THE EFFECT OF DIRECTED READING THINKING ACTIVITY (DRTA) STRATEGY ON THE READING COMPREHENSION OF THE SECOND GRADE STUDENTS AT SMPN 1 SAKRA

By

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STUDY PROGRAM OF ENGLISH LANGUAGE EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF MATARAM
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THE EFFECT OF DIRECTED READING THINKING ACTIVITY (DRTA) STRATEGY ON THE READING COMPREHENSION OF THE SECOND GRADE STUDENTS AT SMPN 1 SAKRA

A Thesis

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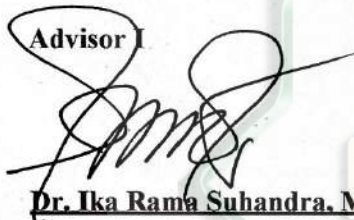

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ADVISORS' APPROVAL

Thesis by Maulina Harwini, student's number (NIM) 180107147 entitled "The Effect of Directed Reading Thinking Activity (DRTA) Strategy on The Reading Comprehension of The Second Grade Students at SMPN 1 Sakra" has fulfilled the requirement and has been approved to be examined.

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Mataram,   2023

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Assalamu'alaikum, Wr. Wb.

Respectfully, after doing guidance, direction, and correction, we are of the opinion that a thesis of:

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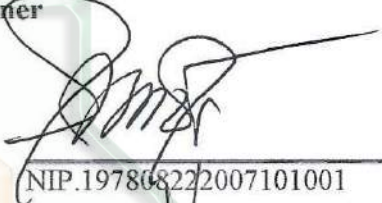NIP. 197808222007101001

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ii

THESIS RECTIFICATION

Thesis by: Maulina Harwini, Student's Number: 180107147 entitled "The Effect of Directed Reading Thinking activity (DRTA) Strategy on the Reading Comprehension of the Second Grade Students at SMPN 1 Sakra" has been defended in front of the examiners board of study program of English Language Education, Faculty of Education and Teacher Training, State Islamic University of Mataram on 20, oktober 2023

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iv

MOTTO

"La Tahzan Innallaha Ma'ana."
(QS: At-Taubah: 40)

DEDICATION

"This thesis is dedicated to: My beloved mother, Hj. Senah and My beloved father, H. Hamzan Humaidi and my beloved sister, All of my teachers and lectures, and My Almamater, UIN Mataram."

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Alhamdulillah, all priced to Allah SWT for blessing, opportunity, health, and mercy. Blessing and salutation be given to our prophet Muhammad SAW, (pieces be upon him) and his family. The 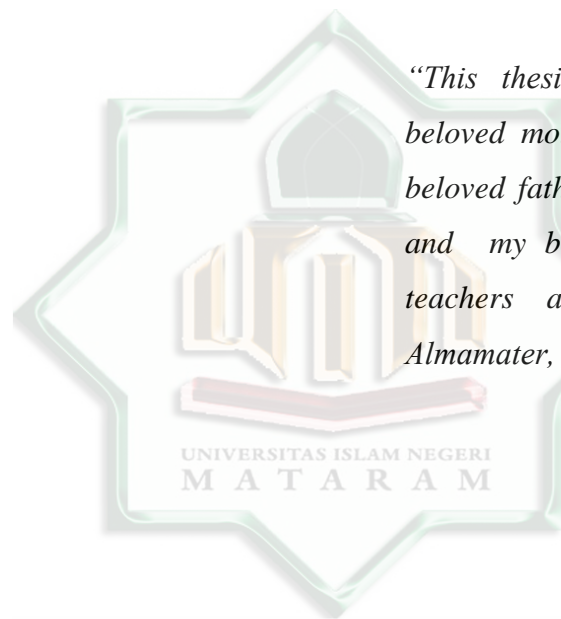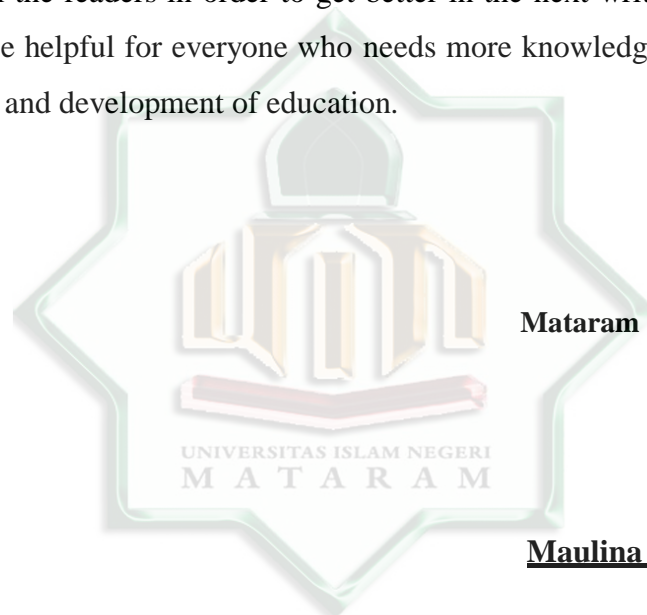researcher could finish this project as one of the requirements for the bachelor Degree of Educational Studies (S.Pd) at the English Education Study Program of State Islamic University (UIN) of Mataram.

The researcher realizes that it would be impossible for her to complete the process until she finishes her study without many contributions, support and help from the other. The researcher would like to express her deep gratitude and appreciation to the following:

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Finally, I realize that this thesis is far from being perfect since there are lots of mistakes in the writing of this thesis. It is needed to get suggestions and advice from the readers in order to get better in the next writing. Hopefully, this thesis can be helpful for everyone who needs more knowledge and references for the purpose and development of education.

Mataram   2023

Maulina Harwini

TABLE OF CONTENT

LIST OF TABLE

LIST OF APPENDICES

THE EFFECT OF DIRECTED READING THINKING ACTIVITY (DRTA) STRATEGY ON THE READING COMPREHENSION OF THE SECOND GRADE STUDENTS AT SMPN 1 SAKRA

By:

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ABSTRACT

This research was conducted to find out the effect of Directed Reading Thinking Activity (DRTA) strategy on the reading comprehension of the second grade students of SMPN 1 Sakra. Quantitative method was implemented in this research. The design of this research was pre experimental research with one group pretest and posttest design. This research was conducted by using pre-test to identify the students' basic reading score. In addition, the researcher gave the treatment in order to achieve better score of reading comprehension. Finally, the post-test was given to the effect of Directed Reading Thinking Activity (DRTA) strategy can improve students reading comprehension skill. The scores of pre-test and post-test were compared wheather or not Directed Reading Thinking Activity (DRTA) strategy can improve students reading comprehension skill, and it was calculated by using t-test. As the result, the average students' score of pre-test was 60.06 and post-test was 80.78. It means that the score of post-test was higher than pre-test. The value of paired sample t-test also was significant, in which the significance 0.000 which was lower than the alpha 0.05. It can be concluding that using Directed Reading Thinking Activity (DRTA) in improving students' reading comprehension was effective.

Keywords: Reading, Reading Comprehension, Directed Reading Thinking Activity (DRTA).

PENGARUH STRATEGI DIRECTED READING THINKING ACTIVITY (DRTA) TERHADAP PEMAHAMAN MEMBACA SISWA KELAS DUA SMPN 1 SAKRA

Oleh:
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ABSTRAK

Penelitian ini dilakukan untuk mengetahui pengaruh strategi Directed Reading thinking Activity (DTRA) terhadap pemahaman membaca siswa kelas dua SMPN 1 Sakra. Metode kuantitatif diterapkan dalam penelitian ini. Desain penelitian ini adalah penelitian pra eksperimen dengan desain one group pretest dan postest. Penelitian ini dilakukan pew-test untuk mengidentifikasi skor membaca dasar siswa. Selain itu, peneliti memberikan perlakuan untuk mencapai skor pemahaman membaca yang lebih baik. Terakhir, post-test diberikan untuk mengetahui pengaruh strategi Directed Reading thinking activity (DRTA) dapat meningkatkan keterampilan pemahaman membaca siswa. Skor pre-test dan post-test dibandingkan apakah strategi Directed Reading Thinking Activity (DRTA) dapat meningkatkan keterampilan pemahaman membaca siswa, dan dihitung dengan menggunakan uji-t. hasilnya, rata-rata nilai pre-test siswa adalah 60,06 dan post-test adalah 80,78 artinya nilai post-test lebih tinggi dibandingkan pre-test. Nilai uji-t sampel berpasangan juga signifikan, dimana signifikasinya 0,000 lebih rendah dari alpha 0,05. Dapat disimpulkan bahwa penggunaan strategi Directed Reading Thinking Activity (DRTA) dalam meningkatkan pemahaman membaca siswa adalah efektif.

Kata kunci: Membaca, pemahaman Membaca, Directed Reading Thinking Activity (DRTA).

CHAPTER I
INTRODUCTION

A. Background of Research

Reading is a strategic and complex process covering a number of skills and processes which are used by readers to anticipate text information, select key information, organize and summarize information, monitor comprehension, repair comprehension breakdowns, and match comprehension output to reader goals.[1] The success of students' learning in participating in the teaching and learning process at school is largely determined by their mastery of reading skills. Students who are not able to read fluently and quickly will have difficulty in participating in learning activities. Students will have difficulty capturing and understanding the information presented in various textbooks, supporting books and other written learning resources. As a result, students are also slow when compared to their friends who are fast in reading.

Reading activities can be said to be easy but difficult, it is easy because this is an activity that has been trained from an early age, and almost anyone can do it, while it can be said to be difficult because to gain a comprehensive understanding of a reading requires concentration and broad knowledge complex and intricate skills. The complex referred to means that in the reading process there are internal and external factors of the reader. Internal factors can be intelligence (IQ), interests, attitudes, talents, motivations, reading goals and so on. While external factors can be in the form of reading facilities, reading texts, environme ntal factors or socio-economic background factors,

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[1] Grabe, W.*Reading in second Language Moving From Theory To practice*.New York: Cambrige University Press. Page 95 2009

1

reading habits and traditions. Therefore, teachers should pay special attention to this reading skill.

When doing initial observations, the researcher identified some context problems in reading skills for students at the second grade of SMPN 1 Sakra. The problem is Students have difficulty in understanding the complexity of grammar, the students has difficulty in knowing certain vocabulary when understanding reading, Students' have difficulty in using reading strategies, and the students have difficulty in concentration. Hence, teachers must teach from the beginning so that they can understand reading skills and can improve the quality of students' reading comprehension properly and correctly.

As one of the main sources who can help learners improve their reading comprehension, teachers try to apply a wide variety of techniques in teaching reading. English teachers try to apply more innovative teaching strategies in teaching reading in foreign language classroom.[2] In relation with teaching reading in foreign language classroom, there are various strategies, techniques, and media that have been proposed by many experts to develop the students reading comprehension. One of the many teaching strategy that has been developed is Directed Reading Thinking Activity.

The DRTA strategy can be used by teachers in reading comprehension. Its attempts to equip readers with the ability to determine the purposes of reading, the ability to extract, comprehend, and assimilate information, the ability to make predictions to examine reading materials based on the purposes

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[2] W. Van Dijk, T. A., &Kintsch, *Strategies of Discourse Comprehension* (New York: Academic Press, 1983).

2

of reading, the ability to pass judgments, and finally the ability to make decisions based upon information gleaned from reading.[3] Using the Reading Thinking Activity (DRTA) technique, students are guided through the process of sampling text, making predictions based upon prior knowledge and textual information, re-sampling text, and confirming or adjusting predictions in light of new information.

Directed Reading Thinking Activity or DRTA strategy is a strategy to train concentration and thinking so that students understand the contents of the reading correctly.[4] This strategy focuses on students' engagement with the text, because students predict and prove it when they read. Directed Reading Thinking Activity is a strategy that is intended to develop students' ability to read critically and reflectively.

The strategy is selected since it helped develop critical reading skill and encourages active reading. Further the strategy has been proven through many studies to have been able to improve the students' achievement in reading comprehension and involvement in the learning process.[5] Comparing with other method, DRTA has the clearly teaching procedures. DRTA will more effective if the teacher applies into small group. DRTA not only ask the students to get the 'right' answer from the text, but also direct the students on

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[3] Yatimin, "The Use of Directed Reading Thinking Activity (DRTA) to Teach Reading Comprehension for the Eleventh Grade Students in SMK N 1 Poncol," *Penertbitan Artikel Ilmiah Universitas Muhammadiyah Ponorogo* 1 (2017): 21–29.

[4] Talal Abd AL Hameed. Al Odwan, "The Effect of the Directed Reading Thinking Activity through Cooperative Learning on English Secondary Stage Students' Reading Comprehension in Jordan. Jordan," *International Journal of Humanities and Social Science* 2 (2002).

[5] Ani Mutadayyinah, "Implementing the Drta Strategy to Improve the Reading Comprehension Ability of the Eleventh-Year Students at MAN Kandangan Kediri" (Universitas Negeri Malang, 2009).

giving the reason related to the right answer.[6]

Based on the explanations above, this study aims to examine the effect of DRTA strategy on the reading comprehension of the second grade students of SMPN 1 Sakra.

B. The Statement of Problem and Research Limitation

Based on background of the research above, the researcher formulates the following research problem: To what extent does Directed Reading Thinking Activity (DRTA) strategy can affect the reading comprehension of the second grade students of SMPN 1 Sakra?

C. Objective and Significances of Research

1. Objective of Research

The objective of the research is to examine the effect of Directed Reading Thinking Activity (DRTA) strategy on the reading comprehension of the second grade students of SMPN 1 Sakra.

2. Significance of Research

This research is expected to contribute to the development of knowledge, especially in relation to teach reading especially by using of Directed Reading Thinking Activity (DRTA) strategy.

3. Practical Significance

a. For Teachers

This research is expected to help English teachers improve the quality of the English teaching and learning process, especially in improving reading comprehension.

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[6] Syaveny, *Teaching Reading Comprehension By Using Directed Activities Related To Text (DRTA) For The Students*.

4

b. For Students

This research is expected to make students to further develop their reading skills and motivate students to learn English, especially in reading skills and reading comprehension.

c. For Researchers

This research is expected to increase knowledge and provide insights and information to other researchers regarding effective strategies in improving reading comprehension of learners.

D. Definition of Key Terms

In this research, two key terms are Directed Reading Thinking Activity (DRTA) strategy and Reading comprehension.

1. Directed Reading Thinking Activity (DRTA)

Directed Reading Thinking Activity (DRTA) is an activity that helps students' understand that each segment of text can help them figure out the next segment.[7] It is because the text is divided into smaller portions, the students can focus on the process of responding to higher - order questions.

2. Reading comprehension

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

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[7] Richardson, J. S., Morgan, R. S., and Fleener, C, (2009), *Reading to Learn in the Content Areas*, USA: Wadsworth Cengage Learning, p. 108-109.

solving, thinking processes of the interpreter, that the content of the meaning is influenced by that person's prior knowledge and experiences.

CHAPTER II

REVIEW OF RELATED LITERATURE AND RESEARCH HYPOTHESIS

A. Related of Review Literature and Research Hypothesis

1. Review of Previous Research

In this research, the researcher takes four literature reviews from previous studies.

a. The first review research is a conducted by Mirna Ismail entitled "The Use of Directed Reading Thinking Activity (DRTA) to Improve Students Reading Comprehension of the First Grade of SMK Pembangunan Kota Ternate". The Purpose of this research is to know the students reading comprehension can be improved by use directed reading thinking activity (DRTA) grade x of SMK Pembangunan Kota ternate. The research is classroom action research in two cycles. The subject in this research is the students of grade x of SMK Pembangunan Kota ternate school year 2018/2019 with amount students 20 people. This research is using in one class, each cycle consist of four phase that is: planning, action, observation and reflecting.[8]

The previous research is conducted in senior high school while this research is for junior high school. The previous research uses classroom action research while this research uses pre-experiment research.

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[8] Mirna Ismail, *"The Use of Directed Reading Thinking Activity (DRTA) to Improve Students Reading Comprehension of the First Grade of SMK Pembangunan Kota Ternate,"* *Langua* 1, no. 1 (2018).

b. The second was conducted by Sarona Maisaroh entitle "Using Direct Reading Thinking Activity (DRTA) Technique to Teach Reading Comprehension for Eleventh Grade Students". The research problems of this research are how does the using of Direct Reading Thinking Activity (DRTA) Technique may increase reading comprehension for eleventh grade student and what are the obstacles of the students in using Direct Reading Thinking Activity (DRTA) Technique in reading comprehension. The purposes of this research are to find out whether Direct Reading Thinking Activity (DRTA) technique may increase reading comprehension for eleventh grade students and to know the obstacles of the students in using Direct Reading Thinking Activity (DRTA) Technique in reading comprehension.

The previous research is conducted in senior high school while this research is for junior high school. The previous research uses quantitative research with used two research instruments, namely test (pre-test and post-test) and questionnaire, while this research uses pre-experiment research

c. The third research taken from Renn conducted a research on how is The Effects of the Directed Reading-Thinking Activity on Second Grade of elementary school. The result of her analysis shows that the mean score of the DRTA group is significantly

higher than the mean score of the DRA group. It seems that DRTA is more effective than DRA in improving reading comprehension.

The differences between the previous research and this research are, this pervious research compared Directed Reading-Thinking Activity (DRTA) with Directed Reading Approach (DRA) while this research just uses Directed Reading -Thinking Activity (DR-TA) strategy to improve reading comprehension. The previous research is conducted in elementary schools while this research is for junior high school. The previous research uses causal-comparative research while this research uses pre-experiment research.

d. The fourth research taken from Sugiarti that conducted a research on how to Improve Students' Ability in Reading Hortatory Exposition Texts through Directed Reading-Thinking Activity (DR-TA) Method. The result of the research showed that the average score of the experimental group pretest was 69.09 and the posttest was 78.75. Based on the result above, DRTA method gave a great contribution to improve reading hortatory exposition, because post -test is higher than pre- test.

The differences between the previous research and this research are the previous research use experimental research while this research uses pre-experiment. Their research is conducted for

high level students senior high school while this research is conducted for at the students of junior high school.

Based on some of previous research findings, it can be found that Directed Reading Thinking Activity (DRTA) has a positive role in reading comprehension at their research. In this research, the researcher has chosen Directed Reading Thinking Activity (DRTA) as a strategy in teaching reading and will be apply in different object with researches before. The researcher hopes Directed Reading Thinking Activity (DRTA) will be effective strategy and able to improve students' reading comprehension of the second grade students at SMPN 1 Sakra.

2. **Theoretical Bases**

To strengthen the conceptual framework of the research, this chapter presents supporting theories related to this research. The discussion of this chapter focus on the review of the theories which are related to this study, review some studies which are relevant to this research, and a conceptual framework which are related to the problem of this research.

a. Reading

1) Definition of Reading

Reading is a conscious and unconscious thinking process. The reader applies many strategies to reconstruct the meaning that the author is assumed to have intended. The reader does this by

comparing information in the text to his or her background knowledge and prior experience.[9] Lado said reading is grasping the language patterns from their written representation quickly without analysis of what symbol represent what sounds.[10] Reading is a matter of making sense of writing language rather than of decoding print to sound, a theoretical position that has become known as "psycholinguistic". Reading is extracting information from print.[11]

Nunan also said that Reading is a process of decoding written symbol, working from smaller units (individual letters) to large ones (words, clause, and sentences).[12] Reading is a process to grasping the language of writer to understand meaning from writer, so with reading someone can understand the meaning relevant the writer.

2) The purposes of reading

The purpose of reading described by Risdianto, defines same purpose for reading there is for pleasure or for personal reasons to find general information such as what a book is mostly about, to find a specific topic in a book or article, to learn subject matter that is required for a class.[13] The learning process also

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[9] Ed.D. Beatrice S. Mikulecky, *Teaching Reading in a Second Language* (Pearson, 2008).

[10] Robert Lado, "Language Teaching; A Scientific Approach" (United State of Amirica, 1964).

[11] Frank Smith, *Understanding Reading; A Psycholinguistic Analysis of Reading and Learning to Read*, sixth (New York: Routledge, 2011).

[12] David Nunan, *Language Teaching Methodology* (New York: Toronto Sydney, 1991).

[13] Faizal Risdianto, "*Effective & Efficient Reading*" (Solo: Rustam Publishing, 2012).

11

improves reading skills.[14] There are at least five main purposes for comprehensive reading. All these purposes require necessary skills in order to be accomplished efficiently. These purposes include:

a) Reading for Specific Information

Reading for specific information is a common form of reading used to discover specific or limited information. Reading for this purpose involves looking for specific information and finding it quickly. Looking up a word in the dictionary or a number in the telephone book is the example of reading for specific information.

b) Reading for Application

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

c) Reading for Pleasure and Entertainment

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

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[14] Nurul Lailatul Khusniyah, "The Impact of PQ4R Strategy use on EFL Students' Reading Comprehension", *Journal of English Language Education,* vol. 1, No. 2, 2018, p. 169.

d) Reading for Ideas

This type of reading requires paying special attention to main ideas, concepts and the nature of the presented information. The reader skims through major topics, headings, illustrations, and conclusions in order to obtain a general idea of the content. Reading for idea is enhanced through familiarity with the overall field of study, related topics, facts, and discussions.

e) Reading for Understanding

Reading for understanding requires comprehension of the relationship between the information introduced and overall knowledge of the subject. It requires understanding the relationship of topics to sentences, paragraphs, and the main ideas.[15]

3) Types of Reading

In reading there are some types of reading according to Patel as follows:

a) Intensive Reading

Intensive reading is related to further progress in language learning under the teacher's guidance. Intensive reading will provide a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms.

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[15] Mahmoud, "*Research and Writing: A Complete Guide and Handbook"*. (USA: Betterway Publication, 1992).

13

There are few characteristics of intensive reading; this reading helps learner to develop active vocabulary, teacher play main role in this Reading, linguistic items are developed, this reading aims at active use of languages, intensive reading is reading aloud, in intensive reading speech habit are emphasized and accent, stress,intonation and rhythm can be corrected.

b) Extensive Reading

Material for extensive reading will be selected at a lower level of difficulty than that for intensive reading. The purpose of extensive reading was be to train the student to read directly and fluently in the target language for enjoyment, without the aid of the teacher. The students are free to choose the book that interests them[16]. Extensive reading can be made the basis for oral reports, to the rest of the class, orfull class discussion.

Few Characteristics of Extensive Reading are; it helps learner to develop to active vocabulary, extensive reading is silent reading, in extensive reading the subject matter is emphasized, in the extensive reading the learners play main role because they have to ask for measures, in extensive reading the idea can be developed, the aim of extensive reading is to enrich learners' knowledge. Through extensive

[16] Nurul Lailatul Khusniyah dan Syarifudin, *Extensive Reading Book* (Depok: PT RajaGrafindo Persada, 2019), hal. 4.

reading the good reading habit can be developed.[17]

  b. Reading Comprehension

1) Definition of Reading Comprehension

According to Pearson and Johnson's as quoted in Nunan, reading comprehension as a process of relating the new to the known is based on similar notion.[18] According to Smith comprehension is not the opposite of ignorance, and therefore is not quantifiable as the accumulation of a certain number of fact or items of information.[19] Rather, comprehension is more appropriately regarded as a state, the opposite of confusing and to comprehend is situation that we are in if we are not confused by it, whether we are reading the text, repairing an appliance, or trying to find our way through the traffic downtown.

Reading comprehension is the construction of the meaning of a written or spoken communication through a reciprocal, holistic interchange of ideas between the interpreter and the message. The presumption here is that meaning resides in the intentional problem- solving, thinking processes of the interpreter, that the content of the meaning is influenced by that person's prior knowledge and experiences.

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

[18] A. P. Johnson,"*Teaching Reading and Writing: A Guide Book for Tutoring and Remediating Students".* (USA: Rowman and Littlefield Publishing Groups, inc., 2008).p. 67

[19] Frank Smith, "*Understanding Reading; A Psycholinguistic Analysis of Reading and Learning to Read".*

Smith defines that reading as seen as a creative and constructive activity having four distinctive and fundamental characteristics it is purposeful, selective, anticipatory, and based on comprehension, all matters where the reader must clearly exercise control.[20] Duke and Person said Reading comprehension is a process in which the reader constructs meaning using as the building materials the information on the printed page and the knowledge stored in the reader's head. It involves intentional thinking, during which meaningis constructed through interactions between text and reader.[21]

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

2) Processes of Reading Comprehension

In the discussions about reading and comprehension, experts generally mention about the bottom-up and top-down process. Reading comprehension is one of ability to comprehend the text[22]. Both of them are the processes of reading comprehension and according to Brown there is one more kind of

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[20] *ibid.*

[21] Duke and Pearson, "Effective Practices for Developing Reading Comprehension. What Research Has to Say about Reading Instruction."

[22] Nurul Lailatul Khusniyah dan Syarifudin, *Extensive Reading Book* (Depok: PT RajaGrafindo Persada, 2019), hal. 4.

processing reading comprehension, called interactive reading.

a) Bottom-up processing

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

b) Top-down processing

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

c) interactive reading

Interactive reading is a combination of top-down and bottom up processing. It is almost always a primary ingredient in successful teaching methodology because both processes are important.[23]

3) Strategies in Reading Comprehension

According to Richards and Schmidt as quoted by Ningtyas reading comprehension strategy is way of accessing the meaning of texts, which are employed flexibly and selectively in the

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[23] H. Douglas Brown,"*Teaching by Principles and Interactive Approach to Language Pedagogy"*. (New York: Longman Inc, 2001).

course of reading.[24] Reading strategies are often divided into three stages; before reading, during reading, and after reading. To be able to read texts, students should have their strategies.

Process of reading is not a merely instant process that occurs without any strategy and sequence. There are some strategies in reading proposed by Brown. They are identifying the purpose in reading, use graphemic rules and patterns to aid in bottom up decoding, using efficient silent reading techniques for relatively rapid comprehension, skim the text for specific information, scan the text for specific information, use semantic mapping or clustering, guess when readers are not certain, analysis vocabulary distinguish between literal and implied meaning, capitalize on discourse markers to processrelationship.

In addition to Duke and Person explain that there are some strategy effective reading as follows; preview the text, set a purpose for reading, make predictions, reflect knowledge of topic, often share knowledge of topic, create mental pictures, determine the main ideas, ask questions of the text, monitor their comprehension, use appropriate fix-up strategies, react to the text, make personal connections

Many factors affect a child's ability to comprehend text. These include; motivation, purpose, goals and engagement, vocabulary,

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[24] R. Richard, J. C. & Schmidt, *"Longman Dictionary of Language Teachingand Applied Linguistics" (3rd Ed.).* (England: Pearson Education Limited., 2002).p.3

18

word, knowledge and background automaticity of decoding, fluent reading, understanding and use of strategies employed by effective reading, the nature of the text itself (difficulty and interest), the type or genre of text (e.g., fiction, nonfiction, poetry).[25]

c. Direct Reading-Thinking Activity

1) Definition of DRTA

Directed Reading-Thinking Activity (DR-TA) is strategy to teach reading that is developed by Russell Stauffer in Sugiarti, It isa teaching strategy that guides the students in making prediction about a textand then read it to confirm or refute the predictions.[26]

According to Novita in research DR-TA is used in each of the three stages of reading, i.e. pre-reading, during reading, and post- reading.[27] It can be implemented both in small groups and individually. In DR-TA, predictions play an important role to provide students with reading purposes. The teacher can raise questions that help students activate their prior knowledge and uses clues such as the title and pictures from the text so as to stimulate the students to make an accurate prediction.

From the explanation above DR-TA is strategy to make

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[25] Duke and Pearson, "Effective Practices for Developing Reading Comprehension. What Research Has to Say about Reading Instruction."

[26] Russell G. Stauffer, *"Directing Reading Maturity as a Cognative Process"*. (New York: Harper & Row, Publishers, Inc., 1969).

[27] Nova Novita, "*Teaching Reading Comperehension By Combining Give One Get One Strategies and Request Strategy at Junior High School*"., *GARUDA (Garba Rujukan Digital)* 1, no. 1 (2014).p.38

prediction from the picture or title before read the text, so students can predict the content of the text. DR-TA was help students in making predictions. It makes students to attend on the text and encourages active reading.

Smith said that prediction is the prior elimination of unlikely alternatives. We predict to reduce our uncertainty and therefore to reduce the amount of external information that we require.[28]

According to Fauziati prediction also useful for students to learn to make prediction based on title, subtitle, and nonlinguistic context, such as, diagram, tables, picture, and map.[29]

According Harmer Predicting from words and pictures is students are given a number of words from a text. Working in groups, they have to predict what kind of a text they are going to read - or what story the text tells. They then read the text to see if their original predictions were correct. We don't have to give them individual words, of course.[30]

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

There are a few advantages strategies Directed Reading

[28] F. Smith, *"Understanding Reading: A Psycholinguistic Analysis of Reading and Learning to Read Sixth Ed"* (New Jersey: Lawrence Erlbaum Associates, Inc., Publishers., 2004).p.62

[29] Endang Fauziati, "Inter Language and Error Fossilization: A Study of Indonesian Students Learning English as a Forign," *Indonesian Journal of Applied Linguistics* 1, no. 1 (2011): 23–38.

[30] Harmer Jeremy, *How to Teach English: An Introduction to the Practice of Language Teaching* (Essex, England: Longman, 2001).p.109

Thinking Activity (DRTA):

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

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

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

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

e) Strategies Directed Reading Thinking Activity (DRTA) can be used in a number of subjects taught in both content and procedure.

Besides having many advantages, strategies Reading Thinking Directed Activity (DRTA) also has its disadvantages, namely:

21

a) Strategy Directed Reading Thinking Activity (DRTA) often takes a lot of time if the management class is not efficient.

b) Strategy Directed Reading Thinking Activity (DRTA) requires the provision of textbooks and often beyond the ability of schools and students, through direct reading comprehension, information isn't can be obtained quickly, unlike the case if the obtaining of abstraction through the presentation orally by the teacher.[31]

3) Teaching of Reading using Directed Reading Thinking Activity (DRTA)

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

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[31] Lanatut Tolibin, *"Pengaruh Penggunaan Strategi Directed Reading Thinking Activity (DRTA) Terhadap Kemampuan Membaca Pemahaman Pada Siswa Kelas V Mis Sidorejo."* (Universitas Negeri Yogyakarta., 2013).

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

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

c) After reading: confirming the predictions After reading the complete text to gather information, students are encouraged to explain what cause them to confirm or revise prior predictions. It is carried out through discussing the material read.[32]

The aim of this discussion is to help students interpreting the material. Students discuss among their group members about their prior predictions and the data in the text whether

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[32] Santi Erliana, "Improving Reading Comprehension through Directed Reading-Thinking Activity (DRTA) Strategy," *Journal on English as a Foreign Language* 1, no. 1 (2011): 49, https://doi.org/10.23971/jefl.v1i1.36.

they are compatible or not. Teacher facilitates students to discuss related concepts and to consider the content of the selection of their own experiences.

B. Research Hypothesis

1. Null Hypothesis (H0)

    The null hypothesis of this study is: the use of Directed Reading Thinking Activity (DRTA) not able to improve reading comprehension on second grade students of SMPN 1 Sakra.

2. Alternative Hypothesis (Ha)

    The alternative hypothesis of this study is : the use of Directed Reading Thinking Activity (DRTA) is able to improve reading comprehension on second grade students of SMPN 1 Sakra.

CHAPTER III

RESEACH METHOD

A. **Approach and Type of Research**

  1. **Approach**

   The researcher uses quantitative approach with pre-experimental research to obtain the data. According to Sugiyono, quantitative approach is a scientific method because the scientific principles are concrete or empirical, objective, measurable, rational, and systematic.[33] Moreover, it was reflecting numeric and statistics data as a result. In addition, the researcher is allowed to test a hypothesis to collect and analyze the data systematically.

  2. **Type of Research**

   In this study, the researcher uses pre-experimental design without controlling group. Sugiyono states pre experimental has pretest and posttest without control group[34]. Therefore, this study aims to examine the effect of Directed Reading Thinking Activity (DRTA) strategy on the reading comprehension. The advantage of this research is to find effect students' reading comprehension.

B. **Population and Sample**

  1. **Population**

   Population is an amount of people who is willing to be involved in the research. According to Fraenkel and Wallen, population is the

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[33]Sugiyono,*"Metode Penelitian Kuantitatif Kualitatif dan R&D",*(Bandung: Alfa beta, 2011), p.7.
   [34]*ibid*

25

group of interest to the research, the group whom the researcher would like to generalize the result of the study.[35] The researcher determines one classes in the seventh grade students of SMPN 1 Sakra in academic year 2022/2023 as the sample of this research. The total population is 192 students.

2. **Sample**

According to Fraenkel and Wallen, sample is the group on which information is obtained.[36] The sample of this research is the students of A class in second grade of SMPN 1 Sakra. The total sample is 32 students.

C. **Setting and Time of Research**

This research was conducted in SMPN 1 Sakra, which is located in Sakra, East Lombok, West Nusa Tenggara. This research was focusing on the second grade students of the SMPN 1 Sakra. The research was conducted on June to July 2023. Then, it contains six meetings; pre-test, treatment in four meetings, and post-test.

D. **Variables of Research**

From the research "The Effect of Directed Reading Thinking Activity (DRTA) Strategy on the Reading Comprehension of the Second Grade Students at the SMPN 1 Sakra" the researcher states that there are two variables, independent variable and dependent variable. The independent variable is supposed to influence the rest of it. According to the title, the

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[35]Jack R. Fraenkel, Norman E. Wallen & Helen H. Hyun*,"How to Design and Evaluate Research in Education",* (McGraw-Hill,2012), 8th Ed., p.92.

[36]*ibid*

26

independent variable is DRTA strategy and the dependent variable is narrative reading comprehension.

E. **Design of Research**

In this study, the researcher uses pre-experimental a one-group design in order to examine hypotheses has a significant effect on the study. Then, the researcher uses pre-experimental as uncontrolled group by following the diagram of Jemmett and Jemmett:

$$O1 \quad X \quad O2$$

O1 = Pre-test

X = Treatment

O2 = Post-test[37].

In this design, the researcher would examine the influence of pre and post in order to obtain the data without controlling group. It was influenced by students whether good in pretest or better in post-test. Based on the information of the school, there are 34 participants in the class with 45 minutes each meeting.

F. **Instrument of the Research**

Instrument is the tool to measure students' ability and obtain the data in certain field. In this research, the researcher uses test as an instrument based on the DRTA strategy. The test was given to students in pre-test.

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[37]Dawson and Thomas E*.,"A Primer Experimental and Quasi-experimental Design",*Paper Presented at the Annual Meeting of Southwest Educational Research Association (Austin, TX, January 23-25, 1997).

Furthermore, the researcher provides 10 questions multiple choice in the pre-test and post-test section.

The purpose of this test is to determine the basic reading score of students. The researcher completes another after treatment. The main goal of this test is to measure the effect of directed reading thinking activity strategy on the reading comprehension.

G. The Procedure of Data Collection

The procedure of data collection is using test to obtain the data whether or not using test affect students reading comprehension. The researcher uses pre-test and post-test in order to obtain students reading score. The test is made to measure students' ability before and after applying DRTA strategy. Pre-test was given before treatment in the beginning of the meeting. Furthermore, the treatment was applied for four meeting after pre-test. Meanwhile, the post-test was conducted after the treatment. Then, the score of pre-test was be compared to the score of post-test. Finally, the result of this research was used to measure the effect of directed reading thinking activity strategy on the reading comprehension in numerical data.

In this study, the researcher was using multiple-choice questions and using directed reading thinking activity to practice students' reading comprehension based on the experiences and knowledge of students. It can train students' ability to obtain the information.

In collecting data, several tests are applied as follows:

28

1. **Pre-test**

   There are some in the pre-test that the researcher uses, namely:

   a. The researcher comes to the class and asks for the attention of the students

   b. Then, the researcher explains to the students the procedure of the test that was give to the students

   c. Next, the researcher explains the purpose of the test and the research

   d. At last, the researchers ordered the students to answer the questions.

   The pre-test used is to collect the data, to know student treatment before using the DRTA technique, and to know students' reading comprehension before giving the treatment.

2. **Treatment**

   The researcher gives the treatment to find effect students' reading comprehension by using DRTA strategy. The researcher conducts a pre-test, the researcher gives the treatment to the students, such as:

   a. The researcher presents the introduction of the materials

   b. The researcher prepared the LCD for studying

   c. The researcher explains the materials while the students see some of the DRTA strategy that have been described on the LCD

   d. Then, the researcher asks students to performance

e. At last, the researchers don't forget to motivate students to learn English and support them to believe they can do their best.

3. **Post-test**

This is carried out following the pre-test, treatment and post-test to gather data regarding the effects of Directed Reading Thinking Activity strategy on pupils' reading comprehension.

H. **Data Analysis Technique**

1. **Descriptive Statistics**

There are several aspects which can describe statistic data of reading comperehension. However, According to Mikulecky and Jeffries there are some aspects that highly related to reading comprehension. They are main idea, detail information, reference, vocabulary and inference. (see table 1.2). This table indicates students' score stickle after applying pre-test and post-test. In addition, it was be appearing whether or not DRTA can effect students' reading comprehension.

Table 3.1
Students' Rubric Reading Score[38]

No	Students	Aspects					Total	Score
		M	D	R	V	I		
1								
2								
3								
4								
5	Etc.							

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[38]Jonathan Trace, Valerie Meier, Gerriet Janssen, *"i can see that": Developing Shared Rubric Category Interpretations Through Score Negotiation.* Academia, Accelerating the world's research, 25 august 2016.

30

Note:

M   : Main idea
D   : Detail
R   : Reference
V   : Vocabulary
I   : Inference

Table 3.2
Students' Achievement[39]

Criteria of Assessment	Grade
81-100	Exellent
71-80	Good
61-70	Fair
51-60	Poor
< 50	Very Poor

Table 3.2 shows the category of students' grade in numeric and words. The researcher was assess students according to the scores.

2. **Normality Test**

Normality test is conducted to identify whether the sample data is taken from normal population or not. In addition, it identifies the normality of pre-experimental without control group. The normal score should be higher 0.05.[40]

3. **Homogeneity Test**

Homogeneity test is implemented to identify whether or not the types of population is similar. Therefore, the hypothesis can be tested by t-test. The normality and homogeneity tests are implemented in the

[39]*Ibid*

[40]Zulqoidah,*"The Effectiveness of Question and Answer Technique   toward Second Grade Students' Ability at SMPN 1 Pujut.* Thesis, UIN Mataram, july 2021.

pre and post test scores. The result of analyzing data will be obtained by formula of Sudjana[41].

$$\overline{X} = (\frac{\sum x}{n})$$

$\overline{X}$= (Mean)

x : (Individual Score)

n : (Number of Students)

After obtaining the result of the pre-test, the researcher determines whether or not students' reading comprehension scores has an improvement, the researcher applies the following formula:

$$P = (\frac{y1-y}{y}) \times 100\%$$

P : (percentage of students' improvement)

y : (pre-test result)

y l : (post-test).

The researcher uses t-test to know whether or not the result of pre-test and post-test is statistically significant. According to Hartono, t-test is one of the statistic tests used to know whether or not there is significant difference of the two samples of mean in two variables.[42]

[41]Sudjana,*"Metode Statistika"*, (Bandung: PT. Tarsito, 2002'), p.67.
[42]Hartono, *Statistik Untuk Penelitian.* Yogyakarta: Pustaka pelajar. 2011.p.178.

I. Validity and Reliability

1. Validity

Validity is an instrument to measure the accuracy of the research. The instrument of this study will be construct validity. Construct validity refers to whether you can draw inferences about test scores related to the concept being studied.[43] In addition, the researcher has consulted to the English Departement lecturers in UIN Mataram to prove that all items was valid.

2. Reliability

Reliability is one of the test that is used to prevent plagiarism. The meaning of estimating the reliability is different. According to Kimberlin and Winterstein, the test developer has a responsibility to "identify the sources of measurement error that would be most detrimental to useful score interpretation and design a reliability study that permits such error to occur so that their effects can be assessed".[44] This research uses Cronbach's alpha as an instrument test. It is a function of average intercorrelations of items and the number of items in the scale[45].

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[43]Roberta Heale and Alison Twycross,*"Validity and Reliability in Quantitative Studies",* Evidence-Based Nursing 18 (3), 66-67, 2015.

[44]Carole L Kimberlin and Almut G Winterstein*,"Validity and Reliability of Measurement Instruments Used in Research",* American Journal of Health-Syistem Pharmacy 65 (23), 2276-2284, 2008.

[45]*Ibid*

CHAPTER IV

FINDING AND DISCUSSION

A. **Research Findings**

1. **Data Descriptions**

a. Students score in pre-test and post-test

The pre-test was used to determine the average score of students in reading comprehension. Students were given 10 questions based on Directed Reading Thinking Activity (DRTA) strategy that students used. In addition, the strategy was told by the researcher in the class. The last, students answered the questions based on the strategy.

After using Directed Reading Thinking Activity (DRTA) strategy as material in teaching students reading comprehension, the researcher also gave post-test to students in order to measure the score after treatment. In this section students also were given some questions based on the strategy that had been used. The researcher calculated the students' score by using formula below:

$$S = \frac{f}{n} \text{ x } 100$$

S : Total Score

f : Number of correct answers

n : Total number of Questions (10)

Here is the students' score in pre-test conducted in SMP 1 Sakra

Students score in pre-test

No	Students	Score	Category
1	AP	50	Poor
2	APQ	60	Poor
3	AR	70	Fair
4	AM	60	Poor
5	AF	70	Fair
6	AD	60	Poor
7	BDJ	60	Poor
8	BDPS	50	Poor
9	DAM	60	Poor
10	DAJ	50	Poor
11	E	60	Poor
12	ER	50	Poor
13	FH	60	Poor
14	FNA	60	Poor
15	HN	70	Fair
16	HA	50	Poor
17	HSP	70	Fair
18	JW	60	Poor
19	LMHB	70	Fair
20	MAS	60	Poor
21	MZR	50	Poor
22	MA	60	Poor
23	O	70	Fair
24	RFA	60	Poor
25	RU	70	Fair
26	RP	60	Poor
27	SZ	60	Poor
28	SN	70	Fair
29	MH	70	Fair
30	TJH	60	Poor
31	WA	60	Poor
32	WH	50	Poor
	TOTAL	1.940	
	MEAN	60.06	

The result of students' score in pre-test can be seen in the following table.

Students score in pre-test

The Tests	Students' total	Students' Score		Mean	Std. Deviation
		The Lowest	The Highest		
Pre-test	32	50	70	60.06	7.222

Based on the table above, the highest score of pre-test was 70 and the lowest score was 50. To calculate the mean score of pre-test, the following formula is used:

$$\bar{X} = \frac{\sum x}{n}$$

$$\bar{X} = \frac{1940}{32}$$

$$\bar{X} = 60.06$$

The pre-test mean score was 60.06. It means that almost all of the score of students were very low. Then, here is the students' score in post-test conducted in SMPN 1 Sakra

Students Score in Post-Test

No	Students	Score	Category
1	AP	75	Good
2	APQ	80	Good
3	AR	90	Exellent
4	AM	80	Good
5	AF	90	Exellent
6	AD	80	Good
7	BDJ	75	Good
8	BDPS	75	Good
9	DAM	80	Good
10	DAJ	75	Good

36

11	E	80	Good
12	ER	75	Good
13	FH	80	Good
14	FNA	80	Good
15	HN	90	Excellent
16	HA	70	Fair
17	HSP	90	Excellent
18	JW	75	Good
19	LMHB	90	Excellent
20	MAS	80	Good
21	MZR	70	Fair
22	MA	80	Good
23	O	90	Excellent
24	RFA	80	Good
25	RU	90	Excellent
26	RP	80	Good
27	SZ	80	Good
28	MH	90	Excellent
29	M	90	Excellent
30	TJH	75	Good
31	WA	80	Good
32	WH	70	Fair
TOTAL		2585	
MEAN		80.78	

The result of students' score in post-test can be seen in following table.

Students' Score in Post-Test

The Tests	Students' total	Students' Score			Std.
		The Lowest	The Highest	Mean	Deviation
Post-test	32	70	90	80.78	8.691

Based on the table above, the highest post-test score was 90 and the lowest score was 70. The researcher applied Directed Reading Thinking Activity (DRTA) strategy to teach students' reading comprehension and it was proven by improvement score in post-test

37

section. To calculate the mean score of post-test the, the following formula is used:

$$\bar{X} = \frac{\sum x}{n}$$

$$\bar{X} = \frac{2585}{32}$$

$$\bar{X} = 80.78$$

The mean post-test score is 80.78. It was clear that after performing the treatment, the students' scores improved. Finally, the enhancement percentage was calculated using the formula below:

$$P = \frac{y1 - y}{y} \times 100\%$$

$$P = \frac{80.78 - 60.06}{60.06} \times 100\%$$

$$P = \frac{20.72}{60.06} \times 100\%$$

$$P = 34.5\%$$

Based on the result, the students score in reading after using Directed Reading Thinking Activity (DRTA) strategy is improved. The pre-test mean score was 60.06 and the post-test mean score was 80.78. The percentage of enhancement is 34.5%.

2. **Data Analysis**

a. Normality test

Normality test was conducted to examine weather or not the data was normal. This reasearch implemented Kolmogorov-Smirnov by using SPSS23. The normal data is accept when the L hitung is lower than L tabel, it means the data is normal. While, when the L hitung higher than

38

L tabel, the data is not normal. The result of normality test can be seen in the following table.

Normality test

No	Tests	Students'Total	L hitung	L tabel	Description
1	Pre-Test	32	0.252	0. 281	Normal
2	Post-test	32	0.222	0.281	Normal

Based on the table above, the result in the L hitung of pre-test is 0.252 and post-test is 0.222, which is lower than L tabel. It means the data is normally distributed.

b. Homogineist test

Homogeneity test was conducted to identify similarity of the data. homogeneity test is the test of whether two or more distributions have the same varience. Then, the way to making decisions is, if sig. > 0.05, it means the data distribution is homogeny. Otherwise if sig. < 0.05, it means data distribution is not homogeny. The calculation result shown in the following table.

Test of Homogeneity of Variances

Score pretest dan posttest

Levene Statistic	df1	df2	Sig.
2.026	1	42	.162

Based on the table above, the homogeneity of this research has Sig. 0.162 > 0.05, it means the data is accepted (homogeneity).

39

c. The Analysis of Paired Sample T-Test

A paired t-test was carried out to discover the differences of pre-test and post-test score. The way of making decisions in paired t-test. If sig. (2.tailed) < 0.05, it means there is a difference between learning outcome on pre-test and post-test in improving students reading comprehension, but if sig. (2.tailed) >0.05, it means there is no effect using Directed Reading Thinking Activity (DRTA) strategy in improving students' reading comprehension.

Furthermore, it was used to describe the treatment affecting the pre-test and post-test score.

Paired Samples T-Test

		Paired Differences							
					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	df	
Pair 1	pre-test - post-test	-38.182	3.948	0.842	-39.932	-36.432	-45.365	21	0.000

Based on the result, the Sig. (2-tailed) value of *p* was 0.000 which was lower than 0,05. Then, it can be concluding there is really different in improving students' reading comprehension.

In conclusion, the calculation of paired t-test showed that there were significant differences between the pre-test and posttest scores. Therefore, the null hypothesis was rejected and the alternative hypothesis was accepted because there was a significant effect of the effect of Directed Reading Thinking Activity (DRTA) strategy in

40

improving students' reading comprehension at the seventh grade of SMPN 1 Sakra.

B. Discussion

In this study, the research used Directed Reading Thinking Activity (DRTA) strategy in improving students' reading comprehension. In addition, the example of using Directed Reading Thinking Activity (DRTA) strategy was given to the students to make learning process easier. The students analyzed to understand and comprehend the Directed Reading Thinking Activity (DRTA) strategy. Students' were must as well as motivated by Directed Reading Thinking Activity (DRTA) strategy to improved their reading comprehension. Thus, the process in Directed Reading Thinking Activity (DRTA) strategy was easier and more enjoyable. As a result, the students' score was completely increased after Directed Reading Thinking Activity (DRTA) strategy in improving reading comprehension.

In this study, the researcher used Directed Reading Thinking Activity (DRTA) strategy in improving students reading comprehension at the second grade students of SMPN 1 Sakra. The researcher accomplished the data collection through the test in order to answer the research question. On the other hand, the purpose of this study was to examine whether or not using Directed Reading Thinking Activity (DRTA) strategy has effect in improving students reading comprehension at the second grade of SMPN 1 Sakra.

The result of this study was proven by students' score in post-test

41

is higher than pre-test. The mean score of post-test was higher than pre-test (80.78 > 60.06) and the significance *p* value was 0.000 < 0.05, which means that the use of Directed Reading Thinking Activity (DRTA) strategy as material in teaching reading comprehension was improved. The percentage of improvement is 34.5%.

In conclusion, the calculation of paired t-test showed that there was a significant difference between the pre-test and posttest scores. Besides, the null hypothesis was rejected because there was a significant difference between pre-test and posttest scores. It can be concluded that the use of Directed Reading Thinking Activity (DRTA) strategy as the treatment in teaching reading comprehension was effective.

The result found in this research is in line with the research which had been done by Mirna Ismail, Sarona Maisaroh, Renn, and Sugiarti who also found that the use of Directed Reading Thinking Activity (DRTA) strategy could improve the students reading comprehension. However, there are some differences between this research compared to those previous researches. The research conducted by Mirna Ismail used classroom action research or CAR as the methodology while this research used Pre- experiment. Arafa implemented two cycles which comparising four steps that was planning, acting, observing, and reflecting. Then, their examined the Reading Comprehension on the senior high school students.[46]

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[46] Mirna Ismail, *"The Use of Directed Reading Thinking Activity (DRTA)*

The research was performed by Sarona Maisaroh, The research problems of this research are how is the using of Direct Reading Thinking Activity (DRTA) Technique may increase reading comprehension for eleventh grade student and what are the obstacles of the students in using Direct Reading Thinking Activity (DRTA) Technique in reading comprehension. The previous research uses quantitative research with used two research instruments, namely test (pre-test and post-test) and questionnaire. While the research was performed by Renn, The result of her analysis shows that the mean score of the DRTA group is significantly higher than the mean score of the DRA group. It seems that DRTA is more effective than DRA in improving reading comprehension. The differences between the previous research and this research are, this pervious research compared Directed Reading-Thinking Activity (DR-TA) with Directed Reading Approach (DRA) while this research just uses Directed Reading -Thinking Activity (DR-TA) strategy to improve reading comprehension.[47]

The research was performed by Sugiarti, DRTA method gave a great contribution to improve reading hortatory exposition, because post - test is higher than pre- test. The differences between the previous research and this research are the previous research use experimental research while

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Improve Students Reading Comprehension of the First Grade of SMK Pembangunan Kota Ternate," Langua 1, no. 1 (2018).

[47] Renn, C. E. (1999). *The effects of the directed reading thinking activity on second grade reading comprehension* (Doctoral dissertation, Grand Valley State University).

this research uses pre-experiment. Their research is conducted for high level students senior high school while this research is conducted for at the students of junior high school.[48]

Those researchers examined the effect of DRTA strategy on various aspects. In conclusion, although those previous reseches had some differences with this research, they were still considered as a supported of this research. Thus, the reaserches proved that DRTA strategy Approach had a significant effect on students' reading comprehension.

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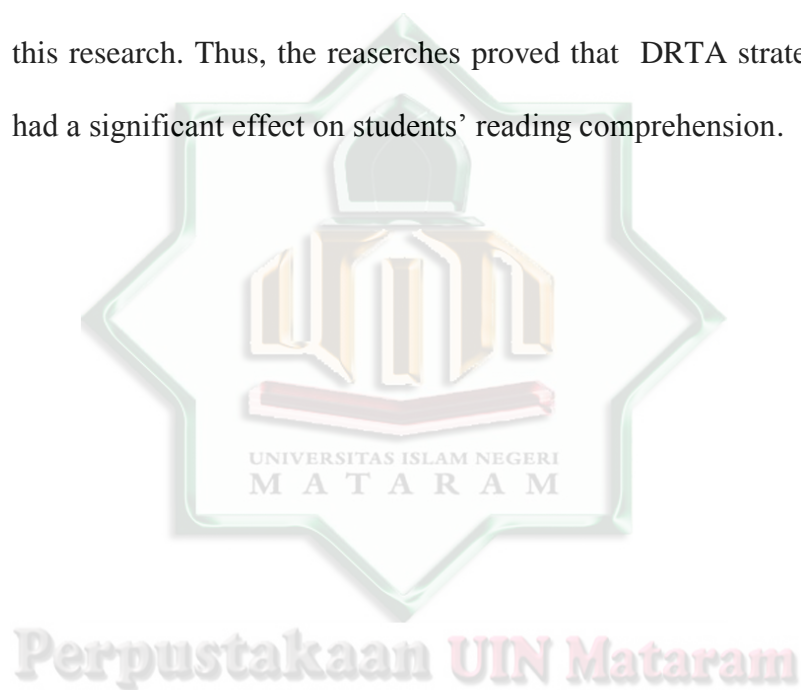
[48] Sugiati, Ana. (2011). *Improving Students' Ability in Reading Hortatory Exposition Texts Through Directed Reading Thinking Activity (DRTA) Method.* (An Experimental Study of the Eleventh Grade Students of SMA N 1 Gubug in the Academic Year 2010/2011).

CHAPTER V

CONCLUSION AND SUGESTION

A. Conclusion

Based on the research, it proved that the Directed Reading Thinking Activity (DRTA) strategy as a media has a significant effect on the reading comprehension of the second grade students of SMPN 1 Sakra. It was explained that the effect of Directed Reading Thinking Activity (DRTA) strategy is more effective than the ordinary teaching learning. In the statistical hypothesis, H_a accepted and H_o will rejected if $\alpha = 0.05 <$ Sig. 2 *tailed.* It is shown the paired sample t-test result of p-value (2-*tailed*) = 0.000 in the post-test. The obtained p-value is less than *sigα=* 0.05 (5%), therefore, the null hypothesis (H_o) of the research is rejected and the alternative hypothesis ($H_{a)}$ is accepted. It is indirectly explain that the effect of Directed Reading Thinking Activity (DRTA) as a strategy is significant and positive to the learning process in the class especially on the reading comprehension

In conclusion, the research has proven the effect of Directed Reading Thinking Activity (DRTA) as a strategy is significant and positive to the learning process on the second grade students of SMPN 1 Sakra.

B. Suggestion

The research found that the effect of Directed Reading Thinking Activity (DRTA) strategy on the reading comprehension with the strengths and weaknesses. Therefore, the researcher would like to give the

suggestions that hopefully useful for students, teachers and other researchers who are dedicated their research in reading skill by using Directed Reading Thinking Activity (DRTA) strategy, some suggestions that may be important to beconsidered are:

1. For English Teachers

    As a teacher, we demanded to be more creative and attractive in order to make students interested in learning English especially reading. The effect of Directed Reading Thinking Activity (DRTA) strategy aids the way out to keep students' attention and make learning process more attractive and comfortable with the learning process. Besides the usage of Directed Reading Thinking Activity (DRTA) strategy can accommodate students in learning reading comprehension, using of Directed Reading Thinking Activity (DRTA) strategy will enrich the strategy in teaching English, the different learning strategies would be helpful to prevent students get bored or teachers can modify the same method in learning other skill based on the learning objectives and needs.

2. For Students

    Students can use the effect of Directed Reading Thinking Activity (DRTA) strategy as a facility to practice and drill their reading comprehension. For the students who find some struggles, this method can facilitate and help to understanding to read anything that you want to read. With continual practice by using this method, the students'

reading comprehension skill hopefully will eventually improve.

3. For Other Researcher

The result of this research can be used as an information or reference about using the effect of Directed Reading Thinking Activity (DRTA) strategy on the reading comprehension in learning activities for other researcher in conducting the similar research or maybe for the development in using media so that the usage on further media will make the classroom activity be more vary.
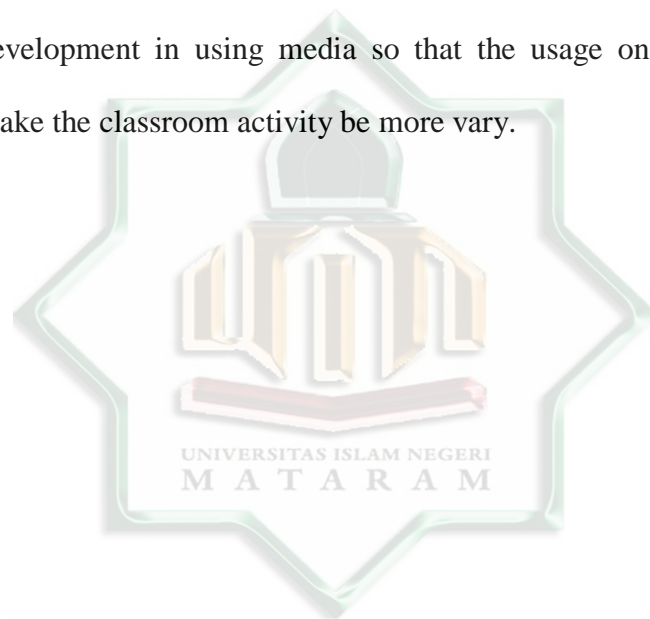
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APPENDICES

APPENDIX 1
Students' Score in Pre-Test.

No	Students	Aspects					Total	Category
		FMI	DI	REF	VCB	INF		
1	AP	10	10	10	10	10	50	Poor
2	APQ	10	12	13	15	10	60	Poor
3	AR	15	10	10	20	15	70	Fair
4	AM	15	8	10	15	12	60	Poor
5	AF	15	10	15	20	10	70	Fair
6	AD	10	10	15	10	15	60	Poor
7	BDJ	10	10	10	15	15	60	Poor
8	BDPS	8	10	10	10	12	50	Poor
9	DAM	14	10	10	16	10	60	Poor
10	DAJ	10	8	10	12	10	50	Poor
11	E	12	15	8	10	15	60	Poor
12	ER	15	10	5	10	10	50	Poor
13	FH	10	15	10	15	10	60	Poor
14	FNA	15	10	10	15	10	60	Poor
15	HN	20	10	10	20	10	70	Fair
16	HA	8	12	10	10	10	50	Poor
17	HSP	15	10	10	15	20	70	Fair
18	JW	10	15	10	15	10	60	Poor
19	LMHB	15	15	10	20	10	70	Fair
20	MAS	14	10	10	16	10	60	Poor
21	MZR	8	10	10	12	10	50	Poor
22	MA	12	13	10	15	10	60	Poor
23	O	20	10	10	20	10	70	Fair
24	RFA	10	8	15	15	12	60	Poor
25	RU	15	10	15	20	10	70	Fair
26	RP	10	14	10	16	10	60	Poor
27	SZ	10	10	10	15	15	60	Poor
28	SN	10	20	10	20	10	70	Fair
29	MH	10	12	10	20	18	70	Fair
30	TJH	12	10	10	18	10	60	Poor
31	WA	10	10	10	15	15	60	Poor
32	WH	10	10	10	10	10	50	Poor
Average Score							60.06	

Students' Score in Post-Test.

No	Students	Aspects					Total	Category
		FMI	DI	REF	VCB	INF		
1	AP	10	20	10	15	20	75	Good
2	APQ	10	20	20	10	20	80	Good
3	AR	20	20	20	10	20	90	Excellent
4	AM	20	20	20	10	10	80	Good
5	AF	20	20	20	10	20	90	Excellent
6	AD	10	20	20	10	20	80	Good
7	BDJ	10	20	10	20	15	75	Good
8	BDPS	20	12	14	15	14	75	Good
9	DAM	20	20	10	20	10	80	Good
10	DAJ	20	17	14	20	14	75	Good
11	E	20	20	10	20	10	80	Good
12	ER	10	20	10	20	10	70	Good
13	FH	10	20	20	10	20	80	Good
14	FNA	20	10	10	10	20	70	Fair
15	HN	18	17	17	20	18	90	Excellent
16	HA	10	20	15	10	15	70	Fair
17	HSP	17	18	17	20	18	90	Excellent
18	JW	10	10	15	20	20	75	Good
19	LMHB	20	20	10	20	20	90	Excellent
20	MAS	10	20	20	10	20	80	Good
21	MZR	10	20	10	10	20	70	Fair
22	MA	10	20	20	20	10	80	Good
23	O	20	20	10	20	20	90	Excellent

24	RFA	10	20	20	10	20	80	Good
25	RU	20	20	20	10	20	90	Excellent
26	RP	20	20	20	10	10	80	Good
27	SZ	20	15	15	20	10	80	Good
28	SN	10	20	8	10	12	60	Fair
29	MH	15	20	15	20	20	90	Excellent
30	TJH	20	12	14	15	14	75	Good
31	WA	20	20	10	20	10	80	Good
32	WH	10	20	10	20	10	70	Fair
Average Score							80.78	

Students' Raw Score in Pre-test and Post-Test.

No	Students	Pre-test	Post-test
1	AP	50	75
2	APQ	60	80
3	AR	70	90
4	AM	60	80
5	AF	70	90
6	AD	60	80
7	BDJ	60	75
8	BDPS	60	75
9	DAM	60	80
10	DAJ	50	75
11	E	60	80
12	ER	50	70
13	FH	60	80
14	FNA	60	80
15	HN	70	90
16	HA	50	70
17	HSP	70	90
18	JW	60	75
19	LMHB	70	90
20	MAS	60	80
21	MZR	50	70
22	MA	60	80

23	O	70	90
24	RFA	60	80
25	RU	70	90
26	RP	60	80
27	SZ	60	80
28	SN	70	90
29	MH	70	90
30	TJH	60	80
31	WA	60	80
32	WH	50	70
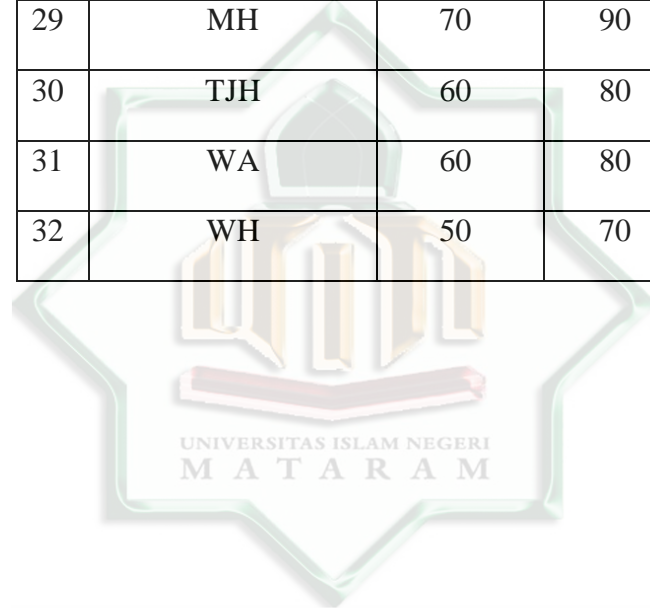
APPENDIX 2

No	Aspect	Description of Indicator	Score
1	Main idea	a. Unable to answer question related to the main idea in the story.	1-2
		b. The answer include minimal understanding of main idea in the text.	3-4
		c. Inaccurate or incomplete understanding of main idea.	5-6
		d. The answer state or implies the main idea from the story.	7-8
		e. The answer include a clear generalization that state or implies main idea.	9-10
2	Detail	a. Unable to answer specific information and detail that is explicitly mentioned in text.	1-2
		b. Determine the information that does not exist in text.	3-4
		c. Understand the detail of information but not known as specifically.	5-6
		d. Mostly known the information in passage material.	7-8
		e. Clearly determine the detail information of the passage material.	9-10
3	Reference	a. There is no understanding of people, character, place, or situation in the story.	1-2
		b. Determine the character or situation that does not exist in the story.	3-4
		c. Answer some question relate to the material of story.	5-6
		d. Mostly known to answer all question in the passage about character, place or situation	7-8

57

		that exist in the story.	
		e. Clearly answer all the question in the in the passage about character or situation that exist in the story.	9-10
4	Vocabulary	a. Difficult to understand each word in the material because lack of vocabulary.	1-2
		b. Difficulties to understanding some vocabulary in the story.	3-4
		c. Knowing some of vocabulary that contained in the story.	5-6
		d. Mostly known the vocabulary in the story.	7-8
		e. There is no difficulties to understanding the word and clearly understand all the passage in the story.	9-10
5	Inference	a. Difficulties to make a and conclusion base on the logic of the passage.	1-2
		b. Can make a conclusion but not relevant with the story text.	3-4
		c. Make a conclusion but not good as possible.	5-6
		d. Mostly make a clearly conclusion base on the logic of the passage.	7-8
		e. Clearly make a conclusion base on the logic of the passage in the story text.	9-10

APPENDIX 3

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

A.

Sekolah : SMPN 1 Sakra

Mata Pelajaran : Bahasa Inggris

Kelas/semester : VIII/Ganjil

Alokasi Waktu : 6 X 35 menit (3 pertemuan)

A. Standar Kompetensi

Memahami teks melalui membaca intensif, membaca nyaring dan membaca pantun.

B. Kompetensi Dasar

Menemukan kalimat utama pada tiap paragraf melalui membaca intensif.

C. Indikator

1. Menjawab pertanyaan berdasarkan teks cerita

2. Menemukan kalimat utama pada setiap paragraf.

3. Meringkas isi bacaan menggunakan kalimatnya sendiri.

D. Tujuan Pembelajaran

1. Setelah mengamati gambar seri cerita, siswa dapat menjawab pertanyaanberdasarkan teks cerita dengan tepat.

2. Setelah membaca sungguh-sungguh teks cerita, siswa dapat menemukan kalimatutama pada setiap paragraf dengan benar.

3. Setelah membaca teks cerita, siswa dapat meringkas isi bacaan menggunakankalimatnya sendiri dengan tepat.

E. Materi Pelajaran

Menentukan Kalimat Utama pada Teks Cerita

F. Pendekatan, Strategi, dan Metode Pembelajaran

Pendekatan : *Student Centered Approach*

Strategi Pembelajaran : Strategi *Directed Reading*

Thinking Activity (DRTA)Metode : Ceramah, tanya

jawab, diskusi.

G. Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Pendahuluan	1. Siswa bersama guru berdoa sesuai dengan agamaa dan kepercayaan masing-masing. 2. Guru mempresensi kehadiran siswa. 3. Siswa bersama guru melakukan apersepsi menyanyikan sebuah lagu tentang membaca bersama siswa. 4. Guru memberikan motivasi dengan menanyakan kepada siswa tentang manfaat yang diperoleh dari membaca. 5. Guru menyampaikan tujuan pembelajaran "Hari ini kita akan mempelajari tentang membaca intensif dalam menemukan kalimat utama setiap paragraf. Kegiatan ini bertujuan untuk melatih siswa dalam memahami teks bacaan yaitu teks cerita, dapat menjawab pertanyaan berdasarkan teks dan dapat menemukan kalimat utama setiap paragraf dengan benar.	**3 X 10 menit**
Kegiatan Inti	**Pertemuan I** 1. Siswa memperhatikan guru saat menyampaikan materi pembelajaran	**3 X 45 Menit**

		tentang kalimat utama, ide pokok dan ringkasan cerita.	
		2. Siswa membacakanjudul cerita "The Eternal Love: Prophet Muhammad and Aisha bint Abu Bakr" yang ditulis guru di papan tulis (**Membuat Prediksi berdasarkan Petunjuk Judul**).	
		3. Siswa dan guru bertanya jawab mengenai judul cerita yang ditulis di papan tulis (**Membuat Prediksi berdasarkan Petunjuk Judul**).	
		4. Siswa membuat prediksi berdasarkan judul berdasarkan perintah guru, kemudian semua prediksi siswa diterima guru (**Membuat Prediksi berdasarkan Petunjuk Judul**).	
		5. Siswa memperhatikan gambar dari cerita berjudul "The Eternal Love: Prophet Muhammad and Aisha bint Abu Bakr"yang ditempel guru di papan tulis (**Membuat Prediksi dari Petunjuk Gambar**).	
		6. Siswa dan guru bertanya jawab mengenai gambar kepada siswa (**Membuat Prediksi dari Petunjuk Gambar**).	
		7. Siswa membuat prediksi berdasarkan gambar berdasarkan perintah guru (**Membuat Prediksi dari Petunjuk**	

| | **Gambar).** | |
| | 8. Siswa membentuk kelompok menjadi 7 kelompok dengan masing-masing kelompok beranggotakan 4 siswa **(Membuat Prediksi dari Petunjuk** | |

	Gambar).	
	9. Siswa berdiskusi kelompok mengerjakan soal dipandu oleh guru untuk memprediksi isi masing-masing gambar secara bergantian (**Membuat Prediksi dari Petunjuk Gambar**).	
	10.Siswa mendapatkan teks cerita yang sebenarnya dari guru (**Membaca Bahan Bacaan**).	
	11.Siswa membaca dalam hati teks yang dibagikan guru kemudian menghubungkan prediksinya dengan cerita yang dibacanya berdasarkan perintah guru (**Membaca Bahan Bacaan**).	
	12.Siswa dan guru bertanya jawab mengenai ketepatan prediksi yang telah dibuatnya secara berkelompok (**Menilai Ketepatan Prediksi dan Menyesuaikan Prediksi**).	
	13.Guru meyakinkan siswa bahwa prediksi yang dibuat sesuai (**Menilai Ketepatan Prediksi dan Menyesuaikan Prediksi**).	
	14.Masing-masing kelompok mempresentasikan hasil diskusinya di depan kelas (**Menilai Ketepatan Prediksi dan Menyesuaikan Prediksi**).	
	15.Siswa memperbaiki prediksi yang belum sesuai dengan yang sebenarnya berdasarkan perintah guru(**Menilai Ketepatan Prediksi dan Menyesuaikan Prediksi**).	
	16. Guru memberikan penguatan terhadap jawaban masing-masing kelompok.	
	Pertemuan II	
	17. Siswa memperhatikan guru saat menyampaikan materi pembelajaran tentang kalimat utama, ide pokok dan ringkasan cerita anak.	
	18. Siswa membacakan judul cerita "The Eternal Love: Prophet Muhammad and Aisha bint Abu Bakr" yang ditulis guru di papan tulis (**Membuat**	

63

	Prediksi berdasarkan Petunju Judul).	
	19. Siswa dan guru bertanya jawab mengenai judul cerita yang ditulis di papan tulis **(Membuat Prediksi berdasarkan Petunjuk Judul).**	
	20. Siswa membuat prediksi berdasarkan judul berdasarkan perintah guru, kemudian semua prediksi siswa diterima guru **(Membuat Prediksi berdasarkan Petunjuk Judul).**	
	21. Siswa memperhatikan gambar seri cerita berjudul "The Eternal Love: Prophet Muhammad and Aisha bint Abu Bakr" yang ditempel guru di papan tulis **(Membuat Prediksi dari Petunjuk Gambar).**	
	22. Siswa dan guru bertanya jawab mengenai gambar kepada siswa **(Membuat Prediksi dari Petunjuk Gambar).**	
	23. Siswa membuat prediksi berdasarkan gambar berdasarkan perintah guru **Membuat Prediksi dari Petunjuk Gambar).**	
	24. Siswa membentuk kelompok menjadi 7 kelompok dengan masing-masing kelompok beranggotakan 4 siswa **(Membuat Prediksi dari Petunjuk Gambar).**	
	25. Siswa berdiskusi kelompok mengerjakan LKSdipandu oleh guru untuk memprediksi isi masing-masing gambar secara bergantian **(Membuat Prediksi dari Petunjuk Gambar).**	
	26. Siswa mendapatkan teks cerita yang sebenarnya dari guru **(Membaca Bahan Bacaan).**	
	27. Siswa membaca dalam hati teks yang dibagikan guru kemudian menghubungkan prediksinya dengan cerita yang dibacanya berdasarkan perintah guru **(Membaca Bahan Bacaan).**	
	28. Siswa dan guru bertanya jawab	

	mengenai ketepatan prediksi yang telah dibuatnya secara berkelompok **(Menilai Ketepatan Prediksi dan Menyesuaikan Prediksi).** 29. Guru meyakinkan siswa bahwa prediksi yang dibuat sesuai **(Menilai Ketepatan Prediksi dan Menyesuaikan Prediksi).** 30. Masing-masing kelompok mempresentasikan hasil diskusinya di depan kelas **(Menilai Ketepatan Membuat Prediksi dari Petunjuk Gambar).** 31. Siswa membentuk kelompok menjadi 7 kelompok dengan masing-masing kelompok beranggotakan 4 siswa **(Membuat Prediksi dari Petunjuk Gambar).** 32. Siswa berdiskusi kelompok mengerjakan LKSdipandu oleh guru untuk memprediksi isi masing-masing gambar secara bergantian **(Membuat Prediksi dari Petunjuk Gambar).** 33. Siswa mendapatkan teks cerita yang sebenarnya dari guru **(Membaca Bahan Bacaan).** 34. Siswa membaca dalam hati teks yang dibagikan guru kemudian menghubungkan prediksinya dengan cerita yang dibacanya berdasarkan perintah guru **(Membaca Bahan Bacaan).** 35. Siswa dan guru bertanya jawab mengenai ketepatan prediksi yang telah dibuatnya secara berkelompok **(Menilai Ketepatan Prediksi dan Menyesuaikan Prediksi).** 36. Guru meyakinkan siswa bahwa prediksi yang dibuat sesuai **(Menilai Ketepatan Prediksi dan Menyesuaikan Prediksi).** 37. Masing-masing kelompok mempresentasikan hasil diskusinya di depan kelas **(Menilai Ketepatan (Membuat Prediksi dari Petunjuk Gambar).**	

	38. Siswa membentuk kelompok menjadi 7 kelompok dengan masing-masing kelompok beranggotakan 4 siswa **(Membuat Prediksi dari Petunjuk Gambar).**
	39. Siswa berdiskusi kelompok mengerjakan LKSdipandu oleh guru untuk memprediksi isi masing-masing gambar secara bergantian **(Membuat Prediksi dari Petunjuk Gambar).**
	40. Siswa mendapatkan teks cerita yang sebenarnya dari guru **(Membaca Bahan Bacaan).**
	41. Siswa membaca dalam hati teks yang dibagikan guru kemudian menghubungkan prediksinya dengan cerita yang dibacanya berdasarkan perintah guru **(Membaca Bahan Bacaan).**
	42. Siswa dan guru bertanya jawab mengenai ketepatan prediksi yang telah dibuatnya secara berkelompok **(Menilai Ketepatan Prediksi dan Menyesuaikan Prediksi).**
	43. Guru meyakinkan siswa bahwa prediksi yang dibuat sesuai **(Menilai Ketepatan Prediksi dan Menyesuaikan Prediksi).**
	44. Masing-masing kelompok mempresentasikan hasil diskusinya di depan kelas **(Menilai Ketepatan Prediksi dan Menyesuaikan Prediksi).**
	31. Siswa memperbaiki prediksi yang belum sesuai dengan yang sebenarnya berdasarkan perintah guru**(Menilai Ketepatan Prediksi dan Menyesuaikan Prediksi).**
	32. Guru memberikan penguatan terhadap jawaban masing-masing kelompok.
	Pertemuan III
	33. Siswa memperhatikan guru saat menyampaikan materi pembelajaran tentang kalimat utama, ide pokok dan

	ringkasan cerita anak.	
	34. Siswa membacakanjudul cerita "The Eternal Love: Prophet Muhammad and Aisha bint Abu Bakr" yang ditulis guru di papan tulis**(Membuat Prediksi berdasarkan Petunjuk Judul).**	
	35. Siswa dan guru bertanya jawab mengenai judul cerita yang ditulis di papan tulis **(Membuat Prediksi berdasarkan Petunjuk Judul).**	
	36. Siswa membuat prediksi berdasarkan judul berdasarkan perintah guru, kemudian semua prediksi siswa diterima guru **(Membuat Prediksi berdasarkan Petunjuk Judul).**	
	37. Siswa memperhatikan gambar seri cerita anak berjudul "The Eternal Love: Prophet Muhammad and Aisha bint Abu Bakr" yang ditempel guru di papan tulis **(Membuat Prediksi dari Petunjuk Gambar).**	
	45. Siswa mendapatkan teks cerita yang sebenarnya dari guru **(Membaca Bahan Bacaan).**	
	46. Siswa membaca dalam hati teks yang dibagikan guru kemudian menghubungkan prediksinya dengan cerita yang dibacanya berdasarkan perintah guru **(Membaca Bahan Bacaan).**	
	47. Siswa dan guru bertanya jawab mengenai ketepatan prediksi yang telah dibuatnya secara berkelompok **(Menilai Ketepatan Prediksi dan Menyesuaikan Prediksi).**	
	48. Guru meyakinkan siswa bahwa prediksi yang dibuat sesuai **(Menilai Ketepatan Prediksi dan Menyesuaikan Prediksi).**	
	49. Masing-masing kelompok mempresentasikan hasil diskusinya di depan kelas **(Menilai Ketepatan Prediksi dan Menyesuaikan**	

	Prediksi). 50. Siswa memperbaiki prediksi yang belum sesuai dengan yang sebenarnya berdasarkan perintah guru**(Menilai Ketepatan Prediksi dan Menyesuaikan Prediksi).** 51.Guru memberikan penguatan terhadap jawaban masing-masing kelompok.	
Penutup	1. Siswa bersama guru membuat kesimpulan atau rangkuman dari materi yang telah dipelajari 2. Siswa diberikan soal evaluasi. 3. Siswa mengerjakan soal evaluasi secara individu. 4. Guru menanyakan perasaan siswa setelah pembelajaran hari ini. 5. Guru memberikan pekerjaan rumah yaitu siswa diminta untuk membaca cerita anak yang dimiliki di rumah. 6. Siswa bersama guru berdo'a menurut agamaa dan keyakinan masing-masing untuk mengakhiri pembelajaran.	**3 X 15 Menit**

H. Sumber dan Media Pembelajaran

1. Kurikulum K13

2. Media gambar

3. Teks Cerita berjudul "The Eternal Love: Prophet Muhammad and Aisha bint Abu Bakr".

4. Lembar Evaluasi.

I. Penilaian

a. Bentuk Penilaian   : Tes Tertulis

b. Bentuk Soal   : Pilihan Ganda

c. Alat tes   :

    1. Soal-soal tes   : terlampir

Sakra, 09 Agustus 2023

Mengetahui

KepalaSekolahSMPN 1 Sakra   Guru Mata Pelajaran

Sri Pancarina Muhariyanti, S.Pd   Isni Hartati,S.Pd.
NIP. 196704201997032004   NIP. 197512311999031004

69

APPENDIX 4

Instrument of pre-test in the class

Read the text carefully and answer the question

"The Eternal Love: Prophet Muhammad and Aisha bint Abu Bakr"

In the annals of Islamic history, the love story of the Prophet Muhammad (peace be upon him) and Aisha bint Abi Bakr stands as a profound testament to devotion, understanding, and spiritual connection. Aisha, often regarded as one of the most beloved wives of the Prophet, was not only his life partner but also a scholar, confidante, and source of wisdom. Their story began when Aisha was just a young girl. She was the daughter of Abu Bakr, one of the closest companions of the Prophet Muhammad. Aisha's intellect, wit, and beauty were evident even in her youth, capturing the attention of those around her. As fate would have it, it was the Prophet himself who sought her hand in marriage. Aisha's union with the Prophet was not just a marriage; it was a divine bond, blessed by Allah. Despite the age difference, their connection was profound and spiritual. The Prophet Muhammad's love for Aisha was characterized by deep respect, kindness, and understanding. He recognized her intelligence and encouraged her to learn, setting an example for the importance of education for women in Islamic society.

Their relationship was built on mutual respect and love. The Prophet would often playfully race with Aisha, showing his affectionate and playful side. He would patiently listen to her opinions, valuing her insights on matters of importance. Aisha, in turn, held the Prophet in the highest regard, treasuring his teachings and wisdom. One of the most profound aspects of their love story was the Prophet Muhammad's trust in Aisha. Her honesty and integrity were

unquestionable, and he often relied on her as a source of guidance. Their home was a haven of peace and tranquility, where love and compassion reigned supreme. Aisha, deeply devoted to the Prophet, dedicated her life to preserving his teachings and actions. She became one of the most significant scholars of Islam, narrating thousands of hadiths (sayings and actions of the Prophet). Her wisdom and knowledge became legendary, shaping the early Islamic community and inspiring generations of believers.

Their love story was not without its trials. They faced challenges and tribulations together, displaying unwavering faith and resilience. Through every difficulty, their bond only grew stronger, a testament to the enduring power of their love and devotion. As the years passed, Aisha remained a pillar of strength for the Prophet and the early Muslim community. Her wisdom and knowledge were sought by scholars and companions alike, and her influence continued to shape the course of Islamic history. When the Prophet Muhammad passed away, Aisha's grief was immeasurable. She continued his mission, disseminating his teachings and ensuring that his legacy lived on. Her contributions to Islam were unparalleled, earning her the title of 'Mother of the Believers.'

The love story of the Prophet Muhammad and Aisha bint Abi Bakr serves as a timeless example of love, respect, and partnership. Their relationship was not just a historical footnote but a beacon of light, illuminating the path of love and devotion for generations to come. In the tapestry of Islamic history, their love story remains etched in golden letters, a testament to the profound and transformative power of love in the context of faith and spirituality.

1. What is the central theme of the story of Prophet Muhammad and Aisha?

   A) Unity and Peace

   B) Faith and Devotion

   C) Courage and Bravery

   D) Wealth and Prosperity

2. What role did Aisha play in the early Islamic community?

   A) Warrior

   B) Scholar and Teacher

   C) Queen

   D) Merchant

3. What quality of Aisha captured the Prophet Muhammad's attention?

   A) Her beauty

   B) Her intelligence and wit

   C) Her wealth

   D) Her social status

4. How did the Prophet Muhammad demonstrate his love and respect for Aisha?

   A) By showering her with gifts

   B) By encouraging her education and learning

   C) By keeping her away from public life

   D) By avoiding her company

5. What did Aisha become known as due to her contributions to Islam?

   A) Mother of the Nation

   B) Queen of Islam

   C) Mother of the Believers

   D) Leader of Women

6. What did Aisha dedicate her life to after the Prophet Muhammad's passing?

A) Poetry

B) Preserving the Prophet's teachings and actions

C) Political Leadership

D) Business Ventures

7. How did the Prophet Muhammad and Aisha handle challenges in their

relationship?

A) By separating and living apart

B) By relying on their faith and strengthening their bond

C) By ignoring the challenges

D) By seeking divorce

8. What did Aisha become famous for among the early Muslim community?

A) Her cooking skills

B) Her storytelling and narrating hadiths

C) Her skills in horseback riding

D) Her artistic talents

9. What title is often given to Aisha in Islamic history due to her knowledge and

contributions?

A) The Wise Woman

B) The Faithful Companion

C) The Righteous Queen

D) The Mother of the Believers

10. What did the Prophet Muhammad encourage Aisha to pursue?

    A) Business ventures

    B) Education and learning

    C) Art and creativity

    D) Military training

11. How did the relationship between the Prophet Muhammad and Aisha demonstrate the importance of women's education in Islam?

    A) Aisha became a renowned scholar, emphasizing the importance of education for women.

    B) Aisha was not allowed to pursue education.

    C) Aisha was educated but didn't contribute significantly to society.

    D) The Prophet Muhammad discouraged women's education.

12. What was the significance of Aisha's role in preserving the teachings of the Prophet Muhammad?

    A) She ignored his teachings.

    B) She distorted his teachings.

    C) She narrated thousands of hadiths, preserving his sayings and actions.

    D) She kept his teachings secret.

13. How did the love story of Prophet Muhammad and Aisha inspire generations of believers?

    A) It highlighted the importance of material wealth in a marriage.

    B) It demonstrated the power of love and respect in a marital relationship.

    C) It emphasized the importance of conflicts in a marriage.

    D) It showcased the significance of a one-sided relationship.

14. What did Aisha's wisdom and knowledge contribute to the early Islamic community?

    A) Division and discord

    B) Ignorance and stagnation

    C) Enlightenment and guidance

    D) Chaos and confusion

15. In the context of the story, what does the title "Mother of the Believers" signify?

    A) Aisha's role as a biological mother

    B) Aisha's status as a spiritual leader and guide for all Muslims

    C) Aisha's role as a ruler of a nation

    D) Aisha's role as a healer of physical ailments

APPENDIX 5

Instrument of post-test in the class

Read the text carefully and answer the question

"The Eternal Love: Prophet Muhammad and Aisha bint Abu Bakr"

In the annals of Islamic history, the love story of the Prophet Muhammad (peace be upon him) and Aisha bint Abi Bakr stands as a profound testament to devotion, understanding, and spiritual connection. Aisha, often regarded as one of the most beloved wives of the Prophet, was not only his life partner but also a scholar, confidante, and source of wisdom. Their story began when Aisha was just a young girl. She was the daughter of Abu Bakr, one of the closest companions of the Prophet Muhammad. Aisha's intellect, wit, and beauty were evident even in her youth, capturing the attention of those around her. As fate would have it, it was the Prophet himself who sought her hand in marriage. Aisha's union with the Prophet was not just a marriage; it was a divine bond, blessed by Allah. Despite the age difference, their connection was profound and spiritual. The Prophet Muhammad's love for Aisha was characterized by deep respect, kindness, and understanding. He recognized her intelligence and encouraged her to learn, setting an example for the importance of education for women in Islamic society.

Their relationship wa s built on mutual respect and love. The Prophet would often playfully race with Aisha, showing his affectionate and playful side. He would patiently listen to her opinions, valuing her insights on matters of importance. Aisha, in turn, held the Prophet in the highest regard, treasuring his teachings and wisdom. One of the most profound aspects of their love story was

the Prophet Muhammad's trust in Aisha. Her honesty and integrity were unquestionable, and he often relied on her as a source of guidance. Their home was a haven of peace and tranquility, where love and compassion reigned supreme. Aisha, deeply devoted to the Prophet, dedicated her life to preserving his teachings and actions. She became one of the most significant scholars of Islam, narrating thousands of hadiths (sayings and actions of the Prophet). Her wisdom and knowledge became legendary, shaping the early Islamic community and inspiring generations of believers.

Their love story was not without its trials. They faced challenges and tribulations together, displaying unwavering faith and resilience. Through every difficulty, their bond only grew stronger, a testament to the enduring power of their love and devotion. As the years passed, Aisha remained a pillar of strength for the Prophet and the early Muslim community. Her wisdom and knowledge were sought by scholars and companions alike, and her influence continued to shape the course of Islamic history. When the Prophet Muhammad passed away, Aisha's grief was immeasurable. She continued his mission, disseminating his teachings and ensuring that his legacy lived on. Her contributions to Islam were unparalleled, earning her the title of 'Mother of the Believers.'

The love story of the Prophet Muhammad and Aisha bint Abi Bakr serves as a timeless example of love, respect, and partnership. Their relationship was not just a historical footnote but a beacon of light, illuminating the path of love and devotion for generations to come. In the tapestry of Islamic history, their love story remains etched in golden letters, a testament to the profound and transformative power of love in the context of faith and spirituality.

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   B) Scholar and Teacher

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   B) Queen of Islam

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    B) Her storytelling and narrating hadiths

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    C) Aisha's role as a ruler of a nation

    D) Aisha's role as a healer of physical ailments

APPENDIX 6
Documentation

Picture 1

Giving Pre-Test to the students

Picture 2

Applying Direct Reading Thinking Activity (DRTA)

Picture 3

Giving Post-Test to the students

Nomor   : 604/Un.12/FTK/SRIP/PP.00.9/05/2023   Mataram, 23 Mei 2023
Lampiran : 1 (Satu) Berkas Proposal
Perihal   : **Permohonan Rekomendasi Penelitian**

Kepada:
Yth.   **Kepala Bakesbangpoldagri Provinsi NTB**
di-

Tempat

Assalamu'alaikum Wr. Wb.

Bersama surat ini kami mohon kesediaan Bapak/Ibu untuk memberikan rekomendasi penelitian kepada Mahasiswa di bawah ini :

Nama   : Maulina Harwini
NIM   : 180107147
Fakultas   : Tarbiyah dan Keguruan
Jurusan   : Tadris Bahasa Inggris
Tujuan   : Penelitian
Lokasi Penelitian   : SMPN 1 SAKRA, LOTIM

Judul Skripsi   : THE EFFECT OF DIRECTED READING THINKING ACTIVITY (DRTA) STRATEGY ON THE READING COMPREHENSION OF THE SECOND GRADE STUDENTS AT SMPN 1 SAKRA

Rekomendasi tersebut akan digunakan untuk mendapatkan data yang diperlukan dalam penyusunan skripsi.

Demikian surat pengantar ini kami buat, atas kerjasama Bapak/Ibu kami sampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

a.n. Dekan
Wakil Dekan Bidang Akademik,

Dr. Saparudin, M.Ag
NIP.197810152007011022

87

PEMERINTAH KABUPATEN LOMBOK TIMUR

BADAN KESATUAN BANGSA DAN POLITIK DALAM NEGERI

Alamat : Jln. DR Cipto Mangun Kusumo No: 5 ☎ (0376) 21452 - 22 779 Kode Pos: 83612

REKOMENDASI PENELITIAN
NOMOR : 070/137/KBPDN/2023

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

Dasar :

a. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 7 Tahun 2014 tentang perubahan atas peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang pedoman penertiban Rekomendasi Penelitian.

b. Surat dari Badan Kesatuan Bangsa Politik Dalam Negeri Provinsi Nusa Tenggara Barat Nomor: 070/1251/VI/R/BKBPDN/2023 Tanggal 5 Juni 2023.

Perihal : Rekomendasi Penelitian maka dengan ini memberikan Rekomendasi / Ijin penelitian kepada :

Nama	:	**Maulina Harwini**
Alamat	:	Apit Aik RT/RW 000/000 Kel/Desa. Bungtiang Kec. Sakra Barat kab. Lombok Timur
Instansi/Badan	:	Universitas Islam Negeri Mataram
Program Studi	:	Mahasiswa Jurusan Tadris Bahasa Inggris
Judul Penelitian		**"THE EFFECT OF DIRECTED READING THINKING ACTIVITY (DRTA) STRATEGY ON THE READING COMPREHENSION OF THE SECOND GRADE STUDIENT AT SMPN 1 SAKRA"**
Lokasi	:	SMPN 1 Sakra Lombok Timur
Jumlah Peserta	:	1 (Satu) Orang
Lama Penelitian	:	Juni – Juli 2023
Status Penelitian	:	Baru

Dalam melakukan kegiatan agar yang bersangkutan mematuhi ketentuan sebagai berikut :

1. Sebelum melakukan kegiatan penelitian agar melapor kedatangan Kepada Bupati atau pejabat yang ditunjuk;

2. Penelitian yang dilakukan harus sesuai dengan judul beserta data dan berkas pada Surat Permohonan dan apabila melanggar ketentuan, maka Rekomendasi Penelitian akan di cabut sementara dan menghentikan segala kegiatan penelitian;

3. Peneliti harus mentaati ketentuan Perundang-Undangan, norma-norma dan adat istiadat yang berlaku dan penelitian yang di lakukan tidak menimbulkan keresahan di masyarakat, disintegrasi Bangsa atau keutuhan NKRI

4. Apabila masa berlaku Rekomendasi Penelitian telah berakhir sedangkan pelaksanaan Kegiatan Penelitian tersebut belum selesai maka Peneliti harus mengajukan perpanjangan Rekomendasi Penelitian;

5. **Melaporkan hasil kegiatan kepada Bupati Lombok Timur, melalui Kepala Badan Kesatuan Bangsa dan Politik Dalam Negeri Kabupaten Lombok Timur.**

Demikian Rekomendasi ini dibuat untuk d.,lk

apat dipergunakan sebagaimana mestinya.

Wabillahitaufiq Walhidayah
Wassalamu'alaikum Wr. Wb

Selong, 06 Juni 2023
KEPALA BAKESBANGPOLDAGRI
KABUPATEN LOMBOK TIMUR

MUSTAFA, S.Sos
Pembina (IV/ a)
NIP. 19661231 199303 1 163

TEMBUSAN :

1. Bupati Lombok Timur di-Selong;
2. Kepala BAPPEDA Kab. Lombok Timur di-Selong;
3. Kepala Dinas Pendidikan dan Kebudayaan Kab. Lombok Timur di-Selong;
4. Kepala Sekolah/Madrasah Se-Kab. Lombok Timur di-Tempat;

SURAT KETERANGAN
Nomor : 421.6/ 089 /03.1/2023

Yang bertanda tangan di bawah ini Kepala SMPN 1 Sakra Kabupaten Lombok Timur Provinsi Nusa Tenggara Barat, menerangkan bahwa :

Nama	: MAULINA HARWINI
NIM	: 180107147
Jurusan/ Program Studi	: Tadris Bahasa Inggris/ Tarbiah dan Keguruan
Alamat	: Apit Aik RT/RW 000/000 Kel/Desa. Bungtiang Kec. Sakra Barat Kab. Lombok Timur.
Badan/ Instansi	: Universitas Islam Negeri Mataram

Adalah memang benar telah melaksanakan penelitian dari tanggal 12 Juni s.d 25 Juli 2023, berdasarkan Surat Izin Penelitian Nomor 070/137/KBPDN/2023 tanggal 06 Juni 2023 yang dikeluarkan oleh Badan Kesatuan Bangsa dan Politik Dalam Negeri Kabupaten Lombok Timur.

Tujuan penelitian adalah untuk penulisan skripsi dengan judul **"THE EFFECT OF DIRECTED READING THINKING ACTIVITY (DRTA) STRATEGY ON THE READING COMPREHENSION OF THE SECOND GRADE STUDIENT AT SMPN 1 SAKRA. "**

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Sakra, 01 Agustus 2023
Kepala Sekolah,

SRI PANCARINA MUHARIYANTI, S.Pd.
NIP. NIP 19670420 199703 2 004

UPT PERPUSTAKAAN UIN MATARAM
Plagiarism Checker Certificate

No:2917/Un.12/Perpus/sertifikat/PC/09/2023

Sertifikat Ini Diberikan Kepada :

MAULINA HARWINI
180107147
FTK/TBI
Dengan Judul SKRIPSI

THE EFFECT DIRECTED READING THINKING ACTIVITY (DRTA) STRATEGY ON THE

READING COMPREHENSION OF THE SECOND GRADE STUDENTS AT SMPN 1 SAKRA

SKRIPSI Tersebut telah Dinyatakan Lulus Uji cek Plagiasi Menggunakan Aplikasi Turnitin
Similarity Found : 12 %
Submission Date : 25/09/2023

Kepala UPT Perpustakaan
UIN Mataram

Kurniawaty, M.Hum
NIP. 197608282006042001

90

UPT PERPUSTAKAAN UIN MATARAM
Sertifikat Bebas Pinjam

No:2488/Un.12/Perpus/sertifikat/BP/08/2023

Sertifikat Ini Diberikan Kepada :

MAULINA HARWINI
180107147

FTK/TBI

Mahasiswa/Mahasiswi yang tersebut namanya di atas ketika surat ini dikeluarkan, sudah tidak mempunyai pinjaman, hutang denda ataupun masalah lainnya di Perpustakaan Universitas Islam Negeri (UIN) Mataram. Sertifikat ini diberikan sebagai syarat UJIAN SKRIPSI.

Kepala UPT Perpustakaan
UIN Mataram

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