



**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  
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## ABSTRACT

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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.