	0	1	6	8
15	1	1	1	0	0	0	1	1	0	1	1	1	0	0	1	0	0	0	1	0	1	1	0	0	1	1	0	1	1	0	1	0	0	1	10	8
16	1	1	1	1	1	0	1	1	1	0	1	1	1	0	0	1	0	0	0	0	0	0	1	1	1	0	0	1	0	1	0	1	1	0	10	9
17	1	0	1	0	1	1	1	1	1	1	0	0	0	1	0	0	0	0	1	1	0	0	1	0	0	0	1	0	0	1	0	0	0	0	8	7
18	1	1	1	0	0	1	1	1	0	0	1	0	1	1	1	1	1	0	1	1	0	1	1	1	1	0	0	1	1	0	1	1	1	0	13	7
19	1	0	0	0	1	0	1	1	1	1	0	0	0	1	0	1	0	0	1	0	0	1	0	1	1	0	1	0	1	1	1	0	0	0	8	9
20	1	1	1	0	1	1	1	0	0	0	0	0	0	1	1	0	1	0	1	0	0	0	1	1	0	0	1	1	0	0	1	1	1	1	10	8
21	1	1	0	0	1	1	0	1	0	1	0	1	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	1	0	1	0	1	0	5	6
22	0	1	0	0	1	0	1	0	0	1	1	1	1	0	1	1	1	0	1	0	1	1	1	1	0	0	1	1	0	1	1	1	1	1	12	10
23	1	0	1	0	1	1	1	1	1	0	1	1	0	1	1	0	0	1	1	1	1	0	1	1	0	0	1	0	0	1	1	1	1	0	13	9
24	1	0	1	1	0	1	1	1	0	0	0	1	0	0	0	1	0	1	1	1	1	0	0	0	0	0	1	0	0	0	1	0	1	1	8	8
25	1	0	0	0	0	1	1	1	0	1	1	0	0	0	1	1	0	0	1	1	0	1	1	1	0	0	1	1	0	0	0	1	0	0	7	9
26	1	1	1	0	1	0	1	1	1	1	1	1	0	0	0	1	0	0	1	0	0	1	1	1	0	0	1	1	0	0	1	1	1	1	11	10
27	0	0	1	0	0	0	1	1	1	1	1	1	0	0	1	0	1	0	1	1	0	1	0	1	0	1	0	0	1	1	0	0	0	0	8	7
28	1	1	0	0	1	1	1	1	0	0	1	1	1	0	0	1	1	0	1	1	1	1	1	1	1	0	0	1	1	0	1	1	1	1	13	11
29	1	0	1	0	0	1	1	1	0	0	1	1	0	0	1	1	1	0	1	1	1	0	0	1	0	0	0	1	0	0	1	1	1	0	9	8
30	1	0	0	1	0	1	1	1	1	1	1	0	1	0	1	0	1	0	1	0	0	0	1	1	0	0	1	1	1	0	0	0	0	0	11	8
31	0	1	0	0	0	1	1	1	0	1	1	0	1	0	1	1	1	0	1	1	1	0	0	1	0	0	0	1	0	0	1	1	1	0	9	9
32	1	0	0	0	0	0	1	0	1	0	1	1	1	0	0	1	0	0	1	1	1	1	1	1	0	1	1	1	1	0	0	1	0	1	10	9
33	1	1	1	0	1	1	1	1	0	1	1	0	1	0	0	0	0	0	1	1	1	0	0	1	0	0	0	0	1	0	0	0	0	1	9	7
34	1	0	0	0	0	1	1	0	0	0	1	1	0	1	0	1	0	0	1	0	0	1	1	0	1	0	0	1	0	0	1	1	1	1	8	8
∑	29	18	16	5	16	22	28	29	17	20	28	17	16	6	15	21	15	6	30	19	19	18	15	28	16	6	5	29	15	5	17	21	15	18	312	288

Appendix P. The Division of Odd and Even Numbers

NO	NAMES	TEST ITEMS		X^2	Y^2	XY
		Odd (X)	Even (Y)			
1	ABR	8	9	64	81	72
2	AS	9	11	81	121	99
3	AI	10	10	100	100	100
4	ADNZ	8	8	64	64	64
5	AMS	8	8	64	64	64
6	AM	7	8	49	64	56
7	AZ	10	10	100	100	100
8	AA	8	7	64	49	56
9	DFL	7	8	49	64	56
10	EDRZ	12	10	144	100	120
11	FAZ	8	7	64	49	56
12	FI	8	6	64	36	48
13	FLIA	11	11	121	121	121
14	FS	6	8	36	64	48
15	FA	10	8	100	64	80
16	HN	10	9	100	81	90
17	HFA	8	7	64	49	56
18	IHA	13	8	169	64	104
19	MDI	8	8	64	64	64
20	MY	10	8	100	64	80
21	M	5	6	25	36	30
22	NA	12	10	144	100	120
23	NH	13	9	169	81	117
24	RBDFP	8	8	64	64	64
25	RA	7	9	49	81	63
26	RKA	11	10	121	100	110
27	RA	8	7	64	49	56
28	SMH	13	11	169	121	143
29	SRS	9	8	81	64	72
30	SS	11	8	121	64	88
31	S	9	9	81	81	81
32	VLA	10	9	100	81	90
33	VE	9	7	81	49	63
34	Y	8	8	64	64	64
	TOTAL	**312**	**288**	**2994**	**2498**	**2695**

Appendix Q. The Difficulty Index of Each Test Item

Item number	N	R	FV	CRITERIA
1	34	29	0,52941	Easy
2	34	18	0.529412	fair
3	34	16	0.470588	Fair
4	34	5	0.147058	Difficult
5	34	16	0.470588	fair
6	34	22	0.647059	fair
7	34	28	0.823529	Easy
8	34	29	0.852941	Easy
9	34	17	0.5	fair
10	34	20	0.588235	fair
11	34	28	0.082359	Easy
12	34	17	0.5	fair
13	34	16	0.470588	fair
14	34	6	0.17647	Difficult
15	34	15	0.44176	fair
16	34	21	0.617647	fair
17	34	15	0.44176	fair
18	34	6	0.17647	Difficult
19	34	30	0.882353	Easy
20	34	19	0.558824	fair
21	34	19	0.55824	fair
22	34	18	0.529412	fair
23	34	15	0.44176	fair
24	34	28	0.82359	Easy
25	34	16	0.470588	fair
26	34	6	0,176471	Difficult
27	34	5	0.1447059	Difficult
28	34	29	0.852941	Easy
29	34	15	0.441176	fair
30	34	5	0.147059	Difficult
31	34	17	0.5	fair
32	34	21	0.617647	fair
33	34	15	0.441176	fair
34	34	18	0.529412	fair

Notes:

FV **:** Facility of value (The index of difficulty level)

R : the number of correct answer

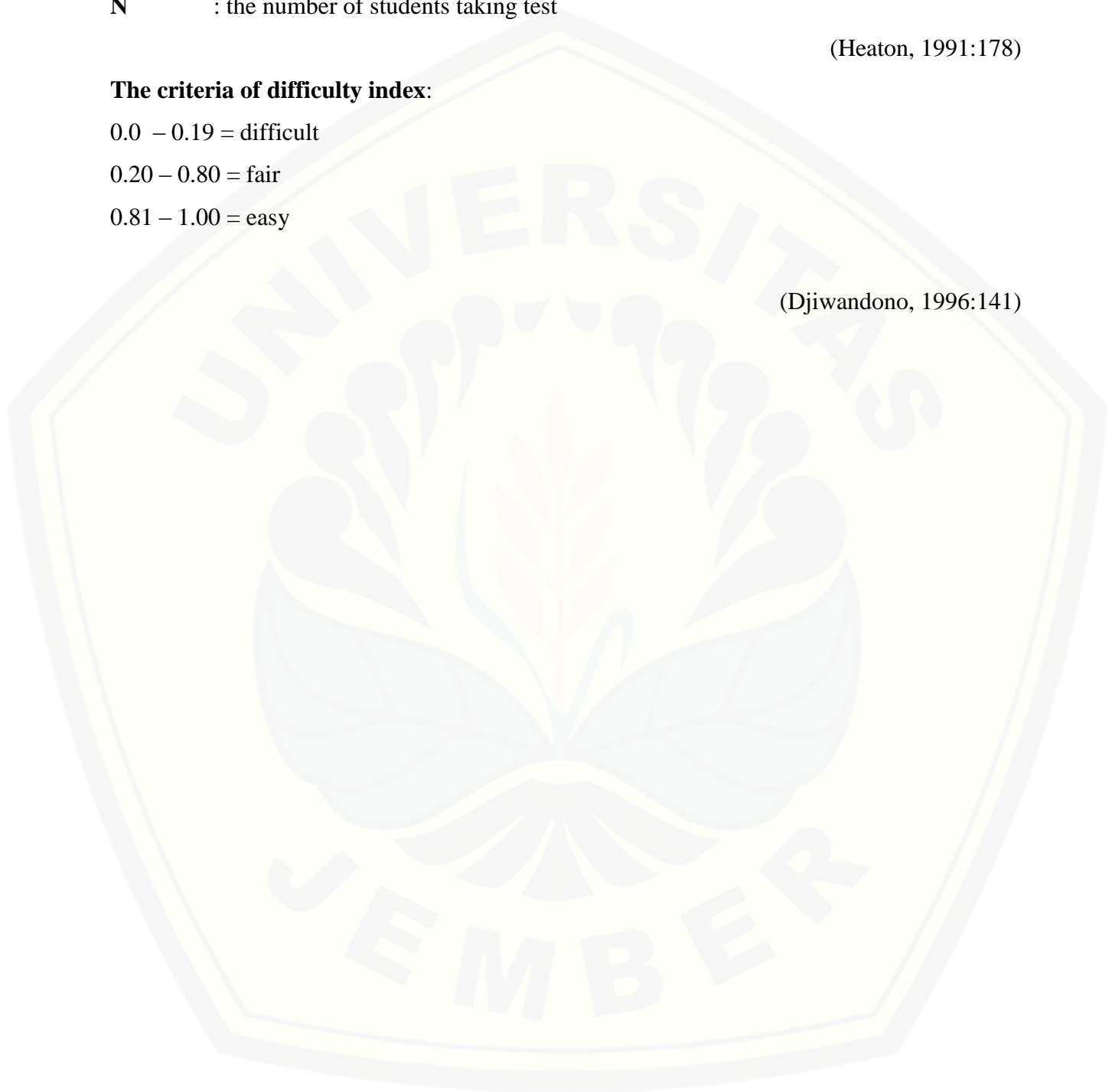**N** : the number of students taking test

(Heaton, 1991:178)

The criteria of difficulty index:

0.0 – 0.19 = difficult

0.20 – 0.80 = fair

0.81 – 1.00 = easy

(Djiwandono, 1996:141)

APPENDIK R.

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN

UNIVERSITAS JEMBER

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kalimantan 37 Kampus Bumi Tegalboto Jember 68121

Telepon: 0331- 334 988, Faks: 0331- 334 988

Laman: www.fkip.unej.ac.id

Nomor   : 8 3 0 7   /UN25.1.5/LT/2014   24 DEC 2014

Lampiran : -

Perihal   : Permohonan Izin Penelitian

Yth. Kepala SMAN 1 Yosowilangun

Lumajang

Dalam rangka memperoleh data-data yang diperlukan untuk penyusunan skripsi, mahasiswa FKIP Universitas Jember tersebut di bawah ini:

Nama	:	Gugus Narendra
NIM	:	090210401022
Jurusan	:	Pendidikan Bahasa dan Seni
Program Studi	:	Pendidikan Bahasa Inggris

Bermaksud mengadakan penelitian tentang "The Effect of Using Directed Reading Thinking (DRTA) Strategy on the Tenth Grade Students' Reading Comprehension Achievement at SMAN 1 Yosowilangun" di Sekolah yang Saudara pimpin.

Sehubungan dengan hal tersebut mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian atas perhatian dan kerjasama yang baik kami sampaikan terima kasih.

a.n. Dekan

Pembantu Dekan I,

Dr. Sukatman, M.Pd

NIP. 19640123 199512 1 001

APPENDIX S

PEMERINTAH KABUPATEN LUMAJANG

DINAS PENDIDIKAN

SMA NEGERI YOSOWILANGUN

Jl. Raya Kebonsari Kotak Pos 02 Yosowilangun – Lumajang 67382 NPSN : 20521461 Tlp. 0334- 390170 Fax. 0334-91444
E-mail : smayosowilangun@yahoo.co.id Website : http://sman-yosowilangun.sch.id

Nomor   : 422/019/427.34.11.01/2015   21 Januari 2015
Lamp.   : -
Perihal : Surat Keterangan Penelitian
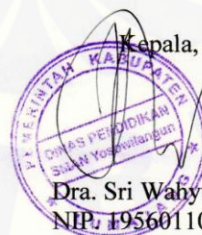
    Kepada
Yth. Dekan Fakultas Keguruan dan Ilmu Pendidikan
    Universitas Negeri Jember
    di-
      Tempat

Yang bertanda tangan di bawah ini :

N a m a   : Dra. Sri Wahyu Hartati, M.Pd.
NIP   : 19560110 198701 2 002
Jabatan   : Kepala SMA Negeri Yosowilangun
memberitahukan dengan sebenarnya bahwa :
Nama   : GUGUS NARENDRA
 NIM.   : 090210401022
Jurusan   : Pendidikan Bahasa dan Seni
Program Studi   : Pendidikan Bahasa Inggris

Nama tersebut di atas pada tanggal 7 s.d 19 Januari 2015 benar-benar telah melakukan penelitian sebagai dasar pembuatan Skripsi dengan judul " **The Effect Of Using Directed Reading Thinking (DRTA) Strategi on the tenth Grade Students" Reading Comphrehension Achievement at SMA Negeri Yosowilangun.**

Demikian atas perhatian Bapak/ Ibu saya ucapkan terima kasih.

Kepala,

Dra. Sri Wahyu Hartati, M.Pd.
NIP. 19560110 198701 2 002