IMPROVING READING COMPREHENSION BY USING DIRECT READING THINKING ACTIVITYSTRATEGY FOR THE TEN GRADE STUDENTS OF SMAN 1 PULUNG PONOROGO

THESIS

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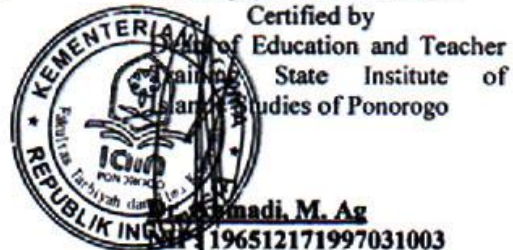
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ABSTRACT

Afifah, Kusnul. 2019. *Improving Reading Comprehension by Using DRTA Strategy for the ten grade students of SMAN 1 PulungPonorogo in academic year 2017/2018*.**Thesis**,English Education Department, Education and Teacher Training Faculty, State Institute of Islamic Studies of Ponorogo. Advisor Nurul Khasanah, M.Pd.

Key Words: Reading Comprehension, DRTA Strategy.

Reading is one of skill in English that can help us to get more information and knowledge. In reading comprehension, the students are expected to be able to understand the meaning of the text perfectly, especially in recount text and report text. DRTA is strategy that used in teaching strategy that guides students in making predictions about a text and then reading to confirm refute their predictions. This strategy encourages students to be active and thoughtful readers, enhancing their comprehension. Based on the observation, there is students' problem. First, the students sometime feel difficult when their understand about reading text, second, the students uninterested in reading activity because of their lack of reading interest, the third, the activity when the learn left monotonous and less interesting learners then the ability to read students decreased even not meet the minimum. To solve the problems, the researcher presents a new strategy by using DRTA in teaching reading. Because DRTA is instructional strategy that focuses on students thinking using prediction and open ended questions before going to the text. The statement of the problem is: (1) How Can Direct Reading Thinking Activity Strategy Improve Students Reading Comprehension in SMAN 1 Pulung Ponorogo?

This Classroom Action Research aimed to improve reading comprehension in recount and report text using DRTA strategy for the tenth grade students of SMAN 1 Pulung Ponorogo. The subject of the study are the students of tenth grade IPA 4 students of SMAN 1 Pulung Ponorogo. There are 36 students as the subject of the research. This research was conducted in two cycles at for steps namely; planning, acting, observing and reflecting. The data of this research are obtained through (1) observation, (2) documentation, (3) field noted. The data analysis of the research is using qualitative and quantitative data. From the result of data observation, after playing the DRTA strategy, the progress of students' achievement is very good. It can be proven from the result of data analysis, the result of cycle 1 the students' activeness 44,4%, the students' cooperativeness 55,6%, and the students' achievement 52,87% and the result of cycle 2 the students' activeness 80,56%, the students' cooperativeness 83,3% and then the result of students' achievement 88,90%, students can pass the test and they get high score even higher than the standard minimum. It can be concluded that the used of DRTA strategy can improve the students' reading comprehension.

CHAPTER 1

INTRODUCTION

A. Background of The Study

English is one of the languages that used widely in the world. People use it to communicate with other people from parts of the world. There are four skills which should be mastered in learning English: listening, speaking, writing and reading.

Reading is the most important skills for everyone, because reading can increase readers' knowledge. When we read something we can get some information. Thus, the students have to read the material in English well so that they can absorb the information through reading process. In other words, the students need to increase their reading skills in order to collect more information and be useful for achieving academic purposes.

According to Vicky ZygourisCeo reading is essential to every aspect of learning, and the purpose of reading to construct meaning from text (comprehension). Without comprehension, reading can be frustrating and at times even painful. A major goal of reading comprehension instruction is to help students develop the knowledge, skill, and experiences they need to become independent readers and lifelong learners.[1]

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[1] Vicky zygouris-coe, teaching reading comprehension skills, article national association of elementary principlas, march 2009, accessed on april 10 2018.

Geofrey Broughton also defined reading as a complex skill, that is to say that it involves a whole series of lesser skills. First of these is the ability to recognize stylized shapes which are figures on a ground, curves and lines and dots in patterned relationships. Second, the ability to correlate the black marks on the paper the patterned shapes with language. Third, skill which is involved the essentially in intellectual skill; this is the ability to correlate the black marks on the paper by way of the formal elements of language.[2]

Rosenblatt developed a theory reading as a transaction among the reader, the text, and the intention of the author. He posited that each reader brings his own feelings, personality, and experiences to the text and that each reader is different each time he revisits a particular text.[3]

Reading is comprehension. Comprehension is what reading is all about. Decoding without comprehension is simply word barking being able to articulate the word correctly without understanding its meaning. Effective comprehends not only make sense of the text they are reading, they can also use the information it contains.[4]

Reading comprehension is a process that requires how to decode through the development of an extensive repertoire of sight words, learning the meanings of vocabulary words encountered in the text, and learning how

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[2]Geofrey Broughton, Et, Al, *Teaching English As A Foreign Language,* (University Of London Institute Of Education, Francis E-Library, 2003), 90

[3] Judi Morreillon, *Collaborative Strategies For Teaching Reading Comprehension, (*American Library Association Chicago,2007),19.

[4] Nell K.. Duke and David Pearson, *Reading Comprehension Strategies That Work,* (Allington: 2001), 423.

to abstract meaning from text.[5] It represents how well readers understand literal comprehension which concentrates on explicit meaning in the reading text.

Research on reading comprehension shows that EFL learners face some difficulties when they read. In fact, students suffer mainly from understanding vocabulary.[6] Reading disability may be characterized by difficulties in single word reading, initial difficulties decoding or sounding out words, difficulties reading sight words, insufficient phonological processing that is the understanding that sentences are comprised of words, words are made up of syllables, and syllables are made up of individual sounds or phonemes, expressive or receptive language difficulties and difficulties with comprehension.[7]

This problem may fall into multiple categories among them, learners may have difficulties for example with words that have similar lexical forms. Another type of difficulties that can be found among EFL readers is the existence of various meanings within the same word, i.e. words that have more than one meaning. The problem with such category is that the leaner

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[5]TalalAbd Al-Hameed Al-Odwan, *International Journal Of Humanities And Social Scince Vol. 2 No. 16 Jordan 2012*, 140.

[6]WahibaBabaibaMedjahdi, *Reading Comprehension Difficulties among EFL Learners: The Case of Third-Year Learners at Nehali Mohamed Secondary School*, (University of Tlemcen, 2014), 16.

[7]*Teaching Students with Reading Difficulties and Disabilities: A Guide for Educators,* 2004, 12.

knows only one meaning can lead him to a wrong understanding of the whole sentence.[8]

Based on interview with MrsEndah as an English of SMAN 1 Pulung the researcher had found some problems, those are various factors that might have been caused by the failure in teaching Reading. She said that the students had some problems in learning English especially in reading, the problem were the students really passive, confused, and got bored in teaching learning process, they were not interested to know further about text. The teaching strategy that was used by the teacher was not effective. Because the teacher used Listen Read Discuss (LRD) strategy. This strategy did not support the students to make them interested in the lesson and motivated them to study especially reading because that strategy is first the students listen the explanation about the materials from teacher. Second the teacher asked the students to read the text to get their comprehension. Finally, the teacher guides the students to discuss to know the students comprehension about the text. The principles problem is the students found difficulties to transfer information from the text in teaching reading. [9]

After doing preliminary research, the researcher concludes that the students should be conditioned to be interested in learning English by

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[8]WahibaBabaibaMedjahdi, *Reading Comprehension Difficulties among EFL Learners: The Case of Third-Year Learners at Nehali Mohamed Secondary School*, 16-17.

[9] Based on Interview with Mrs.Endah, *English Teacher of SMAN 1 Pulung,* 20 february 2018.

providing them with appropriate media and teaching strategy which are able to arouse their interest in learning English. In the teaching and learning process there are many kinds of good strategies that can be applied by the teacher. In here the researcher suggest Direct Reading Thinking Activity (DRTA) strategy as one of the strategies to improve students reading comprehension skills.

According to Stauffer that DRTA is very appropriate strategy that train students to concentrate and think hard in order to understand the content of reading seriously. DRTA is very good strategy that can help the students to increase their reading comprehension.[10]

Odwandifines DRTA strategy is one of the strategies in the teaching of reading comprehension. Strategies DRTA focusing student engagement with the text, because students have to predict and prove when the students read. In teaching reading comprehension, students can find the main ideas in the text. DRTA strategy which 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 of reading, the ability to pass judgments, and finally the ability to make decisions based upon information gleaned from reading.[11]With

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[10]Faida Rahim, *PengajaranMembaca Di SekolahDasar*, (Padang: BumiAksara, 2007), 47.
[11]Odwan, T, *The Effect of the Directed Reading Thinking Activity through Cooperative Learning on English Secondary Stage Students' Reading Comprehension in Jordan*", *(*Jordan :2012) International Journal of Humanities and Social Science, *Vol.2, No. 16,* 139.

the prediction of DRTA strategy students automatically questioning their own questions that are part of the process of understanding a text.

SantiErliana said that, DRTA is a group-inquiry reading approach for guiding readers through a text during the first time they read it in a classroom. It comprises the three stages in reading (pre- whilst and post) with three phases particularly at the whilst-reading stage: pre- reading phase, guided silent- reading phase and post reading (prove) phase. the DRTA extends reading to higher order thought processes and provides lecturers with a great deal about each students ideas, thought processes, prior knowledge and thinking skills.[12]

Based on the problem faced by X IPA in SMAN 1 Pulung are: students really passive, confused, got bored in teaching learning process and they were not interested to know further about text, because the strategy that was used by the teacher was not effective and make them not interested in the lesson and motivated students to study especially in teaching reading.

Therefore a researcher uses DRTA strategy to solve the problem, because DRTA strategy gives the students ability to determine purpose for reading and DRTA strategy can motivated students in developing a reading, so with this strategy can improve students' understanding and knowledge in SMAN 1 Pulung.

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[12]SantiErliana, *Improving Reading Comprehension Through Directed Reading Thinking Activity (DRTA) Strategy,* journal on English as a foreign language, vol 1 number 1, march 2011.

Based on the identification above the researcher made a research on the study with the title "**IMPROVING READING COMPREHENSION BY USING DIRECT READING THINKING ACTIVITY FOR THE TEN GRADE STUDENTS OF SMA N 1 PULUNG PONOROGO".**

B. **Identification and Limitation of the Problem**

The problems found by observation and interviewing English teacher and students are:

1. The first problem is related students vocabulary. The students sometime feel difficult when they understand their reading text, because they have limited vocabulary.

2. The second is related to anxiety of the students. They seem not interest in reading activity because of their lack of reading interest .

3. The third problem related to strategy. Usually the teacher did not use strategy in the teaching learning process especially in teaching reading.

4. The fourth problem is related to the teacher. The teacher only focused on delivering the materials and paid less attention to the students' motivation. The teacher did not present the materials by using interesting activities, the students looked bored and they thought out of the area (English lesson). So they became not know and do not fully understand.

5. The last is about the activity when learning in SMAN 1 Pulung is left monotonous and less interesting learners then the ability to read students decreased even not meet the minimum.

The researcher limits that the problem here is about the strategy. The students need a strategy which can make them enjoy and feel happy in learning reading comprehension in the class. The DRTA strategy can help the students to explore their mind. The researcher believes that the DRTA strategy is a good technique to examine students reading comprehension.

To further focus of this research:

1. The subject of study is the ten grade students of SMAN 1 Pulung in Academic Year 2017/2018.

2. The object of study is the use of DRTA strategy to students' reading comprehension.

C. Statement of the Problem

Based on the background of study the researcher formulated the statement of the problem into" How Can Direct Reading Thinking Activity Strategy Improve Students Reading Comprehension in SMAN 1 Pulung Ponorogo?"

D. Objective of the Study

The objective of the study is to improve students reading comprehension through Direct Reading Thinking Activity strategy.

E. Significances of the Study

The findings of this research might be useful both theoretical significance and practically.

1. Theoretically

   The finding of this research might be useful for supporting the theory of implementing the DRTA strategy in teaching reading.

2. Practical Significance.

   a. For the Teacher

   As a guide in selecting appropriate strategies to learning, especially in learning the English language so as to eliminate the problems that arise in the learning process.

   b. For Students

   This research may provide motivation for students to increase interest in reading and continue to improve language skills, especially reading comprehension skills.

   c. For Schools

   This research is expected to contribute an idea, to use innovative instructional strategies, creative and provide maximum results in the learning process.

   d. For Readers

   It is recommended for readers especially the students of English Education Department on Faculty of Tarbiyah and Teacher's Training IAIN Ponorogo to use this research to enrich their knowledge.

e. For Researchers

Expected to add insight and knowledge of strategies to improve reading comprehension skills that can be applied in schools especially Reading Thinking Activity (DRTA) strategy.

F. Organization of the Thesis

The researcher would like to improve students reading comprehension by using DRTA strategy, it can be decide by the problem which found in observation and interview with some students and english teacher. This problem sould be solve because of the importance of reading comprehension in english language.

The classroom action research will done in this reasearch. For the first activity is doing observation, interview and decide the class subject. The next activity the researcher will conduct each cycle such as planing, implementing, observing, reflecting. Every part of the cycle will be analyzed by the result of the data and learning process.

CHAPTER II

PREVIOUS RESEARCH FINDING, THEORITICAL BACKGROUND, THEORITICAL FRAMEWORK, AND HYPOTHESIS.

In this part, the research presents and breaks down this chapter into four parts. The first part is theoritical background, the second part is related to previous research finding, the third part is related to theoritical framework, and the last is related to hypothesis.

A. THEORITICAL BACKGROUND

1. The Nature of Reading

a. Definition of Reading

Reading is one of the most uniquely human and complex of all cognitive activities.[13] Reading is very important activity in the teaching and learning process. reading is making meaning from print and from visual information. But reading is not simple. Reading is an active process that requires a great deal of practice and skill.[14]

Reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols

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[13] Elaine K. McEwan, *Raising Reading Achievement in Middle and High Schools*, (California: Corwin Press, 2001), 32.

[14] Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension*, (Chicago: American Library Association, 2007), 10.

correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text.[15]

b. Purposes of Reading

As the reader begin to read, the reader have to decide the purpose of reading itself, it is important to make successful of reading comprehension. In line, William Grabe and Fredicka L. Stoller divided some of reading purposes are:

1) Reading to search for simple information and reading to skim

Reading to search for simple information is a common reading ability, though some researchers see it as a relatively independent cognitive process. It is used so often in reading that it is probably best seen as a type of reading ability. In reading to search, typically scan the text for a specific word, or a specific piece of information, or a few representative phrases. It involves, in essence, a combination of strategies for guessing where important information might be located in the text, and then using basic reading comprehension skills on those segments of the text until a general idea is formed.

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[15] Elizabeth, AngalukiMuaka&Dkk, *Teaching Reading*, (Chicago: Educational Practices Series, 2000), 6.

2) Reading to learn from texts.

Reading to learn typically occurs in academic and professional contexts in which a person needs to learn a considerable amount of information from a text. It requires abilities to:

a) Remember main ideas as well as a number of details that elaborate the main and supporting ideas in the text.

b) Recognize and **build rhetorical** frames that organize the information in the text.

c) Link the text to the reader's knowledge base.

Reading to learn is usually carried out at a reading rate somewhat slower than general reading comprehension (primarily due to rereading and reflection strategies to help remember information). In addition, it makes stronger **inferencing** demands than general comprehension to connect text information with background knowledge (e.g. connecting a character, event or concept to other known characters, events or concepts or connecting possible causes to known events).

3) Reading to integrate information, write and critique texts.

Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information and the likely restructuring

of a rhetorical frame to accommodate information from multiple sources.

These skills inevitably require critical evaluation of the information being read so that the reader can decide what information to integrate and how to integrate it for the reader's goal. In this respect, both reading to write and reading to critique texts may be task variants of reading to integrate information. Both require abilities to selected, critique and compose information from a text. Both purposes represent common academic tasks that call upon the reading abilities needed to integrate information.

4) Reading for general comprehension

The notion of general reading comprehension has been intentionally saved for last in this discussion for two reasons. First, it is the most basic purpose for reading, underlying and supporting most other purposes for reading.

Second, general reading comprehension is actually more complex than commonly assumed. (Note that the term 'general' does not mean 'simple' or 'easy'). Reading for general comprehension, when accomplished by a skilled fluent reader, requires very rapid and automatic processing of words, strong skills in forming a general meaning representation of main ideas, and efficient

coordination of many processes under very limited time constraints.

The difficulties that students have in becoming fluent readers of longer texts under time constraints reveal the complexities of reading for general comprehension. Because of its demands for processing efficiency, reading for general understanding may, at times, be even more difficult to master than reading to learn, an ability that is often assumed to be a more difficult extension of general comprehension abilities. (This misperception is most likely due to the ways in which reading comprehension and reading to learn are commonly tested in schools).[16]

c. Problems of Reading

There are some difficulties for readers to understand the ideas. Harmer stated the problems of reading are:[17]

1) Language

The students get more difficulties to understand the text with the longer sentences than with shorter ones. However, they have great difficulties in understanding the text because they find unfamiliar words which the text contains as a whole.

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[16] William Grabe and FredickaL.Stoller, *Teaching Reading and Researching Reading*, 6-8.

[17] Harmer, Pp. 202-208.

2) Topic and genre

The topic is not appropriate or not interesting for students. Besides, students unfamiliar with the genre or the topic to dealing with they lack on engagement knowledge maybe a major to successful in reading.

3) Comprehension tasks

Comprehension task is a key feature in teaching receptive skills. Sometimes, the teacher is trying to encourage students to improve their receptive skills by giving task or text to accompany them far too easy or far too difficult.

4) Negative expectation

The students have low expectation of reading and they are not going to understand the passage in the book or on tape because they think too difficult in reading activity.

d. Principles of Teaching Reading

There are some principles behind the teaching of reading proposed by Jeremy Harmer below:

1) Principle 1: Encourage students to read as often and as much as possible.

The more students read the better. Everything we do should encourage them to read extensively as well as - if

not more than intensively. It is a good idea to discuss this principle with students.

2) Principle 2: Students need to be engaged with what they are reading. Harmer considers that students can get more benefit from reading if they are engaged and interested in reading text.

3) Principle 3: Encourage students to respond to the content of a text (and explore their feelings about it), not just concentrate on its construction.

   In this principle, the point is that students should have opportunities to respond to the message of the text and thus provoking personal engagement of the students.

4) Principle 4: Prediction is a major factor in reading. The fourth principle is about the students' expectations and active process of reading is ready to begin when they can get the hints of the text so they can predict what's coming in the next segment of a particular text.

5) Principle 5: Match the task to the topic when using intensive reading texts.[18]

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[18] Jeremy Harmer, *How to Teach English: An Introduction to the Practice of Language Teaching*, (England: Longman, 2001), 101.

Choosing the good tasks for students in reading is important since it can undermine boring and inappropriate questions so the reading activity can be more exciting and challenging for the students.

By referring to those principles, the teacher and students can be facilitated to attain a good-quality of reading process.

e. Models of Reading Process

There are three models for the second-language reading process: the bottom-up model, the top-down model, and the interactive model:

1) *The Bottom-Up Model*

This model is the smaller units of a text like letters, words, phrases, and sentences. The reader reads all of the words in a phrase, or a sentence before understanding it. This model starts with decoding the smallest linguistic units, particularly phonemes, graphemes, and words and then makes meaning from the smallest to the largest units. The reader uses his/her background knowledge to the information that they find into the texts. There are some difficulties in this model. One of the drawbacks is that the reader is successful in reading when he/she deciphers the linguistic units and understands the connection between words. The reader is not able to keep in his/her memory the meaning of every word. The other difficulty is that it is not possible to connect one word to the other words.

2) *The Top-Down Model*

Reading as a "psycholinguistic guessing game" in which readers apply their previous knowledge to relate with a text and to connect these to new information found in the text in order to understand it. The readers do not read every word of a text but they focus on identifying the next words. The researcher tried to guess the meaning of words or phrases. Readers begin forecasting from the title of the reading text that permits them to restrict the scope of their reading. Comprehension starts with higher levels of processing and continues to the application of the lower levels.

3) *The Interactive Model*

The effective reading needs both top-down and bottom-up decoding. Readers can use top-down reading to make up for deficit in bottom-up reading. To obtain meaning, the research apply their schemata to make up for the absence of bottom-up knowledge, this model is based on information from various sources like orthographic, lexical, syntactic, semantic knowledge, and schemata. While readers are reading, decoding processes support each other. Readers who are dependent on top-down model use textual signs and infer the meaning but the reader should make up for deficiencies like weaknesses in word identification and lack of effective bottom-up processing. This model results in the most effective processing of texts. Teachers

should find reading instructions according to this model to boost readers' skills. The mutual teaching method is a reading instruction that is based on the interactive model.[19]

2. Reading Comprehension

Reading comprehension is an extraordinary feat of balancing and coordinating many abilities in a very complex and rapid set of processes that makes comprehension a seemingly effortless and enjoyable activity for fluent readers.[20]

Reading comprehension is usually a primary focus of instruction in the post-primary grades, after readers have largely mastered word recognition skills, although comprehension of text should be an integral part of reading instruction with beginning readers as well. Instruction in oral language, vocabulary, and listening comprehension should be a focus starting in preschool and continuing throughout the elementary grades.[21]

Reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.[22]

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[19]NarjesBanouSabouri, How Can Students Improve their Reading Comprehension Skill, *Journal of Studies in Education*, 2016, Vol. 6, No. 2, 231-232.

[20]William Grabe and FredickaL.Stoller, *Teaching Reading and Researching Reading*. (New York : Pearson Education Limited, 2002), 23.

[21]Snow Catherine, *Reading for Understanding*, (Arlington : RAND EDUCATION 2002), 10.

[22]*Ibid.*, 11.

Reading comprehension is a cognitive process that integrates complex skill and cannot be understood without examining the critical role of vocabulary learning and instruction and its development. Reading comprehension is intentional thinking during which meaning is constructed through interactions between text and reader.[23]

Reading comprehension is defined as the process of making meaning by coordinating a number of complex processes that involve language, word reading, word knowledge, and fluency text comprehension includes processing at various levels.[24]

a. Pre-reading stage

Pre-reading is a very important stage in which the topic and type of the text are introduced first.

The pre-reading stage seeks to:

1) Improve the interest of the students in the topic.

2) Lead them to make predictions\guessing for the reading passage.

3) Relate the students' background knowledge with the topic.

4) Prepare them for the content.

b. While-reading stage

The while- reading phase or simply the reading stage attempts to:

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[23]Elaine K. McEwan, *Raising Reading Achievement in Middle and High Schools*, 35.

[24]Mohammad Reza Ahmadi, the Impact of Motivation on Reading Comprehension, *international journal of research in English education* (ShahidBeheshti University, Iran, 2016), 3

1) Develop the student's comprehension of the writer' purpose.

2) Develop the student's linguistic knowledge.

3) Make the student recognize the meaning of unfamiliar words.

4) Develop conscious reading.

5) Teach the student how to skim and scan.

c. Post-Reading Stage

At this last phase, the teacher acts the role of the evaluator; he has to look whether the objectives of the reading task have been achieved or not, taking into account the understanding of the text and recognizing the new vocabulary and the grammar and then evaluating the text .Students might ask comprehension questions.

After the reading comprehension task, it is better to follow it by giving the learners other activities that have relation with the text like asking questions about reading comprehension true, false statements, matching activity etc.

Therefore, readers can improve their reading having comprehension achievement by expanding their vocabulary knowledge having the ability to understand sentence structures.[25]

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[25]WahibaBabaiba, Reading Comprehension Difficulties among EFL Learners: the Case of Third Year Learners at Nehali Mohamed Secondary School, 15-16.

3. DRTA Strategy

a. Definition of DRTA Strategy

The Direct Reading Thinking Activity (DRTA) is developed to promote active reading comprehension and engage students to think critically to understand a text.[26]

DRTA is instructional strategy that focuses on students thinking using prediction and open ended questions before going to the text.[27]

DRTA is a general plan for directing children's reading of either basal reader stories or content area selections and for encouraging children to think as they read and to make predictions and check their accuracy.[28] Another side, in DRTA strategy students related background knowledge to the text, determine goals for reading, and then engage in predicting activities at set stopping points throughout the text.[29]

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[26]Arisetyawati, The Effect of Directed Reading Thinking Activity in Cooperative Learning Setting Toward Students' Reading Comprehension of the Eleventh Grade Students, *Journal of Psychology and Instruction,*vol 1 (2), Ganesha University of Education, 2017, 90.

[27]Seftika, Directed Reading Thinking Activity (DRTA) Strategy to Teach Reading, *SMART Journal Volume 2 No. 2, Agustus 2016*, English Department STKIPMuhammadiyahPringsweu, 122.

[28] Paul C Burns, *Teaching Reading in Today's Elementary School Third Edition*, (Malaysia: Library Association), 310.

[29] William Grabe, *Reading in a Second Language*, (New York: Cambridge University Press, 2009), 232.

Direct reading thinking activity (DRTA) is a teaching strategy that guides students in making predictions about a text and then reading to confirm refute their predictions. This strategy encourages students to be active and thoughtful readers, enhancing their comprehension.[30]

b. Advantages and Disadvantages of DRTA Strategy

Here are a few advantages strategies DRTA:

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

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

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

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

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[30]Simanjuntak,*ReadingStrategy,*Https://Www.Teachervision.Com/Skill-Builder/Reading/48610.Html. (Februari10 ,2017).

5) 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:

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

2) 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]

By using directed reading thinking activity (DRTA) strategy students will think critically to make various predictions before and during reading. With the predictions, student's automatically questioning their own questions that are part of the process ofunderstanding a text. Curiosity of students to the truth answers make students more careful reading of the text that makes activities reading become more meaningful.

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[31]IanatutTolibin, (2013), *PengaruhPenggunaanStrategi Directed Reading Thinking Activity (DRTA) TerhadapKemampuanMembacaPemahamanPadaSiswaKelas V MisSidorejo*, FakultasIlmuPendidikanUniversitasNegeri Yogyakarta, 41.

Those weaknesses require students to think independently and can be addressed with a drill or exercise strategy. Additionally teacher can make situation of classroom to be conducive so that students do not get bored. Because the learning environment is a major factor in achieving to learning objectives.

c. The steps of DRTA

The process of DR-TA includes predicting, reading, and proving. The steps in teaching reading using DR-TA strategy are described as follows:

1) The first step is pre reading. In this step, the lecturer selected the reading text, then wrote the title of the book or passage on whiteboard. After that the teacher asking students, for example; "Given this title, what do you think the passage will be about?"; "Why?" These questions are given to active student's prior knowledge. In this step students have to predict the text. Beside questions, lecturer can show objects or pictures which related to the text in order to helping students making prediction. Then lecturer accepted and recorded all predictions on the whiteboard. Then asking students again, "Why do you think that?" to encourage them to justify their responses and activate prior knowledge. After that, Preview the illustrations of the passage, Asked students to revise their predictions based on this new

information. The last, made changes to the predictions on the whiteboard.

2) The second step is while reading. The lecturer asked students to read silently. Stop them after the first section of the passage, and leading a class discussion to verify or modify predictions. Then asking students to cite the text which caused them to confirm or change a prediction. The question that can be given such as "What in the passage makes you think that? Can you prove it?" After getting students' answer, made changes to the predictions on the whiteboard (Repeated this process until students have read each section of the passage). Then verifying or modifying the predictions made at the beginning of the lesson. As students become more comfortable with this process, have each student write predictions in learning on a piece of paper. Then, in small groups students can discuss their predictions and share their thinking processes. The last of this step, asked students to write summary statements about how their predictions compared to the passage.

3) The last step is post reading. At the end of each section, reviewing the lesson. The lecturer may ask questions such as" *What do you think about your predictions now?". "What did you find in the text*

to prove your predictions?" and "What did you read in the text

that made you change your predictions".[32]

B. PREVIOUS RESEARCH FINDING

In this part the researcher will show some previous study that be a guidance:

The first research by FriskaYuliana, *The Effect of Directed Reading Thinking Activity and Reading Interest on Students' Reading Comprehension (An Experimental Study in the 8th Grade Students of MTs JamiyyahIslamiyyahPondokAren) 2015.* This study was aimed to investigate the effect of Directed Reading Thinking Activity and reading interest on students' reading comprehension at the 8th students of MTs Jamiyyah Islamiyyah Pd. Aren. This study is categorized as Quasi experimental research in which to investigate the effect of teaching method (DRTA) and reading interest on students' reading comprehension. The sample of this study was two classes of eight grade students (class 8) of MTs JamiyyahIslamiyyah. One class as experimental class comprised with 40 students, and the other class as controlled class comprised with 40 students as well. The method used in this study is quantitative method with Quasi Experimental design.[33]

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[32]Seftika,*Directed Reading Thinking Activity (DRTA) Strategy to Teach Reading*, 124.
[33]YulianaFriska, *The Effect of Directed Reading Thinking Activity and Reading Interest on Students' Reading Comprehension in the Eight Year Students of MtsJamiyyahIslamiyyahPondokAren).Academic Year 2014/2015.*

The similarities of research finding is similar used DRTA strategy, but the different between this research and the previous study is the object the researcher focused of using classroom action research in one class and the previous research was aimed to investigate the effect of Directed Reading Thinking Activity and reading interest on students' reading comprehension, but the researcher use DRTA strategy to improve reading comprehension.

The second research was taken from Riana Novita's thesis entitled *Using Directed Reading Thinking Activity (DRTA) to Improve The Reading Comprehension Ability of The Eighth Grade Students of SMPN 1 Yogyakarta in the Academic Year of 2013/2014.* This research aims to improve the reading comprehension ability of the eighth grade students of SMPN 1 Yogyakarta in the Academic Year of 2013/2014 using Directed Reading-Thinking Activity (DRTA).

In this research, there were two types of data, qualitative data and quantitative data. The qualitative data consisted of field notes obtained from observations and interview transcripts obtained from interviews with the students and the research collaborator. Meanwhile, the quantitative data in the forms of students' reading comprehension scores were obtained from reading comprehension tests (a pre-test and two post-tests). The qualitative data were analyzed by reducing data, displaying data, as well as drawing and verifying conclusions while the quantitative data were analyzed using paired-samples t-test through SPSS 22.00. In Cycle 1, the students' first post-test mean score

was 71.20, higher than their pre-test mean score, which was 61.37. Using paired-samples t-test through SPSS 22.00, the analysis results showed the two tailed p-value (0.006) < 0.05, which indicates a significant improvement. Likewise, in Cycle 2, the students' second post-test mean score was 80.00, also higher than their first post-test mean score, which was 71.20. The analysis results also suggested a significant improvement, where the two-tailed p-value (0.006) < 0.05.[34]

The similaritiy between previous and this research is both of them used DRTA strategy, but the different between this research and the previous study is the object the researcher focused using classroom action research in one class and the previous research aims to improve the reading comprehension ability of the eighth grade students, used the qualitative and quantitative data.

The last previous research finding is a research by UswatunHasanah entitled *Directed Reading Thinking Activity (DRTA) on Students' Reading Comprehension*. This research aims (1) to investigate whether there is a significant difference of students' reading achievement who were taught through Directed Reading Thinking Activity (DRTA) with cooperative learning and DRTA without cooperative learning on students' reading

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[34] Riana Novita, *Using Directed Reading Thinking Activity (DRTA) to Improve the Reading Comprehension Ability of the Eighth Grade Students of SMP Negeri 1 Yogyakarta In the Academic Year of 2013/2014.*

comprehension, (2) to reveal whether there is any improvement of students reading comprehension after being taught by using DRTA with cooperative learning, (3) to find out reading comprehension aspect which is the mostly improved after being taught by using DRTA with cooperative learning. This research was conducted through experiment design and it was conducted in two classes: experimental class which was taught by using DRTA with cooperative learning and control class which has been taught by using DRTA without cooperative learning which comprise of 28 students. In this research, there were two types of data, i.e. qualitative and quantitative data.[35]

The similarities of research finding is similar used DRTA strategy, but the different between this research and the previous study is the object the researcher focused using classroom action research in one class and the previous reserach aim to investigate whether there is a significant difference of students' reading achievement who were taught through Directed Reading Thinking Activity (DRTA) with cooperative learning and DRTA without cooperative learning on students' reading comprehension and conducted through experiment design.

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[35]UswatunHasanah, *Directed Reading Thinking Activity (DRTA) on Students' Reading Comprehension* second grade students of SMA Minhajuttullab Way Jepara in the Academic Year of 2016/2017.

C. THEORITICAL FRAMEWORK

Reading is one of the important skills that should be mastered by students, not only as a source of information and pleasurable activity, but also as a means of consolidation and extended one's knowledge of the language.

Directed Reading Thinking Activity (DRTA) is one of strategy that can be used by the teacher in teaching learning reading. DRTA is one of strategies that show the active role of readers. Prior to reading, the students are asked to generate prediction of story development based on some limited information such as the title of the reading selection, the author's name, or a few illustrations. Therefore, it can be assumed that there is a positive effect in implementing appropriate teaching method (DRTA) toward students reading comprehension.

Directed Reading-Thinking Activity (DRTA) is an instructional framework that views reading as a problem-solving process best accomplished in a social context. It means that if teaching method is appropriate with the students need in this case reading comprehension primarily in report text, it will ease the students to comprehend the text.

D. HYPOTHESIS

Based on the some references and previous study about this problem, the researcher decided the hypothesis the use of DRTA strategy can improve studentsreadingcomprehension

CHAPTER III

RESEARCH METHOD

In this chapter, the researcher explained some research methods that used in this study. It involved the classroom action research design, research subject and setting of research, research variable, and research procedures.

A. Classroom Action Research Design

This research was a classroom action research (CAR). It was called CAR because the study focuses on a particular problem and a particular group of students in a certain classroom. Action research is a powerful tool for changeand improvement at the local level.[36]

Action research is concerned equally with changingindividuals, on the one hand, and, on the other, thecultureof the groups, institutions and societies towhich they belong.[37] It focused to improve students' reading ability. Actually there were many problems faced by the students in teaching reading, especially of the ten grade students of SMAN 1 Pulung.

The classroom action research is carried out to the ten grade students in academic year 2017/2018. The researcher choseX IPA 4 class a subject in this research.The class consists of 36 students.

In this classroom action research the researcher tried to make a collaboration with English teacher. In this research the researcher as a teacher and the English

[36]Louis Cohen, Lawrence Manion dkk, *Research Methods inEducation Sixth edition*, (New York: RoutledgeMadison Avenue),297.

[37]*Ibid*.,298.

teacher as an observer. It means that the English teacher is not only become a observer but also become a collaborator who helped the researcher in the research process.

B. Research Subject and Setting of Research

In this part the researcher described the subject or the place of the research and the setting of the research. Each of them will be described below:

1. The Subject of Research

The subject of this research was the students of X IPA 4 of SMAN 1 PulungPonorogo in the academic year of 2017/2018. The students in class X were selected to be the source of data collection based on the following reasons:

a. The researcher found that the students' mastery in reading comprehension needs an improvement.

b. The students still have some problems in learning process especially reading activity including less of vocabulary, pronunciation and also less of confidence.[38]

c. The teacher tried to aplied some techniques butthe students still don'thave interest yet.

d. DRTA strategy had never applied in the classroom before.

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[38]Based on Interview with Mr.Wandi, *English Teacher of SMAN 1 Pulung*, 20 february 2018.

Based on the reasons above, the researcher chose that class to become the subject of the research. The X IPA 4class itself consist of 14 male students and 22 female students. And the total of the students were 36 students.

2. The Setting of Research

This research was conducted in SMAN 1 Pulung, the location of this schoolat Jln. Djayengrono, Pulung Merdiko, Ponorogo. The school has a number of facilities including the principle room, teacher room, an administration room, a guidance and counseling room, classrooms, laboratories of science, multimedia and language, a library room, a school health unit, a student organization room, a mosque, a sport field for playing basket and volley ball, a parking place, a student cooperation room, a school hall, and school canteen, radio room, extraculiculer room, and restroom.

The researcher took English as subject focuses on reading ability. The reason for selecting the schools were the school was reachable. It enables the researcher to conduct the research more effectively. Also there are no researcher who had conducted this research before concerning with teaching reading in this institution especially which related of Direct Reading Thinking Activity (DRTA) strategy.

C. **Research Variable**

Based on the preliminary study conducted on Friday 2th 2018 the teaching learning process in the ten grade IPA students of SMAN 1 PULUNG in academic year 2017/2018 there were many problems that had been found especially related

to the students' reading comprehension. In this research, researchers decide the variables in observation that in conducted this research. The researcher observed some variable. These variables were explained below:

1. The students activeness in teaching learning process

2. The students cooperativeness in the discussion

3. The students achievement in teaching and learning

D. Research Procedures

1. Definition of Action Research

Action research in education is any systematic inquiry conducted by teachers, principals, school counselor, or other stakeholders in the teaching learning environment, to gather information about the ways in which their particular schools operate, the teachers teach, and the students learn. Action research is research done by teachers, for themselves; it is not imposed on them by someone else.[39]

Action research is also about incorporating into a teacher's daily routine a *reflective stance* a willingness to look critically at one's own teaching so that it can be improved or enhanced.[40]

Bassey describes Action Research as an enquiry which is carried out in order to understand, to evaluate and then to change, in order to improve

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[39] L. R. Gay Geoffrey E. Mills, *Educational Research; Competencies for Analysis and Applications Eight Edition*, (Florida: Pearson Merrill Prentice Hall), 499.

[40] L. R. Gay Geoffrey E. Mills, *Educational Research: Competencies for Analysis and Applications Eight Edition*, 499.

educational practice. Hopkins maintains that Action Research combines a substantive act with a research procedure; it is action disciplined by enquiry, a personal attempt at understanding while engaged in a process of improvement and reform.[41]

Supported by ValsaKoshy Action Research is about working towards practical outcomes, and also about creating new forms of understanding, since action without understanding is blind, just as theory without action is meaningless. Action research as a constructive enquiry, during which the researcher constructs his or her knowledge of specific issues through planning, acting, evaluating, refining and learning from the experience.[42]

The basic steps in the action research process are: identifying an area of focus, data collection, data analysis and interpretation, and action planning. This four steps action research process has been termed the dialectic action research spiral.[43]

From the statement above, the researcher concluded that action research was action in research, research that could be done by the teacher, researcher and the teacher with his/her colleague, etc and which involves a group of students to improve teaching and learning all skill in classroom, especially in teaching reading.

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[41]ValsaKoshy, *Action Research for Improving Practice*, (London: Paul Chapman Publishing, 2005), 8.

[42]*Ibid*., 9.

[43].L. R. Gay Geoffrey E. Mills, *Educational Research: Competencies for Analysis and Applications Eight Edition*, 500.

In the Classroom Action Research, the cycles depend on the indicators, whether the indicators have already been achieved or not. They could be achieved in one cycle or more. The first cycle was conducted based on the problem faced by the students' in reading comprehension. Teaching reading through DRTA strategy as a teaching based on lesson plan and after that the researcher administered the test of reading. Then, the researcher analyzed and discussed the result both reading test and observation. Furthermore, if the results have required the indicator of the research, the researcher stopped at the first cycle only, but if the results have not reached the indicator of the research yet, the researcher would conduct the next cycle. In other hand, students should able to understood and comprehended what that teach in reading class.

2. Model of Action Research

This study was conducted in a form of cycles through some steps consisting of planning the action, implementing the action, observing the action and reflecting the action. In other hand, the researcher had to observe the class before the writer done the research. The observation were included: discovery the problem, identifying of the problem, limitation of the problem, analysis, formulation of the problem, choose hypothesis and make the title based on classroom action research.

The fourth components will described at the following scheme:

1) Planning

2) Action

3) Observation and Interpretation

4) Analysis and Reflection

Tabel 1.1
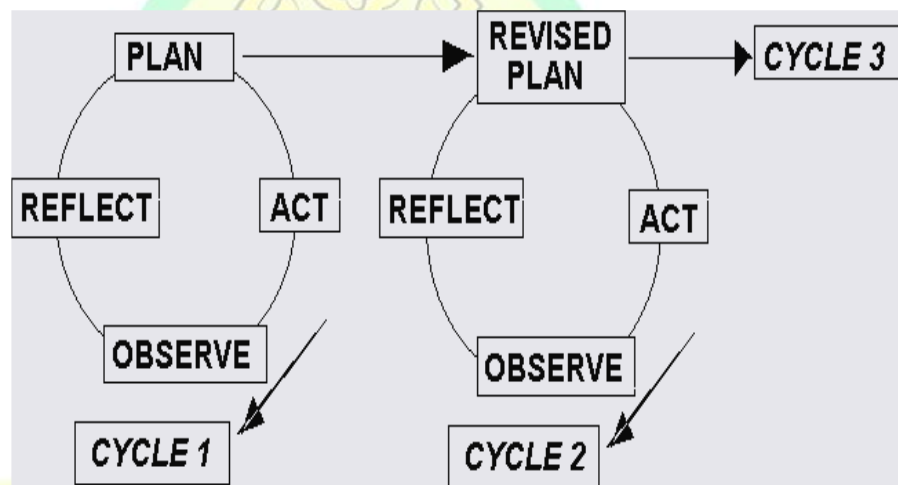
The cycle in the Classroom Action Research happened repeatedly. If the indicators of the research were not fulfilled in the second cycle, the third cycle would be conducted to make it better. These steps formed a cycle, and the cycle was followed by the other cycles. The cycles of classroom action research are classified as the following:

1) Planning

Planning is the steps in which the researcher plans every things to be applied in the classroom.

For the first cycle, the activities done in planning phase are identified the problem, choosing the subject material, making the lesson plan, and preparing teaching instrument.

The material that used by the researcher were:

a. First meeting at April 6th 2018, the researcher used the material under title'' The Sunday terrible''. it consist of the short text with the picture above 2 part of the question (part A consist of 5 questions that used format 5 questions 5w+1h (subject question) and part B consisted of 5 question to seek the meaning of the difficult words).

b. Second meeting at April 10th 2018, the researcher used the material under title, "The town hall". It consisted of the short text with the picture above, ten questions that consisted of essay and every number is given by 10 scores.

c. Third meeting at April 13th 2018, the researcher used the material under title, ''Wright Brothers'' ten questions that consisted of essay and every number is given by 10 scores.

d. Fourth meeting at April 17th 2018, the researcher used the material under title'' Sumatran Rhinoceros''. It consisted of the short text with the picture above, ten questions that consisted of essay, and every number is given by 10 scores.

And media that used in teaching learning process is:

a) Marker

b) Whiteboard

c) Text book

d) Pen

e) The picture of transportation.

Based on the title, the researcher should make a lesson plan and the standard of the successfully action research in each cycle. In each cycle the researcher make some instrument for action research: Make lesson plan about explanation genre, make a SOS (Student Observation Sheet), make a question/test in this study the researcher chose "reading test" for known the students' criteria of reading comprehension level, and make standard of successful criteria of each cycle.

2) Implementing/acting

Action was the application of the plans in the classroom it was an activity which done in learning process. The classroom action research consists of procedure and action done to improve the teaching learning process. The researcher as the teacher would teach reading ability through using DRTA strategy based on the lesson plan before.

During the process, the researcher observed the students or activeness, the researcher also asked one ratter to observed teaching learning process when using DRTA strategy.

The used of pre-test and post test would be an indicator for measure the result in here. The researcher used "reading test" for pre-test and then compare the result with post-test.

There are 3 activities:

Pre-activities: including making lesson plan, observing and give pre-test. Whilst-activities: including: implementing lesson plan, observing, and see a process of teaching learning process by using DRTA. Post-activities: including: give post test and compare the result of teaching learning process and take reflection.

3) Observing

Observing is observation activities when the students got the treatment. The researcher would observe the teaching and learning process and note some activities in the class, such as the students' activeness, the students' cooperativeness and students' achievement. And all condition of each teaching learning process which could improved reading ability through used DRTA strategy.

Observation and interpretation toward the action in the class was done during the researcher teaches in the class DRTA strategy by filled

observation sheet. In other word, the observation was done together with actions which have already been mentioned in action stage.

4) Reflecting

The researcher makes evaluation about the action and the observation result. If the result in the first cycle is unsuccessful and not achieve the KKM, the researcher would carry the study on second cycle.

The analysis and reflection was done after teaching learning process. The researcher and the ratter checked the test and the class observation. This stage was done to see the weaknesses and strengths in each cycle.

The variables that would be measured in this research were the process and the result. The process were discussion, and what the response of the students' when the taught learningprocess. Its including students' behavior when teaching and learning process. The results are the students' score in reading test, pronunciation and their activeness during the class.

E. Technique of Data Collection

Technique of collecting data was to get the data and it must be chosen based on the kinds of data to be acquired. Data collection technique played an important role in research, because without the used good technique, the researcher was not be able to get valid data, otherwise the conclusion was inaccurate.

Data collection techniques used in this study as follows:

1. Observation

Observation was monitoring and record keeping of the object which focused on certain behavior.[44] The main purpose of collecting data through observation is measuring the variable. The researcher observed during teaching and learning process, students' activeness, their cooperativeness in the discussion, and listed the result in observation sheet by using checklist. Then, the researcher wrote the result in percentage, which was counted by certain measurement.

2. Interview

An interview was a powerful conversation, usually between two peoples but sometime involved more that was directed by one in order to get information from the other. In the hands of the qualitative researcher, the interview took on a shape of its own. In all of these situations the interview took on a shape of its own. In all of these situation the interview was used to gather descriptive data in the subject own words so that own words so that can develop insight on how subject interpret some piece of the words.[45]In this interviewed the teacher, her name was Mr. Wandy. There are ten questions the presented by the researcher.[46] The common question was about students' activity, their cooperativeness, activeness, achievement, and their ability in reading skill.

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[44]Daryanto, *penelitiantindakankelasdanpenelitiantindakansekolah* (Yogyakarta: Gava Media, 2001), 80.

[45] Robert C. bodgan, *Qualitative Research for Education* (Amerika: Allyn& Bacon), 96.

[46] Transcript documentation and interview with Mrwandy in SMAN 1 pulungponorogo at Thursday, April 10th 2018 .

3. Documentation

Suharsimi Arikunto stated that the world of documentation derived from word document that means written object. In doing document technique, the researcher researched the written object such as books, magazine, document, regulations, notes of meeting, agenda.[47]

In this researcher, the researcher used documentation to get some information about students, vision, mission, school history, and school profile.

F. Technique Data Analysis

The data technique of data analysis, the researcher used some procedures which applied such as, classified data and presented. The analysis also focused to the students reading skill scorer. It will be based on the documents of the scorers of English reading skill taken from test. Based on curriculum, the standard of minimum mastery English subject is 75.

To interpreted students score, researcher used ordinal scale as the measurement tool to determine students' skill. The levels to group of students' score are as follows:

90-100 = very good

80-89 = good

70-79 = fair

60-69 = level/ remedial

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[47]SuharsimiArikunto, *procedurpenelitian: suatupendekatanpraktik* , (Jakarta: RinekaCipta, 2010. 213.

50-59 = remedial

Formula of mastery learning:

Mastery Learning= <u>Number of Students who Achieved KKM</u> x 100%
                                  Number of Students

The criteria of students reading comprehension of the tenth grade at SMAN 1 Pulung was improved if the mean score of students in the second cycle is higher than the mean score of students in the first cycle and so on. Also the score would reach the maximum standard of research measurement.

G. Research Schedule

Classroom Action Research (CAR) is done to improve students' reading comprehension to the tent grade students of SMAN 1 PulungPonorogo in academic year 2017/2018. The reach schedule of each cycle can be shown as following as following table:

Table 1.2

Date/month/years	Activity
12-23 march 2018	Planning
23-30 march 2018	Observing
2-20 April 2018	Acting
22 April - 15 may 2018	Making research

CHAPTER IV

CLASSROOM ACTION RESEARCH RESULT

This chapter presents the research findings are presented according to the two cycles. Cycle I, and II. Each cycle describes four components of classroom action that consist of planning, acting, observing and reflecting. To know whether this study successful or not, the researcher is going to discuss the result of study from the cycle description.

A. Research Location

The research was conducted this research in SMAN 1 PulungPonorogo that located at Jln. Djayengrono, Pulung Merdiko, Ponorogo. After the thesis proposal approved by advisor, researcher looked for data related with the problem of the teaching English especially in reading. After the researcher got the data of problem in teaching reading in the school, the researcher asked the permission from headmaster of SMAN 1 PulungPonorogo. The classroom is done on the ten grade students of SMAN 1 PulungPonorogo especially X IPA 4class.

B. Cycle Explanation

The classroom action research was done from 2nd until 20th of April 2018. The research was done for two cycles and every cycle was conducted in two meetings. The subject of the research was the tenth grade students of IPA 4 that consists of 36 students with 14 male students and 22 female students. The English teacher of SMAN 1 PulungPonorogo was Mr. wandy.

The descriptions of the classroom action research process of each cycle are as follows:

1. Cycle 1

    The cycle 1 consists of two meetings, the first meeting was held on 2nd April, while the second meeting was held on 6th April.

    a. Planning

        The first cycle, the researcher planned about everything for the research. Based on the information got earlier from the English teacher of SMAN 1 PulungPonorogo, many students still difficult in learning English especially to read and to understand the content of reading text. So, the researcher prepared the planning to improve reading comprehension in recount text of ten grade IPA 4 students. The activities in this stage were involving:

    1) Indentifying the problem in teaching and learning activities which probably would happen. It is about students reading comprehension, at the first meeting students still had a lot of difficulties to read of the text, because their vocabularies was still minimal, so it made them difficult to understand the content of text in reading.

    2) Choosing the subject material

        In this stage the researcher chose the material reading text which was suitable to the ten grade of SMAN 1 pulungPonorogo especially for X IPA 4 class in academic year 2017/2018, it was the text the contains of recount

text. It would be easier to practice the reading comprehension. The title of recount text is "**the Town Hall and Sunday the Terrible**"

a) The Town Hall

On saturday night, we went to the Town Hall. It was the last day of the year and a large crowd of people had gathered under the Town Hall clock. It would strike twelve in twenty minutes' time. Fifteen minutes passed and then, at five to twelve, the clock stopped. The big minute hand did not move. We waited and waited, but nothing happened. Suddenly someone shouted,"It's two minutes past twelve! The clock has stopped!"

I looked at my watch. It was true. The big clock refused to welcome the New Year. At that moment, everybody began to laugh and sing.

b) Sunday the Terrible

Last week was a terrible day for me. My cousin and I were playing football in front of the house to spend time with us.

First, it was really fun until I kicked the ball too strong, so the ball leaded me to the window and broke the window. When we want to escape, all of a sudden we all heard a loud voice. After that, the owner of the house came out of the fence, he yelled at us. We are very afraid of her, but we do not know what to do. Then, one of my cousins told us to run, we all ran, and suddenly we heard the sound of skin. Then we

know that homeowners allow dogs to chase us. And we were struggling to run as fast as her as we can.

But, I fell down so the dog managed the captured me and bit my leg. It really hurts me. Then the dog ran back into the house. My cousin took me to the doctor and told my parents. In the end, the doctor that I was exposed to rabies. Then I was hospitalized for one week more.

That's a terrible day of the week for me, my not happen to me again in his next week Sunday.

3) Making Lesson Plan

In order to make the teaching and learning process easier, it is needed to make lesson plan. The lesson plan that used in the teaching and learning process in cycle 1 is as follows:

I. KompetensiDasar

3.3 Membedakanfungsisosial, structural teks, dan unsure kebahasan beberapa teks khusus dalam bentuk undangan resmi dengan member dan meminta informasi terkait kegiatan sekolah/ tempat kerja sesuai dengan konteks penggunaannya.

4.3 Mengidentifikasi recount text.

II. IndikatorPencapaianKompetensi

3.3.1. Menjelaskanfungsisosial, structural teks, dan unsure kebahasan beberapa teks khusus dalam bentuk undangan resmi dengan

member dan meminta informasi terkait kegiatan sekolah/ tempat kerja sesuai dengan konteks penggunaannya.

3.3.2. Menunjukkan fungsi sosial, structural teks, dan unsure kebahasan beberapa teks khusus dalam bentuk undangan resmi dengan member dan meminta informasi terkait kegiatan sekolah/ tempat kerja sesuai dengan konteks penggunaannya.

3.3.3. Mencirikan recount text.

4.3.1. Mengemukakan contoh recount text.

III. MateriPembelajaran

"The Town Hall and Sunday the Terrible"

4) Making the research instrument

The researcher makes research instruments in two ways, namely: observation sheet and the documentation.

a) Observation sheet which would be used in observing the activities of students in the class such as: the students' activeness in teaching learning process, the students' cooperativeness in the discussion, and the students' assessment in reading comprehension.

b) The documentation, the researcher used to students' documentation of reading learning. They are such as instruments of observation.

b. Acting

1) The first meeting

a) Pre-acting

In the first meeting, the researcher did some activities. Such as: the researcher gave greeting to the class and introduced herself to the students and explained about the purpose of her coming. The researcher checked the attendance list by calling the students name one by one. This was done to give the number to each student so that the researcher easier to identify the students' activeness and cooperativeness in the teaching and learning activity. The researcher shared the material to the students that would be discussed by asking the students about something related to the material that will be studied.

b) Whilst- activity

For the beginning the first meeting, the researcher gave hand out material to the students. The material was text about recount text. Then, the researcher explained about the definition, purposes, generic structures and languages feature of recount text. Then the researcher and the students discussed about the recount text. After that, the researcher gave reading material then asked students to came in front of the class to read the text and find new vocabularies, and then, the researcher used DRTA strategy, which DRTA strategy to determine the ability of students' analyzed especially in reading lessons, then the researcher divided the class into four groups, and each group consists of nine members. Next, the researcher gave the different material for

each group and every group had to discuss and analyzethe content of the reading related to the picture that had been shared. The researcher asked one or more students of each groupscame to front the class to explain about their analysis and after that the researcher gave assessment about their analysis,and the last each groups had to make one question for the other groups about the material and after that the researcher discussed together with the students.

c) Post activity

Researcher gave post test to the students individually about the reading text "**the Town Hall**". Finally, the researcher asked the students whether they have difficulty or not about the material along the teaching and learning process. Then, the researcher reviewed the material that has been studied In order to measure students understanding in reading recount text. At the end of this cycle, the teacher closed the meeting and advised to all students to read more.

2) The second meeting

a) Pre-acting

The researcher gave greeting to beginning the learning activities, after that the researcher asked students to pray together and then the researcher attendance list by calling the students' name one by one. The presence of students and the researcher reminded us by asking students to remember the previous material.

b) Whilst- activity

The researcher continued the activity by giving material about recount text, then, the researcher provided motivation and stimulation to attention students' focus on the topic by listen explanation of the researcher and stimulation in the form of picture. After that, the researcher appointed several students to giving comments or opinions about the contents of the picture. Then, the researcher asking students to discuss with their peers to analyze the meaning and content of the story related to the picture. After that, the researcher walks around the class to appoint several students with their peers to conclude the results of their discussion. Then, the researcher gave appreciation to the students and discussing together.

c) Post activity

The researcher did reflection by asking again what has been learned by students, The researcher gave post test to the students individually about the reading text **"Sunday the Terrible"**, the researcher asked the students whether they have difficulty or not and they have not understood about the material along the teaching and learning process. After evaluating the researcher assign tasks to students to learn material at the next meeting. Then, the researcher gave motivation before closing the teaching and learning process. At

the end of this cycle, the researcher closed the meeting and advised to all students to read more and saying pray together.

c. Observing

The researcher did not only teach about material but also observed students' activities in teaching and learning process in the classroom. The researcher paid attention to the learning process and took notes on how the activeness and cooperativeness of students in teaching and learning process. It is about what happened in the classroom including the situation of the class when the activity occurred.

1) Observation sheet

Table 1.3Observation sheet

No.	Name	Aspect of activeness		
		Ask question	Answer question	Find new vocabulary
1.	AHDA AYU JIHADUL	-	✓	✓
2.	AMELIA ALDA SORAYA	✓	-	✓
3.	ANAN TRIANTORO	✓	-	✓
4.	ANISAH MERI K.	-	✓	-
5.	AULIA ANGEL ARYANIGITA	-	✓	-
6.	BAYU IMAM MUSTAKHIM	-	-	✓
7.	BERLIANA RADITA W	✓	✓	✓
8.	BINTANG ICHZA R	✓	-	-
9.	CHRISNAINTYO D	✓	-	✓
10.	CINDY ARNI ALDHI	-	-	-
11.	DANI FERDIANSAH	-	-	✓
12.	DANIA NURWAHIDAH U	-	✓	✓

No.	Name			
13.	DEVY RATNASARI	✓	-	✓
14.	DICKY WAHYU DARMANTO	-	-	-
15.	EDO FARID PRATAMA	✓	-	-
16.	ERLISA DEVIANI	-	✓	✓
17.	FADILAH NUGRAH E	✓	-	✓
18.	HANDRIA DWI HASTUTI	-	-	-
19.	HERWI DIKI KURNIAWAN	-	✓	✓
20.	JAGAD ARYA SETHA	✓	-	-
21.	JULIANA KHUSNUL Q	✓	✓	✓
22.	LADY OKTAVIA SUGIARTO	-	-	-
23.	MAMLUF ISTIFARIN	-	✓	✓
24.	MUHIBUL HAQ IRFAN A	✓	-	✓
25.	MUTIARA VEBRIANI	-	✓	-
26.	NANDA AWALIA NAFI'AH	-	-	-
27.	OCTAVIANI DEWI PERTIWI	✓	-	✓
28.	RAHMADITA ISNASARI	-	-	-
29.	RENI	-	✓	✓
30.	SELLY AMBARWATI	✓	✓	-
31.	SETIA RINI PRATIWI T	-	-	✓
32.	SISCA FITRI QOMARIYAH	✓	-	✓
33.	TITAN APRILIYAN N. A	✓	-	-
34.	VICKY PRATAMA S. M	-	-	-
35.	WAHYU DANI S.	-	-	✓
36.	WALIDATUL AGUSTIN	✓	✓	✓
Total		18	16	21

Based on the table above, it can be seen that only 18 students were active in asking question, 16 students' answer question, and 21 students were active in find new vocabulary. It can be conducted that many students were still not serious in teaching and learning process. They were very noisy and just talked with their friends

in the teaching and learning process. Not only students passive but also some students were silent. Beside the students activeness above the researcher also recorded the students' cooperativeness.

Table 2.1Observation sheet

No.	Name	Aspect of cooperativeness		
		Discussion	Interaction	Giving argumentation
1.	AHDA AYU J. H	✓	-	✓
2.	AMELIA ALDA S.	-	✓	-
3.	ANAN TRIANTORO	-	✓	✓
4.	ANISAH MERI K	✓	-	-
5.	AULIA ANGEL A.	-	✓	✓
6.	BAYU IMAM M.	✓	-	-
7.	BERLIANA R. W	✓	✓	✓
8.	BINTANG ICHZA	-	✓	✓
9.	CHRISNAINTYO D	✓	-	-
10.	CINDY ARNI A	-	✓	✓
11.	DANI FERDIANSAH	✓	-	✓
12.	DANIA N. U	✓	✓	-
13.	DEVY RATNASARI	✓	-	-
14.	DICKY WAHYU D.	-	-	✓
15.	EDO FARID P.	✓	✓	✓
16.	ERLISA DEVIANI	-	-	-
17.	FADILAH N. E	✓	✓	-
18.	HANDRIA DWI H.	✓	✓	✓
19.	HERWI DIKI K.	-	✓	✓
20.	JAGAD ARYA S.	✓	-	✓
21.	JULIANA K.Q	✓	✓	-
22.	LADY OKTAVIA S.	✓	-	-

23.	MAMLUF I.	✓	-	✓
24.	MUHIBUL HAQ I. A	-	✓	-
25.	MUTIARA V.	✓	-	✓
26.	NANDA AWALIA N.	✓	✓	✓
27.	OCTAVIANI D. P.	-	-	✓
28.	RAHMADITA I.	✓	✓	-
29.	RENI	-	-	-
30.	SELLY AMBAR	✓	✓	-
31.	SETIA RINI P.	-	✓	-
32.	SISCA FITRI Q.	-	-	✓
33.	TITAN APRILIYAN	✓	✓	✓
34.	VICKY P. S.M.	✓	✓	✓
35.	WAHYU DANI S.	-	✓	-
36.	WALIDATUL A.	✓	✓	✓
Total		22	21	20

Based on the table above, it can be seen that only 22 students were cooperative in discussion, 21 students in interaction, and 20 students were cooperative in giving argumentation. It can be concluded that many students were still not compact and cooperative in teaching and learning process. They were very noisy and just talked with their friends in the teaching and learning process. Not only many students passive but also many students were silent. Beside the students' cooperativeness above, the researcher also recorded the students' achievement.

2) Test

In this research, the researcher held two tests to measure the students reading comprehension, they are: written test and oral test.

a) Written test

The test is made by the researcher to know how far the students achievement of reading comprehension. The students' written test consists of ten questions and the model of the question is multiple choice and essay, the score correct each number of multiple choice is one, and which is the score each correct answering of essay were 10, the score close to answering is 7, the score incorrect writing is 5 and not answering the score is 2, Based on the content of the text. The questions were about recount text under title, "the town hall and Sunday the terrible" with the text above. The students can pass the test if their score fulfill the requirement to teach the standard minimum of KKM, which KKM consists of 75.

Table 2.2the result of written test

No.	Name	Aspect of variable		Note
		KKM	Score	
1.	AHDA AYU JIHADUL H	75	65	Un passed
2.	AMELIA ALDA SORAYA	75	80	Passed
3.	ANAN TRIANTORO	75	80	Passed
4.	ANISAH MERI K.	75	80	Passed
5.	AULIA ANGEL A.	75	70	Un passed
6.	BAYU IMAM M.	75	75	Passed
7.	BERLIANA RADITA W	75	60	Un passed

8.	BINTANG ICHZA R	75	70	Un passed
9.	CHRISNAINTYO D.	75	80	Passed
10.	CINDY ARNI ALDHI	75	80	Passed
11.	DANI FERDIANSAH	75	70	Un passed
12.	DANIA NURWAHIDAH U	75	90	Passed
13.	DEVY RATNASARI	75	60	Un passed
14.	DICKY WAHYU D.	75	80	Passed
15.	EDO FARID PRATAMA	75	70	Un passed
16.	ERLISA DEVIANI	75	70	Un passed
17.	FADILAH NUGRAH E	75	80	Passed
18.	HANDRIA DWI HASTUTI	75	80	Passed
19.	HERWI DIKI K.	75	80	Passed
20.	JAGAD ARYA SETHA	75	85	Passed
21.	JULIANA KHUSNUL Q	75	90	Passed
22.	LADY OKTAVIA S.	75	70	Un passed
23.	MAMLUF ISTIFARIN	75	90	Passed
24.	MUHIBUL HAQ I. A	75	80	Passed
25.	MUTIARA VEBRIANI	75	85	Passed
26.	NANDA AWALIA N.	75	70	Un passed
27.	OCTAVIANI DEWI P.	75	65	Un passed
28.	RAHMADITA ISNASARI	75	70	Un passed
29.	RENI	75	80	Passed
30.	SELLY AMBARWATI	75	70	Un passed
31.	SETIA RINI PRATIWI T	75	80	Passed

32.	SISCA FITRI Q.	75	80	Passed
33.	TITAN APRILIYAN N. A	75	75	Passed
34.	VICKY PRATAMA S. M	75	65	Un passed
35.	WAHYU DANI SAPUTRA	75	70	Un passed
36.	WALIDATUL AGUSTIN	75	85	Passed
Total		2730		19

The table above shows that there are 19 students who did not pass of the test. It means that were many students still had difficulties in reading, so the standard minimal score could not be reached.

b) Oral test

In this part of reading test, the researcher prepared the reading passage the text to measure the students' ability in reading, and marked the result by checklist. The researcher assess while the students read one by one in different text. The reading text was taken from the text book. The assessment was by commanded the students to read one by one in different text. Example: 3 students were commanded to read the three lines of the recount text in the opening material, 3 students were to read the three lines of the text at the half time by changeable, and for 12 students were commanded to read the question of the task tried to answer it.

The aspect of reading achievement that measured was about fluency and pronunciation by the satisfied categories when the score was reached 80-90, the good categories when it was 79-70 good, the enough categories when it was reached 69-60, and the last is worst category when it was 59-50.

Table 2.3the result of oral test

No.	Name	Aspect of reading achievement				
		Fluency	Pronunciation	Score	Rate	Category
1.	AHDA AYU J. H.	75	80	155	77,5	Good
2.	AMELIA ALDA S.	65	70	135	67	Enough
3.	ANAN TRI	68	70	138	69	Enough
4.	ANISAH MERI K.	58	65	123	61,5	Enough
5.	AULIA ANGEL A.	65	70	135	67,5	Enough
6.	BAYU IMAM M.	68	70	138	69	Enough
7.	BERLIANA R. W.	66	70	136	68	Enough
8.	BINTANG I. R.	75	80	155	77,5	Good
9.	CHRISNAINTYO	65	70	135	67,5	Enough
10.	CINDY ARNI A.	78	82	160	80	Satisfied
11.	DANI FERDIAN	70	80	150	75	Good
12.	DANIA N. U.	65	72	137	68,5	Enough
13.	DEVY R.	65	68	133	66,5	Enough
14.	DICKY WAHYU	58	65	123	61,5	Enough
15.	EDO FARID P.	60	70	130	65	Enough

16.	ERLISA DEVIANI	77	82	159	79,5	Satisfied
17.	FADILAH N. E.	66	72	138	69	Enough
18.	HANDRIA DWI H.	76	84	160	80	Satisfied
19.	HERWI DIKI K.	67	70	137	68,5	Enough
20.	JAGAD ARYA S.	77	80	157	78,5	Good
21.	JULIANA K. Q.	80	84	164	82	Satisfied
22.	LADY O. S.	60	68	128	64	Enough
23.	MAMLUF I.	78	84	162	81	Satisfied
24.	MUHIBUL HAQ I.	65	67	132	66	Enough
25.	MUTIARA V.	72	80	152	76	Good
26.	NANDA AWALIA	62	72	134	67	Enough
27.	OCTAVIANI D.	66	72	138	69	Enough
28.	RAHMADITA I.	68	70	138	69	Enough
29.	RENI	80	76	156	78	Good
30.	SELLY A.	70	68	138	69	Enough
31.	SETIA RINI P. T.	77	85	162	81	Satisfied
32.	SISCA FITRI Q.	68	77	145	72,5	Good
33.	TITAN A. N.	65	70	135	67,5	Enough
34.	VICKY P. S. M.	67	70	137	68,5	Enough
35.	WAHYU DANI S.	60	68	128	64	Enough
36.	WALIDATUL A.	70	80	150	75	Good

Score = 90-80 = satisfied

79-70 = good

69-60 = enough

59-50 = worst

d. Reflecting

From the result of observation above, the researcher concluded that during the teaching and learning activity, there were weakness in learning process, they are:

First, many students haven't good reading ability especially for reading comprehension. Furthermore the students still got difficulties in finding the main ideas and point of the text.

Second, many students were still lack of interested, lack enthusiasm, and lack of confidence in teaching and learning process especially in reading

Third, many students were still passive or silent in joining the reading class, and some of them were noisy and talking with other friends. They didn't have cooperativeness with their group. Because of that, many students got unsatisfying score. It could be said that there were many serious problem in the first cycle must be resolved, because the target had not been reached yet.

Based on the reflection above, the researcher decided to continue the research to the cycle 2 and the problem of this cycle would be solved in the next cycle. For the next step, firstly, the researcher would give motivation to the students to make them more enjoyable in learning process through DRTA strategy.

2. Cycle II

Cycle 2 is held on the 9th and 4th, which consisted of two meetings, namely: the third meeting and the fourth meeting.

a. Planning

In the second cycle, the researcher planned about everything for the research. The researcher prepared the treatment inImproving Reading Comprehension by Using DRTA Strategy at Ten Grade Students of SMAN 1 PulungPonorogo. The activities in this stage were involving:

1) Identifying the problem in teaching and learning activity which probably would happen. It is about students reading comprehension. In the cycle one, some students still difficult to read correctly and difficult understood the content of the reading text, so the researcher continued to the second cycle so that their learning is better and the reading comprehension increases again making it easier for the learning process to be easy.

2) Choosing the subject material

In this stage the researcher chooses the material reading text which was suitable to the ten grade of SMAN I PulungPonorogo in academic year 2017/2018, it was the next that contains report text. It would be easier to practice the reading comprehension. The report text is '' Wright Brother and Sumatran Rhinoceros".

a) Wright Brothers

In 1905, there was a tv talk show that interview great inventors at that time. Below is a script of interview with the wright brothers.

Host : hello and welcome to our talk show tonight, great inventors! Today we have very special guests, Orville and Wilbur Wright. We are going to ask them about their revolutionary inventions. What do you call your invention?

Orville : we invented airplane.

Host : airplane? What is the tool for?

Wilbur : it's a tool that will help human being to fly!

Host : Oohhh, is it like a flying car? How did you get the inspiration?

Orville : our dad gave us a toy helicopter that flew with the help of rubber bands. We've been interested in the idea since then.

Wilbur : Orville has always liked to build kites, so, we have experimented with making our own helicopters for a while now.

Host : but that was only a toy, what about the actual plane?

Wilbur : Orville made the first flight with our first plane at Kitty Hawk on December 14, 1903.

Host : why did you choose Kitty Hawk?

Orville : Kitty Hawk had a hill, good breezes, and was sandy. The condition would help soften the landings in case of a crash. The first flight lasted 12 seconds and they flew for 120 feet.

Wilbur : we have worked and experimented with gliders to perfect the wing design and controls since then.

Host : I see. So you've had the newest version of your airplane?

Wilbur : yes. Recently, I took a newly designed airplane that we called the flyer II for the first flight lasting over 5 minutes.

Host : how amazing! I think this invention will be a big thing soon.

Wilbur : our father has asked us not to fly together. He said it's for the safety reason.

Orville : yes, we will continue making more experiment so that airplane will be available for everyone soon.

Host : okay, we you good luck with the next experiments.

b) **Sumatran Rhinoceros".**

The Sumatran Rhinoceros has unique gray or reddish-brown coat. It is believed to be the only survivor of the lineage that included the wooly rhinoceros. Sumatran Rhinos stand up to 1.4 m (4.6 ft) at the shoulder and weight up to 1,000 kg (2,200 lb). They have folded skin, like the other Asian rhinos, except that is covered with coarse, bristly hair. The Sumatran Rhinoceros is the only rhino in Asian with 2 horns. The front horn is usually the longest, reaching a length of 90 cm (36 in) and the rear one is sometimes so small that the animal looks as if it is single-horned.

They live mainly in forest-covered hills near water and are known to be good at climbing slopes and swimming. They move mainly at night and spend most of the day wallowing in the mud-holes and pools. Sumatran Rhinoceroses usually feed on leaves, twigs, and fruits.

Female Rhinos reach sexual maturity at about the age of five or six. The males mature between the ages of seven or eight. However, they do not father calves until they have claimed a territory, which may take them three or four years.

Rhinos always have a single calf, born after a gestation period of 15 to 18 months. The calf may feed on its mother's milk for up to two years and it usually remains with its mother until she is about to give birth once more. The calf is only raised by its mother.

3) Making lesson plan

In order to makes the teaching and learning process easier. It is needed to make the lesson plan. The lesson plan used in the teaching and learning process in cycle II is as follows:

I. **KompetensiDasar**

3.4.1 Membedakanfungsional structural teks, dan unsure kebahasanbeberapatekskhususdalambentuk report text lisandantulisdenganmemberidanmemintainformasiterkaitisu actual, sesuaidengankontekspenggunaannya.

3.4.2 Menjelaskan report text.

4.1.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan darirecount text tentangtopik yang hangatdibicarakanumum, sesuaidengankontekspenggunaannya.

4.2 Menangkap makna dalam recount text tentang topik yang hangat dibicarakan umum.

4.2.1 Mengidentifikasi report text.

II. IndikatorPencapaianKompetensi

3.4.1 Menjelaskan fungsional, structural teks, dan unsure menjelaskan fungsional kebahasan beberapa teks khusus dalam bentuk recount text lisan dan tulis dengan member dan meminta informasi terkait isu actual, sesuai dengan konteks penggunaannya.

3.5.2Menunjukkanfungsi social, structural teks, dan unsure kebahasan beberapa teks khusus dalam bentuk recount text lisan dan tulis dengan member dan meminta informasi terkait isu actual, sesuai dengan konteks penggunaannya.

4.1.1 Mencirikan report text.

4.2.1 Mengemukakan contoh report text.

4.3.1 Menerapkancontoh report text.

III. Materi Pembelajaran

"Wright Brotherand Sumatran Rhinoceros"

4) Making the research instrument

The researcher makes research instruments in two ways, namely: observation sheet and the documentation.

a) Observation sheet which would be used in observing the activities of student in the class are such as: the students' activeness in teaching and learning process, the students' cooperativeness in the discussion, and the students' achievement in reading comprehension.

b) The documentation, the researcher used students' documentation of reading learning process. They are such as instruments of observation.

b. Acting

1) The third meeting

a) Pre-activity

In the third meeting, the researcher did some activities. They are: the researcher gave greeting to the class and ten checked the attendance list by calling the students name one by one. This was done to give the number to each student so that the researcher easier to identified the students' activeness and cooperativeness in the teaching and learning activity. The researcher shared the material to the students that would be discussed by asking the students about something related with the material that will be studied.

b) Whilst activity

In the third meeting, the researcher gave hand out material to the students. The material was text about report text. Then, the researcher explained about the definition, purposes, generic structures and language feature of report text. Then, the researcher divided 4 groups and every group consisted of nine peoples. after that the researcher asked representatives from the group to come forward and read the reading text because the researcher want to knew how their pronunciation had increase or no when they read the texts, then students who were still low in pronunciation were justified by the researcher. After that, as usual each group had to analysis and discussion with the group related to the material obtained and each group made the answer and the question for the other groups, after that discussed it together with the researcher.

c) Post- activity

The researcher gave post test to the students individually about the reading text "Wright Brother" for evaluation. Finally, the researcher asked the students whether they have difficulty or not about the material along the teaching and learning process. Then, the researcher reviewed the material that has been studied in order to measure students' understanding in reading report text,at the end of this cycles, the researcher closed the meeting and advised to all students to read more.

2) The fourth meeting

a) Pre activity

The researcher gave greeting to beginning the learning activities, after that the researcher asked students to prayers together and then, the researcher check presence of students' attendance list by calling the students name one by one.The researcher reminds us by asking students to remember the previous material.The teacher shared the material to the students that would be discussed by asking the students about something related with the material that will be studied.

b) Whilst activity

For the beginning fourth meeting, the researcher asked students about the previous lesson to find out their understanding of the material taught earlier, then the researcher explained a little about the definition, generic structure, and language feature about the report text, so that students more understood about the report text, after that the researcher continued the activities by divided into six groups and each group consisting of six peoples, then each groups was asked to analysis and discussed of the picture how the contents of the text about the pictured had been received, and interrupted the students discussing, the researcher also gave motivations for them to be more enthusiastic in the teaching and learning process. After that the researcher continued by correcting their analysis, then the researcher gave a written test to be worked individually, after that the researcher called several students who were rarely active when discussing in the class and asking of them to read the text, at this

fourth meeting the researcher can concluded that their understanding and their pronunciation began to increase during in teaching and learning activities, then the researcher closed the activities as the last meeting.

c) Post- activity

The researcher did reflection by asking again what has been learned by students, the researcher gave post test to the students individually about the reading text "Sumatran Rhinoceros" for evaluation. Finally, the researcher asked the students whether they had difficulty or not and they have not understoodabout the material along the teaching and learning process. Then, the researcher gave motivation before closing the learning and advised to all students to read more and always spirit when in teaching and learning process, and after that, the researcher ending the teaching and learning by saying prayers and greetings.

c. Observing

The researcher did not only teach about material but also observed students' activities in teaching and learning process in the classroom. The researcher paid attention to learning process and took notes on how the students' activeness and students' cooperativeness in teaching and learning process. It is about what happened in the classroom including the situation of the class when the activity occurred.

1) Observation sheet

Table 3 Observation sheet

No.	Name	Aspect of activeness		
		Ask question	Answer question	Find new vocabulary
1.	AHDA AYU JIHADUL H.	✓	✓	✓
2.	AMELIA ALDA SORAYA	✓	-	✓
3.	ANAN TRIANTORO	✓	✓	✓
4.	ANISAH MERI K.	✓	-	✓
5.	AULIA ANGEL A.	-	✓	-
6.	BAYU IMAM M.	✓	✓	✓
7.	BERLIANA RADITA W	✓	-	✓
8.	BINTANG ICHZA R	✓	✓	✓
9.	CHRISNAINTYO D.	✓	✓	✓
10.	CINDY ARNI ALDHI	✓	-	✓
11.	DANI FERDIANSAH	✓	✓	✓
12.	DANIA NURWAHIDAH	✓	✓	-
13.	DEVY RATNASARI	-	✓	✓
14.	DICKY WAHYU D.	✓	✓	✓
15.	EDO FARID PRATAMA	✓	-	✓
16.	ERLISA DEVIANI	✓	✓	✓
17.	FADILAH NUGRAH E	✓	✓	✓
18.	HANDRIA DWI HASTUTI	-	✓	✓
19.	HERWI DIKI K.	✓	✓	-
20.	JAGAD ARYA SETHA	✓	✓	✓
21.	JULIANA KHUSNUL Q	✓	-	✓
22.	LADY OKTAVIA S.	✓	✓	✓
23.	MAMLUF ISTIFARIN	✓	-	✓
24.	MUHIBUL HAQ IRFAN A	✓	✓	✓
25.	MUTIARA VEBRIANI	-	✓	✓
26.	NANDA AWALIA N.	✓	✓	-
27.	OCTAVIANI DEWI P.	✓	-	✓
28.	RAHMADITA ISNASARI	✓	✓	✓
29.	RENI	✓	✓	✓
30.	SELLY AMBARWATI	-	✓	-

No.	Name			
31.	SETIA RINI PRATIWI T.	✓	✓	✓
32.	SISCA FITRI Q.	-	✓	✓
33.	TITAN APRILIYAN N. A	✓	✓	✓
34.	VICKY PRATAMA SETIA	-	✓	✓
35.	WAHYU DANI SAPUTRA	-	✓	-
36.	WALIDATUL AGUSTIN	✓	✓	✓
Total		29	29	31

Based on the table above, it can be seen that only 29 students were active in ask question, 29 students answer question, and 31 students were active in find new vocabulary. Many students could active to ask question, answer question, and also found new vocabulary from the text. It can be conducted that the students was more active in teaching and learning process. Beside the students' activeness above the researcher also recorded the students' cooperativeness.

Table 3.2Observation sheet

No.	Name	Aspect of cooperativeness		
		Discussion	Interaction	Giving argumentation
1.	AHDA AYU JIHADUL H.	✓	✓	✓
2.	AMELIA ALDA SORAYA	✓	✓	-
3.	ANAN TRIANTORO	-	-	✓
4.	ANISAH MERI K.	✓	✓	✓
5.	AULIA ANGEL A.	-	✓	✓
6.	BAYU IMAM M.	✓	-	✓
7.	BERLIANA RADITA W.	✓	✓	-
8.	BINTANG ICHZA R.	-	-	✓
9.	CHRISNAINTYO D.	✓	✓	✓
10.	CINDY ARNI ALDHI	✓	-	✓

No	Name			
11.	DANI FERDIANSAH	✓	✓	✓
12.	DANIA NURWAHIDAH	✓	✓	-
13.	DEVY RATNASARI	-	✓	✓
14.	DICKY WAHYU D.	✓	✓	✓
15.	EDO FARID PRATAMA	-	✓	✓
16.	ERLISA DEVIANI	✓	-	✓
17.	FADILAH NUGRAH E.	✓	✓	✓
18.	HANDRIA DWI HASTUTI	-	✓	-
19.	HERWI DIKI K.	✓	-	✓
20.	JAGAD ARYA SETHA	✓	✓	✓
21.	JULIANA KHUSNUL Q.	✓	-	✓
22.	LADY OKTAVIA S.	✓	✓	✓
23.	MAMLUF ISTIFARIN	✓	-	✓
24.	MUHIBUL HAQ I. A.	✓	✓	✓
25.	MUTIARA VEBRIANI	-	✓	-
26.	NANDA AWALIA N.	✓	-	✓
27.	OCTAVIANI DEWI P.	✓	-	✓
28.	RAHMADITA ISNASARI	-	✓	✓
29.	RENI	✓	✓	✓
30.	SELLY AMBARWATI	-	✓	-
31.	SETIA RINI PRATIWI T.	✓	✓	✓
32.	SISCA FITRI Q.	✓	-	✓
33.	TITAN APRILIYAN N. A	✓	✓	-
34.	VICKY PRATAMA S. M.	-	✓	✓
35.	WAHYU DANI SAPUTRA	✓	-	✓
36.	WALIDATUL AGUSTIN	✓	✓	✓
Total		30	28	29

Based on the table above, it can be seen that only 30 students were cooperative in discussion, 28 students in interaction, and 29 students were cooperative in giving argumentation. They could discuss the material, gave their argument and also could interacted with their groups. It can be concluded that the students was more compact and enjoy in the teaching and learning

process. Beside the students' cooperativeness above, the researcher also recorded the students' achievement.

2) Test

In this research, the researcher held two tests to measure the students reading comprehension, they are: written test and oral test.

a) Written test

The test is made by the researcher to know how far the students achievement of reading comprehension. The students' written test consists of ten questions and the model of the question is true or false and essay, which is the score each correct answering of essay were 10, the score close to answering is 7, the score incorrect writing is 5 and not answering the score is 2, Based on the content of the text. The questions were about recount text under title, "Wright Brothers and Sumatran Rhinoceros" with the text above. The students can pass the test if their score fulfill the requirement to teach the standard minimum of KKM, which KKM consists of 75.

Table 3.3the result of written test

No.	Name	Aspect of variable		Note
		KKM	Score	
1.	AHDA AYU JIHADUL H.	75	80	Passed
2.	AMELIA ALDA S.	75	90	Passed

3.	ANAN TRIANTORO	75	90	Passed
4.	ANISAH MERI K.	75	70	Un passed
5.	AULIA ANGEL A.	75	100	Passed
6.	BAYU IMAM M.	75	85	Passed
7.	BERLIANA RADITA W.	75	85	Passed
8.	BINTANG ICHZA R.	75	90	Passed
9.	CHRISNAINTYO D.	75	70	Un passed
10.	CINDY ARNI ALDHI	75	100	Passed
11.	DANI FERDIANSAH	75	85	Passed
12.	DANIA NURWAHIDAH U.	75	80	Passed
13.	DEVY RATNASARI	75	90	Passed
14.	DICKY WAHYU D.	75	85	Passed
15.	EDO FARID PRATAMA	75	70	Un passed
16.	ERLISA DEVIANI	75	100	Passed
17.	FADILAH NUGRAH E.	75	85	Passed
18.	HANDRIA DWI HASTUTI	75	80	Passed
19.	HERWI DIKI K.	75	90	Passed
20.	JAGAD ARYA SETHA	75	80	Passed
21.	JULIANA KHUSNUL Q.	75	100	Passed
22.	LADY OKTAVIA S.	75	80	Passed
23.	MAMLUF ISTIFARIN	75	100	Passed
24.	MUHIBUL HAQ I. A.	75	90	Passed

2 5.	MUTIARA VEBRIANI	75	100	Passed
2 6.	NANDA AWALIA N.	75	80	Passed
2 7.	OCTAVIANI DEWI P.	75	85	Passed
2 8.	RAHMADITA ISNASARI	75	90	Passed
2 9.	RENI	75	80	Passed
3 0.	SELLY AMBARWATI	75	80	Passed
3 1.	SETIA RINI PRATIWI T.	75	70	Un passed
3 2.	SISCA FITRI QOMARIYAH	75	80	Passed
3 3.	TITAN APRILIYAN N.	75	85	Passed
3 4.	VICKY PRATAMA S. M.	75	80	Passed
3 5.	WAHYU DANI SAPUTRA	75	80	Passed
3 6.	WALIDATUL AGUSTIN	75	100	Passed
Total			3085	32

The tables above show that there are 32 got the good score and pass from standard minimum in reading, so the standard minimum score was reached.

b) Oral test

In this part of reading test, the researcher prepared the reading passage the text to measure the students' ability in reading, and marked the result

by checklist. The researcher assess while the students read one by one in different text. The reading text was taken from the text book.

The assessment was by commanded the students to read one by one in different text. Example: 3 students were commanded to read the three lines of the recount text in the opening material, 3 students were to read the three lines of the text at the half time by changeable, and for 12 students were commanded to read the question of the task tried to answer it.

The aspect of reading achievement that measured was about fluency and pronunciation by the satisfied categories when the score was reached 80-90, the good categories when it was 79-70 good, the enough categories when it was reached 69-60, and the last is worst category when it was 59-50.

Table 4.1the result of oral test

No.	Name	Aspect of reading achievement				
		Fluency	Pronunciation	Score	Rate	Category
1.	AHDA AYU J. H.	70	80	150	75	Good
2.	AMELIA ALDA S.	68	72	140	70	Good
3.	ANAN TRI	70	75	145	72,5	Good
4.	ANISAH MERI K.	60	68	128	64	Enough
5.	AULIA ANGEL A.	72	78	150	75	Good

6.	BAYU IMAM M.	70	75	145	72,5	Good
7.	BERLIANA R. W.	70	77	147	73,5	Good
8.	BINTANG I. R.	75	80	155	77,5	Good
9.	CHRISNAINTYO	70	70	140	70	Good
10.	CINDY ARNI A.	78	84	162	81	Satisfied
11.	DANI FERDIAN	70	80	150	75	Good
12.	DANIA N. U.	77	82	159	79,5	Satisfied
13.	DEVY R.	68	74	142	71	Good
14.	DICKY WAHYU	70	78	148	74	Good
15.	EDO FARID P.	69	70	139	69,5	Good
16.	ERLISA DEVIANI	77	82	159	79,5	Satisfied
17.	FADILAH N. E.	70	72	142	71	Good
18.	HANDRIA DWI H.	76	84	160	80	Satisfied
19.	HERWI DIKI K.	70	78	148	74	Good
20.	JAGAD ARYA S.	77	80	157	78,5	Good
21.	JULIANA K. Q.	80	84	164	82	Satisfied
22.	LADY O. S.	68	75	143	71,5	Good
23.	MAMLUF I.	78	84	162	81	Satisfied
24.	MUHIBUL HAQ I.	68	75	143	71,5	Good
25.	MUTIARA V.	75	84	159	79,5	Satisfied
26.	NANDA AWALIA	77	85	162	81	Satisfied
27.	OCTAVIANI D.	70	75	145	72,5	Good
28.	RAHMADITA I.	80	72	152	76	Good
29.	RENI	80	78	158	79	Good

30.	SELLY A.	75	78	153	76,5	Good
31.	SETIA RINI P. T.	77	85	162	81	Satisfied
32.	SISCA FITRI Q.	70	77	147	73,5	Good
33.	TITAN A. N.	69	77	146	73	Good
34.	VICKY P. S. M.	78	82	160	80	Satisfied
35.	WAHYU DANI S.	67	75	142	71	Good
36.	WALIDATUL A.	70	80	150	75	Good

Score = 90-80 = satisfied

79-70   = good

69-60   = enough

69-61   59-50 = worst

d. Reflecting

After observing and analyzing the result of observation in the third cycles, the researcher didn't found some weakness and all of students were active and cooperative in the teaching and learning using DRTA strategy. Moreover the used of DRTA strategy as the good strategy made students more responsible, enthusiastic and active during the teaching and learning process. In additional, DRTA was strategy resource could be an alternative reference in teaching English and could improve students reading comprehension.

Based on the result of the observation, the researcher came to make conclusion that teaching reading comprehension by using DRTA strategy encouraged and made students more active during the teaching and learning process and also made the students easier in doing the test. As the result, the

students showed that they made good improvement on reading comprehension in report text and to be good readers, finally, having finished the third cycle the researcher discussed the result of the research as the final reflection. The researcher decided not to revise the next plan and stop the cycle since the result of the third cycle has shown as a good improvement of students reading ability especially for reading comprehension in report text.

C. Cycle Analysis

In this discussion, the process of the data analysis as the result of classroom action research includes the students' activeness, students' cooperativeness and students' achievement in learning reading by using DRTA strategy. Clearly, it is going to be showed below.

1. Cycle 1

In teaching and learning process cycle 1, the material was presented using DRTA strategy. The material is about the recount text by the title "**the Town Hall and Sunday the Terrible**". In this learning process, the students can't understand the content of the text. The students must be active, enthusiastic, and cooperativeness during the teaching and learning process.

During the teaching and learning process, the researcher observed the students' activeness as well. Based on table 1.3, it can be seen that the percentage of the students' activeness are as follows:

a. The students' activeness in Asking Question:

$$P = \frac{f}{n} \, x \, 100\%$$

$$P = \frac{18}{36} \, x \, 100\%$$

P= 50 %

b. The students' activeness in Answer Question:

$$P = \frac{16}{36} \, x \, 100\%$$

P= 44, 4 %

c. The students' activeness in find new vocabulary:

$$P = \frac{21}{36} \, x \, 100\%$$

P= 58, 3 %

Based on the table 2.1, the percentage of the students' cooperativeness as follow:

a. The students' cooperativeness in discussion:

$$P = \frac{f}{n} x 100\%$$

$$P = \frac{22}{36} \, x \, 100\%$$

P= 61, 1%

b. The students' cooperativeness in interaction:

$$P = \frac{21}{36} \, x \, 100\%$$

P= 58, 3 %

c. The students' cooperativeness in giving argumentation:

$P = \frac{20}{36} x\ 100\%$

$P = 55,\ 6\%$

Based on the accumulation above, there was only 50% students were active in asking question, 44, 4% students were active in answer question and 58, 3% students found new vocabulary and compact in their group. And the students' cooperativeness in discussion 61, 1%, the students' cooperativeness in interaction 58, 3 % and The students' cooperativeness in giving argumentation 55, 6%.

It can be concluded that many students were still passive in teaching and learning process. They were very noisy and just talked with their friends in the teaching and learning process. Not only that, but also some of students was passive and silent.

Based on the table 2.2 the accumulated of the mean score as the students' written test follow:

$M = \sum \frac{fx}{n}$

$M = \frac{2730}{36}$

$M = 75,\ 83\ \%$

a. The percentage of thestudents' written test as follow:

$P = \frac{f}{n} x\ 100\%$

$P = \frac{19}{36} x\ 100\%$

P= 52, 87%

It can be seen that many students got unsatisfying score the average score of students were 75, 83 % and could not reach the standard minimum. It could be said that there were many serious problems in the first cycle.

2. Cycle II

In teaching and learning process cycle 1I, the material was presented using DRTA strategy. The material is about the report text by the title "**Wright Brothers and Sumatran Rhinoceros".**

Based on some tables of the first cycles, it can be seen that many students still difficult to understand of the text. So, the researcher continuedthe second cycles. In the second cycles the students can understood the content of the text, the generic structure, and languages features of the text, which it can be seen in the more tables of cycles two, many students are active, enthusiastic and cooperativeness during the teaching and learning process.

During the teaching and learning process, the researcher observed the students activeness as well. Based on table 2.3 it can be seen that the percentage of the student's activeness are as follows:

a. The students' activeness in ask question:

$$P = \frac{f}{n} x \ 100\%$$

$$P = \frac{29}{36} x \ 100\%$$

P=80, 56%

b. The students' activeness in answer question:

$$P= \frac{29}{36}x\ 100\%$$

P=80, 56%

c. The students' activeness in found new vocabulary:

$$P= \frac{31}{36}x\ 100\%$$

P= 86, 1%

Based on the table 3.1 the percentage of the student' cooperativeness as follow:

a. The students' cooperativeness in discussion:

$$P= \frac{f}{n}x100\%$$

$$P= \frac{30}{36}x\ 100\%$$

P= 83, 3%

b. The students' cooperativeness in interaction:

$$P= \frac{28}{36}x\ 100\%$$

P= 78%

c. The students' cooperativeness in giving argumentation:

$$P= \frac{29}{36}x\ 100\%$$

P= 80, 56%

Based on the accumulation above, there were 80, 56% students were active in asking question, 80, 56% students were active in answer question,

and 86, 1% students' active in finding new vocabularies and compact in their group. And the students' cooperativeness in discussion is 83, 3%, the students' cooperativeness in interaction is 78% and the students' cooperativeness in giving argumentation is 80, 56%.

It can be concluded that the students was more active, enthusiastic and cooperativeness in learning process.

Based on the table 4.6 the accumulated of the mean score of the students' written test as follow:

$$M = \sum \frac{fx}{n}$$

$$M = \frac{3085}{36}$$

$$M = 85, 70\%$$

a. The percentage of the students' written test as follow:

$$P = \frac{f}{n} x\ 100\%$$

$$P = \frac{32}{36} x\ 100\%$$

$$P = 88, 90\%$$

From the accumulation above, it can be seen there were 88, 90% students who can related the standard minimum score and the average score of the class were 85, 70%. It means that there were improvements in this cycle.

The students' shown that they made good improvement on reading comprehension in report text.

3. Discussion

After finishing the research finding the researcher made a discussion. In this step, the researcher made conclusion to answer the research problem about teaching and learning process in the classroom. Generally there were three research variables in this observation such as students' activeness in participating of learning activities, the students' cooperativeness in teaching and learning process, and students' achievement.

Based on the research variable above, the students' activeness and students' cooperativeness in participating of learning activities were increased. It could be shown the improvement result in the observation sheet during teaching and learning process in the classroom from the first cycle up to the second cycle could be shown clearly in the table below:

Table 4.2the result of the students' activeness

Collected Data	Result					
	Cycle 1			Cycle II		
	Asking question	Answer question	Find new vocabulary	Asking question	Answer question	Find new vocabulary
The students' activeness	18	16	21	29	29	31
The percentage of students' activeness	50%	44, 4%	58, 3%	80, 56%	80, 56%	86, 1%

Table 4.3the result of the students' cooperativeness

Collected Data	Result					
	Cycle 1			Cycle II		
	discussion	Interaction	Giving argumenta tion	Discussion	interaction	Giving argumen tation
The students' cooperati veness	22	21	20	30	28	29
The percentag e of students' cooperati veness	61, 1%	58, 3%	55, 6%	83, 3%	78%	80, 56%

Based on the table above, it could be explained there were many improvements about students' activeness and students' cooperativeness from the first up to the second cycle. In the first cycle there were 18 students' active in asking question is 50%, 16 students' active in answer question is 44, 4%, and 21 students active in found new vocabulary is 58, 3%.

Then 22 students' cooperativeness in discussion is 61, 1%, 21 students' cooperativeness in interaction is 58, 3% and 20 students' cooperativeness in giving argumentation is 55, 6%.

From the students in the class who can be active for joining. Based on the table above, the total of the students in the class who had a good active and students in the class who had a good cooperative in teaching and learning process. Meanwhile, in the

second cycle there were 29 students is 80, 56% active in ask question, 29 students is 80, 56% active in answer question, and 31 students' active in found new vocabulary is 86, 1%.

Then, 83, 3% is 30 students' cooperativeness in discussion, 28 students' cooperativeness in interaction is 78%, and 29 students' cooperativeness in giving argumentation is 80, 56%.

From the students in the class who can be active for joining and who had a good cooperativeness in the teaching and learning process.

The students' achievement was obtained from the value obtained by the students in the individual test and the end of work on the problems of teaching and learning activities. The improving if students' achievement in the individual test or post test activity of the first cycle, and the second cycle could be shown clearly as the table below:

Collected Data	Result			
	Cycle I		Cycle II	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Who get score ≥ 75	19	52, 87%	32	88, 90%

The used of DRTA strategy on the second cycles were maximum. As the result, there were increased in learning achievement of the cycle I up cycle II. In the second cycle students seemed more active and cooperative. It could be seen from the data of the students' activities which has increased from the first cycle up to the second cycle

and had reached the specified indicators. Based on the observation by the researcher, the students' acquisition of learning outcomes used DRTA strategy can maximize improved students reading comprehension. Due to the improvement of achievement from first cycle up to second cycle and has already reached the indicators that have been determined then this action is considered successful. This research stopped in the second cycle.

In the last of discussion the researcher concluded that DRTA strategy was the good strategy for guiding the reading class especially to improve the students reading comprehension. The students would be active, cooperative, focused in reading and enjoying the teaching and learning process by using DRTA strategy.
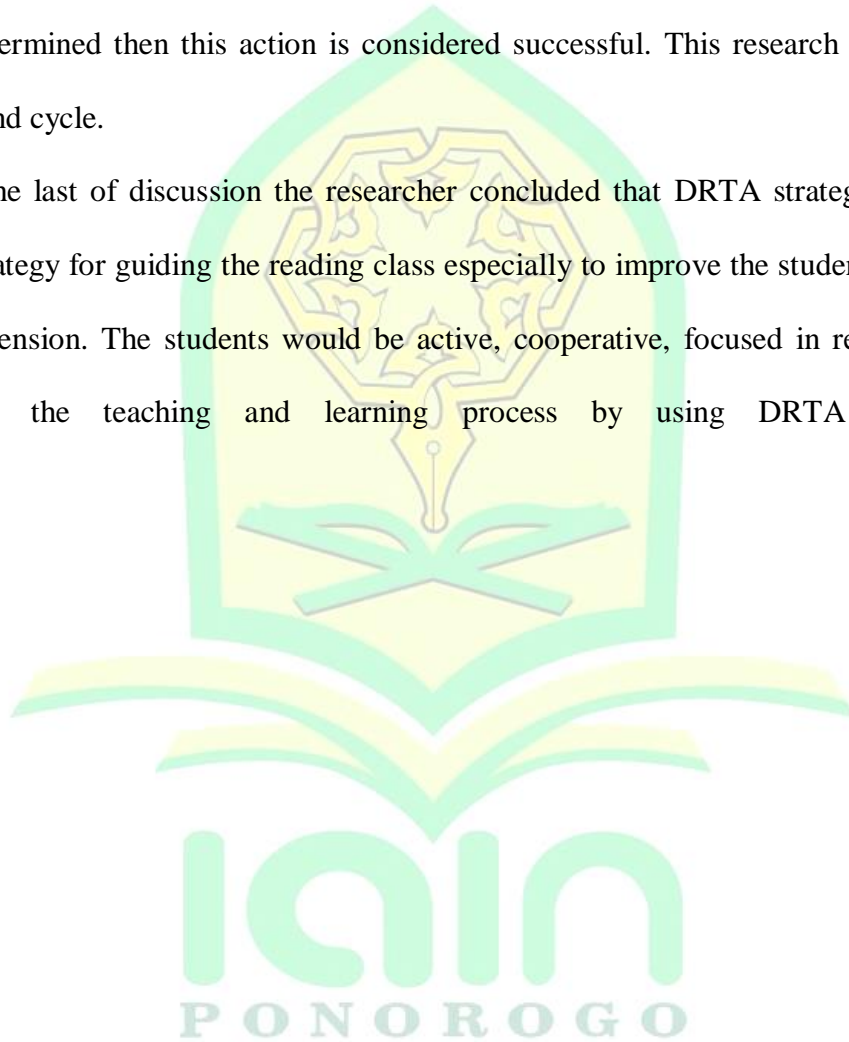
CHAPTER V

CLOSING

A. Conclusion

1. Related of the findings of this research, it could be said that this research was improved students' reading comprehension. The final of the observation the result of students' activeness, students' cooperativeness, and students' achievement in the cycle 1 and cycle 2 as follow: the result of cycle 1 the students activeness 44,4%, the students cooperativeness 55,6%, and the students achievement 52,87% and the result of cycle 2 the students activeness 80,56%, the students cooperativeness 83,3% and then the result of students achievement 88,90%, students can pass the test and they get high score even higher than the standard minimum.

2. Using DRTA strategy could improve the students reading comprehension in recount text and report text for the tenth grade IPA 4 students of SMAN 1 PulungPonorogo in academic year 2017/2018. After applying DRTA strategy the progress of the students achievement it very good. It can be concluded that the used of DRTA strategy can improve the students' reading comprehension.

B. Recommendations

Based on the result using DRTA strategy in teaching reading, the researcher hope this study can be useful and meaningful for everyone especially for the researcher, the researcher proposed recommendations as follows:

1. For the Students

   a. The researcher hopes that the students have a great motivation to improve their English skills and they should have a good self-improvement to learn, especially in reading comprehension.

   b. The students should know that learning reading comprehension is not always difficult because learning reading comprehension can be enjoyable and easy.

2. For the English Teacher

   a. Should apply the various methods or strategies to teach students. One of the strategies is DRTA strategy. The teacher should give more chance and space to the students to improve their skill. And the teacher also should suit the material with students' need and interest.

   b. It will be better for teacher use to DRTA strategy as a strategy in teaching reading comprehension, because it can make the students understand more about the material.

   c. In learning process, the teacher should use an interesting method or strategy because it makes the students learn English more excited.

d. In teaching learning process, the teacher should give motivation to the students in order to make the students are eager to learn and understand the material easily.

3. For the School

For the school of SMAN 1 Pulung Ponorogo should accept the new teaching strategy in teaching English especially in teaching reading comprehension and give facilitated to make the teaching learning process well. It also can improve the achievement of students of the SMAN 1 Pulung Ponorogo.

4. For the Next Researcher

a. The researcher hopes that the next researcher can conduct other studies with different teaching method or strategy that can improve the English teaching and learning process.

b. The next researcher should be more creative and can study the research deeply and perfectly, so the teaching and learning process will be more effective and efficient.

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