



**IMPROVING STUDENTS' ABILITY
IN READING HORTATORY EXPOSITION TEXTS THROUGH
DIRECTED READING THINKING ACTIVITY (DRTA) METHOD
(An Experimental Study of the Eleventh Grade Students
of SMA N 1 Gubug in the Academic Year 2010/2011)**

a final project
submitted in partial fulfillment of the requirement
for the degree of *Sarjana Pendidikan* in English

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Saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar-benar merupakan karya saya sendiri yang saya hasilkan setelah melalui penelitian, pembimbingan, diskusi, pemaparan atau ujian. Semua kutipan baik yang langsung maupun sumber lainnya telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Dengan demikian, walaupun tim penguji dan pembimbing penulisan skripsi atau tugas atau final project ini membubuhkan tanda tangan sebagai tanda keabsahannya, seluruh karya isi ilmiah ini tetap menjadi tanggung jawab sendiri. Jika kemudian ditemukan pelanggaran kode etik tata tulis ilmiah, saya bersedia menerima akibatnya.

Demikian, harap pernyataan ini digunakan seperlunya.

Semarang, September 2011

Yang membuat pernyataan,

Ana Sugiati

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You are never given a dream without also being given the power to make
it true
(Richard Bach)



This final project is proudly dedicated to:

- *My beloved mom and dad (Thank you, Love you)*
- *My beloved sister and brothers*
- *My friends in the English Department '07*

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Ana Sugiati

ABSTRACT

Sugiati, Ana. 2011. *Improving Students' Ability in Reading Hortatory Exposition Texts Through Directed Reading Thinking Activity (DRTA) Method. (An Experimental Study of the Eleventh Grade Students of SMA N 1 Gubug in the Academic Year 2010/2011)* Final Project. English Department. S1 Degree of Education. Faculty of Languages and Arts. Semarang State University. Advisors : I. Galuh Kirana Dwi Areni, S.S MP.d II. Drs. La Ode Musyaridun.

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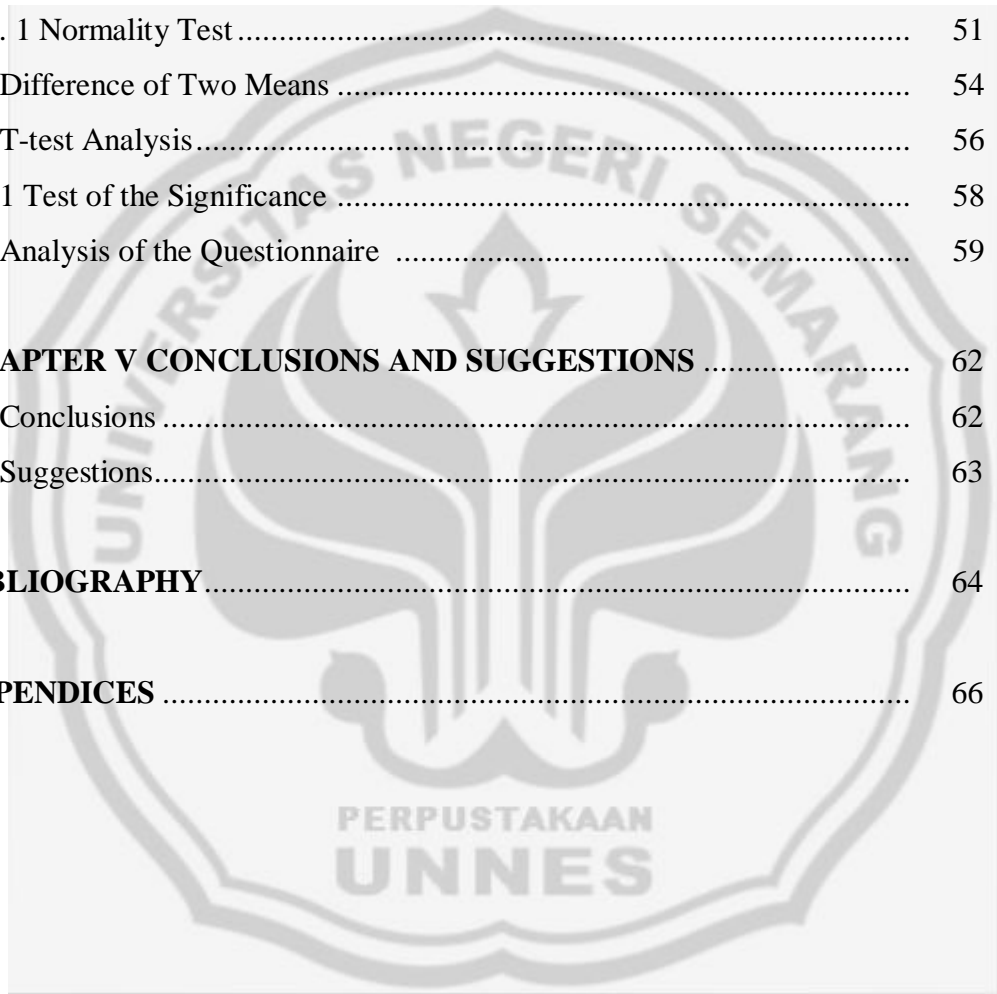
The objective of this study was to know the effectiveness of DRTA in reading hortatory exposition text of the eleventh grade students of SMA N 1 Gubug Grobogan in the academic year of 2010/2011. There were two hypotheses in this study. One of the hypotheses was a working hypothesis: : there is a significant difference of the students' achievement between pre test and posttest. Statistically $\bar{X}_{Pretest} \neq \bar{X}_{posttest}$ The null hypothesis: there is no significant difference of the students' achievement between pre test and posttest. Statistically $\bar{X}_{pretest} = \bar{X}_{posttest}$ The design that I used in this research was one group pretest post test study. The number of the subject of the research was 40 students. Before conducting the experiment, the test should be tried out first. A try-out test was given to the XI IA 1 and XI IA 4. There were 40 items of try-out test, 10 were rejected while 30 others were accepted. Post-test was given after the treatment has done. The result of this research showed that the post test got better achievement than the pretest. It is reflected in scores and computations. The mean of the pretest was 69,09 and the post test was 78,75. The obtained t -value was 5,76 while the t -critical value in 39 degree of freedom and 5% (0.05) alpha level based on the table was 2,58. Therefore, the obtained t -value was higher than the t -critical value. This condition revealed that the difference between the mean of pre test and posttest was statistically significant, or in the other words, the null hypothesis was rejected. Therefore, the hypothesis that was accepted: there was significant difference between pretest and posttest in teaching reading hortatory exposition text use Directed Reading Thinking Activity of SMA N 1 Gubug Grobogan in the academic year of 2010/2011. Finally, I suggested that a teacher should use an alternative strategy to make the students more interesting and enjoyable in teaching and learning process. Directed Reading Thinking Activity method was one of the method that could be used to improve the students' reading hortatory exposition text.

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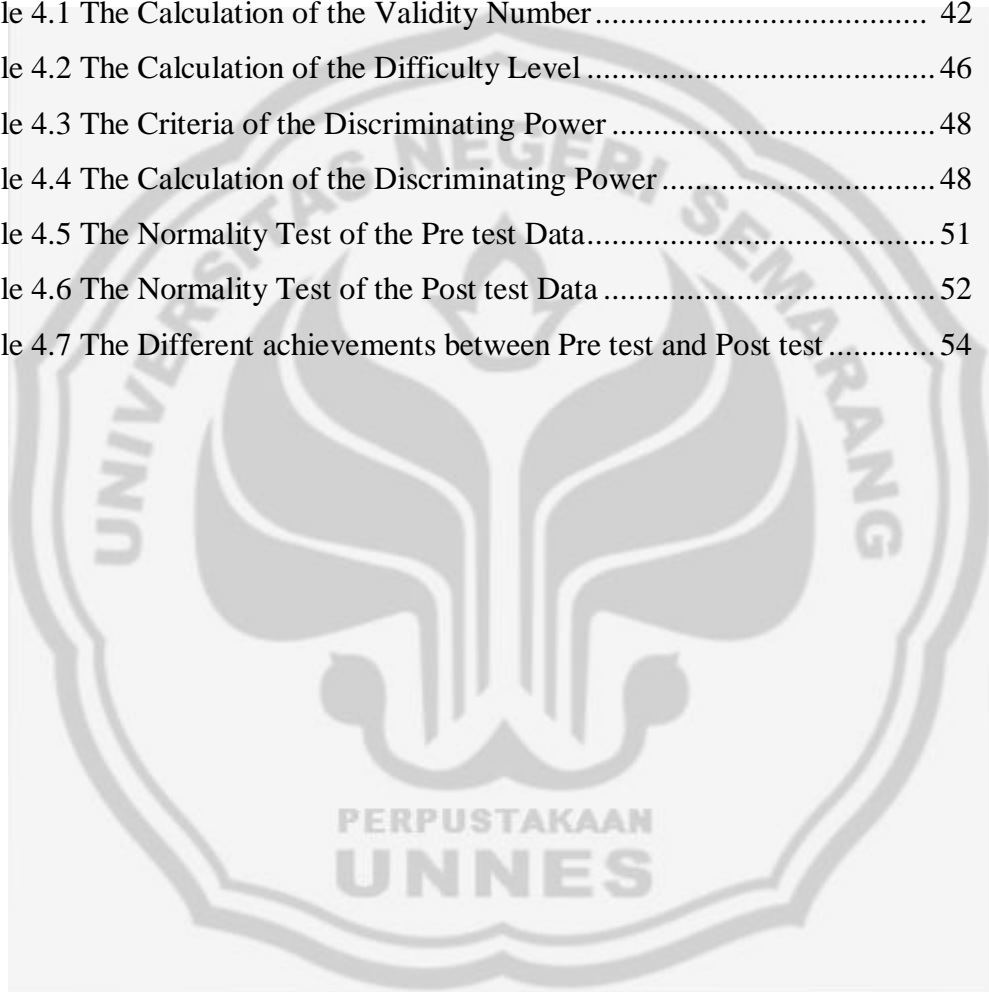
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. CHAPTER I

INTRODUCTION

Chapter I presents the introduction of the study. It consists of the background of the study, reasons for choosing the topic, statement of the problem, objective of the study, significances of the study, hypotheses, and outline of the study.

1.1 Background of the Study

English is an important subject that is taught in Indonesia. The purpose of English education in Indonesia is to develop the competence of students in English communication. There are four skills that must be mastered by students. They are listening, speaking, reading, and writing. One of them is reading. Students have to master listening, speaking, reading and writing. Reading is important for students because reading helps them understand many English books. They need reading skill not only for learning something (lesson), but also getting experiences, knowledge and everything that can support their study in higher education. By reading, students will increase their vocabulary and idiom. Reading also improves their structure and pronunciation. Students get much crucial information from reading.

To have good reading skill is not easy. The problem that is faced by students in Senior High School is low comprehension. They do not understand

about the content of the text that they read. Successful readers have to understand the content of the text. Students need practices to improve their reading skill. There are many ways to improve students' reading skill. Students should not only develop their reading skill through formal education and assignment in various reading text books, but also they should read many kinds of reading materials such as magazines, newspapers, articles and novels.

Students in senior high school still have difficulties in reading exposition text, especially in reading hortatory exposition text. Anderson (1997:122) states that "an exposition text is a piece of text that presents one side of an issue". Gerot and Wignell (1995:197-198) states that "the social function of hortatory exposition is to persuade the reader or listener that something should or should not be the case". From those definitions, we can conclude that a hortatory exposition text is a text to persuade the readers. It tells us about many arguments and in the end of the text, the writer gives the recommendation about the text.

Many students have difficulties to understand the content of hortatory exposition text. Teacher should find methods to make the students interested and active in reading hortatory exposition text. In this research, I will recommend a method to teach hortatory exposition text. The method is Directed Reading Thinking Activity (DRTA). It is a method developed by Russell Stauffer in 1969. We can use it in teaching reading in English, writing, math, social problems and sciences but in this research I will use it in teaching reading hortatory exposition text. DRTA encourages the students to make prediction about the content of the texts. It is used in teaching reading to make students to be active and they make

prediction about the text. This method asks students to make prediction about the content of the text. The teacher asks some questions to the students to make the prediction.

DRTA has some purposes. The purposes are to encourage the students in reading and elicit students' prior knowledge of the topic of the text. It also gives motivation for the students to read and understand the texts.

This research analyzes the effectiveness of DRTA to improve students' ability in reading hortatory exposition text. I use Pre experimental research to know that the DRTA is effective to improve students' ability in reading hortatory exposition text.

1.2 Reasons for Choosing the Topic

The reasons why I choose the topic are as follows:

- (1) Reading is an important skill for students to improve their English. They use reading to get much information, experiences and knowledge.
- (2) Students have difficulties in understanding text types especially hortatory exposition text. Many students think that reading hortatory exposition text is very boring, and they have difficulty to understand it.
- (3) I choose DRTA because I want to make the students easier in understanding the exposition text and the method makes the students to be active in reading.

1.3 Statement of the Problem

The problem that will be discussed in this research is as follows:

Is the Directed Reading Thinking Activity effective to improve the students' ability in reading hortatory exposition text?

1.4 Objective of the Study

Based on the statement of the problem above, the objective of the study is to know the effectiveness of the use of Directed Reading Thinking Activity to improve the students' ability in reading hortatory exposition text.

1.5. Significances of the Study

The significances of this study are:

- (1) For teachers of Senior High School, the result of the study can give an alternative method in teaching reading exposition text. It can help teachers to improve their teaching process and they will be more creative in teaching reading especially teaching reading hortatory exposition text.
- (2) For students of Senior High School, the result of the study can make them easy to understand hortatory exposition text and make them enjoy studying English.
- (3) For myself (the researcher), the process of the research will be very useful as an experience in constructing comprehension test and being involved in classroom situation while giving the test.

1.6 Hypotheses

Best (1981:7-8) states that “the research or the scientific hypothesis is a formal affirmative statement predictive a single research outcome, a tentative explanation of the relationship between two or more variables”. A hypothesis is a suggested answer of the problem in research.

There are two hypotheses in this study. They are the null hypothesis (H₀) and alternate hypothesis (H₁).

(1) H₁: there is a significant difference of the students’ achievement between pre test and posttest. Statistically $\bar{X}_{pretest} \neq \bar{X}_{posttest}$

(2) H₀: there is no significant difference of the students’ achievement between pre test and posttest. Statistically $\bar{X}_{pretest} = \bar{X}_{posttest}$

1.7 The outline of the Study

The study is divided into five chapters that can be presented as follows: Chapter 1 gives the introduction that contains the background of the study, reasons for choosing the topic, the statement of problem, the objective of the study, the significances of the study, hypotheses and outline of the study.

Chapter II presents review of related literature which discusses the general concept of reading, the general concept of reading comprehension, general concept of Directed Reading Thinking Activity, and the definition of the hortatory exposition text.

Chapter III deals with research method which will discuss research design, subject of the study, instrument of the study, data collection, method of analyzing data, and criteria of assessment.

Chapter IV gives interpretation of the result of the study which will analyze the data by using t-test.

Chapter V presents some conclusions and suggestions.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of two sections. The first section presents the review of the previous study in the relevant field that had been conducted so far. The second section deals with theories underlying this study.

2.1 Review of the Previous Study

There are some researchers use the same method to teach reading. One of them is Sri Sukarsih, a post graduate student in Yogyakarta State University. She did a research about Directed Reading Thinking Activity in her Thesis. She uses this method to improve the students' ability in reading comprehension in elementary school. The title of her research is Pengembangan Model Directed Reading Thinking Activity untuk Meningkatkan Keterampilan Membaca Pemahaman untuk Siswa SD in 2009 education year. The result of the research that the quality of the DRTA model reading for elementary school students is categorized as good with the average score of 4.20 on a 1-5 scale. The learning aspect shows the average score of 4.26 and the content aspect is 4.36. The pretest and the posttest conducted in the experimental research show that using DRTA has good impact in students learning mastery. Finally, the percentage of learning mastery after use this model is 83.87%. It is included in the category of very good.

The other research about DRTA is the final project which the title is The Use of Directed Reading Thinking Activity Method in Teaching Narrative Text. It is a research by Dian Puspita Sari, undergraduate student from Semarang State University. This final project was conducted based on a study that was attempted to examine the use of DRTA in teaching narrative text. The result of the research showed that the average score pre test of the experimental group was 62.67 and the post test was 75.78. Meanwhile, the average score pre test of the control group was 60.53 and the post test was 68.56. Based on the result above, DRTA method gave a great contribution to improve reading skill in narrative.

From the review of the another research, I hope the result of my research also shows that DRTA can improve the ability of the Senior High School students in reading hortatory exposition text.

2.2 Review of Theoretical Background

This subchapter discusses *Kurikulum Tingkat Satuan Pendidikan/KTSP (School Based Curriculum)*, reading, the general concept of Directed Reading Thinking Activity, exposition text, experimental research, and framework of analysis. Each of this discussion is presented as follows:

2.2.1 *Kurikulum Tingkat Satuan Pendidikan/KTSP (School Based Curriculum)*

English instruction in Indonesian Educational system is based on a system which is called curriculum which is composed by National Education Department (Depdiknas). According to Feez and Joyce (1998:9), quoted by

Nurhidayah Imani (2010:3), “curriculum is a general statement of goals and outcomes, learning arrangement, evaluation, and documentation relating to the management of program within an educational institution”. Curriculum is the principle of doing teaching learning process. It means that curriculum plays an important role in teaching learning process.

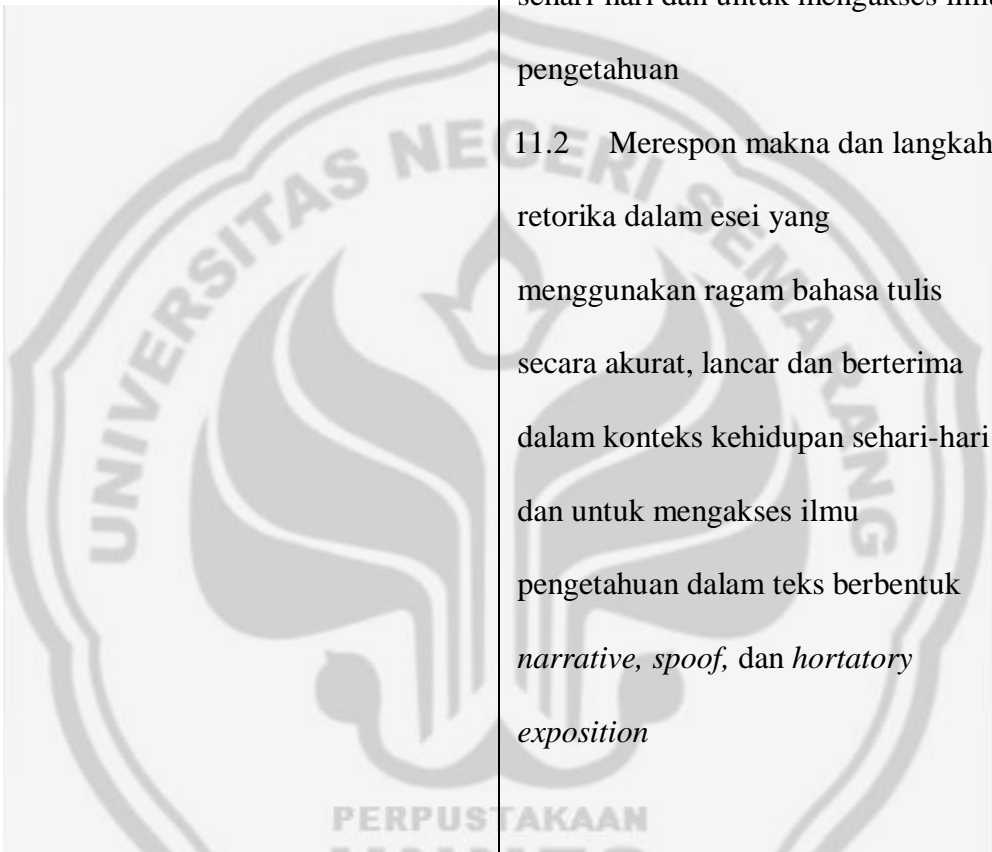
KTSP is the revision of the previous curriculum called *Kurikulum Berbasis Kompetensi*/KBK. Mulyasa (2007: 21) states that “KTSP is an idea about the curriculum development which put on the near position with the teaching learning process that is school and educational unit”. KTSP is a curriculum that gives the autonomy to the school and educational unit to develop curriculum based on each potency, demands, and needs.

Based on KTSP, there are five kinds of texts taught in the eleventh grade of senior high school i.e. report, narrative, analytical exposition, spoof and hortatory exposition text. Hortatory exposition text is one of the texts that should be mastered by the eleventh grade students of senior high school. It was given in second semester for eleventh grade. The following table displays the competence standard and basic competence in teaching reading hortatory exposition text for senior high school based on KTSP for the eleventh grade.

Table 2.1

Competence Standard and Basic Competence in Teaching Reading

Competence Standard	Basic Competence
Reading 11. Memahami makna teks fungsional	11.1 Merespon makna dalam teks fungsional pendek (misalnya <i>banner</i> ,

<p>pendek dan esei berbentuk <i>narrative</i>, <i>spoof</i> dan <i>hortatory exposition</i> dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan</p>	<p><i>poster</i>, <i>pamphlet</i>, dll.) resmi dan tak resmi yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan</p>
	<p>11.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk <i>narrative</i>, <i>spoof</i>, dan <i>hortatory exposition</i></p>

2.2.2 Reading

Reading is a skill that is very important for the students in studying English as a second language and as a foreign language. English texts enrich the readers' vocabulary, structure of English, sentences and the knowledge about English. By reading in English, they can study more about the component of language such as vocabulary, pronunciation, and structure.

There are various definitions about reading or reading process. Reading is defined in a variety of ways. Some linguists gave some definitions of reading that may help us to get clearer definition. Perfetti (1985) as quoted by Urquhart and Weir (1998:16) states that “the first defines reading as decoding, “the skill of transforming printed words into the spoken words”. This decoding definition offers some good arguments. It delineates a restricted performance and allows a restricted set of process to be examined.

Urquhart and Weir (1998:17) define that “reading as the whole parcel of cognitive activities carried out by the reader in contact with a text”. Widdowson (1979) in Urquhart also supports the definition above and Weir (1998:17) has defined reading as ‘the process of getting linguistic information via print’. In addition, Perfetti, in Urquhart and Weir (1998:17) state that as the alternative to a definition in term of decoding, suggest that “reading can be considered as thinking guided by print, with reading ability as skill at comprehension of text”.

Nuttal (1982:21) defines that “reading as meaningful interpretation of printed or written verbal symbols”. It means that reading is the interpretation of the symbols and the reader’s language skills, cognitive, and the knowledge of the world. In the process of reading, the reader creates the meanings of the language by their own interpretation of that language of the text.

From those definitions, we can conclude that reading is a process to get information from the reading passage. To get the information, the readers must understand the content of the reading passage. In Senior High School, the students

need time in reading process to understand the content of the text. The process of reading is included in cognitive process.

The students read the text and they define the content of the text. From reading the text, the students get the information and the knowledge about the content of the text. Reading is communication between the writer and the reader of the text. The writer sends the message and sends the information for the readers. The writer gives knowledge for the readers. The students study many things from reading a text or books because books have much knowledge that is very important for the students. The students start to study from reading. I think that reading is the process to understand the text and reading is the process to get knowledge and information that the readers need.

2.2.2.1 Objective of Reading

The readers have reasons, why they read the text or the book. In general, we can classify the purposes of the reading into two purposes, the first is to get information and knowledge and the second purpose is to get pleasure or to entertain them. According to Nurhadi (1987: 11), “the objectives of reading are to understand detailed information from any books, to get the main ideas of any passage and also to recognize the meaning of words”.

Another statement is from Tarigan (1990:90); he classifies the main purposes of the reading into three groups. The first, reading is to find out and gain some information from the reading passage. The seconds is to cover the content of the reading passage. The finally, it is to understand the main ideas of reading

passage. Generally, Tarigan (1985:3) claims that reading process has two main purposes. There are:

(1) Behavioral /closed/ instructional purposes

The purpose is usually directed to word activity, study skill activity and comprehension activity.

(2) Expressive / open purposes

This purpose is implied in self-directed reading, interpretative reading and creative reading.

Grabe and Stoller (2002: 13-15) believe that purposes for reading can be classified into 7 concepts: reading to search for simple information, reading to skim quickly, reading to learn from the text, reading to integrate information, reading to write (or search for information needed for writing), reading to critique texts, and reading for general comprehension.

From the explanation, I can conclude that some objectives of reading are to get information of the text, to recognize the meaning of the words, and to get specific information from the text. Reading may help the students to enrich their vocabulary and then the finally reading can enlarge the student's knowledge about everything in the world.

2.2.2.2 Process of Reading

A reading activity needs a process of reading. The process of reading happens when the reader faces the letters and read the text. The readers read the letters through their eyes and process them into their brain. Therefore, the reading process can be called as cognitive process.

From those explanations, we can know that the process of reading is very important for the reader, because from the reading process the reader can get the information from the text that the writer writes in the texts or books. Reading is a thinking process to absorb the reading material especially, the students must be able to use the information that they get from reading to have inference and read critically, to understand the configurative language and to determine the writer purposes, evaluate the idea that the writer presented, and apply the ideas to actual situation. All of the skills that we use in reading involve us to think.

2.2.2.3 Reading Comprehension

Reading comprehension has many definitions. Every definition focus on the work of cognitive domain than involves the process of knowledge acquisition, interpretation, and exhibition, of the acquired knowledge dealing with the process of thinking.

To comprehend a text, the readers must understand the reading passages. The readers must know the meaning of the words, the prejudices, tone, mood, feeling and attitude.

Urquhart and Weir (1998:84) state that “comprehension is frequently mentioned in cognitive and educational psychology, as well as, of course, the pedagogical literature”. Comprehension focus on line with our feeling that this is what reading is ‘about’, for getting information from written texts. Rayner and Pollatsek (1989), in Urquhart and Weir (1998:85), for example, give neither definition nor description of comprehension itself, though, according to their index, the larger part of the chapter dealing with ‘Representation of Discourse’ is

concerned with comprehension processes. From the first part of their chapter, one might gather that, for them, comprehension equals “the meaning of the text” that is being read.

According to Olson and Diller (1982:42), what is meant by reading comprehension is “a term used identifies those skills needed to understand and apply information contained in a written material”. This statement is supported by Harris and Sipay (1980:179), who say that “reading comprehension ability is taught to be a set of generalized knowledge acquisition skills permits that people to acquire and exhibit information gained as a consequence of reading printed language”. It is clear that reading is not merely recognizing the written symbols in the text but also reading comprehension, which is getting the clear ideas of both explicit and implicit messages.

Reading comprehension is the activity to get the information from the written text. In reading, if we want to understand the content of the texts that we read, we must have good comprehension in reading. The comprehension skills are taught in a number of ways. There are comprehension exercises which help students to understand the text.

2.2.3 The General Concept of Directed Reading Thinking Activity

Directed Reading Thinking Activity (DRTA) is method to teach reading that is developed by Russell Stauffer (1969). It is a teaching strategy that guides the students in making prediction about a text and then read it to confirm or refute the predictions. Based on Conner (2006) in <http://www.indiana.edu.htm>, “DRTA encourages students to make predictions while they are reading. After reading

segments of a text, students stop, confirm or revise previous predictions, and make new predictions about what they will read next.” It encourages students to be active and thoughtful readers. It is a way to teach students to read closely and purposefully. Dupuis, Lee, Badiali, & Askov (1989:252) state that “the rationale for using the DRTA is to foster the student's independence when reading. It engages students in an active process where they must use their reasoning abilities and their own ideas”. Based on the statement, I think that DRTA is a much stronger model for building independent readers.

Good readers make predictions and verify or refute them as they read. They also make adjustment to what they think will come next based on the text. DRTA is a strategy in teaching that explicitly teaches students to good reading habits.

Reutzel and Robert (1992) state that “DRTA encourages the students to engage actively in a three-step comprehension cycle. They are sample the text, make predictions, and sample the text to confirm or correct previous predictions”. Beck and Mckeown (1981) suggest that “teachers may adapt the DRTA in such a way as to sample the most important elements of a narrative or exposition based on the text structure employed”.

Teachers use DRTA for several important reasons. The first reason is to activate students’ prior knowledge of a topic of the text to be read. The second reason is to hypothesize about what might be addressed in the text. In order to hypothesize, students need to be aware of the text support, such as picture, graphs,

diagrams, and titles. The other reason is to establish meaningful purposes for reading the text.

To introduce the strategy, the teacher gives example of how to make predictions. Independent thinking encouraged as knowledge from previous lesson is incorporated into the predictions. Misconceptions are clarified by the readers through interaction with the text and in post reading discussions.

As an introductory lesson to DRTA, select a reading passage and determine several appropriate stopping points for students to make prediction. Use sticky notes to prevent the students from reading too far ahead. When you use this strategy, guide and stimulate the students' thinking through the questions. Wait a few seconds after asking question, to allow the students to process the information and form a prediction.

A teacher can use DRTA as a whole class activity when dealing with science and social studies material and small group activity during reading instruction. Teacher takes an active role as he or she prepares students to read the text. Teacher prepares about important vocabulary, eliciting prior knowledge, and explaining students how to use a specific reading skill. During reading, teacher asks individual students questions about the text to monitor their comprehension. After reading, teacher engages students in a discussing focusing on the purpose for reading, and follow up activities that focus on the content of the text.

Based on Meggin (2009) "there are four steps in DRTA, they are prediction, read, confirm, resolution". At the beginning of the lesson, students read the title of the text. The teacher develops a list of the concepts or ideas that come to students' mind about the title. The teacher comes up with a list about the

theme of the story, the setting, or the author of the story. The teacher writes the list on the board.

The first step is the students make predictions. The students make prediction what will be covered in the text. They make prediction about the content of the text. They use all visible clues for example pictures, charts, tables, index, and table of contents. The students should write the first prediction down before students start to read.

The second step is the students read the text. The students can take turns reading the text aloud and the students can read the text independently.

The next step is to confirm, revise and make a new prediction. Students should be encouraged to explain what in the text is causing them to confirm and revise prior predictions, and what is causing them to make the new predictions they are taking. Teacher leads a discussion about the students' predictions, asking reflective type questions about the students' predictions.

The last step is resolution. The lesson is closed with resolution which summaries the text.

DRTA, especially making predictions, helps students focus their attention on the text and encourages active reading. Making predictions about the text can help clear up any misconceptions about the topic. Richardson & Morgan, 1997 argue that "If the practice of DRTA is correctly implemented school-wide, it will help set the stage for a sturdy foundation in "study-reading." This will become a useful skill to have as students' progress through grades and text becomes more demanding".

Based on Nada Salem Abisamra in www.nada'esl_island.com "DRTA is a group comprehension activity that features of the story events prior to reading, reading to prove or modify prediction and the use of divergent thinking".

Based on Conner (2006) in <http://www.indiana.edu.htm> "the purposes of DRTA are teacher can obtain the students prior knowledge of the topic or the text, encourages students to monitor their comprehension while they are reading, and allows the students to set a purpose for reading".

Adapted from Raphael in <http://members.home.html>, DRTA has the advantages. The advantages of DRTA are it can help the students become critical readers. It gives a freedom for the readers to make prediction and then examine their own prediction. It also helps students developing reading comprehension. Students read more actively and enthusiastically because they are more interested in finding out what happened. Students often remember more information about the text.

2.2.4 Exposition Text

According to Mark and Kathy Anderson (1997: 1) "we live in world of words". When these words are put together to communicate a meaning, a piece of text is created. Creating a text requires us to make choices about the words that we use. When you speak or write to communicate a message, you are constructing a text. When you read, listen to or view a piece of text, you are interpreting its meaning.

Based on Anderson (2003:122) "an exposition is a piece of text that presents one side of an issue". We use exposition text to persuade someone to

believe something. Based on Anderson (2003:122), “the purpose of the exposition text is to persuade the reader to believe something by presenting one side of the argument”. The steps for constructing an exposition text are:

- (1) The first is an introductory statements that give the writer point of view and previous arguments that will follow.
- (2) The second is a series of arguments that aim to convince the reader.
- (3) The last is the conclusion that sums the arguments and reinforces the writer point of view.

2.2.4.1 Hortatory Exposition

Hortatory Exposition is the one of the exposition text. Gerot and Wignell say that the social function of the hortatory exposition text is “to persuade the reader or listener that something should or should not be the case”. In the Senior High School, this text is taught in the XI graders in the second semester.

Hortatory exposition has some generic structures and significance lexicogrammatical features. The generic structures of hortatory exposition text are:

- (1) Thesis is the announcement of issue of concern.
- (2) The arguments are the reasons for concern, leading to recommendations.
- (3) The last is recommendation. It is the statement of what should or should not to happen.

The significant lexicogrammatical features of hortatory exposition are:

- (1) The hortatory exposition focuses on generic human and non human participant, except for the speakers or the writers referring to them.

(2) The hortatory exposition uses mental process, material processes and relational processes. The use of mental processes is to state what the writer thinks or feels about issue. For example: realize, feel, and appreciate. The material process is used to state what happens. For example: is polluting, drive, travel, spend, and should be treated. The last is the relational processes. It is used to state what is or should be. For example: does not seem to have been, and is.

(3) The hortatory exposition text uses simple present tense.

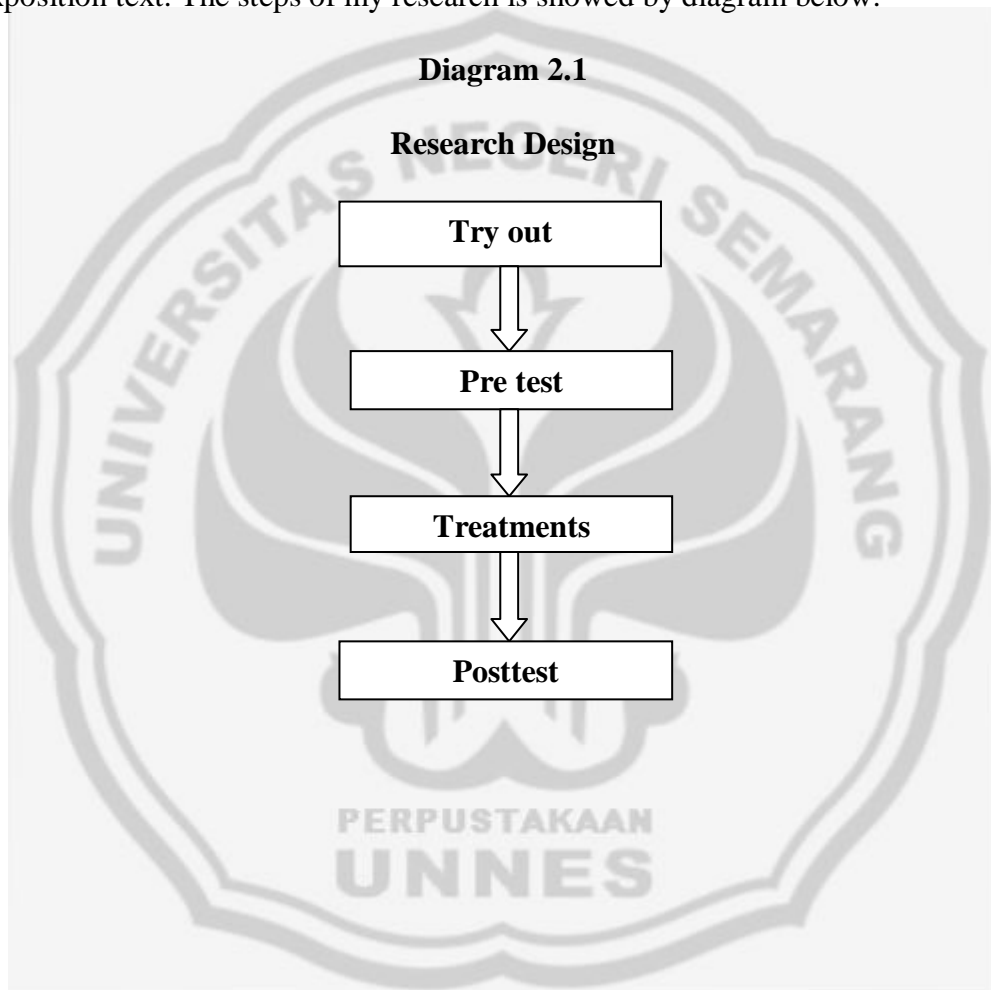
Gerot and Wignell state that “Hortatory exposition differs from analytical exposition in that the latter argues that X is the case. Hortatory exposition argues that X ought or ought not to be or should or should not to be the case”. The hortatory exposition text has the recommendations and the analytical exposition text does not have recommendations.

Based on the explanation, I can conclude that hortatory exposition text is a piece of text that persuades the readers to believe something. Hortatory exposition text also has recommendation.

2.2.5 Framework of Analysis

This study is an experimental research conducted as an effort to solve problems of teaching reading specifically hortatory exposition text. In some cases, students’ interest and mastery of reading hortatory exposition texts are not satisfying. This research I want to know the effectiveness of DRTA in teaching hortatory exposition texts for senior high school students.

This study is conducted by using Directed Reading Thinking Activity as a method of teaching and learning. DRTA is considered as an interesting method in reading exposition text for eleventh grade students in Senior High School. The advantages of DRTA are hoped to help students to understand hortatory exposition text. The steps of my research is showed by diagram below:



CHAPTER III

METHOD OF INVESTIGATION

This chapter is divided into six sections. They are research design, population and sample, research variables, instruments, procedures of collecting data, and method of the data analysis.

3.1 Research Design

This subchapter discusses quantitative approach, and experimental research. Each of this discussion is presented as follows:

3.1.1 Quantitative Approach

Research was considered formal and systematic process to get solution of the problem on scientific method. Best (1981:18) states that "research may be defined as the systematic and objective analysis and recording of controlled observation that may lead to the development of the generalizations, principles, theories, resulting in prediction and possible ultimate controls of events". Research was based on experiences and empirical evidences.

I used research methodology to analyze the data of the research. Research methodology was very important in research process. The quality of the research result depended on the research method. In this research, I chose quantitative approach to analyze the data. Best (1981:154) states that "quantification has been defined as a numerical method of describing observations

of materials or characteristics”. In this term, quantitative data, I used statistical analysis to calculate the data.

3.1.2 Experimental Research

In this research, I used experimental research to analyze the data. Best (1981:59) states that “an experiment involves the comparison of the effect of the particular treatment with that of a different treatment or no treatment”. The experimental research focused on variable relationship. It described what will be when certain variables were carefully controlled and manipulated. So from those definitions, the experimental research was used to know the effectiveness of the method that the teacher used in teaching process.

Best (1981:57) states that “the immediate purpose of experimental design was to predict event in the experimental setting”. In this research, I tried to analyze the effect of the DRTA to improve the ability of the students in reading hortatory exposition text. I wanted to know that the DRTA was effective or not to improve the ability of the students in understanding the hortatory expositions text.

Experimental design was the procedure of my study to test the hypotheses by reaching valid conclusion about the relationship between the dependent variable and independent variable. Based on Best (1981:68), there were three kinds of experimental design. There were true experimental design, quasi-experimental design and pre experimental design.

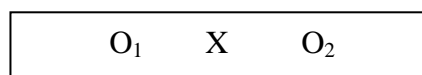
Tuckman (1978:130) states that “there are some designs that can be called true experimental design because they provide completely adequate controls for all sources of internal invalidity”. This design used two groups in

research. There are experimental group and control group. True experimental design was divided into two designs. They were posttest only control group design and pretest posttest control group design.

Tuckman (1978:136) states that “quasi-experimental designs are partly but not fully-true experimental design; they control some but not all of the sources of internal validity”. The quasi-experimental design was divided into five designs. They were time series design, equivalent time-sample design, nonequivalent control group design, separate-sample pretest –posttest design and patch up design.

The pre experimental design was often thought of as the only research method that can adequately measure the cause and effect relationship. Pre experimental research did not employ randomization to provide for sample in this research. Based on Best (1981:80) pre experimental design was divided in three design. They were the one-shot case study, the one-group pretest post test design, and the static-group comparison design. In this research, I chose the one-group pre test posttest design. One group pretest post test design only needs one group. It investigated the difference mean between pre test and posttest. At first I gave pre test and then treatment and the last I gave post test.

Best (1981:80) states that “the one group pretest-posttest design can be diagramed as shown below”.



In which:

X : treatment

O₁ : pre-test

O₂ : post-test

In analyzing the data, I compared gained scores from the pre test and post test and then I analyzed the data by using the matched t-test to know whether the difference was significant or not.

Table 3.1

The Activities of the Research

No	Steps of Research	Activities	Time allotment
1	Pre-test	I administered the pre test before treatment.	The time allotment was 45 minutes.
2	First treatment	I gave the first treatment. I gave the text. I ask the students to read the text and predict the content of the text by using procedures of DRTA	The time allotment to give the treatment was 2x 45 minutes.
3	Second treatment	I gave the second treatment. I explained the generic structure of the text.	The time allotment to give the treatment was 2x45 minutes.

5	Post test	I administered posttest after the treatment.	Time allotment was 45 minutes.
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3.2 Population and Sample

This subchapter discusses population and sample of the research. Each of this discussion is presented as follows:

3.2.1 Population

Best (1981:8) argues that “population is any group of individuals that have one or more characteristics in common that are interesting to the researcher”. Based on the definition, I concluded that the population of this research is the students in eleventh graders SMA N 1 Gubug in the academic year 2010/2011. I had some reasons why I chose them as the population. The first reason was the students were all in the same grade. The second reason was the students had been studying English for the same period. The last reason was the students relatively have the same marks in reading comprehension.

3.2.2 Sample

In this research, I selected sample. It was more effectively than population. Best (1981:8) states that, “a sample is a small proportion of a population selected for observation and analysis”. It was part or the representative of the population that is investigated. In this research, I did not take the whole population as a sample because of time and financial limitation. I could select

sample from observation and analysis. In this research, I chose one class to be the sample of my research.

The sample of the population is the students of XI IA 3. It consisted of 40 students. I chose this class because the students of the class relatively have the same marks in reading comprehension.

3.3 Research Variable

Best (1981:59-61) states that “variables are the condition or characteristics that experimenter manipulates control or observes”. There are two kinds of variables. There are independent variable and dependent variable. Best (1981:59-61) states that “the independent variables are the condition or characteristics that the experimenter manipulates in his or her attempt to ascertain their relationship to observed phenomena. The dependent variables were the condition or the characteristic that appear, disappear, or change as the experimenter introduces, removes, or changes independent variable”. In educational research, the independent variable is a particular teaching method, a type of a teaching material or a period of exposure to a particular condition. The independent variables in educational research can be a test score, the number of errors, or measured speed in performing a task. The independent variable influences the dependent variable.

This research also has two variables. The two variables are:

(1) Dependent variable

The dependent variable of this research is the students’ ability in reading exposition text.

(2) Independent variable

The independent variable in this research is the use of directed reading DRTA as a method in teaching reading.

3.4 Instrument

Research instrument is the tools that are used to gather the data. In this research, I used some research instruments to gather the data. The instruments were:

3.4.1 Observation

I observed before I do my research, I wanted to know the condition of the students. I came to the school and I observed the condition of the school. I observed to introduce myself to the students. I observed the students to know the number of the population of the students and I could count the sample of the research.

3.4.2 Test

In this research, I used pre test and post test. Brown (2004:3) states that “test is a method of measuring a person’s ability, knowledge, or performance in a given domain”. From this definition, I know that the components of a test. The first component is a method. It is an instrument, a set of technique, procedure, or items, which requires performance on the part of the test takers. The second is measurement. Test measures general ability, while others focus on very specific competencies or objectives. The next, a test measures an individual’s ability,

knowledge, or performance. A test measures the performance of the test takers but the result implies the test-takers ability. Finally, a test measures a given domain.

In this research, I would like to measure the ability of the students in reading hortatory exposition text. I gave the students two tests. The first was pre-test. I gave pre-test before I gave treatment for the students. The second test as post-test. I gave posttest for the students after I gave the treatments.

I used one test type only. It was a multiple choice. This type of the test was chosen because of some advantages. They were:

- (1) The technique of the scoring was easy. It was easy to determine which the right answer is and which one is wrong only by looking at the answer the students chose.
- (2) It was easy to compute and determine the reliability of the test. Reliability means the stability of test scores when the test was used. By giving a multiple choice test, it gave an easy way to know the stability and determined the reliability of the test.
- (3) It was more practical for the students to answer. Students got the easiest way to answer. They only need to choose the right answer by choosing one of the options given.

Before the test item was used as the instrument to collect the data, it had been tried out first to the students in other class.

3.4.3 Questioner

I used questionnaire as supporting data for the study. I used questionnaire to know the opinion of the students about DRTA. I made the questions and I

provided the answer of the questions so the students chose the answer of the questions. I gave ten questions based on four indicators. The indicators were students' interest, the advantages of DRTA method for students, and the relevancy of the method for the material and for the students.

There were certain techniques to analyze the questionnaire items. I used Likert scale to make the analysis the data. I gave grading score for the answer of the questionnaire. Sugiono (2009: 93) states that "Likert scale was used to measure the attitude, opinion and the perception of the person or group about the social phenomena".

Every answer of the question of the Likert scale has gradation from the most positive until the most negative. The Grading score of the item questionnaire based on Likert scale is as follows:

- (1) Agree/ always/ the most positive : 5
- (2) Agree/ often/ positive : 4
- (3) Doubt/ sometimes/ neutral : 3
- (4) Disagree/seldom/ negative : 2
- (5) Disagree/ never : 1

In this research, my questionnaire only had three options. They are a,b, and c, so the grading were:

Options	Categories	Score
A	The most agree	3
B	Agree	2
C	Disagree	1

The scores is explained as follow:

- a. If the students choose A, the score is 3
- b. If the students choose B, the score is 2
- c. If the students choose C, the score is 1

3.5 Procedures of collecting Data

This subchapter discusses try out, validity, reliability, item difficulty, discriminating power, pretest and posttest. Each of this discussion is presented as follows:

3.5.1 Try Out

Before the students got the pretest, I had to give try out first to the other class. Try out test was necessary since the result will be used to make sure that measuring instrument has such characteristic as validity and reliability.

After scoring the result of try out, I had to analyze the data to find out its validity and reliability. The characteristics of a good test are reliability and validity of the test.

To know the quality of the test in pre test and posttest, I analyzed the validity and reliability. Besides validity and reliability of the test, I also analyzed the items of the test to find out the difficulty index and discriminating power. The more detail discussion was given below.

3.5.2 Validity

The validity is one criterion of an effective test and it is the most important principle when we make a test. The validity is the extent to which

inferences made from test result are appropriate with the purposes of the test. Tuckman (1978:163) says that “the validity of the test represents the extent to which a test measures what it purports to measure”. From that definition, I can say in simple words, validity is an important criterion to know the quality of the test.

Based on Brown (2004:22) “a valid test reading ability actually measures reading ability-not 20/20 vision, nor previous knowledge in subject, nor some other variable of questionable relevance”. To conduct the test validity, I used the formula which is called “product moment” formula as the following:

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

Where:

r_{xy} : Coefficient of correlation between x and y variable or validity of each item

N : the number of the students or subjects participating in the test

$\sum X$: the sum of scores in each item

$\sum Y$: the sum of total scores from each student

$\sum X^2$: the sum of the square scores in each item

$\sum Y^2$: the sum of the square scores from each student

$\sum XY$: the sum of multiple of scores from each student with the total score in each item

(Arikunto, 2006:170)

This formula was used for validating each score, and the result was consulted to critical value for r-product moment. When the obtain coefficient of correlation was higher than the critical value for r-product moment, it meant that a scoring is valid at 5% alpha level of significances. The result was being consulted with r product moment, $r_{xy} > r_{critical}$ was valid.

3.5.3 Reliability

The reliability is the stability of the test scores. Tuckman (1978:160) states that “test reliability meant that a test was consistent”. Reliability shows whether the instrument is reliable and can be used as the device of collect the data. A test is reliable to the extent that it measures consistently, from one time to another.

To conduct the reliability, I used the Kuder-Richarson Reliability. Tuckman (1978:160) states that “this formula known as K-R formula 21 was shown below and was equivalent to the average of all possible split-half reliability coefficients”.

$$r_{11} = \left(\frac{k}{k-1} \right) \left(1 - \frac{M(K-M)}{KVt} \right)$$

Where :

R_{11} : Kuder- Richardson reliability coefficient

K : number of item in the test

M : mean score on the test

Vt : test variance (measure of variability)

(Arikunto, 2006:189)

First, what I have to find is the variance of the test-symbolized s^2 . The formula used to find s^2 is as follows:

$$V_t = \frac{\sum y^2 - \frac{(\sum y)^2}{N}}{N}$$

Where

V_t : variance

N : the number of the score

$\sum y$: the score of the students

$\sum y^2$: the quadrate of the students' total scores

(Arikunto, 2006:184)

The test is considered being reliable if the $r_{xy} > r_{table}$ for $\alpha = 5\%$.

3.5.4 Item Difficulty

Item tests have good difficulty level if it is not too easy or too difficult for the students (examiners), so they can answer the item. Therefore, every item should be analyzed first before it is used in the test.

The formula:

$$P = \frac{b}{JS}$$

Where:

P = the facility value (index of difficulty)

B = number of students who answered the item test correctly

JS = the total number of students

The criteria used here are:

Difficulty level	Category
$0,00 < P \leq 0,30$	Difficult
$0,30 < P \leq 0,70$	Medium
$0,70 < P < 1,00$	Easy

3.5.5 Discriminating Power

The discriminating power is a measurement of the effectiveness of an item in discriminating between high and low scores of the whole test. The higher the value of the discriminating power is the more effective an item will be. It is also essential to determine the discriminating power of the items since it can determine between the more and the less able students.

There were many steps to calculate the index of discrimination as follows:

- (1) The results of the scores of the try out test were arranged by well organizing the students' result from the highest to the lowest score.
- (2) All students who take the test were divided in two groups namely upper and the lower groups by taking 50% from the highest score as the upper group, and 50% from the lowest score as the lower group.

- (3) The formula is as follows:

$$D = \frac{BA}{JA} - \frac{BB}{JB}$$

(Arikunto, 2002:309)

Where:

D : the discriminating index

BA : the number of students in the upper group who answered the item correctly

BB : the number of students in the lower group who answered the item correctly

JA : the number of all students in the upper group

JB : the number of all students in the lower group

The criteria used here were:

Interval	Criteria
$0,0 \leq D \leq 0,20$	Poor
$0,20 \leq D \leq 0,40$	Satisfactory
$0,40 \leq D \leq 0,70$	Good
$0,70 \leq D \leq 1,00$	Excellent

3.5.6 Pre test

The test was given to identify the students' achievement in reading exposition text. The pretest was given before treatment. Pretest is used to know the student's ability in reading hortatory exposition text.

3.5.7 Post test

The posttest was conducted to measure the students' ability after treatment. The purpose of the posttest was to know the students' achievement after I gave treatment by using DRTA.

3.6 Method of the Data Analysis

This subchapter discusses normality test and t test. Each of this discussion is presented as follows:

3.6.1 Normality Test

I used parametrical statistic. I used parametrical statistic because the data were ratio. Parametrical test was considered to be the most powerful test. Parametrical test required assumption test. The one of the assumption test is normality test.

The formula to analyze the normality test was:

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

If $c^2 < c^2$ table the data is normal, but if $c^2 > c^2$ table, the data is not normal.

3.6.2 T- test

The obtained data were analyzed to get the result. The matched T- test formula was used to analyze the data in this research. It was used to know that the differences between pre test and posttest were significant or not.

$$t = \frac{Md}{\sqrt{\frac{\sum X^2 d}{N(N-1)}}}$$

Where :

Md : the gained mean between pre test and posttest

xd : the difference between the deviation and the deviation mean

N : the number of the sample

df : N-1

(Arikunto, 2006:306)

The application of the formula to investigate the result of the research will be discussed in chapter IV.



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

Chapter IV presents the analysis and the discussion of the research findings. The chapter consists of analysis of each meeting, statistical analysis, and discussion.

4.1 Analysis of Each Meeting

In this section, I discussed and analyzed the process of the study from the try out until posttest.

4.1.1 Try Out

Try out test was necessary since the result will be used to make sure that measuring instrument has such characteristic as validity and reliability. I made two instruments test; they were for pre test and posttest. The test instrument A was for pre-test and the test instrument B was for posttest. I made different test instruments for pre test and pos test. I made the test instruments based on bloom taxonomy. The steps of bloom taxonomy were remember (knowledge), understand (comprehension), apply, analyze, evaluate and synthesis. I made the posttest instruments more difficult than those of the pre test. I made the pre test based on three steps of bloom taxonomy. They were remembering (knowledge), understanding (comprehension), and applying. I made the posttest instrument

based on remembering (knowledge), understanding (comprehension), applying, analyzing, and evaluating.

Class XI IA 1 and class XI IA 4 were chosen as try out classes. Try out was conducted on 27 April 2011. The test instrument A (pre test instruments) was given in class XI IA 1. The test instrument B (posttest instrument) was given in class XI IA 4. There were 42 students who joined the try out in XI IA 1 and XI IA 4. The students were given 40 multiple-choice items in 60 minutes. After I gave try out for the students, I analyzed the validity, reliability, discriminating power and item difficulty. Each of the discussion was presented as follows:

4.1.1.1 Validity

In order to find the validity, I used the following formula:

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

In which,

r_{xy} : Coefficient of correlation between x and y variable or validity of each item

N : The number of the students or subjects participating in the test

$\sum X$: The sum of scores in each item

$\sum Y$: The sum of total scores from each student

$\sum X^2$: The sum of the square scores in each item

$\sum Y^2$: The sum of the square scores from each student

$\sum XY$: The sum of multiple of scores from each student with the total score in each item

The item was valid if $r_{xy} > r_{table}$. The following was the example of counting validity of item number 1 of try out A (pre test instrument), and for the other items will use the same formula, and can be seen in appendix 5.

Table 4.1
The Calculation of Validity number 1

No	Code	X	y	x ²	y ²	xy
1	T-018	1	37	1	1369	37
2	T-011	1	36	1	1296	36
3	T-012	1	36	1	1296	36
4	T-019	1	36	1	1296	36
5	T-037	1	35	1	1225	35
6	T-021	1	35	1	1225	35
7	T-039	1	35	1	1225	35
8	T-013	1	34	1	1156	34
9	T-024	1	34	1	1156	34
10	T-023	1	34	1	1156	34
11	T-036	1	33	1	1089	33
12	T-003	1	33	1	1089	33
13	T-017	1	33	1	1089	33
14	T-006	0	33	0	1089	0
15	T-004	1	32	1	1024	32
16	T-022	1	32	1	1024	32
17	T-001	1	31	1	961	31
18	T-034	1	31	1	961	31
19	T-007	1	31	1	961	31
20	T-030	0	31	0	961	0
21	T-014	1	31	1	961	31
22	T-015	1	30	1	900	30
23	T-027	0	30	0	900	0
24	T-008	1	30	1	900	30
25	T-041	0	30	0	900	0
26	T-032	0	28	0	784	0
27	T-038	1	28	1	784	28
28	T-029	1	27	1	729	27

29	T-010	1	26	1	676	26
30	T-031	1	25	1	625	25
31	T-009	1	24	1	576	24
32	T-002	0	23	0	529	0
33	T-020	0	21	0	441	0
34	T-028	1	21	1	441	21
35	T-035	0	19	0	361	0
36	T-033	0	18	0	324	0
37	T-040	1	18	1	324	18
38	T-005	1	16	1	256	16
39	T-026	0	16	0	256	0
40	T-016	0	13	0	169	0
41	T-025	0	12	0	144	0
42	T-042	0	12	0	144	0
	Σ	29	1170	29	34772	884

$$N = 42$$

$$\Sigma Y = 1170$$

$$\Sigma X = 29$$

$$\Sigma Y^2 = 34772$$

$$\Sigma X^2 = 29$$

$$\Sigma XY = 884$$

$$r_{xy} = \frac{42 \times 884 - (29)(1170)}{\sqrt{\{42 \times 29 - (29)^2\} \{42 \times 34772 - (1170)^2\}}}$$

$$r_{xy} = 0.544$$

For $\alpha = 5\%$ and the number of the subjects of try out were 42, so the r_{table} 0.304. The $r_{xy} > r_{table}$, so the item number 1 was valid. There were thirty three items of pre-test instrument which were valid and seven items which were invalid. They were number: 1, 3, 4, 5, 6, 7, 8,9, 10, 11, 12, 13, 14, 15, 17, 18, 20, 22, 23, 24, 26,27, 28, 29, 31,32,33,34,35,36, 37, 38, and 39. The invalid numbers were 2, 16, 19, 21, 25, 30, and 40. There were thirty two items of posttest instrument which were valid and eight items which were invalid. The valid numbers were 3, 4, 5, 6, 7, 8, 9, 11, 12, 14, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32,

34, 35, 36, 37, 38, 39, and 40. The invalid numbers were 1, 2, 10, 13, 15, 30, 31, and 33.

4.1.1.2 Reliability

The formula that was used to calculate reliability was K.-R.21

$$r_{11} = \left(\frac{k}{k-1} \right) \left(1 - \frac{M(k-M)}{k V_t} \right)$$

In which,

r_{11} : Reliability

k : The number of the instrument items

m : The mean of the score

V_t : The variance

The test instrument was considered being reliable if the $r_{xy} > r_{table}$ for $\alpha = 5\%$. By using Kuder and Richardson formula, I considered that the transformation of the try out is reliable. Here was the computation.

First, what we have to find is the variance of the test, the symbol was V_t . The formula used to find V_t was:

$$V_t = \frac{\sum y^2 - \frac{(\sum y)^2}{N}}{N}$$

In which,

V_t = the variance

N = the number of the students who did the try out

$\sum y$ = the score of the students

$\sum y^2$ = the square of the students' total scores

$$V_t = \frac{34772 - \frac{(1170)^2}{42}}{42}$$

$$V_t = 51.884$$

Therefore, the test variance was 51.884. The next step, I found the mean of the result of the test. The formula was:

$$m = \frac{\sum y}{N}$$

$$m = \frac{1170}{42}$$

$$m = 27.86$$

As the result, the mean score of the test instrument for pre test was 27.86.

The last step, I tried to find the reliability of the test by using K –R21 formula as follows:

$$r_{11} = \left(\frac{k}{k-1} \right) \left(1 - \frac{M(k-M)}{k V_t} \right)$$

$$r_{11} = \left(\frac{40}{39} \right) \left(1 - \frac{27,86(40 - 27.86)}{40 \times 51.88} \right)$$

$$r_{11} = 0.858$$

For $\alpha = 5\%$ and the number of the students were 42, the $r_{table} = 0.304$.

Since $r_{xy} > r_{table}$, $0.858 > 0.304$ the try out test was reliable.

4.1.1.3 Difficulty Level

The formula that was used to count the difficulty level of each item was:

$$P = \frac{B}{JS}$$

In which,

P = the facility value (index of difficulty)

B = the number of the students who answered correctly

Js = the total number of the students

For instance, item number 1 of test instrument A (for pre test), there were 29 students who answered correctly. Therefore, the computation is as the following:

Table 4.2
The calculation of Difficulty Level

Upper group			Lower group		
No	Code	Score	No	Code	Score
1	T-018	1	22	T-015	1
2	T-011	1	23	T-027	0
3	T-012	1	24	T-008	1
4	T-019	1	25	T-041	0
5	T-037	1	26	T-032	0
6	T-021	1	27	T-038	1
7	T-039	1	28	T-029	1
8	T-013	1	29	T-010	1
9	T-024	1	30	T-031	1
10	T-023	1	31	T-009	1
11	T-036	1	32	T-002	0
12	T-003	1	33	T-020	0
13	T-017	1	34	T-028	1
14	T-006	0	35	T-035	0
15	T-004	1	36	T-033	0
16	T-022	1	37	T-040	1
17	T-001	1	38	T-005	1
18	T-034	1	39	T-026	0
19	T-007	1	40	T-016	0
20	T-030	0	41	T-025	0

21	T-014	1	42	T-042	0
Σ		19	Σ		10

$$B = 19 + 10 = 29$$

$$J_s = 42$$

$$P = \frac{29}{42} = 0.69$$

According to the criteria, the item number 1 was medium. For the other items, I used the same formula. It could be seen on the appendix 5

4.1.1.4 Discriminating Power

I used this following formula to find the discriminating power in the transformation of the try out test.

$$D = \frac{BA}{JA} - \frac{BB}{JB}$$

Where:

D : the discriminating index

BA : the number of students in the upper group who answered the item correctly

BB : the number of students in the lower group who answered the item correctly

JA : the number of all students in the upper group

JB : the number of all students in the lower group

Table 4.3**The Criteria of Discriminating Power**

Interval	Criteria
$0,0 \leq D \leq 0,20$	Poor
$0,20 \leq D \leq 0,40$	Satisfactory
$0,40 \leq D \leq 0,70$	Good
$0,70 \leq D \leq 1,00$	Excellent

The following is the example of computation of discriminating power. I will focus on the item number 1 as the example.

Table 4.4
The Calculation of Discriminating Power

Upper Group			Lower Group		
No	Code	Score	No	Code	Score
1	T-018	1	22	T-015	1
2	T-011	1	23	T-027	0
3	T-012	1	24	T-008	1
4	T-019	1	25	T-041	0
5	T-037	1	26	T-032	0
6	T-021	1	27	T-038	1
7	T-039	1	28	T-029	1
8	T-013	1	29	T-010	1
9	T-024	1	30	T-031	1
10	T-023	1	31	T-009	1
11	T-036	1	32	T-002	0
12	T-003	1	33	T-020	0
13	T-017	1	34	T-028	1
14	T-006	0	35	T-035	0
15	T-004	1	36	T-033	0
16	T-022	1	37	T-040	1
17	T-001	1	38	T-005	1
18	T-034	1	39	T-026	0

19	T-007	1	40	T-016	0
20	T-030	0	41	T-025	0
21	T-014	1	42	T-042	0
Σ		19	Σ		10

For example item number 1, there were 19 students from upper group who answered correctly, and 10 students from lower group who answered correctly.

The computation is as follows:

$$D = \frac{19}{21} - \frac{10}{21} = 0.428$$

Based on the criteria, the item number 1 was categorized as medium.

The items of the pre test instruments which were used for pre test were 30 item test of 33 valid items. They were 1, 3, 4, 5, 6, 7, 8, 11, 13, 14, 15, 17, 18, 20, 22, 23, 24, 26, 27, 28, 29, 31, 32, 33, 34, 35, 36, 37, 38, and 39. The unused item test were 10 numbers. They were 2, 9, 10, 12, 16, 19, 21, 25, 30, and 40.

The items of the post test instruments which were used for post test were 30 items of 32 valid items. They were 3, 4, 5, 6, 7, 8, 9, 12, 13, 14, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 28, 29, 32, 34, 35, 36, 37, 38, 39, and 40. The unused item test were 10 items. They are 1, 2, 10, 11, 15, 16, 27, 30, 31, and 33.

4.1.2 Pre Test

The pre test was conducted on Saturday, 30 April 2011. The sample of the research was the students of XI IA 3. The class was consisted of 40 students. The students were given 30 items of multiple choices in 45 minutes. The purposes of the test was to know the students' ability in reading hortatory

exposition text before treatment was given. The result of the pre test could be seen in appendix 22.

From the result the average scores were analyzed. The average score of the pre test was 69.09.

4.1.3 Treatment

The treatment was given after conducting pre-test. Treatment was conducted on 5 May 2011 and 7 May 2011. The samples of the research was students of XI IA3. They were 40 students. This group was taught that used DRTA in reading Hortatory exposition texts.

4.1.4 Post test

The post test was conducted on Thursday, 12 May 2011. The purpose of this test was to know the students' ability in reading hortatory exposition text after the treatment was given. The result of the post test can be seen in appendix 22.

From those scores, the averages scores of the post test was 78.75. It means that the ability of the students in reading hortatory exposition texts of posttest was higher than the pre-test. It was proven by the t-test formula.

4.2 Parametrical statistics

In this research I used statistical analysis to know the result of the research. I used inferential statistics and parametrical statistics. I used parametrical statististics because the data was rasio. Parametrical test was considered to be the most powerful test. To use parametrical statistics, I provided the asumption test. The one of the asumption test was normality test.

4.2.1 Normality Test

Parametrical tests are more valid when they are performed on data that have a normal distribution. A normal distribution is distribution which is the effectively symmetrical.

The formula that I used to measure the normality of the data was:

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

If $\chi^2 < c^2$ table the data are normal, but if $\chi^2 > c^2$ table the data are not normal.

Tabel 4.5
The Normality Test of the Pre test Data

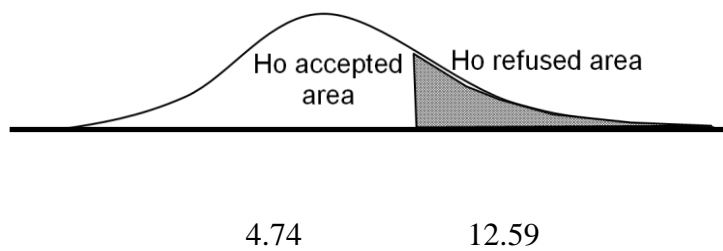
Max. score	: 90	Mean (x)	: 69.09
Min. score	: 47	S	: 9.31
Range	: 43	n	: 40
Class interval	: 7		
Class width	: 7		

interval class	Batas kelas	Z untuk batas kls.	Peluang untuk Z	class width for Z	Ei	Oi	(Oi-Ei) ² Ei
47 - 53	46.2	-2.46	0.4930	0.0370	1.4793	1	0.1553
54 - 60	53.2	-1.71	0.4560	0.1260	5.0384	3	0.8247
61 - 67	60.2	-0.95	0.3301	0.2498	9.9938	15	2.5078
68 - 74	67.2	-0.20	0.0802	0.2889	11.5560	9	0.5654
75 - 81	74.2	0.55	0.2087	0.1948	7.7915	9	0.1874
82 - 88	81.2	1.30	0.4035	0.0765	3.0614	2	0.3680
89 - 95	88.2	2.05	0.4800	0.0175	0.7001	1	0.1285
	95.2	2.81	0.4975				

$$\chi^2 = 4.74$$

For $\alpha = 5\%$, $dk = 7 - 1 = 6$, c^2 table =

12.59



Because $c^2 < c^2$ table, it showed that the data were normal.

The curve showed that the pretest score was normally distributed.

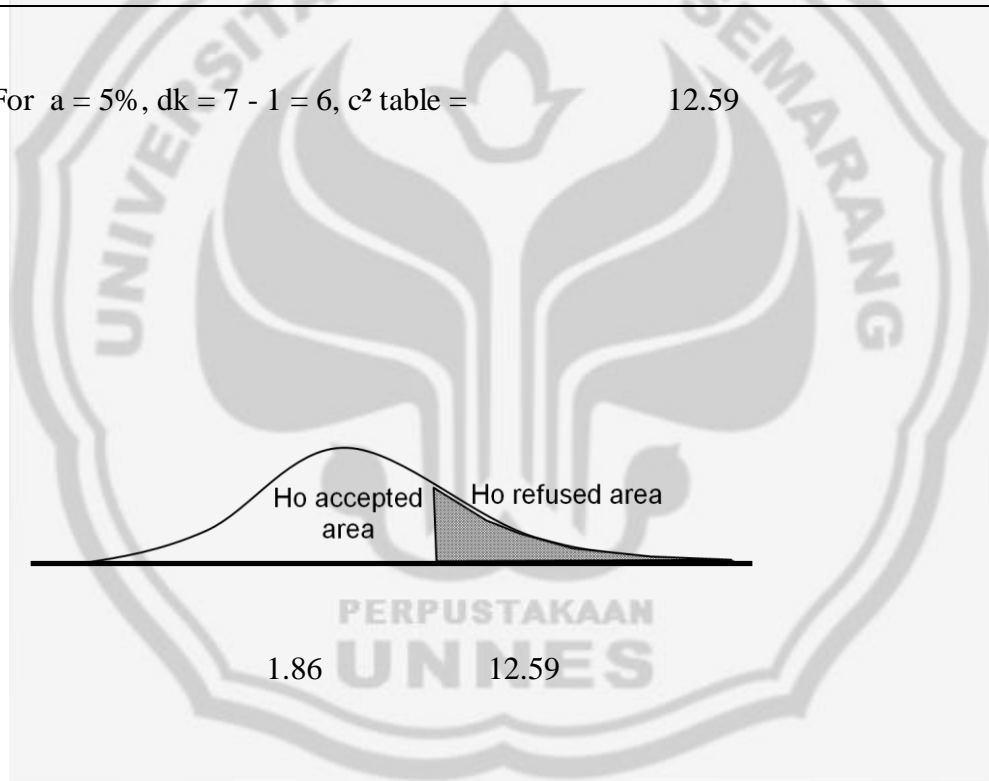
Table 4.6
The Normality of the post-test score

Max. score	: 93
Min. score	: 67
Range	: 27
Class Interval	: 7
Class width	: 4
Mean	: 4
s	: 5.37
n	: 40

Kelas interval	Batas kelas	Z untuk batas kls.	Peluang untuk Z	Luas kls. Untuk Z	Ei	Oi	(Oi-Ei) ²
							Ei
67 - 70	66.2	-2.34	0.4903	0.0460	1.8382	1	0.3822
71 - 74	70.2	-1.59	0.4443	0.1427	5.7097	8	0.9187
75 - 78	74.2	-0.85	0.3016	0.2608	10.4319	9	0.1965
79 - 82	78.2	-0.10	0.0408	0.2805	11.2200	11	0.0043
83 - 86	82.2	0.64	0.2397	0.1776	7.1047	7	0.0015
87 - 90	86.2	1.39	0.4173	0.0662	2.6470	3	0.0471
91 - 94	90.2	2.13	0.4835	0.0145	0.5795	1	0.3051
	94.2	2.88	0.4980				

$$\chi^2 = 1.86$$

For $\alpha = 5\%$, $dk = 7 - 1 = 6$, χ^2 table = 12.59



Because $\chi^2 < \chi^2$ table, it showed that the data were normal.

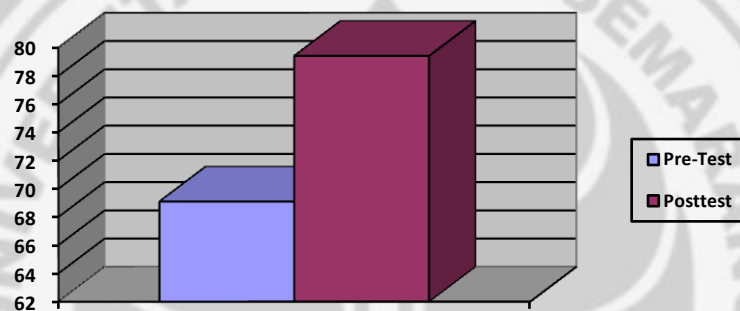
The curve showed that the pretest score was normally distributed.

4.3 Difference between two means

In this section I would like to determine the effectiveness of the use of DRTA which was reflected on the means gathered. They are three steps in computing the statistical analysis. The first was calculating the mean scores of pre test and post test then I applied the t- test formula.

Diagram 4. 1

The Average Score of Pre test and Post test



For the first step, I tried to find the difference of the score in control group between pre- test and post test.

Table 4.7
Table of Achievement of the Students

No	Code	Pre-test	Post test	Diference	X ²
				X	
1	x-1	46.7	83.3	36.6	1339.56
2	x-2	60.0	83.3	23.3	542.89
3	x-3	56.7	76.7	20.0	400
4	x-4	80.0	80.0	-	0
5	x-5	76.7	70.0	(6.7)	44.89
6	x-6	66.7	80.0	13.3	17..89
7	x-7	86.7	93.3	6.6	43.56
8	x-8	73.3	76.7	3.4	11.56

9	x-9	83.3	80.0	(3.3)	10.89
10	x-10	63.3	86.7	23.4	547.56
11	x-11	76.7	80.0	3.3	10.89
12	x-12	63.3	80.0	16.7	278.89
13	x-13	90.0	80.0	(10.0)	100
14	x-14	76.7	83.3	6.6	43.56
15	x-15	60.0	83.3	23.3	542.89
16	x-16	63.3	83.3	20.0	400
17	x-17	60.0	73.3	13.3	176.89
18	x-18	56.7	73.3	16.6	275.56
19	x-19	60.0	76.7	16.7	278.89
20	x-20	60.0	73.3	13.3	176.89
21	x-21	76.7	66.7	(10.0)	100
22	x-22	63.3	80.0	16.7	278.89
23	x-23	73.3	83.3	10.0	100
24	x-24	66.7	83.3	16.6	275.56
25	x-25	63.3	86.7	23.4	547.56
26	x-26	76.7	76.7	-	0
27	x-27	70.0	80.0	10.0	100
28	x-28	70.0	76.7	6.7	44.89
29	x-29	66.7	76.7	10.0	100
30	x-30	76.7	76.7	-	0
31	x-31	80.0	73.3	(6.7)	44.89
32	x-32	76.7	76.7	-	0
33	x-33	73.3	80.0	6.7	44.89
34	x-34	66.7	80.0	13.3	176.89
35	x-35	73.3	86.7	13.4	179.56
36	x-36	70.0	76.7	6.7	44.89
37	x-37	70.0	70.0	-	0
38	x-38	73.3	70.0	(3.3)	10.89
39	x-39	53.3	73.3	20.0	400
40	x-40	63.3	80.0	16.7	278.89
	Σ	2763.4	3150.0	386.6	8130.1
	M	69,09	78,75	9.67	203.25

The diferent mean between pre-test and post test was:

$$M_x = \frac{\sum X}{N}$$

$$= \frac{386.6}{40}$$

$$= 9.67$$

From the calculation above, it could be seen that the mean of the pre test increased to 9.67. I used T-Test formula to determine the significant difference between the two means.

4.4 Analyzing the T-Test

To measure the significance of the pre test and the posttest, the t-test was used. Before I applied the t- test, I calculated the different mean between the pretest and the posttest, then I calculated the variances and then I used t- test to calculate the differences between two means.

The formula that I used is as follows:

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}$$

The first, I found Md and $\sum X^2_d$

$$Md = \frac{\sum d}{N}$$

$$= 9.67$$

$$\sum X^2_d = \sum d^2 - \frac{(\sum d)^2}{N}$$

$$= 149459.56$$

$$8.130.1$$

$$40$$

$$= 8.130.1 - 3736.489$$

$$= 4.393.6$$

Finally, I used T- test to calculate them

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}$$

$$t = \frac{9.67}{\sqrt{\frac{4393.6}{40(39)}}$$

$$t = \frac{9.67}{1.68}$$

$$= 5.76$$

To interpret the t obtained, it should be consulted with the critical value of the t-table to check whether the difference was significant or not. In educational research, the 5% (0, 05) level of significance was used. If the t-value is higher than t- table, it means that there is a significant difference between the two means. On the contrary, if the t-value is lower than t-table, there is no significant difference between two means.

4.4.1 Test of Significance

To examine whether the difference between the means of pre test and post test was statistically significant, the t-value obtained should be consulted with the critical value in the t-table.

In this research, the number of the students was 40 students. So the d.b. = $40-1=39$. At $\alpha = 5\%$ (0, 05) alpha level of significance and 39 degree of freedom, there was no definite critical value in the table. It was necessary to find the definite value by using interpolation in order to get the critical value in the table.

The table for 30 = 1. 70

40 = 2. 68

$$\frac{t - table_{30} - t_{39}}{t - table_{30} - t - table_{40}} = \frac{30 - 39}{30 - 40}$$

$$\frac{1.70 - t_{39}}{1.70 - 2.68} = \frac{-9}{-10}$$

$$\frac{1.70 - t_{39}}{-0.98} = \frac{-9}{-10}$$

$$-10(1.70 - t_{39}) = (-0.98)(-9)$$

$$-17 + 10(t_{39}) = 8.82$$

$$10(t_{39}) = 8.82 + 17$$

$$t(39) = 2.58$$

The t-value was 5. 76 and the critical value were 2. 58 so the t-value was higher than the critical value ($5.76 > 2.58$). It means that there was significant difference between means of the pre test and the means of the posttest. So, the

hypothesis that “there is no significant difference of the students’ achievement between pre test and posttest” was rejected.

It can be concluded that the DRTA method works to improve the students’ achievement in the reading of exposition text.

4.5 Analysis of the Questionnaires

I used questionnaire as supporting data for the study. I wanted to know the opinion of the students about DRTA in reading hortatory exposition text. I gave the questionnaire to the students after they have done posttest. I gave ten questions based on three indicators. The indicators were students’ interest, the advantages of DRTA method for students, and the relevancy of the method for the material and for the students.

There were certain techniques to analyze the questionnaire items. I used Likert scale to make the data analysis. I gave grading score for the answer of the questionnaire. Sugiono (2009: 93) states that “Likert scale was used to measure the attitude, opinion and the perception of the person or group about the social phenomena”.

Every answer of the question of the Likert scale had gradation from the most positive until the most negative.

The Grading score of the item questionnaire is based on Likert scale:

- | | |
|--------------------------------------|-----|
| (6) Agree/ always/ the most positive | : 5 |
| (7) Agree/ often/ positive | : 4 |
| (8) Doubt/ sometimes/ neutral | : 3 |

(9) Disagree/seldom/ negative : 2

(10) Disagree/ never : 1

In this research, my questionnaire only had three options. They are a,b, and c. so the grading were:

Options	Categories	Score
A	The most agree	3
B	Agree	2
C	Disagree	1

The score was explained as follows:

d. If the students chose A, the score was 3

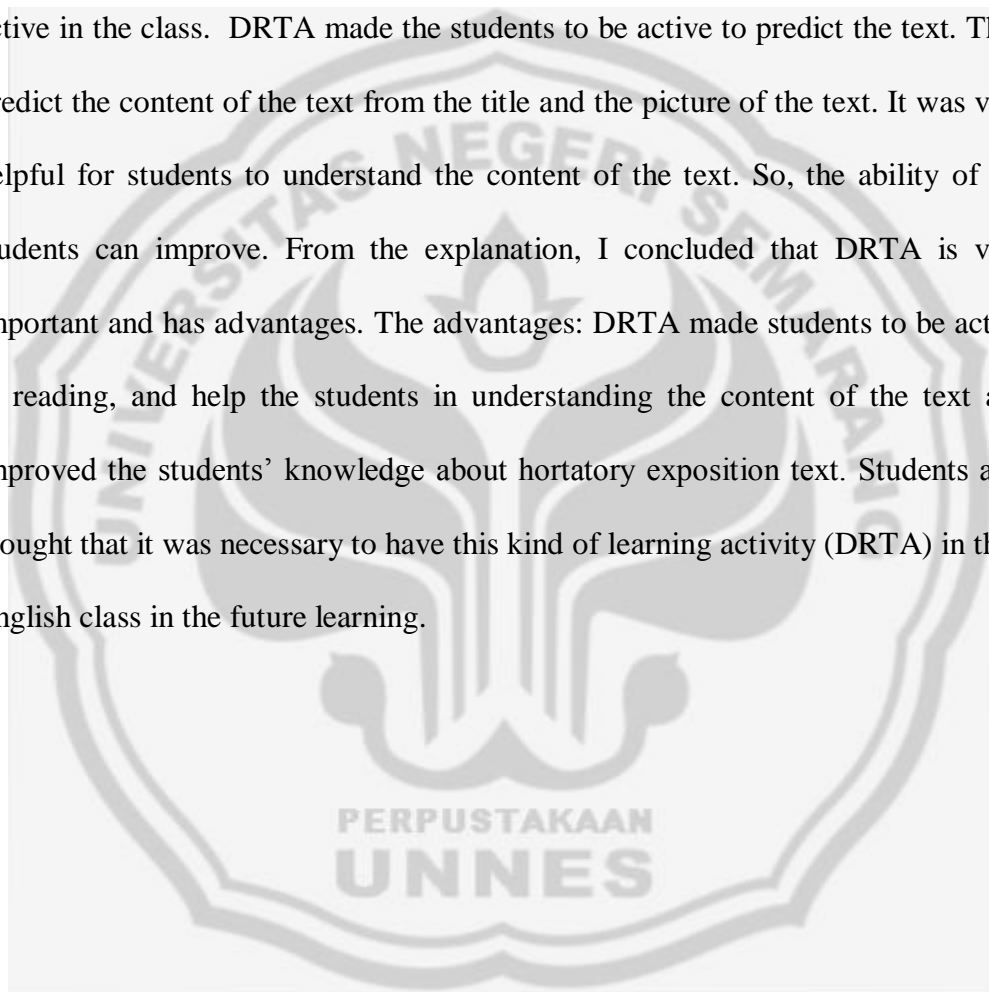
e. If the students chose B, the score was 2

f. If the students chose C, the score was 1

The result of the questionnaire analysis can be seen in the appendix 27. Students who like DRTA in reading hortatory exposition text were 63%. Students who answer that DRTA can improve their interest in English were 63%. 63% of the students answered that the writer taught hortatory exposition text used DRTA clearly. 72% of students said that DRTA was the helpful for them. 93% students said that they easier to understand hortatory exposition text used DRTA. 80% of students said that DRTA improved their knowledge. 64% of students said that DRTA can help them to understand generic structure of hortatory exposition text. Based on the questionnaire, 63% of the students said that DRTA was relevant with the material in reading hortatory exposition text. 68% of students said that

DRTA was important in reading process and 67% of the students said that I need to use it continuously.

Based on the questionnaire, I known that DRTA encouraged students to read hortatory exposition text. It made students like to read and it made them to be active in the class. DRTA made the students to be active to predict the text. They predict the content of the text from the title and the picture of the text. It was very helpful for students to understand the content of the text. So, the ability of the students can improve. From the explanation, I concluded that DRTA is very important and has advantages. The advantages: DRTA made students to be active in reading, and help the students in understanding the content of the text and improved the students' knowledge about hortatory exposition text. Students also thought that it was necessary to have this kind of learning activity (DRTA) in their English class in the future learning.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter deals with the conclusion drawn from the study that had been conducted and some suggestions related to the study and English language teaching.

5.1 Conclusion

To answer the objective of the study, the result showed that the mean score of posttest was higher than pretest. In addition, regardless of whether the study used one-tailed test significance, the obtained t-value was higher than the critical value of t. The obtained t-value was 5.76 while the t- critical value for 39 degrees of freedom at 0.05 alpha levels was 2.68.

Since the obtained t-value is higher than the t-critical value, I concluded that the difference between means between pretest and posttest was statistically significant. As the means of the posttest was statistically higher than that of the pretest, so the working hypothesis which says “there is a significant difference of the students’ achievement between pre test and posttest”, is accepted.

The conclusion of this study was there was a significant difference in students’ ability in reading using DRTA between the students in pre test (before treatment) and the students’ ability in reading after treatment (post test).

5.2 Suggestions

Departing from the conclusion that has been drawn, I would like to recommend some suggestions. These suggestions are intended for the better English Language teaching.

a) For Students

The students should encourage themselves to learn English, especially reading hortatory exposition text, by using DRTA. They can be more easily in understanding a text by using their background knowledge.

b) For Teachers

Since the use of Directed Reading Thinking Activity can improve the students' understanding of reading hortatory exposition text, the teacher can use it as an alternative method to teach reading comprehension especially reading hortatory exposition text. It can make the students interested in learning English especially reading because it is based on their background knowledge

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Appendix 1

RENCANA PELAKSANAAN PEMBELAJARAN (Treatment)

Sekolah : SMA Negeri 1 Gubug
 Kelas : XI IA
 Mata Pelajaran : Bahasa Inggris
 Semester : Genap
 Alokasi Waktu : 4x40 menit (dua pertemuan)

Standar Kompetensi:

Membaca

11. Memahami makna teks functional pendek dan esey berbentuk narrative, spoof dan hortatory exposition dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

Kompetensi dasar:

11.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *narrative*, *spoof*, dan *hortatory exposition*.

Jenis Teks: Hortatory exposition text

Indikator :

1. Siswa mampu menjawab pertanyaan berdasarkan teks bacaan hortatory exposition.
2. Mengidentifikasi berbagai informasi dalam teks hortatory exposition.
3. Menentukan makna gagasan dalam teks hortatory exposition
4. Mengidentifikasi makna tekstual dalam teks hortatory exposition
5. Mengidentifikasi langkah retorika teks hortatory exposition

I. Tujuan Pembelajaran:

Pada akhir pelajaran, diharapkan siswa mampu:

1. Mengidentifikasi dan memahami informasi yang terdapat dalam teks bacaan khususnya hortatory exposition text.
2. Menentukan makna gagasan dalam teks hortatory exposition.
3. Menjelaskan “social purposes” dari hortatory exposition text.
4. Menganalisis struktur organisasi atau “generic structure” dari tex hortatory exposition.

II Materi Pembelajaran

a. Example of hortatory exposition text

Air pollution in cities

Air pollution is a serious problem for our existence in the world. It is very dangerous for human’s health. It makes our cities uncomfortable. Air pollution is one the cause of global warming. So, it can be a big problem for all people in the world and the next generation. It can damage the nature.

This matter is caused by people who don’t know about the danger of air pollution. We need public awareness to fight air pollution and keep our air clean. Another problem is caused by car, motorcycle, and some public transportations. They emit deadly gases. When they go to somewhere, they spread air pollution. Besides, the factory can cause air pollution. Many factories create air pollution.

It is not going to be easy to solve this problem. We, as young generation, should make change so that our city become cool city. Besides, all people should be told about the danger of air pollution.

b. Vocabulary

- Pollution
- Global warming
- Emit
- Factories
- Generation
- danger

c. Grammar

Grammar that is used in hortatory exposition text is simple present tense

d. Generic Structure and Language features of Hortatory Exposition text

- ❖ The general purposes of Hortatory Exposition text: to persuade the reader or listener that something should or should not be the case.

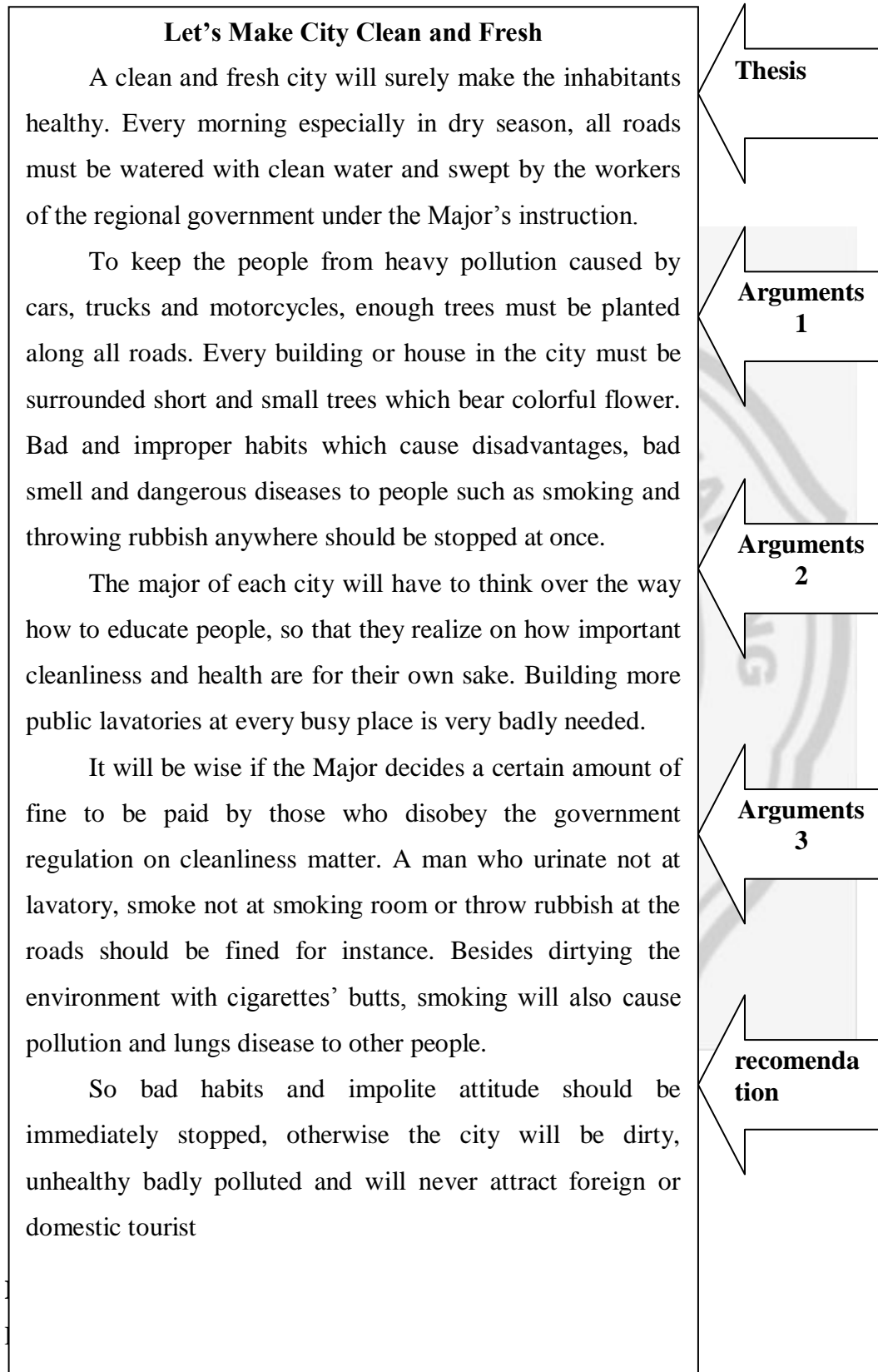
- ❖ The Generic Structure of Hortatory Exposition Text

- Thesis : announcement of issue of concern
- Arguments : reasons for concern, leading to recommendation
- Recommendation: statement of what ought or ought not to happen

- ❖ Significant Lexicogrammatical Features

- Focus on generic human and non human participants, except for speaker or writer referring to self.
- Use of
 - Mental processes: to state what writer thinks or feels about the issue. e.g: realize, feel,
 - Material processes : to state what happens
 - Relational Processes : to state what is or should be

The example of the second text:



IV. Langkah-Langkah Pembelajaran

Pertemuan 1

No	Kegiatan Pembelajaran	Alokasi waktu
1	<p>Kegiatan Awal</p> <ol style="list-style-type: none"> 1. Guru memberikan salam pembuka sebagai awal pembelajaran (Greeting) 2. Berdoa sebelum pelajaran dimulai (Opening prayer) 3. Memeriksa presensi siswa (cheking attendance) 4. Guru menyampaikan tujuan dari pembelajaran. 	15 menit
2	<p>Kegiatan Inti</p> <p>a. Explorasi</p> <ol style="list-style-type: none"> 1. Guru menunjukkan gambar yang berhubungan dengan bacaan, 2. Guru meminta siswa untuk menebak tema bacaan yang akan mereka pelajari sesuai dengan gambar. 3. Gury memberikan suatu judul bacaan. 4. Guru meminta siswa untuk menebak isi bacan yang akan mereka pelajari. 5. Guru memberikan “thesis” pada siswa dan guru menyakan pendapat siswa tentang permasalahan yang ada. 6. Guru memberikan contoh bacaan pada siswa. <p>b. Elaborasi</p> <ol style="list-style-type: none"> 1. Guru dan siswa membaca teks bersama-sama. 2. Guru memberikan suatu ilustrasi yang berhubungan dengan ide gagasan atau isi bacaan dan meminta siswa untuk menebaknya. 3. Selama membaca , guru membantu siswa untuk menemukan difficult words (kata-kata yang sulit) . 4. Guru meminta siswa untuk menkonfirmasi dan merevisi 	65 menit

	<p>hasil tebakannya apabila tidak sesuai dengan isi bacaan.</p> <p>5. Memprediksi, membaca dan memahami isi bacaan.</p> <p>c. konfirmasi</p> <p>1. Saat siswa selesai membaca, minta siswa untuk menjawab pertanyaan yang berhubungan dengan text bacaan.</p> <p>2. Dan di akhir pelajaran minta siswa (volunteer) untuk menjelaskan isi bacaan.</p>	
3	<p>Kegiatan Akhir</p> <p>1. Guru memberikan kesimpulan dari pelajaran hari itu.</p> <p>2. Guru menanyakan apakah ada yang kurang paham dengan penjelasan yang diberikan oleh guru.</p>	10 menit

Pertemuan 2

No	Kegiatan Pembelajaran	Alokasi waktu
1	<p>Kegiatan Awal</p> <p>1. Guru memberikan salam pembuka sebagai awal pembelajaran (Greeting)</p> <p>2. Berdoa sebelum pelajaran dimulai (Opening prayer)</p> <p>3. Memeriksa presensi siswa (cheking attendance)</p> <p>4. Guru menyampaikan tujuan dari pembelajaran.</p>	15 menit
2	<p>Main Activity</p> <p>a. Explorasi</p> <p>1. Guru menunjukkan gambar yang berhubungan dengan isi bacaan.</p> <p>2. Guru bertanya pada siswa tentang arti gambar dan meminta siswa untuk menebak isi bacaan.</p> <p>b. Elaborasi</p> <p>1. Guru meminta siswa untuk memprediksi isi bagian-bagian teks (generic structure) dari teks hortatory</p>	65 menit

	<p>exposition.</p> <p>2. The teacher explaine about the generic structure bacaan hortatory exposition.</p> <p>c. Confirmation</p> <p>1. Saat siswa selesai membaca, minta siswa untuk menjawab beberapa pertanyaan berdasarkan teks bacaan.</p> <p>2. Saat selesai membaca, minta salah satu siswa untuk menjelaskan isi bacaan dan menganalisa bagian-bagian dari hortatory exposition text.</p>	
3	<p>Closing</p> <p>1. Guru memberkan simpulan dari pelajaran hari ini.</p> <p>2. Guru bertanya apa ada siswa yang kurang jelas dengan penjelasan dari guru.</p> <p>3. Guru menutup pembelajaran.</p>	10 menit

V. Sumber dan media pembelajaran

1. Power point
2. Text Book
3. English newspaper

VI. Evaluasi

1. Form of reading test.

No	Indikator	Evaluasi		
		Technique	Type of Instrument	Example
1	Siswa mampu menjawab pertanyaan berdasarkan isi bacaan hortatory exposition	Test tertulis	Multiple choice	Please, answer some question based on the text!
2.	Siswa mampu	Tes tertulis	Multiple	Please, answer

	menentukan ide pokok bacaan hortatory exposition text.		choice	the question based on the text!
3	Siswa mampu menganalisa bagian-bagian Hortatory exposition text (generic structure and lexicogrammatical features)	Test tertulis	Multiple choice	Students, what is the thesis of the text?

B. Rubrik Penilaian

Skore maksimal: 30

Maka nilai maksimal tertinggi : $30:3 \times 10 = 100$



Gubug, 14 Mei 2011

Guru Mata Pelajaran

Peneliti

Drs. Ari Wioso Adji

ANA SUGIATI

NIP 19601128198603 1 011

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Mengetahui,
Kepala SMA N 1 GUBUG

Drs. H. MUSLIH ISMAIL, S. Ag, MM

NIP. 195904101986031013



Appendix 2

PRE TEST

Subject : English
 Class : XI
 Day/Date : Saturday, April 30, 2011
 Time allocation : 45 minutes

GENERAL INSTRUCTION:

1. Firstly, write your name, class, and number of your test on the answer sheet!
2. Read the text carefully and answer the questions!
3. Choose the correct answer and cross the answer (a, b, c, d, or e) on the answer sheet!
4. Do the test individually!
5. Check your work before you submit it!
6. Good luck

Text 1

Please, read the text carefully and then answer the questions based on the text!

Corruption

Do you know what the meaning of corruption is? What is the relation between money and corruption? Well, corruption is common everywhere in the world, even in the United States. It is just a matter of intensity. However, it is quite shocking when one reliable survey claims Jakarta as the most corrupt place in Indonesia.

The survey has made me sad, actually, because I stay and earn a living here in the capital. As most people know, Tanjung Priok port smuggling is not a new thing at all. Entrepreneurs who want to minimize their tax payments tend to do such a thing more often. They even bribe the officials.

Well I think the measures taken so far to overcome the problem by punishing the corruptors is still not far enough. We have to prevent the younger generations from getting a bad mentality caused by corruption.

— I believe that we should start at the earliest stages in school and I think everyone should be involved in the effort to eradicate corruption. We must not make any distinction.

Adapted from: The Jakarta Post,

February 2005

- 1 What is the meaning of corruption based on the text?
 - a. It has relation with money.
 - b. Bad or dishonest behavior especially by people in position of power
 - c. Legal or honest behavior of the people in position of power

- d. When the information in the computer is change
 e. Have much money from their institution
- 2 What is the synonym of “smuggling”?
 a. Legal
 b. Illegal
 c. fixer
 d. Logic
 e. Illogical
- 3 What is the main idea of the first paragraph?
 a. The meaning of corruption
 b. The disadvantages of corruption
 c. Corruption is common everywhere.
 d. Jakarta is the most corrupt in Indonesia.
 e. Tanjung priok port smuggling is not a new thing.
- 4 The statement that “It is just a matter of intensity” *means that...*
 a. The corruption is common in the world, even in the United State.
 b. The corruption is not common in the world, even in the United State.
 c. The corruption has many disadvantages.
 d. The corruption has many advantages.
 e. The Jakarta is the corrupt place.
- 5 Here the fact about corruption *except*:
 a. Jakarta is the most corrupt place in Indonesia.
 b. Corruption is common in the world.
 c. Tanjung priok port smuggling is not a new thing.
 d. Corruption is not common in Indonesia.
 e. Corruption is also common in United Stated.
- 6 What are the entrepreneurs do to minimize their tax payment?
 a. The entrepreneurs be economized the energy.
 b. The entrepreneurs do not bribe the official.
 c. The entrepreneurs bribe the official.
 d. The entrepreneurs work hardly.
 e. The entrepreneurs fired their workers.
- 7 What is the problem, which make the writer sad?
 a. One reliable survey claims that Jakarta is not corrupt place in Indonesia, and the writer live in Jakarta.
 b. One reliable survey claims that Jakarta is the most corrupt place in Indonesia, and the writer does not live in Jakarta.
 c. One reliable survey claims that Jakarta is the most corrupt place in Indonesia, and the writer live in Jakarta.
 d. One reliable survey claims that Jakarta is not corrupt place in Indonesia, and the writer wants to live in Jakarta.
 e. One reliable survey claims that Jakarta is the most corrupt place in Indonesia, and the writer wants to live in Jakarta.

Text 2

Please, read the text and answer the questions!

Environmental problem in a modern country is merely fuel, whereas in Indonesia. It covers both fuel and overage motorized vehicle that operates in the big cities. The society settles down the first problem seriously. They tend to use gas fuel. It is apparently seen through the fast grown of gas fuel stations. In 1987/1989, during the first introduction of gas fuel, about 204 kiloliters was sold out. In 1994/1995, the number increased so fast and amounted to 13,152-kilo liters. Similarly, the numbers of gas fuel stations develop so fast. In 1989, there were only two, in 1995, there were ten and the other eight are being set up.

Apart from suitability to the environment, using gas fuel is considerably profitable for the gas fuel station owners and vehicle owners. According to PT SCT, who owns two gas fuel stations, the profit obtained from selling gas fuel is Rp 160, 00 each liter while premium Rp 48, 00 and premix Rp 150, 00.

The second problem is the overage motorized vehicles. According to the data collected by department of industry, the number is almost 50 percent of all operating around the country. While the environment claims that, these cars will produce carbon dioxide, which poisons lungs. The cars under such a condition need to be standardized through automatic verification.

Taken from Window on the
World 2005

8. How many fuel gas station in 1989?
 - a. Three gas stations
 - b. Four gas station
 - c. Five
 - d. Two gas station
 - e. Two gas stations
9. How much the profit obtained from selling premix?
 - a. Rp 150,00
 - b. Rp 160,00
 - c. Rp 48,00
 - d. Rp 50,00
 - e. Rp 100,00
10. What are the environmental problems that were written in the text?
 - a. Fuel and pollution
 - b. Overage motorized vehicle and gas station
 - c. Fuel and gas stations
 - d. The pollution and the poisons lung
 - e. fuel and overage motorized vehicle
11. What is the theme of the text?
 - a. City
 - b. Pollution
 - c. Environmental

- d. Gas fuel
 - e. Vehicles
12. What is the main idea of the first paragraph?
- a. Environmental problem in modern country is the overage motorized vehicle.
 - b. Environmental problem in modern country is carbon dioxide.
 - c. Environmental problem in modern country is pollution.
 - d. Environmental problem in modern country is fuel.
 - e. The second problem of the environmental is the fuel.
13. Why the overage motorized vehicle caused environmental problem?
- a. Because it is very expensive
 - b. Because the number is decrease
 - c. Because the number is, increase and it produce carbon dioxide, which poisons lungs.
 - d. Because it produce oxygen
 - e. Because it can help people
14. What is the year the first introduction of gas fuel?
- a. 1987/1989
 - b. 1988/1989
 - c. 1978/1998
 - d. 1989/1989
 - e. 1987/1988

A Campaign of the Importance of Reading

Reading habit is poor among Indonesians because most people haven't realized the importance of reading.

Reading is important to transform knowledge and technology. By reading, one knows the world. The lines of the paragraphs in an article contain pieces of knowledge. The knowledge is needed to improve the quality of human's life. Technology transformation from other country can only be done by reading a lot various sources of literature.

Realizing the importance of reading will make someone motivated to read. When we know that something is very important because it can give us valuable information, we will try to get or do the thing.

A good understanding toward the importance of reading can be achieved by well-organized and effective campaign. To plant an understanding in a generation's minds is not an easy job. It needs a hard work from all components of the nation, especially the government. The campaign can be done through various kinds of mass media such as TV, radio, booklets, bulletins, newspaper, and magazine. Teacher, parents and all people who care can conduct it.

Therefore, a nation-wide effective campaign of the importance of reading by all components of the nation should be done, facilitated by the government, to face the tighter competition. The world has forced globalization. Those people with little knowledge will be left behind. To speed up the better change in the country, a good reading habit is important.

15. Why reading habit is poor in Indonesia?
 - a. Because the most of people have realize the important of reading
 - b. Because the most of people in Indonesia have not realize the important of reading
 - c. Because the most of people in Indonesia like reading
 - d. Because Indonesian people think that reading is very important
 - e. Because they have high motivation to read
16. "It can give us valuable information". It refers to...
 - a. Indonesia people
 - b. Government
 - c. Reading
 - d. Important
 - e. Someone
17. What is the synonym of "motivation"?
 - a. Surrender
 - b. Spirit
 - c. Decline
 - d. Decrease
 - e. Increasing
18. Who should campaign that reading is very important?
 - a. Students
 - b. Teachers
 - c. Parents
 - d. All component of the nation especially government
 - e. The Government and the teachers
19. What would happen if Indonesian people only with little knowledge?
 - a. Indonesian people will not be more success than the other people will.
 - b. Indonesian people will be more success than the other people will.
 - c. The people in Indonesia will not be left behind the other country.
 - d. The people in Indonesia will be left behind the other country.
 - e. Indonesia will be a modern country.
20. Which is the statement support that reading is very important?
 - a. Reading is not transformed knowledge and information.
 - b. Reading is transformed knowledge and information.
 - c. Reading is not useful.
 - d. Reading does not give us knowledge and information.
 - e. Reading only gives us less knowledge and information.
21. Should I like reading?
 - a. Yes, I like
 - b. Yes, I am
 - c. No, I am not
 - d. Yes, you should
 - e. No, I am should

Text 4

Please, read the text first and then answer the questions!

Should not bring mobile phone to school

Recently most people own mobile phone. Why does mobile phone user increase dramatically in recent years? First, the feature and functions has increased. Mobile phone is not used just for calling, but sending text, taking pictures, recording videos, accessing internet, playing games and much more. Second, mobile phone has also become a lot cheaper. Now this communication device does not only fill the pocket of adult but also teenager and student. Even a lot phones are intentionally designed to teenaged market. However should they be allowed to bring them to school?

Many schools do not allow students to bring cell phones to school. It is very reasonable because bringing phone to school potentially disrupts the learning process. Most students use cell phones irresponsibly. They use cell phones to talk to their friend during class time. They also use the calculator and camera features in the class as well. Those potentially lead less concentration in the time of learning and teaching process.

Students go to school to learn and behave fair way. Mobile phones provide a large temptation to cheat in tests. They can communicate to anyone and almost anywhere in the world. Because of the small size of the cell phone, students can send a text quietly and discreetly. The text can go unnoticed anywhere to get help on answering tests, homework, and other class assignment. Learning in school is to behave fair not cheating.

Therefore, schools should ban students from bringing their cell phones. However it should be done fairly. In case of an emergency some student need a call for help, providing easy access to phone is better.

Taken from <http://whywine.wordpress.com>

22. Why schools do not allow the students to bring cell phones to school?
 - a. Because cell phone is very useful
 - b. It can disrupt the learning process.
 - c. It cannot disrupt the learning process.
 - d. Because cell phone is not very useful
 - e. It makes the students diligent.
23. Should schools ban their students to bring mobile phone?
 - a. Yes it is
 - b. No , it should not
 - c. Yes, they should
 - d. Yes, they are
 - e. No, it is not
24. Why does mobile phone user increase dramatically in recent years?
 - a. The feature and the function is decrease and the price is cheaper.
 - b. The feature and the function is increase and the price is more expensive.

- c. The feature and the function is decrease and the price is more expensive.
 d. The feature and the function is increase and the price is cheaper.
 e. The price of the mobile phone is expensive.
25. Here the statement about the reasons why school bans their students to bring mobile phone, *except*:
- a. because bringing phone to school potentially disrupts the learning process.
 b. Most students use cell phones irresponsibly.
 c. Most students use cell phones responsibly.
 d. They use cell phones to talk to their friend during class time.
 e. They also use the calculator and camera features in the class as well.
26. "They use cell phones to talk....." they refer to...
- a. Most students and the teacher
 b. Most students
 c. Most teacher
 d. Mobile phone
 e. The teacher and the students
27. "it is very reasonable....." it refers to...
- a. Schools
 b. Cell phone
 c. Many schools permit students to bring cell phones to school.
 d. Many schools allow students to bring cell phones to school.
 e. Many schools ban the students to bring cell phones to school.
28. Here is the true statement based on the text *except*:
- a. The user of mobile phone is increase because the price is cheaper.
 b. The user of mobile phone is increase because the features increased.
 c. The user of mobile phone is increase because the features decreased.
 d. Many schools permit the students to bring cell phones to school.
 e. Many schools do not allow students to bring cell phones to school.
29. The thesis is the students should not bring mobile phone to the school.
 What should you do as the students?
- a. The students will obey the rule
 b. The students still bring mobile phone to the school.
 c. The students do not bring mobile phone temporarily and if they have the opportunity, they will bring mobile phone.
 d. The students will against the rule.
 e. They sell their mobile phone.
30. The text tells us about...
- a. The reasons of the students should bring mobile phone.
 b. The reasons of the students should not have mobile phone.
 c. The reason of the students should buy mobile phone.
 d. The reasons of the school should ban the students to bring mobile phone to the school.
 e. The reasons of the students should not buy a mobile phone.

Appendix 3

POST TEST

Subject : English
 Class : XI
 Date : Thursday, May 12, 2011
 Time allocation : 45 minutes

GENERAL INSTRUCTION:

7. Firstly, write your name, class, and number of your test on the answer sheet!
8. Read the text carefully and answer the questions!
9. Choose the correct answer and cross the answer (a, b, c, d, or e) on the answer sheet!
10. Do the test individually!
11. Check your work before you submit it!
12. Good luck

Text 1

Please, read the text carefully and then answer the questions based on the text!

Corruption

Do you know what the meaning of corruption is? What is the relation between money and corruption? Well, corruption is common everywhere in the world, even in the United States. It is just a matter of intensity. However, it is quite shocking when one reliable survey claims Jakarta as the most corrupt place in Indonesia.

The survey has made me sad, actually, because I stay and earn a living here in the capital. As most people know, Tanjung Priok port smuggling is not a new thing at all. Entrepreneurs who want to minimize their tax payments tend to do such a thing more often. They even bribe the officials.

Well I think the measures taken so far to overcome the problem by punishing the corruptors is still not far enough. We have to prevent the younger generations from getting a bad mentality caused by corruption.

I believe we should start at the earliest stages in school and I think everyone should be involved in the effort to eradicate corruption. We must not make any distinction.

Adapted from: The Jakarta Post, February 2005

1. What is the synonym of reliable?
 - a. Consistency
 - b. Relevancy
 - c. representativeness.
 - d. Usefulness

- e. Unusualness
2. Which is the true statement about corruption?
 - a. Corruption is not common everywhere in the world.
 - b. Jakarta is the most corrupt place in Indonesia.
 - c. No one should be involved in the effort to eradicate corruption.
 - d. Corruption is very good for Indonesia.
 - e. There is no corruption in Indonesia.
3. What is the main idea of the third paragraph?
 - a. We should ban corruption.
 - b. We should prevent the younger generation from corruption.
 - c. Give punishment for corruptor is still not far enough to prevent corruption.
 - d. Give punishment for corruptor is enough to prevent corruption.
 - e. We should prevent the corruption.
4. Please, Show the communicative purpose of the text!
 - a. To persuade the readers or listener about something in the case
 - b. To describe a particular person, place, or thing
 - c. To describe how something is accomplished through a sequences of actions or steps
 - d. To inform the readers, listeners, or viewers about event of the day which are considered newsworthy
 - e. To persuade the readers or the listeners that something should or should not be corruptor.
5. What are the generic structures of the text?
 - a. Newsworthy events- background events-sources
 - b. Thesis-arguments-recommendation
 - c. Abstract- orientation-crisis-incident-coda
 - d. Identification-description
 - e. Thesis-argument-elaboration-conclusion
6. Please, show the thesis of the text!
 - a. Corruption is common everywhere in the world.
 - b. Jakarta is the most corrupt place in Indonesia.
 - c. Corruption is common in Indonesia.
 - d. Entrepreneurs even bribe the official.
 - e. We must not make any distinction
7. What is the recommendation of the problem based on the text?
 - a. Corruption is common everywhere in the world
 - b. Jakarta is the most corrupt place in Indonesia.
 - c. We should start at the earliest stages in school and I think everyone should be involved in the effort to eradicate corruption.
 - d. We should not give punishment for the corruptor.
 - e. We have not to prevent the younger regenerations from getting a bad mentality caused by corruption.

Text 2

Please, read the text and answer the questions!

Environmental problem in a modern country is merely fuel, whereas in Indonesia. It covers both fuel and overage motorized vehicle that operates in the big cities. The society settles down the first problem seriously. They tend to use gas fuel. It is apparently seen through the fast grown of gas fuel stations. In 1987/1989, during the first introduction of gas fuel, about 204 kiloliters was sold out. In 1994/1995, the number increased so fast and amounted to 13,152-kilo liters. Similarly, the numbers of gas fuel stations develop so fast. In 1989, there were only two, in 1995, there were ten and the other eight are being set up.

Apart from suitability to the environment, using gas fuel is considerably profitable for the gas fuel station owners and vehicle owners. According to PT SCT, who owns two gas fuel stations, the profit obtained from selling gas fuel is Rp 160, 00 each liter while premium Rp 48, 00 and premix Rp 150, 00.

The second problem is the overage motorized vehicles. According to the data collected by department of industry, the number is almost 50 percent of all operating around the country. While the environment claims that, these cars will produce carbon dioxide, which poisons lungs. The cars under such a condition need to be standardized through automatic verification.

Taken from Window on the World 2005

8. What is the main idea of the second paragraph?
 - a. It is so dangerous to operate overage motorized vehicles in big city.
 - b. Gas fuel stations are intended to tackle pollution problem.
 - c. Selling gas fuel doubles profits.
 - d. The second problem is the overage motorized vehicle.
 - e. It is apparently seen through the fast grown of gas fuel stations.
9. What are the serious problems that were written in the text?
 - a. Selling gas fuel doubles profit.
 - b. The cars under such a condition need to be standardized through automatic verification.
 - c. It is apparently seen through the fast grown of gas fuel stations.
 - d. Gas fuel stations are intended to tackle pollution problem.
 - e. It covers about fuel and overage motorized vehicle that operate in big city.
10. What is the solution that was written in the text?
 - a. The society settles down the first problem seriously.
 - b. Environment problem in this country is merely fuel.
 - c. They tend to use gas fuel.
 - d. We should decrease the number of car.
 - e. The cars under such a condition need to be standardized through automatic verification.
11. What is the theme of the text?
 - f. City
 - g. Pollution

- h. Gas fuel
 - i. Environment
 - j. Vehicles
12. What is the suitable title for the text?
 - a. Pollution
 - b. The increasing of gas fuel station
 - c. Environmental problem
 - d. The increasing of vehicles
 - e. Our country
 13. Why the increasing of vehicle in big city caused environmental problem?
 - a. Because the price of the cars is expensive
 - b. Because the gas fuel is expensive
 - c. Because the cars produce carbon dioxide and it caused pollution.
 - d. Because the cars produce oxygen
 - e. Because the cars has verification standard
 14. The problem is the most of the cars are not having standard verification and it caused air pollution. What is the best solution of the problem?
 - a. We should not use a car.
 - b. The cars under such a condition need to be standardized through automatic verification
 - c. We should not buy a car.
 - d. We should increase the using of cars.
 - e. We should not use car in the big city.

Text 3

Please, read the text and answer the question based on the text!

A Campaign of the Importance of Reading

Reading habit is poor among Indonesians because most people haven't realized the importance of reading.

Reading is important to transform knowledge and technology. By reading, one knows the world. He or she will understand what he doesn't see by himself or herself. The lines of the paragraphs in an article contain pieces of knowledge. The knowledge is needed to improve the quality of human's life. Technology transformation from other country can only be done by reading a lot various sources of literature. Valuable books in libraries and bookstores mean nothing if they are not read.

Realizing the importance of reading will make someone motivated to read. When we know that something is very important because it can give us valuable information, we will try to get or do the thing. For example, a businessman who always follows latest information or news, will know what to do in his/ her business. He will make a good decision to make a transaction. Most people in all developed countries have realized the importance or reading and they have good reading habits. In bus and train stations, vehicles, waiting rooms, parks,

people like reading. They enjoy reading which gives them valuable knowledge and inspiration.

A good understanding toward the importance of reading can be achieved by well organized and effective campaign. To plant an understanding in a generation's minds is not an easy job. It needs a hard work from all components of the nation, especially the government. A serious campaign which is organized by the central and local government can help common people wake up and stand to face the real competition. The campaign can be done through various kinds of mass media such as TV, radio, booklets, bulletins, newspapers, magazines. It can also be conducted by teachers, parents and all people who care.

Therefore, a nation-wide effective campaign of the importance of reading by all components of the nation should be done, facilitated by the government, to face the tighter competition. The world has forced globalization. Those people with little knowledge will be left behind. To speed up the better change in this country, a good reading habit is really important.

Taken from Communicative Competence 2b 2006

15. What is the main idea of the second paragraph?
 - a. Reading habit in Indonesia is poor.
 - b. The knowledge is needed to improve the quality of human's life.
 - c. By reading, we can know the world.
 - d. Reading is important to transform the information and knowledge.
 - e. Reading gives us pleasure.
16. Why reading habit is poor in Indonesia?
 - a. Because the people in Indonesia do not like reading
 - b. Because the people Indonesia is lazy.
 - c. Because the people in Indonesia prefer in watching movie to reading a book
 - d. Because the most people in Indonesia have not realize the importance of reading
 - e. Reading is not important.
17. Here are the advantages of reading *except*:
 - a. Reading gives us much information about knowledge and technology.
 - b. By reading, we can know the world.
 - c. Reading gives us less information about the knowledge and technology.
 - d. Reading gives us inspiration.
 - e. Reading gives us pleasure.
18. Why reading is very important for us?
 - a. It gives valuable information
 - b. It makes us lazy.
 - c. It makes us dreaming.
 - d. Reading makes us success.
 - e. To get good mark
19. What is the purpose of the text?
 - a. To inform people about the advantages of reading
 - b. To persuade the people to read

- c. To give information for other people
 - d. To entertain the readers
 - e. To give description about reading
20. What is the recommendation of the text?
- a. The knowledge is needed to improve the quality of human's life.
 - b. Reading is important to transform knowledge and technology.
 - c. Realizing the importance of reading will make someone motivated to read.
 - d. All components of the nation should campaign the reading.
 - e. The world has forced globalization.
21. What does the author assumed?
- a. The author assumed that reading is not important for students.
 - b. The author assumed that the people in Indonesia have poor habit in reading because they have realized that reading is very important.
 - c. The author assumed that the people in Indonesia have high habit in reading.
 - d. The author assumed that realizing the importance of reading would not make someone motivated to read.
 - e. The author assumed that reading is very important for us to speed up the better change in Indonesia.
22. The statement" people who don't like reading will be left behind".
What is the argument that relevant with the statement?
- a. Because the people is lazy
 - b. Because reading gives us less information and knowledge
 - c. Because reading is not important
 - d. If the people do not like reading, they only with little knowledge and they will be left behind.
 - e. The people who don't like reading will be success

Text 4

Please, read the text and answer the question based on the text!

Should not bring mobile phone to school

Recently most people own mobile phone. Why does mobile phone user increase dramatically in recent years? First, the feature and functions has increased. Mobile phone is not used just for calling, but sending text, taking pictures, recording videos, accessing internet, playing games and much more. Second, mobile phone has also become a lot cheaper. Now this communication device does not only fill the pocket of adult but also teenager and student. Even a lot phones are intentionally designed to teenaged market. However should they be allowed to bring them to school?

Many schools do not allow students to bring cell phones to school. It is very reasonable because bringing phone to school potentially disrupts the learning process. Most students use cell phones irresponsibly. They use cell phones to talk to their friend during class time. They also use the calculator and camera features

in the class as well. Those potentially lead less concentration in the time of learning and teaching process.

Students go to school to learn and behave fair way. Mobile phones provide a large temptation to cheat in tests. They can communicate to anyone and almost anywhere in the world. Because of the small size of the cell phone, students can send a text quietly and discreetly. The text can go unnoticed anywhere to get help on answering tests, homework, and other class assignment. Learning in school is to behave fair not cheating.

Therefore, schools should ban students from bringing their cell phones. However it should be done fairly. In case of an emergency some student need a call for help, providing easy access to phone is better.

Taken from <http://whywine.wordpress.com>

23. Why do many schools not allow their students to bring their cell phone to school?
 - a. It is very practice.
 - b. Mobile phone can make the students be lazy.
 - c. Mobile phone can help the students in learning process.
 - d. Because bring mobile phone to the school can disrupts the learning process
 - e. The students use mobile phone only for calling.
24. What is the main idea of the second paragraph?
 - a. Many schools ban the students bring mobile phone to the school.
 - b. The features and the function of mobile phone have increased.
 - c. Mobile phone is also becoming cheaper.
 - d. Most people own mobile phone.
 - e. The students use mobile phone to cheat in the test.
25. What is the solution that is written in the text?
 - a. The students should bring mobile phone to the school.
 - b. The students should not bring mobile phone to the school and In case of an emergency some student need a call for help, providing easy access to phone is better
 - c. The students should not cheat in the test.
 - d. The students should not have a mobile phone.
 - e. Students use mobile phone in learning process.
26. What is the social purpose of hortatory exposition text?
 - a. To retell about past event
 - b. To persuade the reader or listener that something should or should not be the case.
 - c. To persuade the reader or listener that something is the case
 - d. To describes the way things are
 - e. To inform readers, listener, or viewers about events of the day which are considered newsworthy
27. Based on the text, what does the author believed?

- a. The writer believes that bringing phone to school potentially disrupts the learning process.
 - b. The writer believes that bringing mobile phone to the school is very useful.
 - c. The writer believes that mobile phone has many advantages.
 - d. The writer believes that mobile phone has not the advantages.
 - e. The writer believes that bringing mobile phone to the school can help the students.
28. Here is the true statement based on the text *except*:
- f. The user of mobile phone is increase because the price is cheaper.
 - g. Mobile phone is not used just for calling.
 - h. They use cell phones to talk to their friend during class time.
 - i. Many schools do not allow students to bring cell phones to school.
 - j. Many schools permit the students to bring cell phones to school.
29. The thesis is the students should not bring mobile phone to the school. What should you do as the students?
- f. The students will obey the rule
 - g. The students still bring mobile phone to the school.
 - h. The students do not bring mobile phone temporarily and if they have the opportunity, they will bring mobile phone.
 - i. The students will against the rule.
 - j. They sell their mobile phone.
30. The text tells us about...
- f. The reasons of the students should bring mobile phone.
 - g. The reasons of the students should not have mobile phone.
 - h. The reason of the students should buy mobile phone.
 - i. The reasons of the students should not buy a mobile phone.
 - j. The reasons of the school should ban the students to bring mobile phone to the school.