CHAPTER II.
THEORY REVIEW, FRAME OF THINKING, AND HYPOTHESIS

2.1 Theory Review

2.1.1 Concept of Reading Comprehension

Reading is very important in education field. According to Harmer (2007:99), reading is useful for language acquation. If students often to read even they more or less understand what they read, they will get better thing from it. Reading gives positive effect on students' vocabulary knowledge on their spelling and their writing. Reading also provides good models for English writing. Good reading for interesting topics, stimulation discussion, excite imaginative responses and provide the springboard for well-rounded, fascinating lessons.

Meanwhile, comprehension is the ability to understand something or the process of understanding something. According to Klinger (2007:151) comprehension is a person's ability to understand what being read or discussed. On other words comprehension is the essence of reading, active and intentional thinking in which the meaning is constructed through interactions between the text and the reader. In addition, comprehension is also defines as the complex cognitive process involving the intentional interaction between reader and text to convey meaning.

Klinger (2007:2) also says that reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency. According to Klinger

(2007:3) reading comprehension (understanding a written text) means extracting the required information from it as efficiently as possible.

Based on some theories above, the researcher takes the conclusion that reading comprehension is the process by which the readers' construct meaning by interacting with the text.

2.1.2 The Strategies for Improving Reading Comprehension

There are many effective reading strategies which can be used to improve comprehension skills. Many experts made general principles of instruction which can be practically applied in the reading class.

There are ten strategies that generally used for improving reading comprehension which is classified by Brown (2007:366). They are as follows:

1. Identify the purpose of reading.

2. Use graphitic rules and patterns to aid in bottom-up decoding.

3. Use efficient silent reading techniques for improving fluency.

4. Skim the text for the main ideas.

5. Scan the text for specific information.

6. Use semantic mapping or clustering.

7. Guess when you aren't certain.

8. Analyze vocabulary.

9. Distinguish between literal and implied meaning.

10. Capitalize on discourse markers to process relationship.

Based on theories above, it is clear that to comprehend reading text the reader should have strategies which can be used to improve comprehension skills. Appropriate strategy can make us easier to improve the reading skill.

2.1.3 Teaching Reading Comprehension

Ideally, teacher has important role in the classroom especially in their teaching. One of their roles is as teacher-centred class. In this situation, classroom is controlled largely by the teacher who sets tasks, checks learning, tries to ensure that every student participates, and implement efficient comprehension strategies in teaching reading. Reading can be efficient if students have been clearly identifying the purpose in reading something (Brown, 2007:366).

According to Harmer (2007:101), there are some principles for teaching reading. The first principle is that teacher should give motivation for students to read as often and as much as possible. It is caused that if the students give much motivation to read the text, the more students read, the better they have. The second principle is that student must be engaged with the topic of reading text and make them enjoy in reading text. During the lessons, teacher should ensure that students have gotten much pleasure from reading activity as possible.

Next principle is that students must be encouraged to explore ideas about the message of text. It is very important for students to learn about reading text in order they can get new information. Furthermore, the message of the text is also important to be known by students, so they can share their feelings and respond about the topic of the text. The fourth principle is that making prediction before reading. By looking the books cover, the students can guess the content of the book and it can make them interested to select which one the book that want to read.

The fifth principle is that teacher should choose good reading tasks for their students such as the appropriate activities before during and after reading, make the right kind of the questions based on the level of students and the topic of the text. The last principle is that good teacher can integrate the reading text into interesting lesson by giving reading text which is full sentences, words, and ideas in order to bring the text to life. Based on some principles above, good teacher is a teacher who can improve students' reading comprehension where students have motivation to read as much as possible and they have been engaged with the topic of reading.

According to Brown (2004:206), specification in reading comprehension as follow:

1. Main idea (topic)

2. Inference (implied detail)

3. Reference

4. Specific information

5. Vocabulary content

Specification of reading comprehension must be applied in the process of teaching reading. Based on the explanation above, it can be summarized that reading comprehension is the process by which the reader counstructs meaning by interacting with the text. The readers read the text to get information about main idea, spesific information, reference, inference, and vocabulary content.

2.1.4 Reading Assessment Comprehension

Reading assessment is measurement that apply to seem the reading comprehension (Brown, 2007:385). He mentions four types of reading assessment.

1. Perceptive Reading

In this type, the students are measured in aspect of symbols, letters, and words. The form of this perceptive reading is reading aloud, copying (reproduce in writing), multiple-choice recognition including true-false and fill in the blank and picture-cued identification.

2. Selective Reading

This category includes that what many incorrectly think of testing morphology, grammar, and lexicon. The example of selective reading is multiple-choice grammar/vocabulary task, contextual multiple-choice, sentence level cloze task, matching task, grammar/vocabulary editing task, picture cued task and gap filling tasks.

3. Interactive Reading

This assessment include among exercise to identify relevant features (lexical, symbolic, grammatical, and discourse). The example from of this types are discourse level cloze task, reading and comprehension question, short answer responses to reading, discourse editing task in multiple choice, scanning, re order sequences of sentence, and responding to charts, maps, graphs, and diagrams.

4. Extensive Reading

This last assessment applies including professional articles, essays, technical reports, short stories, and books. The form of this assessment is skimming, summarizing, responding to reading through short essay, note taking, marginal notes, highlighting, and outlining.

In short, there are four types of reading assessment, perceptive, selective, interactive, and extensive reading. While, in this research the researcher uses type of interactive reading as reading assessment. Because the assessment is given to the sample in the form of reading and comprehension question in the form of multiple choice.

2.1.5 Concept of Narrative Text

Narrative text is one kind of texts which retells the story or previous experiences. Priyana (2008:88) states that narrative text is a text that entertains and instructs the readers. It can entertain because it deals with the unusual and unexpected development of events. It can instruct because it teaches readers that problems should be confronted, and attempts made to resolve them.

Narrative text is the text which contains about story (fiction, nonfiction, tales, folktales, fables, epic, and myths) and its plot consists of climax of the story (complication) then followed by the resolution. As the statement above, it can be concluded that there are many types of narrative. They can be imaginary, factual or a combination of both. They may include fairy stories, mysteries, science fiction, romance, horror stories, adventure stories, fables, myths and legends, historical narratives, ballads, slice of life, personal experience

The purpose of narrative text is to entertain or amuse readers or listeners about the story. According to Doddy (2008:50) the purpose of narrative text is to

amuse, entertain, and to deal with actual or vicarious experience in different ways. Narrative text is story and within this, storytelling, there are many kinds of narrative; comedy, mystery, romance, horror, and myth. A poem can also be a narrative if it tells a story rather than just describing something.

The first important thing to remember about a narrative text is that it tells a story. The second important thing about narrative text is that the story should have a point. In the final paragraph, the author should come to an important conclusion about the experience that has just been described.

Narrative text has some generic structure as follow: first, orientation: introducing the participants, informing the time, and place. Second is complication: describing the rising crises which the participants have to do with. Third is resolution: showing the way of participant to solve the crises, better or worse. Fourth is re-orientation/coda: this is a closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer.

Common grammatical or language features of narrative text includes; use of particular nouns to describe the particular people, animals, and things that the story is about; use adjectives to build noun groups to describe the people, animals or things in the story; use of time connectives and conjunctions to sequence events through time; use of adverbs and adverbial phrases to locate the particular events; use of past tense action verbs to indicate the actions; and use of saying (direct and indirect) and thinking verb to indicate what characters are feeling, thinking or saying..

As the statement above, it can be concluded that, narrative text is one kind of texts which retells the story or previous experiences, there are many types of

narrative. They can be imaginary, factual or a combination of both. They may include fairy stories, mysteries, science fiction, romance, horror stories, adventure stories, fables, myths and legends, historical narratives, ballads, slice of life, personal experience.

2.1.6 Concept of Directed Reading Thinking Activity (DRTA)

In teaching reading, there are kinds of strategy that can be used by teacher to comprehend the text, one of them is Directed Reading Thinking Activity (DRTA) strategy. DRTA activity is one of strategy that can be used by the teacher in teaching learning reading. According to Bainbridge and Sylvia (1999:105), DRTA is one of strategy to show the active of readers. Before to reading, the students are asked to generate prediction of story development. The Directed Reading Thinking Activity is a much stronger model for building independent readers and learners. DRTA is designed to help students in setting a purpose for reading; making justifying, and verifying prediction and coming conclusion.

Therefore Block and Sheri (2008:85) confirm that DRTA focuses more directly on developing reading skill. In this strategy, the students examined text by looking at the title, illustrations, and the first few pages, and then make prediction what the text. Subsequently, they read the text and confirmers or disconfirmes their prediction.

Furthermore, according Odwan (2012:223) The origin of DRTA is intended to develop students ability to read critically and reflectively. DRTA attempts to equip readers with the ability to determine the purposes of reading, the ability to extract, comprehend, and assimilate information, the ability to make predictions to examine reading materials based on the purposes of reading, the

ability to pass judgments, and finally the ability to make decisions based information form reading.

According to Opitz and Guccione (2009:79) state that DRTA is a strategy that boosts reading comprehension by making transparent how proficient readers make and confirm predictions while they read.

Based on theories above, the researcher concludes that DRTA is a strategy which serves the students to be active in reading. It can help the students determine a purpose of reading, and it will make prediction about the text by limited information.

2.1.7 Steps in using DRTA in General

According to Schumm (2006:44) DRTA strategy has several steps:

The first steps, determine the text to be used and pre-select points for students to pause during the reading process. The second steps, introduce the text, the purpose of the DRTA, and provide examples of how to make predictions. The last steps, use the following outline to guide the procedure:

D = DIRECT. Teachers direct and activate students' thinking prior to reading a passage by scanning the title, chapter headings, illustrations, and other materials. Teachers should use open-ended questions to direct students as they make predictions about the content or perspective of the text (e.g., "Given this title, what do you think the passage will be about?").

R = READING. Students read up to the first pre-selected stopping point. The teacher then prompts the students with questions about specific information and asks them to evaluate their predictions and refine them if

necessary. This process should be continued until students have read each section of the passage.

T = THINKING. At the end of each section, students go back through the text and think about their predictions. Students should verify or modify their predictions by finding supporting statements in the text.

2.1.8 The Procedure of Teaching Reading by Using Directed Reading Thinking Activity (DRTA)

The following are the steps to teach narrative text reading comprehension by using DRTA.

Pre Reading Activity

1. Students are greeted by the teacher.

2. Students attendance list are checked.

3. Students are asked about their daily activity (e.g. "do you like to study English?")

4. Students answer the questions relate to the material they will learn "Do you know about narrative text?", What do you know about narrative text?". Have you ever read narrative text?".

While Reading Activity

The first students listen to the teacher's explanation about DRTA strategy and follow the teacher's instruction based on the DRTA procedure. The teacher explained that DRTA can be used to helpthe students comprehend text easily.

The second, predicting, begin by scanning the title, chapter headings, ilustrations, and other explanatory materials. Students make predictons on what

they think the reading will be about. Next, based on the reading of a small segment of the text, the teacher guides students to predict what will happen next. After these initial predictions, the students either view pictures or listen to short passages from the text, presented in the order that the occur natturally the text.

The third is reading. Students are asked to support their predictions by locating the material in the text that will verify their responses. There is no right or wrong predictions. Rather, some responses are judged to be more or less accurate than others reword the predictions so that they are accurate.

The last steps, students read back through the text and point out how they are able to verify their predictions.

Post Reading Activity

1. Students shared their difficulties to understand the lesson.
2. The summary of the lesson is reinforced by the teacher.
3. Students listen to the closing of the meeting.

Therefore, DRTA can encourage students to take greater responsibility for their own learning and to learn from one another, and in this research the researcher will use the first step of the procedure of teaching reading by using DRTA.

2.1.9 Advantages and Disadvantages of DRTA

Strategy is very useful to be used for teacher in teaching in the classroom. The process of predicting, reading, and proving make the students are not passive in reading class. They use their mind to be more aware about the topic given for the students. In addition, it activates students prior knowledge. It will appear

before knowledge by predicting the topic and new information will add students knowledge.

Further, it also teaches students to monitor their understanding of the text as they read. The students understand the content of the text step by step. It began from activating prior knowledge, then predicting what they will learn about the topic and the last is proving. From that step, the students will practice how to understand the text accurately. Furthermore, it helps students strength then reading and critical thinking skills. Reading skill is not passive skill, so that readers must think about the topic accurately.

Moreover, any strategy that is used by the teacher in teaching learning. According Bainbridge (1999) Directed reading Thinking Activity (DRTA) strategy encourage reader/students to be actively involved in the constructions of meaning. It's mean that through students predictions in the text to make their active in reading. Thus, Brunner (2011) says that strategy help students read critically and reflect upon what they read. Besides, this strategy help students determine a purpose for reading, carefully examine the text, and remain engaged through out the lesson.

The disadvantages of DRTA method is only useful if students have read or heard the text being used. Besides, classroom management may become a problem if it is a big class (the students more than thirty) because the teacher could not control the students personally.

In summary, Directed Reading Thinking Activity (DRTA) used to make students actively read the text, carefully examine and remain engaged in reading by students prediction for the text and constructions of meaning the text. So, the

teacher can designed this activity as creative as possible to make student enjoy in the learning process.

2.1.10 Related Previous Research

In relation to factors influencing reading comprehension, there are two researchers who have conduct the previous research. The result of the researchers' report that reading comprehension is affected by such as factors as the background of knowledge, students strategy and teaching technique. Leli Sari (2016), in her research entitled "*Improving Reading Comprehension through Directed Reading Thinking Activity (DRTA) Strategy for the Eight Grade Students of SMP Negeri 17 Medan in the Academic Year 2015/2016*". Narrative text by DRTA method can improve students reading comprehension. The improvement shown by from the pre-test, there are 16.67% (6 of 36 students) who get score $\geq$ 75. In the post-test I, there are 27.77% (10 of 36 students) who get score $\geq$ 75. In the post-test II, there are 55.55% (20 of 36 students) who get score $\geq$ 75. Based on the explanation before can be conclude that DRTA is effective to improve the students' reading comprehension.

In this research, the researcher uses same variable x and variable y with Leli Sari. However in this research use experiment research, different with Leli Sari research that use action research. Besides, other different there is in subject research, If the Leli Sari research choose junior high school, in this research choose senior high school.

In addition, the research of Wilis Arum Ningtyas (2015) that her entitled "*Improving Reading Comprehension of the Eight Grade Students at SMP Negeri 9 Magelang through Directed Reading Thinking Activity (DRTA) in the Academic*

Year of 2014/2015". The students' mean scores in the pre-test is 73.68 while in the post-test, it increases 5.32 points to 79.00. In conclusion, DRTA is effective to improve the students' reading comprehension.

In this research, the researcher uses same variable x and variable y with Wilis Arum Ningtyas. However in this research uses experiment research, different with Wilis Arum Ningtyas research that uses action research. Besides, other different there is in subject research, If the Wilis Arum Ningtyas research choose junior high school, in this research choose senior high school.

In conclusion, based on the previous related research above, the researcher can be conclude that teaching using cooperative learning can give contribution in teaching reading and it is hoped that one of cooperative learning that is DRTA method can give good contribution as same as previous research in teaching reading.

2.2 Frame of Thinking

Reading is one of English skills that are mastered by the students. Reading difficult to master by the student especially narrative text. Because of that, the strategy must be appropriate with students level of ability. One of the strategies in the teaching English is Directed Reading Thinking Activity strategy. DRTA is one of strategies that can be used by the teacher in teaching learning reading DRTA is one of strategies to show the active role of readers. Based on all previous explanation the researcher assumes that Directed Reading Thinking Activity can help the teacher in teaching learning process by mastering and understanding.

Directed Reading Thinking Activity (DRTA) Strategy (X)	→	Reading Comprehension in Narrative Text (Y)
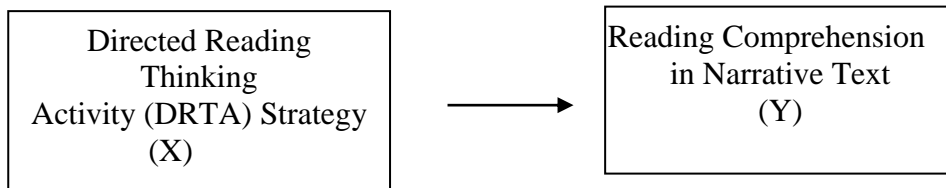
PICTURE 1
Directed Reading Thinking Activity (X) with
Reading Comprehension (Y)

2.3 Hypothesis

Ho. There is no significant the influence of Directed Reading Thinking Activity (DRTA) strategy toward students reading comprehension in narrative text of the twelfth grade at SMA Kemala Bhayangkari Kotabumi in academic year 2018/2019.

Ha. There is significant the influence of Directed Reading Thinking Activity (DRTA) strategy toward students reading comprehension in narrative text of the twelfth grade at SMA Kemala Bhayangkari Kotabumi in academic year 2018/2019.