

**IMPROVING READING SKILL THROUGH THE USE OF DIRECTED
READING-THINKING ACTIVITY (DR-TA) STRATEGY FOR THE
EIGHTH GRADE STUDENTS OF SMP NURUL JADID BATAM**

A THESIS

Presented as Partial Fulfillment of the Requirements for the Attainment of
Sarjana Pendidikan Degree in English Language Education



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A Thesis on

**IMPROVING READING SKILL THROUGH THE USE OF DIRECTED READING-
THINKING ACTIVITY (DR-TA) STRATEGY FOR THE EIGHTH GRADE
STUDENTS OF SMP NURUL JADID BATAM**



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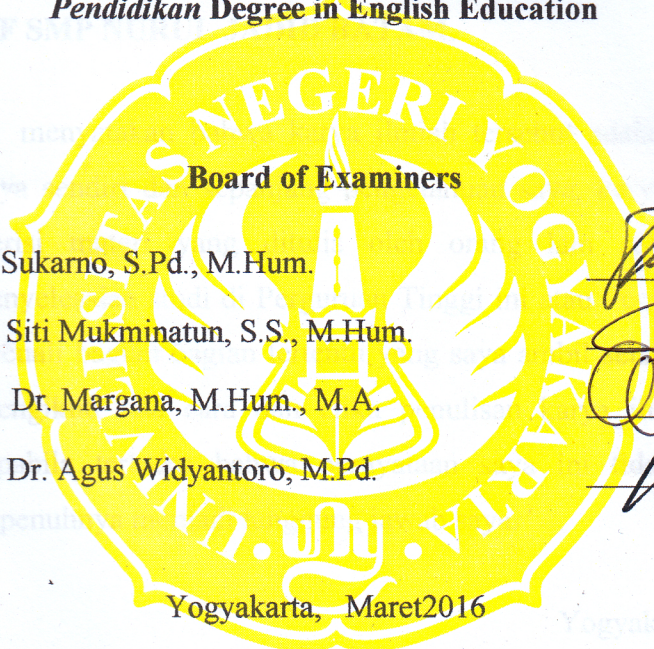
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A THESIS

Accepted by the Board of Examiners of the Faculty of Languages and Arts on 2 March 2016 and Declared to Have Fulfilled the Requirements for the Attainment of *Sarjana Pendidikan Degree in English Education*

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Penulis



Tegar Raharsenaya Hutami

MOTTOS :

“And verily, your Lord will give you (all i.e. good) so that you shall well-pleased.”

-Surah Ad Dhuha:5-

“Keep your eyes on stars but make sure your feet still on the ground.”

-Theodoore Roosevelt's-

“Whatever you are be a good one.”

-Abraham Lincon-

“He is with you wherever you are.”

-Al - Hadid:4-

DEDICATIONS

This thesis is dedicated to
My dearest mother, father, brother, sisters, all of friends, and the one whom I love
with all of my heart.

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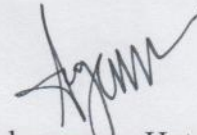
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Yogyakarta, February 2016

Researcher



Tegar Raharsenaya Hutami

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ABSTRACT

The objective of this study was to improve the students' reading skill through the use of DR-TA strategy for the eighth grade students of SMP Nurul Jadid Batam. The data were collected through classroom observations and students and English teacher interviews. The data were in the form of field notes, interview transcripts, and pictures. The research instruments for collecting the data were observation guidelines, interview guidelines, and a camera.

To overcome the problems, some actions were implemented: (1) using pictures as learning media in the beginning of the lesson, (2) conducting DR-TA strategy. There were two cycles of this study. The result of the first cycle showed that the implementation of the actions did not reach maximum results to improve students' reading skill. There were some aspects that still needed some improvement. The results of the second cycle showed that the implementation of the actions could improve students' reading skill. The indicators of success of the implementation of the actions were: (1) students were more interested in studying English and (2) students' reading scores increased from cycle one to cycle two.

Key words: Reading Comprehension, DR-TA Strategy.

CHAPTER I

INTRODUCTION

A. Background of the Problem

English as an international language becomes an instrument for everyone who wants to broaden his knowledge and uses it for communication in most activities and fields in the world. People use English to communicate with other people from many parts of the world. By using English to communicate, people can get information about education, science, arts, and culture from many other countries. Considering the importance of English, the government of Indonesia has decided to put it in the school curriculum. It becomes a compulsory subject in junior and senior high schools. One of the objectives of this policy is enabling the students to access knowledge through English.

English as a subject matter in school covers four basic language skills: reading, speaking, writing, and listening. Among the four skills, reading is one of the most important skills. Reading is one of the complex ways in learning English. It is a receptive skill, like listening. This means that it involves responding to the text, rather than producing it (Spratt, Marry). As Grabe (2009) proposes, reading is something that many people take for granted. He adds that as a part of citizens of modern societies, a person must be a good reader to be successful because reading in English can provide advantages for a person to develop his or her abilities in English. When someone becomes a skilled reader in English, he or she can use his or her reading skills to engage in advanced studies, get a good job,

travel, gain access to information, become more cross-culturally aware, and communicate with others.

However, it is realized that studying English is not easy for Indonesian students because English and Indonesian are very different in terms of spelling, sounds and pronunciation, vocabulary and grammar. The students found difficulties in understanding the content of English texts that they read. There were many factors causing the low reading ability of the students. It can be caused by internal factors (by the students themselves) and external factors such as the teacher and teaching technique used by the teacher. In Indonesia, some English teachers still use traditional or conventional methods to teach reading. Conventional method usually makes students undesirable to learn because the method is monotonous and the students are not active so it makes the students get bored. One of the ways to make the teaching reading effective is making the students active so they enjoy learning and they can improve their reading skill.

The students' way of learning can influence their reading comprehension. Based on the pre-observation in SMP Nurul Jadid Batam, students worked individually, therefore they found difficulties to understand the materials given by the teacher because there was no interaction or discussion in comprehending the text.

In reference to the problems above, the researcher intended to assist students of SMP Nurul Jadid Batam in maximizing their comprehension ability in reading process. Through various reading activities and strategies, it is expected that the students can improve their comprehension ability in reading. Therefore, a

method or technique that facilitates the implementation of various reading activities and strategies is needed in the teaching of reading.

B. Identification of the Problem

To investigate the problems, the researcher observed the eighth grade English reading class in SMP Nurul Jadid Batam and interviewed the English teacher and the students. The interviews were done after the classroom observation. From those actions, the problems during the reading class were affected by three major categories. They were the students' reading skill, the teaching and learning activities of reading in the class and the use of media. The first factor is related to students' reading skill. The students remained having difficulties to comprehend an English text. They lacked vocabulary and grammatical knowledge important to understand the text. Consequently, they often found it difficult to understand the text. They almost could not find the main ideas and some of supporting details of the text. They often misunderstood some information presented in the text. All that they knew was to translate every single unfamiliar word. They did not learn to guess meanings using contexts and to employ their background knowledge related to the text being studied.

The next factor had something to do with the teaching and learning activities of reading. The activities were less varied. Findings from the classroom observation had shown that the activities that the teacher arranged for the students only consisted of explaining unfamiliar words taken from a text to the students and having them to read the text before they answered some questions based on

the text. Actually, vocabulary mastery was not the only aspect to be successful in comprehending an English text. The students' background knowledge about the text being discussed also needed to be explored. Moreover, the task sequences that the students received had not sufficiently facilitated the students' learning process since the tasks provided the students less opportunities to discuss and verify their understanding about the text. The activities also could not attract their interest and motivation to get engaged. These might be indicated by some students who did not pay attention to the teacher during the teaching and learning activities of reading or who did not complete the task given.

The last factor was media that were not optimally used. The teacher did not employ an LCD that was served in the class to present materials. There was no use of interesting media such as pictures to support teaching and learning process. In conclusion, the teaching of reading was insufficient to promote reading comprehension. The number of reading activities was low. The students were not exposed with comprehensible inputs and encouraging activities.

C. Limitation of the Problems

Problems in this study are restricted into two major problems. The first problem is related to the teacher. He found difficulties in deciding the best method to teach reading. He usually used a traditional or conventional method. That method was not helpful enough to improve students' reading skill.

The second problem is related to the students. In fact, most of the students said that their reading class was boring because the method was

monotonous. It did not help them to understand the text fully. Students' learning strategy was also a problem. They preferred to work individually rather than to work in group. Working individually did not seem to develop their reading skill because they still had many problems in reading. By working individually, there was no information and knowledge exchange among students. The absence of this element in their reading class contributed to students' problems in comprehending the text. Therefore, a reading strategy that includes group work is suggested in a reading class.

D. Formulation of the Problem

Based on the limitation of the study, the researcher formulates a research question as follows: How can Direct Reading-Thinking Activity (DR-TA) strategy improve eighth grade students' reading skill of SMP Nurul Jadid Batam?

E. Research Objective

This study is aimed at improving eighth grade students' reading skill of SMP Nurul Jadid Batam through the use of DR-TA strategy.

F. Significance of the study

In this study, the researcher expects that the findings offer benefits both theoretical and practical.

1. Theoretical

This study will be a useful reference of the use of DR-TA strategy for other researchers who want to write the same issue of DR-TA strategy.

2. Practical

a. For the headmaster of SMP Nurul Jadid Batam

The results are expected to provide information to make policies in improving English teaching and learning quality teaching and learning English.

b. For teachers in SMP Nurul Jadid Batam

The results will be useful to improve the quality of teaching learning process and improve learners' learning achievements.

c. For the English teachers

The results will provide information to improve the quality of English teaching and learning processes.

d. For the researcher

To research will be useful for showing her ways to find and evaluate problems, plan actions, and to implement the actions related to the English teaching and learning process.

CHAPTER II

REVIEW OF RELATED THEORIES

A. Literature Review

1. The Nature of Reading Comprehension

Reading is one of four skills in second language learning. Reading is more than referring to an activity of pronouncing printed materials or following each line of written page. It involves various and mixed activities, Brown (2004) states that reading is a process of negotiation of meaning. In this process, readers bring their understanding about the meaning of a text that they read. It implies that readers' understanding about the text is the result of interaction between their thought and the meaning of the text that they read.

In the same line with Brown, Celce-Murcia (2001) views reading is an interactive process. It involves a text, a reader, and a social context in which the reading process occurs. She says that the transaction includes interpreting the text. This implies that readers' past experiences, language background, and cultural framework, as well as their purpose for reading influence their interpretation about the text.

In addition, Harmer (1998: 68) delineates that reading is useful for other purposes too: any exposure to English (provided learners understand it more or less) is a good thing for language learners. At the very least, some of the languages stick in their minds as part of the process of language acquisition, and if the reading text is interesting and engaging, acquisition is likely to be even more

successful. Reading text also provides opportunities to study language: vocabulary, grammar, punctuation, and the way learners construct sentences, paragraphs and texts.

The theories above tell us about readers who are good at comprehending a text, organizing their background knowledge and messages in the text and deciding processes that are needed to meet their purpose of reading. Comprehension process which is focused on how it works guides the readers to comprehend a reading text systematically.

The following is about reading comprehension definitions. Comprehension is the mind act or power of understanding (Hornby, 1987). Reading comprehension means understanding what has been read. It is an active process that depends not only on comprehension skill but also on reader's experiences and prior knowledge.

Kennedy (1981) defines reading comprehension as a thinking process through which readers become aware of an idea, understand it in terms of their experiential background, and interpret it in relation to their own needs and purposes. Meanwhile, Smith and Robinson (1980) define reading comprehension as understanding, evaluating, and utilizing of information and ideas gained through an interaction between the readers and authors. Then, they add that reading comprehension is related to what people attend to in the world around them.

Based on the ideas above, it can be concluded that reading comprehension is the power to get an idea or meaning from a written text, to

understand it according to experiential background or prior knowledge, and to interpret it with readers' needs and purpose. Besides, reading comprehension is an active thinking process of understanding, evaluating, and utilizing of a written text.

Concisely, reading a text is different from comprehending a text. Comprehension is the product of reading. However, not all types of readings lead to comprehension since reading does not always require readers' understanding upon the text as in the case of reading aloud.

To comprehend a text, readers should have reading purposes and bring their background knowledge of the text to the reading process. Comprehension is not a single skill of reading. It instead requires the presence of many reading sub skills. It is created after readers have managed to understand a relationship between words and sentences in the text.

2. Teaching English as Foreign Language in Junior High School

In Indonesia, English is a foreign language that is used by many people. English is also a primary subject to be taught in schools. Teaching English as a foreign language is harder than teaching English as a second language because the teacher and students do not use English as their daily language.

Learners in junior high schools are at the age between 13 to 15. In this age, human will come to teenager stage. Teenagers are in a stage between a child and adult. This natural stage often makes some problems in teaching and learning process. In one side, students want to be treated as an adult. On another side, they still act like children.

Harmer (2001) states that teenagers tend to be unmotivated, surely, and uncooperative and they are poor language learners. However, all comments about teenagers cannot be addressed to all of the students in teen-age. How teenagers face their age depends on their individual differences and motivation. He claims that the crucial thing of this age is that they are searching for individual identities.

Teenagers sometimes make some trouble in the teaching and learning process because they need self esteem and peer approval. They might be provoked to disruptive actions. Teenagers, if they get an effective technique in teaching and learning process, have great capacities to learn great potentials of creativity and passionate commitments to things that interest them.

3. Learning Styles and Strategies

Learning strategies are technique or routines that enable learners to learn to solve problems and complete tasks independently (Katims,1997). In the teaching and learning process, the teacher might consider that every learner learns differently, but the teacher may not have necessary skills for dealing with different learning skills in the classroom. According to Christison (2003), the terms learning styles and learning strategies are different. Learning styles and strategies are linked to one another but they are not the same thing. According to Kinsella (1995), learning styles seem to persist regardless on the content that learners are trying to master, such as learning reading skill or techniques that the teacher used like group working. In learning style, whether learners know it or not, they have preferred ways of absorbing, processing, and retaining new information and skills.

Learning strategies are different from learning styles. Oxford (1990) states that learning strategies refers to “...characteristics we want to stimulate in learners to enable them to become more proficient language learners.” In learning strategies, teachers must look at characteristic of tasks that foreign language learners must do and purposely teach learners the behaviors that will help them to be successful learners. Strategies will first be identified as important to a give task then the task is purposely taught. For example, the teacher asks learners to read a summary of information acquired from reading text. The task is to find and write a main idea (Christison, 2003).

In recent years, English language teachers are interested in learning styles and strategies. It happened because teachers need to consider what types of learning strategies their learners belongs to. When teachers already consider what types of learning styles that their learners need, it will be easier to find an effective teaching method to students’ needs.

In considering how to apply learning styles in EFL classroom, Christison (2003) lists three broad categories of learning styles as follows.

1. Type 1 : Cognitive Styles: (a) Field Dependent, learners learn best when information is presented in context, (b) Field Independent, learners learn most effectively step by step with sequential instruction, (c) Analytic, learners work more effectively alone at their own pace, (d) Global, learners work more effectively in groups, (e) Reflective, learners work more effectively when they have time to consider new informtion, and (f) Impulsive, learners

learn more effectively when they can respond to new information immediately, as language learners, they are risk takers.

2. Type 2 : Sensory Styles: (a) Visual, learners learn best when there is visual reinforcement, such as charts, pictures, etc, (b) Auditory, learners learn more effectively by listening to information, (c) Tactile, learners learn more effectively when there is an opportunity to use manipulative resources, (d) Kinesthetic, learners learn more effectively when there is movement associated with learning, (e) Physical, learners are sensitive to learning environment, such as light, temperature, etc, (f) Sociological, learners are sensitive to relationships within the learning environment.
3. Type 3 : Personality Styles: (a) Tolerance of Ambiguity refers to how comfortable a learner is with uncertainty, some learners do well in situations where there are several possible answers, others prefer one correct answer, (b) Right and Left Hemisphere, Left-Brain dominant learners tend to be more visual, analytical, reflective, and self-reliant, Right-Brain dominant learners tend to be more auditory, global, impulsive, and interactive.

The learner in English classrooms has styles in learning. Teachers must gain working knowledge of general categories of learning styles. By considering learners' learning styles, teachers can recognize different learning styles of their learners, and create an appropriate lesson plan for classroom activities.

Learners in SMP Nurul Jadid Batam also have different learning styles. According to the researcher's observation in SMP Nurul Jadid Batam, they were mostly categorized as sensory type learners, perceptual learners, visual, auditory,

tactile and kinesthetic learners. Those types of learners will learn best in working with visual reinforcement, listening to information, using manipulative resources and movement that related with learning. Those types of learners will learn best in reading by the DR-TA strategy because DR-TA includes using pictures, reading a text that showing information, stories of daily life, and employing small groups works.

4. The Process of Reading Comprehension

In the discussions about reading and comprehension, experts generally mention about bottom-up and top-down processes. Both of them are processes of reading comprehension and according to the recent research, there is one more kind of reading comprehension process called interactive reading.

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

Top down is a process in which readers draw their own intelligence and experience to understand a text. The last process, interactive reading is a combination of top-down and bottom up processing. It is almost the primary ingredient in successful teaching methodology because both processes are combined.

5. Types of Reading

Richards and Schmidt (2002) and Westwood (2008) categorize reading comprehension into different types. This part presents the categories of reading comprehension that are explained as follows.

Westwood (2008) divides reading comprehension into three different levels, literal, inferential and critical comprehension. The literal comprehension is the most basic one. It is where readers are able to understand factual information presented in a text because that information in the text is stated explicitly. The next level, the inferential comprehension, is where readers are able to go beyond the words on the page in order to draw inferences related to the text. At this stage, readers use information effectively to deduce cause and effect and to anticipate what may come next. The last level, the critical comprehension, is where readers are able to evaluate what they are reading.

Another category of reading comprehension is by Richards and Schmidt (2002). It approves that comprehension involves concluding both the explicitly-stated information and implicitly-stated information as well as criticizing the information contained in the text. In addition, they see another type of reading comprehension which is appreciative comprehension. According to them, readers who perform appreciative comprehension read a text in order to gain an emotional or other kind of valued response from the text.

In summary, there are four types of reading comprehension suggested by expert namely literal, inferential, critical and appreciative comprehension. Readers perform literal comprehension to conclude explicitly-stated information. Unlike

literal comprehension, inferential comprehension is performed to infer implicitly-stated information. As the names imply, readers perform critical comprehension to criticize the text they read and to perform appreciative comprehension to gain emotional response. However, this study will only focus on literal and inferential comprehension.

6. Teaching Reading Comprehension in Junior High School

There are several definitions of teaching such as ones proposed by Banks(2000) and Brown (2007). According to Banks (2000), teaching is an active process in which one person shares information with others to provide them with information resulting in behavioural changes. Meanwhile, according to Brown(2007: 8), teaching means “... showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, or causing to know or understand.” Thus, it can be defined that teaching reading comprehension means sharing information through sequences such as modelling, instructing and providing assistance in order to bring changes in learners’ ability and attitude towards reading at the end of the teaching process.

There are six principles in teaching reading suggested by Harmer (2001). First, teachers should be aware that reading is not a passive skill and therefore they should scaffold learners to understand the text. Second, teachers should engage learners with what they are reading by making them actively interested in what they are reading in order that they benefit from the materials. The third principle is teachers should encourage learners to respond to the content of the reading text, in addition to the language use. The message of the text is as

important as the way the text uses the language. The next, teachers should give learners hints to predict what is coming since predicting makes them better and more engaged readers. Fifth, teachers should match the reading task to the topic of the reading text. According to Harmer (2001), the most interesting reading text can be undermined by asking boring and inappropriate questions. In contrast, imaginative and challenging tasks can make the most commonplace passage really exciting. Finally, good teachers exploit a reading text to the full.

They integrate the reading text into interesting class sequences by using a topic for discussion and further tasks, using language for study and later activation. In essence, classroom reading instruction should facilitate the improvement of learners' reading ability. Reading is receptive in nature and the teacher is in charge of assisting the learners to receive both information and the linguistic knowledge from the reading text in order that they understand the text and their understanding upon it will not be misleading. To do this, the activation of learners' background knowledge related to the text as well as a series of task to evaluate learners' comprehension are useful. Nation (2008) also suggests principles to guide reading instruction in the class. They consist of meaning focused input, meaning-focused output, language-focused learning, and fluency development.

As a final point, there are some steps to help learners develop their reading ability. First, the teacher needs to provide them with a text that is neither too difficult nor too easy for them to comprehend. This way can facilitate the development of the learners' reading ability. Second, in attempt to increase

learners' reading ability, the teacher should not only focus on the linguistic aspects of the text but also on reading subskills that make the learners become more advanced readers. Then, learners' understanding upon the text is not only a matter of communicating it to them but also to communicate it to others to make them understand. Finally, the teacher should spend time to develop learners' reading fluency during the classroom reading instruction by employing any knowledge and reading subskills that learners have mastered previously.

7. Types of Classroom Reading Comprehension

There are various types of reading performance in the class. Brown (2001) classifies classroom reading performance into two broad categories, namely oral and silent reading. The first type of reading performance, oral reading, provides teachers with several benefits. Brown (2001) mentions three advantages of oral reading, i.e. serving as an evaluative check concerning readers' bottom-up processing skills and pronunciation as well as enhancing learners' participation if teachers want to highlight a certain short segment of a reading passage. Despite those benefits of oral reading, the apparent participation of the learners reading text aloud might conceal the fact that they are merely reciting and do not really understand the text.

Another type of classroom reading performance is silent reading which consists of intensive reading and extensive reading. Intensive reading is usually a classroom-oriented activity whereas the latter is usually done outside the class time. In intensive reading, learners focus on the linguistic or semantic aspects of a text. It calls learners' attention to terms such as grammatical forms, discourse

markers, and other surface structure details in order that they understand literal meaning, implications, rhetorical relationships, and the like.

Meanwhile, extensive reading is used to achieve general understanding of a longer text such as books, long articles, essays, novels, etc. While the intensive reading calls the learners' attention into detail information of a passage, extensive reading develops a global understanding of a particular text. Hence, it shows that the types of reading comprehension depends more on the variety of the text and the purpose of reading. Intensive reading is more suitable for a shorter text which needs reading in detail whereas the extensive reading can be applied for longer texts so it won't be a time-consuming to read in detail.

While the intensive reading calls the learners' attention into detail information of a passage, extensive reading develops a global understanding of a particular text. Hence, it shows that the types of reading comprehension depends more on the variety of the text and the purpose of reading. Intensive reading is more suitable for a shorter text which needs reading in detail whereas the extensive reading can be applied for longer texts so it won't be a time-consuming to read in detail. Using intensive reading, teachers can help learners develop their linguistic knowledge related to the text that is needed to comprehend the text. Finally, using intensive reading, teachers can help learners develop their reading fluency.

8. Assessing Reading Comprehension Skill

At the end of the reading instruction, teachers evaluate learners' reading comprehension ability. To do this, assessment is used. Richards & Schmidt (2002)

define assessment as a systematic approach to collecting information and making inferences about the ability of a student or the success of a teaching course. Furthermore, Brown (2004) classifies assessment into some categories. Among of them are informal and formal assessments. Informal assessment is incidental and unplanned. It occurs during the whole process of teaching-learning activities in the class. However, teachers cannot make fixed judgement about a learners' competence based on the result of this informal assessment. Meanwhile, formal assessment is exercises or procedures specifically designed to assess learners' achievement at the end process of teaching-learning activities.

One way to perform formal assessment is by conducting tests. Unlike speaking and writing, the reading process and product cannot be seen and observed spesifically. For this reason, all assessments of reading must be carried out by inference (Brown, 2004:186). Some considerations are needed in designing assessment of reading, such as the types of genres of written text, the components of reading ability, and specific tasks.

Furthermore, the types of reading performance will influence the assessment tasks as well. Brown (2004:189) lists a number of possible tasks for assessing perceptive, selective, interactive and extensive reading. Related to the specifications of reading in this study that is assessing learners' interactive reading performance so there are three types of possible assessment tasks applied as follow:

- (1) Impromptu Reading Plus Comprehension Questions. This kind of test gets test-takers to read a passage and answer a set of questions. The question

items cover the comprehension of features such as main ideas, expressions/idioms/phrases in context, inference, grammatical features, details, unstated details, supporting ideas, and vocabulary in context.

(2) Short-Answer Tasks. In this type of task, a reading passage is presented and test-takers read questions that must be answered in a sentence or two. This type of task requires consistent specifications for acceptable student responses.

(3) Ordering Tasks. In ordering tasks, as the name implies, learners receive little strip of paper; each with a sentence on it, and then construct them into a story. These tasks can serve as an assessment of overall global understanding of a story and of the cohesive devices signalling the order of events and ideas. Those three types of tasks can be given either in the form of multiple-choice questions or open-ended questions. Especially for open-ended questions, Richardson *et al.* (2001) state that it is important that the assessment is done systematically in order that all learners are assessed on the same basis.

Criteria are required to evaluate learners' reading performance since learners' understanding upon the text is not only a matter of communicating it to themselves but also enabling them to communicate it to others. There must be two criteria to evaluate learners' reading performance such as the correctness and the accuracy of their answers.

9. Recount Text

Recount text is one of the text genres that should be mastered by the grade VIII learners of junior high school. It is a type of text that retells past events. This type of text usually retells orders in which events happened. The purpose of a recount text is to give audience a description of what event occurred and when it occurred. Recount texts consist of several paragraphs. The first paragraph called *orientation*. It gives background information about *who*, *what*, *where*, and *when*. The next paragraphs tell events in which they happened.

The writer sometimes presents a concluding paragraph at the final paragraph of the text. In addition to the generic structure, recount texts also contain specific language features. According to Knapp and Watkins (2005), readers need to recognize grammar so they can effectively handle the information presented in the text for a range of purposes. Other language features usually found in a recount text are proper nouns. They identify those that are involved in the text, descriptive words to give details about *who*, *what*, *when*, *where*, and *how*, the use of past tense to retell the events, and words that show the order of events.

10. The Nature of Direct Reading – Thinking Activity (DR-TA) Strategy

Directed Reading-Thinking Activity (DR-TA) strategy is the teaching of reading strategies developed by Russell Stauffer. DR-TA strategy is used in each of the three stages of reading: before reading, while reading, and after reading. It can be implemented both in groups and individually. In DR-TA strategy, predictions play an important role to provide learners with reading purposes. The teacher can raise questions that help learners activate their prior knowledge and

uses clues such as the title and pictures from the text to stimulate the learners to make an accurate prediction.

The teacher should also pre-teach vocabulary because vocabulary is considered important to support learners making an accurate prediction of the text. DRTA strategy can be adapted for any material and any level of difficulty and may be used for both group and individual use (Vacca & Vacca inRenn, 1999:22). The value of Directed Reading-Thinking Activity strategy is making predictions before reading each section (Odwan, 2012:141). This value is linear with the process of acquiring comprehension that is activating learners' background knowledge and experiences. Learners are encouraged to use context and clues and to set up the purpose of reading.

In implementing DR-TA strategy, readers should make predictions before reading a text. To make predictions, they should use any hint that they find in the text and their background knowledge of the text. Then, their reading purpose is to find whether their predictions about the text are accurate or not. In addition, DR-TA strategy is also beneficial to improve learners' reading skill especially in recognizing the relationship among segments or paragraphs that related to cohesive aspect in reading.

11. Teaching Learning Process Using Direct Reading-Thinking Activity (DR-TA) Strategy

As this study employs the use of DR-TA strategy, teaching and learning process includes steps for both the teacher and learners. The steps require the learners to set reading purposes and make predictions, read a text, verify and

revise predictions and prove set reading purposes. According to Stahl (2008), both the teacher and the learners have their own role during the implementation of DR-TA strategy. The teacher assists the learners by selecting the texts, dividing the text into meaningful section, facilitating discussion, and giving feedback.

There are three stages of DR-TA strategy. First is predicting. In this stage, learners reflect on what they think the text will be about by predicting the answer to the questions raised by the teacher. This step helps the learners set a purpose for reading such as making their prediction. In this stage, the teacher's role is to activate learners' background knowledge, to make a prediction, to approve and disapprove their predictions by asking them to defend their prediction and to introduce the title of the text and pictures that are related to the text and key words can prompt prediction (Mc Kown and Barnett in Acosta and Ferri, 2010). In this stage, the teacher assists the learners in observing and identifying selection of text and notices the key words that help them to guess general information of the text. The teacher also facilitates learners to formulate questions, to discuss and share their predictions of each selection of the text.

The second stage is while reading. In this stage, learners read the whole text to gather information or data related to their earlier predictions. The teacher helps learners identifying any crucial vocabulary items in context. Those predictions are judged to be more or less accurate than others. The learners having less accurate prediction should reword their predictions to make their predictions accurate.

The last stage in DR-TA strategy is proving/disproving predictions. In this step, learners engage in a discussion about what they have read. In this stage, the learners will confirm, reject, or refine their predictions and justify their ideas by finding statements in the text and reading them orally to the teacher. In this stage, the teacher refines and deepens their reading and thinking process. The teacher facilitates them to discuss related concepts and to consider the content of the selection of their own experiences.

12. Interest, Motivation, and Confidence

Many factors affect learners' motivation to learn. They are interest in the subjects, perceptions of its usefulness, general desires to achieve, self-confidence and self-esteems, patience and persistence. Of course, not all learners are motivated by the same values, needs, desires, or wants. Some learners will be motivated by the approval of others, some by taking on the challenges. (Blight, 1971; Sass, 1989).

Interest, motivation, and confidence are needed in the teaching and learning process. The level of learners' interests in learning English is different in each other. Some learners are very interested in learning English, but half of them just stay quiet during the lesson. Motivation is the key to be successful in the learning process, all of the learners must have their own motivation when they want to learn English. When learners already feel motivated in learning English, they can build their self-confidence by themselves.

13. Previous Research Studies

This part is devoted to report related studies carried out to improve reading skill using Directed Reading-Thinking Activity (DR-TA) strategy. This section reviews a number of related studies from some researchers.

Renn (1999) conducted a research on the effect of DR-TA activities on second grade reading comprehension. In this research, she compared Directed Reading-Thinking Activity (DR-TA) strategy with Directed Reading Approach (DRA). The result of her analysis shows that the *mean* score of the DR-TA strategy group is significantly higher than the *mean* score of the DRA group. It seems that DR-TA strategy is more effective than DRA in improving reading comprehension.

Another study is conducted by Stahl (2004). It explores the effect of three instructional methods: Picture Walks, Know-Want to Learn-Learn, and Directed Reading-Thinking Activity strategy on the reading comprehension and content acquisition. However, this report of the study tends to focus on the DR-TA strategy only. The results indicated that DR-TA strategy yielded statically significant effects on fluency as measured by a timed maze task and effects on reading comprehension and science content acquisition.

Riley (2006) investigated the effect of DR-TA activities on low reading achievement of the first grade learners. The study emphasized the importance of using directed reading thinking activities to increase students' achievement and promote thinking among low achievers. The study results indicated the possibility

of correcting most of the errors made by learners while reading when they DR-TA strategy.

Another study by Odwan (2012) investigated the effect of Direct Reading-Thinking Activity using cooperative learning on English secondary stage learners' reading comprehension in Jordan. Although Odwan combined DR-TA strategy with cooperative learning, there are some points about DR-TA strategy itself which are related to reading comprehension. He states, as the result of his study, that learners' improvement in reading comprehension may be attributed to learners' skills developing ability to read the material using DR-TA strategy. It is because during the activity learners set purposes, make predictions, read silently, and verify their predictions.

Based on those research findings, it can be assumed that DR-TA strategy contributes positively to the development of learners' reading ability. Therefore, the researcher decided to use DR-TA strategy for teaching reading in order to enhance reading comprehension of eighth learners at SMP Nurul Jadid Batam.

B. Conceptual Framework

The conceptual framework of this research is made based on the theoretical review and the theories of the research. Teachers' views to the language are important aspects in language teaching. Language teachers should realize that in real life, people communicate through the language. People need to learn language to be able to read, listen, speak, and write in the language that they

are learning. In practice, English instruction is defined as the teaching of language skills namely listening, speaking, reading and writing.

Reading is one of the language skills that learners should master and it involves texts of different types. It is a skill or ability of getting information from the text. However, some eighth students' problems of reading were found. Eighth learners at SMP Nurul Jadid Batam had difficulties to retrieve information and construct meaning of a text. It could be detected from their difficulty in generating the main idea and identifying detail information while both of those problems are included as the skills of reading. The learners also seemed to have difficulties in vocabulary.

The researcher worked collaboratively with the English teacher and the principal of SMP Nurul Jadid Batam to discuss the learning condition and to find the significant solution to these problems. Based on the discussion, the teacher and the researcher agreed to use DR-TA strategy learning strategy to solve learners' problems in reading. DR-TA strategy is chosen because its components promote ways to facilitate the use of reading strategies. DR-TA strategy is one of the strategies in reading that has three core steps of comprehension cycle. They are sample of the text, make prediction, and sample of the text to confirm or correct previous predictions. These three steps are conducted in before, during and after reading steps so that they fulfill the proper steps of reading comprehension. It will guide learners step by step in the reading process.

This framework is in line with the steps of DR-TA strategy. The first step is making predictions before reading the text. The second is reading to prove or

disprove the predictions and the last step is proving/disproving the predictions. This technique requires the learners to make predictions each time they begin reading an English text. To predict the text, they need to use their background knowledge related to the text or clues that the text provides such as the title or pictures. These predictions serve as their reading purposes since they will need to prove or disprove their predictions after reading. As they manage to find information from the text to prove or disprove their predictions, their understanding of the text gets better. In the literature review, all those steps that DR-TA strategy contains are associated with learners' improved comprehension. Thus, it was decided to apply DR-TA strategy to improve reading skill of the learners. By applying DR-TA strategy, it was expected that learners' reading comprehension ability will improve.

CHAPTER III

RESEARCH METHOD

A. Research Design

The study was action research. The researcher invited the English teacher as a research member. This research focused on the use of DR-TA strategy to improve the students' reading skills. Progress and changes during the research were rigorously observed. The research design consisted of four steps. The first step is diagnosing step. It involves naming the issues. All the problems need to be recorded and particulate clearly. The second step is planning actions. It enables the researcher to formulate and develop possible actions to solve identified problems. Collaboration in planning action is highly emphasized. The third step is taking actions. It is the step where plans are put into practice. The last step is evaluating actions whereby outcomes of actions are analyzed.

B. The Research Settings

This research took place in SMP Nurul Jadid which is located on Bengkong Laut, Batam, Kepulauan Riau. The school is a private school that has six classes with two classes for each grade. The school provides students with complete facility. The research was conducted for one month from October 2015 to November 2015. The schedule of the teaching learning processes was presented below:

Meeting 1 Monday, October 13th 2015

Meeting 2 Tuesday, October 14th 2015

Meeting 3 Monday, November 27th 2015

Meeting 4 Tuesday, November 28th 2015

C. Research Subject

The participants in this research were eighth grade students of SMP Nurul Jadid Batam. There were thirty two students. They were above thirteen years old.

D. Data Analysis

1. Types of Data

The data that were gained in this research were classified into two groups. They were qualitative and quantitative data. The data that were obtained through interview and observation belonged to qualitative data. Meanwhile, the students' reading comprehension scores and questionnaire results belonged to quantitative data.

2. Data Collection Technique

The qualitative data in this research were in the form of field notes, photographs, and interview transcripts. Those data were gained from speaking classroom observations and interviews. The quantitative data were in the form of

reading scores and results of questionnaires that were gained from speaking tests and questionnaires. The processes of collecting data were explained as follows:

a. Observations

Observations in this research were reading classroom observations that were carried out in the diagnosing step and taking actions step. The observer was given an observation guideline that consisted of teaching aspects to be checked. The data from the observation were transcribed into field notes to keep the valuable information such as the teacher's teaching performance, the students' attitude in the class, changes during the research, and the students' reading comprehension improvement.

b. Interviews

Interviews were divided into two types: teacher interviews and students interviews. The interviewer was the researcher. The data were noted and transcribed into interview transcripts. The process of interview was done in a relaxed atmosphere. The interviewees were free to express their ideas.

c. Reading comprehension tests

Reading comprehension tests in this research were administered after teaching stage of each standard and basic competence.

d. Questionnaires

Questionnaires were distributed to the students in the end of each research cycle. The first questionnaire that was distributed in the end of cycle 1 was used to obtain the students' responses and feelings toward the use of DR-TA strategy. The second questionnaire that was distributed in the end cycle 2 was

used to collect information about improvement that the students had made during working with DR-TA strategy.

3. Instruments

There were four instruments that were administered in this research. They were interview guideline, observation sheet, reading rubric and questionnaire. The complete form of the instruments with the results could be found in the appendices.

E. Data Analysis Technique

The data in this researcher were organized into qualitative data and quantitative data. Qualitative data analysis was utilized to analyze the qualitative data meanwhile descriptive analysis was used to analyze the quantitative data. The qualitative data analysis followed the five steps of data analysis designed by Burns (1999: 156-160):

1. Assembling the data

In the first step, the data were compiled in many forms according to problems to overcome. During the process, any changes were recorded as an effort to get complete data. The researcher tried to discover boarder patterns that seemed to be the answers to the questions.

2. Coding the data

In this step, the data were arranged into more manageable categories in order to compress the large amount of data. The researcher made the data labeled as an attempt to organize the data into more specific patterns.

3. Comparing the data

After the data had been categorized, they were compared to see if the categorized patterns were frequently repeated or not. The patterns were compared to different forms of data (e.g. field notes and interviews).

4. Building interpretation

This step included raising questions, discussing the patterns, contemplating connections and developing explanations of the focus of the research that were done repeatedly. All actions were aimed at building the comprehensive interpretation of the research.

5. Reporting the outcomes

As outcomes had been produced, they were presented to readers. The outcomes were supported by data and explanation. For quantitative data, the researcher used mean. The mean was gained from every student's speaking performance. The mean was examined and compared to see improvement of the students' reading skill. The questionnaires were analyzed using Microsoft excel to gain results' percentages.

F. Validity and Reliability

There are five types of validity for the action research according to Burns (1999:160-162). They are democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity. These validity types were described as follows:

1. Democratic validity

The democratic validity gave chances to the parties that were involved in the research to express their opinions, ideas, thoughts, and feelings, to give comments, feedbacks, suggestion, and expectations. The students participated in some interviews and were required to complete the questionnaire. This participation had a purpose to listen to the students' point of views of the action implementation as well as their suggestions and expectations for the next action. The teacher participated in discussions and interviews during the ongoing research.

2. Outcome validity

The outcome validity concerned with the results of the actions that were successful within the research context. The result showed that there was gradually improvement in the students' reading skill. The researcher expected that this research would be the solution not only for a single problem but also to some problems that came out in the research. It was also expected to uncover problems that might lead into new questions and investigations.

3. Process validity

The process validity was accomplished by reflecting the data and customizing the strategies to answer the questions that emerged during the research. The researcher confirmed that the students would keep learning eventhough the research had finished. Other people were invited to tell their perspectives so the researcher could see the big picture of the research through some different perspectives.

4. Catalytic validity

The catalytic validity was related to the research processes that reoriented the participants' view of realities in order to change them. In the process of the research, the students and the research team that consisted of the English teacher and the researcher were given opportunities to learn more about realities in the reading teaching and learning process.

5. Dialogic validity

This validity was fulfilled by conducting discussion with the English teacher to get information, criticism, evaluation, and reflection about the implementation of the action. The reliability of the data in this research was obtained from genuine data of field notes, interview transcripts, photographs, and the students' reading scores. To check the trustworthiness of the data, triangulation technique that was adapted from Burns (1999: 164) was implemented. It was in forms of time triangulation and investigator triangulation.

The time triangulation allowed the research to collect the data over a period of time to identify what factors were involved during the process. During the implementation of actions, the teaching learning process was examined carefully. The result of observations and interviews led into discussions about what factors that affected the process. The researcher invited the English teacher to be the collaborator to fulfill investigator triangulation. This was intended to avoid observer bias and to obtain comprehensive and valid data from more than one point of view.

G. Procedure of the Research

a. Diagnosing Problems

In this step, the researcher conducted observations in the reading class. The observation was intended to get big pictures of teaching reading in the class. The English teacher taught in front of the class, and the researcher sat at the back and took some notes to record the class. In doing the observation, the students' reading problems emerged. That initiated the researcher to interview the students about their problems in reading. Teacher's interview was also done to discuss how the reading class ran. Results of the diagnosing step served as the initial data to formulate solutions to problems.

b. Planning Actions

After discovering the problems, the research team thought of some possible solutions to the problems. Reviewing the literature that have same characteristics with the existence problems was taken in advance to enrich the researcher's insight about the problems. The English teacher was also invited to give ideas and opinions. As a result, DR-TA strategy was proposed as a technique to teach reading. This main technique was accompanied by some actions to support the implementation of them. The actions were designed in forms of course grid and lesson plan. The process of designing the course grid and lesson plan was guided by the supervisor.

c. Taking Actions

In this step, planned actions were implemented. They were done in two cycles with three meetings in each cycle. The English teacher played as the collaborator. During the class, she sat at the back and noticed the class.

d. Evaluating Actions

Evaluating actions involves examining outcomes of actions. It was done after each meeting had finished. It checked if the actions had improved the students' reading skill. The collaborator contributed in doing this step by analyzing the data and discussing the outcomes. The evaluation was an ongoing process that was useful to see the effectiveness of actions some alternative solutions to the problems if they did not work properly.

CHAPTER IV

RESEARCH FINDINGS

A. Research Process

1. Identification of the Field Problem

The research was started by gathering initial information from the English teacher and some Grade VIII A students' of SMP Nurul Jadid Batam. It was done by interviewing the English teacher and the learners, conducting classroom observations and administering a pre-test and post-tests on reading comprehension. The results of this study will be explained later in this section. In this stage, the English teacher of SMP Nurul Jadid Batam was interviewed to obtain the data about learners' reading problems. The problems were presented in the following table:

Table 1 : The Problems in English Teaching and Learning Process of SMP Nurul Jadid Batam

No	Problems
1	A number of learners did not study seriously
2	The learners talked to their friend and made noise during the classroom activities.
3	Some learners said that it was difficult to understand the teacher's explanation.
4	Many learners seemed to be lazy to do the reading activities and the task.
5	The learners had difficulties in comprehending English texts.
6	They lacked vocabulary mastery and grammatical knowledge.
7	The students did not enjoy the class well because the activities were monotonous.
8	The students were lacked of concentration and attention.
9	The class activities were lacked of media use.
10	The use of supportive media such as LCD projectors was minimum
11	Some learners had low motivation in learning English.
12	Most of the learners did not bring dictionary.
13	The learners assumed that reading is a difficult subject.

Considering the above list of problems, the researcher and the teacher decided which problems were feasible to be solved. As the focus of the research was to improve students' reading skills, therefore the selected problems consisted of the following issues:

- a. The students had difficulties in comprehending English texts.
- b. They lacked vocabulary mastery and grammatical knowledge important to understand the text.
- c. Instead of making use of the context or reading strategies, the students tended to translate every single unfamiliar word for them.
- d. During the discussion activity, some students remained passive and simply wrote down the answer to each comprehension question.
- e. The teaching and learning activities were less interesting.

The reading problems were derived from problems found in the teaching and learning practice. All the problems caused significant problems that the researcher tried to solve. It was that the students had difficulties in reading comprehension. In addition, because of the time feasibility and schools' policy, only the most critical problems were selected to be solved. They were:

- 1) Students' low vocabulary mastery.
- 2) Students' difficulties in identifying the main idea and detail information (reading comprehension).
- 3) Students' less participation during the class.

Based on the agreement, DR-TA strategy was decided to be implemented in order to improve learners' reading skill. To support the implementation of DR-TA strategy in overcoming the problems, some other possible actions were employed based on the reading problems.

B. The Implementation of the Actions

As mentioned earlier, the actions of this research consist of two cycles. The discussion of the implementation of each cycle is presented as follows:

1. The Implementation of Cycle 1

a. Planning

The learners' ability to learn is correlated to their interest in learning English. To improve their interest in learning English, media such as interesting pictures are needed to gain their attention and interest in learning. Visual printed media were chosen as the media to be used in the class because the school did not have any learning media.

Based on the learners' English level of mastery, the English teacher found that it was difficult to have suitable materials for the learners. Therefore, the researcher and the teacher developed materials from some English books and the internet. The implementation of DR-TA strategy in the first cycle was decided by the researcher collaborating with the English teacher, while the detail actions were discussed with the collaborator in a democratic atmosphere. The action plans of cycle 1 are presented as follows:

- a) Implementing DR-TA strategies in teaching reading.

- b) Using visual printed media as media to gain the students' attention during the teaching and learning practice.
- c) Conducting group-work.
- d) Designing group and individual work sheets and exercises.

During the implementation, DR-TA strategy was applied through *scientific approach*, the teaching method suggested by the Indonesian Minister of Education. Thus, in implementing the designed action plans, the researcher followed the three main stages in reading which are presented as follows:

1. Before reading : predicting

This previewing stage of reading consisted of the observing and questioning steps of the scientific approach and the predicting step of DR-TA strategy. The learners were given one or more pictures to be observed followed by some questions. After that, the learners were provided with question words and had to make questions based on pictures using provided words that at functioned as a prediction. Then, they answered questions including their own questions to make predictions which embraced DR-TA strategy steps.

2. While reading

While reading allowed learners to read the text in the form of stopping points or segments not the complete text. In this step, the learners collected information related to the previous questions. One of the learners was invited to read each stopping point in front of the class. This while-reading

stage consisted of the collecting information step of scientific approach and reading step of DR-TA strategy.

3. After reading : confirming the prediction

After reading the stopping points, the students had to confirm and justify whether their predictions were accurate, less accurate, or not accurate by putting a tick in the prediction verification checklist and they were allowed to correct their predictions. This stage comprised the confirming and justifying steps of DR-TA and associating step of the scientific approach. It was because the stage facilitated the learners to correlate the information they read with their predictions and decided whether they were accurate or not and made correction if it was necessary.

b. Taking Actions

Cycle 1 was conducted in two meetings. Reports and effects of the actions are described completely in the following discussion:

1. Implementation

Cycle 1 was done on the 13th of October until the 14nd of October 2015. At the first meeting, the class was started by greeting, checking students' attendance and telling class objectives. The teacher gave brief introduction about the material. A student was absent because he should join a competition. The students were asked to sit down in their groups while the researcher was preparing the visual printed media. The lesson was continued by the work and verification sheets to each group and the explanation on how to work with the worksheet. A picture that was presented in picture printed cards was designed in the learners'

worksheet. The students were given opportunities to observe the first picture for 3 minutes. The learners were asked some questions to stimulate their background knowledge.

In the teaching stage, the researcher began to use DR-TA strategy. The researcher began the activity by guiding the learners to look for the questions that followed the picture. Before that, the learners were asked to make two questions in groups using the given question words based on the picture.

Each group wrote down the questions on the white board. Because most of the groups had similar questions, there were 2 selected questions only to be answered. Then, the students had to answer provided questions and selected questions as the predictions. They should write the predictions in the predictions column in the worksheet. The learners were asked to look and observe the second picture (Picture 2). There were four questions to be answered as the predictions. In fact, the same problem of making sense of the questions happened again so that the learners were guided by using the clues found in the questions.

While trying to answer the questions, most of the learners did not understand what the questions were. They said that they did not know the meaning of the words in the questions it caused them making wrong interpretation. The learners were invited to look at the word that they knew well and look at the picture again. Then the researcher asked the learners to guess the intention of the questions. Slowly, the learners began to understand.

After the while reading activity, one of the students was invited to read the first stopping point card in front of the class. A student volunteered to read the

card. While reading the card, the student's voice was very low, so he was requested to read louder so that the class could hear him. Most students mispronounced the past form of some verbs, so the researcher helped him to correct the pronunciation after he finished reading. The first stopping point cards were distributed for all groups and they were asked to read for about 3 minutes. After that, the card was read again by the researcher to make it clearer.

Next, the learners had to confirm whether their predictions were accurate, or less accurate, or even not accurate. They should associate their prediction and the information in the card to confirm and verify their predictions. The learners could make correction if it was necessary. The learners were asked some questions to make them aware of the detail information of the first stopping point.

The three DR-TA activities they were predicting, reading, and confirming for the next second and third stopping point cards. During the activities, most of the learners could formulate the questions well in Bahasa Indonesia because they had difficulties to express them in English. They also wrote the predictions half in English and one half in Bahasa Indonesia. After that, the learners were asked to do an open-ended task consisting of six items individually. This task was aimed to help the learners understand better about the text as a whole. The text entitled "My friends were sick in the class". But because the time was limited, the learners were requested to do the task at home and it would be discussed in the next meeting. Before the end of the class, the researcher asked if there were still any questions about the material or the lesson. The

learners were also invited to summarize what they have been learned at the meeting. She also explained about the next activities for the second meeting.

At the end of the meeting, the learners said that they enjoyed the lesson using the DR-TA technique in the reading class. It can be seen from their participation during the activities, such as writing down the prediction, comparing the prediction in other groups, and confirmed their own prediction. It also made them focused on the texts that were related to the pictures, as one of the students said in the interview to the researcher,

“ Kalo pake gambar jadi lebih jelas dan menarik, Miss. Terus kalo pas memprediksi teks nya semua jadi lebih mudah, jadi bisa konsentrasi buat nulis prediksi keywords-nya itu bikin gampang buat nyusun ceritanya, Miss.” (“Using the pictures makes learning more interesting, Miss. We do the text predictions that make it easy to write down the prediction of the text”).

(Interview 13, October 13th 2015)

The second meeting was conducted on October 14st, 2015. The meeting was conducted by using the first lesson plan. The teacher began the class by greeting and checking the student attendance, and reviewed the last materials. At this time, the learners had already sat in their groups. She continued by reviewing the previous lesson. When the researcher asked them about the last materials, some of them said

“ Ingat Miss, yang ada gambar dokter dan orang sakit kan miss, kemarin kan disuruh menulis tentang prediksi dari gambar itu kan miss” (“I remember miss, there was a doctor and the patient, yesterday you told us to make the prediction from that picture, right miss?”)

(Field Note, second meeting, October 14^s, 2015)

The homework was discussed together in the class. The learners were asked to submit their homework on her desk after the end of the meeting. After

discussing the homework, the researcher distributed the work and verification sheets for each group and prepared the visual printed media. The new picture that represented the new recount text was introduced in the stop point cards. Similar to the previous meeting, she invited the learners to observe the picture for about three minutes.

The learners worked in groups to match the words with their appropriate definition and discussed their work with the researcher at the end of the activity. As a word may have more than one different meaning, the researcher provided definitions in the task suited to the content of the text. To have the groups not easily forget the definition of each word given in this task, the researcher also explained each word using gestures or pictures. Then, the researcher explained to the groups the activity of DR-TA strategy. To do that, first the teacher showed paper slides to the groups that contained a recount text entitled '*my friends get sick*'. The text had been divided into 5 parts/ stopping points. This activity consisted of three main stages, namely *writing down predictions* about a section of a text, *reading* that part of the text displayed on the slide, and *proving/disproving* the predictions by stating whether they were *accurate, less accurate* or *inaccurate*.

Then, the researcher distributed the Prediction Verification Checklists (PVC) to each group and explained to the learners how to fill the PVC during the activity especially on where to write their prediction before reading and to make revision to the prediction after reading. As it was the first time for the learners to

have such an activity, they seemed confused especially about how to do the activity and how to fill the PVC.

Then, the teacher demonstrated how to make a prediction before reading the text. Teacher displayed the title of the text and some pictures related to the text and also some questions to facilitate prediction making for the first section of the text. After *predicting*, the next steps of DR-TA strategy are *reading* and *proving/disproving the predictions*. Then, the groups try to making their own predictions to the next parts of the text. To facilitate the prediction making, the researcher displayed pictures and questions related to the content of those text parts. Students' predictions were actually the answers to the questions.

Students were invited to write down their predictions on the white board. Then, one of the learners read a part of the text being predicted and finally the groups evaluated the accuracy of the prediction. To state whether the predictions were accurate, less accurate, or inaccurate, the researcher encouraged the learners to support their conclusions with information in the text as illustrated in the following field notes. DR-TA activities were continued until they had read the whole parts of the text. When the activity of DR-TA strategy ended, the researcher gave the groups a task consisting of seven comprehension questions related to the text as reinforcement. Rewards were still used to encourage students' participation. Then, using the same text, the teacher explained to the learners the generic structure and grammatical feature of the recount text that the learners have had in the previous activities. In this meeting, the grammatical features of recount texts that the researcher explained was *simple past tense*. Then a task related to the

use of past tense in sentences followed. In this stage, the learners had mastered recount texts. However, in relation to the simple past tense, they remained having problems especially with *regular* and *irregular* verbs. It was also hard to have students to participate in the class. As a solution, the teacher told the learners that they would receive a reward for their participation. This way proved a bit helpful as described in the following field notes.

When the researcher asked one of the groups to write down their prediction on the white board, none was willing to do that. Reflecting from the previous meeting, the researcher asked one member of groups to show their prediction, “Kelompoknya Shofyan, wanna try?”. The group finally wrote their prediction on the whiteboard. The other groups then followed what the earlier group had done until finally the discussion ended.

(field notes 6, 14 October 2015)

The materials of the first lesson plan were finished in the second meeting. Based on the interviews and the results of learners’ reading in the second meeting, the researcher found that learners’ reading comprehension increased and they felt more comfortable in doing the reading activity using DR-TA strategy.

R: “Bagaimana? Apakah sudah lebih mudah? Kira-kira bagian mana yang masih terasa sulit?” (Is not it easier enough? Is there any difficulty?)

S: “Iya Miss, jadi lebih mudah. Nggak kesulitan cari nyusun lagi prediksinya kan tinggal nulis keywords, terus didiskusikan samatemen sekelompok. InsyaAllah nggak ada yang sulit lagi Miss.” (Yes Miss, it is easier now. We have no difficulties in making the prediction. When the text is being read, we write down the keywords, and then discuss it with the members of the group. There will be no difficulties, Insya Allah.)

(Interview 5, October 14th, 2015)

2. Reflection

Reflection in this Cycle 1 was made based on results from transcripts of interviews with the English teacher as the collaborator and the learners, field notes as well as the comparison between learners' mean score in the pre-test and post-test. Those results highlighted the effectiveness of teaching and learning activities of reading using DR-TA strategy from the point of learners' reading comprehension ability and learners' participation. As it was explained in the previous section, the activities of DR-TA strategy implemented in this research consisted of three stages, namely *predicting*, *reading* and *proving/disproving* the prediction.

In the predicting stage, learners were expected to be able to make predictions related to the part of the text given to be discussed and to present their prediction in front of the class. They also compared their prediction with others group. In fact, the implementation of DR-TA strategy in this stage had not run as it was planned.

In relation to learners' participation, it remained hard for the researcher to have the learners who want to voluntarily showed their predictions in front of the class. Thus, the number of the students' participation was still small. The researcher encouraged students to participate by calling their names as illustrated in the following fieldnote:

When the researcher asked one of the groups to write down their prediction on the white board, no one was willing to do that. Reflecting from the previous meeting, the researcher then call to appointing the group. The group finally moved to the whiteboard writing their prediction.

(field notes 6, 14 October 2015)

In the reading stage, the learners read a part of the text that was predicted in the previous stage to find some information that later would either prove or disprove the prediction. Were asked the students to read aloud a part of the text after the groups finished making predictions to that part of the text. The learners were reluctant to read the text and to confirm that they had problems with the way they pronounced English words. It could be concluded that several pronunciation mistakes were made. Based on the transcript of the interviews with some learners below, it was revealed that their anxiety about making pronunciation mistakes eventually made them hesitate to participate in this stage.

- | |
|--|
| <p>R : “Taufiq, tadi pas bagian <i>reading</i> disuruh baca kok nggak mau? Padahal kan cuma baca aja.” (Taufiq, during the reading stage, why did you refuse to read the text? You only needed to merely read it.)</p> <p>S1 : “Malu, <i>Miss.</i>” (I was not confident, Miss.)</p> <p>R : “Loh, kenapa malu?” (Why?)</p> <p>S1 : “Malu aja, <i>Miss.</i> Nggak bisa.” (I don’t know. I was only feeling not confident, Miss. I couldn’t read the text.)</p> |
|--|

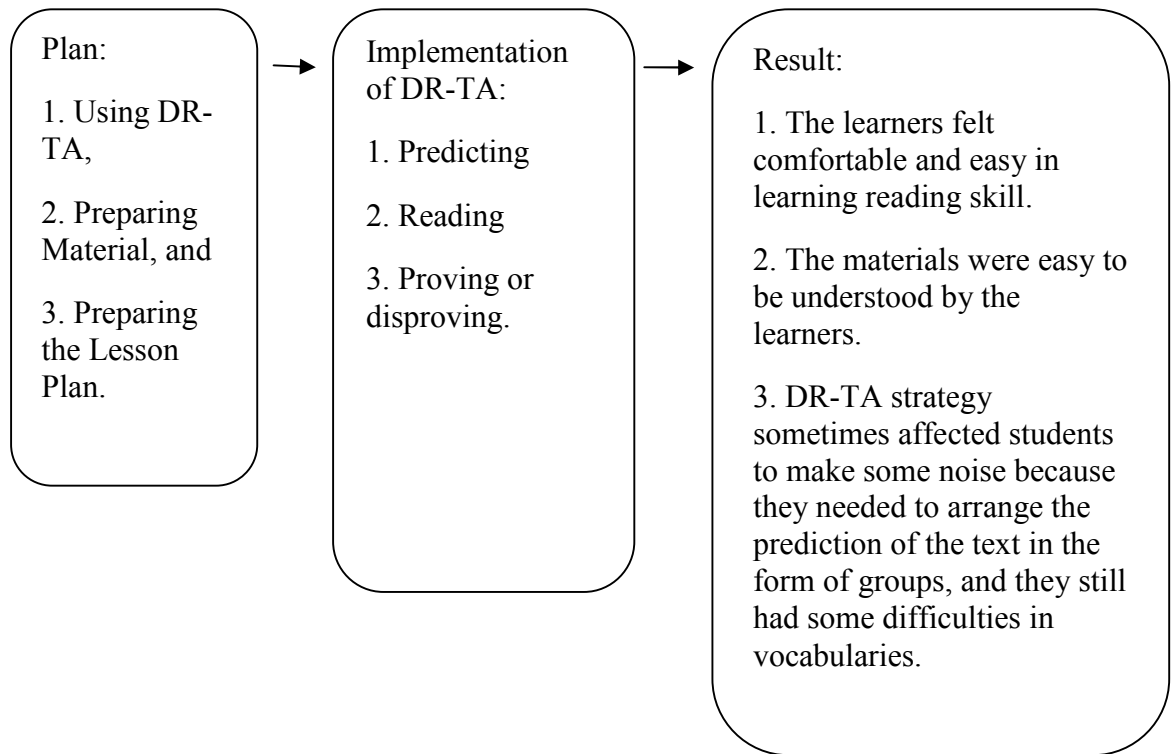
(Interview Transcript with the learners 6, 14 November 2015)

In the proving/disproving stage, the learners were expected to be able to prove or disprove their predictions using information that they found after reading. However, like in the previous two stages of DR-TA strategy, there were a few learners who participated in the discussion activity to prove or disprove predictions. In addition, in relation to the learners’ reading skill, the learners still had problems in proving and disproving the predictions.

a. Evaluation

In doing the first cycle, the plan, implementation, and results are presented in the following table:

Figure 1: Plan, Actions, and Result of the Cycle 1.



Considering the learners' reading comprehension ability and participation, it could be concluded that the implementation of DR-TA strategy in Cycle 1 had not run as it was planned. More improvements in learners' participation and reading comprehension ability during English instruction were expected. For that purpose, the researcher and the teacher finally decided to conduct another research cycle.

b. Report of Cycle 2

The teaching and learning process in Cycle 2 was conducted in two meetings starting from 27th to 28th November 2015. The reflection of the previous research cycle showed that although there were slight improvements in students' reading skills, their participation during teaching and learning activities remained

low especially during activities using DR-TA strategy. Therefore, the researcher and the teacher developed lesson plans of teaching and learning process in Cycle 2. Also, the researcher prepared observation sheets and interview guidelines as well as gave a reading comprehension test as an instrument to collect the data.

The first meeting was conducted on 28th of October. The topic of the meeting was recount text entitled ‘My Horrible Experience’. Here, the learners were expected to write the description about their horrible experiences. The researcher began the class by greeting them and checking students’ attendance list. Only one learner was absent at that time. At the end of the meeting, the learners said that they enjoyed the lesson because most of them were familiar with the topic in the lesson.

R: “Sejauh ini Miss sudah ajarkan teknik untuk membaca, pendapat kamu gimana? Tentang tekniknya, materinya, mungkin? (What do you think about the technique so far? Any comments for the technique, or the materials, maybe?)

S: “Nah, kalau yang ini lebih mudah dimengerti, Miss. Jadi nggak kebanyakan nanya kamus. Kalau yang kemarin masih agak banyak kata-kata yang belum pernah denger.” (This topic is easier than the previous one, Miss. I don’t need to check my dictionary too much. In the previous topic, there were some words that I’ve never heard before.)

(Interview 17, October 27th 2015)

The first meeting of cycle two was done. The researcher found a few learners still made some mistakes in predicting the text. The researcher then gave them extra time to discuss the text with their own group. The activity is illustrated in the following field notes.

In the predicting stage, the researcher came to each group to check their work and to ask if they had some difficulties in making prediction.

“Kelompok ini sudah selsai semua prediksinya? Ada yang masih bingung ngak? (Have you finished making all the predictions? Is there any part that you still find confusing?)”, the researcher asked one of the group. *“Miss, ‘membuat kekacauan’ itu bahasa Inggrisnya apa? (Miss, what is ‘membuat kekacauan’ in English?)”*, one of the group member asked. The researcher did not directly give the answer to the group. She asked them to recall the previous task, *“‘Kekacauan’ itu bahasa Inggrisnya apa? (What is ‘kekacauan’ in English?)”*. The group tried to remember. *“Tadi di task sebelumnya kan ada, Hayo, mana coba lihat task yang tadi dikerjain sebelumnya (You had the word in the previous task, didn’t you? Let me see the task that you did previously.)”*, the researcher gave them a clue. Then, the group showed their previous task on vocabulary related to the text to the researcher, *“Ini, miss (Here it is, Miss. (while showing the task to the researcher))”*. *“Dari daftar kata-kata dan definisi kata-kata ini, mana yang artinya kekacauan? (Based on this list of words and their definitions, which word means ‘kekacauan’?)”*, the researcher asked the group. The group members looked at the task and after awhile one of them said, *“Oh, iya, ‘mess’, Miss (Aha, it’s ‘mess’, Miss).”* The researcher replied, *“Very good. Nah, kalo ‘membuat kekacauan’ kalian bisa pake make a mess. Jangan lupa ya, past tense (Very good. For ‘membuat kekacauan’, you may use ‘make a mess’. Don’t forget, it’s in past tense).”*. *“Iya, Miss (Alright, Miss).”*, they responded to the researcher explanation. When the groups had finished making predictions to all the questions, the researcher gave the learners recount text related to the previous picture-sequencing activity entitled ‘my horrible experience’.

(Field Notes 10, October 27th 2015)

The second meeting was conducted on October 28th, 2015. The meeting was conducted by using the second lesson plan. The researcher began the class by greeting students and checking students’ attendance list and reviewed the last materials. Most of the learners remembered about the previous material. Most of them said

“Ingat Miss, kan baru kemarin. Yang Miss nunjukin gambar suasana liburan pantai ubud itu. Kemaren kan disuruh membacakan prediksinya yang kayak biasanya itu, kan?” (Remember Miss, it was yesterday, you showed us about the holiday situation in Ubud, yesterday you told us to make the prediction.)

(Field Note, second meeting, October 27th 2015).

This action indicated that most of the learners still remembered and concerned about the last materials. In the second meeting, the results of learners' reading ability using the DR-TA strategy increased. The DR-TA strategy and the topic seemed work well on the learners to increase their reading competence. Most of the learners said that they were more comfortable doing the writing activity. It was indicated by their higher score in reading. Nevertheless, there were some points that were highlighted. It could be seen that the learners' participation increased. They started to be more confident with their answers without worrying about making mistakes. They started to be confident about their perceptions of the questions. It was demonstrated in the excerpt of a field note below:

Di pertemuan kali ini, Ss sudah tidak mengalami kesulitan lagi untuk memahami pertanyaan. Mereka dengan mandiri mencari di kamus arti dari kata yang mereka rasa sulit, dan baru menanyakan kepada R untuk meyakinkan apakah pemahaman mereka sudah benar atau belum. (In this meeting, Ss did not have difficulties in comprehending questions. They autonomously looked for the meaning of the difficult words in the dictionary, and asked R just to convince whether their understanding was correct or not.)

(Field Notes 11, October 28th 2015)

This meeting also showed that their wrong predictions did not cause misunderstanding about the text. Instead, it made the learners became more aware about the information in the text.

c. Reflection

The learners were already accustomed with DR-TA strategy. They could follow and understand the teacher's instructions and did the task well. The learners' comprehension especially in finding main ideas and detail

information of the text increased because DR-TA strategy helped them in directing their thinking ways in reading by making predictions and confirming the predictions. Most of them actively participated during the teaching and learning practices. It was supported by positive environment between the teacher and the learners. The teaching and learning atmosphere is exemplified from the interview transcript as follows:

S4 : *Yaa.. saya senang kalau bisa menjawab.*(Well, I am happy if I can answer the question.)
R : *Jadi gara-gara dapet hadiah aja nih?*(So, it's because you just happy to do that, isn't it?.)
S4 : *Ya enggak Bu. Pelajarannya juga seru. Kemarin puzzle itu seru Bu. Saya suka.* (Well, not only that, ma'am. The lesson was fun as well. The puzzle yesterday was also fun. I like it.)

(interview 28 , October 28th 2015)

The pictures and key words during the lesson helped the learners in activating their background knowledge. The vocabulary guessing also helped the learners to overcome their difficulties in comprehending guiding questions as well as the content of recount text. It was demonstrated in the following exemplified from the interview transcript.

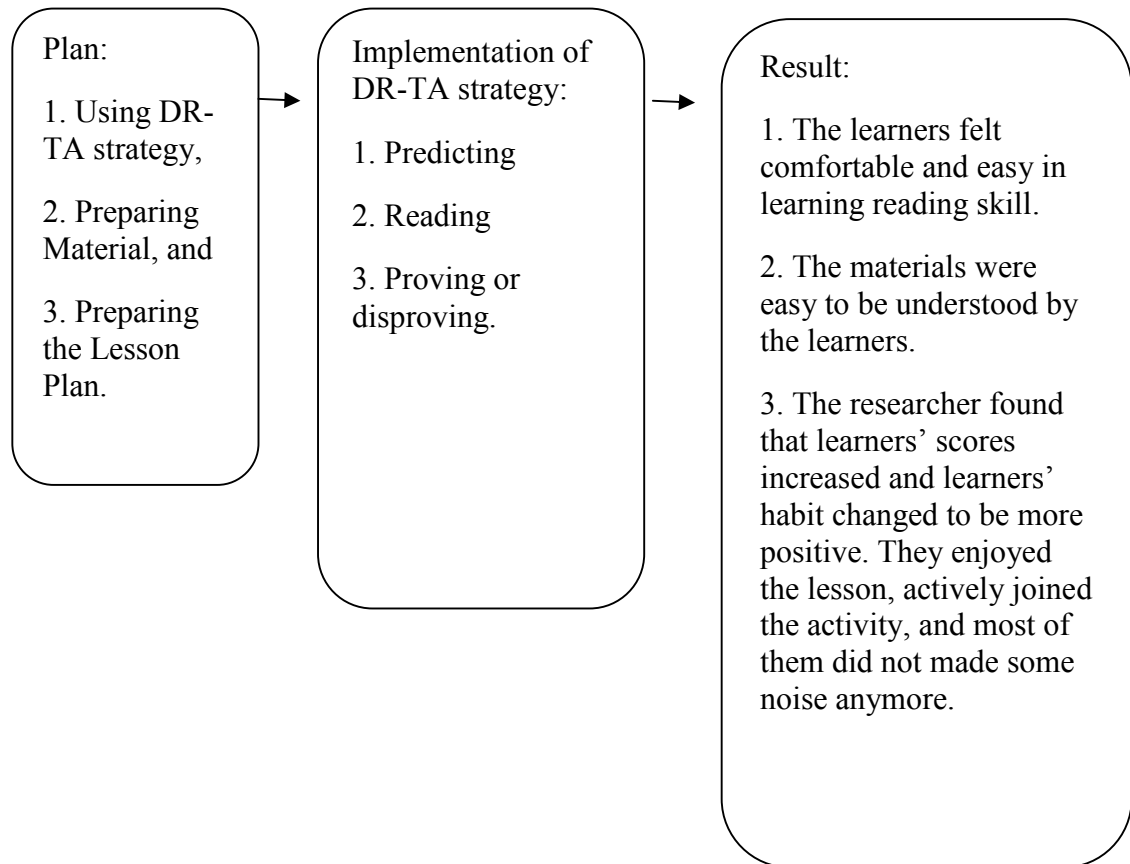
R: *Menarik, atau tidak? Atau mudah dipahami, atau malah sulit? Gimana?*(Is it interesting or not? Is it easy to understand or not? What do you think?.)
S5: *Menarik kok Bu. Pakai gambar yang berwarna jadi bikin menyenangkan belajarnya.*(They are interesting, mam. You used color full picture so it was so interesting.)

(Interview 29 , October 28th 2015)

d. Evaluation

In doing the second cycle, the plan, implementation, and result of the study of the second cycle can be seen in the following figure.

Figure 2 : Plan, Actions, and Result of the Cycle 2.



Based on the results of the second cycle, the researcher found that the DR-TA strategy could help learners to overcome the problems in learning the reading skill in the form of general finding and discussion of the text. They felt more comfortable, to join teaching learning process in the class. Besides, the technique had successfully increased students' reading scores.

“...evaluasi untuk cycle kedua, para siswa sudah merasa nyaman dengan topik yang diberikan, terbukti dengan nilai dan keaktifan mereka selama proses belajar-mengajar. Dapat dikatakan, secara keseluruhan siswa dapat menerima pelajaran dengan baik. Cara ini efektif untuk meningkatkan kemampuan membaca siswa di sini.”(the

evaluation for the cycle 2, the students are comfortable with topic, as evidenced by the value and the students participations during the teaching learning process . It can be said that overall students can receive the lesson well. This method is effective to improve the reading comprehension of students.)

(Interview 31, october 30th, 2015)

e. Discussion

In this cycle, the groups also started to make the predictions in complete English in which they did not in the first cycle. Instead, they preferred to answer in short and brief sentences. Predicting and reading the text in the form of stopping points actually reduced the learners' boredom. It was because they were directed to focus only to a part of the text. The learners' attentions and focus were not disrupted by the density of the words. In addition, by correcting their less accurate or not accurate predictions after the confirmation and verification made the learners more confident to participate in the class. It made them feeling fine to make mistakes and it was a good start to invite the passive learners to be more active during the lesson. The further discussion of the learners' improvement in reading comprehension is discussed in the general findings and discussion.

The researcher also delivered some points about the changes of the learners' habit in the teaching and learning process. During the lessons, they did not play around and make some noises in the classroom anymore. The use of DR-TA strategy to improve learners' reading skills had improved the effectiveness of the teaching and learning process. The researcher explained that after the use of DR-TA strategy in the classroom activity, learners

enjoyed the class than they were before. It was proved by the increase of students' reading scores. Through some interviews during the cycles, the researcher found that according to the learners, they did not think that English is a difficult subject anymore. They learnt English confidently and they were enthusiastic in using the DR-TA strategy.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusions

To solve the problems in the teaching and learning process of reading, the researcher implemented DR-TA strategy in the teaching and learning process.

The results were as follows:

1. The use of media such as pictures in the beginning of the lesson helped learners to focus on the topic easily and the researcher's explanation.
2. DR-TA strategy successfully facilitated learners identify information on the text through making predictions, reading and confirming their predictions.
3. Pre-teaching vocabulary and prediction activities helped the learners to recognize clues and to guess and understand unfamiliar words from the context.
4. Group discussion helped learners to actively participate during the reading class.
5. The number of classroom interaction also increased. It could be seen from the learners' participation in the class that increased, learners' ability to complete tasks within given time, and decreasing number of learners who asked "What is the instruction?" or "What should we do now?". The use of the technique decreased the number of learners who make noise during the lesson.
6. The students' scores improved from cycle one to cycle two.

B. Implications

From the conclusion above, the implications can be formulated as follows.

1. The use of pictures in the beginning of the teaching and learning process helped the learners to pay attention the topic of the lesson. This implies that the use of pictures in the beginning of the presentation stage is helpful for students.
2. DR-TA strategy successfully facilitated the learners to generate main ideas and identify detail information of the text through making prediction, reading and confirming the predictions.
3. The use of DR-TA strategy also helped learners to get involved in the lesson and decrease their negative habits in the classroom such as fooling around and making some noises. It implies that the use of the DR-TA technique can increase the learners' involvement during the classroom activity.
4. The learners' reading skill had improved in two cycles. It could be seen from the learners' scores and their behaviors during the lesson. This implies that the use of DR-TA strategy can improve students' reading comprehension skill.

C. Suggestions

Based on the conclusions and implications above, there are some suggestions related to the research.

1. English teachers especially English teachers of SMP Nurul Jadid Batam.

Learning media such as pictures in the beginning of the lesson help learners to understand the topics. The use of DR-TA strategy in improving students' reading skill had helped students to pay attention to the lesson and avoid making some noise during the lesson. The use of interesting materials had helped learners to enjoy the lesson. Thus, DRTA strategy is suggested to be implemented in English classrooms.

2. Teachers of other language subjects may use DR-TA strategy to teach reading skill, use media such as pictures in the beginning of the lesson to help learners understand the topic of the lesson.

3. The students of English Education Department

This research still needs further supportive researches to figure out the use of DRTA strategy to improve students' reading skill. Therefore, other English education department students can elaborate this research by conducting the research on the same field. This research can also serve as the reference.

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Observation Sheet

Cycle/Meeting : 1/1 and 2

Class : VIII

Time/Date :

Observer :

Please put a tick (√) on column “Yes” or No” then add description related to observed activities if it is necessary.

No.	Teacher’s Activities	Yes	No	Note
Opening activities				
1.	The teacher greets the students.			
2.	The teacher checks the students’ attendance list.			
3.	The teacher explains the goal (s) of the lesson.			
4.	The teacher introduces a topic to attract students’ attention.			
Main activities: Teaching Reading Using DRTA				
1.	The teacher activates the students’ schema by showing a picture related to the text.			
2.	The accesses the students’ prior knowledge by asking some questions related to the picture.			
3.	The teacher guides the students to formulate question.			
4.	The teacher asks each group to predict the content of each section:			
	a. The teacher uses media to facilitate predicting activity,			
	b. The teacher provides the students with clues found in the text.			
	c. The teacher asks each group to write down predictions on the whiteboard.			
5.	The teacher gives the groups time to read each section of the text.			
6.	The teacher leads discussions about the accuracy of the groups’ predictions.			

No.	Teacher's Activities	Yes	No	Note
	a. The teacher asks each group to discuss whether they find their prediction correct.			
	b. The teacher asks the groups to discuss which prediction (s) of those predictions is/are correct.			
	c. The teacher asks the students to show the information on the text supporting the prediction.			
Closing activities				
1.	The teacher checks the students' understanding.			
2.	The teacher summarizes the lesson.			
3.	The teacher ends the class.			

No.	Students' Activities	Yes	No	Note
Opening activities				
1.	The students respon to the greeting.			
2.	The students pay attention to the teacher explanation.			
Main activities: reading comprehension using DRTA strategy				
1.	The students sit together with their group members.			
2.	The students make question(s) related to the material.			
3.	The students predict the content of each section:			
	a. The students use their background knowledge of the text.			
	b. The students use clues found in the text.			
	c. Each student and his/her group members make predictions together.			
4.	The group members read the text section silently.			
5.	The groups get involved in discussions about the accuracy of their predictions;			
	a. Each group confirms their predictions by showing supporting information on their predictions of each section.			
	b. Each group discusses which prediction(s) of those predictions is/are correct.			
	c. Each group concludes the results of the discussions.			
Closing activities				
1.	The students reflect on the teaching and learning activities.			

	a. Each group confirms their predictions by showing supporting information on their predictions of each section.			
	b. The groups discuss which prediction(s) of those prediction is/are correct.			
	c. The groups conclude the discussion.			
Closing activities				
1.	The students reflect on the teaching and learning activities.			

Observation Sheet

Cycle/Meeting : 2/1 and 2

Class : VIII

Time/Date :

Observer :

Please put a tick (√) on column “Yes” or No” then add description related to observed activities if it is necessary.

No.	Teacher’s Activity	Yes	No	Note
Opening activities				
1.	The teacher greets the students.			
2.	The teacher checks the students’ attendance list.			
3.	The teacher explains the goal (s) of the lesson.			
4.	The teacher introduces a topic to attract students’ attention.			
Main activities: Teaching Reading Using DRTA				
1.	The teacher activates the students’ schema by showing a picture related to the text.			
2.	The teacher accesses the students’ prior knowledge by asking some questions related to the picture.			
3.	The teacher guides the students to formulate question.			
4.	The teacher asks each group to predict the content of each section:			
	a. The teacher uses media to facilitate predicting activity,			
	b. The teacher provides the students with clues found in the text.			
5.	The teacher gives the groups time to read each section of the text.			
6.	The teacher leads discussions about the accuracy of the groups’ predictions.			
	a. The teacher asks each group to discuss whether they find their prediction correct.			

No.	Teacher's Activity	Yes	No	Note
	b. The teacher asks the groups to discuss which prediction (s) of those predictions is/are correct.			
	c. The teacher asks the students to show the information on the text supporting the prediction.			
Closing activities				
1.	The teacher checks the students' understanding.			
2.	The teacher summarizes the lesson.			
3.	The teacher ends the class.			

No.	Students' activities	Yes	No	Note
Opening activities				
1.	The students respon to the greeting.			
2.	The students pay attention to the teacher explanation.			
Main activities: reading comprehension using DRTA				
1.	The students sit together with their group members.			
2.	The students make question(s) related to the material.			
3.	The students predict the content of each section:			
	a. The students use their background knowledge of the text.			
	b. The students use clues found in the text.			
	c. Each student and his/her group members make a prediction together.			
4.	The group members read the text section silently.			
5.	Each group gets involved in discussions about the accuracy of their predictions;			
	a. Each group confirms their predictions by showing supporting information on their predictions of each section.			
	b. Each group discusses which prediction(s) of that prediction is/are correct.			
	c. Each group concludes the discussion.			
Closing activities				
1.	The students reflect on the teaching and learning activities.			

INTERVIEW TRANSCRIPTS

Researcher and the English teacher interview.

Ruang guru (Senin, 6 Oktober 2015. Pukul 08.20– 09.00)

R : Peneliti

G : Guru Bahasa Inggris

Interview 1

R : Selamat pagi, Pak, Doni.

G : Pagi, Mbak. Bagaimana?

R : Saya ingin mewawancarai Bapak tentang pembelajaran Bahasa Inggris di kelas.

G : Oh... ya. Kita ngobrol di ruang guru saja ya?

R : Baik, Pak.

G : Silahkan, Mbak. Apa yang mau dtanyakan?

R : Baik, Pak. Langsung saja ya Pak. Ketika belajar bahasa Inggris, apakah dikelas VIII A para siswa mengalami kesulitan? Apakah para siswa juga mengalami kesulitan untuk reading skills, Pak?

G : Iya. Anak-anak masih mengalami kesulitan untuk skill membaca. Misalnya, menentukan kalimat topik suatu teks. Mana yang menjadi kalimat topiknya, siswa masih suka bingung, kan biasanya siswa itu menentukan hanya dari kalimat awal atau akhir saja. Padahal tidak selalu in the first sentence. Bisa di awal atau di akhir. Ada juga yang harus disimpulkan. Inilah yang menjadi kesulitan bagi para siswa. Kedua, kalau tadi general information, selanjutnya adalah masalah reference, masih membingungkan. Lalu vocabulary, kadang-kadang vocab yang ditanyakan adalah yang jarang didengar oleh siswa. Kadang-kadang klue yang disampaikan pada kalimat-kalimat pada teks tersebut belum cukup untuk bisa mendukung kenapa jawabannya itu. Itulah kesulitan-kesulitan siswa dalam membaca.

R : O.. begitu Pak, ngomong-ngomong sekarang sedang membahas

materi apa ya Pak?

- G : Kalau untuk sekarang sesuai dengan RPP ya membahas descriptive text.
- R : Kalau aktifitas-aktifitas dalam pelajaran membaca sendiri apa yang biasa diberikan Pak? Biasanya anak-anak sering bekerja kelompok atau individu Pak?
- G : Lebih sering individu Mbak, kalau untuk aktifitas kelompok itu jarang Mbak. Soalnya kalau kelompok itu ada beberapa anak yang cenderung mengandalkan teman yang pintar. Kadang saya suruh bekerja dengan teman sebangku. Kalau individu kan lebih bisa memahami text nya mbak. Kalau aktivitasnya seperti biasa Mbak, ya saya beri tema lalu saya suruh membuat paragraf berdasarakan tema tersebut.
- R : Kalau sumber materinya itu dari mana ya Pak?
- G : Biasanya dari buku paket, sekolah menyediakan English on Sky untuk dipinjamkan, kalau LKS masing-masing wajib punya, ya itu saja Mbak dari buku paket dan LKS.
- R : O begitu Pak, kalau medianya bagaimana Pak? Seringnya menggunakan apa?
- G : Kalau di sini kan yang jadi permasalahan LCD nya sangat terbatas, itu pun kadang digunakan oleh guru lain. Saya hanya mengandalkan LKS dan buku saja, Mbak.
- R : Kalau masalah yang Bapak hadapi di kelas kira kira apa saja ya?
- G : Banyak ya Mbak. Mungkin yang paling utama dari siswa itu sendiri. Mereka sepertinya kurang percaya diri. Jarang sekali yang mau dengan sukarela maju ke depan ketika saya minta untuk praktek. Keaktifan dalam berdiskusi juga kurang. Kalau ada sesi tanya jawab, sering sekali nggak berjalan. Kayaknya pemahaman siswa terhadap instruksi itu kurang. Jadi harus menggunakan bahasa Indonesia juga untuk menjelaskan. Mereka lebih banyak diam. Seperti kurang ada motivasi untuk belajar Bahasa Inggris. Tetapi ada beberapa yang aktif maju tanpa disuruh. Jadi di kelas VIII A itu ya anaknya rata rata, tapi

nilai rata-ratanya bagus. Kesulitan mengingat materi juga, jadi sekarang diajarkan besoknya udah lupa lagi. Pas pelajaran itu juga ada beberapa anak yang cuek dan nakal yang tidak memperhatikan pelajaran mbak, jadi agak susah untuk mengajar anak-anak yang bertipe seperti itu.

- R : O iya iya Pak, saya mengerti. Memang tidak mudah ya Pak. Menurut Bapak, kenapa anak-anak itu kesulitan belajar reading?
- G : Mungkin karena pelajaran writing itu kurang menarik buat mereka. Jadi sedikit sekali siswa yang termotivasi. Mereka cenderung merasa sulit kalau disuruh menentukan main idea dari sebuah teks Mbak. Lalu dalam pemahaman kosakata. Banyak dari siswa yang mengandalkan temannya. Saat mendapat kesulitan, mereka menunggu teman yang pintar lalu meniru pekerjaan mereka. Tetap ada juga yang berinisiatif mencari sendiri di kamus, karena saya wajibkan untuk membawa kamus Mbak di setiap pelajaran Bahasa Inggris. Ya tetap saja mbak kalau tidak diingatkan terus mereka malas membawanya. Kalau sekarang kan pengajaran grammar harus kontekstual ya, jadi tidak boleh hanya mengajarkan grammar saja.
- R : Banyak juga ya, Pak hambatannya. Bagaimana cara Bapak meningkatkan motivasi siswa dalam reading?
- G : Biasanya yang aktif saya kasih reward berupa tambahan nilai atau skor.
- R : Apakah Bapak pernah menggunakan teknik lain yang mampu menyelesaikan permasalahan siswa dalam membaca?
- G : Wah kalau itu belum pernah Mbak.
- R : Terkait judul saya mengenai peningkatan kemampuan membaca Ba Bahasa Inggris menggunakan teknik DR-TA, bagaimana menurut Bapak?
- G : Ya bagus juga itu mbak, lebih variatif. Nanti bisa Lebih mudah dalam menemukan main idea dari sebuah teks.
- R : O iya ya Pak, nanti saya akan carikan materi yang kira kira anak anak

- akan suka.
- G : Iya Mbak.
- R : Ok : Oke, mungkin segitu dulu ya Pak tanya tanyanya. Terimakasih, Pak, maaf mengganggu waktu istirahat Bapak. Sekali lagi terima kasih, Pak.
- G : Ya tidak apa-apa sudah kewajiban saling membantu. Iya sama-sama.

Ruang Kelas VIII A(Selasa, 7 Oktober 2015. Pukul 09.00 – 09.20)

- R : Peneliti
- S : Siswa

Interview 2

- R : Hello Shilfia, apa kabar?
- S : Wah Miss Ega. Baik Miss, Miss gimana?
- R : Baik juga, maaf ya ganggu, mau tanya sedikit sedikit tentang pelajaran Bahasa Inggris
- S : Wah jangan susah susah ya Miss.
- R : Bukan pertanyaan yang ada di ulangan kok, hehe.
- S : Oke Miss.
- R : Pelajaran Bahasa Inggris itu gimana sih, suka nggak?
- S : Suka sih Miss, tapi kadang kadang susah.
- R : Susahnya bagaimana?
- S : Banyak yang nggak tahu arti kata-katanya.
- R : Jadi masalahnya nggak tahu artinya ya? Terus, untuk mengatasi masalah itu apa yang Shilfia lakukan?
- S : Tanya teman yang bawa kamus.
- R : Biasanya Pak Doni, ngajarnya pakai Bahasa Inggris terus atau bagaimana?
- S : Enggak, Miss. Pakai Bahasa Indonesia juga. Banyak Bahasa Indonesianya.

- R : Oh gitu. Untuk medianya seringnya pakai apa?materinya dari mana?
- S : Biasanya dari buku paket sama LKS. Pinjam dari perpustakaan. Kalau LKS nya beli.
- R : Kalau kegiatan belajar mengajarnya bagaimana?
- S : Yaa..mengerjakan soal dari LKS itu, kadang pakai LCD.
- R : Untuk pembelajaran reading, biasanya kegiatannya seperti apa sih, Dek?
- S : Ya seperti biasa, Mbak. Dikasih daftar kata-kata, nyari di kamus, dikasi teks, terus jawab pertanyaan Mbak.
- R : Sendiri- sendiri atau berkelompok?
- S : Biasanya sendiri-sendiri, kadang-kadang juga berdua sama teman sebangku.
- R : O iya, Bagaimana tentang pelajaran membaca/reading? Ada kesulitan nggak?
- S : Nggak sih Miss, susahya kalau ada kata kata yang nggak tau artinya.
- R : Biasanya textnya dari mana? Pak Doni pernah tidak menyediakan text Bahasa Inggris selain dari LKS atau buku paket?
- S : Nggak pernah sih Miss. Ya kadang kadang bosen juga.
- R :Ok, segitu dulu ya. Terima kasih.
- S : Boleh istirahat, Miss?
- R : Boleh-boleh. Terimakasih ya.

Interview 3

- P : Hi. What's your name?,
- S : Jaka, Miss.
- P : Ok, Jaka suka pelajaran Bahasa Inggris?
- S : Enggak suka.
- P : Kenapa?
- S : Susah, Miss.
- P : Bagian apa yang susah?

- S : Susah memilih kata. Pas mau ngomong tu lho, sama bingung soal grammar, Miss.
- P : Bagaimana kalau pelajaran reading?
- S : Nggak suka juga. Tetep aja susah. Terus kadang ada teks yang kata-katanya susah makanya jadi susah juga memahami teksnya.
- P : Jadi masalahnya susah ya? Susah yang bagaimana? Terus, untuk mengatasi masalah itu apa yang Lambang lakukan?
- S : Tanya teman-teman atau enggak buka kamus miss.
- P : Kalau dijelaskan Pak Doni paham nggak?
- S : Sedikit kalau pas pakai Bahasa Indonesia.
- P : Biasanya Pak Doni pakai materi darimana?
- S : Buku paket sama LKS.
- P : Kalau kegiatan belajar mengajarnya bagaimana?
- S : Kebanyakan mengerjakan soal yang di LKS.
- P : O.. gitu, kalau kegiatan dikelas seringnya sendiri sendiri berkelompok atau bagaimana?
- S : Enggak. Ngerjain sendiri, pernah sama teman sebangku, kelompok juga pernah tapi jarang Miss.
- P : Sukanya berkelompok atau sendiri?
- S : Berkelompok Miss jadi ada yang bantu ngerjain gitu. hehe
- P : Ok, itu dulu ya. Thank you. Silahkan beristirahat.

Interview 4

- R : What's your name?
- S : My name is Clarisa.
- R : Ok, Clarisa suka gk pelajaran Bahasa Inggris?
- S : Sedikit suka Miss.
- R : Susah nggak belajar Bahasa Inggris?
- S : Susah.
- R : Bagian apa yang susah?

- S : Mm artinya, trus cara bacanya sama cara menulis ngomongnya juga susah.
- R : Bagaimana kalau pas reading?
- S : Ya itu Miss, nggak tau main ideanya. Artinya juga banyak yang nggak tau. Kadang jd suka nggak bisa pas jawab soal, Mbak.
- R : Jadi masalahnya tidak tahu artinya dan cara menemukan main ideanya, ya? Terus, untuk mengatasi masalah itu biasanya Clarisa biasanya ngapain?
- S : Ya tanya sama teman sebangku aja Miss. Kadang-kadang cari sendiri di internet sama kamus.
- R : Pak Doni biasanya mengajar pakai bahasa apa?
- S : Pakai Bahasa Inggris sama Bahasa Indonesia. Tapi kebanyakan pakai Bahasa Indonesia
- R : Biasanya Pak Doni, pakai materi darimana?
- S : Buku paket sama LKS.
- R : Kalau pelajaran reading, pernah belajar pake gambar dan dikasih pertanyaan gitu gak??
- S : Nggak pernah Miss, makanya agak bosan kadang kadang.
- R : Kalau kegiatan belajar mengajarnya bagaimana?
- S : Mengerjakan soal yang di LKS.
- R : Mengerjakannya berkelompok tidak?
- S : Enggak. Mengerjakan sendiri, berkelompok kadang kadang aja Miss.
- R : Ok, itu dulu ya. Thank you Clarisa. Kamu boleh istirahat.

Ruang kelas VIII A, tanggal 13 Oktober 2015, pukul 09.45 – 11.00 (Meeting 1, Cycle 1)

- R : Peneliti
- S1 : Thasya
- S2 : Nagao
- S3 : Topik
- S4 : Rani

Interview 5

- R : Hallo, Miss ganggu sebentar ya? Miss mau tanya-tanya boleh ya?
- S1,S2, : Boleh miss, mau tanya apa Miss?
- S3&S4
- R : Mau nanya soal tanggapan kelompok ini mengenai aktifitas yang sudah kalian kerjakan barusan ini, tadi sulit gak bikin prediksi untuk teks nya?
- S1 : Masih bingung, Miss.
- R : Bingung dimananya dek?
- S2 : Bingung mau nulis apa, terus gak tahu gimana nulisnya kan pake bahasa Inggris juga, Miss.
- R : Kan tadi ada gambar dan dikasih pertanyaan juga, Dek, biar membantu.
- S4 : Iya, agak mendingan, Miss. Tapi gambarnya kurang jelas.
- R : Oh, gitu. Nanti lagi kalo bingung nulis isi prediksinya, jawab pertanyaan yang dikasih aja Dek. Kan jawaban pertanyaan itu sebenarnya ya prediksi itu sendiri karena kan kalian jawab pertanyaannya sebelum baca teksnya jadi sama aja kalian sedang membuat prediksi. Terus gimana tadi menurut kalian kegiatan DR-Tanya? Seru ngak?
- S3 : Hmm...,seru, Miss. Tapi tadi msh banyak yang bingung langkah-langkah kegiatannya sama isi lembar prediksinya juga.
- R : Oke segitu dulu ya. Terimakasih ya Topik, Thasya, Nagao sama Rani.
- S1, S2, : Okeh Miss sama-sama
- S3&S4

Interview 6

- R : Hallo Taufik, Miss ganggu sebentar ya? Miss mau tanya-tanya boleh gak?
- S : Boleh miss, mau tanya apa Miss?

- R : menurut kamu pelajaran Bahasa Inggrisnya jadi lebih mudah atau lebih sulit?
- S : Yang barusan kan Miss? Ya jadi lebih mudah lah. Kalo pake gambar jadi lebih jelas dan menarik, Miss. Terus kalo pas dibacakan penggalan teks nya semua jadi memperhatikan, jadi bisa konsentrasi buat menulis prediksinya, jadi bisa tau juga inti dari ceritanya, Miss.
- R : Oke, deh. Masih merasa kesulitan nggak dalam penulisan prediksinya?
- S : Biasa aja, Miss. Kadang sulit, kadang enggak.
- R : Oke segitu dulu ya. Terimakasih ya Taufik.
- S : Okeh Miss sama-sama.

Interview 7

- R : Hallo Novi, Miss ganggu sebentar ya? Miss mau tanya-tanya boleh gak?
- S : Boleh miss, mau tanya apa Miss?
- R : Menurut Novi teksnya tadi sulit ngak?
- S : Sulit Miss.
- R : Sulitnya dimananya dek?
- S : Kata-katanya Miss.
- R : Tapi secara umum, tadi paham ngak teksnya tentang apa?
- S : Sedikit Miss.
- R : Tapi secara keseluruhan, kegiatan pembelajaran yang mba adain ini membantu kamu memahami teks ngak?
- S : Iyah Miss, jadi terasa lebih mudah dengan kegiatan yang mba kasih, karna ngerjainnya bareng-bareng.
- R : okeh deh, makasih banyak ya Novi.
- S : Iyah Miss

Ruang kelas VIII A, tanggal 14 Oktober 2015, pukul 10.45 – 11.20 (Meeting 2, Cycle 1)

Interview 8

R : Hallo Iqbal, Miss ganggu sebentar ya? Miss mau tanya-tanya boleh gak?

S : Boleh miss, mau tanya apa Miss?

R : Menurut Iqbal gimana tadi kegiatan DR-TA nya, Dek?

S : Masih sulit mengerti ama kegiatannya Miss, trus temen-temen juga pada ribut jadi gak terlalu paham waktu Missnya jelasin.

R : Gak mengertinya bagian yang mana dek? Bisa kasih tau? Miss mau bantu Iqbal biar lebih paham.

S : Kata-katanya Miss.

R : Tapi secara umum, tadi paham ngak teksnya tentang apa?

S : Sedikit Miss.

R : Tapi secara keseluruhan, kegiatan pembelajaran yang mba adain ini membantu kamu memahami teks ngak?

S : itu loh Miss prediksi yang *accurate*, *less accurate* sama *inaccurate* itu bedanya apa?

R : Oh, kalo prediksi yang kamu tulis semuanya ada di teks yang dibaca berarti akurat, Dek. Kalo Cuma sebagian aja yang benar, *less accurate*. Kalo salah, *inaccurate*. Kegiatan DR-TA ini membantu memahami teks ngak menurut Iqbal?

S : Iyah Miss, didiskusiiin bareng soalnya teksnya.

R : Oke deh Iqbal, makasih ya, besok kalau ada yang kurang jelas Iqbal boleh tanya langsung sama Miss.

S : Oke Miss.

Interview 9

- R : Hallo Ayu, kog tadi kelompoknya gak mau sih disuruh maju?
- S : Hehehe, malu miss, terus sama kurang bisa juga
- R : Gak bisanya dimana?
- S : Banyak kata-kata yang susah, Miss. Terus juga masih ada kata-kata yang ngak tahu bahasa Inggrisnya waktu mau nulis prediksi. Pokoknya masih bingunglah.
- R : Ouh, jadi karna harus nulis prediksi pake Bahasa Inggris ya? Terus, kalau gambarnya ngebantu Ayu dalam memprediksi teksnya enggak?
- S : Iya, Miss. Kalo pake bahasa Indonesia bisa. Cuma ya itu, kalau pake Bahasa Inggris masih bingung.
- R : Oke deh Ayu, makasih ya, besok kalau ada yang kurang jelas Ayu boleh tanya langsung sama Miss.
- S : Oke Miss.

Interview 10

- R : Hallo Robby, Miss mau tanya-tanya bentar boleh yaa.
- S : Hehehe, bolehlah miss.
- R : Tadi ada kesulitan ngak?
- S : Engag sih Miss.
- R : Menurut Robby, teksnya masih banyak kata-kata yang sulit ngak?
- S : Lumayan, Miss.
- R : Terus itu ngaruh ngak ke pemahaman kamu sama teksnya?
- S : Iya, Miss, kalo lagi ngak bisa nebak prediksi teksnya.
- R : Menurut Robby, kegiatan pembelajaran membaca seperti ini membantu kamu memahami teks bahasa Inggris ngak?
- S : Membantu banget Miss.
- R : Bisa engag jelasin ke Miss membantunya gimana?
- S : Kan teksnya dibahas bareng-bareng Miss, terus tadikan juga dibantu sama Miss kalo ada yang sulit atau ngak tahu pas diskusi.

- R : Berarti Robby jadi lebih paham ya? Terus ada kesulitan buat jawab soal-soalnya engag?
- S : Iyah Miss, Robby jadi lebih paham, terus gk susah juga kalau jawab-jawab soalnya, karna di bahasnya bareng-bareng.
- R : Menurut Robby kegiatan DR-TA ini menyenangkan engag?
- S : Banget Miss, soalnya kalau engag tau bisa langsung tanya ke Miss.
- R : Ouh gtu, oke deh, terus ada saran engag buat Miss?
- S : Mmmm, apa ya miss? D tambah game donk miss, biar seru.
- R : Ouh, iya, makasih ya Robby.
- S : Iyah Miss sama-sama.

Ruang Guru, tanggal 14 Oktober 2015, pukul 13.00 – 13.05

Interview 11

- R : Selamat siang Pak, maaf mengganggu sebentar, saya ingin memwacarai bapak mengenai perkembangan kegiatan DR-TA saya.
- G : Ouh, iyah mba, gak papa, gimana, apa yang bisa saya bantu?
- R : Menurut Bapak kegiatan DR-TA di pertemuan ini sama pertemuan sebelumnya sudah efektif belum?
- G : Mmm, menurut saya masih belum maksimal mba, masih ada yang perlu mbanya perbaiki.
- R : Mmm, begitu yah pak, contohnya gimana ya pak?
- G : Di cycle ini prediksi siswa yang ditampilkan baru satukan yah mba? Alangkah baiknya kalo prediksi dari tiap kelompok bias ditampilkan jadi siswa juga bisa membandingkan prediksi mana yang lebih benar. Sehingga kegiatan diskusinya bisa lebih hidup.
- R : Ouh begitu pak, baik pak besok akan saya usahakan untuk membuat kelompok yang lain menyampaikan prediksinya, tapi buat nyuruh satu kelompok saja sudah sulit pak.
- G : Iyah, memang membuat siswa aktif itu sulit. Atau mungkin bisa pake pakai papan tulis, biar semua prediksinya bisa ditampilkan sehingga

kelompok lain juga bisa melihat prediksi yang dibuat kelompok yang lainnya.

R : Baik pak, kalau untuk partisipasi siswa gimana ya pak?

G : Masih jarang yang aktif terlibat, ya? Masih sedikit kelompok yang mau tunjuk tangan menampilkan prediksi kelompoknya di depan kelas. Pas kegiatan diskusi untuk membahas prediksinya juga masih gitu, ya, siswa masih pasif. Saya amati juga yang aktif hanya yang itu-itu saja. Sewaktu kegiatan membuktikan prediksi, cuma beberapa siswa yang terlibat. Cuma sedikit yang berani menyampaikan pendapat dari apa yang sudah mereka baca. Diskusinya belum berjalan. Belum banyak siswa yang berani menyatakan pendapatnya.

R : Iya, Pak. Makanya biar kegiatan tetap berjalan kalau siswa ngak ada yang mau maju, saya panggil pake absen.

G : Iyah, engag papa pakai cara itu mba, mungkin siswanya juga masih sulit memahami isi teksnya, jadinya mereka masih pasif.

R : Baik pak. Kalo begitu mungkin sekian dulu Pak wawancaranya. Terima kasih.

G : Iyah sama-sama mba.

Ruang kelas VIII A, tanggal 27 Oktober 2015, pukul 09.45 – 11.00 (Meeting 1, Cycle 2)

Interview 12

- R : Hallo Agung, Miss ganggu sebentar ya.
- S : Iyah Miss, kenapa Miss?
- R : Miss mau tanya, tadi pas Agung nulis prediksinya masih menemukan kesulitan enggak?
- S : Ngak ada, Miss. Tadi juga kan penulisan prediksinya diperiksa ke Miss dulu grammarnya.
- R : *Good Job!* Dari lima prediksi yang dibuat, benar semua ngak, Dek?
- S : Hampir, Miss. Tapi ada yang *less accurate* yang No. 3.
- R : Tapi bisa ngerevisi prediksinya lagi kan?
- S : Iyah Miss, bisa kog.
- R : Okeh makasih ya Agung.

Interview 13

- R : Hallo Sulaiman, gimana tadi pas bikin prediksi teksnya? Masih susah atau udah bisa?
- S : Bisa Miss.
- R : Ada yang sulit engag? kata-katanya mungkin?
- S : Engag Miss, kan tadi udah dibahas sebelumnya, jadi bisa. Terus juga dikasih ilustrasi gambar jadi lebih mudah.
- R : Okeh makasih ya Sulaiman.

Interview 14

- R : Hallo Yoga, gimana tadi pas bikin prediksi teksnya? Masih susah atau udah bisa?
- S : Sekarang udah bisa pake banget Miss.
- R : *Good job!* Gimana dengan belajar dengan metode DR-Tanya? Menyenangkan enggak?
- S : Menyenangkan kog Miss, soalnya ngerjainnyakan bareng-bareng.
- R : Ada yang sulit engag? kata-katanya mungkin?
- S : Engag Miss, kan tadi udah dibahas sebelumnya, jadi bisa. Terus juga dikasih ilustrasi gambar jadi lebih mudah.
- R : Okeh deh, makasih ya Yoga.

Ruang kelas VIII A, tanggal 28 Oktober 2015, pukul 10.45 – 11.20 (Meeting 2, Cycle 2)

Interview 15

- R : Wahyu, gimana tadi pas kegiatan belajarnya? Masih susah atau udah bisa?
- S : Sekarang udah bisa Miss, teksnya juga mudah miss.
- R : *Good job!* Bener semua dong prediksi teksnya?
- S : Iyah Miss.
- R : wahhh, hebat, gimana rasanya belajar pakai DR-TA?
- S : Menyenangkan kog Miss, soalnya ngerjainnyakan bareng-bareng, terus bisa tahu isi dari teksnya itu apa.
- R : Okeh deh, semangat terus ya belajarnya.
- S : Heehe, iyah Miss.

Interview 16

- R : Desmiko, menurut Desmiko pas tahapan membuktikan prediksi susah enggak?
- S : Pas awal-awalnya susah Miss, tapi sekarang udah engag lagi Miss.
- R : terus sekarang gimana? Meningkatkan engag kemampuan memprediksi teksnya?
- S : iyah Miss, sekarang juga jadi lebih paham tentang main idea dalam teksnya..
- R : Wahhh, hebat, gimana rasanya belajar pakai DR-TA?
- S : Menyenangkan kog Miss, soalnya ngerjainnyakan bareng-bareng, terus bisa tahu isi dari teksnya itu apa, terus dikasih liat gambar-gambar juga.
- R : Menurut Desmiko, kegiatan ini membantu gk dalam memahami teksnya?
- S : iyah Miss,
- R : Menurut Desmiko bagian mananya yang membantu?
- S : Iyah Miss, pas bagian membuat prediksi dan membuktikan prediksi Miss.
- R : okeh, Makasih ya Desmiko.
- S : Sama-sama Miss.

Interview 17

- R : Menurut Arif, kegiatan pembelajaran DR-TA yang kita lakukan selama Mis penelitian membantu meningkatkan kemampuan membaca dan memahami teks engag?
- S : Iyah Miss, sekarang saya jadi lebih memahami isi teks Miss. Terus juga biasanya kalo disuruh baca teks Inggris tu nyari arti kata-katanya satu-satu. Kalo ini kan kita nulis prediksi. Serulah dari yang biasanya, Miss.
- R : Baiklah, kalau masalah vocabnya gimana? Nambah engag?
- S : Iyah Miss, sekarang juga jadi mulai lancar nulis bahasa Inggrisnya.
- R : Alhamdulillah kalo gitu, makasih ya Arif.
- S : Heehe, iyah Miss.

Interview 18

- R : Putra, Miss minta pendapatnya dong tentang cara belajar mengajarnya Miss Ega. Penelitian yang mba adain ini membantu meningkatkan kemampuan membaca kamu ngak?
- S : Iyah Miss, Lumayan Miss.
- R : Peningkatannya apa aja Put?
- S : Vocabnya nambah, Miss.
- R : Kalo untuk memahami teks selama penelitian ini sulit ngak?
- S : Udah ngak terlalu sih Miss. Tapi tergantung teksnya juga sih Miss.
- R : Berarti penelitian ini membantu ya buat kamu?
- S : Iya, Miss.

Interview 19

- R : Rahmi, Miss minta pendapatnya dong tentang cara belajar mengajarnya Miss Ega. Gimana kesannya selama Miss Ega penelitian?
- S : Iyah Miss, seru banget Miss.
- R : Peningkatan apa aja yang Rahmi rasain setelah ikut penelitian ini?
- S : Vocabnya nambah, Miss. Sama nulisnya juga tambah lancar miss.
- R : Kalo untuk memahami teks selama penelitian ini sulit ngak?
- S : Udah ngak terlalu sih Miss. Tapi tergantung teksnya juga sih Miss. Apalagi kalo ada gambarnya jadi bisa nebak dulu teksnya tentang apa. Tapi tergantung kata-kata teksnya juga sih kalo uda banyak yang tau, bisa, Miss.
- R : Berarti, sebaiknya biar siswanya ngak kesulitan memahami teks, tetep harus diperkenalkan dulu kata-kata sulitnya ya, kaya yang Miss selalu kasih? ?
- S : Iya, Miss.
- R : Okeh makasih yah Rahmi.
- S : Sama-sama Miss

Ruang Guru, tanggal 28 Oktober 2015, pukul 13.00 – 13.15

- R : Menurut pengamatan Bapak, kegiatan pembelajaran menggunakan DR-TA di siklus ini mengalami peningkatan tidak dibandingkan siklus sebelumnya, Pak?
- G : Lebih bagus dibandingkan yang sebelumnya, Mba.
- R : Dalam aspek apa saja ya, Pak?
- G : Kegiatan diskusinya lebih hidup. Siswa juga lebih aktif.
- R : Ketika membuat prediksi bagaimana, Pak?
- G : Siswa lebih berani mengemukakan pendapatnya mengenai prediksi yang mereka buat. Tidak disuruhpun mereka tadi sudah tunjuk tangan sendiri.
- R : Kalo di tahap reading, Pak?
- G : Partisipasinya sudah lebih baik dari pertemuan-pertemuan sebelumnya.

Yah, walaupun mereka masih terbata-bata. Masih banyak salah pengucapan. Tapi kan kita tidak fokus di situ.

R : Di tahap terakhir penelitian saya, ketika diskusi membahas keakuratan prediksi yang sudah dibuat, peningkatan yang Bapak amati, apa saja ya, Pak?

G : Siswa tadi sudah terlibat dalam diskusi. Mereka sudah bias menyimpulkan sendiri prediksi mana yang benar, mana yang salah, mana yang kurang tepat berdasarkan teks. Ya, sudah bisa menemukan sendiri informasi yang berkaitan dengan prediksi yang mereka buat. Artinya mereka juga sudah bisa memahami teksnya. Bahkan tadi ada beberapa siswa yang biasanya pasif juga sudah mulai ikut berpartisipasi, aktif berbicara.

R : Mmm, baik Pak, sepertinya cukup, Pak, wawancara untuk pertemuan ini. Terima kasih ya, Pak, sebelumnya. Maaf saya merepotkan.

G : Oh, tidak. Saya malah senang, ya kita sama-sama belajar saja.

FIELD NOTES

Observasi, 6 Oktober 2015

R : Peneliti

G : Guru

S : Siswa

R dan G memasuki kelas pada jam pelajaran Bahasa Inggris di ruang kelas VIII A. Pertama-tama, G mengucapkan salam, dan memperkenalkan R kepada para siswa. Setelah R memperkenalkan diri, G melanjutkan dengan presensi kehadiran para siswa. Pada hari itu tidak ada siswa yang absent.

G pun melanjutkan pembelajaran tentang descriptive text. G menanyakan PR yang diberikan pada para siswa pada pertemuan sebelumnya. Beberapa siswa tunjuk tangan, tanda tidak mengerjakan PR. “Susah, Pak.”, kata salah seorang S. G pun bertanya pada S tersebut, “Yang susah apa?” dan S pun menjawab, “Nggak tau bahasa Inggrisnya, nggak tau cara ngurutinnya gimana, Pak.”, dan G pun memberikan sanksi kepada para S yang tidak mengerjakan PR tersebut, yaitu menuliskan teks deskripsi sebanyak dua kali lipat dari tugas semula.

Setelah bel pertama berbunyi, G pun meminta para siswa untuk membuka LKS pada pembelajaran tentang descriptive text. Para siswa diminta menterjemahkan text yang ada di LKS tersebut, kemudian menuliskan generic structure dari text tersebut. Beberapa siswa masih merasa kesulitan dalam menterjemahkan teks tersebut. Hampir semua siswa membuka kamus untuk menterjemahkan teks.

Pada akhir pembelajaran, banyak siswa yang belum selesai mengerjakan tugasnya, sehingga G pun meminta mereka untuk melanjutkan di rumah.

Meeting 1

Cycle 1 : 13 Oktober 2015

P memasuki kelas pada jam pelajaran Bahasa Inggris. P mengucapkan salam dan membuka kelas dengan mengucapkan “Good morning, how are you today?” dan dilanjutkan dengan presensi kehadiran. Kemudian R meminta siswa Untuk membantu R dalam melakukan penelitian dengan mengerjakan pre-test selama 40 menit, setelah para S selesai mengerjakan pre-test, maka R memulai proses pembelajaran untuk pertemuan pertama.

R meminta siswa untuk membentuk kelompok yang terdiri dari 5 orang. Sembari menunggu para S untuk duduk mengelompok, R mempersiapkan visual printed media, worksheet dan juga stopping point cards. Setelah para S duduk berdasarkan kelompoknya R mulai membagikan worksheet dan verifications sheet kepada tiap kelompok dan menjelaskan cara dan kegunaan dari worksheet tersebut. Selanjutnya, R Menunjukkan sebuah gambar dan mengajak S untuk menanyakan beberapa gagasan ide pertanyaan sesuai dengan gambar tersebut.

Kegiatan pertama dalam cycle 1 ini adalah untuk membuat pertanyaan sesuai dengan kata tanya yang telah disediakan, antarlain: what, where, and who. Para S terlihat kebingungan sehingga R membantu para S dengan memberikan sebuah contoh, “kalau kalian melihat gambar ini, kira-kira pertanyaan apa yang bisa kita buat dengan menggunakan kata ‘what’? Apa yang sedang dilakukan dokter buk, jawab salah satu siswa, nah seperti itu contohnya” kemudian para siswa mulai paham untuk mengerjakan soal selanjutnya.

Activity selanjutnya R mulai menerapkan kegiatan DR-TA yang pertama yaitu *predicting*, para siswa diminta untuk menuliskan prediksi, R membacakan stopping point cards, kemudian R membagikan stopping points cards untuk masing – masing kelompok, dan memberikan waktu 5 menit untuk menuliskan prediksi mereka. R juga membantu siswa dalam mengartikan kata – kata yang belum diketahui siswa. Setelah aktivitas menuliskan prediksi selesai, aktivitas selanjutnya adalah *onfirming the prediction*, R dan para S kemudian bersama –sama membahas mengenai prediksi para S apakah prediksi mereka sudah akurat atau tidak. Selanjutnya S diminta untuk membenarkan prediksi-prediksi yang kurang

atau tidak akurat dan melanjutkan ke Activity selanjutnya. Di Activity ini, S masih diminta untuk mengamati Picture 1 dan Picture 2 lagi. Setelah itu, S diminta untuk membuat prediksi berdasarkan pertanyaan yang tersedia. R menjelaskan maksud dari setiap pertanyaan sehingga Ss bisa lebih memahami maksudnya dan bisa membuat prediksi yang sesuai.

R meminta salah seorang siswa untuk membaca stopping point yang kedua. S juga mengalami kesalahan pengucapan, kemudian R membantu S tersebut untuk membaca kata yang salah menjadi benar. S diberikan waktu 5 menit untuk membaca sendiri dan dilanjutkan dengan *confirming the predictions*. S bisa mengoreksi prediksi yang belum atau tidak akurat berdasarkan informasi yang terdapat di dalam teks. Aktivitas terakhir Di activity berikutnya, R menyajikan open-ended questions yang terdiri dari 6 soal. Setelah para siswa selesai mengerjakan open-ended question, R menyimpulkan proses pembelajaran yang sudah berlangsung dan menanyakan jika S masih memiliki kesulitan selama proses belajar mengajar. R menutup pelajaran hari itu pukul 11.10 wib.

Meeting 2

Cycle 1: 14 Oktober 2015

R memasuki kelas pada jam pelajaran Bahasa Inggris dan memberi salam serta *greetings* kepada para siswa. Ketika R memasuki kelas, banyak S yang masih di luar ruang kelas dan belum duduk di meja masing-masing. Setelah S sudah siap menerima pelajaran, R melanjutkan dengan presensi siswa. Kegiatan selanjutnya adalah R menanyai S tentang teks recount dan kosa kata yang telah didapat selama pembelajaran sebelumnya.

Proses pembelajaran berlangsung sama seperti pertemuan sebelumnya, R memberikan stopping point cards dan meminta S untuk membacakannya, lalu meminta para S untuk melakukan *prediting, reading, and confirming the predictions* dengan berkelompok. Pada pertemuan terakhir dalam cycle pertama ini, R mengamati bahwa S sudah mulai *enjoy* dalam mengerjakan tugas mereka. Ada beberapa kesalahan yang masih terjadi, tapi R menganggap hal tersebut wajar

karena sedikitnya kosakata yang mereka ketahui. Pada akhir pembelajaran, R memberikan *review* singkat tentang pembelajaran yang berlangsung hari tersebut

Meeting 1

Cycle 2: 14 Oktober 2015

R memasuki kelas dan memberi salam kepada para siswa. R bertanya kepada para siswa, “Good morning, students, how are you?”, dan S menjawab, “Good morning, Miss, I’m fine, and you?”. Setelah selesai memberi salam, R melanjutkan dengan kegiatan presensi siswa. Setelah presensi, banyak S yang masih berbicara dengan teman sebangkunya, kemudian setelah suasana kondusif, R memulai pembelajaran hari tersebut.

Setelah sedikit mengingatkan tentang apa yang telah dipelajari pada pertemuan sebelumnya, R memperlihatkan dua buah gambar dan judul dari teks *recount* yang akan dibahas. S diminta untuk kembali mengamati dan menjawab 3 pertanyaan yang menyertai gambar ini. Sebelumnya, R memastikan apakah S mengalami kesulitan dalam memahami maksud dari ketiga pertanyaan tersebut. R memberi S kesempatan untuk bertanya mengenai apa yang telah mereka amati, baik itu gambar, judul dari teks *recount*, ataupun kata-kata sulit yang mungkin mereka temukan.

R meminta S untuk mendiskusikan dengan anggota kelompok masing-masing dan menuliskannya di kolom *prediction*. Ini merupakan tahap DR-TA yang pertama yaitu **Predicting**. R mengizinkan Ss untuk mencari kata di kamus jika merasa ada kesulitan. Lima menit berlalu, R meminta perwakilan tiap kelompok membacakan prediksi masing-masing. Tahap DR-TA berikutnya adalah **Reading**. R membagikan *stopping point card* yang kedua kepada kelima kelompok dan meminta seorang siswa untuk membacakan di depan kelas. S juga diberi kesempatan untuk membaca mandiri *stopping point* kedua.

Kegiatan DR-TA terakhir yaitu **Confirming the predictions**, yang masuk dalam tahap associating dari *scientific approach*. S kemudian memastikan apakah prediksi mereka sudah akurat, kurang akurat, atau tidak akurat berdasarkan informasi yang telah mereka baca dalam kegiatan *reading*. Sembari R dan S

mendiskusikan keakuratan prediksi dari tiap kelompok, R juga menggajak S untuk memerhatikan informasi rinci yang ada di dalam teks, dengan mengajukan beberapa pertanyaan yang relevan. R juga menanyakan ide utama dari *stopping point* kedua, untuk memastikan jika S sudah memahami bagian teks yang disajikan. Selanjutnya Ss diberi kesempatan untuk membaca teks utuh “Vocation in London”.

Beberapa prediksi ternyata membutuhkan perbaikan. Walaupun begitu, dapat terlihat bahwa walaupun tidak 100% akurat, prediksi S sudah sangat masuk akal. Ini menunjukkan bahwa S menggunakan *prior knowledge* mereka dalam membuat prediksi. S juga bisa menentukan *main idea* dan *detail information* dari potongan teks yang telah mereka baca. R kembali memberi S kesempatan jika masih ada hal yang ingin ditanyakan.

Menurut para S, DR-TA bisa membantu mereka dalam memahami sebuah teks. Apalagi jika didukung oleh bimbingan guru dalam mengarahkan S ketika membaca. Terutama untuk menghadapi dan mengatasi masalah-masalah yang dapat membuat Ss kesulitan dalam memahami sebuah teks, seperti *vocabulary*. DR-TA juga memfasilitasi guru untuk berperan aktif agar S fokus terhadap informasi yang ada di dalam teks, yang bisa membantu S dalam menentukan *main idea* dan *detail information*. S merasa terbantu karena guru mengajak Ss untuk bersama-sama berdiskusi mengenai teks yang sedang mereka baca. DR-TA yang membagi teks menjadi segment-segment berdasarkan struktur organisasinya juga membantu S untuk tidak kehilangan motivasi membaca, karena membayangkan akan teks yang panjang.

R melanjutkan dengan menyimpulkan kegiatan pembelajaran untuk hari itu dan mengingatkan bahwa akan diadakan post test di hari Selasa, 28 Oktober 2015. Pada akhir pembelajaran, R memberikan *review* secara keseluruhan selama penelitian berlangsung. R bertanya kepada para S, “Menurut kalian sendiri, apakah kalian menyukai cara yang miss ajarkan?”, dan para S menjawab, “Suka Miss.. tapi sulitnya kalau ada kata-kata yang kurang tau artinya.” Setelah R memberikan ucapan terima kasih, selamat, dan meminta maaf atas kesalahan selama penelitian ini berlangsung, R menutup pembelajaran pada hari tersebut.

**IMPROVING READING SKILL THROUGH THE USE OF DIRECTED READING - THINKING ACTIVITY (DRTA)
STRATEGY FOR THE EIGHTH GRADE STUDENTS OF SMP NURUL JADID BATAM**

COURSE GRID

School : SMP Nurul Jadid Batam
Subject : English
Class/ Semester : VII/2

Kompetensi Inti (Core Competences):

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

Cycle 1: Meeting 1-2

Basic competence	Learning Materials	Learning Activities	Indicators	Assessment	Sources	Media
3.12 Implementating the structure of the text and language feature to bring about the social function of the recount text by stating and questioning about activities, events, and phenomenon, short and simple, according to the context usage.	Recount text : <ul style="list-style-type: none"> • My first experience • Life performance 	<ul style="list-style-type: none"> • Observing: Introducing the topic by showing a picture. • Questioning (DRTA/Predicting): Formulating questions related to the material using given question words. • Collecting data (DRTA/Predicting): Reading sequence-recount text and making predictions. • Associating (DRTA/Confirming and verifying the 	Students are able to : <ol style="list-style-type: none"> 1. Identify the topic and main idea of a recount text, 2. Identify and find the meaning of difficult words in a recount text, 3. Identify detail information in a recount text. 	Group assessment Individual assessment	Contextual teaching and learning Bahasa Inggris: Sekolah Menengah Pertama/madrasah tsanawiyah kelas VIII Scaffolding—Joko Priyana:Jakarta: Pusat perbukuan, Departmen Pendidikan Nasional, 2008.	Power point Prediction and verification worksheets Stopping point cards

Basic competence	Learning Materials	Learning Activities	Indicators	Assessment	Sources	Media
<p>4.14 Getting the meaning of the spoken and written recount text, short and simple, about activities, events, and phenomenon.</p>		<p>prediction): Identifying some information to justify predictions. Doing group tasks.</p> <ul style="list-style-type: none"> • Communicating (DRTA/Confirming and verifying the predictions): Presenting the predictions in front of the class. 			<p>www.cartoonstock.com</p>	

Cycle 2: Meeting 3 – 4

Basic competence	Learning Materials	Learning Activity	Indicators	Assessment	Sources	Media
<p>3.12 Implementating the structure of the text and language feature to bring about the social function of the recount text by stating and questioning about activities, events, and phenomenon, short and simple, according to the context usage.</p>	<p>Recount text :</p> <ul style="list-style-type: none"> • My horrible experience 	<ul style="list-style-type: none"> • Observing: Introducing the topic by showing a picture. • Questioning (DRTA/Predicting): Formulating questions related to the material using the given question word. • Collecting data (DRTA/Predicting): Reading sequence-recount text and make predictions. • Associating (DRTA/Confirming and verifying the 	<p>Students are able to :</p> <ol style="list-style-type: none"> 1. Identify the topic and main idea of a recount text, 2. Identify and find the meaning of difficult words in a recount text, 3. Identify the detail information in a recount text. 	<p>Group assessment</p> <p>Individual assessment</p>	<p>Contextual teaching and learning Bahasa Inggris: Sekolah Menengah Pertama/madrasah tsanawiyah kelas VIII</p> <p>Scaffolding—Joko Priyana:Jakarta: Pusat perbukuan, Departmen Pendidikan Nasional, 2008.</p>	<p>Power point</p> <p>Prediction and verification worksheets</p>

Basic competence	Learning Materials	Learning Activity	Indicators	Assessment	Sources	Media
<p>4.14 Getting the meaning of the spoken and written recount text, short and simple, about activities, events, and phenomenon.</p>		<p>prediction): Identifying the information to justify the prediction. Doing groups task.</p> <ul style="list-style-type: none"> • Communicating (DRTA/Confirming and verifying the predictions): Presenting the prediction in front of the class. • Wrapping Up Making conclusions of all the material. 			<p>www.cartoonstock.com</p>	<p>Stopping point cards</p>

LESSON PLAN CYCLE 1

School : SMP NURUL JADID BATAM
 Subject : English
 Class/Semester : VIII/2
 Main material : Recount text
 Duration : 2 meetings (4 x 40 minutes)

A. *Kompetensi Inti* (Core Competence):

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

B. Basic Competence and Indicator

NO.	Basic Competence	Indicators
1.	1.1 Being grateful to God for the chance in learning English as the international language which is presented in the spirit of learning.	1.1.1 Expressing the thankfulness in every time getting chance to learn English presented in the spirit to learn.

2.	2.1 Indicating well mannered behavior and caring in doing the interpersonal communication with teachers and friends.	2.1.1 Communicating or sharing things with teacher and friends in well manner through discussion and presentation.
3.	3.12 Implementing the structure of the text and language feature to bring about the social function of the recount text by stating and questioning about activities, events, and phenomenon, short and simple, according to the context usage.	<p>3.12.1 By formulating questions about the text students are able to identify the content of recount text according to the context.</p> <p>3.12.2 By formulating questions students are able to identify the language features of a recount text.</p> <p>3.12.3 By reading the text in segments students are able to identify the structure of the text.</p>
4.	4.14 Getting the meaning of the spoken and written recount text, short and simple, about activities, events, and phenomenon.	<p>4.14.1 By making predictions and confirming the predictions students are able to identify the topic and main idea of recount text.</p> <p>4.14.2 Given some questions related to the text (short answer and true/false task) students are able to identify and find the detail information in a recount text.</p>

C. The Objectives

Upon the completion of teaching and learning process, students are able to:

- 1.1.1.1 Express thankfulness in every chance to learn English which is presented in their spirit of learning (asking and answering questions, criticizing, giving opinion during the teaching and learning process);
- 2.1.1.1 Communicate or share things with teacher and friends in well manner through discussion and presentation;
- 3.12.1.1 Identify the content of the recount text;
- 3.12.3.1 Identify the use of connecting words, for examples: first, then, after that, before, finally, etc.;
- 3.12.3.2 Identify the use of adverb of time, for example: yesterday, last month, on Monday, an hour ago, immediately, etc.,
- 3.12.3.3 Identify the structure of the text; orientation, events, and re-orientation.
- 4.14.1.1 Identify the topic and main idea of a recount text based to the context;
- 4.14.1.2 Make predictions to find the topic and main idea of a recount text;
- 4.14.2.1 Find the detail information in the recount text.

D. Teaching and Learning Material

The social function:

Explaining experience/(s), phenomenon, and event/(s) to be reported, modeled, shared, etc.

The structure of the text

- Orientation: it provides the purpose of the text and the event/phenomenon/experience in general. It also provides the background information needed to understand the text, i.e., who was involved, where it happened, when it happened, etc.
- Event: a record of events usually recounted in a chronological order.
- Re-orientation: personal comments and/or evaluative remarks on the incident.

Language features:

Simple past tense and continuous:

fell, came, helped, did, caught, was going, were reading, etc.

Adverb of time:

yesterday, last month, on Monday, an hour ago, immediately, etc.

E. Teaching Method and Technique

Scientific approach

Directed reading thinking activity

F. Media and Learning Resources

Media:

- Power point
- Pictures
- Worksheets

Learning Resource:

Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama/Madrasah Tsanawiyah Kelas VIII Joko Priyana, ...[et. al.]--Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional, 2008.

G. Steps of Teaching and Learning Process

The First Meeting

a. Opening (10 minutes)

- 1) The teacher greets the students.
- 2) The teacher checks the students' attendance list.
- 3) The teacher prepares the learners psychologically and physically to follow the teaching and learning process by asking the learners to clear up the class and spruce up.
- 4) The teacher presents the scope of the material and the activities according to the lesson plan.
- 5) The teacher explains the activity of the lesson.

b. The main activity (60 minutes)

Observing (5 minutes)

- 1) Works in groups, students observe the picture (Pic.1) that is related to the text.

Questioning (10 minutes)

DRTA-Predicting

- 1) Students are given a question related to the picture.
- 2) Working in group, students formulate questions related to the picture using the question words (*what* and *where*) given by the teacher.
- 3) The representative of each group writes down the questions on the whiteboard.
- 4) Students and teacher, together, select the appropriate questions to be answered.

Collecting data and presenting (10 minutes)

DRTA- Predicting

- 1) Working in group, students answer the questions that followed the Pic.1 as the predictions.
- 2) The representative of each group presents the predictions in front of the other groups.

Observing (5 minutes)

- 1) Working in group, students observe the second picture (Pic.2) that is related to the text.
- 2) Students observe the questions that followed the second picture.
- 3) The teacher guides the students in understanding the questions.

Questioning and (5 minutes)

DRTA-Predicting

- 4) Students are given leading questions related to the picture.
- 5) Working in group, students answer the questions in the Activity 1 as the predictions. (DRTA-making predictions)

- 6) The representative of each group presents the predictions of Activity 1 in front of the other groups.

Collecting data (5 minutes)

DRTA-Reading the text in segment

- 7) The teacher distributes the first stopping point card for each group.
- 8) A student reads the first stopping point of the text.

Associating (20 minutes)

DRTA-Confirming and verifying the predictions

- 9) Working in group, students confirm their predictions.
- 10) Students can make correction if it is necessary.
- 11) Working in group, students do the Activity 2 – Activity 4 which are predicting and confirming predictions activities, the same as the previous steps.

c. Closing (10 minutes)

- 1) The students are given an individual homework (Activity 6).
- 2) The teacher gives rewards for the students with the higher score in the pre-test.
- 3) The teacher and learners, together, summarize the material that had been learned in this meeting.
- 4) The teacher ask learners to help them doing reflection of their teaching and learning process.
- 5) The teacher explains about the next teaching and learning plan.

The Second Meeting

a. Opening (10 minutes)

- 1) The teacher greets the students.
- 2) The teacher asks the students to begin the class with prayer.
- 3) The teacher checks the students' attendance list.
- 4) The teacher prepares the learners psychologically and physically to follow the teaching and learning process by asking the learners to clear up the class and spruce up.
- 5) The teacher recalls the previous material.

6) Students work in the same group as the previous activity.

b. The main activity (60 minutes)

Observing (5 minutes)

- 1) Working in group, students do Activity 7 that is changing some words in the present form into their past form.
- 2) Each representative of the groups writes down the answer of Activity 7 on the whiteboard.
- 3) Working in group, students observe the given picture (Pic.3) that is related to the text.

Questioning (10 minutes)

DRTA-Predicting

- 4) Working in groups, students formulate a question that is related to the picture using the question word “who” guided by the teacher.
- 5) The representative of each group writes down the questions on the white board.
- 6) Students are also given three questions related to the picture.
- 7) Students and teacher, together, select the appropriate questions that can help them to make predictions of the text.
- 8) Working in group, students answer the questions in the Activity 8 as the predictions.
- 9) The representative of each group presents the predictions in front of the other groups.

Collecting data (10 minutes)

DRTA-Reading the text in segment

- 10) The teacher distributes the first stopping point cards for each group.
- 11) A student reads the first stopping point of the text.
- 12) The teacher reads the stopping point of the text again.

Associating and Presenting (5 minutes)

DRTA-Confirming and verifying the predictions

- 13) Working in group, students confirm their predictions.
- 14) Students can make correction if it is necessary.

Observing (5 minutes)

15) Students observe the picture (Pic.3) again that is related to the text.

16) Students observe the questions that followed the picture.

Questioning (5 minutes)

DRTA-Predicting

17) Students are given the opportunity for asking about the observed picture and questions.

18) The teacher guides the students in understanding the questions.

19) Working in group, the students answer the questions in the Activity 9 to make predictions.

Collecting data (10 minutes)

DRTA-Reading the text in segment

20) The teacher distributes the first stopping point cards for each group.

21) The representative of each group presents the predictions in front of the other groups.

22) A student reads the first stopping point of the text.

Associating and Presenting (5 minutes)

DRTA-Confirming and verifying the predictions

23) Working in group, students confirm their predictions.

24) Students can make correction if it is necessary.

25) Students, individually, do Activity 10 that is True and False exercise.

c. Closing (10 minutes)

1) The teacher and learners, together, summarize the material that had been learned in this meeting.

2) The teacher ask learners to help them doing reflection of their teaching and learning process.

3) The teacher explains about the next teaching and learning plan.

H. Assessment

1. Knowledge and skill

- a. Assessing technique : progress test
- b. Instrument form : multiple choices
- c. Instrument : look appendix
- d. Scoring guideline :
 - Score for progress test : 0-20

$$\text{Final score} = \frac{\text{Gained Score}}{\text{Maximum Score}} \times 100$$

Batam, October 2015
Researcher,

Tegar Raharsenaya H
Nim. 10202244086

APPENDIX:


TEXT 1

Group members:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Worksheet and Verification Sheet

Write down your predictions and confirmations here. Put a tick (✓) in the ACCURATE, LESS ACCURATE, or NOT ACCURATE column for your predictions. Make correction of your prediction if it is necessary.

No.	Activities
1.	<p data-bbox="427 1115 1519 1182">A. Work with your group, look at the picture and answer the following questions. Then, make questions using question words “what” and “where”.</p> <div data-bbox="758 1189 1150 1480"></div> <p data-bbox="906 1487 995 1518">(Pic.1)</p> <ol style="list-style-type: none"><li data-bbox="427 1525 963 1556">1. What can you see from the picture?<li data-bbox="427 1563 1059 1594">2. What _____?<li data-bbox="427 1601 1059 1632">3. Where _____? <p data-bbox="1086 1632 1525 1664"><i>(Adapted from: English in Focus)</i></p>

Prediction :	ACCURATE	LESS ACCURATE	NOT ACCURATE
Confirmation:			
Correction:			



2.



(Pic. 2)

1. What can you see in the picture?
2. What kind of activity happened in the picture?
3. Can you guess the story by looking at the picture 1 and 2?
4. Discuss with your group members and write your prediction.

Prediction:	ACCURATE	LESS ACCURATE	NOT ACCURATE

	Confirmation:			
	Correction			
3.	Activity 2			
				
	(Pic. 1)		(Pic. 2)	
	<p>1) Look at picture 1 and 2 again. 2) What do you think they will do? 3) Do they call a doctor?</p>			

	ACCURATE	LESS ACCURATE	NOT ACCURATE
Prediction:			
Confirmation:			
Correction:			



(Pic. 1)



(Pic. 2)

1. Look at the picture 1 and 2 again.
2. If they call a doctor, what do you think the doctor will do about the girl?
3. What should the doctor examine to know her condition?

	Accurate	Less Accurate	Not Accurate
Prediction			
Confirmation			

Correction			

No.	<p>Activity 4 The second paragraph In five minutes the doctor came. He examined her carefully. He examined her eyes. He felt her stomach. He listened to her heart beat. He measured her blood pressure. Then he took her temperature.</p> <ol style="list-style-type: none"> 1. Now read the second paragraph again. 2. What do you think the doctor will do after examine the girl's condition? 3. By reading the paragraph, can you guess what does the girl suffer from? 4. What do you think the girl should do to get better soon?
-----	--

	Accurate	Less Accurate	Not Accurate
Prediction			

Confirmation			
Correction			

No.	<p>Activity 5 Discuss the following questions with your group. And present your answer in front of the class.</p> <ol style="list-style-type: none"> 1. Do you think that the text is describing something? How do you know? 2. Does the text tell the present or past events? Give your reason. 3. What does the text actually tell you about? <p>Activity 6 Work individually and read the text below. Then, answer the following questions.</p> <p>One day Sandra Dewi fell sick in the middle of the English lesson. All the students did reading tasks. Suddenly Sandra Dewi vomited. All other students stopped writing. Mrs. Lidia helped her immediately. The chairman of the class sent for the school's doctor. In five minutes the doctor came. He examined her carefully. He examined her eyes. He felt her stomach. He listened to her heart beat. He measured</p>
-----	--

her blood pressure. Then he took her temperature. “I’m afraid she suffers from malaria. Her temperature is very high. That is why she vomited. She has a very bad cough, too. I’ll give her some pills for her malaria, some tablets for her fever, and syrup for her cough. She needs a week’s rest”, said the doctor.

Questions:

1. What is the text telling you about?
2. What did the students do? What happened?
3. What was the name of the teacher?
4. What did the doctor do?
5. What was Sandra Dewi suffering from?
6. What did the doctor recommend?

(Adapted from Contextual Teaching and Learning)

LESSON PLAN
CYCLE 2

School : SMP NURUL JADID BATAM
 Subject : English
 Class/Semester : VIII/2
 Main material : Recount text
 Duration : 2 meetings (4 x 40 minutes)

A. Kompetensi Inti (Core Competence):

***KI 1** : Menghargai dan menghayati ajaran agama yang dianutnya.*

***KI 2** : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.*

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

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

B. Basic Competence and Indicator

NO.	Basic Competence	Indicator
1.	1.1 Being grateful to God for the chance in learning English as the international language which is presented	1.1.1 Expressing the thankfulness in every time getting chance to learn English

NO.	Basic Competence	Indicator
	in the spirit of learning.	presented in the spirit to learn.
2.	2.1 Indicating well mannered behavior and caring in doing the interpersonal communication with teachers and friends.	2.1.1 Communicating or sharing things with teacher and friends in well manner through discussion and presentation.
3.	3.12 Implementing the structure of the text and language feature to bring about the social function of the recount text by stating and questioning about activities, events, and phenomenon, short and simple, according to the context usage.	<p>3.12.1 By formulating questions about the text students are able to identify the content of recount text according to the context.</p> <p>3.12.2 By formulating questions students are able to identify the language features of a recount text.</p> <p>3.12.3 By reading the text in segments students are able to identify the structure of the text.</p>
4.	4.14 Getting the meaning of the spoken and written recount text, short and simple, about activities, events, and phenomenon.	<p>4.14.1 By making predictions and confirming the predictions students are able to identify the topic and main idea of recount text.</p> <p>4.14.2 Given some questions related to the text (short answer and true/false task) students are able to identify</p>

NO.	Basic Competence	Indicator
		<p>and find the detail information in a recount text.</p> <p>4.14.3 Given some questions related to the text (short answer and multiple choices) students are able to identify and find the detail information in a recount text.</p>

C. The Objectives

Upon the completion of teaching and learning process, students are able to:

- 1.1.1.1 express thankfulness in every chance to learn English which is presented in their spirit of learning (asking and answering questions, criticizing, giving opinion during the teaching and learning process);
- 2.1.1.1 communicate or share things with teacher and friends in well manner through discussion and presentation;
- 3.12.1.1 make predictions by observing the given picture/(s);
- 3.12.2.1 identify the content of the recount text;
- 3.12.3.3 identify the structure of the text; orientation, events, and re-orientation.
- 4.14.1.1 identify the topic and main idea of a recount text based to the context;
- 4.14.1.2 make predictions to find the topic and main idea of a recount text;
- 4.14.2.1 find the implicit and detail information of a recount text;
- 4.14.3.1 find the detail information in the recount text;

D. Teaching and Learning Material

The social function:

Explaining experience/(s), phenomenon, and event/(s) to be reported, modeled, shared, etc.

The structure of the text

- Orientation: it provides the purpose of the text and the event/phenomenon/experience in general. It also provides the background information needed to understand the text, i.e., who was involved, where it happened, when it happened, etc.
- Event: a record of events usually recounted in a chronological order.
- Re-orientation: personal comments and/or evaluative remarks on the incident.

Language features:

Simple past tense and continuous:

Woke up, took, went, got, did, had, was waiting, were sleeping, etc.

Adverb of time:

yesterday, last month, on Monday, an hour ago, immediately, etc.

E. Teaching Method and Technique

- Scientific approach
- Directed reading thinking activity

F. Media and Learning Resources

Media:

- Power point
- Pictures
- Worksheet

Learning Resource:

- Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama/Madrasah Tsanawiyah Kelas VIII Edisi 4 /Joko Priyana, ...[et. al.].--Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional, 2008.
- www.beljarbahasainggris.us

G. Steps of Teaching and Learning Process

The First Meeting

a. Opening (10 minutes)

1. The teacher greets the students.
2. The teacher asks the students to begin the class with prayer. The teacher checks the students' attendance list.
3. The teacher prepares the learners psychologically and physically to follow the teaching and learning process by asking the learners to clear up the class and spruce up.
4. The teacher presents the scope of the material and the activities according to the lesson plan.
5. The teacher explains the activity of the lesson.

b. The main activity (65 minutes)

Observing (10 minutes)

1. Working in group, students observe a puzzle of letters to find 5 words in the form of past tense (V2) that are related to the text. (*Activity 1*)
2. Working in group, students find a possible topic according to the words found in the puzzle and re-order the words according to the chosen topic. (*Activity 2*)
3. Working in group, students observe a title and a picture (Pic.4) that is related to the text. (*Activity 3*)

Questioning (10 minutes)

DRTA-Predicting

- 1) Students are given two questions related to the picture. (*Activity 3*)
- 2) Working in group, students formulate a question related to the picture using the question word 'what' given by the teacher. (*Activity 3*)
- 3) The representative of each group writes down the questions on the whiteboard. (*Activity 3*)
- 4) Students and teacher, together, select the appropriate questions to be answered.

- 5) Other groups can add the selected different questions from the other groups.
- 6) Working in group, students try to answer the questions in the Activity 3 to make predictions. (*Activity 3*)
- 7) The representative of each group presents the predictions to the other groups.

Collecting data (10 minutes)

DRTA-Reading the text in segment

- 1) The teacher distributes the first stopping point card to each group.
- 2) A student reads the first stopping point of the text. (*Activity 4*)
- 3) The teacher read the first stopping point again.
- 4) The teacher and students discuss if there are difficult words in the card.

Associating and Presenting (10 minutes)

DRTA-Confirming and verifying the predictions

- 1) Working in group, students confirm their predictions.
- 2) Students can make correction if it is necessary.

c. Closing (5 minutes)

- 1) The teacher and learners, together, summarize the material that had been learned in this meeting.
- 2) The teacher ask learners to help them doing reflection of their teaching and learning process.
- 3) The teacher explains about the next teaching and learning plan.

The Second Meeting

a. Opening (10 minutes)

- 1) The teacher greets the students.
- 2) The teacher checks the students' attendance list.
- 3) The teacher prepares the learners psychologically and physically to follow the teaching and learning process by asking the learners to clear up the class and spruce up.

- 4) The teacher presents the activities according to the lesson plan.
- 5) Students work individually.

b. The main activity (60 minutes)

Observing (5 minutes)

- 1) Students observe a title and a picture (Pic.4) that is related to the text.
(Activity 5)

Questioning (10 minutes)

DRTA-Predicting

- 2) Students are given the opportunities to ask questions related to the material such as a new or difficult word, how to express a word in English, and so on.
- 3) Students are given leading questions related to the picture.
- 4) Students try to answer the questions in the Activity 5 to make predictions.
- 5) The representative of each group presents the predictions of Pic.4 in front of the other groups.

Collecting data (5 minutes)

DRTA-Reading the text in segment

- 1) The teacher distributes the first stopping point card to each group.
- 2) A student reads the second stopping point of the text.
- 3) The teacher reads the first stopping point again.
- 4) The teacher and students discuss if there are difficult words in the card.

Associating (10 minutes)

DRTA-Confirming and verifying the predictions

- 1) Works in group, students confirm their predictions.
- 2) Students can make correction if it is necessary.

Doing Exercise (10 minutes)

- 1) Students, individually, are given a TRUE/FALSE task about Text 3.
- 2) Teacher and students discuss the task together.

- 3) Students make correction for the false statements by mentioning the supporting point in the text.

Wrapping Up (20 minutes)

- 4) The teacher invites the students to recall all the previous material. The teacher reminds the students of:
 - The genre of the text,
 - The purpose of the text,
 - The language features,
 - Some difficult words, and
 - What the main idea of the paragraph/text is.
- 5) The teacher invites the students to ask questions if they still find problems or difficulties about the material.

c. Closing (10 minutes)

- 1) Students are given homework (Exercise 1) for the next meeting.
- 2) The teacher and learners, together, summarize the material that had been learned in this meeting.
- 4) The teacher ask learners to help them doing reflection of their teaching and learning process.
- 5) The teacher explains about the next teaching and learning plan.

H. Assessment

1. Knowledge and Skill

- a. Assessing technique : Post test
- b. Instrument form : Multiple choices
- c. Instrument : look appendix
 - Scoring guideline : Score for progress test : 0-35

$$\text{Final score} = \frac{\text{Gained Score}}{\text{Maximum Score}} \times 100$$

Batam, November 2015

Researcher,

Tegar Raharsenaya H

Nim. 10202244086

APPENDIX:

TEXT 1


Group members:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Activity 1

Work in group, find 10 words in this puzzle and list your findings, and find the meaning.

A	B	Q	N	H	D	C	B	N	G
C	G	Z	E	L	W	Q	Z	G	A
S	C	U	L	P	T	U	R	E	Z
U	S	P	E	N	T	O	T	U	X
R	C	S	A	I	L	I	N	G	N
F	X	N	P	Q	B	E	A	C	H
B	Z	A	R	S	K	L	H	T	D
O	Y	S	Z	A	G	J	H	Y	T
R	T	O	U	R	I	O	B	V	R
D	O	Z	R	T	O	I	Y	W	H
I	W	W	S	H	T	N	Y	R	P
N	N	A	Z	W	B	P	Q	Z	O
G	P	X	Y	R	I	U	D	Z	W
O	S	A	T	I	S	F	I	E	D
I	N	H	D	K	E	W	R	T	S

No.	Activities			
2.	<p data-bbox="427 286 1520 360">A. Work with your group, look at the picture and answer the following questions. Then, make questions using question words “what” and “where”.</p> <div data-bbox="646 365 1265 862" style="text-align: center;">  </div> <p data-bbox="906 869 995 902">(Pic.3)</p> <ol data-bbox="427 904 1059 1014" style="list-style-type: none"> 1. What can you see from the picture? 2. What _____ ? 3. Where _____ ? 			
		ACCURATE	LESS ACCURATE	NOT ACCURATE
	<p data-bbox="376 1218 542 1252">Prediction :</p>			

Confirmation:

Correction:

2.



(Pic. 4)

1. What can you see in the picture?
2. What kind of activity happened in the picture?
3. Can you guess the story by looking at the picture 1 and 2?
4. Discuss with your group members and write your prediction.

Prediction:	ACCURATE	LESS ACCURATE	NOT ACCURATE
Confirmation:			
Correction			

3.

Activity 3



(Pic. 1)



(Pic. 2)

- 1) Look at picture 1 and 2 again.
- 2) What do you think they will do?
- 3) Do they call a tourist?

	ACCURATE	LESS ACCURATE	NOT ACCURATE
Prediction:			

<p>Confirmation:</p> <p>Correction:</p>			
<p>activity 4</p> <p>Work in group, read the following passage and confirm your predictions in activity 3 by writing down the supporting point of your predictions.</p> <p>Mr. Adiman’s family was on vacation. They are Mr. and Mrs. Adiman with two sons. They went to London. They saw their travel agent and booked their tickets. They went to the British Embassy to get visas to enter Britain. They had booked fourteen days tour. This includes travel and accommodation. They also included tours around London</p> <hr/> <p>Confirmation :</p>			

Activity 5

Work in group, read the following passage and confirm your predictions in activity 3 by writing down the supporting point of your predictions.

They boarded a large Boeing flight. The flight was nearly fourteen hours. On the plane the cabin crews were very friendly. They gave them news paper and magazine to read. They gave them food and drink. There was a film for their entertainment. They had a very pleasant flight. They slept part of the way.

Confirmation :

Activity 6

Read the complete text and do the following exercise.

Vocation in London

Mr. Adiman's family was on vacation. They are Mr. and Mrs. Adiman with two sons. They went to London. They saw their travel agent and booked their tickets. They went to the British Embassy to get visas to enter Britain. They had booked fourteen days tour. This includes travel and accommodation. They also included tours around London. They boarded a large Boeing flight. The flight was nearly fourteen hours. On the plane the cabin crews were very friendly. They gave them news paper and magazine to read. They gave them food and drink. There was a film for their entertainment. They had a very pleasant flight. They slept part of the way. On arrival at Heathrow Airport, they had to go to Customs and Immigration. The officers were pleasant. They checked the document carefully but their manners were very polite. Mr. Adiman and his family collected their bags and went to London Welcome Desk. They arranged the transfer to a hotel. The hotel was a well-known four-star hotel. The room had perfect view of the park. The room had its own bathroom and toilet. Instead of keys for the room, they inserted a keycard to open the door. On the third floor, there was a restaurant serving Asian and European food. They had variety of food. The two week in London went by fast. At the end of the 14-day, they were quite tired but they felt very happy.

Questions

1. What is the purpose of the text?
2. Split the text (paragraph) based on the generic structure?
3. Give 3 examples of each language features used in the text!
4. What does the first paragraph tells about?
5. What does the 2, 3 and 4 paragraph tell about?

Reading Comprehension Pre-Test Prototype

Name :

Class :

Date :

Text 1

Choose either A, B, C, or D for the correct answer. Question 1 to 5 are based on the text.

Bandung, August 3, 2010

Dear Diary,

I had a bad experience this morning. I had just celebrated my 15th birthday yesterday. The party was very good. When I woke up this morning, I felt very happy about the party. I got on with my usual morning activities and went to school. When I arrived at school and entered my classroom, everybody was looking at me. I wondered, "why are they looking at me?" I didn't think about it much, so I sat in my usual chair. Suddenly, all of my friends were laughing. They were pointing at my face. I felt very embarrassed so I ran to the rest room. There was a mirror there. I looked to the mirror to find out why. I was surprised to see a big red pimple on my forehead. My classmates were laughing at me because I looked like an Indian actress. I had never had pimple before, so the whole day I had to cover my forehead with a head band

The text was taken from: English in Focus for Grade VIII Juniof High School

(SMP/MTs)

1. What is the text above about?
 - a. The writer's birthday party
 - b. The writer's first day at school
 - c. The writer who looked like an Indian actress
 - d. The writer's first experience having a pimple
2. *I got on with my usual morning activities and went to school* (Paragraph 2). The underlined words have the closest meaning to....
 - a. continue
 - b. cancel
 - c. start
 - d. stop
3. *I didn't think about it much, so I sat in my usual chair* (Paragraph 3). The underlined word refers to....
 - a. Her pimple
 - b. Her classmates
 - c. What made her friends laughed at her
 - d. The reason why her friends kept looking at her
4. Why did the writer's friends laugh at her?
 - a. Because the writer was funny
 - b. Because the writer wore an Indian costume
 - c. Because the writer got a pimple on her face
 - d. Because the writer looked like an Indian actress

5. Based on the text 2 above, we know that....
- a. The writer celebrated her birthday at school
 - b. The writer often had problems with pimples
 - c. The writer felt uncomfortable with her pimples
 - d. Tthe writer’s classmates surprised her after her birthday

Text 2

Choose either A, B, C, or D for the correct answer. Question 6 to 11 are based on the text.

Do You Know This Girl?

I was in the park with my older sister, Cathy, on Friday. My sister left her jacket on a bench while we talked to some friends. When we went back to the bench, a girl in a red T-shirt was sitting there. She had some money in her hand. When she saw us, she got up and walked away. I said to my sister. “Did you have any money in your jacket?” She said, “Yes, Anna, I did.” I said, “Look in your jacket quickly.” Cathy looked in her jacket, but her money was not there. “That girl stole it!” I said, and we all ran after her. We caught her quickly. My sister was very angry and she said, “Give me the money!” The girl gave the money to Cathy and ran away. We all ran after her, but we lost her. Then we went home. But before we could tell our parents, my mother said to Cathy, “You left your money at home. It's on the table in the sitting room. You must be more careful with money.” So the girl in the red T-shirt was not a thief! She

probably thought we were thieves! We felt terrible. Please telephone us if you know this girl. We are very sorry for our mistake. We would like to say sorry to her and give her money back to her. Our number is 512667. My name is Anna.

The text was taken from:: English in Focus for Grade VIII Juniof High School

(SMP/MTs)

6. What is the text about?
 - a. A day in the park
 - b. A girl in a red T-shirt
 - c. An experience of running after a thief
 - d. Misunderstanding about who the thief was
7. Who had lost her money?
 - a. Anna
 - b. Cathy
 - c. The girl in a red T-shirt
 - d. The writer and her older sister
8. Why did the girl in a red T-shirt try to escape from Anna and her sister?
 - a. Because she was afraid that Anna and her sister thought she was a thief
 - b. Because she thought Anna and her sister were thieves
 - c. Because she stole Anna and her sister's money
 - d. Because she had money in her hand

9. *You must be more careful with money* (Paragraph 3). The underlined word refers to....
- a. Anna
 - b. Cathy
 - c. Anna and Cathy
 - d. The girl in a red T-shirt
10. *We felt terrible* (Paragraph 3). The underlined word has the closest meaning to....
- a. Pleasant
 - b. Relieved
 - c. Very bad
 - d. Disappointed
11. Where did Anna and her sister finally find the money?
- a. At home
 - b. In the writer's jacket
 - c. On the bench in the park
 - d. The girl in red T-shirt had the money

Text 3

Choose either A, B, C, or D for the correct answer. Question 11 to 16 are based on the text.

A Terrible Day

Last Sunday was a terrible day. My cousins and I were playing football in front of a house together to spend our time. First, it was really fun until I kicked

the ball too strong, so the ball led into a window and I broke the window. When we wanted to run away, suddenly we all heard a loud voice. After that, the owner of the house came from the fence of the house and shouted on us. We were very afraid, but we didn't know what to do. Then, one of my cousins told us to run. We all ran. Suddenly, we heard a bark sound. Then we knew that the owner of the house let his dog to chase us. We were struggling to run as fast as we could. But, I fell down so the dog managed to catch me and bite my leg. It was really painful. Then the dog ran back to the house. My cousins took me to the doctor and told my parents. Finally the doctor said that I was exposed to rabies. Then I was hospitalized for more than one week.

The text was adapted from: http://ridhacd.blogspot.com/2013/05/ltt_26.html

12. What is the text about?

- a. Unintentionally breaking a window of a house
- b. Three naughty kids and a mean house owner
- c. Spending time playing football
- d. Hospitalized because of rabies

13. When did they writer's day start to be terrible?

- a. When the ball they played broke the window of a house
- b. When the writer fell down and was bitten by a dog
- c. When the writer played football with the cousins
- d. When the writer needed to be hospitalize

14. How did the owner of the house react to the trouble that the writer and the writer's cousins had made?
- a. He told the kids not to play in front of his house.
 - b. He asked the kids to be responsible.
 - c. He punished the kids.
 - d. He got angry.
15. Why was the writer hospitalized for more than a week?
- a. Because the writer fell down
 - b. Because the writer's leg was hurt
 - c. Because the writer was bitten by a dog
 - d. Because the writer felt tired of playing football
16. Based on the text above, which one of the following statements is correct?
- a. The kids broke the window when they were playing volleyball.
 - b. The dog escaped from its owner and ran after the kids.
 - c. The writer's cousin developed rabies after the dog bit.
 - d. The dog catches the writer and bites the writer's leg.

Text 4

Choose either A, B, C, or D for the correct answer. Question 17 to 20 are based on the text.

The Flood

One Christmas in 2007, I was joining a final test try out at school. It was held from 8 a.m. to 2 p.m. After the test try out ended, one of my schoolmates, Rini, asked me to accompany her to the bus stop. When we arrived there,

suddenly a heavy rain fell down from the sky. Rini suggested me to go home soon while she was entering the bus. It was still raining when I was home. The rain did not stop and became bigger when the night had come. People were standing in front of their house, hoping that the flood would not come. In the middle of the night, I got news that South Purwodadi had been drowned. The next day, Purwodadi had become a flood area. All activities were paralyzed. No one went for work or school because the land had been covered by flood. However, I thanked God for not allowing the flood to enter my house. Even the front yard of my house had been changed into an emergency kitchen. It was so crowded there. My father and I took a walk around the center market and Central Purwodadi. All that we could see was water and water. At night, the flood looked like a beautiful ocean with the moonlight on it. I felt as if I was one of the passengers of Titanic who was sailing on the sea. Finally, the flood was starting to decrease in the next morning. I and my family cleaned our front yard together. That was the greatest flood that I had ever experienced in my hometown.

The text was adapted from: <http://mediaku.com>

17. What does the text talk about?
- a. Concern of the writer's family members for Flood victims
 - b. A heavy rainfall that caused flood in Purwodadi
 - c. A disaster due to humans' mistake
 - d. Flood because of a heavy rain

18. According to the story, what had caused the flood to come?
- a. Rubbish
 - b. Humans' mistake
 - c. A river that overflowed
 - d. A long and heavy rainfall
19. *It was so crowded there* (Paragraph 3). The underlined word refers to....
- a. The writer's house
 - b. The kitchen of the writer's house
 - c. The front yard of the writer's house
 - d. The school where the writer studied
20. *In the middle of the night, I got news that South Purwodadi had been drowned* (Paragraph 2). The underlined word has the closest meaning to....
- a. Died
 - b. Sunk
 - c. Hidden
 - d. Paralyzed

Text 5

Choose either A, B, C, or D for the correct answer. Question 20 to 25 are based on the text.

My Holiday in Flores

I went to Flores last month. I went there to visit Australian Volunter English teachers in Maumere, Ende and Banjawa, as a result, I also enjoyed the beauty of the island.

I started my first day in Maumere with Jo Keating. After visiting several school in the city, we took an amazing journey over the mountains to the south coast. We visited a new Junior High School there. Then, I traveled to meet Sharon Kidman. Ende has a great market with a lovely selection of traditional woven ikat cloth, annd great seafood.

My next trip was to Detusoko. It is a mountain village. I went there with my Ginny Edwards. Detsuko is not far from Mount Kelimutu. We woke up ar 4 a.m to see the three different coloured lakes at dawn, it was turly inspiring.

My final trip was to Bajawa. It is a small town high in the mountains. It was a very cold place. Yet my trip was fun and memorable. I would like to go bak to Flores one day.

Adapted from: English in scaffolding for Grade VIII Junior High School.

21. Where did the writer go in his first day?

- a. Ende.
- b. Maumere.
- c. The mountain village.
- d. Mounth Kelimutu.

22. Where did the writer go after visiting Ende?
- a. Bajawa.
 - b. Dutsuko.
 - c. Maumere.
 - d. Mounth Kelimutu
23. What was the writer's last destination?
- a. Bajawa.
 - b. Detsuko.
 - c. Maumere.
 - d. Mounth Kelimutu.
24. Which of the following words is the synonym of "coast"?
- a. Shore.
 - b. River.
 - c. Mountain.
 - d. lake
25. which of the following statements is false acording to the text?
- a. The writer visited some school in Maumere.
 - b. After visiting Maumere, the writer went to Ende.
 - c. After visiting Ende, the writer went to the mountain village.
 - d. Bajawa is the writer's third destination.

Reading Comprehension Post-Test Prototype

Name :

Class :

Date :

Text 1

Choose either A, B, C, or D for the correct answer. Questions 1 to 4 are based on the text.

My Memorable Holiday

I want to tell you about my memorable time in Singapore. It was one of the best holidays I ever had.

I will never forget the spectacular views of the city. I saw from Mount Faber that night. The roller-coaster ride and the stunts performed by dolphins and a killer whale at the Sea World were also exciting. I will remember the thrill of having been on one of the longest rides in the monorail in Sentosa Island for many years to come.

I also enjoyed various kind of seafood at the makeshift roadside stalls at the Chinatown night market. I enjoyed the shopping trips as well. My family and friends agreed that souvenirs were value for money, especially the silk scarves with pretty patterns and the attractive key chains.

Adapted from: SIAPUJA for Junior High School

1. What is the purpose of the text?
 - a. To describe something.
 - b. To report something.
 - c. To retell someone's experience.
 - d. To share the moral values.
2. What did the writer do in Chinatown?
 - a. He had a roller-coaster experience.
 - b. He had a various kind of seafood.
 - c. He enjoyed snails.
 - d. He enjoyed the souvenirs.
3. What kind of souvenir did the writer buy?
 - a. Postcards and snails.
 - b. Seafood and squid.
 - c. Money and scarves.
 - d. Silk scarves and key chains.
4. "I will never forget the spectacular views of the city....." (paragraph 2 line one)
What does the underline mean?
 - a. Nice.
 - b. Usual.
 - c. Amazing.
 - d. Ordinary.

Text 2

Choose either A, B, C, or D for the correct answer. Questions 5 to 9 are based on the text.

My Grandpa Birthday

It was my grandpa's birthday party last Sunday. On Friday my sister and I went shopping at the mall. We bought a nice shirt. Then we wrapped it in a green wrapping paper. Green is my grandpa's favorite color.

On Saturday morning, my brother and I helped my grandma makes a birthday cake in the kitchen. It was a big beautiful cake. I wrote "Happy Birthday" on it. After that, we put some chocolate and a candle on the top of the cake.

On Saturday evening, my uncle and aunt come to my house. They brought several bottles of soft drink and flowers for grandpa. We sat together in the living room. My dad said a prayer and then we sang "Happy Birthday" and my grandpa blew out the candle. He cut the cake into a small pieces and gave a piece to everybody in the room. He opened the present and he was very happy with the shirt.

Adapted from: SIAPUJA for Junior High School

5. What is the main idea of the first paragraph?
 - a. The writer bought a present for the grandpa.
 - b. The writer prepare everything for the grandpha's birthday party.
 - c. The writer's uncle brought some drinks and flowers.
 - d. The writer and his family celebrated their grandpa's birthday party.
6. "I wrote 'Happy Birthday' on it...." (pargraph 1).
The underlined word refers to....
 - a. Soft drinks and flowers.
 - b. Grandpa's birthday.

- c. The present for the grandpa.
 - d. Birthday ake for grandpa's.
7. Whih statement is INCORRECT based of the text?
- a. The party was held in the house.
 - b. The writer helped her aunt to make a cake.
 - c. The writer's grandpa likes the present.
 - d. Grandma was forget about grandpa's birthday.
8. "He cut the cake into a small pieces and gave a piece to everybody in the room..."
- The underline word refers to ...
- a. Uncle
 - b. Aunt
 - c. Grandma
 - d. grandpa
9. what did the text tell you about?
- a. Describing grandpa family.
 - b. Telling grandpa's experience.
 - c. Celebreting grandpa's birthday.
 - d. Making grandpa's birthday cake.

Text 3

Choose either A, B, C, or D for the correct answer. Question 10 to 14 are based on the text.

My first marathon

Last year, I joined the chicago marathon, my first marathon. I had to run 26,6 miles to complete it.it was hard but I learned valuable lessons from joining it.

At first,i just wanted to get the experience of joining the marathon. I thought it would be one lifetime experiene.after finishing it, I changed my mind. I wanted to enter another one. I wanted to complete at least one more marathon and improve my time. I also experience a good feeling between participants and the spectators. It made me happy. It was amazing for me. So, I decided that I had to

join another marathon the following year because I was not satisfied with my first one

10. When did the writer change his mind about marathon?
 - a. When preparing the race.
 - b. During the race.
 - c. Before the race.
 - d. After finishing the race.
11. What is the main idea of the second paragraph?
 - a. The writer found that marathon was enjoyable so he wanted to join again.
 - b. After completing the 26.2 miles, the writer felt upset.
 - c. The writer thought that marathon was hard so he stopped it as soon as possible.
 - d. The writer felt tired when he had to run for 26.2 miles.
12. Why did the writer want to join another marathon?
 - a. To learn valuable things.
 - b. To improve his time.
 - c. To participate in the other event.
 - d. To experience an interesting race.
13. What made the writer feel happy in joining the marathon?
 - a. The improvement of his time.
 - b. The satisfaction of joining the marathon.
 - c. The experience of a good feeling between participants and the spectators.
 - d. The valuable lessons of marathon.

14. "I also experience a good feeling between participants and the spectators."

The underline word has similar meaning with

- a. Runners.
- b. Supporters.
- c. The jury.
- d. Audiences.

Text 4

Choose either A, B, C, or D for the correct answer. Question 15 to 20 are based on the text.

Last summer, when mom and dad weren't feeling well, Tom took his dog, Paddy, for a walk. Suddenly, there was a rabbit running across the path they were taking. Paddy barked very loud and the scared rabbit ran into the bushes. Although Tom tried hard to grip the collar, Paddy ran after the rabbit. That was the last time he saw Paddy.

He tried looking for him for days. Five weeks later, when Tom was out for a coffee at motorway cafe, his parents called. They hurried out and there was Paddy wagging his tail.

Adapted from: SIAPUJA for Junior High School

15. How did Paddy get lost?
- a. He was hungry and searched for food.
 - b. He followed motorbike riders.
 - c. He saw a rabbit and run fo it.
 - d. He felt bored and took a walk.

16. "That was the last time he saw Paddy..." (paragraph 1)
The word he is refer to...
- Father.
 - Tom.
 - Rabbit.
 - Paddy.
17. "..., Paddy ran after the rabbit". (paragraph 1)
The underline word has the simmilar named with
- Saw
 - Walked
 - Searhed
 - Chased
18. What is the main idea of the first paragraph?
- Tom's parents were sick.
 - Tom took Paddy for walk.
 - Paddy lost for ran after a rabbit.
 - Paddy ate the rabbit.
19. Which is the correct statement based on the text above?
- Tom found Paddy at Motorway Cafe.
 - Tom's parents look for Paddy.
 - Tom searched Paddy for five weeks.
 - Paddy found when Tom's parents were having launch.
20. What is text tell about?
- The coming back of the lost dog.
 - A long journey of a dog.
 - A long holiday experiene in London.
 - The disappearance of a dog.

Text 5

Choose either A, B, C, or D for the correct answer. Question 21 to 25 are based on the text.

One day, a boy got up with the feeling that the day was going to be unlucky day for him. He found that it was already 6.50 a.m, he rushed into the bathroom. He didn't see a piece of soap lying on the floor. He stepped on it and slipped.

Then he went to dining room for his breakfast. He gulped down the tea without realizing that it was very hot, so it burnt his tongue. He got dressed and rushed to the bus stop. Unfortunately, he just missed the bus. His heart sank and

knew that he would be late for school and his teacher would be angry with him again.

Adapted from: SIAPUJA for Junior High School

21. “he gulped down the tea without realizing that it was very hot” (paragraph 2)

The word “it” refers to ...

- a. The tongue
- b. The toast
- c. The tea
- d. The coffee

22. “..... he rushed into the bathroom”.

The synonym for the underlined word is ...

- a. Walked
- b. Crawled
- c. Jumped
- d. Hurried

23. What happened with the boy when he got his breakfast?

- a. His breakfast was not ready.
- b. He did not prepare it.
- c. He burnt his toast.
- d. He hurt his tongue.

24. The text tell us about the boy’s

- a. Good day
- b. Funny day
- c. Lucky day
- d. Unlucky day

25. Which statement is incorrect according to the passage above?

- a. The boy knew that the tea was very hot.
- b. The boy had a bad feeling day of that day.
- c. The boy’s feeling came true.
- d. The boy’s had ever been late before.

**Students' Reading Performance Task Score
Pre-Test and Post-Test**

NO	SS	PRE-TEST	POST-TEST Cycle 1	Post-Test Cycle 2
1	S1	60	70	80
2	S2	60	75	80
3	S3	55	70	80
4	S4	80	90	100
5	S5	70	70	85
6	S6	70	70	90
7	S7	75	75	85
8	S8	80	80	95
9	S9	60	75	85
10	S10	80	80	95
11	S11	65	70	80
12	S12	70	75	80
13	S13	70	75	80
14	S14	80	80	95
15	S15	75	75	85
16	S16	50	70	80
17	S17	80	80	95
18	S18	70	70	80
19	S19	65	70	80
20	S20	70	70	85
21	S21	75	75	80
22	S22	75	80	90
23	S23	70	75	80
24	S24	70	70	85
25	S25	70	70	80
26	S26	65	75	85
27	S27	65	75	85
28	S28	65	75	85
29	S29	60	70	80
30	S30	60	70	80

S: Students



KEMENTERIAN PENDIDIKAN NASIONAL
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
http://www.fbs.uny.ac.id//

FRM/FBS/32-01
10 Jan 2011

Nomor : 401/UN.34.12/PB/1x1
Lampiran :
Hal : Permohonan Ijin Survey/Obsevasi/Penelitian

Kepada Yth.....

Pembantu Dekan I

FBS UNY

Dengan hormat,

Menanggapi surat dari Saudara:

Nama : Tegar Baharsenaya Hutami
No. Mhs. : 10202244086
Jur/Prodi : PBI
Lokasi Penelitian : SMP Nurul Jadid Batam
Judul Penelitian : Improving Reading Comprehension Skill Through The use of ORTA
Tanggal Pelaksanaan : September - November 2016

Berkaitan dengan hal itu, mohon kepada Bapak/Ibu untuk berkenan menerbitkan Surat Ijin Survey/Obsevasi/Penelitian.

Atas perhatiannya disampaikan terimakasih.

Hormat kami
Ketua Jurusan
Pendidikan Bahasa Inggris

Samsul Maarif, M.A.
NIP19530423 197903 1 004



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
[http://www.fbs.uny.ac.id//](http://www.fbs.uny.ac.id/)

FRM/FBS/33-01
10 Jan 2011

Nomor : 939/UN.34.12/DT/IX/2015
Lampiran : 1 Berkas Proposal
Hal : Permohonan Izin Penelitian

Yogyakarta, 15 September 2015

Kepada Yth.
Gubernur Daerah Istimewa Yogyakarta
c.q. Kepala Bakesbanglinmas DIY
Jl. Jenderal Sudirman No. 5 Yogyakarta 55231

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABs), dengan judul:

IMPROVING READING COMPREHENSION SKILL THROUGH THE USE OF DIRECTED READING - THINKING ACTIVITY (DRTA) STRATEGY FOR THE EIGHT GRADE STUDENTS OF SMP NURUL JADID BATAM

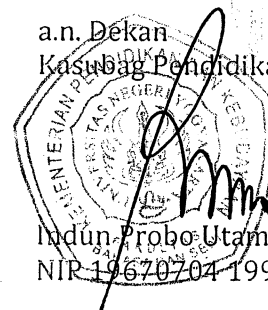
Mahasiswa dimaksud adalah:

Nama : TEGAR RAHARSENAYA HUTAMI
NIM : 10202244086
Jurusan/Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : September - November 2015
Lokasi Penelitian : SMP Nurul Jadid Batam

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Kasubag Pendidikan FBS,



Indun Probo Utami, S.E.
NIR 19670704 199312 2 001

Tembusan:
- Kepala SMP Nurul Jadid Batam



PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA
BADAN KESATUAN BANGSA DAN PERLINDUNGAN MASYARAKAT
(BADAN KESBANGLINMAS)

Jl. Jenderal Sudirman No 5 Yogyakarta - 55233
Telepon : (0274) 551136, 551275, Fax (0274) 551137

Yogyakarta, 16 September 2015

Nomor : 074/2202/Kesbang/2015
Perihal : Rekomendasi Penelitian

Kepada Yth. :
Gubernur Kepulauan Riau
Up. Kepala Badan Kesbangpol dan Linmas
Provinsi Kepulauan Riau
di
TANJUNG PINANG

Memperhatikan surat :

Dari : Dekan Fakultas Bahasa dan Seni Universitas Negeri
Yogyakarta
Nomor : 939/UN.34.12/DT/IX/2015
Tanggal : 15 September 2015
Perihal : Permohonan Izin Penelitian

Setelah mempelajari surat permohonan dan proposal yang diajukan, maka dapat diberikan surat rekomendasi tidak keberatan untuk melaksanakan riset/penelitian dalam rangka penyusunan thesis dengan judul proposal : **"IMPROVING READING COMPREHENSION SKILL THROUGH THE USE OF DIRECTED READING-THINGKING ACTIVITY (DRTA) STRATEGY FOR THE EIGHTH GRADE STUDENTS OF SMP NURUL JADID BATAM"**, kepada :

Nama : TEGAR RAHARSENAYA HUTAMI
NIM : 10202244086
No. HP/ Identitas : 085765003343/2171096908930001
Prodi/Jurusan : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni Universitas Negeri Yogyakarta
Lokasi Penelitian : SMP Nurul Jadid Batam
Waktu Penelitian : 21 September s.d. 30 November 2015

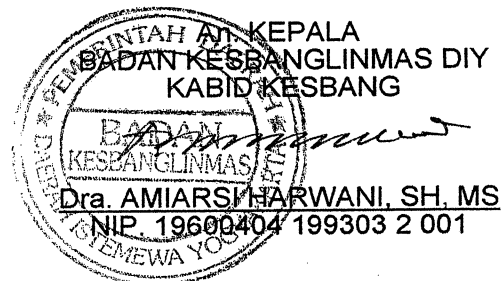
Sehubungan dengan maksud tersebut, diharapkan agar pihak yang terkait dapat memberikan bantuan/fasilitas yang dibutuhkan.

Kepada yang bersangkutan diwajibkan :

1. Menghormati dan mentaati peraturan dan tata tertib yang berlaku di wilayah riset/ penelitian;
2. Tidak dibenarkan melakukan riset/penelitian yang tidak sesuai atau tidak ada kaitannya dengan judul riset/penelitian dimaksud;
3. Menyerahkan hasil riset/penelitian kepada Badan Kesbanglinmas DIY.
4. Surat Rekomendasi ini dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat rekomendasi sebelumnya, paling lambat 7 (tujuh) hari kerja sebelum berakhirnya surat rekomendasi ini.

Rekomendasi Riset/Penelitian ini dinyatakan tidak berlaku, apabila ternyata pemegang tidak mentaati ketentuan tersebut di atas.

Demikian untuk menjadikan maklum.



Tembusan disampaikan Kepada Yth :

1. Gubernur DIY (sebagai laporan);
2. Dekan Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta;
3. Yang bersangkutan.



**PEMERINTAH PROVINSI KEPULAUAN RIAU
BADAN KESATUAN BANGSA DAN POLITIK**

Pusat Pemerintah Provinsi Kepulauan Riau
Istana Kota Piring Gedung Sultan Mahmud Riayat Syah
Gedung B2 Lantai I Pulau Dompok Tanjungpinang Kepulauan Riau
Email : kesbang@e-kepri.net Website www.kepriprov.go.id

TANJUNGPINANG

Kode Pos 29124

Tanjungpinang, 01 Oktober 2015

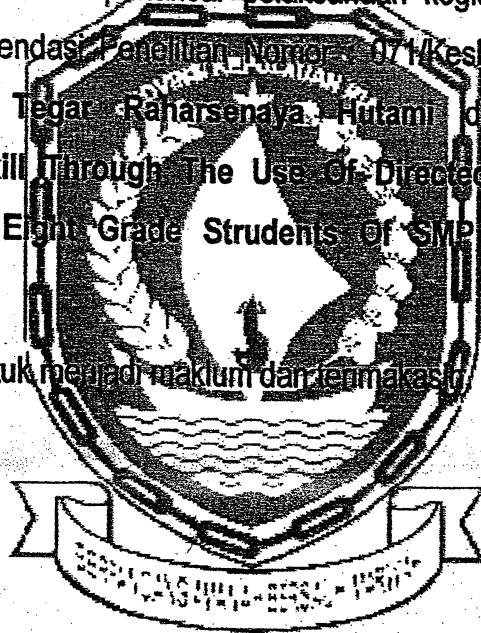
Nomor : 074/267/KESBANGPOL-01/2015
Lampiran : 1 (satu) berkas
Perihal : Penyampaian Rekomendasi
Penelitian.

Kepada
Yth. Ka. Badan KESBANGPOL Kota Batam

di -
Tempat

Dalam rangka memperlancar pelaksanaan kegiatan penelitian, bersama ini terlampir disampaikan Rekomendasi Penelitian Nomor: 074/Kesbangpol/2015/267 tanggal 01 Oktober 2015 atas nama Tegar Raharsenaya Hutami dengan judul "Improving Reading Comprehension Skill Through The Use Of Directed reading-Thinking Activity (DRTA) Strategy For The Eight Grade Strudents Of SMP Nurul Jadid Batam", untuk dapat ditindaklanjuti.

Demikian untuk menjadi maklum dan terima kasih



a.n KEPALA BADAN KESBANGPOL
PROVINSI KEPULAUAN RIAU

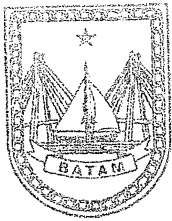


HI YUFRIDA ARIANI, SH

Pembina
NIP. 19630120 198603 2 012

Tembusan, Yth :

- Gubernur Kepulauan Riau (sebagai laporan)



PEMERINTAH KOTA BATAM
BADAN KESATUAN BANGSA DAN POLITIK
KANTOR DINAS BERSAMA

Jalan Engku Putri Nomor 17 – Batam Centre

Telepon / Fax : (0778) 470620 Email : kesbangpolbatam@yahoo.co.id

REKOMENDASI

Nomor : 700/Kesbangpol-Rekom/XI/121

- Dasar :
1. Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian ;
 2. Peraturan Daerah Provinsi Kepulauan Riau Nomor 5 Tahun 2011 tentang Organisasi Taka Kerja Inspektorat, Bappeda, Lembaga Teknis Daerah, Satpol PP dan lembaga Lain Provinsi Kepulauan Riau (Lembaran Daerah Provinsi Kepulauan Riau Tahun 2011 Nomor 5, Tambahan Lembaran Daerah Provinsi Kepulauan Riau Nomor 15) ;
 3. Peraturan Daerah Kota Batam Nomor 11 Tahun 2007 tentang Pembentukan Susunan Organisasi dan Tata Kerja Lembaga Teknis Daerah Kota Batam (Lembaran Daerah Kota Batam Tahun 2007 Nomor 11, Tambahan Lembaran Daerah Kota Batam Nomor 50) ;

Menimbang Surat dari : 074/267/KESBANGPOL-01/2015 Tanggal 01 Oktober 2015

Kepala Badan Kesatuan Bangsa dan Politik Kota Batam, memberikan rekomendasi kepada

- a. Nama / Obyek : **TEGAR RAHARSENAYA HUTAMI**
- b. Nim/Jurusan/Jenjang : 10202244086/ Pendidikan Bahasa Inggris/ UNY/ S1
- c. Untuk : Melakukan Penelitian, *"Improving Reading Comprehension Skill Through The Use Of Directed reading-Thinking Activity (DRTA) Strategy For The Eight Grade Strudents Of SMP Nurul Jadid Batam."*

1. Lokasi Penelitian:

- SMP Nurul Jadid Kota Batam

2. Waktu / Lama Penelitian : 6 (Enam) Bulan

3. Sebelum melakukan penelitian, agar melapor kepada Pemerintah setempat;

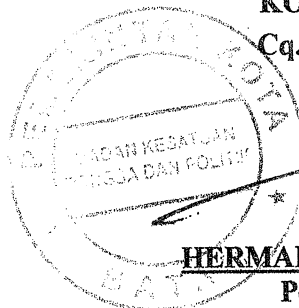
4. Melaporkan hasil penelitian yang telah dilakukan sebagai masukan bagi Pemerintah setempat.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : B a t a m
Pada tanggal : 05 Oktober 2015

**BADAN KESBANGPOL
KOTA BATAM**

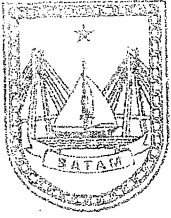
Cq. Sekretaris



HERMAN PURNAMA S.sos

Pembina Tk I

Nip. 19630201 198503 1 016



PEMERINTAH KOTA BATAM
BADAN KESATUAN BANGSA DAN POLITIK
KANTOR DINAS BERSAMA

Jalan Engku Putri Nomor 17 – Batam Centre

Telepon / Fax : (0778) 470620 Email : kesbangpolbatam@yahoo.co.id

Batam, 05 Oktober 2015

Nomor : 700/ Kesbangpol -Rekom/ X / 122
Lampiran : 1 (Satu) Lembar
Perihal : Penyampaian Rekomendasi Penelitian

Kepada Yth;

Ka. Sekolah SMP Nurul Jadid Kota Batam

di -

B A T A M

Dalam rangka mempelancar pelaksanaan kegiatan penelitian, bersama ini terlampir disampaikan Rekomendasi Penelitian Nomor: 700/Kesbangpol-Rekom/X/122 tanggal 05 Oktober 2015 atas Nama **TEGAR RAHARSENAYA HUTAMI** dengan judul "*Improving Reading Comprehension Skill Through The Use Of Directed reading-Thinking Activity (DRTA) Strategy For The Eight Grade Strudents Of SMP Nurul Jadid Batam.*" untuk dapat ditindak lanjuti.

Demikian untuk menjadi maklum dan terima kasih.

Dibuat di : B a t a m
Pada tanggal : 05 Oktober 2015

BADAN KESBANGPOL
KOTA BATAM
Cq. SEKRETARIS

HERMAN PURNAMA S.sos
Pembina Tk I
NIP. 19630201 198503 1 016

Tembusan :

1. Walikota Batam (sebagai laporan)
2. Wakil Walikota Batam (sebagai laporan);



YAYASAN NURUL JADID
SMP NURUL JADID (SMP NJ)



BENGKONG PERMAI RT. 02 RW. 02 KEL. BENGKONG LAUT KEC. BENGKONG - KOTA BATAM TELP. (0778) 7415383

SURAT KETERANGAN

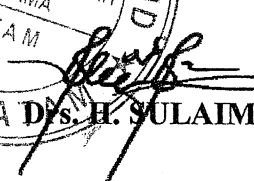
Nomor: 334/421.5/SMPNJ/XII.2015

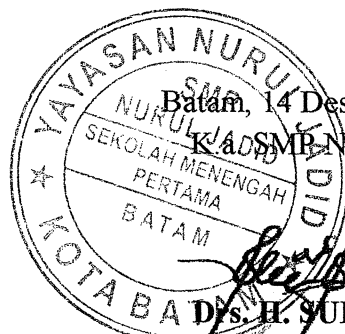
Yang bertandatangan dibawah ini adalah Kepala SMPS Nurul Jadid – Batam, menerangkan dengan sebenar-benarnya bahwa mahasiswa jurusan Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta dengan identitas:

Nama : **TEGAR RAHASENAYA HUTAMI**
NIM : 10202244086
Judul Penelitian : **IMPROVING READING COMPREHENSION SKILL THROUGH THE USE OF DIRECTED READING-THINKING ACTIVITY (DRTA) STRATEGY FOR THE EIGHTH GRADE STUDENTS OF SMPS NURUL JADID BATAM**

Telah mengadakan penelitian di sekolah kami tercatat pada tanggal 21 September 2015 s/d 30 Nopember 2015.

Demikian surat keterangan ini dibuat untuk diketahui dan untuk dipergunakan sebagaimana mestinya.

Batam, 14 Desember 2015
Kepala SMP Nurul Jadid

Ds. H. SULAIMAN



**Students' Reading Performance Task Score
Pre-Test and Post-Test**

NO	SS	PRE-TEST	POST-TEST Cycle 1	Post-Test Cycle 2
1	S1	60	70	80
2	S2	60	75	80
3	S3	55	70	80
4	S4	80	90	100
5	S5	70	70	85
6	S6	70	70	90
7	S7	75	75	85
8	S8	80	80	95
9	S9	60	75	85
10	S10	80	80	95
11	S11	65	70	80
12	S12	70	75	80
13	S13	70	75	80
14	S14	80	80	95
15	S15	75	75	85
16	S16	50	70	80
17	S17	80	80	95
18	S18	70	70	80
19	S19	65	70	80
20	S20	70	70	85
21	S21	75	75	80
22	S22	75	80	90
23	S23	70	75	80
24	S24	70	70	85
25	S25	70	70	80
26	S26	65	75	85
27	S27	65	75	85
28	S28	65	75	85
29	S29	60	70	80
30	S30	60	70	80

S: Students