

**THE IMPLEMENTATION OF TEACHING READING COMPHREHENSION
THROUGH DIRECT READING THINKING ACTIVITY (DRTA) STRATEGY
AT THE FIRST GRADE OF SMP PLUS BUSTANUL ULUM PUGER-JEMBER
ACADEMIC YEAR 2022-2023**

THESIS



**ENGLISH EDUCATION PROGRAM
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF
KIAI HAJI ACHMAD SIDDIQ JEMBER
APRIL 2023**

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In Partial Fulfillment of The Requirements
for A Bachelor's Degree of Sarjana Pendidikan (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Language Teacher Training Department



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MOTTO

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا^ج لَهَا مَا كَسَبَتْ وَعَلَيْهَا مَا اكْتَسَبَتْ^ط رَبَّنَا لَا تُؤَاخِذْنَا
إِنْ نَسِينَا أَوْ أَخْطَأْنَا^ج رَبَّنَا وَلَا تَحْمِلْ عَلَيْنَا إَصْرًا كَمَا حَمَلْتَهُ عَلَى الَّذِينَ مِنْ
قَبْلِنَا^ج رَبَّنَا وَلَا تُحَمِّلْنَا مَا لَا طَاقَةَ لَنَا بِهِ^ط وَاعْفُ عَنَّا وَارْحَمْنَا^ج أَنْتَ
مَوْلَانَا فَانصُرْنَا عَلَى الْقَوْمِ الْكَافِرِينَ ﴿٢٨٦﴾

“Allah does not impose upon any soul a duty but to the extent of its ability; for it is (the benefit of) what it has earned and upon it (the evil of) what it has wrought: Our Lord! do not punish us if we forget or make a mistake; Our Lord! do not lay on us a burden as Thou didst lay on those before us, Our Lord do not impose upon us that which we have not the strength to bear; and pardon us and grant us protection and have mercy on us, Thou art our Patron, so help us against the unbelieving people.”* (Q.SAI-Baqarah:286)

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* Al-Qur'an application, Arabic and English translation, version 1.22.
<https://archive.org/details/TheNobleQuranHilaliMuhsinKhan>

DEDICATION

This under graduate thesis is honorably dedicated to:

1. My beloved parents, Supriyanto and Khusnul Khotimah, always pray for me for every support and blessing they never gave me so that I can become what I am today. Thank you for all your perfect love for me.
2. UKPK UIN KHAS Jember, as my second family who always taught me the meaning of patience.
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4. Lastly, those who can not be mentioned individually have supported the writer in finishing this thesis.

Finally, by reciting Alhamdulillah Rabbil Alamin, the writer has been successful to finish her thesis according to the target time, nothing left or forgotten to do.



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ABSTRACT

Khalimatus Sa'diah, 2023. The Implementation Of Teaching Reading Comprehension Through Direct Reading Thinking Activity (DRTA) Strategy At The First Grade Of SMP Plus Bustanul Ulum Puger-Jember

Keyword : Teaching Reading Comprehension, Direct Reading Thinking Activity (DRTA) Strategy

This research examines the use of the DRTA strategy for teaching English reading comprehension. Students do not have the opportunity to develop their knowledge in learning English, particularly reading comprehension abilities, as a result of teachers' prevalent use of dominant strategy in English instruction. Therefore, English teachers utilize the DRTA strategy to increase students' reading comprehension when teaching reading comprehension. so as to entice researchers to do research at SMP Plus Bustanul Ulum Puger-Jember.

The formulation of the research questions are; 1) How is the purpose of teaching reading comprehension through the DRTA strategy? 2) How is the material of teaching reading comprehension through the DRTA strategy? 3) How are the steps of teaching reading comprehension through the DRTA strategy? 4) How is the evaluation of teaching reading comprehension through the DRTA strategy?

To answer these research questions, this research used qualitative research methods. This research was conducted at SMP Plus Bustanul Ulum Puger-Jember, which is located at Jl. KH. Abdullah Yaqien No. 1-5, Krajan Timur, Mlokorejo, Kec. Puger, Jember Regency, East Java 68164. The subjects in this study were English teacher and students of class VIIA. Triangulation of sources and techniques were used in this research. To analyze the data, researcher used Miles Huberman and Saldana's theory, which consisted of three steps: data condensation, data display, and drawing conclusions. As for data collection techniques, researcher used observation, interviews, and document review.

The research results are; 1) The purpose of teaching reading comprehension through DRTA strategy at the first grade students of SMP Plus Bustanul Ulum Puger Jember includes: a.) Make students more focused on the text, b.) Make students more critical to understanding the contents of the story, c.) Train students to be more confident in arguing and expressing their opinions, 2) The material of teaching reading comprehension through Direct Reading Thinking Activity (DRTA) strategy at the first grade students of SMP Plus Bustanul Ulum Puger-Jember is about narrative text including social functions, text structure, and linguistic elements by using additional media in the form of whiteboard. The source material used is narrative text obtained from the book: "When English Rings a Bell "Class VII, relevant textbooks and from the internet. 3) The steps for learning reading comprehension through the DRTA Strategy at the first grade of SMP Plus Bustanul Ulum Puger-Jember consist of lesson plan: 1) The teacher asked students to predict the content of the reading is based on the title, 2) The teacher asked students to predict the content of the reading based on the pictures, 3) The teacher asked students read the text, 4) The teacher asked students to adjust their initial predictions with the reading that has been read, 5) The teacher asked students make a summary of the stories they have read by telling it in front of the class. 4) The evaluation of teaching reading comprehension through the DRTA strategy at the first grade of SMP Plus Bustanul Ulum Puger-Jember is: using a summative assessment with multiple choice.

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

All praises be to Allah the almighty who has given me everything we need for our life. Peace and sollution may always be given to our prophet Muhammad S.A.W. peace be upon Him who has guided us from the darknes to the lightnes.

All praises be to Allah the almighty for all his wishes so that the author can complete a thesis entitled “The Implementation Of Teaching Reading Comphrehension Through Direct Reading Thinking Activity (DRTA) Strategy At The First Grade Of SMP Plus Bustanul Ulum Puger-Jember” to achieve undergraduate degree of English Education Department, Faculty of Education and Teacher Training, State Islamic University of KH Achmad Siddiq Jember.

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May Allah reply all the kindness of people who have helped in this process. However, the writer understands that this thesis is far from perfect, but hopefully it will be used for readers and future researchers.

Jember, 6th April 2023

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TABLE OF CONTENT

COVER	i
HAS BEEN APPROVED BY THE ADVISORI	ii
BOARD OF EXAMINERS	iii
MOTTO	iv
DEDICATION.....	v
ABSTRAK	vi
ACKNOWLEDGMENT.....	vii
TABLE OF CONTENT.....	ix
LIST OF TABLE.....	xii
LIST OF PICTURES	xiii
CHAPTER I INTRODUCTION.....	1
A. Research Background.....	1
B. Research Questions	9
C. Research Objectives.....	9
D. Research Significances.....	10
E. Definition of Key Terms	11
F. Structure of Discussion	13
CHAPTER II REVIEW OF RELATED LITERATURE	14
A. Previous Research	14
B. Theoretical Framework.....	22
1. Teaching Reading Comprehension	23
2. DRTA (Directed Reading Thinking Activity) Strategy.....	36

CHAPTER III RESEARCH METODOLOGY	43
A. Approach and Type of Research.....	43
B. Research Location.....	44
C. Research Subject.....	45
D. Data Collection Technique.....	47
E. Data Analysis	51
F. Validity of Data.....	53
G. Research Step.....	54
CHAPTER IV RESEARCH FINDINGS AND DISCUSSIONS	57
A. Description of the Research Object.....	57
B. Finding	60
1. The Purpose of Teaching Reading Comprehension Through DRTA Strategy at The First Grade of SMP Plus Bustanul Ulum Puger-Jember.....	60
2. The Material of Teaching Reading Comprehension Through DRTA Strategy at The First Grade of SMP Plus Bustanul Ulum Puger-Jember.....	63
3. The Steps Of Teaching Reading Comprehension Through DRTA Strategy At The First Grade of SMP Plus Bustanul Ulum Puger-Jember.....	66
4. The Evaluation of Teaching Reading Comprehension Through DRTA Strategy At The First-Grade Of SMP Plus Bustanul Ulum Puger-Jember.....	71

C. Discussion	75
1. The Purpose of Teaching Reading Comprehension Through DRTA Strategy at The First Grade of SMP Plus Bustanul Ulum Puger-Jember.....	75
2. The Material of Teaching Reading Comprehension Through DRTA Strategy at The First Grade of SMP Plus Bustanul Ulum Puger-Jember`	77
3. The Steps of Teaching Reading Comprehension Through DRTA Strategy at The First Grade of SMP Plus Bustanul Ulum Puger-Jember.....	79
4. The Evaluation of Teaching Reading Comprehension Through DRTA Strategy at The First Grade of SMP Plus Bustanul Ulum Puger-Jember.....	84
CHAPTER V CONCLUSION AND SUGGESTION	86
A. Conclusion.....	86
B. Suggestions	87
REFERENCES.....	88

LIST OF TABLE

Table 2.1 Similarities and Differences of Previous Research.....	18
Table 4.1 Data presentation and Analysis.....	74



LIST OF PICTURES

Image 3.1 Interactive Analysis Model for Qualitative Research

Source: Miles, Huberman, Saldana 2014)..... 51



CHAPTER I

INTRODUCTION

This chapter presents an introduction to the research. The parts of this thesis are the background of the research, research focus, research objective, research significance, the definition of the key term, and systematic discussion.

A. Research Background

Today, people's interest in reading is shallow. Some factors that cause low reading interest and reading skills in students are the models; methods, strategies, or techniques educators use to help students learn.

Most learning models teachers use during the learning process are using conventional ones. In applying a learning model like this, the teacher will be active in front of the class, involving the lecture method. So technically, the teacher must be able or master the material and then be in front of the class to deliver the subject matter, while students only listen and take notes on things or materials that are considered essential. The learning model is not infrequently interspersed with several questions and discussions and with practice questions to test the understanding they have gained.

As we know about the technicalities of the lecture method, the teacher will be in front of the class to deliver the subject matter. At the same time, students will be silent, listen, and take notes on some things that they can consider important. Sometimes, activities in this method with questions and discussions. In this kind of learning, the classroom

atmosphere tends to be 'teacher-centered,' so students tend to be passive because they only listen to the teacher.¹ Students will feel bored faster in the learning process like that. This learning method can also impact students' language skills which will show slight improvement.

Teacher centered method does not mean that the lecture method is not suitable.² Still, at some point, students will feel bored if they sit, be quiet, and listen, even though many exciting learning models can play in language learning. Attractive learning models can increase students' interest in learning. So language skills can also be mastered by students well, especially reading skills.

In this kind of learning, the classroom atmosphere tends to be 'teacher-centered,' so students tend to be passive because they only listen to the teacher. Students will feel bored faster in the learning process like that. This learning method can also impact students' language skills which will not show improvement.

A student's learning success can achieve if a two-way interaction between teachers and students can run well, meaning that teachers and students are equally active. One can affect students' understanding of reading the content of the many factors that cause students' low interest in reading. Therefore, efforts that can improve students' ability to understand

¹ Reniati, *Pengaruh Penerapan Strategi Directed Reading Thinking Activity (Drta) Terhadap Keterampilan Membaca Dongeng Pada Siswa Kelas Iv Sd Inpres Be'lang Kecamatan Bissapu Kabupaten Bantaeng*, (Universitas Muhammadiyah Makassar, 2019)

² Fazilah Idrisa, Zaharah Hassana, Azizah Ya'acoba, Saran Kaur Gillb & Noor Aziah Mohd Awal, *The role of education in shaping youth's national identity*, (Universiti Kebangsaan Malaysia: Faculty of Social Science and Humanities, 2011)

a lesson are by presenting learning with creative methods to be more active and make it easier to understand the reading. For this reason, a learning strategy is needed in learning activities that can make students functional during learning.

The cause of students failing to read comprehension is related to the low interest in reading students. One of the factors that influence student interest in learning is the teacher. Teachers must foster student interest in education because interest is one of the determinants of teacher success in learning.

Thus, students who are less interested in learning carried out by teachers can hurt students. Learning activity that is not following students' interests will hurt the learning outcomes of the students concerned. On the other hand, with interest, students will get inner satisfaction from the learning activities carried out.

Education is one of the essential aspects of the life of every individual and every country. It can significantly impact a human's opportunity to continue their quality of life.³ Education is more than just teaching. Therefore, Education is also a process of knowledge transfer, value transformation, and the formation of each individual's personality with all the aspects it includes. Education is a process that individuals and groups need to get balance and perfection in developing individuals and

³ Fazilah Idrisa, Zaharah Hassana, Azizah Ya'acoba, Saran Kaur Gillb & Noor Aziah Mohd Awal, *The role of Education in shaping youth's national identity*, (Universiti Kebangsaan Malaysia: Faculty of Social Science and Humanities, 2011)

society. The balance and model in question can be material or non-material.

Compared to teaching, the emphasis on the educational process lies in the formation of awareness and personality by individuals or communities and the operation of transferring knowledge and skills. With this process, a nation or state can pass on religious values, culture, thoughts, and expertise to the next generation so that they are ready to face a brighter future for the nation and state. Education is a particular activity to develop human potential as individuals and in society.

There are two essential things in education: cognitive (thinking) and affective (feeling) aspects.⁴ As an illustration, when we learn something, it is not only the thought process that takes part but also elements related to feelings, such as enthusiasm and others. Formal education will always reflect the broader socio-cultural niche of its particular setting.⁵ Individuals' enthusiasm can make the knowledge transfer process run smoothly without any obstacles. In-Law No. 20 of 2003:

"Education is a conscious and planned effort to create a learning atmosphere and learning process. Students actively develop their potential

⁴ Reniati, *Pengaruh Penerapan Strategi Directed Reading Thinking Activity (Drta) Terhadap Keterampilan Membaca Dongeng Pada Siswa Kelas Iv Sd Inpres Be'lang Kecamatan Bissapu Kabupaten Bantaeng*, (Universitas Muhammadiyah Makassar, 2019)

⁵ Airil Haimi Adnan & Edwin Smith, *The social functions of education in a developing country: the case of Malaysian Scholars and the role of Malaysian teachers*, (Universiti Teknologi MARA, 2001)

to have religious, spiritual strength, self-control, personality, intelligence, noble character, and skills needed by society, nation, and state."⁶

The abovementioned law explains the meaning of education, a process for students to develop their potential. The potential needed in today's era is language skills. Almost every country has language education to establish communication. The language studied is not only the domestic language but also foreign languages. Primarily English, it is an international language used to communicate with various countries.

English subjects contain four components of language skills. The components of these language skills are listening, speaking, reading, and writing. The first language skills mastered by students are listening and speaking, reading, and writing. In an educational context, teachers' beliefs highly influence the classroom condition and roles that teachers may apply.⁷

Students gain listening and speaking skills at pre-school, where their environment has formed language skills from an early age. Reading and writing can be obtained when they enter the level of education that educators will teach them as students. Therefore the four skills have a mutually supportive relationship with one another. The learning process they get at the education level and the four language skills must be balanced and integrated.

⁶ Act of Republic Indonesia No. 20 the Year 2003 on Nation Education System

⁷ Muhamad Taufik Hidayat, *The Analysis Of Teacher's Teacher's Belief On Digital Literacy In Foreign Language Teaching*, (Institut Pendidikan Indonesia Garut, 2019)

From the above regarding the four language skills, there is one skill that requires special attention by educators: reading. Reading is an essential skill that must be possessed by every student that must be mastered so that they can follow the whole learning process. Reading skills are essential for every student because many learning activities require them to have student reading skills. Reading has many benefits because reading can increase one's insight and knowledge. Reading must be applied when children are still as early as possible and also when children enter formal educational institutions. As in Islamic belief, there are verses of the Quran in QS Al' Al' Alaq verses 1-5 which discuss the call and importance of reading;

B. أَقْرَأْ بِأَسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ أَقْرَأْ وَرَبُّكَ
الْأَكْرَمُ ﴿٣﴾ الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

The meaning; Recite in the name of your Lord who created (1), Created man from a clinging substance (2), Recites, and your Lord is the most Generous (3), Who taught by the pen (4) Taught man that which he knew not (5)⁸

The verse explains that reading is an essential thing in life. Reading is like a light in the dark. By reading many things, we will get. The more often we read, the more knowledge we get will increase. With increased knowledge, our insight will be more comprehensive, and our abilities will increase.

⁸ Q.S. Al Alaq 1-5. <https://archive.org/details/TheNobleQuranHilaliMuhsinKhan>

Student interest does not just arise by itself; student interest with good learning management. One of them is by using learning strategies that can involve students actively. To solve this problem, researchers can improve reading comprehension skills by using the Directed Reading Thinking Activity (DRTA) strategy.⁹

Direct Reading Thinking Activity strategy focuses on student engagement with the text because students predict and prove it when they read. In this strategy, the teacher acts as a guide or mentor for students.¹⁰ This strategy is very suitable to be applied in reading activities because this strategy aims to train students to concentrate and think hard to understand reading seriously.

As quoted by Rahim, Stauffer suggests that: "The Direct Reading Thinking Activity (DRTA) strategy is a learning strategy in which the teacher motivates students' effort and concentration by involving students and encouraging students to formulate questions and hypotheses, process information, and temporary solutions."¹¹ The purpose of using this strategy is to train concentration and think hard to understand reading seriously. In addition, Stauffer stated that the Direct Reading Thinking Activity (DRTA) strategy aims to achieve general goals.¹²

⁹ Erliana, S. 2011. *Improving Reading Comprehension through Directed Reading-Thinking Activity (DRTA) Strategy*. Journal on English as a Foreign Language. Volume 1,1.

¹⁰ Uswatun Hasanah*, Cucu Sutarsyah, Muhammad Sukirlan. 2017. *Directed Reading Thinking Activity (DRTA) On Student's Reading Comprehension*

¹¹ Dr. Farida Rahim M.E.D., *Pengajaran Membaca Di Sekolah Dasar* (Jakarta: Bumi Aksara, 2019), page 26

¹² Dr. Farida Rahim M.E.D., *Pengajaran Membaca Di Sekolah Dasar* (Jakarta: Bumi Aksara, 2019), page 47

The general goal is for students to involve the thinking process when reading must involve experience when reconstructing the author's ideas.¹³ This reconstruction process begins when students make predictions or hypotheses about the reading content they read. This process continues when they read the text to find vital information to prove the truth of the predictions or hypotheses they made earlier.

DRTA is a technique that encourages students to make predictions as they read. After reading a segment of text, students stop, confirm or revise previous predictions, and make new predictions about what they will read next (Stauffer, 1969).

Each of the three reading stages is pre-reading, during, and post-reading. DRTA helps students understand the text by activating background knowledge related to the text and promoting reading strategies.¹⁴ The progress of understanding, during and after reading, monitors discussion to prevent students from misunderstanding the text. This text comprehension strategy serves several purposes: raise students' prioritization of knowledge about the topic of the text, encourage students to monitor their understanding as they read, and set goals for reading. The students read to confirm and revise the predictions they made in three phases, namely: pre-reading, guided silent reading, and post-reading.¹⁵

¹³ Yunus Abidin., *Pembelajaran Membaca Berbasis Pendidikan Karakter* (Jakarta: PT Refika Aditama, 2012), page 81

¹⁴ Uswatun Hasanah*, Cucu Sutarsyah, Muhammad Sukirlan. 2017. *Directed Reading Thinking Activity (DRTA) On Student's Reading Comprehension*

¹⁵ Erliana Santi. 2019. *Improving Reading Comprehension through Directed Reading-Thinking Activity (DRTA) Strategy*. Journal on English as a Foreign Language. Volume 1,1.

DRTA strategy focuses on students' interaction with the text because students ask to make predictions and prove them as they read.¹⁶ Based on the above background, the researcher will examine the problem through research with the title **"The Implementation Of Teaching Reading Comprehension Through Direct Reading Thinking Activity (DRTA) Strategy At The First Grade Of SMP Plus Bustanul Ulum Puger-Jember."**

C. Research Questions

Based on the background above, the researcher formulated the following research questions that will answer in the result of this research;

1. How is the purpose of teaching reading comprehension through DRTA strategy at the first grade of SMP Plus Bustanul Ulum Puger-Jember?
2. How is the materials of teaching reading comprehension through DRTA strategy at the first grade of SMP Plus Bustanul Ulum Puger-Jember?
3. How is the steps of teaching reading comprehension through DRTA strategy at the first grade of SMP Plus Bustanul Ulum Puger-Jember?
4. How is the evaluation of teaching reading comprehension through DRTA strategy at the first grade of SMP Plus Bustanul Ulum Puger-Jember?

D. Research Objectives

Based on the statement of research questions above, the objectives of this research were;

¹⁶ Dr. Farida Rahim M.E.D., *Pengajaran Membaca Di Sekolah Dasar* (Jakarta: Bumi Aksara, 2019), page 47

1. To describe the purpose of teaching reading comprehension through DRTA strategy at the first grade of SMP Plus Bustanul Ulum Puger-Jember.
2. To describe the materials of teaching reading comprehension through DRTA strategy at the first grade of SMP Plus Bustanul Ulum Puger-Jember.
3. To describe the steps of teaching reading comprehension through DRTA strategy at the first grade of SMP Plus Bustanul Ulum Puger-Jember.
4. To describe the evaluation of teaching reading comprehension through DRTA strategy at the first grade of SMP Plus Bustanul Ulum Puger-Jember.

E. Research Significances

The result of this research is to give some theoretical and practical knowledge for the following parties:

1. Theoretical Benefit

Theoretically, based on the formulation of the problem and research objectives, the theoretical benefits of research exist expected to inform the readers. These theories can provide general knowledge about the teaching and learning process in reading comprehension using the DRTA strategy.

2. Practical Benefit

Practically, the results of this study can be helpful for researchers themselves as learning materials in researching and developing English

language learning related to improving reading comprehension skills using the DRTA strategy.

For English teachers, the results of this study are to inform about learning strategies that can be used in managing the learning process, especially in learning reading comprehension. Teachers can use the DRTA strategy to teach reading in the classroom.

Hopefully, this research can be used as reference material for all students of the Department of English to explore further the reading-teaching strategies the researchers are doing.

Moreover, for other researchers, this research can inspire other researchers to find creative ideas to conduct similar research with an innovative point of view.

F. Definition of Key Terms

The following definitions so that readers do not experience misunderstandings, prevent ambiguity and have the same perception as those intended by the researcher to interpret some of the terms used in this study.

The terms are;

1. Teaching Reading Comprehension

Teaching reading comprehension in this study is a student's ability to recognize letters and words and then process the text to understand its meaning and integrate it with what the reader already knows. The ability of each student to understand a text can be impacted by several things,

including their skills and ability to process the information they have obtained.

Reading comprehension is one of the crucial skills that must hold by students in learning languages, especially English, because they very much need reading comprehension in terms of education and environmental aspects. Students have a reasonably good ability to understand each reading in learning because most of the learning materials are in written form.

2. Direct Reading Thinking Activity (DRTA) strategy

DRTA strategy is the result of criticism of the DRA strategy because the DRA strategy needs to pay more attention to student participation in thinking about a reading text. According to Walker, the DRTA strategy is an instruction in learning to read by predicting what the writer thinks and confirming or correcting predictions by combining opinions.

Direct Reading Thinking Activity (DRTA) strategy is practical activities that can help students understand the text they read. DRTA seeks to equip students to determine reading goals and absorb and understand information. This strategy focuses on students' engagement with texts because students predict and prove it as they read. The DRTA strategy can help educators actively engage students in reading from the texts they read.

Based on the explanation by the experts above, the researcher is interested in conducting research using this strategy because DRTA is a strategy that has advantages. After all, it involves many students, so students are required to be independent. Moreover, in the DRTA strategy step, some pictures will make participants' students increasingly enthusiastic and enthusiastic in learning so that they hope to increase the value of student learning outcomes.

G. Structure of Discussion

The structure of the discussion contains a description of the flow of the thesis discussion, from the introductory chapter to the closing chapter. The format of systematic writing was a descriptive narrative, not a table of contents. The initial part, core part, and final part will be explained as follows:

Chapter I discussed about introduction of the thesis, such as research background, research questions, research objectives, research significances, definitions of key term, and structure of discussion.

Chapter II discussed about review of related literature which consists of previous research of this research and theoretical framework

Chapter III discussed about research methodology of this research which consists of research design, research subject, source of data, data collection and analysis, and validity of data.

Chapter IV discussed about research object description, research finding and discussion.

Chapter V discussed about the conclusions and suggestions of this

research.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents a review of related literature. It consists of previous research and theoretical framework.

A. Previous Research

Previous research attempts to find sources of comparison and find new inspiration for future research. In this section, the researcher lists some of the results of previous research related to the research carried out by researchers, both published and unpublished research.

Some of the studies that have been carried out related to research are as follows:

1. Nadiera Yulia Azahro's (2022) research under the title "Improving Students' Reading Comprehension through Directed Reading Thinking Activity (DRTA) Method" from her research, she stated that the use of The Directed Reading Thinking Activity (DRTA) strategy could increase the understanding of students reading in class XII students of SMA Negeri 3 Bulukumba. The research method used is a pre-experimental design. It consists of a pre-test, treatment, and post-test design. The populations in this study were students of class XII SMAN 3 Bulukumba. Researchers used purposive sampling techniques involving one class XII MIA 3— several samples of 30 students. The results of this study indicate that the Directed Reading Thinking Activity (DRA) method can increase the understanding of students' reading, especially the understanding of literal

reading in students of class XII SMAN 3 Bulukumba. It is proven that the average pre-test value is 64, and the average post-test value is 70.6. In this study, the Directed Reading Thinking Activity (DRTA) strategy in learning to read understanding is very effective because students more easily understand with predictions that identify the main ideas and supporting details, as can be seen from the results of better student reading values.

2. The second research relevant to this topic was conducted by Rizka Jannatul Muthoharoh (2021) research under the title "The Use Of Directed Reading Thinking Activity (DRTA) Strategy To Improve The Eleventh Graders' Critical Thinking Skills In Reading" This study has good results. Based on the results of research and discussion, the authors say this study aims to analyze the effectiveness of the DRTA strategy in improving the critical thinking skills of class XI students in reading MA Miftahul Huda Tayu. This study used a quasi-experimental design with two groups, namely the experimental group and the control group. The research sample consisted of 37 students of class XI-MIPA. A quantitative approach is taken in this research. The data collection instrument was six analytical exposition text questions with the type of essay questions. The instrument was validated by lecturers and English teachers using face validity and content validity. The results showed an increase in students' critical thinking skills in reading. It can be concluded that the use of the DRTA

strategy is effective in increasing the critical thinking skills of class XI students in reading.

3. Mesy Lestari Apriliyani's (2019) research under the title "The Effect of Direct Reading Thinking Activity (DRTA) To Students' Reading Comprehension At State Islamic Junior High School." The purpose of this research is to obtain empirical evidence about the effectiveness of direct reading thinking activity strategies in the reading comprehension of descriptive texts for eighth graders of MTSN 2 Batanghari Academic Year 2019/2020 and to find out how far the level of effectiveness of the direct reading thinking activity strategy is on reading comprehension—student description text. The technique used in this study is a quantitative method with a quasi-experimental design. The sampling technique used is purposive sampling. Through this sampling technique, two classes were selected, the experimental and control classes, each consisting of 24 students. The data collection technique was a test carried out twice, namely the pre-test and post-test. The number of each question is 20 multiple-choice questions. The data analysis technique used is the t-test. The results of this study indicate that there are significant differences in the results of students' reading comprehension of descriptive texts after using the direct reading thinking activity strategy. The researcher saw that the student's scores in the descriptive text before and after using the direct reading thinking activity strategy were 51.04 and 78.75. So it can be concluded that the direct reading thinking activity is effective and has a

significant influence on the reading comprehension of the eighth graders of MTSN 2 Batanghari.

4. The fourth previous research was done by Risdha R. (2019) research under the title "Improving Students' Reading Comprehension Through Directed Reading Thinking Activity (DRTA) Strategy At The Ninth Grade Students Of Mts Lautang Belawa" The objectives of this research is to improve students' reading comprehension through Directed Reading Thinking Activity (DRTA) Strategy. The design of this study was pre-experimental, and the population of this study is ninth-grade students of MTs Lautang Belawa the sampling process was administered by applying a purposive sampling technique. There were 51 students in the ninth grade, and the researcher took class IX.2 as the sample; there were 16 students in the class. A reading test measures the student's reading comprehension through the Direct Reading Thinking Activity (DRTA) Strategy. The result showed that the student's mean score on the pre-test was 46,875, and their score on the post-test was 70, in which the gain amounted to 23,125. It means there was a significant difference in students' reading comprehension before and after treatment through the DRTA strategy. It can be concluded that the DRTA strategy can be used to improve students' reading comprehension.
5. Khairun Nisak (2019) did the fifth previous research, "Improving Reading Comprehension through DRTA Method at SMA Negeri 1 Talawi Academic Year 2018/2019". The result of analyzing the data showed that

there was an improvement in the student's vocabulary mastery from each cycle. It was shown from the mean of the pre-test was 52,66. Where four students got successful score criteria, or it was only 13,33%, and 26 students' got unsuccessful or it was 36,66%. After doing cycle I by using DRTA Strategy, there was an improvement in the result of the students' mean. Eight students got a successful criteria score or only 52 %, and 22 got an unsuccessful score, or 73,33%. Then doing repairing for the second cycle after reflection on the first cycle, there was an improvement in students' mean was 7. Where 18 students' got a successful criteria score, or 60%, and 12 got an unsuccessful criteria score or 40%. In other words, it could be concluded that the use of the DRTA Strategy improved the students' reading comprehension and their interest in reading comprehension.

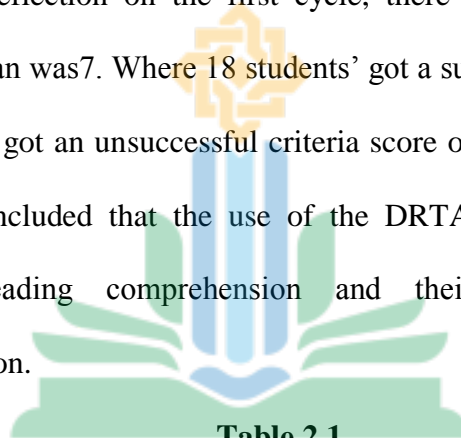



Table 2.1
Similarities and Differences between Previous Research and Current Research

No 1	Research Title 2	Similarities 3	Differences 4
1.	Nadiera Yulia Azahro (2022) entitled: "Improving Students' Reading Comprehension Through Directed Reading Thinking Activity (DRTA) Method"	<ul style="list-style-type: none"> Both types of research have the same topic about Reading Comprehension and Direct Reading Thinking Activity 	<ul style="list-style-type: none"> The previous research used a pre-experimental design, while the current research design used descriptive qualitative research. The previous research was conducted on class XII students of SMA Negeri 3 Bulukumba. In comparison, the researchers researched class VII students at SMP Plus Bustanul Ulum Puger-Jember. The focus of the previous research to improving student's reading comprehension

No	Research Title	Similarities	Differences
1	2	3	4
			<p>through the direct reading thinking activity (DRTA) method, while the current research talks about the purpose, the material, the steps, and the evaluation of reading comprehension through the DRTA strategy.</p>
2.	<p>Rizka Jannatul Muthoharoh (2021) entitled: "The Use Of Directed Reading Thinking Activity (DRTA) Strategy To Improve The Eleventh Graders' Critical Thinking Skills In Reading"</p>	<ul style="list-style-type: none"> Both types of research have the same topic about Reading Comprehension and Direct Reading Thinking Activity 	<ul style="list-style-type: none"> The design of research used quantitative experimental research, while the researcher used descriptive qualitative The previous research was conducted on eleventh graders' of MA Miftahul Huda Tayu. In comparison, the researchers researched class VII students at SMP Plus Bustanul Ulum Puger-Jember. The previous research resulted that research focused on improving the Eleventh Graders' Critical Thinking Skills in Reading through the DRTA strategy, while this current research talks about the purpose, the material, the steps, and the evaluation of reading comprehension through the DRTA strategy.
3.	<p>Mesy Lestari Apriliyani (2019) research under the title "The Effect Of Direct Reading Thinking Activity (DRTA) To Students' Reading Comprehension At State Islamic Junior High School"</p>	<ul style="list-style-type: none"> Both types of research have the same topic about Reading Comprehension and Direct Reading Thinking Activity 	<ul style="list-style-type: none"> The research design used the quantitative method, and the design used in this study was quasi-experimental, while the researcher used descriptive qualitative. The previous research resulted that research focused on obtaining empirical evidence about the effectiveness of direct reading thinking activity strategies in the reading comprehension of descriptive texts for eighth graders of

No	Research Title	Similarities	Differences
1	2	3	4
			<p>MTSN 2 Batanghari Academic Year 2019/2020, while this current research talks about the purpose, the material, the steps and the evaluation of reading comprehension through DRTA strategy.</p> <ul style="list-style-type: none"> • The previous research resulted that research focused on obtaining empirical evidence about the • effectiveness of the Direct Reading Thinking Activity strategy toward students' reading comprehension of descriptive text to the eighth-grade students of Islamic Junior High School 2 Batanghari and to find out to what extent the Direct Reading Thinking Activity strategy is effective toward students' reading comprehension of descriptive text, while this current research talks about the purpose, the material, the steps and the evaluation of reading comprehension through DRTA strategy.
4.	<p>Risdha R. (2019) entitled: "Improving Students' Reading Comprehension Through Directed Reading Thinking Activity (DRTA) Strategy At The Ninth Grade Students Of Mts Lautang Belawa"</p>	<ul style="list-style-type: none"> • Both types of research have the same topic about Reading Comprehension and Direct Reading Thinking Activity 	<ul style="list-style-type: none"> • The design of research used quantitative experimental research, while the researcher used descriptive qualitative • The previous research was conducted on ninth-grade students of MTS Lautang Belawa. In comparison, the researchers researched class VII students at SMP Plus Bustanul Ulum Puger-Jember. • The previous research resulted that research focused on improving reading comprehension through the

No	Research Title	Similarities	Differences
1	2	3	4
			DRTA strategy, while this current research talks about the purpose, the material, the steps, and the evaluation of reading comprehension through the DRTA strategy.
5.	Khairun Nisak (2019) entitled: "Improving Reading Comprehension Through DRTA Method at SMA Negeri 1 Talawi Academic Year 2018/2019"	<ul style="list-style-type: none"> • Both types of research have the same topic about Reading Comprehension and Direct Reading Thinking Activity 	<ul style="list-style-type: none"> • The design of research used quantitative experimental research, while the researcher used descriptive qualitative • The previous research was conducted on f the eleventh grade of SMA Negeri 1 Talawi in the academic year of 2018/2019, consisting of 30 students. In comparison, the researchers researched class VII students at SMP Plus Bustanul Ulum Puger-Jember. • The previous research resulted that research focused on improving reading comprehension through the DRTA strategy, while this current research talks about the purpose, the material, the steps, and the evaluation of reading comprehension through the DRTA strategy.

Based on the table above, all studies proved similarities and differences with the research. The similarities of this current research with the previous researchers are that they have the same topic and variable to be researched; reading comprehension through Direct Reading Thinking Activity (DRTA) strategy.

Meanwhile, the differences between the previous research with this current research that is done by some previous research related to teaching

reading comprehension through Direct Reading Thinking Activity (DRTA) strategy mainly used various levels, kinds of research, and instruments used to collect the data. Meanwhile, this current research wants to offer the research design in descriptive qualitative research.

The uniqueness of this research is that from all previous research figured out; this research focuses on the purpose of teaching reading comprehension through Direct Reading Thinking Activity (DRTA) strategy at the first grade of SMP Plus Bustanul Ulum Puger-Jember, the material for teaching reading comprehension through Direct Reading Thinking Activity (DRTA) strategy at the first grade of SMP Plus Bustanul Ulum Puger-Jember, the steps of teaching reading comprehension through Direct Reading Thinking Activity (DRTA) strategy at the first grade of SMP Plus Bustanul Ulum Puger-Jember, and the evaluation of teaching reading comprehension through Direct Reading Thinking Activity (DRTA) strategy at the first grade of SMP Plus Bustanul Ulum Puger-Jember, where those focus research has not already been researched deeply by the previous researches.

B. Theoretical Framework

This section contains a discussion of the theory that is used as a perspective in research. Discussion of theories related to research more broadly and in depth will add insight to researchers in studying the problems to be solved by the formulation of the problem and research objectives. However, it will be explained as follows:

1. Teaching Reading Comprehension

a. Definition of Teaching Reading Comprehension

Teaching is an activity in which the teacher teaches the students at school. This activity involved the concept of activity set on the lesson plan, materials, explanation, and evaluation. In other words, teaching is the transmission of knowledge from teacher to student. Harmer described teaching as what teachers do.¹⁷ In brief, the teaching process is sharing new knowledge in all fields and ideas with the students.

Meanwhile, readers need the understanding to obtain information and implied messages appropriately when reading a text or related to reading. Yoakam via Ahuja (2010:50), reading comprehension is reading by understanding reading material that involves correct associations (links) between the meaning and symbols of words, assessment of the context of meanings that are thought to exist, selection of correct meanings, organization of ideas when reading material is read, storing ideas, and using them in various activities now or in the future.

In addition, teaching reading comprehension can be defined as a thinking process through which readers become aware of an idea, understand it in terms of their experiential background, and interpret it for their own needs and purposes.¹⁸

¹⁷ Jeremy Harmer, *The Practice of English Language teaching: Fourth Edition*, Edinburgh (Gate: Pearson Longman ELT, 2007), 107.

¹⁸ Khoiriyah, *Reading 1*, (Kediri: English Department Nusantara PGRI Kediri University Press, 2010),

Teaching reading comprehension also means understanding what has been read. Reading is a complex process where the reader uses mental content to convey meaning from written material.

The reader is supposed to recognize the meaning of the printed words. Reading comprehension is the ability to understand or understand the idea of one piece.¹⁹ Reading comprehension refers to reading with comprehension. Reading comprehension is a complex process of successful or unsuccessful use of many abilities.

Meanwhile, according to Jannette Klingner, "Reading" comparison is building meaning by coordinating several complex processes that include word reading, word and word knowledge, and fluency. Somadyo (2011:10), reading comprehension is a process active acquisition of meaning involves the knowledge and experience possessed by the reader and associated with the content of the reading. There are three main things in teaching reading comprehension, namely:

- 1) Knowledge and experience already possessed,
- 2) Connecting the knowledge and experience possessed with the text to be read,
- 3) The process of acquiring meaning actively following the views held.

¹⁹ Richard J. Smith and Johnson Dale D., *Teaching Children to Read (Second Edition)*, (USA: Addison-Wesley Publishing, 1980)

Based on the definition stated above, it can be concluded that teaching reading comprehension is a reading activity carried out by someone to understand the contents of the reading as a whole.²⁰ Teaching reading comprehension is done by connecting schemata or initial knowledge possessed by the reader and new knowledge obtained while reading so that the understanding process is built to the maximum.

b. Purpose of Teaching Reading Comprehension

The purpose relates to various other benefits for young students involved in educational benefits. Thus, the Teaching purpose is an achievement of various other benefits to the student's activities in the classroom. Teaching purpose is commonly known as learning objectives. It is one of the significant parts of the teaching-learning process. As Malin presented, teaching purpose is the main driver for students' engagement with school.²¹

Meanwhile, the general purpose of reading is to relate the ideas in each line sentence to what the reader already knows. Readers play an essential role in determining the reading they will undertake.

Reading comprehension is a step for students that involves both material and psychological activities. Burns et al., cited by Farida Rahim, the process of reading comprehension consists of nine aspects,

²⁰Tomlinson B., *Materials development for language learning and teaching*. (London: Continuum, 2012)

²¹ Heather Malin, *Teaching for Purpose: Preparing Students for live in meaning*, Harvard Education Press, ISBN-13: 978-1682532577, ISBN-10: 1682532577, 2021, 5.

namely the sensory aspect, the perceptual aspect, the sequence aspect, the experience aspect, the mental aspect, the learning aspect, the association aspect, the attitude aspect, and the learning aspect²²

Lestari, quoted by Nurul Hidayah, explained that reading comprehension has the aim of understanding the content in a reading text. These goals include:

- 1) Get the main idea of a text
- 2) Determine the important points in the reading
- 3) Follow the instructions given by the teacher
- 4) Find appropriate reading material organizations
- 5) Draw conclusions
- 6) Predicting meaning and stringing impact
- 7) Write a summary
- 8) Separating facts from opinion.

It is crucial for us to read with a purpose. This helps to understand better what people are reading as we know that the purpose of reading is to get the meaning or message of the written symbol. One of the essential tasks for a reader is to find out what the author is saying. There are two primary goals of reading ability, namely;

- 1) Reading to get information.

Reading is learning for purposes such as obtaining factual information and solving problems.

²² Farida Rahim, *Pengajaran Membaca di Sekolah*, pg. 12.

2) Reading for pleasure.

It is reading for pleasure which can vary to follow sports programs, comics, articles, favorite fairy tales and movies, novels, etc.

Based on the definition above, the researcher draws the conclusion that the purpose of teaching reading comprehension is not only to enable the reader to understand the author's intent and purpose, but the reader must also follow instructions, be able to choose important points in the story, and be able to draw conclusions from a story that we have read. The aspects of reading comprehension according to Tarigan are as follows:

- 1) Understanding simple meanings (lexical, grammatical, rhetorical)
- 2) Understand the significance or meaning of the author's intent and purpose, relevance/cultural situation, reader's reaction
- 3) Evaluation or assessment (content and form).
- 4) Flexible reading speed, which is easily adapted to circumstances²³

In reading comprehension, the reader is not only required to understand the contents of the reading but also must be able to analyze or evaluate and relate it to experiences and prior knowledge he has.

c. Materials of Teaching Reading Comprehension

Materials are one of the crucial tools in the teaching-learning process. In the teaching-learning process, materials are given by the

²³ Henry Guntur Tarigan, *Membaca Sebagai Keterampilan Berbahasa* (Bandung: Angkasa, 2015), pg. 12.

teacher to the students in order to increase their knowledge of students, train the students in communication, and also to control the learning process. Materials must be fun and exciting so the students do not quickly get bored and enjoy learning. Materials are anything which is used by teachers and learners to facilitate the learning of a language, including coursebook, videos, graded readers, flash cards, games, websites and mobile phone interactions (Tomlinson, 2016).²⁴ In addition, teaching material is anything related to the language to be learned.

The materials used in teaching reading comprehension intensely influence the success of the student's reading, and the readability level of the reading material will influence the student's reading comprehension. For instance, the reading material which involves high-frequency words in almost all of the text causes difficulties in reading comprehension.

Therefore, suitable reading materials are required to use in teaching reading to cover the students' needs. According to Tomlinson, the materials for language learning can be chosen based on the students' needs to facilitate them with the appropriate materials to learn since they have different ways of learning the language.²⁵

²⁴ Jeremy Harmer, *The Practice of English Language Teaching: Fifth Edition*, (Harlow, UK: Pearson, 2015), 384.

²⁵ Tomlinson B., *Materials development for language learning and teaching*. (London: Continuum, 2012), 143

In this context, choosing the suitable materials is based on the students' level of learning the language, whether they are beginning, intermediate, or advanced learners.

For instance, the English Young Learners involve children in the age range of elementary or primary schools. They have different needs of learning than do adult learners, and they should also be given gracious material to cover their primary needs.

The high-quality materials (there are instructions on how to deal with the tasks) can be considered the best materials for the students since they still need clues in doing all of the tasks.)

Furthermore, Brinton in Nunan proposes that the texts and tasks to teach should be authentic.²⁶ On the other hand, Harmer asserts that authentic materials are too difficult to read by young learners since there are many things that they cannot understand.²⁷ The students' motivation to read will immensely decrease. For that reason, the teacher is supposed to give materials that are understandable to them. In addition, Harmer states that the primary point that will lead to the success of teaching reading as the receptive skill is the choice of comprehension task.

Based on the definition stated above, it can concluded that teaching materials are one of the most important tools in the teaching and learning process by teachers to students in order to increase

²⁶Nunan, D., *Task-based language teaching*, (Cambridge: Cambridge University Press, 2004), 133

²⁷Harmer, *The Practice of English Language Teaching*, 135

students' knowledge, train students in communicating, and also to control the learning process. The material used can be in the form of coursebooks, videos, graded readers, flash cards, games, websites and mobile phone interactions, then the material used is also adjusted according to the level of learning the language, whether they are beginning, intermediate, or advanced learners.

d. Steps of Teaching Reading Comprehension

In the education system, the structured arrangement of each item for teaching is commonly known as a lesson plan. A Lesson plan is familiar with a unified set of activities that cover the classroom period with a range between forty to ninety minutes. Then, the unit can carry the steps along a curriculum before and after to evaluate and prepare for the next lesson.²⁸ Thus, formatting the lesson plan has main elements that it must include. Brown presented the elements of the lesson plan as follows:²⁹

1) Goals

Goals are generalized but deal with unifying themes that identify the lesson topic. For example, the lesson plan “understanding narrative text” means it identified with the lesson topic is about a narrative text.

²⁸ H.Douglas Brown, *Teaching by Principle Second Edition: An Interactive Approach to Language Pedagogy*. New York:Pearson ESL. 2000, 149.

²⁹ H.Douglas Brown, *Teaching by Principle Second Edition: An Interactive Approach to Language Pedagogy*. New York:Pearson ESL. 2000, 149-151.

2) Objectives

In creating the learning objective, the teacher must be concerned with the explicit statement to gain from the lesson. The explicit statements ensure the accomplishment that must be achieved, preserve the unity of the lesson, predetermine the accomplishment, and evaluate the students' success at the end of or after. The learning objective is familiar with the term of state what the students will do. In stating the objective, teachers must know that terminal lessons and enabling differ. The terminal lesson objective is the final result that needs to measure; meanwhile, the enabling objective is interned steps that create each other and lead to terminal objectives.

3) Materials and Equipment

As a teacher, it was just knowing what materials and equipment you needed to take and bring. Perhaps the materials for teaching reading comprehension that teachers bring, commonly the coursebook for teachers as references, meanwhile the equipment that may teacher need in teaching reading comprehension such as LCD led, pen, board marker, videos or audios, media for learning involved in a paper, board.

4) Procedures

The general set guidelines of procedure in the lesson plan are divided into three agendas; first is opening, namely set

induction which acts as a warm-up such as salam, praying together, checking the attendance list, and others. The second is core, a set of activities with each proportion included in whole class work, group or pair work, teacher talk, and student talk. The third is a closure in which the activities are the closing of the activities in class, including evaluation, feedback, or perhaps the homework, and then closing the class by praying together.

5) Evaluation

Evaluation can only sometimes be the element of a lesson plan. However, evaluation can be used when the lesson has conducted one meeting or two to know whether the learning objective has been accomplished. The evaluation is also an assessment that the teacher makes, and then the teacher can give the students a chance to learn in order to assess the success of students and make an adjustment.

6) Extra Class Work

Extra class work is commonly known as homework; eventually, this must be corrected. The function of extra class work is to make students stay focused beyond the learning of the class hour. It can get from the extensions or applications that are related to it.

While understanding the reading, several steps need to be done by the reader, namely:

- 1) Determine reading goals
- 2) Preview means reading at a glance,
- 3) Read the entire contents of the reading carefully so that we can find the main idea contained in each paragraph,
- 4) Restate the contents of the reading with sentences and your own words (Suyatmi, 2000:45).

Based on the definition stated above, it can be concluded that the steps taken by the teacher in teaching reading comprehension are clearly stated in the lesson plan. The teacher only needs to carry out these steps coherently. Meanwhile, students are expected to be able to capture the main ideas contained in the reading material by determining the purpose of reading, understanding the meaning of the reading at a glance, determining the main idea of each paragraph, and presenting the contents of the reading in their sentences.

e. **Evaluation of Teaching Reading Comprehension**

Evaluation of teaching is the last part of teaching reading comprehension. Teaching evaluation means the assessment process after the teaching-learning to know how far the goals have been accomplished. In evaluating the students after teaching-learning, assessment is frequently used to achieve it. It consists of suggestions, giving feedback, and comments.³⁰ Moreover, evaluation as part of a

³⁰ Jaap Scheerens, Cees Glas, and Sally M. Thomas, *Education Evaluation, Assessment, and Monitoring: Contexts of Learning*, (Netherlands: Taylor and Francis e-Library, Master e-Book ISBN: ISBN 0-203-97105-1), 2005, 2.

lesson plan that is used to assess the students can take two types of assessments as follows:³¹

1) Summative assessment

Summative assessment is concerned with measuring the product of a student's learning. In other words, summative assessment is to know whether the teaching-learning has achieved its goals.

2) Formative assessment

Formative assessment concerns measuring the students' abilities as part of a process. In other words, the formative assessment focuses on helping the students' progress to the next level. It aims to provide feedback to support and increase the teaching and learning process.

Grabe emphasized that the type of assignment is an essential component of reading assessment because the primary purpose of the assessment task is to provide information related to students' progress in the reading process, which will eventually be considered a reference in determining students reading ability.³²

³¹ Jeremy Harmer, *The Practice of English Language Teaching: Fifth Edition*, (Harlow, UK: Pearson, 2015), 408.

³² Grabe W., *Reading in a Second Language: Moving from Theory to Practice*, (Cambridge: Cambridge University Press, 2009), 358-359

Based on the types of assessment tasks mentioned above, several tasks that may be appropriate to be applied in this research will be described as follows:³³

1) Matching tasks.

As one example task of selective reading, matching the words is considered the most frequent task used in the reading activity. The activity can be in the form of matching some words with similar definitions so that each word can be matched with one other word.

The activity can also be done by putting the suitable word into the blank sentence, so this activity will suppose the students first to understand the sentence. The advantage of matching tasks is that sometimes it is easier to construct than multiple-choice. However, the disadvantage comes out when the students struggle to do the task since it offers a more strenuous activity.

2) Multiple choice.

Multiple choice can be used to test vocabulary or grammar knowledge. For beginners, the activities can be in choosing the best answer from four of five possible answers, circling the answer, determining right or wrong, choosing letters, and matching.

³³ Grabe W., *Reading in a Second Language: Moving from Theory to Practice*, (Cambridge: Cambridge University Press, 2009), 358-359

The advantage of multiple-choice is that it is easy to do and can be assessed quickly, even though sometimes the tasks are less contextual.

3) Ordering tasks.

It provides the students with the wrong order sentences then they are asked to order the sentences into the right one. The activity requires the students to be aware with the sequence of events and cohesive devices involving in the story so that they can understand the logical order of the story. Therefore, those kinds of awareness will ease them to re-order the sentences.

In conclusion, evaluation is an assessment after implementing the teaching and learning process. Assessments that are usually given by teachers to students are divided into two types; summative and formative assessment. Apart from that, three assessment tasks also need to be assessed in teaching reading comprehension: matching tasks, multiple choice, and ordering tasks.

2. DRTA (Directed Reading Thinking Activity) Strategy

a. Definition of DRTA Strategy

Strategy is a pattern that is planned and determined intentionally to carry out activities or actions. The strategy includes the activity's objectives, who is involved in the activity, the activity's content, the activity's process, and the means of supporting the

activity.³⁴ Strategy is an effort made by a person or organization to arrive at the goal.³⁵

Strategy is the science tip in utilizing all the resources that are owned or can be deployed to achieve goals that have been set. Efforts to achieve the final goal are used as a reference in managing strengths and closing weaknesses which are then translated into activity programs that are strategic thinking. To gain an understanding of the text, the reader uses specific strategies.

From the several meanings of the strategy above, it can be concluded that strategy is a plan carried out on specific activities to achieve goals. In using teaching strategies, especially adapted to the material to be taught, it is easier to apply the strategies to be used.

Applying strategies in learning makes it easier for a teacher to carry out the learning process and makes it easier for students to understand the material being taught.

The DRTA (Directed Reading Thinking Activity) strategy is a strategy that focuses students on the text so that students can predict the content of the story by proving it when reading. In using the DRTA (Directed Reading Thinking Activity) strategy, the steps that can be taken are:³⁶

³⁴ Abdul Majid, *Strategi Pembelajaran*, (Bandung : PT Remaja Rosdakarya, 2013).page 3

³⁵ Hamdani, *Strategi Belajar Mengajar*, (Bandung : CV PUSTAKA SETIA, 2011). page.18.

³⁶ Khoiriyah, *Reading 1*, (Kediri: English Department Nusantara PGRI Kediri University Press, 2010

In Indonesian language learning activities, especially children's story material, you can use the DRTA (Directed Reading Thinking Activity) strategy. This DRTA (Directed Reading Thinking Activity) strategy can make it easier for students to understand the content of the story, and students can make predictions about what has happened in a text before students read the story.

This can encourage students to think about the text message and the content of the text. This step can also encourage students to think according to their thinking. All predictions put forward by students, a teacher must accept. The teacher observes students in formulating questions and hypotheses, processing information, and evaluating.³⁷ The teacher observes students when reading in order to see the difficulties experienced by students and offers help when students have difficulty interacting with reading material.

Based on the definition above, the researcher concludes that reading strategy is a process that is carried out to facilitate the learning process, especially in emphasizing reading comprehension with a series of steps taken.

b. Purpose of DRTA (Directed Reading Thinking Activity)

The purpose of using this strategy is to make it easier for students to understand the content of the story so that they get wider knowledge, Develop potential and thinking power in understanding the

³⁷ Abdul Majid, *Strategi Pembelajaran*, (Bandung : PT Remaja Rosdakarya, 2013) page 4

content of the story with the DRTA (Direct Reading Thinking Activity) strategy, students can have a broader picture of the material to be studied.³⁸

The purpose of reading DRTA is as follows:

- 1) Support the teacher as a basic format for introducing regularly structured lessons.
- 2) Expanding self-understanding of students.
- 3) Guiding students to do selective reading.
- 4) Expanding students' skills to read texts.³⁹

c. Stages of Using DRTA (Directed Reading Thinking Activities)

Strategy

The following are the stages in using the DRTA (Directed Reading Thinking Activity) strategy in student learning;⁴⁰

- 1) Make predictions based on title

The teacher writes the title of the story learned on the blackboard. The teacher appoints one of the students to read the title on the blackboard. When one of the students reads, the teacher asks the students what the title is about. Give time to students to have the opportunity to predict. All student predictions are accepted even though they are not following the story. When

³⁸ Abdul Majid, *Strategi Pembelajaran*, (Bandung : PT Remaja Rosdakarya, 2013) page 7

³⁹ Fiorentina Br Ginting, *THE EFFECT OF IMAGE MEDIA ASSISTED DIRECTED READING THINKING ACTIVITY (DRTA) STRATEGY ON CLASS IV READING COMPREHENSION AT SD NEGERI 2 KEMILING PERMAI BANDAR LAMPUNG*, (Lampung: Universitas Islam Negeri Raden Intan Lampung, 2019)

⁴⁰ Dr. Farida Rahim M.E.D., *Pengajaran Membaca Di Sekolah Dasar* (Jakarta: Bumi Aksara, 2019)

students predict, the teacher tries not to make predictions.

2) Make predictions from picture clues

The teacher asks students to open their books after they predict the title of the reading text. Students pay attention to the picture by listening to the instructions from the teacher. Students can express their opinion about the picture.

3) Reading material

The teacher asks students to read the reading material according to what students choose. Then students are asked to connect the parts of the story with the story's title.

4) Assess prediction accuracy and adjust predictions

Students read the first part of the story text. The teacher asks questions by directing, "who has correctly predicted this part of the story?" then the teacher asks the students to raise their hands if they are sure their predictions are correct. After that, the teacher asks the students to come forward and read aloud, but the teacher also allows the students whose predictions are wrong to state why they are wrong. Then the teacher asks students to adjust their predictions based on the text they have just read.

5) Teacher repeats procedure 1 to 4

The teacher repeats procedures 1 to 4 until all parts of the story material lesson have been covered. At each reading stop, the teacher repeats step 4 until all parts of the story text are read.

Finally, the teacher instructs students to summarize and describe the story's contents from the text they read according to their respective versions.

After students summarize the story, the teacher asks students to answer questions about the values contained in the story. In addition to the values, a teacher explains that the lessons can be drawn from stories they have read.⁴¹ Using this DRTA (Directed Reading Thinking Activity) strategy, students can easily predict and understand the contents of the story texts they have read.⁴²

d. Strengths and Weaknesses of DRTA (Directed Reading Thinking Activity) Strategy.

- 1) Advantages of DRTA (Directed Reading Thinking Activity):
 - a) This DRTA strategy contains many types of reading strategies so that teachers can use and pay attention to the differences that exist in students.
 - b) The DRTA strategy is an understanding activity that predicts stories so that it can help students to get an overall picture of the material they have read.
 - c) The DRTA strategy shows a meaningful way of learning for students, because learning is not only beneficial for now but for preparing for the next life.

⁴¹ Farida Rahim, *Pengajaran Membaca di Sekolah Dasar*

⁴² Dr. Farida Rahim M.E.D., *Pengajaran Membaca Di Sekolah Dasar* (Jakarta: Bumi Aksara, 2019)

d) The DRTA strategy can foster a sense of responsibility, self-confidence, a positive attitude, can deepen students' understanding and helps students to think systematically. Weaknesses of DRTA (Directed Reading Thinking Activity)⁴³

2) In addition to having the advantages of the DRTA strategy, it also has disadvantages. The following are the disadvantages of the DRTA strategy:

a) The DRTA strategy often takes up a lot of time if the classroom management is not efficient.

b) This strategy requires the availability of reading books, and is often beyond the capabilities of schools and students. However, this can be circumvented by providing reading texts contained in Indonesian language books owned by students, besides that the teacher can also provide a piece of reading text along with a picture.

c) Through reading comprehension directly, the information received cannot be received quickly, unlike the case when obtaining abstractions through oral presentation by the teacher. This deficiency requires students to think independently and can be overcome with practice. Through the training process, students will get used to capturing information.

⁴³ I Wayan Radiarta Wiguna, "Pengaruh Strategi DRTA (Directed Reading Thinking Activity) Terhadap Hasil Belajar Membaca Intensif Siswa Kelas IV Semester I SDN Gugus Belantih Kecamatan Kintamani tahun Pelajaran 2013/2014". Jurnal mimbar pgsd universitas pendidikan ganesha jurusan PGSD, Vol. 2 No. 1 (Februari, 2014), h. 9.

CHAPTER III

RESEARCH METODOLOGY

This chapter presents the research method of this current research that consist of approach and design of research, research location, research subject, data collection technique, data analysis, validity of data, and research procedure.

A. Approach and Type of Research

The research approach is a scientific way of obtaining data, purpose, and uses. Based on the scientific method, scientific data, objectives, and uses.⁴⁴ The approach used in this research is a qualitative research approach. Qualitative research is humanistic because it focuses on the personal, subjective and experiential basis of knowledge and practice. This approach also holistic because it seeks to situate the meaning of particular behaviors and ways of doing things in a given context and method in qualitative research are generally open-ended and in-depth, naturalistic where they attempt to study things, people or events in a natural (non-experimental) setting.⁴⁵

Qualitative research intends to understand phenomena about what is experienced by research subjects such as behavior, perceptions, motivations, actions, and others holistically, and thorough descriptions in the form of words and language, in particular natural contexts and by utilizing various natural

⁴⁴ Sugiono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2016), 2.

⁴⁵ Karina Kielmann, Fabian Cataldo, and Janet Seeley, *Introduction to Qualitative Methodology: A Training Manual* (UK:Department for International Environment(DFID), 2012), 7-9.

methods.⁴⁶ While the type of research that will be used is descriptive research.

Descriptive research is directed at providing systematic and accurate symptoms, facts, or events regarding the characteristics of a particular population or region.⁴⁷ Descriptive qualitative research is just describing the situation of the object or phenomenon without a view to take some general conclusions and it is done to give a detailed image of the phenomenon. The aim of descriptive research is to make a systematic, factual and accurate description of the facts and characteristics of the population.⁴⁸

In this research, the researcher chose the descriptive qualitative research because this design appropriated with this current research that it described on the phenomenon that happened in society deeply involved in emotionally, expression, motivation, ambition according to the field as the research location on SMP Plus Bustanul Ulum Puger-Jember. It meant the result of this research was described from some activities which was at the beginning of this research such on the preliminary study, then when the strategy was conducted and applied the instruments that was used and until at the end of this research in analyzing the data.

B. Research Location

This research was conducted in SMP Plus Bustanul Ulum Mlokorejo, Kec. Puger, Kabupaten Jember, Jawa Timur. The first reason the researcher chose this place is that this field is worth researching because this institution, a

⁴⁶ Lexy J. Moleong, *Metode Penelitian Kualitatif Edisi Revisi*, (Bandung: PT. Roesdakarya Offset, 2014), 6.

⁴⁷ Riyanto Yatim, *Metodologi Penelitian Pendidikan*, (Surabaya: SIC, 2010), 23

⁴⁸ Sumandi Suryabrata, *Metodologi Penelitian*, (Jakarta: Raja Grafindo Persada), 2008.

private school under a boarding foundation, applies the Direct Reading Thinking Activity (DRTA) strategy in the teaching and learning process as a cooperative approach and needs to be explored.

The second reason is that this place is suitable as a place or field of research with the title of this research and is proven through the results of the preliminary studies that the researchers conducted.

The uniqueness of the research location as a field in this study is that all students in this school are given English as a compulsory subject and this also applies to their Islamic boarding school activities. Thus, by using this strategy students easily accept it as an effective alternative in the teaching and learning process in the classroom and help students in reading comprehension.

C. Research Subject

Research subject is the subjects that will be used to collect the data as data source and the result of this data source where it is related with the focus of this research. The description includes what data you want to obtain, who wants to be an informant or research subject, and how the data will be searched and captured to guarantee its validity.

In this research, the subjects was taken at the first grade of SMP Plus Bustanul Ulum Puger-Jember that totally there were 147 students and divided into five classes which was;

1. 7A is 30 students of schoolboy,
2. 7B is 31 students of schoolboy,

3. 7C is 29 students of schoolboy,
4. 7D is 29 students of schoolgirl,
5. 7E is 28 students of schoolgirl.

In qualitative research, the subjects who appropriate as the research subject was identified and recruited by using purposive sampling.⁴⁹ Purposive sampling is appropriate for this current research because it is regarding to the place and people that helpful in understanding the central phenomenon at the field. Then the types of purposive sampling that used in this research was homogeneous sampling that this type was appropriate with the phenomenon.

According to the information above, this research used semi structured where it was conducted through face to face. So this research only took 30 students from 7A class of SMP Plus Bustanul Ulum Puger-Jember as the research subject in conducting observation. Then 4 students from 7A and 1 English teacher on the first grade SMP Plus Bustanul Ulum Puger-Jember were recruited as the research subject to answer the interview. The researcher determined the four students who were invited to interview based on the 2 students who had the highest scores and 2 students who had scores below the average so that the interview results obtained were more effective.

⁴⁹ John C. Creswell, *Educational Research: Planning, Conducting, Evaluating Quantitative and Qualitative Research* 4th edition (Boston: Pearson Education, 2012), 205.

D. Data Collection Technique

The data collection technique is a method used by researchers to collect research data from the source. The data collection technique here is mandatory because it will be used as the basis for preparing research instruments.⁵⁰ The data collection methods that researchers will use are as follows:

1. Observation

In this study, the researcher's participation and role is moderate participation, where the researcher observes the person/object being studied as long as the researcher is involved in an activity being observed.⁵¹

In observational roles, there are two type of roles namely a participant observer and a nonparticipant observer. A participant observer, where the observational role adopted by researchers when they take part in activities in the setting they observe. At the same time, that researchers are participating in activities, they also record the information. A nonparticipant observer, where is an observer who visits the site and records notes without becoming involved in the activities of the participants.

In this research, the researcher chose observation of the non-participant observer to conduct research. The reason was the researcher

⁵⁰Risky Kawasati, *Teknik Pengumpulan Data Metode Kualitatif*, (Sekolah Tinggi Agama Islam Negeri Sorong), 1

⁵¹Risky Kawasati, *Teknik Pengumpulan Data Metode Kualitatif*, (Sekolah Tinggi Agama Islam Negeri Sorong)

focused on observing and recording notes during observation activities without being involved in the activities of participants. Thus, the result of observation activities extended the achievement that the researcher wanted. In this research, the observation was conducted on the objective conditions of SMP Plus Bustanul Ulum Puger-Jember and during the implementation of teaching reading comprehension through Direct Reading Thinking Activity (DRTA) strategy.

2. Interview

A qualitative interview occurs when the researcher ask one or more participants general, open-ended questions, and record their questions. The interview technique can be conducting with systematically or unsystematically. Systematically means that interviews are conducted first by compiling an instrument interview. Meanwhile, unsystematic interviews are conducted without preparing the interview instruments.

a. One-on-one interviews

One-on-one interviews is a data collection process in which the researcher asks questions to and records answer from one participant in the study at a time. This type of interviews is ideally for interviewing the participant who are not hesitant to speak, who are articulate, and who can share ideas comfortably.

b. Focus group interviews

A focus group interviews is a process of collecting data through interviews with a group of people, typically four to six. The researcher

asks a small number of general questions and elicits responses.

In this research, the interview that researcher used semi-structured interview. Semi structure Interview where the interview naturally happened to review questions for the students without disturbing their convenience when the interview section is running. In brief, the researcher distributed the questions on interview section naturally in order to made students feel comfortable when they were asked some questions.

The researcher also used one-on-one interviews and focus group interviews. As the explanation above, those interviews were appropriate with the phenomenon with this current research. Furthermore, the entire research subject who involved in the interview section enjoyed during the interview. In this research, one-on-one interviews was conducted to the English teacher of SMP Plus Bustanul Ulum Puger-Jember while the focus group interviews was conducted to the 4 students of the first grade at SMP SMP Plus Bustanul Ulum Puger-Jember.

The data obtained from interview included the purpose, the material, the steps and the evaluation of teaching reading comprehension through Direct Reading Thinking Activity (DRTA) strategy.

3. Document Review

Documents review consist of public and private records that qualitative researches obtain about a site or participant in a study, and they can include a newspaper, minutes of meetings, personal journal, and letters. These sources provide valuable information in helping researches understand central phenomena in qualitative research.

In conducting documents in qualitative research, there are some useful guidelines as follows; identify the types of documents that can provide useful information to answer your qualitative questions, then considers both public documents and private documents as sources information for your research, once the documents are located, seek permission to use them from the appropriate individuals in charge of the materials, after that if you ask participants to keep a journal, next provide specific instruction about the procedure, once you have permission to use documents, examine them for accuracy, completeness and usefulness in answering the research focus in your study, the last records information from the documents.

In this research, the data obtained to the documents were:

- a. Profile and history of SMP Plus Bustanul Ulum Puger-Jember.
- b. Vision and mission of SMP Plus Bustanul Ulum Puger-Jember.
- c. The teacher and staff data of SMP Plus Bustanul Ulum Puger-Jember.
- d. Data of the first grade student of SMP Plus Bustanul Ulum Puger-Jember.

e. Syllabus

f. Lesson Plan

E. Data Analysis

The data analysis for the students in junior high school level above was analyzed by using the concept of qualitative data analysis from Miles, Huberman and Saldaña. They highlighted the analysis as three concurrent flows of activity: data condensation, data display, and conclusion drawing/verification.⁵²

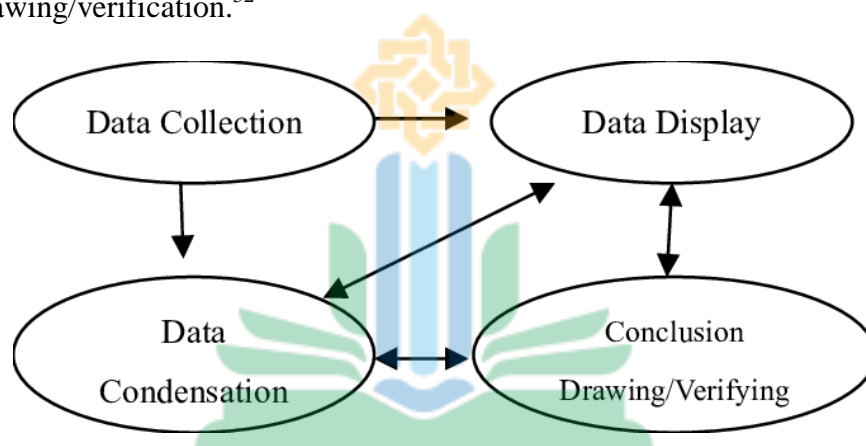


Image 3.1
Interactive Analysis Model for Qualitative Research
 (Source: Miles, Huberman, Saldana 2014)

Qualitative data analysis uses three steps, namely:

1. Data condensation

The activity in data condensation is the researcher begin to select, focus, simplify, abstract, and/or transform the data from the topic that would like to be researched as like written up field notes, interview transcripts, documents, and other empirical materials by condensing that

⁵² Matthew B. Miles, A. Michael Huberman and Johnny Saldaña, *Qualitative Data Analysis: a methods sourcebook*; third edition (London: Sage Publications), 2014.

can making data stronger. In this research, the researcher wrote summaries of what had been obtained from the data collection involved the purpose, the material, the steps and the evaluation of teaching reading comprehension through Direct Reading Thinking Activity (DRTA) strategy. After that, the researcher simplified the result of summary to be used in data display.

2. Data Display

The data display where defines compress assembly organized information that allows conclusion drawing and action.⁵³ The data display is done in some form such as graphs, table, charts and networks. Apart of those, the data presentation can be form a brief of description. the activity in data display the researcher attempt to designing displays which it is deciding on the rows and columns of a matrix for qualitative data and deciding which data, in which form, should be entered in the cells, so they can be called analytic activities.

In this research the organizing the data had been obtained in the descriptive form. The data in this stage was organized through obtaining the data that had been taken. Then the researcher described the results of the contents of the data in drawing an verifying conclusions.

3. Withdrawal of conclusions/verification

The activities of drawing and verifying conclusions start with data collection. Then, the qualitative analyst interprets what things mean by

⁵³ Matthew B. Miles, A. Michael Huberman and Johnny Saldaña, *Qualitative Data Analysis: a methods sourcebook*; third edition (London: Sage Publications), 2014.

noting patterns, explanations, causal flows, and propositions.

The competent researcher holds these conclusions lightly, maintaining openness and skepticism, but if the conclusions are still there, vague at first, then increasingly explicit and grounded. The “final” conclusions may not appear until data collection is over, depending on the size of the corpus of field notes; the coding, storage, and retrieval methods used; the sophistication of the researcher; and any necessary deadlines to be met.

The conclusion was drawn after the collected data had been presented and an in-depth understanding of the data had been faced, then the researcher verified the data by checking the data correlation to what data had been presented with new data to be used as conclusions of the purpose, the material, the steps and the evaluation of teaching reading comprehension through Direct Reading Thinking Activity (DRTA) strategy.

F. Validity of Data

Validity is the significant consideration in developing and evaluating measuring instruments. Validity as extent to which an instrument measured what it claimed to measure.⁵⁴ In qualitative, validity the data used triangulation. In this research, the validity of data on triangulation is divided into two ways; triangulation of data source and triangulation of technique.⁵⁵

⁵⁴ Donald Ary et al., *Introduction to Research in Education: eighth edition* (Canada: Nelson education, Ltd), 2010, 225.

⁵⁵ Matthew B. Miles, A. Michael Huberman and Johnny Saldaña, *Qualitative Data Analysis: a methods sourcebook; third edition* (London: Sage Publications), 2014, 266.

Triangulation of data sources was assessed to the credibility of the data that checking the data obtained to several sources involved in person, place, time, etc. While the triangulation of technique was assessed to the credibility of data that checking the same data by various methods. It can involved in interview, observation and documents review.

After the data was collected from non-participant observation, interview on one on one interview, focus group interviews, and document review, the researcher needed to compare all the instruments. Then, in this research for example where the data of interview gave the positive perception related to Direct Reading Thinking Activity (DRTA) Strategy because it was supported by the result of observation. So it was validated by the other data.

G. Research Step

This section outlines the research implementation plan that the researcher will carry out, starting from preliminary research, design development, actual research, and writing reports.⁵⁶

The stages in the research are as follows:

1. Pre-field stage

The pre-field stage is the stage that is carried out before conducting the research. The activities in the pre-field stage are:

- a. Develop research designs

In compiling this plan, the researcher establishes the following:

the study's title, the reasons for the research, the focus of the study, the

⁵⁶Tim penyusun, *Pedoman Penulisan Karya Ilmiah*, (Jember: IAIN Jember Press, 2020), 48.

purpose of the study, the benefits of the study, the object of the study, and the strategy used.

b. Choosing research fields

Before conducting research, the researcher must first choose the research field. The chosen research field is SMP Plus Bustanul Ulum Puger-Jember.

c. Permit processing

Before conducting research, the researcher needed permission in the form of a cover letter from the State Islamic University KH Achmad Siddiq (UIN KHAS) Jember as a research permit application submitted to SMP Plus Bustanul Ulum Puger-Jember.

d. Assess the state of the field

After being given permission, the researcher began to explore and assess the field to know better the background of the research object and all the circumstances to be studied, intending to make it easier for researchers to dig up data.

e. Prepare research instrument

After all, is done, the researcher prepares the equipment needed in the study before plunging into the field, including preparing the list of questions for interviews, making observation sheets, notebooks, papers, etc.

2. Stage of fieldwork

After all, preparations are considered mature, and the next step is to

carry out research. Activities that will be carried out in this Stage include:

a. Data collection

The researcher collects the data with a predetermined schedule using observation, interview, and documentation techniques.

b. Data processing

Processing data from the result of data collection is intended to facilitate data analysis.

c. Data analysis

After all the data is collected, analyze the whole data with qualitative analysis techniques by presenting an overview of obtained data during data collection—the result of the analysis described in the data exposure and research findings.

3. Reporting Stage

After the data was carried out and collected from the result of observation, interview and document review, the data was analyzed with Huberman and Saldana's model. Then, it was described to the form of report and consulted with the advisor. The reporting stage is the preparation of research results in the form of a thesis following the guidelines applicable to State Islamic University KH Achmad Siddiq (UIN KHAS) Jember. After all, this research was tested and revised for the very last time after the exam was done.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. Description of the Research Object

1. The History of SMP Plus Bustanul Ulum Puger-Jember

SMP Plus Bustanul Ulum Mlokorejo Located on Jl. K.H. Abdullah Yaqien no 1-5 Mlokorejo Village, Puger District, Jember Regency, East Java Province. Legally this institution was officially founded by K.H. Abdullah Yaqien (Alm) in 1943 which was originally started by K.H. Harun (Alm) and continued by K.H. Irshad Hasyim (Alm).

In 1989 the formal educational institutions in the Bustanul Ulum Islamic Boarding School were deactivated, this was because the formal educational institutions were not optimal due to the lack of adequate human resources. Then KH. Syamsul Arifin Abdullah made the decision to return this pesantren to the field of salafiyah with the hope that the students will become a generation that is tafaqquh fiddin, that is, those who live life according to Islamic law.

However, with the development of the times and increasingly modern technology and insufficient non-formal learning, the elders, administrators and guardians of the students hope that in the area of the Bustanul Ulum Islamic Boarding School, formal schools will be re-established. After going through a long deliberation process, finally in 2000, the pesantren established Bustanul Ulum Plus Middle School. Along with the times and seeing a lot of students' interest in formal schools is

getting higher.

At the Bustanul Ulum Mlokorejo Islamic boarding school, there are two types of education, namely Islamic Boarding School Education and Formal Education. Islamic boarding school education includes Islamic boarding school activities (*kitab kuning* recitation), while formal education includes junior high school (SMP), high school (SMA).

2. The Profile of SMP Plus Bustanul Ulum Puger-Jember

a. School Identity

- 
- 1) Nama Sekolah : SMP Plus Bustanul Ulum
- 2) NPSN : 20523960
- 3) Jenjang Pendidikan : SMP
- 4) Status Sekolah : Swasta
- 5) Alamat Sekolah : Jl. Kh. Abdullah Yaqien No.1-5
- 6) Kode Pos : 68164
- 7) Kelurahan : Mlokorejo
- 8) Kecamatan : Kec. Puger
- 9) Kabupaten/Kota : Kab. Jember
- 10) Provinsi : Prov. Jawa Timur
- 11) Negara : Indonesia
- 12) Naungan : Kementrian Pendidikan dan Kebudayaan
- 13) SK Pendirian Sekolah : 606/104/7.4/2000
- 14) Tanggal SK Pendirian : 2000-07-01

- 15) Status Kepemilikan : Yayasan
- 16) No. SK Operasional : 421.3/3083/413/2011
- 17) Tanggal SK Operasional : 2011-07-22
- 18) Nomor Telepon : (0333) 6721555
- 19) Email : smpplusbustanul@yahoo.co.id

b. Vision and Missin of SMP Plus Bustanul Ulum Puger-Jember

1) Vision

“The school has a strong certificate of excellence and achievement, discipline and responsibility, being a role model in attitude and action as well as being broad-minded in IMTAQ and Science and Technology”.

2) Mission :

- a) The realization of adequate graduation
- b) The creation of a generation that is pious, intelligent and skilled, creative and dedicated to mutual cooperation, respect and courtesy towards parents, kinship, love for the almamater and the motherland.
- c) The creation of harmony, emotional and intellectual balance in creating a conducive situation for the realization of the goals of the foundation and National Education.
- d) Provide basic provision of foreign language skills (Arabic and English)

B. Finding

Researcher collected data using observation techniques, interviews, and document review. Based on the results of observations, interviews, and document reviews, researchers found data on students' reading comprehension through the DRTA strategy used by teachers in first grade students at SMP Plus Bustanul Ulum Puger-Jember.

1. The Purpose of Teaching Reading Comprehension Through DRTA Strategy at The First Grade of SMP Plus Bustanul Ulum Puger-Jember

Purposes are good things or benefits for students, including educational benefits. In teaching and learning, objectives are usually written as "learning objectives" in lesson plans. In this case, data collection to teach reading comprehension skills through the DRTA strategy uses three methods, namely observation, interviews, and document review.

According to the English teacher for class VIIA students (Miss Aini), the objectives of teaching reading comprehension skills using the DRTA strategy are:⁵⁷

"When I taught using the DRTA strategy, there were three goals: 1) To make students more focused on the text and directly involved so that they can predict and prove it when reading. With the DRTA strategy, the teacher can motivate students' effort and concentration by engaging them intellectually and encouraging them to formulate questions and hypotheses, process information, and evaluate it. 2) Make students more critical in understanding the contents of the story to gain broader knowledge, develop potential and intelligence in understanding the contents of the story, and have a broader picture of the material to be studied. 3)

⁵⁷ Nor Aini, S.Pd, interviewed by Khalimatus Sa'diah, Puger, 5th December 2022.

Train students to be more confident in arguing and expressing their opinions about what they have read.”

From the interviews the researcher conducted with the English teacher (Miss Aini), it can be concluded that there are three objectives of teaching reading comprehension through the DRTA strategy at the first grade of SMP Plus Bustanul Ulum Puger-Jember, namely: make students more focused on the text, make students more critical in understanding the contents of the story, and students to be more confident in arguing and expressing their opinions.

This was also supported by this grade VIIA (Wahid) student, he said:⁵⁸

“I like it when Mrs. Aini teaches us. The teaching strategy that Mrs. Aini uses makes us more focused on understanding the content of English stories. Mrs. Aini also allowed us to guess the story's contents through the title and pictures before we proved the truth of our guess.”

From the interviews the researcher conducted with a class VIIA student named Wahid, it can be concluded that he likes the teaching strategy used by his English teacher (Ms. Aini) because he can be more focused on understanding the content and is given the opportunity to predict the content of the reading.

Those above were strengthened in Rizky's statement, he confirmed that:⁵⁹

“I like guessing the story's contents because it makes us more critical,

⁵⁸ Wahid, interview toward students of the first grade, Puger, 5th December 2022.

⁵⁹ Rizky, interview toward students of the first grade, Puger, 5th December 2022.

I will prove that my guesses regarding the story's contents were correct. We also get the opportunity to express what we have found in the story and I think that trains our confidence.”

From the interviews the researcher conducted with a class VIIA student named Rizky, it can be concluded that he likes it when Miss Aini gives instructions to predict the content of the reading they have read because he feels he can be more critical in understanding the content of the reading. He becomes more confident when given the opportunity to express his opinion.

Regarding classroom observations on 28th of November 2022, the researcher discovered that after the teacher entered the classroom at 07.30, greeted the students, prayed together, and checked the attendance list, the teacher informed students about the topic and explained the purpose of teaching based on the material taught in class. These goals are also linked to the strategies used by the teacher to help students improve their reading comprehension. The purpose of teaching students reading comprehension through DRTA strategy is to make students more focused on the text, make students more critical in understanding the contents of the story, and students to be more confident in arguing and expressing their opinions.⁶⁰

Moreover, it was also approved in reviewing documents of a lesson plan that Miss Aini, as the English teacher, created. It proved by the lesson plan at point G namely learning activities.⁶¹ It stated that the purpose of teaching reading comprehension through DRTA strategy is: 1.) Make

⁶⁰ Observation Puger, 28th November 2022.

⁶¹ Document review of lesson plan, 6th December 2022.

students more focused on the text, 2.) Make students more critical in understanding the contents of the story to gain broader knowledge, 3.) Train students to be more confident in arguing and expressing their opinions.⁶²

Based on the result of the observation, interview, and documents review on the purpose of teaching reading comprehension through DRTA strategy at the first-grade students of SMP Plus Bustanul Ulum Puger Jember: 1.) Make students more focused on the text, 2.) Make students more critical to understanding the contents of the story, 3.) Train students to be more confident in arguing and expressing their opinions.

2. The Material of Teaching Reading Comprehension Through DRTA Strategy at The First Grade of SMP Plus Bustanul Ulum Puger-Jember

The material means teaching materials the teacher gives to students to give students knowledge, train students in communicating and see the learning process.

According to the English teacher for class VIIA students (Miss Aini), the objectives of teaching reading comprehension skills using the DRTA strategy are:⁶³

“The main thing is the book as a supporting material for teaching materials that I use in teaching reading comprehension. I took narrative text material and started explaining the structure of the text to its linguistic elements.; there are also textbooks that I chose from the library. Sometimes I also take some stories and sample

⁶² Document review of lesson plan, 6th December 2022.

⁶³ Nor Aini, S.Pd, interviewed by Khalimatus Sa’diah, Puger, 5th December 2022.

images from Google. The point is according to the needs and abilities of students in the class.”

From the interviews of the researcher conducted with the English teacher (Miss Aini), it can be concluded that of teaching reading comprehension through DRTA strategy at the first-grade students of SMP Plus Bustanul Ulum Puger Jember is narrative text material and started explaining the structure of the text to its linguistic elements. The teaching resources use textbooks provided by google, sometimes she also takes some stories and sample images from textbook and library.

This was also supported by this grade VIIA (Fakih) student, he said:⁶⁴

“The material delivered by Mrs. Aini today is story about snow white. At first we were given a piece of paper containing the reading text of a short story entitled snow white and then we were asked to guess the contents of the story when we read the title. We learnt about text structure, characteristics and linguistic elements. Usually Mrs. Aini looks for stories on the internet, and also in textbooks.”

From the interviews of the researcher conducted with the class VIIA student (Fakih), it can be concluded that the material being taught today is a narrative text entitled snow white and they learnt about structure, characteristics and linguistic elements. Miss Aini was looking for the material from the internet.

Those above was strengthened in Wahid's statement, he confirmed that:⁶⁵

⁶⁴ Fakih, interview toward students of the first grade, Puger, 5th December 2022.

⁶⁵ Wahid, interview toward students of the first grade, Puger 5th December 2022.

“Mrs. Aini taught us the parts of the text structure with the title Snow white. To make it easier to understand, Ms. Aini usually uses a whiteboard to write down the important points explained earlier.”

From the interviews of the researcher conducted with the class VIIA student (Wahid), it can be concluded that the material being taught today is a narrative text entitled snow white and they learn about the structure of the text and use whiteboards as an additional medium for explain the material to students

Regarding the observation on 28th of November 2022 in teaching reading comprehension through Direct Reading Thinking Activity (DRTA) strategy at the first-grade students, the material talked about narrative text entitled snow white. This material contained structure text, characteristics and linguistic elements. The researcher also observed that the teacher did not use the introductory book as a reference for teaching but got references from the internet. Materials in papers related to the material which is relevant according to the basic competence. The researcher observed that the teacher made it in simple notes on the whiteboard and clear explanations.⁶⁶

This is also evidenced by the lesson plan on point C, namely learning media, point D, which is a source of learning, and point E, which is a source of the material.⁶⁷ Item C presents what media the teacher uses when teaching and what tools are used during the learning process. It is

⁶⁶ Observation Puger, 28th of November 2022.

⁶⁷ Document review of lesson plan, 6th December 2022.

written that the learning media used are whiteboards, markers (assorted), tangible objects, worksheets (LKPD), and reading the text of papers. Whereas in point D, it is explained that the source material used is narrative text obtained from the book: "When English Rings a Bell "Class VII, Relevant textbooks and from the internet. Moreover, point E presents narrative text, which includes social functions, text structure, and linguistic elements.⁶⁸

Data collected from observation, interviews, and document review showed that the results of teaching reading comprehension materials through the Direct Reading Thinking Activity (DRTA) strategy for first-grade students at SMP Plus Bustanul Ulum Puger-Jember were: about narrative text including social functions, text structure, and linguistic elements by using additional media in the form of whiteboard. The source material used is narrative text obtained from the book: "When English Rings a Bell "Class VII, relevant textbooks and from the internet.

3. The Steps Of Teaching Reading Comprehension Through DRTA Strategy At The First Grade of SMP Plus Bustanul Ulum Puger-Jember

Steps mean the sequence of learning given by the teacher to students to give understanding to students in regular order.

⁶⁸ Document review of lesson plan, 6th December 2022..

According to the English teacher for class VIIA students (Miss Aini), the objectives of teaching reading comprehension skills using the DRTA strategy are:⁶⁹

" The steps I take on teaching reading comprehension through Direct Reading Thinking Activity (DRTA) Strategy are based on the lesson plan that I have made every time I teach, where in the RPP, there are: 1) asking students to predict the content of the reading based on the title, 2) students asked to predict the content of the reading based on pictures, 3) then students read the text, 4) students are invited together to adjust their initial predictions with the reading that has been read, 5) students make a summary of the stories they have read. I also allowed them to present their stories and retell them."

From the interviews of the researcher conducted with the English teacher (Miss Aini), it can be concluded that the steps of teaching reading comprehension through the DRTA strategy at the first-grade students of SMP Plus Bustanul Ulum Puger Jember are: 1) The teacher asked students to predict the content of the reading is based on the title, 2) The teacher asked students to predict the content of the reading based on the pictures, 3) The teacher asked students read the text, 4) The teacher asked students to adjust their initial predictions with the reading that has been read, 5) The teacher asked students make a summary of the stories they have read by telling it in front of the class.

This was also supported by this grade VIIA (Rizky) student, he said:⁷⁰

"Every time Miss Aini starts teaching, definitely pray and check the presence. When it is time to read, Miss Aini gives a paper that

⁶⁹ Nor Aini, S.Pd, interviewed by Khalimatus Sa'diah, Puger, 5th December 2022.

⁷⁰ Rizky, interview toward students of the first grade, Puger, 5th December 2022.

contains the reading text. We are told to guess the story's contents based on the title and guess what is told in the reading. Then, we are usually asked to read the story to make sure our guesses are correct."

From the interviews of the researchers conducted with the class VII students (Rizky), it can be concluded that Miss Aini used the stages in the lesson plan, so before entering the lesson, she asked the students to pray and check the presence. For the teaching reading comprehension stage, she asks students to guess the contents of the reading based on the title and pictures provided, then asks students to read to match the predictions.

Those above was strengthened in Fakhir's statement, he confirmed that:⁷¹

"At first, Miss Aini always opened the class with a greeting and prayed together, then told us about the topic and then explained the material. After explaining the material, Miss Aini asked us to guess the story's contents based on the title and guess what was told in the reading. Then, we are usually asked to read the story to make sure our guesses are correct. After that, we were allowed to tell a story in front of the class."

From the interviews of the researchers conducted with the class VII students (Fakhir), it can be concluded that Miss Aini used the stages in the lesson plan. Before entering the lesson, she greeted the students and asked them to pray together. When it is entered into learning, she asks students to guess the contents of the reading based on the title and pictures provided, then asks students to read to match the predictions. She also provides opportunities for students to present the stories they have read in front of the class.

⁷¹ Fakhir, interview toward students of the first grade, Puger, 5th December 2022.

Regarding the results of interviews with English teachers and students in the first grade of SMP Plus Bustanul Ulum Puger -Jember, it shows that the steps to teaching reading comprehension through the DRTA strategy consist of lesson plan: 1) The teacher asked students to predict the content of the reading is based on the title, 2) The teacher asked students to predict the content of the reading based on the pictures, 3) The teacher asked students read the text, 4) The teacher asked students to adjust their initial predictions with the reading that has been read, 5) The teacher asked students make a summary of the stories they have read by telling it in front of the class.

Regarding observations at the first grade on 28th of November 2022, the researcher found that when the teacher entered the class, the teacher greeted them, inviting them to read a prayer together before starting the teaching and learning process. After the teacher checked the attendance of students with the attendance list. Then the teacher tells the learning objectives and the topic. After the teacher explains the material they will study, the teacher gives a paper containing the title and reading. The teacher asks students to guess the contents of the reading based on the title and pictures provided, then asks students to read to match the predictions. The teacher also provides opportunities for students to present the stories they have read in front of the class.⁷²

⁷² Observation Puger, 28th of November 2022.

This is supported by lesson plans with narrative text steps at point G about learning activities that contain steps for teaching reading comprehension through DRTA strategy, namely 1) Teacher asks students to predict the content of the reading based on the title, 2) Teacher asks students to predict the content of the reading based on pictures, 3) Teacher asks students to read the text, 4) The teacher asks students to invited together to adjust their initial predictions with the reading that has been read, 5) Teacher asks students to make a summary of the stories they have read.⁷³

Based on the results of observations, interviews, and document reviews, the steps for learning reading comprehension through the DRTA strategy consist of lesson plan: 1) The teacher asked students to predict the content of the reading is based on the title, 2) The teacher asked students to predict the content of the reading based on the pictures, 3) The teacher asked students read the text, 4) The teacher asked students to adjust their initial predictions with the reading that has been read, 5) The teacher asked students make a summary of the stories they have read by telling it in front of the class.⁷⁴

⁷³ Document review of lesson plan, 6th December 2022.

⁷⁴ Document review of lesson plan, 6th December 2022.

4. The Evaluation of Teaching Reading Comprehension Through DRTA Strategy At The First-Grade Of SMP Plus Bustanul Ulum Puger-Jember

Evaluation is collecting, analyzing, and interpreting information systems to determine the achievement of learning objectives.

According to the English teacher for class VIIA students (Miss Aini), the objectives of teaching reading comprehension skills using the DRTA strategy are:⁷⁵

“Evaluation is given in the last section before closing the class. It concerns students how they capture material objectives by making them practice them and reflect on their understanding. During the evaluation time, in particular, I gave assignments with summative assessment, so I gave my students reading texts and multiple choice questions to see how far they understood the reading texts they had read. Then I invite students to read the text together to prove the correct prediction. Before closing by greeting, I review the day's material to ask students questions again, hoping they will remember what they have learned. I also allow them to ask what they do not understand.”

From the researcher's interviews conducted with the English teacher (Miss Aini), it can be concluded that the evaluation of teaching reading comprehension through the DRTA strategy to first graders of SMP Plus Bustanul Ulum Puger Jember is Miss Aini use summative assessment with multiple choice questions to find out how far their understanding is about what they have read. Mrs. Aini also reviewed the material so that students still remember.

⁷⁵ Nor Aini, S.Pd, interviewed by Khalimatus Sa'diah, Puger, 5th December 2022.

It was also supported by Rizky's from the focus group interview.

They stated that:⁷⁶

"After Miss Aini asked us to read, we were asked multiple-choice questions under the reading. Miss Aini always tries to make us understand with clear explanations; if we do not understand her orders before class closes, Miss Aini always asks what we do not understand."

From the interviews of the researchers conducted with the class VIIA students (Rizky), it can be concluded that Miss Aini gave an evaluation in the form of multiple-choice questions to determine her students' level of understanding. Miss Aini also asked how well they understood the material that had been taught.

In addition, related to the focus group interview by Anam, he added that:⁷⁷

"Miss Aini always asks us before closing class about what materials we get and what difficulties we encounter in today's lesson. Miss Aini also gave us multiple-choice questions to work on."

From the interviews of the researchers conducted with the class VIIA students (Anam), it can be concluded that Miss Aini gave an evaluation in the form of multiple-choice questions to determine her students' level of understanding. Miss Aini also asked how well they understood the material that had been taught.

Concerning observation, the researcher observed that the evaluation of teaching reading comprehension through the DRTA strategy

⁷⁶ Rizky interview toward students of the first grade, Puger, 5th December 2022.

⁷⁷ Anam interview toward students of the first grade, Puger, 5th December 2022.

at the first grade of SMP Plus Bustanul Ulum Puger-Jember used summative assessment in which the teacher gave students exercises related to the material being discussed, namely narrative text. They are given reading texts and make predictions, and then after being able to prove the predictions, those whose predictions are correct are allowed to come forward and tell what they have read, then the teacher gives questions about whose readings they have read. Therefore, before the class ends, the teacher gives multiple choice questions to students for reflect on the material being taught. The teacher asks students to answer questions about social functions, text structures, and linguistic features. Then students can raise their hands to answer them verbally.⁷⁸

Regarding lesson plans, evaluation of teaching reading comprehension through the DRTA strategy at the first grade of SMP Plus Bustanul Ulum Puger-Jember, approved in point H in the lesson plan, namely Assessment, Remedial Learning, and Enrichment. The written test answers questions with reading questions provided by the teacher. In addition, at point G, in the closing stage of the learning activities, it was stated that the teacher asked questions to students to help them reflect on the teaching and learning process.⁷⁹

The data collected above regarding interviews, observation, and document review of the evaluation of teaching reading comprehension through the DRTA strategy at the first grade of SMP Plus Bustanul Ulum

⁷⁸ Observation Puger, 23th September 2022.

⁷⁹ Document review of lesson plan, 6th December 2022.

Puger-Jember is using a summative assessment with multiple choice questions.

Table 4.1
Data presentation and Analysis

No.	Focus	Findings
1	2	3
1.	How is the purpose of teaching reading comprehension through DRTA strategy at the first grade of SMP Plus Bustanul Ulum Puger-Jember?	Based on the result of the observation, interview, and documents review on the purpose of teaching reading comprehension through DRTA strategy at the first-grade students of SMP Plus Bustanul Ulum Puger Jember: a.)Make students more focused on the text, b.)Make students more critical to understanding the contents of the story, c.)Train students to be more confident in arguing and expressing their opinions.
2.	How is the material of teaching reading comprehension through DRTA strategy at the first grade of SMP Plus Bustanul Ulum Puger-Jember?	The material of teaching reading comprehension through Direct Reading Thinking Activity (DRTA) strategy at the first grade students of SMP Plus Bustanul Ulum Puger-Jember was: about narrative text including social functions, text structure, and linguistic elements by using additional media in the form of whiteboard. The source material used is narrative text obtained from the book: "When English Rings a Bell "Class VII, relevant textbooks and from the internet.
3.	How is the steps of teaching reading comprehension through DRTA strategy at the first grade of SMP Plus Bustanul Ulum Puger-Jember?	The steps for learning reading comprehension through the DRTA Strategy at the first grade of SMP Plus Bustanul Ulum Puger-Jember consist of lesson plan: 1) asking students to predict

No.	Focus	Findings
1	2	3
		the content of the reading is based on the title, 2) students are asked to predict the content of the reading based on pictures, 3) then students read the text, 4) students are invited together to adjust their initial predictions with the reading that has been read, 5) students make a summary of the stories they have read by telling it in front of the class.
4.	How is the evaluation of teaching reading comprehension through DRTA strategy at the first grade of SMP Plus Bustanul Ulum Puger-Jember?	The evaluation of teaching reading comprehension through the DRTA strategy at the first grade of SMP Plus Bustanul Ulum Puger-Jember is: summative assessment with multiple choice questions.

C. Discussion

This stage is the researcher's idea about the relationship between categories and dimensions, the position of the current findings with previous ones, and the interpretation and explanation of the findings revealed from the field. In this study, researchers found four things discussed in this theme; objectives, materials, steps, and evaluation of teaching reading comprehension through the DRTA strategy at the first grade of SMP Plus Bustanul Ulum Puger-Jember.

1. The Purpose of Teaching Reading Comprehension Through DRTA Strategy at The First Grade of SMP Plus Bustanul Ulum Puger-Jember

The purpose is associated with various other benefits for young students involved in educational benefits while teaching goals achieve various benefits for student classroom activities. Teaching objectives are

essential to the teaching and learning process, commonly called learning objectives in lesson plans. To support this, the teacher needs to carry out several activities.

Based on the result of the observation, interview, and documents review on the purpose of teaching reading comprehension through DRTA strategy at the first-grade students of SMP Plus Bustanul Ulum Puger Jember: 1.) Make students more focused on the text, 2.) Make students more critical to understanding the contents of the story, 3.) Train students to be more confident in arguing and expressing their opinions.

Regarding the finding above, there are four purposes for teaching reading comprehension through the DRTA strategy in the classroom: students more focused on the text, students more critical to understanding the contents, students can more confident in arguing. Those activities are relevant to the statement of Malin that teaching reading comprehension activities unconsciously make teacher drive the students to some purpose.⁸⁰ In means that implementing teaching reading comprehension in class with identity critically, identifying various aspects of the text, providing active responses, and presenting the report can encourage students to achieve the goal of teaching reading comprehension, namely to improve understanding of the contents of reading texts.

The conclusions regarding the findings related to the purpose of teaching reading comprehension through the DRTA strategy at the first

⁸⁰ Heather Malin, *Teaching for Purpose: Preparing Students for live in meaning*, Harvard Education Press, ISBN-13: 978-1682532577, ISBN-10: 1682532577, 2021, 5.

grade students of SMP Plus Bustanul Ulum Puger Jember follow the existing theory on teaching objectives. The goal of teaching reading comprehension is students are more focused on the text, more critical to understanding the story's contents and more confident in arguing and expressing their opinions. This goal encourages students to achieve the goal of teaching reading comprehension in general, namely, to get information from reading texts.

2. The Material of Teaching Reading Comprehension Through DRTA Strategy at The First Grade of SMP Plus Bustanul Ulum Puger-Jember

Material is an essential tool in the teaching and learning process. In the teaching and learning process, the material is given by the teacher to students in order to increase students' knowledge, train students in communication, and control the learning process. The material should be fun and exciting so that students are excited and enjoy learning. Material can be instructional by informing learners about language, experiential by providing exposure to the language used, and elicitation by stimulating the use of language. This can be exploratory, as it can facilitate the discovery of language use.⁸¹ In addition, teaching materials are everything related to the language to be learned.

Based on the findings, the material of teaching reading comprehension through Direct Reading Thinking Activity (DRTA)

⁸¹ Brian Thomlinson, *Materials Development in Language Teaching: 2nd Edition*, (Cambridge: Cambridge University Press), 2011, 2.

strategy at the first grade students of SMP Plus Bustanul Ulum Puger-Jember: about narrative text including social functions, text structure, and linguistic elements by using additional media in the form of whiteboard. The source material used is narrative text obtained from the book: "When English Rings a Bell" Class VII, relevant textbooks and from the internet.

Regarding the findings above, in the teaching and learning process, teaching reading comprehension materials through the DRTA strategy at the first grade students is related to Tomlinson's theory of appropriate material applied in class. As Tomlison mentions, materials are anything that teachers and students use to facilitate language learning, including textbooks, videos, graded reading, flashcards, games, websites, and phone interactions.

The conclusions regarding the findings related to learning materials through the DRTA strategy at the first grade students of SMP Plus Bustanul Ulum Puger Jember follow the existing theory in teaching materials. Materials for improving language and learning skills are supported by media such as videos, laptop, LCD, PPT, blackboards, markers used by the teacher. The DRTA strategy also helps develop student understanding, where students are allowed to predict the content of the reading and present it in front of the class. The teacher explains the material about narrative text including social functions, text structure, and linguistic elements by using additional media in the form of whiteboard. The source material used is narrative text obtained from the book: "When

English Rings a Bell "Class VII, relevant textbooks and from the internet.

3. The Steps of Teaching Reading Comprehension Through DRTA Strategy at The First Grade of SMP Plus Bustanul Ulum Puger-Jember

In the education system, teachers are encouraged to make a structured arrangement of each subject, commonly referred to as a lesson plan. RPP is known as a series of activities that cover a period of class time ranging from forty to ninety minutes. Then, the unit can carry the before and after curriculum steps to evaluate and prepare for the next lesson.

Based on the findings, the steps of teaching reading comprehension through the DRTA Strategy at the first grade of SMP Plus Bustanul Ulum Puger-Jember consist of lesson plan: 1) The teacher asked students to predict the content of the reading is based on the title, 2) The teacher asked students to predict the content of the reading based on the pictures, 3) The teacher asked students read the text, 4) The teacher asked students to adjust their initial predictions with the reading that has been read, 5) The teacher asked students make a summary of the stories they have read by telling it in front of the class.

Regarding the finding above, there are five steps for teaching reading comprehension through the DRTA strategy in the classroom: Asking students to guess the contents of the reading based on the title, asking students to guess the contents of the reading based on the pictures,

the students reading the story, then asking students to read to match the predictions, and lastly, asking students to make a summary by telling it in front of the class. Those activities are relevant to the statement of Rahim that there are some steps in DRTA Strategy:⁸²

a. Make predictions based on title

The teacher writes the title of the story learned on the blackboard. The teacher appoints one of the students to read the title on the blackboard. When one of the students reads, the teacher asks the students what the title is about. Give time to students to have the opportunity to predict. All student predictions are accepted even though they are not following the story. When students predict, the teacher tries not to make predictions.

b. Make predictions from picture clues

The teacher asks students to open their books after they predict the title of the reading text. Students pay attention to the picture by listening to the instructions from the teacher. Students can express their opinion about the picture.

c. Reading material

The teacher asks students to read the reading material according to what students choose. Then students are asked to connect the parts of the story with the story's title.

⁸² Dr. Farida Rahim M.E.D., *Pengajaran Membaca Di Sekolah Dasar* (Jakarta: Bumi Aksara, 2019)

d. Assess prediction accuracy and adjust predictions

Students read the first part of the story text. The teacher asks questions by directing, "who has correctly predicted this part of the story?" then the teacher asks the students to raise their hands if they are sure their predictions are correct. After that, the teacher asks the students to come forward and read aloud, but the teacher also allows the students whose predictions are wrong to state why they are wrong. Then the teacher asks students to adjust their predictions based on the text they have just read.

e. Teacher repeats procedure 1 to 4 and make summary

The teacher repeats procedures 1 to 4 until all parts of the story material lesson have been covered. At each reading stop, the teacher repeats step 4 until all parts of the story text are read. Finally, the teacher instructs students to summarize and describe the story's contents from the text they read according to their respective versions. After students students make a summary of the stories they have read by telling it in front of the class.

Those activities are relevant to the statement Brown that there are some elements in formatting the lesson plan generally as follows:⁸³

a. Objectives

In creating the learning objective, the teacher needs to be concerned with the explicit statement to gain from the lesson. The

⁸³ H.Douglas Brown, *Teaching by Principle Second Edition: An Interactive Approach to Language Pedagogy*. New York:Pearson ESL. 2000, 149-151.

explicit statements ensure the accomplishment that must be achieved, preserve the unity of the lesson, predetermine the accomplishment, and evaluate the students' success at the end of or after. A learning objective is familiar with the term stated as what the students will do. In stating the objective, the teacher needs to know that terminal lessons and enabling are different. The terminal lesson objective is the final result that needs to measure; meanwhile, the enabling objective is interned steps that create each other and leads to terminal objectives.

b. Material and equipment

As teachers, they know what the materials and equipment you need to take and bring are. The materials in teaching reading comprehension that the teacher brings are commonly the coursebook for the teacher as references. Meanwhile, the equipment that may teacher needs to teach reading comprehension, such as LCD led, pen, board marker, videos or audio, and media for learning involve paper and board.

c. Steps

The general set guidelines of steps in the lesson plan are divided into three agendas; first is opening, namely set induction which acts as a warm-up such as salam, praying together, checking the attendance list, and others. The second is core, a set of activities with each proportion included in whole class work, group or pair work, teacher talk, and student talk. The third is a closure in which the

activity is the closing of the activities in class, including Evaluation, feedback, or perhaps the homework, and then closing the class by praying together.

d. Evaluation

Evaluation is only sometimes able to be a part of lesson plan elements. However, Evaluation can be used when the lesson has conducted one or two meetings in order to know whether the learning objective has been accomplished or not. Evaluation is also an assessment that the teacher makes, and then the teacher gives the students a chance to learn to assess the students' success and make an adjustment.

Moreover, the steps of teaching reading comprehension through DRTA strategy above have matched Brown's theory in formatting the lesson plan, which has main elements that must be included. The objectives matched the finding in part of the set induction in the statement "learning objectives." The materials and equipment matched the finding in part of the set induction in a statement "explain the material," where the material and equipment as tools explained the material. The steps matched with the finding in part of the stages in using the DRTA strategy, and they were to make predictions based on title or picture clues, assess prediction accuracy and adjust predictions.

The conclusions regarding the findings related to learning reading comprehension through the DRTA strategy for first-grade students at SMP

Plus Bustanul Ulum Puger Jember follow the existing theory of learning steps. Implementing reading comprehension learning using lesson plans aims to make it easier for teachers when teaching and help make it easier for students to understand their reading.

4. The Evaluation of Teaching Reading Comprehension Through DRTA Strategy at The First Grade of SMP Plus Bustanul Ulum Puger-Jember

Evaluation of teaching is the last part of teaching reading comprehension. Teaching evaluation means the assessment process after the teaching-learning to know how far the goals have been accomplished. In evaluating the students after teaching-learning, assessment is frequently used to achieve it. It consists of suggestions, giving feedback, and comments.

Based on the findings, the evaluation of teaching reading comprehension through the DRTA strategy to first graders of SMP Plus Bustanul Ulum Puger-Jember using Summative assessment with multiple choice questions.

Moreover, evaluation as part of a lesson plan that is used to assess the students can take two types of assessments as follows:⁸⁴

a. Summative assessment

Summative assessment is concerned with measuring the product of a student's learning. In other words, summative assessment

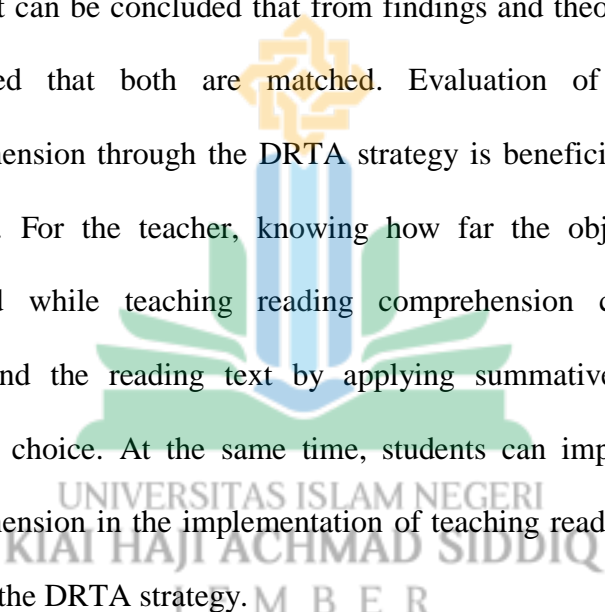
⁸⁴ Jeremy Harmer, *The Practice of English Language Teaching: Fifth Edition*, (Harlow, UK: Pearson, 2015), 408.

is to know whether the teaching-learning has achieved its goals.

b. Formative assessment

Formative assessment concerns measuring the students' abilities as part of a process. In other words, the formative assessment focuses on helping the students progress to the next level. It aims to provide feedback to support and increase the teaching and learning process.

It can be concluded that from findings and theory above, it can be concluded that both are matched. Evaluation of teaching reading comprehension through the DRTA strategy is beneficial for teachers and students. For the teacher, knowing how far the objectives have been achieved while teaching reading comprehension can help students understand the reading text by applying summative assessment with multiple choice. At the same time, students can improve their reading comprehension in the implementation of teaching reading comprehension through the DRTA strategy.



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CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions and suggestions of this research.

A. Conclusion

The conclusion of what has been discussed and analyzed in chapter IV are;

1. The purpose of teaching reading comprehension through DRTA strategy at the first grade students of SMP Plus Bustanul Ulum Puger Jember includes: a.) Make students more focused on the text, b.) Make students more critical to understanding the contents of the story, c.) Train students to be more confident in arguing and expressing their opinions.
2. The material of teaching reading comprehension through Direct Reading Thinking Activity (DRTA) strategy at the first grade students of SMP Plus Bustanul Ulum Puger-Jember is narrative text including social functions, text structure, and linguistic elements by using additional media in the form of whiteboard. The source material used is narrative text obtained from the book: "When English Rings a Bell "Class VII, relevant textbooks and from the internet.
3. The steps for learning reading comprehension through the DRTA Strategy at the first grade of SMP Plus Bustanul Ulum Puger-Jember consist of lesson plan: 1) The teacher asked students to predict the content of the reading is based on the title, 2) The teacher asked students to predict the content of the reading based on the pictures, 3) The teacher asked students read the text, 4) The

teacher asked students to adjust their initial predictions with the reading that has been read, 5) The teacher asked students make a summary of the stories they have read by telling it in front of the class.

4. The evaluation of teaching reading comprehension through the DRTA strategy at the first grade of SMP Plus Bustanul Ulum Puger-Jember involves summative assessment with multiple choice questions. The test refers to selecting practice points related to reading narrative texts.

B. Suggestions

In this part, the researcher would like to give some suggestions after conducting the research at SMP Plus Bustanul Ulum Puger-Jember for:

1. The teacher

It is better for the teacher during the learning process to use the Direct Reading Thinking Activity (DRTA) strategy assisted by media images to provide lots of reading books and exciting pictures because this strategy requires a lot of reading material so that students will be more enthusiastic and not quickly feel bored while learning.

2. The next researchers

It is hoped that future researchers will be more critical in exploring cases and data to get novelty in new research and make a difference between current and previous research.

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Appendix 1

Title	Variable	Indicators	Source of Data	Research Method	Research problem
The Implementation Of Teaching Reading Comprehension Through Direct Reading Thinking Activity (DRTA) Strategy At The First Grade Of SMP Plus Bustanul Ulum Puger-Jember 2022-2023 Academic Year.	1. Teaching Reading Comprehension	1. The definition of teaching reading comprehension. 2. The purpose of teaching reading comprehension. 3. The materials of teaching reading comprehension. 4. The steps of teaching reading comprehension. 5. The evaluation of teaching reading comprehension.	1. Interview a. English Teacher. b. Students. 2. Observation a. Objective condition of SMP Plus Bustanul Ulum Puger-Jember. b. The implementation of DRTA strategy in the class.	1. Approach and type of the research: A. Qualitative. B. Descriptive Qualitative. 2. Data collection: A. Interview. B. Observation. C. Document reviews. 3. Data analysis: A. Data condensation B. Data display C. Drawing and verifying conclusions.	1. How is the purpose of teaching reading comprehension through Direct Reading Thinking Activity (DRTA) strategy? 2. How is the material of teaching reading comprehension through Direct Reading Thinking Activity (DRTA) strategy? 3. How is the steps of teaching reading comprehension through Direct Reading Thinking Activity (DRTA) strategy?
	2. Direct Reading Thinking Activity (DRTA) Strategy	1. The definition of Direct Reading Thinking Activity (DRTA) Strategy 2. The purpose of Direct Reading Thinking Activity (DRTA) Strategy 3. The stages of Direct Reading Thinking Activity (DRTA) Strategy 4. The strength and weaknesses of Direct Reading Thinking Activity (DRTA) Strategy	3. Document reviews a. The profile of SMP Plus Bustanul Ulum Puger-Jember. b. The vision and mission of SMP Plus Bustanul Ulum Puger-Jember. c. The data of students at the first grade. d. Lesson Plans.	4. Validation of the data: Triangulation techniques.	4. How is the evaluation of teaching reading comprehension through Direct Reading Thinking Activity (DRTA) strategy?

Appendix 2



SILABUS PEMBELAJARAN

Satuan Pendidikan : SMP Plus Bustanul Ulum
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII/Ganjil
Tahun Pelajaran : 2022/2023

Kompetensi Inti:

- **KI1 dan KI2:** Menghargai dan menghayati ajaran agama yang dianutnya serta **Menghargai dan menghayati** perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- **KI3:** Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- **KI4:** Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

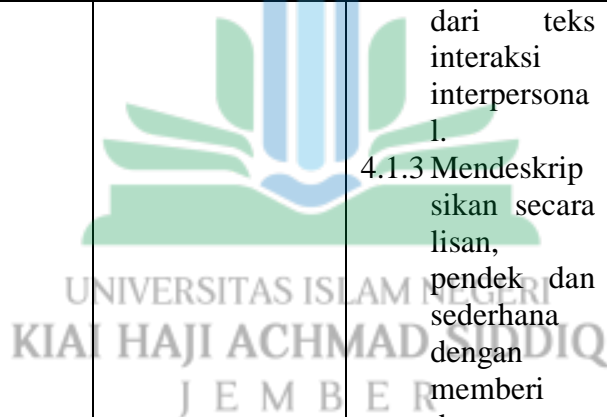
Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
3.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan	<ul style="list-style-type: none"> • Fungsi sosial Menyapa, berpamitan, berterimakasih, meminta maaf, dan menanggapi 	3.1.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan	<ul style="list-style-type: none"> • Religius • Mandiri • Gotong royong • Kejujuran 	<ul style="list-style-type: none"> • Menyimak, menirukan, dan memperagakan beberapa contoh percakapan, 	12 JP	<ul style="list-style-type: none"> • Kementerian Pendidikan dan Kebudayaan. 	<ul style="list-style-type: none"> • Tes Tertulis • Tes Lisan • Proyek, pengamatan,



Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
<p>menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, serta menanggapi, sesuai dengan konteks penggunaannya</p> <p>3.1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>a, untuk menjaga hubungan interpersonal dengan guru dan teman.</p> <ul style="list-style-type: none"> • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan di luar dugaan) • Unsur kebahasaan <ul style="list-style-type: none"> - Ungkapan-ungkapan yang lazim digunakan - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik 	<p>teks interaksi interpersonal lisan dan tulis dengan teman dan guru.</p> <p>3.1.2 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis dengan memberi dan meminta informasi terkait dengan teks interaksi</p>	<ul style="list-style-type: none"> • Kerja keras • Percaya diri • Kerja sama 	<p>dengan ucapan dan tekanan kata yang benar.</p> <ul style="list-style-type: none"> • Mengidentifikasi ungkapan yang sedang dipelajari • Belajar menanyakan hal-hal yang tidak diketahui atau yang berbeda. • Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa. • Membiasakan menerapkan yang sedang dipelajari. 		<p>2017 Buku Siswa Mata Pelajaran Bahasa Inggris. Jakarta: Kementerian Pendidikan dan Kebudayaan.</p> <ul style="list-style-type: none"> • Kementerian Pendidikan dan Kebudayaan. 2017 Buku Guru 	<p>Portofolio / unjuk kerja</p>



Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
	Interaksi antara peserta didik di dalam di luar kelas yang melibatkan tindakan menyapa, berpamitan, berterimakasih, meminta maaf yang dapat menumbuhkan perilaku yang termuat di KI	interpersona l. 4.1.1 Menyajikan informasi terkait fungsi sosial, struktur teks dan unsur kebahasaan yang diperoleh dari teks interaksi interpersona l. 4.1.2 Menyajikan informasi terkait fungsi sosial, struktur teks dan unsur kebahasaan yang diperoleh		dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas. • Melakukan refleksi tentang proses dan hasil belajar.		Mata Pelajaran Bahasa Inggris. Jakarta: Kementerian Pendidikan dan Kebudayaan.	



Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
		dari teks interaksi interpersonal. 4.1.3 Mendeskripsikan secara lisan, pendek dan sederhana dengan memberi dan meminta informasi terkait dengan interaksi interpersonal 4.1.4 Menulis deskripsi pendek dan sederhana dengan meminta dan					



Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
		memberi informasi terkait dengan teks interaksi interpersonal					
3.2 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, sesuai dengan konteks penggunaannya. Perhatikan unsur kebahasaan dan kosa kata terkait hubungan keluarga; pronoun (subjective, objective, possessive)	<ul style="list-style-type: none"> • Fungsi sosial Berkenalan, memperkenalkan diri sendiri/orang lain. • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan <ul style="list-style-type: none"> - Sebutan anggota keluarga inti dan yang lebih luas 	3.2.1 Mengidentifikasi ungkapan yang digunakan untuk memperkenalkan jati diri 3.2.2 Mengidentifikasi fungsi social teks lisan dan tulis untuk memperkenalkan jati diri 3.2.3 Mengidentifikasi		<ul style="list-style-type: none"> • Menyimak dan menirukan beberapa contoh pemaparan jati diri, dengan ucapan dan tekanan kata yang benar • Mengidentifikasi ungkapan-ungkapan penting • Menanyakan hal-hal yang tidak diketahui atau yang berbeda. • Mempelajari 	16 JP	<ul style="list-style-type: none"> • Kementerian Pendidikan dan Kebudayaan. 2017 Buku Siswa Mata Pelajaran Bahasa Inggris. Jakarta: Kementerian Pendidikan 	<ul style="list-style-type: none"> • Tes Tertulis • Tes Lisan • Proyek, pengamatan, Portofolio / unjuk kerja



Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	<p>dan orang-orang dekat lainnya</p> <p>- Verba: <i>be, have, go, work, live</i> (dalam <i>simple present tense</i>)</p> <p>- Subjek Pronoun: <i>I, You, We, They, He, She, It</i></p> <p>- Kata ganti possessive <i>my, your, his, dsb.</i></p> <p>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</p>	<p>ungkapan yang digunakan untuk menyatakan Hobi dan kegemaran</p> <p>3.2.4 Mengidentifikasi ungkapan untuk menyatakan Anggota keluarga</p> <p>4.2.1 Melakukan percakapan interpersonal untuk meminta dan member informasi terkait jati diri, hobi, kegemaran dan anggota keluarga</p>		<p>contoh teks pemaparan jati diri oleh figur-figur terkenal</p> <ul style="list-style-type: none"> • Memaparkan jati dirinya yang sebenarnya. • Saling menyimak dan bertanya jawab tentang jati diri masing-masing dengan teman-temannya • Melakukan refleksi tentang proses dan hasil belajarnya 		<p>kan dan Kebudayaan.</p> <ul style="list-style-type: none"> • Kementerian Pendidikan dan Kebudayaan. 2017 Buku Guru Mata Pelajaran Bahasa Inggris. Jakarta: Kementerian Pendidikan dan Kebudayaan 	



Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
	<ul style="list-style-type: none"> • Topik Deskripsi diri sendiri sebagai bagian dari keluarga: ayah, ibu, kakak, adik, yang dapat menumbuhkan perilaku yang termuat di KI 	kegiatan terintegrasi menyimak, membaca, berbicara dan menulis dengan percaya diri				yaan.	
3.3 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, sesuai dengan konteks	<ul style="list-style-type: none"> • Fungsi sosial Menyebutkan/ menanyakan waktu dari keadaan/ peristiwa/ kegiatan • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/ di luar dugaan) • Unsur kebahasaan 	3.3.1 Mengidentifikasi ungkapan yang digunakan untuk menyebutkan nama hari, waktu, tanggal bulan dan tahun dalam bahasa Inggris 3.3.2 Memahami	•	<ul style="list-style-type: none"> • Menyimak dan menirukan pemaparan tentang waktu terjadinya keadaan/kejadian/ peristiwa, mencakup nama hari, bulan, nama waktu dalam bentuk angka, tanggal, dan 	20 JP	<ul style="list-style-type: none"> • Kementerian Pendidikan dan Kebudayaan. 2017 Buku Siswa Mata Pelajaran Bahasa Inggris. 	<ul style="list-style-type: none"> • Tes Tertulis • Tes Lisan • Proyek, pengamatan, Portofolio / unjuk kerja



Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
<p>penggunaannya. (Perhatikan kosa kata terkait angka kardinal dan ordinal)</p> <p>4.3 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> - Pernyataan dan pertanyaan terkait hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun - Angka ordinal dengan <i>the</i> untuk menyebutkan tanggal (lisan): a.l. <i>the first, the second, the twenty third, the thirty first of May</i>) - Angka ordinal tanpa <i>the</i> untuk 	<p>penggunaan cardinal number dan ordinal number</p> <p>4.3.1 Melakukan tindak tutur menyebutkan nama-nama bulan dengan percaya diri</p>		<p>tahun</p> <ul style="list-style-type: none"> • Menyebutkan semua nama hari, bulan, tanggal 1-31, waktu, bagian hari, tahun dengan ucapan dan tekanan kata yang benar, satu per satu. • Menyatakan secara lisan waktu terjadinya berbagai keadaan/peristiwa/kegiatan • Menanyakan hari, tanggal, bulan, dan waktu terjadinya keadaan/peristiwa/kegiatan 		<p>Jakarta: Kementerian Pendidikan dan Kebudayaan.</p> <ul style="list-style-type: none"> • Kementerian Pendidikan dan Kebudayaan. 2017. Buku Guru Mata Pelajaran Bahasa Inggris. Jakarta: Kementerian 	



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
	<p>menyebut tanggal (lisan): a.l. <i>1st, 2nd, 23rd, 31st, of May</i>)</p> <p>- Waktu (lisan): <i>at one, at two fifteen, at ten to seven, at a quarter past eight</i></p> <p>- Waktu (tulisi): <i>01:00; 02:15; 06:50; 08:15</i></p> <p>- Artikel the untuk menyebut waktu dalam hari, <i>in the morning, in the afternoon, in</i></p>			<p>dengan unsur kebahasaan yang benar</p> <ul style="list-style-type: none"> • Membuat tulisan tentang waktu-waktu terjadinya peristiwa penting yang diketahui umum. Hasilnya dipublikasikan di kelas atau di majalah dinding sekolah • Melakukan refleksi tentang proses dan hasil belajarnya 		<p>Pendidikan dan Kebudayaan.</p>	



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER

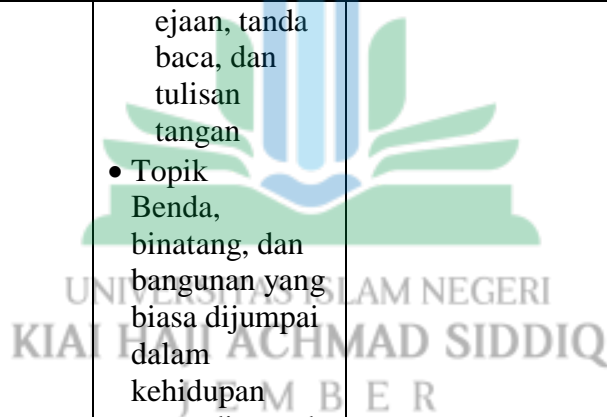
Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
	<p><i>the evening</i></p> <ul style="list-style-type: none">- Preposisi untuk <i>in</i> (bulan, tahun, waktu dalam hari), <i>on</i> (hari dan tanggal), <i>at</i> (jam, <i>at noon</i>, <i>at night</i>)- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan• Topik Waktu kejadian/peristiwa/ kegiatan terkait kehidupan di sekolah, rumah, dan						



Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
	lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI						
3.4 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan peserta didik sehari-hari, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan dan kosa	<ul style="list-style-type: none"> • Fungsi sosial Mengidentifikasi dan menyebutkan berbagai benda, binatang, dan bangunan umum di lingkungan sekitar. • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/ di luar dugaan) • Unsur kebahasaan 	3.4.1 Mengidentifikasi ungkapan yang digunakan untuk menyebutkan nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan peserta didik sehari-hari 3.4.2 Memahami	•	<ul style="list-style-type: none"> • Mencermati beberapa teks pendek berisi penyebutan benda-benda di kelas dan sekolah untuk kemudian membaca dengan ucapan dan tekanan kata yang benar • Menyimak dan menirukan guru menanyakan dan menyebutkan 	24 JP	<ul style="list-style-type: none"> • Kementerian Pendidikan dan Kebudayaan. 2017. Buku Siswa Mata Pelajaran Bahasa Inggris. Jakarta: Kementerian Pendidikan 	<ul style="list-style-type: none"> • Tes Tertulis • Tes Lisan • Proyek, pengamatan, Portofolio / unjuk kerja



Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
<p>kata terkait article a dan the, plural dan singular)</p> <p>4.4 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> - Pernyataan dan pertanyaan terkait benda, binatang, bangunan publik - Penyebutan benda dengan <i>a</i>, <i>the</i>, bentuk jamak (-s) - Penggunaan kata penunjuk <i>this, that, these, those</i> ... - Preposisi untuk <i>in, on, under</i> untuk menyatakan tempat - Ucapan, tekanan kata, intonasi, 	<p>penggunaan plural dan singular</p> <p>4.4.1 Melakukan tindak tutur menyebutkan</p>		<p>benda-benda yang terdapat di dalam kelas dan di sekolah, dengan tata bahasa, ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> • Bertanya jawab tentang beberapa benda di dalam dan sekitar rumah • Membaca beberapa teks pendek tentang rumah dan sekitarnya, terutama keberadaan benda dan binatang • Bertanya jawab tentang 		<p>kan dan Kebudayaan.</p> <ul style="list-style-type: none"> • Kementerian Pendidikan dan Kebudayaan. 2017 Buku Guru Mata Pelajaran Bahasa Inggris. Jakarta: Kementerian Pendidikan dan Kebudayaan 	



Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
	<p>ejaan, tanda baca, dan tulisan tangan</p> <ul style="list-style-type: none">• Topik Benda, binatang, dan bangunan yang biasa dijumpai dalam kehidupan nyata di rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI			<p>beberapa bangunan dan benda-benda dan binatang-binatang di dalam dan sekitarnya</p> <ul style="list-style-type: none">• Melakukan refleksi tentang proses dan hasil belajarnya		yaan.	



SILABUS PEMBELAJARAN

Satuan Pendidikan : SMP Plus Bustanul Ulum
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII/Genap
Tahun Pelajaran : 2022/2023

Kompetensi Inti:

- **KI1 dan KI2:** Menghargai dan menghayati ajaran agama yang dianutnya serta **Menghargai dan menghayati** perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- **KI3:** Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- **KI4:** Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	penilaian
3.5 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan	<ul style="list-style-type: none">• Fungsi sosial Mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang,	3.5.1 mengidentifikasi tindakan memberi dan meminta informasi terkait dengan sifat orang, binatang, dan benda dengan konteks adjective	<ul style="list-style-type: none">• Religius• Mandiri• Gotong royong• Kejujuran• Kerja keras	<ul style="list-style-type: none">• Menyimak dan menirukan guru menanyakan dan menyebutkan sifat orang	20 JP	<ul style="list-style-type: none">• Kementerian Pendidikan dan Kebudayaan. 2016.	<ul style="list-style-type: none">• Tes Tertulis• Tes Lisan• Proyek, pengamatan, Portofoli



Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	penilaian
<p>tindakan memberi dan meminta informasi terkait dengan sifat orang, binatang, benda sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan <i>be, adjective</i>)</p> <p>5. Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial,</p>	<p>binatang, dan benda dari segi sifatnya.</p> <ul style="list-style-type: none"> • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan <ul style="list-style-type: none"> - Pernyataan dan pertanyaan terkait sifat orang, benda, binatang - Kosakata, terkait dengan ciri fisik (a.l. <i>red, big, dark, loud</i>), selera (a.l. <i>nice, beautiful, cute</i>), mental (a.l. <i>clever,</i> 	<p>3.5.2 mengidentifikasi interaksi transaksional lisan dan tulis</p> <p>3.5.1 menyusun teks interaksi tindakan member dan meminta</p>	<ul style="list-style-type: none"> • Percaya diri • Kerja sama 	<p>dan binatang yang terdapat di rumah, sekolah, dan sekitarnya, dengan tata bahasa, ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> • Mencermati beberapa teks pendek yang mendeskripsikan sifat orang, benda, dan binatang di kelas dan sekolah untuk kemudian membaca dengan ucapan dan tekanan kata yang benar 		<p>Buku Siswa Mata Pelajaran Bahasa Inggris. Jakarta: Kementerian Pendidikan dan Kebudayaan.</p> <ul style="list-style-type: none"> • Kementerian Pendidikan dan Kebudayaan. 2016. Buku Guru Mata 	o / unjuk kerja



Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	penilaian
<p>struktur teks dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p><i>smart</i>), psikologis (a.l. <i>happy, sad, disappointed, angry, wild</i>), budi (a.l. <i>kind, good, polite</i>)</p> <ul style="list-style-type: none"> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Sifat dan keadaan orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat 			<ul style="list-style-type: none"> • Bertanya jawab tentang sifat beberapa benda di dalam dan sekitar rumah • Membaca beberapa teks pendek tentang sifat orang, benda, binatang di dalam dan di sekitar rumah dan sekolah sekitarnya • Bertanya jawab tentang sifat orang, benda, binatang terkenal • Melakukan refleksi tentang 		<p>Pelajaran Bahasa Inggris. Jakarta: Kementerian Pendidikan dan Kebudayaan.</p>	



Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	penilaian
	menumbuhkan perilaku yang termuat di KI			proses dan hasil belajarnya			
3.6 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan tingkah laku/tindakan/ fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan kalimat declarative, interrogative,	<ul style="list-style-type: none"> • Fungsi sosial Mendeskripsikan, mengidentifikasi, mengkritisi orang, binatang, dan benda dari segi sifatnya. • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan <ul style="list-style-type: none"> - Pernyataan dan pertanyaan terkait tingkah laku/tindakan /fungsi orang, 	<p>3.6.1 Mengidentifikasi fungsi social dari ungkapan untuk memberi dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang, binatang, benda</p> <p>3.6.2 Mengidentifikasi struktur teks dari ungkapan untuk memberi dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang, binatang, benda</p> <p>3.6.3 Mengidentifikasi unsur kebahasaan teks dengan (kalimat</p>	•	<ul style="list-style-type: none"> • Menyimak guru membacakan beberapa teks pendek kebiasaan yang dilakukan orang dan binatang yang terdapat di rumah, sekolah, dan sekitarnya, dan kemudian menirukannya kalimat- 	20 JP	<ul style="list-style-type: none"> • Kementerian Pendidikan dan Kebudayaan. 2016. Buku Siswa Mata Pelajaran Bahasa Inggris. Jakarta: Kementerian Pendidikan dan Kebudayaan. 	<ul style="list-style-type: none"> • Tes Tertulis • Tes Lisan • Proyek, pengamatan, Portofolio / unjuk kerja



Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	penilaian
<p>simple present tense)</p> <p>.5 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait tingkah laku/tindakan/fungsi orang, binatang, dan benda, dengan fungsi sosial, struktur teks, dan unsurkebahasaan yang benar dan sesuai konteks</p>	<p>binatang, benda</p> <ul style="list-style-type: none"> - Kalimat deklaratif (positif dan negatif) dalam simple present tense - Kalimat interrogative: <i>Yes/No question; Wh-question</i> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Tingkah laku/tindakan/fungsi orang, binatang, benda, yang terdapat di 	<p>declarative, interrogative, simple present tense)</p> <p>.5.1 Menyusun teks interaksi transaksional lisan dan tulis terkait tingkah laku/tindakan/fungsi orang, binatang dan benda dengan fungsi sosial</p>		<p>kalimat dengan tata bahasa, ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> • Didiktekan guru, peserta didik menulis teks-teks tersebut dengan tulis tangan, dengan ejaan dan tanda baca yang benar • Membuat teks-teks pendek tentang kebiasaan 		<ul style="list-style-type: none"> • Kementerian Pendidikan dan Kebudayaan. 2016. Buku Guru Mata Pelajaran Bahasa Inggris. Jakarta: Kementerian Pendidikan dan Kebudayaan. 	



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	penilaian
	rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI			yang dilakukan beberapa orang dan binatang yang sangat dikenal <ul style="list-style-type: none"> • Bertanya jawab tentang isi teks yang telah ditulis dengan kelompok lain. • Melakukan refleksi tentang proses dan hasil belajarnya 			
3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan	<ul style="list-style-type: none"> • Fungsi sosial Mendeskripsikan, mengenalkan, 	3.7.1 Membedakan fungsi sosial dengan materi pembelajaran	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Membaca teks naratif disertai foto atau 	28 JP	<ul style="list-style-type: none"> • Kementerian Pendidikan 	<ul style="list-style-type: none"> • Tes Tertulis • Tes Lisan



Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	penilaian
<p>beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi sesuai dengan konteks penggunaannya</p> <p>4.7. Teks Naratif</p> <p>4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif lisan dan tulis, sangat pendek dan sederhana.</p> <p>4.7.2 Menyusun teks naratif lisan dan tulis sangat pendek dan sederhana secara benar</p>	<p>memuji, mengidentifikasi, mengkritik</p> <ul style="list-style-type: none"> • Struktur teks Dapat mencakup: <ul style="list-style-type: none"> - identifikasi (nama keseluruhan dan bagian) - sifat yang menjadi pencirinya - fungsi, perilaku, manfaat, tindakan, kebiasaan yang menjadi penciri orang, binatang, atau benda yang dibicarakan. • Unsur kebahasaan 	<p>memberi dan meminta informasi</p> <p>3.7.2 Membedakan struktur teks dengan materi pembelajaran</p> <p>memberi dan meminta</p> <p>3.7.3 Membedakan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan materi pembelajaran</p> <p>memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda</p> <p>4.7.1 Teks naratif membandingkan konteks penggunaan dengan lisan dan</p>		<ul style="list-style-type: none"> • gambar yang menarik • Bertanya tentang informasi yang terkait di dalam teks tersebut. • Menggunakan alat analisis (tabel atau bagan <i>mind-map</i>) untuk mempelajari sistematika deskripsi yang diterapkan • Mengamati suatu benda/binat 		<p>dan Kebudayaan. 2016. Buku Siswa Mata Pelajaran Bahasa Inggris. Jakarta: Kementerian Pendidikan dan Kebudayaan.</p> <ul style="list-style-type: none"> • Kementerian Pendidikan dan Kebudayaan. 	<ul style="list-style-type: none"> • Proyek, pengamatan, Portofolio / unjuk kerja



Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	penilaian
dan sesuai konteks	<ul style="list-style-type: none"> - Kalimat deklaratif (positif dan negatif), dan interrogative (<i>Yes/No question; Wh-question</i>), dalam simple present tense - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Orang, binatang, 	<p>4.7.1.1 Memahami fungsi sosial makna secara kontekstual terkait materi perbedaan fungsi naratif lisan dan tulis terkait orang, binatang, dan benda</p> <p>4.7.1.2 Memahami struktur teks makna secara kontekstual terkait materi perbedaan naratif lisan dan tulis terkait orang, binatang, dan benda</p> <p>4.7.2.1 Mempelajari teks naratif lisan dan tulis dengan memperhatikan pembelajaran fungsi social terkait orang,</p>		<p>ang/orang yang sangat dikenal, untuk mengumpulkan data tentang jumlah, sifat, perilaku, dll. Untuk mengkritik/ menyatakan kekaguman / mempromosikan</p> <ul style="list-style-type: none"> • Dalam kelompok membuat proyek kecil: dengan bantuan 		2016. Buku Guru Mata Pelajaran Bahasa Inggris. Jakarta: Kementerian Pendidikan dan Kebudayaan.	



Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	penilaian
	benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik, termasuk bangunan publik yang dapat menumbuhkan perilaku yang termuat dalam KI	binatang, dan benda 4.7.2.2 Mempelajari teks naratif lisan dan tulis dengan memperhatikan pembelajaran struktur teks terkait orang, binatang dan benda 4.7.2.3 Mempelajari teks naratif lisan dan tulis dengan memperhatikan pembelajaran unsur kebahasaan terkait orang, binatang, dan benda		<i>mind-map</i> , membuat teks deskripsi tentang kota atau desanya untuk mempromosikan <ul style="list-style-type: none"> • Menempelkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya • Melakukan refleksi tentang 			



Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	penilaian
				proses dan hasil belajarnya			
3.8 Menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs 4.8 Menangkap makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs	<ul style="list-style-type: none"> Fungsi sosial Mengembangkan nilai-nilai kehidupan dan karakter yang positif Unsur kebahasaan <ul style="list-style-type: none"> Kosa kata dan tata bahasa dalam lirik lagu Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan Topik Hal-hal yang dapat memberikan keteladanan 	3.8.1 Memahami fungsi sosial dalam lirik lagu terkait kehidupan remaja SMP/MTs 3.8.2 Memahami unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs 4.8.1 Mempelajari makna secara kontekstual terkait dengan fungsi sosial dalam pembelajaran lirik lagu terkait kehidupan remaja SMP/MTs 4.8.2 Mempelajari makna secara kontekstual terkait dengan unsur	•	<ul style="list-style-type: none"> Membaca, menyimak, dan menirukan lirik lagu secara lisan. Menanyakan hal-hal yang tidak diketahui atau berbeda Menyebutkan pesan yang terkait dengan bagian-bagian tertentu Melakukan refleksi 	4 JP	<ul style="list-style-type: none"> Kementerian Pendidikan dan Kebudayaan. 2016. Buku Siswa Mata Pelajaran Bahasa Inggris. Jakarta: Kementerian Pendidikan dan Kebudayaan. 	<ul style="list-style-type: none"> Tes Tertulis Tes Lisan Proyek, pengamatan, Portofolio / unjuk kerja



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	penilaian
	dan menumbuhkan perilaku yang termuat di KI	kebahasaan dalam pembelajaran lirik lagu terkait kehidupan remaja SMP/MTs		tentang proses dan hasil belajarnya.		<ul style="list-style-type: none">• Kementerian Pendidikan dan Kebudayaan. 2016. Buku Guru Mata Pelajaran Bahasa Inggris. Jakarta: Kementerian Pendidikan dan Kebudayaan.	

Appendix 3

Research Instrument

A. Observation instrument

1. Geographic condition of SMP Plus Bustanul Ulum Puger-Jember.
2. The Implementation of teaching reading comprehension through Direct Reading Thinking Activity (DRTA) Strategy at the first grade of SMP Plus Bustanul Ulum Puger-Jember 2022-2023 year.

B. Interview instrument

1. With the strategy used, what are the goals obtained when teaching using the DRTA strategy?
2. Then what material is used when teaching using the DRTA strategy?
3. When using the DRTA strategy in teaching, what are the steps used?
4. The last question, how is the evaluation carried out for teaching using the DRTA strategy?

C. Document Review Instrument

1. Profile of SMP SMP Plus Bustanul Ulum Puger-Jember
2. Vision and mission of SMP Plus Bustanul Ulum Puger-Jember
3. The data of students at the first grade of SMP Plus Bustanul Ulum Puger-Jember
4. The lesson plans

Appendix 4

Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN(RPP)

Sekolah	: SMP Plus Bustanul Ulum Puger-Jember
Mata Pelajaran	: Bahasa Inggris
Kelas	: VII
Materi	: Teks Narrative (Fairy tales)
Alokasi Waktu	: 2 X 40 menit
Fokus Pembelajaran	: Reading Skill

A. Kompetensi Inti

KI-1 dan KI-2:Menghayati dan mengamalkan ajaran agama yang dianutnya.

Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.

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

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

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator Pencapaian Kompetensi
<p>3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait <i>fairytale</i>s, pendek dan sederhana, sesuai dengan konteks Penggunaannya</p>	<p>3.7.1 Mengidentifikasi struktur teks, dan unsur kebahasaan yang terkandung dalam teks narrative (fairy tales) lisan dan tulis pendek dan sederhana.</p> <p>3.7.2 Menganalisis teks naratif lisan pendek dan sederhana berbentuk fairytale terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan.</p>
<p>4.7 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, sangat pendek dan sederhana, terkait <i>Fairytales</i></p>	<p>4.7.1 Mengkomunikasikan teks narrative berbentuk <i>fairy tales</i> dengan pengucapan dan intonasi yang tepat.</p>



C. Tujuan Pembelajaran

1. Peserta didik dapat mengidentifikasi informasi terkait fungsi sosial dan struktur teks, dan unsur kebahasaan yang terkandung dalam teks narrative (fairy tales) lisan dan tulis pendek dan sederhana setelah menyimak penjelasan guru dan membaca teks naratif.
2. Peserta didik dapat menganalisis teks naratif dan sederhana berbentuk fairy tales terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan setelah membaca teks naratif..
3. Peserta didik dapat menampilkan teks narrative berbentuk *fairytales* dengan pengucapan dan intonasi yang tepat.

D. Media, Alat dan Bahan Pembelajaran

1. **Media**
 - Worksheet atau lembar kerja (siswa)
2. **Alat/Bahan**
 - Laptop
 - Papan tulis, spidol (serbaneka)

E. Sumber Belajar

1. Kementerian Pendidikan dan Kebudayaan. 2013. Bahasa Inggris: ThinkLocally ActGlobally. Jakarta:
2. Buku referensi: Zaida, Nur, 2018, Bright An English Course for Junior HighSchoolStudents for Grade 9, Jakarta: Penerbit Erlangga.
3. Buku Paket Siswa SMP Kelas VII edisi revisi 2017: “When English Rings a Bell” Kelas VII.
4. <https://teachingenglish4all.wordpress.com/2010/07/02/narrative-text-in-teaching-english/>
5. <https://www.nurdiono.com/kinds-of-narrative-text.html>
6. https://www.academia.edu/31318011/Definition_Purpose_Feature_Narrative_Text_and_Examples_A_Understanding_Narrative_Text_and_example
7. https://www.academia.edu/31318011/Definition_Purpose_Feature_Narrative_Text_and_Examples_A_Understanding_Narrative_Text_and_example
8. <https://www.ilmubahasainggris.com/narrative-text/>

9. https://www.youtube.com/watch?v=GzwhS6j_MSU
10. <https://www.youtube.com/watch?v=Bc17SdVd5h0>

F. Materi Pembelajaran

- Definition of Narrative Text

Referring to wikipedia, Narrative Text is “a narrative (or story) is any report of connected events, presented in a sequence of written or spoken words, and /or in a sequence of/(moving) pictures”. Or if it is translated, it is a narrative text is a kind of genre that series of events or the story from time to time and described thesequence of beginning, middle and end. So it must be chronological, chronological meaning is told in a coherent and should not be jumping.

(https://www.academia.edu/31318011/Definition_Purpose_Feature_Narrative_Text_and_Examples_A_Understanding_Narrative_Text_and_example)

- The Purpose of Narrative Text

The basic purpose of the narrative text is to entertain and attract readers with a story or event that has the problem that lead to conflict and at the end of the story is no resolution or a happy ending, or even depressing. Actual narrative text is not confined to the mystical story, fiction, legend, fairy tale or fable, but another story in the form of adventure, mystery, and all forms of story. In essence, narrative text is about story. But the lesson at school, genre narrative text is usually only used to indicate a fiction such as fairy tales or legend.

(https://www.academia.edu/31318011/Definition_Purpose_Feature_Narrative_Text_and_Examples_A_Understanding_Narrative_Text_and_example)

- Generic Structures of Narrative Text

1. Orientation (set the scene : where and when the story happens and introduces the participants of the story, who and what is involved in the story.

2. Complication (tells the beginning of the problems which leads to the crisis(climax) of the main participants
3. Resolution (the problem/the crisis is resolved, either in a happy ending or in asad/tragic ending
4. Re-Orientation/Coda (this is also remark to the story and it is optional. It consists of moral lesson. Advice or teaching from the writer

- The Language Features of Narrative Text

1. Using simple past tense
2. Using of Adverb of time
3. Using Time Conjunction
4. Using Specific Character/not in general
5. Using Action Verb
6. Using Direct Speech

(Taken from : <https://www.ilmubahasainggris.com/narrative-text/>)

- Example of Narrative Text about Fairytales



G. Metode Pembelajaran

1. Model : *Problem Based Learning*
2. Pendekatan : *Scientific-TPACK*
3. Strategi/Metode: DRTA/ Tanya Jawab, Diskusi, dan Presentasi.

E. Kegiatan Pembelajaran

No.	Langkah-langkah	Kegiatan
1.	Kegiatan Pendahuluan (10 menit)	<ul style="list-style-type: none"> a. Guru mengucapkan salam dan berdo'a. b. Ice breaking (mengkondisikan kelas) / Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi mengajak peserta didik untuk merapikan kelas dan penampilan mereka, dan memeriksa kehadiran peserta didik. c. Apersepsi: mengulas materi pertemuan sebelumnya yang berkaitan. d. Menyampaikan inti tujuan pembelajaran.
2	Kegiatan Inti (60 menit)	<ul style="list-style-type: none"> a. Siswa mendengarkan penjelasan dari guru tentang materi yang akan diajarkan. b. Guru menuliskan judul bacaan di papan tulis dan meminta siswa untuk memprediksi judul sebagai petunjuk dalam memprediksi bacaan yang akan dibaca. c. Siswa menjawab pertanyaan guru dengan memprediksi isi bacaan melalui petunjuk judul yang dituliskan oleh guru. d. Guru meminta siswa memperhatikan gambar yang disajikan di papan tulis dan meminta siswa memprediksi isi bacaan berdasarkan gambar. e. Guru membagikan bahan bacaan pada siswa yang terdiri dari beberapa bagian bacaan. f. Ketika siswa membaca bagian pertama, guru mengarahkan pada suatu diskusi dengan mengajukan pertanyaan seperti, "Siapa yang memprediksi dengan benar? Apa yang diceritakan bagian ini?" g. Guru meminta siswa yang benar dalam memprediksi untuk menceritakannya di depan kelas. h. Guru meminta siswa menghubungkan bagian-bagian dari cerita itu dengan judul cerita. i. Guru meminta siswa membaca teks bacaan secara keseluruhan. j. Guru meminta siswa untuk menyesuaikan prediksi mereka yang didasarkan pada teks yang baru saja mereka baca. k. Siswa yang tidak tepat dalam memprediksi diminta membuat prediksi baru berdasarkan masukan yang baru. l. Guru menjelaskan cara meringkas isi bacaan. m. Guru bertanya jawab tentang hal-hal yang belum diketahui siswa.

3	Kegiatan Penutup (10')	<p>a. Siswa meringkas isi bacaan pada lembar evaluasi yang disediakan.</p> <p>b. Guru mengamati siswa ketika mengerjakan tugas dan guru menawarkan bantuan ketika siswa menemui kesulitan dalam menyelesaikan tugasnya.</p> <p>c. Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan.</p> <p>d. Menutup pelajaran (Berdoa dan salam)</p>
----------	-------------------------------	--

H. Penilaian Hasil Pembelajaran

1. Penilaian sikap spiritual dan sosial

Rubric Penilaian Sikap Jujur Peserta Didik:

No	Aspek Pengamatan
1	Tidak nyontek dalam mengerjakan ujian/ulangan/tugas
2	Tidak melakukan plagiat (mengambil/menyalin karya orang lain tanpa menyebutkan sumber) dalam mengerjakan setiap tugas
3	Mengungkapkan perasaan terhadap sesuatu apa adanya
4	Melaporkan data atau informasi apa adanya
5	Mengakui kesalahan atau kekurangan yang dimiliki

Petunjuk:

Lembaran ini diisi oleh guru untuk menilai sikap sosial peserta didik dalam bersikap jujur. Berilah tanda cek (v) pada kolom skor sesuai sikap jujur yang ditampilkan oleh peserta didik, dengan kriteria sebagai berikut:

4 = selalu, apabila selalu melakukan sesuai pernyataan

3 = sering, apabila sering melakukan sesuai pernyataan dan kadang-kadang tidak melakukan

2 = kadang-kadang, apabila kadang-kadang melakukan dan sering tidak melakukan

1 = tidak pernah, apabila tidak pernah melakukan

2. Daftar nama peserta didik untuk penilaian sikap jujur

NO	NAMA SISWA	KR	CK	BA	SB
		1	2	3	4
1	ABDILLAH NUR WAHID				

2	ABDULLAH FAQIH				
3	ABDULLAH YAZID AL-BUSTOMI				
4	AHMAD HARIS AZLAM				
5	AHMAD HERVIN H				
6	AKBAR RIFA'I				
7	ALFAY M. WAHID				
8	ALVIAN DESTARIANSYAH				
9	ANDHIKA FEBRIANSYAH H.P				
10	AUFA MIRZA FAYAT				
11	DICHO RENANDA PUTRA				
12	EDI RAMADANI				
13	EVAN VICKY IBRAHIM				
14	M. AKHNAF ZAYYAN				
15	M. ALI ZAINAL A				
16	M. FABIAN SYAPUTRA				
17	M. FADIL				
18	M. GUFRON				
19	M. NAWAFIL				
20	M. YUSUF RENALDI				
21	MOHAMMAD NOR FAISAL				
22	MUHAMMAD IKHWAN H				
23	MUHAMMAD RASYAD R				
24	MUHAMMAD SYAMSUL ARIFIN A				
25	MUHAMMAD WIDADUR R				
26	QOIRUL ANAM				
27	RIO FEBRIAN RAHMAT S				
28	RIZKI DAVA PRASETYO				
29	SYAMSUL HUDA				
30	UBAIDILLAH				

3. Penilaian pengetahuan dilakukan dengan :
 - a. Soal multiple choice (lembar penilaian terlampir)
4. Kunci Jawaban

No.	Answer	Scor
1.	A	10
2.	D	10
3.	C	10
4.	B	10
5.	D	10

6.	C	10
7.	B	10
8.	C	10
9.	B	10
10.	A	10
Total Scor		100

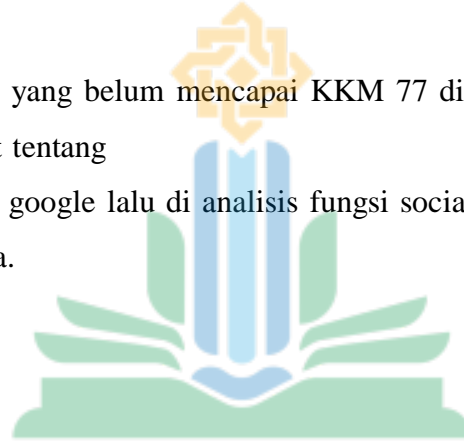
I. Program Tindak Lanjut

1. Pengayaan

Bagi peserta didik yang mempunyai nilai diatas 77 diberi pengayaan berupa tugas untuk mencari narrative text tentang *fairy tales* di google yang nantinya akan dijadikan sebuah kumpulan fairy tales.

2. Remedial

Peserta didik yang belum mencapai KKM 77 diberi tugas untuk mencari narrative text tentang *fairy tales* di google lalu di analisis fungsi social, struktur text dan unsur kebahasaanya.



UNIVERSITAS ISLAM NEGERI
JEMBER

Jember, 28
November 2022

Mengetahui,
Kepala Sekolah SMP Bustanul Ulum
Pelajaran Bahasa Inggris



Abdul Karim, S.Ag

Guru Mata

Nur Aini, S.Pd

**BAHAN AJAR
(MATERI PEMBELAJARAN)**



BAHAN AJAR

(MATERI PEMBELAJARAN)

□ **Definition of Narrative Text**

Referring to wikipedia, Narrative Text is “a narrative (or story) is any report of connected events, presented in a sequence of written or spoken words, and /or in a sequence of/(moving) pictures”. Or if it is translated, it is a narrative text is a kind of genre that series of events or the story from time to time and described thesequence of beginning, middle and end. So it must be chronological,chronological meaning istold in a coherent and should not be jumping.

(https://www.academia.edu/31318011/Definition_Purpose_Feature_Narrative_Text_and_Examples_A_Understanding_Narrative_Text_and_example)

□ **The Purpose of Narrative Text**

The basic purpose of the narrative text is to entertain and attract readers with a story or event that has the problem that lead to conflict and at the end of the story is no resolution or a happy ending, or even depressing. Actual narrative text is not confined to the mystical story, fiction, legend, fairy tale or fable, but another story in the form of adventure, mystery, and all forms of story. In essence, narrative text is about story. But the lesson at school, genre narrative text is usually only used to indicate a fiction such as fairy tales or legend.

(https://www.academia.edu/31318011/Definition_Purpose_Feature_Narrative_Text_and_Examples_A_Understanding_Narrative_Text_and_example)

□ **Generic Structures of Narrative Text**

1. Orientation (set the scene : where and when the story happens and

introduces the participants of the story, who and what is involved in the story.)

2. Complication (tells the beginning of the problems which leads to the crisis(climax) of the main participants)
3. Resolution (the problem/the crisis is resolved, either in a happy ending or in asad/tragicending)
4. Re-Orientation/Coda (this is also remark to the story and it is optional. It consists of moral lesson. Advice or teaching from the writer)

• **The Language Features of Narrative Text**

1. Using simple past tense
2. Using of Adverb of time
3. Using Time Conjunction
4. Using Specific Character/not in general
5. Using Action Verb
6. Using Direct Speech

(Taken from : <https://www.ilmubahasainggris.com/narrative-text/>)

• **Kinds of Narrative Text**

➤ **Myth**

A traditional story accepted as history; serves to explain the world view of a people. A story of great but unknown age which originally embodied a belief regarding some fact or phenomenon of experience, and in which often the forces of nature and of the soul are personified; an ancient legend of a god, a hero, the origin of a race, etc.; a wonder story of prehistoric origin; a popular fable which is, or has been, received as historical.

Example of Myth :

The Story of Batara Kala Swallowed Sun The Myth Of Malin Kundang

➤ **Legends**

Legends also stories that have been made, but they are different from the myth. myth reply questions about the workings of nature, and is set in a time long ago, before written history. Legend of the people and the actions or

deeds. People are living in a more recent and is mentioned in history. Stories submitted for the purpose and is based on the facts, but they do not really exist.

Example of Legends :

The Story of Crying Stone The Story of Toba Lake The Legend of Surabaya

➤ **Fables**

Fables are about animals that can talk and act like a man, or a plant or forces of nature such as lightning or wind. Plants may be able to move and speak and natural forces cause things to happen in the story because of their strength.

Example of Fables :

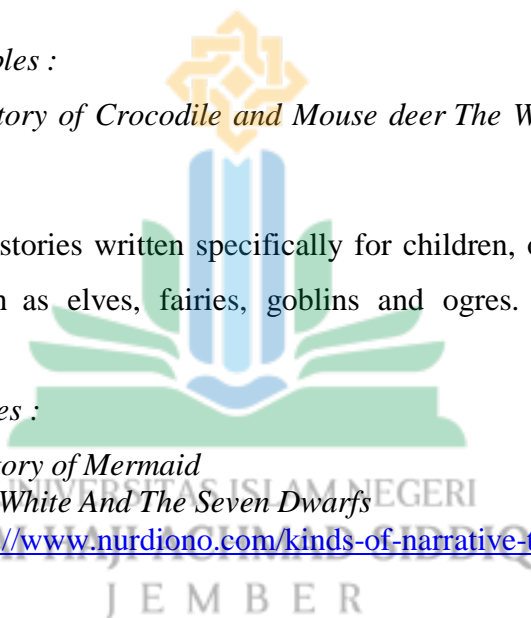
The Story of Crocodile and Mouse deer The Wolf And The House Dog

➤ **Fairy Tales**

Fairy tales are stories written specifically for children, often about magical characters such as elves, fairies, goblins and ogres. Sometimes animal characters.

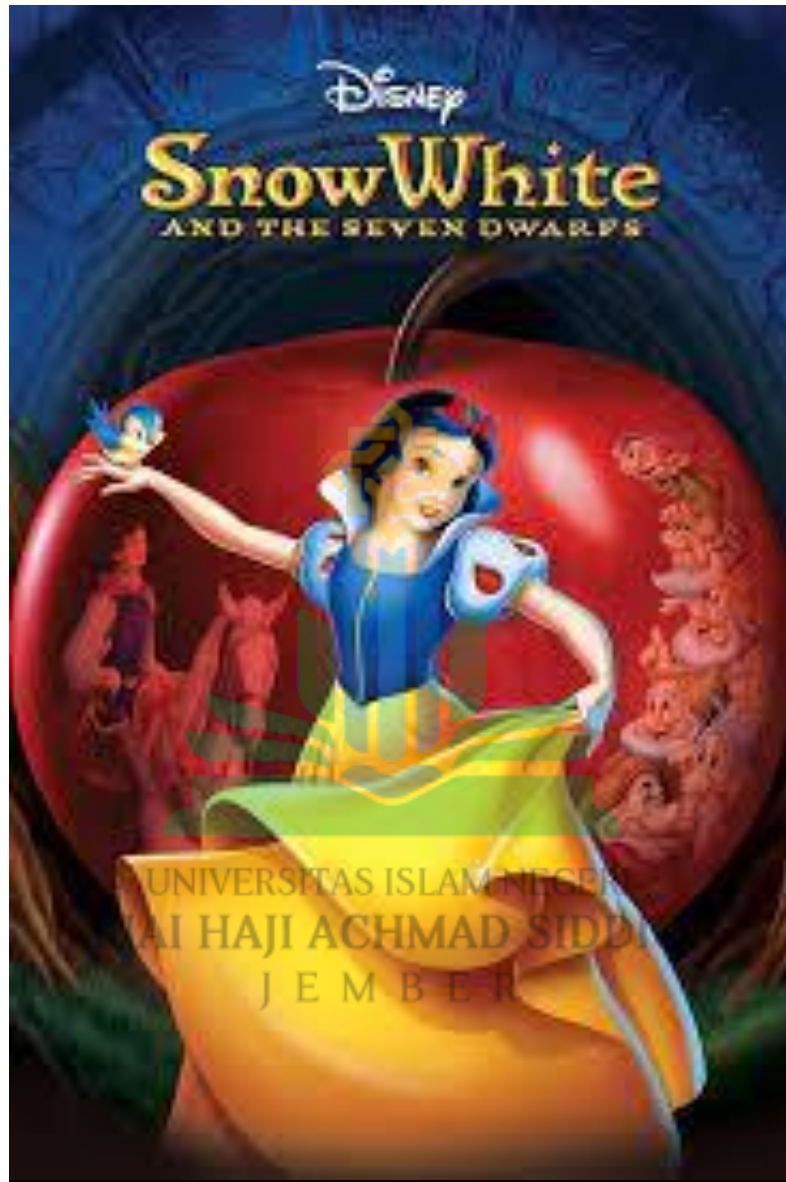
Example of Tales :

*The Story of Mermaid
Snow White And The Seven Dwarfs*
(<https://www.nurdiono.com/kinds-of-narrative-text.html>)



- Example of Narrative Text about Fairytales

SNOW WHITE



Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead.

One day she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White.

Snow White didn't want her uncle and aunt to do that so she decided that it would be best if she ran away. The next morning she ran away into the woods. She was very tired and hungry. Then she saw a little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs.

The dwarfs said, "What is your name?"

Snow White said, "My name is Snow White."

Then, Snow White told the dwarfs the whole story.

The dwarfs said, "If you want, you may live here with us."

Snow White answered, "Oh, could I? Thank you."

Finally, Snow White and the seven dwarfs lived happily ever after.

1. What type of the text is used by the witer?
 - a. narrative
 - b. report
 - c. anecdote
 - d. comparative
 - e. news item
2. To tell the plot, the writers uses.....
 - a. a rhetorical question and an exclamation
 - b. time sequences
 - c. contrastive evidences

- d. past tense
- e. concessive conjunctions
3. Why Snow White ran away to the woods?
- Her parents passed away
 - Her uncle was angry with her
 - Her uncle and aunt would go to America
 - Snow White was happy to run away
 - Snow White liked playing in the woods.
4. When did Snow White run away to the woods?
- In the afternoon
 - In the morning
 - In the evening
 - In the full moon
 - In the middle of night
5. Where did Snow White live after she ran away to the woods?
- She lived in the cave
 - She lived in the lion nest
 - She lived everywhere in the woods
 - She lived in the dwarfs' cottage
 - She lived on the street
6. According to the text, before she ran away into the woods, why did Snow White live with her uncle and aunt?
- because she loved them very much
 - as a result of forcing attitude from them
 - because her parents were dead
 - because she were afraid of the dwarfs
 - because she ran away from a monster
7. The communicative purpose of this text is.....
- to inform the readers about important and newsworthy events
 - to entertain readers with fairy tale
 - to share an account of an unusual event
 - to persuade readers to accept his/her opinions
 - to denote or propose something as the case
8. The organization of the text above is.....
- abstract, orientatin, crisis, incident,coda
 - thesis, argument: plot-elaboration, argument: plot-elaboration, argument: plot-elaboration, conclusion
 - orientation, major complication, resolution, complication, resolution, complication, major complication

- d. description, background events, sources
 - e. orientation, event, event, event
9. The purpose of the author to write the story is ...
- a. to tell the reader
 - b. to entertain the reader
 - c. to told the reader
 - d. to explain the reader
 - e. to describe the reader
10. Orientation of the story means ...
- a. to begin the story
 - b. to amuse the reader
 - c. to finish the story
 - d. to tell the people
 - e. to end the story



Appendix 5

INTERVIEW

Interview 1: Miss Nur Aini, S.Pd. As the English teacher at the first grade

A: Researcher

B: Miss Aini

A :Aassalamu'alaikum wr.wb

B : Wa'alaikumussalam wr.wb.

A : May I ask you miss? here I have some questions related to the teaching reading comprehension through DRTA strategy in purpose of my thesis needs. So can I start it?

B : Yes. I will answer as I can.

A : My first question is how is the purpose of teaching reading comprehension through DRTA strategy that you conduct to the classroom?

B : When I taught using the DRTA strategy, there were three goals, the first to make students more focused on the text and directly involved so that they can predict and prove it when reading. With the DRTA strategy, the teacher can motivate students' effort and concentration by engaging them intellectually and encouraging them to formulate questions and hypotheses, process information, and evaluate it. The second make students more critical in understanding the contents of the story to gain broader knowledge, develop potential and intelligence in understanding the contents of the story, and have a broader picture of the material to be studied. And the last train students to be more confident in arguing and expressing their opinions about what they have read.

A :Then, my second questions is how is the materials of teaching reading comprehension through DRTA strategy?

B : The main thing is the book as a supporting material for teaching materials that I use in teaching reading comprehension. I took narrative text material and started explaining the structure of the text to its linguistic elements.; there are also textbooks that I chose from the library. Sometimes I also take some stories and sample images from Google. The point is according to the needs and abilities of students in the class.

A : Well, my third questions is how the materials of teaching reading comprehension through DRTA strategy?

B : The steps I take on teaching reading comprehension through Direct Reading Thinking Activity (DRTA) Strategy are based on the lesson plan that I have made every time I teach, where in the RPP, there are: first asking students to predict the content of the reading based on the title, the second students asked to predict the content of the reading based on pictures, then students read the text, next students are invited together to adjust their initial predictions with the reading that has been

read, last students make a summary of the stories they have read. I also allowed them to present their stories and retell them

A : Alright. How about the evaluation of teaching reading comprehension through DRTA strategy?

B : Evaluation is given in the last section before closing the class. It concerns students how they capture material objectives by making them practice them and reflect on their understanding. During the evaluation time, in particular, I gave assignments with summative assessment, so I gave my students reading texts and multiple choice questions to see how far they understood the reading texts they had read. Then I invite students to read the text together to prove the correct prediction. Before closing by greeting, I review the day's material to ask students questions again, hoping they will remember what they have learned. I also allow them to ask what they do not understand.

A : I think that all my questions. Thank you Miss

B : ok



Interview 2: Focus Group Interview

A: Researher

B: Alfay M. Wahid

C: Rizky Dava Prasetyo

D: Qoirul Anam

E: Abdullah Fakhir

A : Assalamu'alaikum wr.wb.

B, C, D, E : Wa'alaikumussalam wr.wb.

A : how are you today?

B, C, D, E : we're fine and you?

A : I am fine too, thankyou. Ok, may you can introduce yourself first.

B : My name is Alfay M. Wahid, you can call me Wahid.

C : My name is Rizky Dava Prasetyo, you can call me Rizky.

D : My name is Qoirul Anam, you can call me Anam.

E : My name is Abdullah Fakhir, you can call me Fakhir.

A : So I wanna ask you about the teaching learning that was conducted by Miss Aini.

B, C, D, E : okay miss.

A : in your opinion, how is the purpose of teaching reading through DRTA strategy?

B : I like it when Mrs. Aini teaches us. The teaching strategy that Mrs. Aini uses makes us more focused on understanding the content of English stories. Mrs. Aini also allowed us to guess the story's contents through the title and pictures before we proved the truth of our guess.

E : Same opinion Miss

D : We are taught to speak English in the classroom.

C : I like guessing the story's contents because make us more critical, I will prove that my guesses regarding the story's contents were correct. We also get the opportunity to express what we have found in the story and I think that trains our confidence

A : Next, how is the materials in teaching reading through DRTA strategy?

B : The materials about narrative text

E : The material delivered by Mrs. Aini today is story about snow white. At first we were given a piece of paper containing the reading text of a short story entitled snow white and then we were asked to guess the contents of the story when we read the title. We learnt about text structure, characteristics and linguistic elements. Usually Mrs. Aini looks for stories on the internet, and also in textbooks.

A : Mrs. Aini taught us the parts of the text structure with the title Snow white. To make it easier to understand, Ms. Aini usually uses a whiteboard to write down the important points explained earlier.

C : Same opinion Miss.

A : Ok, how are the steps teaching reading through DRTA strategy?

C: Every time Miss Aini starts teaching, definitely pray and check the presence. When it is time to read, Miss Aini gives a paper that contains the reading text. We are told to guess the story's contents based on the title and guess what is told in the reading. Then, we are usually asked to read the story to make sure our guesses are correct.

B : Yes miss, Miss Aini ask to guess the story based on the title and picture.

D : Yes miss like that.

E : At first, Miss Aini always opened the class with a greeting and prayed together, then told us about the topic and then explained the material. After explaining the material, Miss Aini asked us to guess the story's contents based on the title and guess what was told in the reading. Then, we are usually asked to read the story to make sure our guesses are correct. After that, we were allowed to tell a story in front of the class.

A : And how about the evaluation teaching reading through DRTA strategy?

C: After Miss Aini asked us to read, we were asked multiple-choice questions under the reading. Miss Aini always tries to make us understand with clear explanations; if we do not understand her orders before class closes, Miss Aini always asks what we do not understand.

B : Ya, Miss Aini always ask what we do not understand.

E: Miss Aini always asks us before closing class about what materials we get and what difficulties we encounter in today's lesson. Miss Aini also gave us multiple-choice questions to work on.

D: Miss Aini gave us question.

A: Ok, so I think that all my questions for you, thanks for. Wassalamu'alaikum wr.wb.


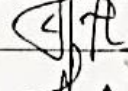


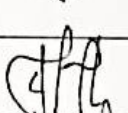
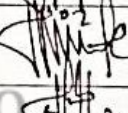
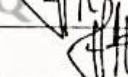

A, B, C, D: Yes miss, wa'alaikumussalam wr.wb.

Appendix 6

RESEARCH JOURNAL

RESEARCH JOURNAL

THE IMPLEMENTATION OF TEACHING READING COMPREHENSION
THROUGH DIRECT READING THINKING ACTIVITY (DRTA) STRATEGY
AT THE FIRST GRADE OF SMP PLUS BUSTANUL ULUM PUGER-JEMBER
2022-2023 ACADEMIC YEAR

NO.	Day/Date	Activity	Signature
1.	21 st March 2022	The research do the preliminary study by conducting the observation and interview with english teacher.	
2.	1 st November 2022	The researcher confirm the research permission.	
3.	23 rd November 2022	Observe the implementation of teaching reading comprehension through direct reading thinking activity (DRTA) strategy at the first grade of SMP plus bustanul ulum pugger-jember 2022-2023 academic year.	
4.	28 th November 2022	Observe the implementation of teaching reading comprehension through direct reading thinking activity (DRTA) strategy at the first grade of SMP plus bustanul ulum pugger-jember 2022-2023 academic year.	
5.	5 th December 2022	Interview with the english teacher about strategy that used in teaching reading comprehension.	
6.	5 th December 2022	Interview with the students at the first grade of SMP plus bustanul ulum pugger-jember.	
7.	6 th December 2022	Complete the research data and document review.	
8.	6 th April 2023	The researcher ask a letter of research finishing.	

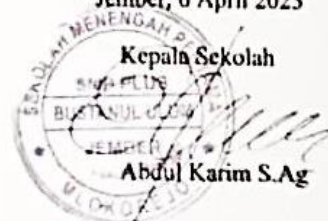
Peneliti

Khalimatus Sa'diah


Jember, 6 April 2023

Kepala Sekolah

Abdul Karim S.Ag



Appendix 7



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
 Website:www.http://fik.uinkhas-jember.ac.id Email: tarbiyah.iainjember@gmail.com

Nomor : B-5350/In.20/3.a/PP.009/11/2022
 Sifat : Biasa
 Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMP PLUS BUSTANUL ULUM
 Jl. Kh. Abdullah Yaqin 1-5, MLOKOREJO, Kec. Puger, Kab. Jember Prov. Jawa Timur

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : T20196073
 Nama : KHALIMATUS SADIHAH
 Semester : Semester tujuh
 Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "THE IMPLEMENTATION OF TEACHING READING COMPREHENSION THROUGH DIRECT READING THINKING ACTIVITY (DRTA) STRATEGY AT THE FIRST GRADE OF SMP PLUS BUSTANUL ULUM PUGER-JEMBER" selama 90 (sembilan puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Abdul Karim

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 01 November 2022
 Dekan
 Wakil Dekan Bidang Akademik,



MASHUDI

Appendix 8



**YAYASAN WAKAF SOSIAL PENDIDIKAN ISLAM (YWSPI)
SEKOLAH MENENGAH PERTAMA
SMP Plus “BUSTANUL ULUM”**

STATUS : TERAKREDITASI A
NSS : 202052419001 NPSN : 20523960
Letak Geografis : Latitude (-8,284201) Longitude (113,467426)

Alamat : Jl. K.H. Abdullah Yaqin No. 1 – 5 Mlokorejo – Puger – Jember Kode Pos. 68164 Telp (0336) 721555, Email : smpplusbustanul@yahoo.co.id

SURAT KETERANGAN

Nomor : 109/SMP.BU/20523960/C/IV-04/2023

Yang bertanda tangan di bawah ini :

Nama : Abdul Karim, S.Ag
Jabatan : Kepala Sekolah
Alamat : Jl. KH. Abdullah Yaqin No. 1 – 5 Mlokorejo – Puger – Jember

Menerangkan bahwa mahasiswa berikut ini :

Nama : Khalimatus Sa'diah
NIM : T20196073
Semester : 8
Fakultas : Tarbiyah dan Ilmu Keguruan (FTIK)
Prodi : Tadris Bahasa Inggris

Telah melaksanakan penelitian dalam bentuk observasi dengan judul **“The Implementation Of Teaching Reading Comprehension Through Direct Reading Thinking Activity (DRTA) Strategy At The First Grade Of SMP Plus Bustanul Ulum Puger – Jember 2022-2023 Academic Year”**. Yang dilaksanakan pada tanggal 1 November 2022 sampai dengan 31 Januari 2023 di SMP Plus Bustanul Ulum Mlokorejo – Puger – Jember.

Demikian surat keterangan ini kami terbitkan untuk dipergunakan sebagaimana mestinya.

Jember, 6 April 2023

Kepala Sekolah

Abdul Karim, S.Ag

Appendix 9



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ JEMBER
 Jl. Mataram No. 1 Mangli, Jember Kode Pos 68136
 Telp. (0331) 487550 Fax (0331) 427005 e-mail: info@uin-khas.ac.id
 Website: www.uinkhas.ac.id

SURAT KETERANGAN LULUS CEK TURNITIN

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama : Khalimatus Sa'diah
 NIM : T20196073
 Program Studi : Tadris Bahasa Inggris

telah lulus cek similarity dengan menggunakan aplikasi turnitin UIN KHAS Jember dengan skor akhir sebesar (17%)

1. BAB I : 15 %
2. BAB II : 19 %
3. BAB III : 28 %
4. BAB IV : 14 %
5. BAB V : 9 %

Demikian surat ini disampaikan dan agar digunakan sebagaimana mestinya.

UNIVERSITAS ISLAM NEGERI
 KIAI HAJI ACHMAD SIDDIQ
 JEMBER

Jember, 12 April 2023

Petugas Ruang Baca



(Ulfa Dina Novienda S.SOs.I,M.Pd)

NB: 1. Melampirkan Hasil Cek Turnitin per Bab.

2. Skor Akhir adalah total nilai masing-masing BAB Kemudian di bagi 5.

Appendix 10

DOCUMENT REVIEW

a. Profile SMP Plus Bustanul Ulum



Identitas Satuan Pendidikan

Nama	SMP PLUS BUSTANUL ULUM
NPSN	20523960
Alamat	Jl. Kh. Abdullah Yaqin 1-5
Kode Pos	68164
Desa / Kelurahan	MLOKOREJO
Kecamatan / Kota (LN)	Kec. Puger
Kab. / Kota / Negara (LN)	Kab. Jember
Provinsi / Luar Negeri	Jawa Timur
Status Sekolah	swasta
Waktu Penyelenggaraan	6 / Pagi hari
Jenjang Pendidikan	SMP

Dokumen dan Perizinan

Naungan	Kementerian Pendidikan dan Kebudayaan
No. SK. Pendirian	606/104/.7.4/2000
Tanggal. SK. Pendirian	2000-07-01
No. SK. Operasional	421.3/3083/413/2011
Tanggal SK. Operasional	2011-07-22
File SK Operasional	
Akreditasi	A
No. SK. Akreditasi	200/BAP-S/M/SK/X/2016
Tanggal SK. Akreditasi	25-10-2016
No. Sertifikasi ISO	Belum Bersertifikat

Sarana Prasarana

Sumber Listrik	PLN
Akses Internet	Lainnya (Satelit)

Kontak

Fax	-
Email	smpplusbustanul@yahoo.co.id
Website	-

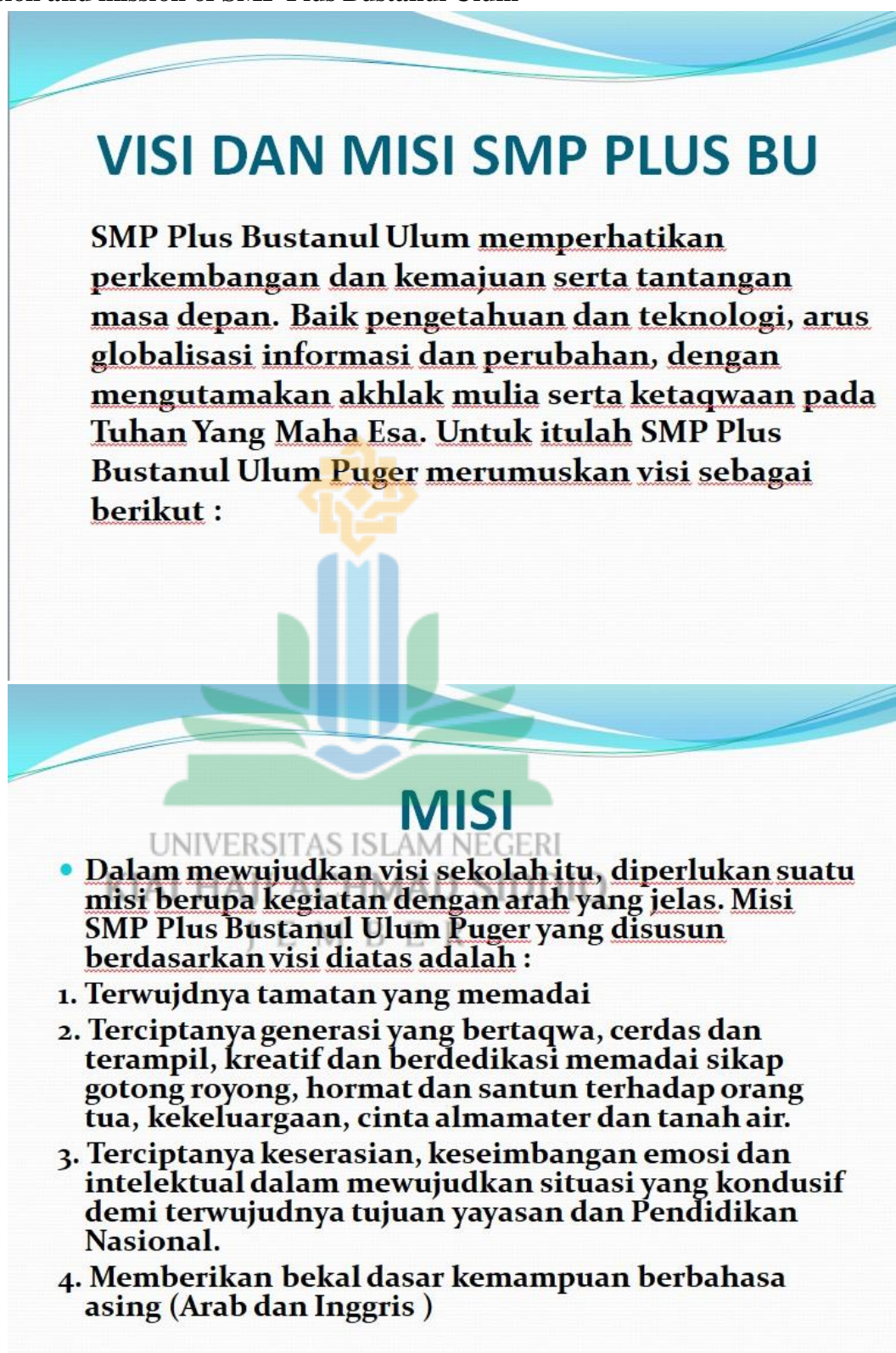
b. Geographic condition of SMP Plus Bustanul Ulum**Peta Lokasi**

SMP PLUS BUSTANUL ULUM berada di koordinat
Garis lintang: -8.3052 dan Garis bujur: 113.4643.

[▶ Petunjuk Arah](#)



c. Vision and mission of SMP Plus Bustanul Ulum



VISI DAN MISI SMP PLUS BU

SMP Plus Bustanul Ulum memperhatikan perkembangan dan kemajuan serta tantangan masa depan. Baik pengetahuan dan teknologi, arus globalisasi informasi dan perubahan, dengan mengutamakan akhlak mulia serta ketaqwaan pada Tuhan Yang Maha Esa. Untuk itulah SMP Plus Bustanul Ulum Puger merumuskan visi sebagai berikut :

MISI
UNIVERSITAS ISLAM NEGERI

- Dalam mewujudkan visi sekolah itu, diperlukan suatu misi berupa kegiatan dengan arah yang jelas. Misi SMP Plus Bustanul Ulum Puger yang disusun berdasarkan visi diatas adalah :
 1. Terwujudnya tamatan yang memadai
 2. Terciptanya generasi yang bertaqwa, cerdas dan terampil, kreatif dan berdedikasi memadai sikap gotong royong, hormat dan santun terhadap orang tua, kekeluargaan, cinta almamater dan tanah air.
 3. Terciptanya keserasian, keseimbangan emosi dan intelektual dalam mewujudkan situasi yang kondusif demi terwujudnya tujuan yaysan dan Pendidikan Nasional.
 4. Memberikan bekal dasar kemampuan berbahasa asing (Arab dan Inggris)

d. Teacher and stuffs' data of SMP Plus Bustanul Ulum

Guru

Status	Golongan	Sertifikasi	Ijazah	Umur	Jenis Kelamin	Daftar
All	records per page					Search: <input type="text"/>
Nama						Jenis Kelamin
Abduli Hafli						L
Abduli Hafli						L
Agustin Ervina						P
Agustin Ervina						P
Amrudin						L
Amrudin						L
FAJAR ARI ROSIDI						L
FAJAR ARI ROSIDI						L
IMRO'ATUSSHOLIHA						P
IMRO'ATUSSHOLIHA						P
Indah Rumiyati						P
Indah Rumiyati						P
Khaedar Usman						L
Khaedar Usman						L
Muhammad Sujiantoro						L
Muhammad Sujiantoro						L
Muhammad Taufiq						L
Muhammad Taufiq						L
Mustain						L
Mustain						L
Musyarrifah						P
Musyarrifah						P
Nuning Anggraeni						P
Nuning Anggraeni						P
Nur Aini						P
Nur Aini						P
Nur Fadli						L
Nur Fadli						L
Onik Arofatul Azizah						P
Onik Arofatul Azizah						P
Riwayati						P
Riwayati						P



e. The data on students at the first grade of SMP Plus Bustanul Ulum

PRESENSI SISWA SMP PLUS BUSTANUL ULUM TAHUN PELAJARAN 2022/2023		SEMESTER GENAP
KELAS : VII A		
NO	NAMA	
1	ABDILLAH NUR WAHID	
2	ABDULLAH FAOIM	
3	ABDULLAH YAZID AL-BUSTOMI	
4	AHMAD HARI AZLAH	
5	AHMAD HERWINH	
6	AKBAR RIFA'I	
7	ALFATH WAHID	
8	ALWAN DESTARIAN SYAH	
9	ANDHIKA FERIAN SYAH P	
10	AUFAMIRZA FAYAT	
11	DIOHO RENANDA PUTRA	
12	EDI RAMADANI	
13	EVAN HUKY IBERAHIM	
14	M. AKHNAT ZAYYAN	
15	M. ALIZAINAL A	
16	M. FABIAN SYAPUTRA	
17	M. FADIL	
18	M. SUIFON	
19	M. NAVAFIL	
20	M. YUSUF RENALDI	
21	MUHAMMAD NOR FANAL	
22	MUHAMMAD IKHWANH	
23	MUHAMMAD RASYAD S	
24	MUHAMMAD SYAMSUL ARIFINA	
25	MUHAMMAD WIDADUR R	
26	GOIRUL ANAM	
27	RIO FERIAN RAHMATS	
28	RIZKI DAN FALLETTO	
29	SYAMSUL HUDA	
30	UBAIDILLAH	

Page 1

PRESENSI SISWA SMP PLUS BUSTANUL ULUM TAHUN PELAJARAN 2022/2023		SEMESTER GENAP
KELAS : VII B		
NO	NAMA	
1	A. NIZAR ALFANSI	
2	A. RIFKAH AFIAN RAMADHANI	
3	AHMAD FAUZI ARIANSYAH	
4	AHMAD SYAMUDIN	
5	AHMAD WILDAN MUBAROK	
6	ANAS BAHREZI	
7	ARFA SYAH RILLAH	
8	AUVAL MAROH	
9	AVIYAN PRATAMA	
10	FAEEL FERNANDO	
11	M. FANMI HAKIKI	
12	M. MA' SUM JAUHARI	
13	M. RIZKY ILMAN HASWAR	
14	M. ROYHAN ACHMII	
15	M. WISNU HAZEL S	
16	MALIQ HASAN CAHYO PUTRA	
17	MOH. ANDREAS ZIDAN	
18	MOH. FUAD MAILIDI	
19	MOH. KAFAR AJUNIA P	
20	MOK HUSLI W	
21	MUHAMMAD TAUFIRUL AKBAR	
22	MUHAMMAD FARHAN S. A. A.	
23	MUHAMMAD FATHUL OORIB	
24	MUHAMMAD HYDARISUL F	
25	MUHAMMAD NURUL AINI	
26	MUHAMMAD RAFI HUSLIM	
27	NAZRIL ILMAN	
28	RICKI MAULANA AFENDI	
29	S. ARATHAN ANWAR	
30	UMAR IBRAHIM	
31	YUDI STIRAKAKA WICAKSONO	

Page 2

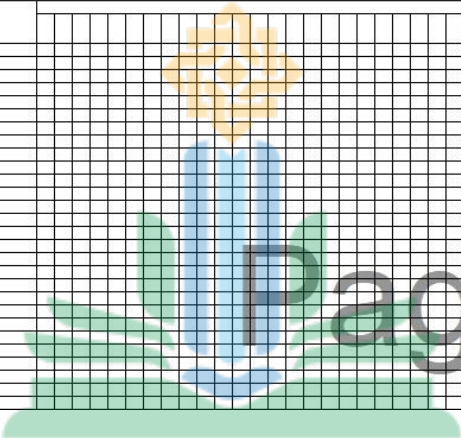
PRESENSI SISWA SMP PLUS BUSTANUL ULUM TAHUN PELAJARAN 2022/2023		SEMESTER GENAP
KELAS : VII C		
NO	NAMA	
1	ABDUL AZIZ MUBAROK	
2	ABDUL WAFARIF	
3	ACHMAD DZAKY H. M	
4	AHMAD FAUZI ANDREAS	
5	AHMAD FIRDANI FAHRIZI	
6	AHMAD HARIT FALFARIZI	
7	AHIR HAJID	
8	FAISAL FEBRI	
9	FAJAR MAULANA	
10	FELLY ROBITH IGROM	
11	M. BARRIK HADALL M	
12	M. FIRMANSABE	
13	M. IOBAL FAWAID PUTRANILAJA	
14	M. MIETHUL HUDA	
15	M. SAMSUL ARIFIN B	
16	HARVEL LUKMANA	
17	HOCHEUSYDILLAH	
18	MOH. ABDUL OODIR JAILANI	
19	MUHAMMAD BAHRI H. A.	
20	MUHAMMAD AKBAR ZAKARIA	
21	MUHAMMAD ALI WAFI	
22	MUHAMMAD RIZKI HAKIM AF	
23	N. ADITIA HAZRI	
24	NAUFAL IBRIAN PRATAMA	
25	RIZKY AKBAR FADLILLAH	
26	RIZKY VALENTINO PRATAMA	
27	WAFARIS ALAM	
28	YONHAR AGNES	
29	YUSRIL NABIL ARIFIN	

Page 3

PRESENSI SISWA		
SMP PLUS BUSTANUL ULUM		
TAHUN PELAJARAN 2022/2023		
KELAS : VII D		SEMESTER GENAP
NO	NAMA	
1	ADEPUTRILESTARI	
2	AFIFANURILIZZA	
3	ATIQQHDIANAHF	
4	AURELIA NIRA BARERA	
5	AISHAFITRIANHI	
6	CHANTIKA AGUSTINAR	
7	DEVIRINA PUTRIARDIANSYAH	
8	DINDEA MUHDORI	
9	EVINA FITRIANA	
10	FAIDATUL HASANAH	
11	FANYZALSABELA	
12	INTANHUMAIRAH	
13	LAVLYNADYAHAFAFAH	
14	HAZESTA MARA PUTRI	
15	NADA SHAFIATURRH	
16	NAFISATULILMI	
17	NAJWAHERYAH	
18	NAZZATULISTIFADAH	
19	NURIYATULJAZILAH	
20	PUTRIANATASYIA	
21	QUSYAHANANTUS SOLEHA	
22	RISCHANOVISSHA	
23	ROMIATULLAILFAUZHIAH	
24	SAKIA RAMADHANI	
25	SILWA	
26	SITEKA NUR ANI	
27	SUCIKUTSIATUS SA'DIYA	
28	WINA AFIDATUS SHOFA	
29	WINADWIYUNINGTYAS	

Page 4

PRESENSI SISWA		
SMP PLUS BUSTANUL ULUM		
TAHUN PELAJARAN 2022/2023		
KELAS : VII E		SEMESTER GENAP
NO	NAMA	
1	NAELAFAZA AURORA	
2	AINI HASRURUH	
3	AISA KHOIRUNNISA	
4	ANANDA WARDATUS SH	
5	AHELIA HUFIDATUS S	
6	ANA AHIRATUL F	
7	ANISA ALMAGHFIRAH	
8	AURA DWI APRILIA	
9	AYU DIA FRISKA	
10	DEWI SABELA	
11	ELELUTHFIANA	
12	INTANBALQISH	
13	LAILATUNNABILA	
14	HEISYA PUTRI ANELIA	
15	NAILATILMIYIN	
16	NAJILHATA SYARIFAH	
17	NALINI MAFIROHA	
18	NUR HIDAYATULLAYLI	
19	NURIFACHOMIMAMAH	
20	NURIZADATUL F	
21	NURULIZZAH MASIR	
22	PUTRIDFIATUL SILWA	
23	RISKA AHELIA PUTRI	
24	SALWA CHAMIDAH	
25	SITIKHOPIFAH	
26	SITIKHOPIZAMINAYAH	
27	SYAFINA FATIMA TUZZAHRA	
28	WULAN MARTHA MAULIDAH	



Page 5

UNIVERSITAS ISLAM NEGERI
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JEMBER

f. Documentation



Teacher explain the material



The students do Direct Reading Thinking Activity (DRTA) Strategy



The researcher conducted an interview with Mrs. Aini (English teacher)



Focus Group Interview

Appendix 11**DECLARATION OF AUTHENTICITY**

The undersigned below:

Name : Khalimatus Sa'diah
SRN : T20196073
Major : Tadris Bahasa Inggris
Faculty : Tarbiyah dan Ilmu Keguruan
Institution : UIN KHAS Jember

Stated that the thesis untitled 'The Implementation of Teaching Reading Comprehension Through Direct Reading Thinking Activity (DRTA) Strategy at The First Grade of SMP Plus Bustanul Ulum Puger-Jember 2022-2023 Acadmic Year' is truly my original work. It does not incorporate any material previously written by another person except those indicated in quotation and references. Do the fact, I am only person who is responsible for the thesis if there is any objection or claim from other.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Jember, 15 April 2023



Khalimatus Sa'diah
T20196073

Appendix 12s**CURRICULUM VITAE**

Name : Khalimatus Sa'diah
 SRN : T20196073
 Place, date of birth : Banyuwangi, 15th of August 2000
 Gender : Female
 Address : Jl.Dewata Gg.V No.29, RT 08 Rw 01, desa Genteng
 Kulon, kec.Genteng, Kab. Banyuwangi.
 Faculty : Tarbiyah and teacher training Faculty
 Major : English Education
 Email : dia15082000@gmail.com

Education background

Kindergarten : TK Aisyiyah 2
 Elementary School : SDN 1 Genteng
 Junior High School : SMPN 1 Genteng
 Senior High School : SMAN 1 Genteng

Organization Experience

1. Member of sports division Board Student Executive
2. Member of Student Council SMAN 1 Genteng
3. Scientific coordinator of UKPK UIN KHAS Jember