

CHAPTER II

LITERATURE RIVIEW

II.1. Reading

II.1.1. The Nature

Reading is the ability to understand a written text. However, Bernhardt (1991 p.17) defines that reading is regarded as a cognitive process in which demands a process to apprehend the meaning, to gain information, and to learn, in which those should be considered to the process of mind. Reading is an important activity in our life because we can enrich and update our knowledge through reading. Reading is a receptive skill because we can get information when we read. Reading is a good way to improve English skill. Furthermore, reading is a cognitive process which a reader should be able to understand an author's message.

In addition, Linse (2005) assumes that reading is a viewed as not merely taking written information on the printed matter but also attributing a meaning-extracting process as the essence of the act of reading. It is a complex cognitive process of decoding symbols in order to construct or derive meaning or decoding symbols (reading comprehension). Like all languages, it is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally and socially situated. The reading process requires continuous practice, development, and refinement. In addition, reading requires to activate creativity and critical analysis. Further, Walker (2000) says that reading is an active process in which readers shift between sources of information, elaborate meaning, and strategies, monitor their

comprehension, and use the social context to reflect their response. Readers use a variety of reading strategies to assist with decoding (to translate symbols into sounds or visual representations of speech) and comprehension. Readers may use context clues to identify the meaning of unknown words. Readers integrate the words they have read into their existing framework of knowledge.

II.1.2. Reading Comprehension

According to Klingner (2007:2), reading comprehension is the process of constructing meaning by coordinating a number of complex processes, including word reading, word and world knowledge, and fluency. It refers to the ability in interpreting the words, understanding the meaning and the relationships between ideas conveyed in a text.

McNeil (1987: 10) explains that reading comprehension is the search for meaning actively using the knowledge of the world of the text to understand each new thing read. He adds that this sentence identifies three elements of reading for comprehension: (1) a reader needs knowledge of the world to understand new things, (2) a reader needs to be familiar with the variety of the text structure he/she is likely to come upon, and (3) a reader needs to seek meaning and not passively for it to rise up from the page. In short, to acquire comprehension the reader should be able to define the printed words, to relate the sentences, to find the main and supporting ideas as well as to add the raw knowledge into the prior knowledge.

Many experts explain more about aspects of processing of reading comprehension. However, King and Stanley (2004:8) explain that there are five

aspects of processing of reading comprehension. They are; finding factual information, finding main idea, finding the meaning of vocabulary in context, identifying reference, and making inferences. Those aspects more dominants found as students' difficulties on reading comprehension in Language Development Center.

The theory above can be described as follows:

a) Finding main idea

The main idea is the core of a text. To understand a text, a reader must also be able to find the main ideas of the text effectively.

b) Finding factual information/ details

Readers must be able to find the factual information by scanning the specific details. There are many types of question of factual information can be found in the text such as; question type of reason, purpose, result, comparison, means, identify, time, and amount.

c) Finding the meaning of vocabulary in context

The readers should develop their ability in guessing some unfamiliar words. They also need to understand the context of the words or sentence.

d) Identifying references

Word references are known as pronouns, such as she, he, it, this, those. By knowing the main subject of the text, the questions are easily can be answered. Readers need to identify the word reference as a substitution of pronouns.

e) Making an inference

The result of reading is to comprehend to what the writer wrote. The reader is expected to get the messages of the text. In other words, a good reader is able to draw inference logically and make accurate predictions.

In conclusion, to understand a text material readers need to find the factual information by scanning the specific details, identify the main idea of a text, find the meaning of vocabulary in the context by developing their abilities in guessing some unfamiliar words, identifying the word reference, and able to make inferences where the students are able to take some messages in a text material. Shortly, when the students have the abilities in identifying the elements of the passage, it means the students find the essential information in the text.

Further, according to Alderson (2000), the process of reading is the interaction between reader and the text. During that process, presumably, many things are happening; readers not only look at print in some sense on the page, but also decide what they mean and how they relate to each other. In relation to that definition, Davis (2011) assumes that the processes of reading comprehension can be described as follows:

- a. Attending and searching: focusing attention on particular letters and clusters, and drawing on the knowledge of letter sound relationships, identifying words that are already known, looking for information in illustrations and diagrams, and using analogies (their knowledge of familiar words to work out new words).

- b.** Anticipating/predicting: drawing on letter sound knowledge, decoding strategies, awareness of patterns in text, using detail in illustrations and diagrams, using prior knowledge.
- c.** Cross-checking and confirming: drawing on meaning from text, looking at patterns in text, using illustrations and word knowledge to check and confirm, and using re-reading strategy to check and confirm.
- d.** Self-correcting: thinking about what they are reading and the meaning of what they have read and self correcting when it is needed.

Further, according to Day and Park (2005) in Jayanti (2015), there are six types of comprehension in helping our students become interactive readers. They are as follows :

a. Literal comprehension

Literal comprehension refers to an understanding of the straight forward meaning of the text, such as facts, vocabulary, dates, times, and locations. Questions of literal comprehension can be answered directly and explicitly from the text.

b. Reorganization

The next type of comprehension is reorganization. Reorganization is based on a literal understanding of the text; students must use information from various parts of the text. Example, we might read at the beginning of a text that a woman named Maria Kim was born in 1945 and then later at the end of the text that she died in 1990. In order to answer this question, how old was Maria Kim when she died? The student has to put together two pieces of information that are from

different parts of the text. Questions that address this type of comprehension are important because they teach students to examine the text in its entirety, helping them move from a sentence by sentence consideration of the text to a more global view.

c. Inference

Making inferences involve more than a literal understanding. Students may initially have a difficult time answering inference questions because the answers are based on material that is in the text but not explicitly stated. An inference involves students combining their literal understanding of the text with their own knowledge and intuitions.

d. Prediction

The fourth comprehension type is prediction, it involves students using both their understanding of the passage and their own knowledge of the topic and related matters in a systematic fashion to determine what might happen next or after a story ends. Having students make predictions before they read the text is a pre-reading activity. We do not see this type of prediction as a type of comprehension. Rather, it is an activity that allows students to realize how much they know about the topic of the text.

e. Evaluation

Evaluation requires the learner to give a global or comprehensive judgment about some aspect of the text. In order to answer this type of question, students must use both a literal understanding of the text and their knowledge of the text's topic and related issues.

f. Personal response

The sixth type of comprehension, personal response, requires readers to respond with their feelings for the text and the subject. The answers are not found in the text; they come strictly from the readers. While no personal responses are incorrect, they cannot be unfounded; they must relate to the content of the text and reflect a literal understanding of the material. An example of a comprehension question that requires a personal response is: What do you like or dislike about this article? Like an evaluation question, the students have to use both their literal understanding and their own knowledge to respond. Furthermore, like evaluation questions, cultural factors may make some students hesitate to be critical or to disagree with the printed word. Teacher modeling of various responses is helpful in these situations.

Previous explanation can motivate lecturers to provide solution to break students' obstacles in reading, it can be seen clearly that the vocabulary mastery is not the only key to be succeed in comprehending a text, understanding context of the text, combining the information that readers catch from the first, the middle and the end of paragraph that gotten from the text with reader own knowledge, making prediction, judgment, and giving personal feeling about the text are also beneficial activities that can be down to have the good comprehension. However, the students do not develop the ability to comprehend texts quickly or independently. Therefore, reading comprehension strategies must be used over an extended period of time by lecturers who have knowledge and

experience using them. Reading comprehension strategies must be refined, practiced and reinforced continually throughout life. As their reading materials become more diverse and challenging, the students need to learn new tools for comprehending these texts. Different kinds of texts and contents are challenges for the students, and they require different comprehension strategies. The development of reading comprehension is a lifelong process that changes based on the depth and breadth of texts the person is reading.

II.1.3. Teaching Reading

Teaching is a very complex enterprise, involving a series of decision-making activities that occur across a range of ideas, issues, and events (Loughran in Musthafa, 2014:139). Teaching is a theoretical act, and theories, whether explicitly or implicitly held have powerful effects on what teachers do, how they do it, and how they determine if they are successful (Beach in Musthafa, 2014: 139). As a teaching comprises various demands, many of them are conflicting one another, teaching requires continual decision making: making judgments about what is considered to be appropriate actions in a given situation at a given time. At this juncture, when teachers are faced with choices, teachers' personal, professional judgments become paramount in responding to problems at hand (Musthafa, 2014: 139).

It can be said that teaching reading is the complex activities which have effects in teacher's decision in creating the materials and the way that the teacher uses to make the teaching learning process condition. The teacher

is needed to respond to the problems and solve the problems that could be faced in the class. It means in teaching, teacher is not only presenting or explaining the materials, but needs to be creative in solving any problems that can be faced in the class.

According to Nunan (2003: 68), teaching reading has at least two aspects. Firstly, it can refer to teaching learners who are learning to read for the very first time. Secondly, the aspect of teaching reading refers to teaching learners who already have reading skill in their first language. It means that the readers are demanding to read a lot so that they can have a good skill because in reading, it has two important aspects which should have the readers. It can be inferred that the readers must understand two important aspects to teach, in order the students have a good skill in reading.

Moreover, Richards (2002: 273) says that reading receives a special focus on teaching. There are three reasons for this: Firstly, many foreign language students often have reading as one of their most important goals. Secondly, written text serves various pedagogical purposes. Teaching is a theoretical act, and theories, whether explicitly or implicitly held have powerful effects on what teachers do, how they do it, and how they determine if they are successful (Beach in Musthafa, 2014: 139). Thirdly, reading is a skill which is highly valued by students and teachers alike. It means that the reading is a skill that has good assessment for the students and teachers.

Based on the explanation above, it can be inferred that teaching reading is a process to get information and knowledge, reading or reading comprehension is useful for other purposes; any exposure to English to provide students understand

it more, is a good thing for language students, it also provides good models for English writing and provide opportunities to study the language.

As for learning strategies, various learners' factors have been identified as factors related to language learning strategies, including language being learned, level of language 1, proficiency, degree of metacognitive awareness, gender, affective variables such as attitudes, motivation, and language learning goals, specific personality traits, overall personality type, learning style, career orientation or field of specialization, national origin, aptitude, language teaching methods, task requirements, and type of strategy training (Viriya&Sapsarin, 2014: 778). It can be inferred that learning strategies could be influenced by many factors and the teacher requires creating a good strategy to improve the students' achievement.

II.1.4. Reading Strategy

To help students in reading comprehension and also to increase their reading ability, the students have to use some skills and strategies. This review of literature defines the differences between reading skills and reading strategies, and illustration before, during, and after reading strategies. Hollas (2002), describes that a reading skill or reading comprehension in text is a helpful tool that a student practice in order to improve reading. Teachers teach various skills to improve the understanding of reading, unfortunately, many of the students while decoding do not comprehend what they are reading. Moreover Hollas states that reading strategy is a plan or way of doing

something; a specific procedure one uses to perform a skill. Further, Alexander, et al. (1985) quote a strategy as a procedural, purposeful, effortful, willful, essential and facilitative. They asserted that strategies are mandatory for academic development.

As described above, the students today have difficulty getting through a short reading assignment. This difficulty is associated with the lack of ability to focus and concentrate on written words. Due to this, many students need guidance and strategies to help focus on reading and to do more than just read the words on a piece of paper. The skills of a strategic reader in the content areas can be broken down into seven areas (Hollas, 2002:

- a. Predict – declaring in advance or to foretell on the basis of observation and/or experience.
- b. Visualize – forming mental pictures of scenes, characters and events.
- c. Connect – to link two things together or to associate and see a relationship.
- d. Question – to inquire or examine.
- e. Clarify – to make understandable or to become clear and free of confusion.
- f. Summarize – to concisely obtain the essence or main point of the text.
- g. Evaluate – to form an opinion about what you have read

Grellet, F(1981) proposes the following hints to develop reading skills:

- a.** Teach the students to concentrate on the text and not on the sentence. If reading comprehension is to be achieved, the structure of long units such as the paragraph or the whole text must be understood.
- b.** Start with global understanding and move towards detailed understanding rather than working the other way around.
- c.** Use authentic text whenever possible. The authentic text does not make learning more difficult. The difficulty depends on the activity which is required on the students rather than on the text itself. In other words, the teacher should grade exercises rather than texts. - Link the different activities through the different activities chosen.
- d.** Focus on reading skills and learning strategies and comprehend exercise.
- e.** Do not impose your own interpretation on the learners. Teach them to think by providing enough evidences for them to follow the right way.
- f.** Do not impose an exercise on the text. It is better to allow the text to suggest what exercises are more appropriate to it.
- g.** Do not use so many exercises that you might spoil the pleasure of reading.
- h.** Help the students to time themselves and increase their reading speed, little, by little.
- i.** Use variety of procedures when controlling the student's reading activities.

Those seven areas can be linked to various strategies to improve the effectiveness of each reader. The "predicting, visualizing and connecting" areas are implemented as before reading strategies. The "question and clarification" areas are implemented as during reading strategies whereas, "summarizing and evaluating" are implemented as after reading strategies. The goal of the lecturer is to help students to apply reading strategies to become effective readers. Here are difference between a Skill and a Strategy:

SKILLS

The instructor decides what learner needs

Skills are often taught in predetermined sequence

Skills are often practiced in isolation

The emphasis is often in practice for practice's sake only

An automatic response is usually expected

Applications in meaningful contexts may not occur

STRATEGIES

Learners' needs are anticipated by the instructor

Self-direction/need is determined by learner

Strategies are student-centered rather than teacher-directed

Activities are purposeful, interactive, and independent

Continual observation is practiced for evaluation of what is needed

Based on discussion above, it can be understood that there are differences among them, and they can be differentiated, as follows; approach is the way of teachers view the learning process. It is the personal philosophy of teaching related to the nature of education, the role of the teacher, the student, the administration, the parents, or how the teacher approaches the students in teaching and learning process. It may vary depending on students he teaches. Anthony 1963 ; Murcia2001) defines an approach to language teaching is something that reflects a certain model or research paradigm. In short, approach is like a collection of theories, there is no procedure and it is still general,

Then, method can be considered as a way of learning that must be taken to realize the teacher's in a real and practical activities in the classroom to achieve learning objectives. Anthony, furthermore, explains that method is a set of procedures or a generalized set of classroom specifications for accomplishing linguistic objectives. In short, the method is more specific than approach and less specific than technique. Thus, the method is about theory and also the procedures of theory.

Afterwards, a technique is a classroom device or activity and thus represents the narrowest among the three (approach, method and technique). On the other hand, techniques are specific activities manifested in classrooms that are consistent with a method and thus are in harmony with an approach as well. It includes a wide variety of exercises, activities or tasks used in a language classroom. Thus, a technique is a very specific type of learning activity use in one or more methods.

Strategy is under the learner's conscious control; they are operations which a learner chooses to use to direct or check his or her own comprehension. Thus, the strategy has about students performed a few steps in learning process. It is chosen as the solution for students reading comprehension in this research.

II.1.5. Assessment of Reading

Assessment is a systematic approach to collecting information and making inferences about the ability of a student or the quality or success of a teaching course on the basis of various sources of evidences (Richards & Schmidt, 2002:35). To collect the information of the students' improvement in reading comprehension, some assessments of reading are essential to be carried out.

Unlike speaking and writing, the reading process and product cannot be seen and observed specifically. For this reason, all assessment of reading must be carried out by inference (Brown, 2004:186). Some considerations are needed in designing assessment of reading, such as the types of genres of written text, the components of reading ability, and specific tasks. Furthermore, the types of reading performance will influence the assessment tasks as well. Brown (2004:189) lists a number of possible tasks for assessing perceptive, selective, interactive and extensive reading. Related to the specifications of reading in this study that is assessing students' interactive reading performance so there are three types of possible assessment tasks applied as follow:

a. Multiple-choice

The multiple-choice in this study provides not only the vocabulary and grammatical items but also the context to assess the students' understanding of information in the text. The context is presented by putting a pair or part of a text followed by questions in which the students have to respond correctly.

b. Impromptu reading plus comprehension

This type of assessment involves impromptu reading and responding to questions. It is commonly used in proficiency tests. In this test, students are provided a reading passage followed by questions and have to respond to the items. The set of questions in impromptu reading covers the comprehension of some features of reading: (1) main idea, (2) expressions/idioms/phrases in context, (3) inference, (4) grammatical features, (5) detail, (6) excluding facts not written (7) supporting idea(s), (8) vocabulary in context. These specifications and the questions are in line with strategies of effective reading: skimming for main idea, scanning for details, guessing word from context, inferencing, using discourse markers, etc which are assessed in this study (Brown, 2004:212).

c. Short answer task

In this type of assessment, reading comprehension of the passage is presented, and the students read questions that must be answered in a sentence or two. The questions might cover the same specifications similar to the impromptu reading. Those three types of assessments tasks have the combination of form-focused and meaning-focused objectives. They cover

the objectives of reading assessment especially in the comprehension issue and embody the evidences of students' reading comprehension.

II.1.6. The purpose of Reading

Everyone who reads a text have their own purpose. The purpose of reading is to get the idea and to catch the meaning of the text well, to get new information and new comprehension. In real life, people generally read something because they have a desire to achieve. The goal for establishing a purpose for reading is to identify the appropriate motif for reading and to determine the appropriate reading style to fit that purpose (Graves:2004). Further, Pressley (2006 p.267) express the importance of establishing a purpose for reading is a conscious, deliberate act prompted by plausible purpose, it is what motivates us, helps us focus or attention, or gives us a goal something tangible to work to ward.

Establishing a purpose for reading is also important to monitor comprehension. A reader will be more alert to certain aspect of the reading if they know their goal. They will be more of confusing or unclear section of the text when the students feel aware of unclear section of the text. When students are aware of their goals prior to reading, they become more motivated to read.

Based on the statement above, clearly, people read a text for many purposes. Some of them read for pleasure and some read for getting information in which different purpose in gaining different technique used. In addition, Nuttal (2005 p.3) Stated whatever your reason for reading

(excluding any reading for language learning), it is not very likely that you were interested in, even less likely you more interested in the grammatical structure used. You read because you wanted to get something from the writing. This statement also emphasizes on no matter the readers technique used in reading, it aims to convey the message of the text.

The different purpose of reading is also stated by Harmer (1983). He divides into some areas such as predictive skill, extracting specific information getting, the general picture, extracting detailed information recognizing function and discourse patterns, and deducing meaning from context. Generally, reading purpose mentioned above is to understand or to comprehend the reading passage from the printed text whether there is an action or not after reading a text.

II.1.7. The type of reading

Reading can be classified into some kinds. According to Dr. M.R. Patel and Pravin M. Jain (2008: 117-123), they state the types of reading as following:

a. Intensive Reading

Intensive reading is text reading or passage reading. In this reading the learner reads the text to get knowledge or analysis. The goal of this reading comprehension is to read shorter text. This reading is done to carry out to get specific information. Learner reads book to acquire knowledge is the kind of intensive reading. Intensive reading will provide a basis for explaining difficulties of structure and for extending knowledge of vocabulary and

idioms. It will also provide material for developing greater control of the language in speech and writing.

b. Extensive Reading

Material for extensive reading will be selected at a lower level of difficulty than that for intensive reading. The purpose of extensive reading will be to train the student to read directly and fluently in the target language for enjoyment, without the aid of the teacher

c. Aloud Reading

Reading aloud also plays an important role in teaching of the training of reading aloud must be given at primary level because it is the base of words pronunciation.

d. Silent Reading

Silent reading is a very important skill in teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. Teacher has to make them read silently as and when they are able to read without any difficulties.

II.1.8. The Factors Affect Reading Comprehension

Based on Lenz from University of Kansas
(http://www.specialconnections.org/instruction/reading_comprehension)

reading comprehension is affected by the reader's knowledge of the topic, knowledge of language structures, knowledge of text structures and genres, knowledge of cognitive and metacognitive strategies, their reasoning abilities, their motivation, and their level of engagement.

Reading comprehension is also affected by the quality of the reading material. Some writers are better writers than others, and some writers produce more complex reading material than others. Text that is well organized and clear is called "considerate text" and text that is poorly organized and difficult to understand can be called "inconsiderate text." The more inconsiderate the text, the more work was required of a reader to comprehend the text. Readers who do not have the background, abilities, or motivation to overcome the barriers presented in inconsiderate text will have more difficulty comprehending these types of texts.

Students who had trouble learning to decode and recognize words often will have difficulty with reading comprehension. Students who struggle with decoding rarely have a chance to interact with more difficult text and often learn to dislike reading. As a result, these students do not have sufficient opportunities to develop the language skills and strategies necessary for becoming proficient readers.

Readers with poorly developed language skills and strategies do not have the tools to take advantage of the obvious structures and comprehension cues that are part of considerate text nor will they have the extra tools needed to overcome the barriers of inconsiderate text.

The type of instruction that a student receives also affects reading comprehension. Strategies for improving reading comprehension must be taught directly by teachers. Simply providing opportunities or requiring for students to read do not teach many students the comprehension strategies they need to be proficient readers.

II.2. Narrative Text

II.2.1. Understanding

Many kinds of genre have been discussed in school. When the students understand about particular genre, they can anticipate what type of content will be found within a volume in that category. Farris (2004) stated that readers would notice that literature selections are divided into one of two large general genres, that of fiction and non fiction.

Many kinds of genres, one of them is narrative text. Narrative text has been learned since student on junior high school. Narrative text is a kind of a story either fictive or real, which contain a series of events in which how the story is told and how the content is presented as aspect of the story construction (Chatman and Atterbery: 1993, p.15). Further, Longman (2004) defined that narrative means a description of events in a story. As students read quality narrative text, they naturally become involved with the characters who may process similar feeling or may find themselves in like situations. Anderson (2003) said that there were numerous of narrative text, they are fairy stories, mysteries, sciences, fictions, horrors, romances, fables, myths, legends, ballads, etc.

II.2.2. The Generic Structure

a.Orientation

Josephin (2007) expresses that orientation tells about the setting in the time, place, and characters. In this part, it is told where and when the

story happened. It also introduces the participants/actors of the story, who and what is involved in the story.

b. Complication

In this part, it tells the beginning of the problems which lead to the crisis (climax) of the main participants. It is told what was going on. The crisis or climax is explained clearly.

c. Resolution

In this part, the story will be ended and told what and how is ended. The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending

d. 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. In the end, we will find what we can learn from the story.

II.2.3. The Purposes of Narrative Text

People read narrative text might be basically for enjoyment and pleasure; to gain a reader's interest. It means they like enjoying themselves to read any kinds of stories because they may possess similar feelings or find themselves in like situations. This is in line with Anderson's (2003. p.6) statement "the purpose of narrative text is to present a view of the world that entertains or informs the reader or listener". In sum up, the purpose of narrative text is the readers as if involved within story to get the pleasure.

II.2.4. The Schematic Structure

An effective narrative text has several significant characteristics which a reader may use as standard to guide his reading. In a traditional narrative, Alderson stated that the focus of the text is on series of actions. Those are asfollowing:

(a) Orientation

Josephine (2007.p.123) stated that orientation tells about “the setting in time and place, and characters”. Thus, in the first paragraph the narrator tells the audience who is in the story, when it is happening, where it is happening and what is going on.

(b) Complication

This is the part of the story where the narrator tells about something that will begin a chain of events. These events will affect one or more of the characters. Then, telling the problems to be solved by the characters.

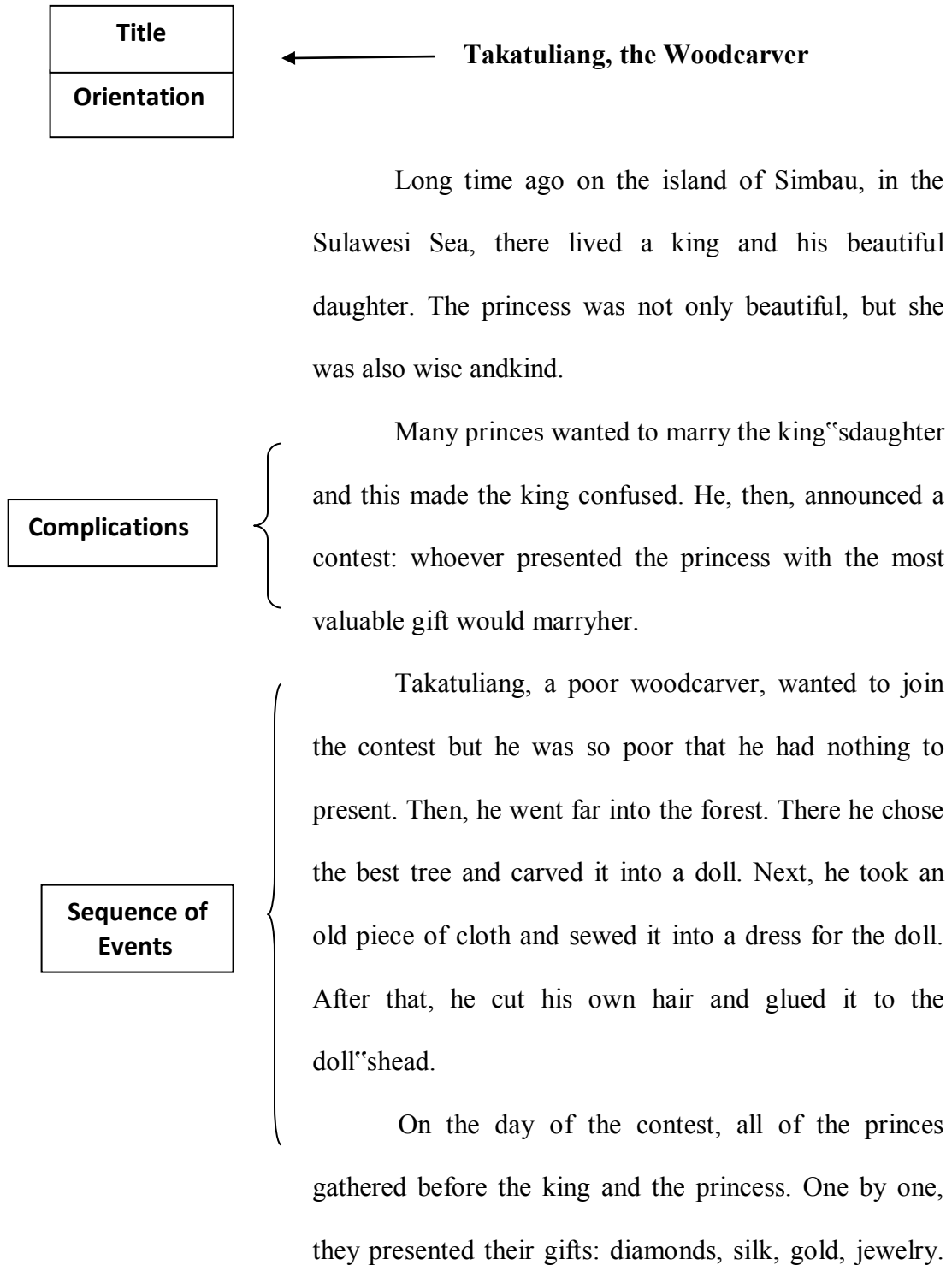
(c) Sequence of events

This is where the narrator tells how the characters react to the complication. It includes their feelings and what they do. The events can be told in chronological order (the order in which they happen) or with flashbacks. The audience is given the narrator’s point of view.

(d) Resolution

In this part of the narrative where the complication is sorted out or the problem is solved. It means that how is the problem that is created in the complication finally solved.

The following is the example of schematic structure of narrative text:



Then it came Takatuliang's turn.

"What do you have?" asked the princess.

"I bring only a doll," said Takatuliang softly.

"How many dolls like this do you have?" asked the princess.

"Only this one" I carved it by myself and decorated it with my own hair and my father's old cloth. He died and this is the only thing he left me." answered Takatuliang.

Resolution

The princess was very touched to hear Takatuliang's story. She decided to marry Takatuliang because he had presented her everything he had. Together, Takatuliang and the princess lived happily ever after.

(Adapted from Josephine S.M., 2007)

2.2.2. The Language Features of Narrative Text

According to Anderson (2003), the language features usually found in a narrative text include: Specific characters or participants, time words that connect events to tell when they occur, the use of simple past tense and past continuous tense, Verbs to show the actions that occur in the story, relational verbs to describe the characters and settings, connectives or conjunctions to sequence the story (p. 8). In the following is the example of language features of narrative text related to the story above:

No	Linguistic Features	Examples
1	Specific Participants	Takatuliang
2	Generic Participant	King daughter Prince Princess Father
3	Past Tense	➤ There lived a king..... ➤ Many princes wanted to marry..... ➤ This made the king confused. ➤ He went far into the forest. ➤ He chose the best tree and carved it.
4	Past Perfect Tense	➤ He had presented her everything he had.
5	Action Verb	Came announced glued Presented went cut Chose carved decorated Took sewed left
6	Adverb of Time	Long time ago On the day
7	Adverb of Place	On the island of Simbau In the Sulawesi sea Into the forest
8	Coordinate Conjunction	But And
9	Temporal Conjunction	Then, next, after that Next After that

II.3. Approaches, Method and Technique

II.3.1. Approaches

The aim of language teaching and learning is to develop learner's communicative competence, strategy should be considered as the important elements to achieve the objectives learning, and they objectively should be integrated into teaching. An approach, according to Anthony (1963) in Brown (2001) is a set of assumptions dealing with the nature of language, learning and teaching. The approaches can be read as follows:

a. Communicative Language Teaching (CLT)

Replaced the "Situational Approach". It was originally promoted by Howatt, et al., and more fully developed in the 1980s. CLT comes in both "strong" and "weak" forms. The intent is to capitalize on the collective intelligence of the group and give everyone a chance to grow in appreciation of diversity. CLT advocates avoided prescribing a set of practices through which these principles could best be realized, thus putting CLT clearly on the approach rather than the method end of the spectrum. The assumptions are that (a) learners learn a language through using it to communicate, (b) authentic and meaningful communication should be the goal of classroom activities, (c) fluency is an important dimension of communication, (d) communication involves the integration of different language skills, and (e) learning is a process of creative construction and involves trial and error. Spin-offs from Communicative language teaching include the Natural Approach, Cooperative Language Learning, Content-based Teaching, and Task-based Teaching.

b. Competency-based Language Teaching

Competency-based Language Teaching is still a very popular outcome-based approach. The focus is on measurable and usable knowledge, skills and abilities (Scheck. & 1970)

c. Content-based Instruction

Content Based Instruction was promoted originally by Krashke (1980s) but Embraced by almost everybody who teaches language through content and meaning. (S. Krashen, 1982, & D. Nunan 1989). The research on this is

quite firm: teaching language for the sake of the language is not nearly as effective (when it comes to using it) as when taught as a means to an end. Its focus is on integrated skills, cooperative learning, and grouping strategies. The stress is on more meaning rather than form. Its aim is to use authentic language and facilitate experiential learning. Using graphic organizers is a typical trademark of the process. » Content-based Instruction

d. Cooperative (Collaborative) Learning

An approach credited to Olsen and Kagan. It is a part of the collaborative approach. Competition is replaced with team-based learning. First described by Scott Thornbury. The teacher doesn't prepare classes; merely uses whatever happens to be in the room.

e. Lexical Approach In 1997, Lewis stated, "the building blocks are not grammar, functions, notions, or some other unit of planning and teaching, but vocabulary|lexis, that is, words and word combinations." It may have influenced in his "lexicon-is-prime" position in his minimalist linguistic theory (using collocations/chunks.

f. Multiple Intelligences

This learner-based approach was brought to popularity by Gardner (1993). It stresses that all dimensions of intelligence should be developed and not just those measured by IQ tests, i.e., language and logic. Gardner states that pedagogy is most successful when learner differences are acknowledged and factored into the process.

g. Natural Approach

Brought to us first by Terrell (1977) and then jointly by Krashen and Terrell (1983). Their book (with classroom procedures) titled "Natural Approach" should not be confused with the older Natural Method also called the Direct Method. The focus is on "input" rather than practice. Language is its lexicon, not its grammar.

h. Task-based language teaching

Task-based language teaching (TBLT) said to be a logical development of communicative language teaching (Willis, 1996). It uses real communication activities to carry out meaningful tasks, and stresses the importance of targeting these tasks to the individual student as much as possible.

II.3.2. Method

Edward M. Anthony (1963_ in Allen and Campbell (1972:5) states that the method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural. They are as follows:

a. Audiolingual

Dominant since the 1950s. Developed in the USA. This method is skills-based, allows no use of first language, and stress memorization, repetition, tapes, and structure. Teacher role: language modeler & drill leader. Student role: pattern practice and accuracy enthusiast.

b. Counseling Learning

From Rogerian Counseling (1951). Later by C. Curran (1970s). This method part of the Humanistic Technique. The teacher is the coach; the students are clients.

c. Direct Method

This method popular sizedby Berlitz in the 1950s, it allows only the second language, uses everyday vocabulary, and stresses pronunciation. It is used in Community Language Learning. Teacher role: counselor and paraphrase; student role: collaborator and whole person.

d. Grammar Translation

Most popular before the 1940s. It started to be slowly replaced by the Direct Method from the early 1900s.

e. Silent Way

From Bruner (1966) to Gattegno (1990s) and referring to the teacher. Students are encouraged to produce as much as possible, to get the spirit of the language by exploring and practicing it.

f. Situational Language Teaching

A classical oral method that gave birth to many of today's structuralist approaches. (Firth, Halliday, etc.) Language is a purposeful activity toward a goal. The stressis on meaning, content, and situations. First used in the 1930s and further developed in England in the 1950s, it is an oral approach that views language as a purposeful activity toward goals. Teacher role: context setter and error corrector. Student role: memorizer and imitator.

g. Suggestopedia

It was started in the 1970s by Lozanov; it takes an authoritative holistic but lexical approach and uses music and ambiance. It purports to be 25 times faster than other methods. Teacher role: auto-hypnotist and authority figure. Student role: relaxer and true-believer.

h. Total Physical Response (TPR)

Coordinates speech and action and draws on other sciences, but its speech theorems are Palmers' (1925). The idea is to repeat during the L2 learning process what was used to learn L1. It is structure-based. Teacher role: commander and action monitor. Student role: order taker and performer.

II.3.3. Technique

Edward M. Anthony (1963; Allen and Campbell 1972; leela 1989) says technique is implementation which actually takes place in the classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method and therefore in harmony with an approach as well, there are a lot of techniques that can be used in teaching and learning process.

II.4. Direct Reading Thinking Activity

II.3.1. Definition

Many kinds of strategy that can be used by teacher in teaching learning process; one of them is Direct Reading Thinking Activity. Direct Reading Thinking Activity (DRTA) strategy is one of strategy to show the active role

of readers whether the students are asked to generate the prediction of story development based on some limited information such as the title of reading selection, the author's name, or a few illustrations (Stauffer in Bainbridge and Sylvia: 1999 p.164)

According to Fisher and Frey (in Richardson et al; 2009:108-109), DR-TA is an activity that helps students understand that each segment of text can help them figure out the next segment. It is because the text is divided into smaller portions, so that students can focus on the process of responding to higher-order questions. Direct Reading Thinking Activity is much appropriate strategy in building independent readers. It is designed to help students in setting purpose in reading, making justifying, verifying prediction and coming conclusion (Schumm:2006 p.241). In addition, Odwan (2012) said that Direct Reading Thinking Activity is intended to develop students' ability to read critically and reflectively.

II.5. The Teaching Reading using Directed Reading Thinking Activity (DRTA)

As this study employs directed reading-thinking activity, the teaching and learning process includes the steps of the activity for both the teacher and students. The steps employ the students to set reading purposes and make predictions, reading text, verify and revise predictions and prove set reading purposes. Therefore, the teacher assists the students by selecting the texts, dividing the text into meaningful section, facilitating discussion, and giving feedback.

The elaboration of the teaching of reading using DR-TA is designed based on the following steps:

1) Before reading : predicting

In making predictions, students observe and identify the selection by looking at the title, picture (if it is available), the vocabulary, the grammar, and other language features in the text. In response to it, students formulate questions which bridge them to next selection of the text and the whole part of it. In this stage, the teacher assists the students in observing and identifying selection of text and notices the key words that help them to guess the global understanding of the text. The teacher also facilitates students to formulate questions, discuss and share their predictions of each selection of the text.

2). While reading: silent reading

Students read the whole text to gather information or data related to their earlier predictions. The teacher helps students identifying any crucial vocabulary items in context.

3) After reading: confirming the predictions

After reading the complete text to gather information, students are encouraged to explain what cause them to confirm or revise prior predictions. It is carried out through discussing the material read. The aim of this discussion is to help students interpreting the material. Students discuss among their group members about their prior predictions and the

data in the text whether they are compatible or not. Teacher facilitates students to discuss related concepts and to consider the content of the selection of their own experiences.

II.5.2. The Procedures of DRTA

There are some steps of applying Direct Reading Thinking Activity. According to Stauffer in Bainbridge and Sylvia, the procedures are:

- a. Prior to Reading, choose a text this strategy is appropriate with both of fiction or non fiction texts.
- b. Active students' prior know ledge. The teacher has students read the text or tells them the topic of ideas text. Ask students to brainstorm a list of ideas that come to mind when theythink about title or topic. Write the ideas on the board. When using this strategy with a piece of fiction, you night have students brainstorm a list of ideas that they associate with an over reading theme of story. The story's setting or the author of the story. Students will be making prediction about what they will read about in the text, so it is important to active their prior knowledge on atopic that will allow them to make prediction about what night be included in the text.
- c. The predictions are recorded on the board a transparency or a chat. Teacher has students make prediction about a text what they will read in a text about use all available clues, include the index, table of the content

pictures, charts and tables in the text. Ask students to explain how they came up with their predictions.

- d. Teacher has read certain of the text. Students have read certain amount of the text, they return to their prediction to see which have been realized, which seem unlikely to be fulfilled and which may still possible occur.
- e. Ask students to confirm or revise prior prediction and make new predictions students should be encouraged to explain what in the text is causing them to make the new predictions they are making.
- f. Students are encouraged to support their opinions and to make further prediction based on their literary and life experience when students have finished reading, ask question that promote thinking and discussion (Brainbridge and Sylvia 1999 p.164)

II.5.3. The Purposes of DRTA

According to Allen (2004), the power of Directed Reading Thinking Activity strategy increases when the teacher guides students to check their predictions after reading. The value of Directed Reading Thinking Activity is to make predictions before reading each section. Requiring students to make predictions encourage use of context clues and establishes a purpose for reading. This cycle requires students to use their background knowledge to set purposes for reading and develop their questioning ability. Verifying predictions while reading extend thoughts and promotes interactive learning.

Specifically, the purposes of using Directed Reading Thinking Activity are: to encourage readers to be more aware of the strategies they use to interpret text, to help students understand the reading process, to develop prediction skills, to stimulate thinking and develop hypotheses about text which aid interpretation and comprehension, to increase understanding the purposes and effects of the structures and features of particular text, to increase curiosity about particular texts and text-types, and to encourage students to listen to the opinions of others and modify their own in light of additional information.

In short, the purpose of using Directed Reading Thinking Activity could ease the readers to understand whole parts of a story.

II.5.4. The advantages of DRTA

According Adlit 2008, there some reasons, why using DRTA in the class. It encourages the students to be active and thoughtful readers. Predicting process, reading, and proving class they use their mind to be more aware about the topic given may be know yet by the students in addition it activates students prior knowledge it will appear prior knowledge by predicting the topic and new information will add students knowledge.

Furthermore. it also teaches students to monitor their understanding of the text or of the passage as they are reading therefore, reading skill will not be passive skill but active, so the readers have to think about the topic accurately DRTA strategy encourages students or readers to be actively involved in the

constructions of meaning (Bainbridge;1999 p.164). In addition, Brinner (2011)said that this strategy helps students to determine a purpose of reading, carefully examine the text and remain engagedthrough out the lesson. Therefore, the teachers can design creative activity to make students interested and enjoy in learning process.

II.6. Question Answer Relationship

II.6.1. Definition

Question Answer Relationship (QAR) is a reading comprehension strategy developed to clarify how students approach the tasks of reading texts and answering questions (Raphael: p. 176). Furthermore, Conner (2006) states that QAR is a reading strategy in which students categorize comprehension question according to where they get information they need to answer each question. QAR helps students learn the kind of thinking that different types of questions require, as well as where to go for answer questions in the text. It encourages students to be more proficient and strategic reader (Raphael: 1986). In addition, Question Answer Relationship is strategy that helps students integrate information in a reading, relate textual information to their own prior knowledge and monitor their understanding while reading (Therrien and Hughes: 2008)

Question-Answer relationship is a taxonomy that categories comprehension questions basedon where their answers can be found. According to the taxonomy, there are four categories: “Right There,” “Think and

Search,” “Author and Me,” and “On My Own.” “Right There” and “Think and Search” questions can be found directly in the text, in one location or in multiple places across the text, respectively. “Author and Me” and “On My Own” questions require more thinking, as readers must use the text to make inferences or use the information from their heads entirely. The QAR taxonomy assists teachers and students by (a) providing a common language between teachers and students’ questions, (b) providing a framework for answering questions, and (c) providing a framework for comprehension instruction

In addition to assisting students, the QAR taxonomy also helps teachers in scaffolding questions to meet the various phases of comprehension instruction (Raphael, 1986). Direct instruction of “Right There” questions teaches students to scan for important details and use context clues. Direct instruction of answering “Think and Search” questions requires students to locate important information and synthesize information from multiple places in the text. In doing so, students must summarize, think about text organization, visualize, clarify, and make connections and simple inferences. When answering “Author and Me” questions, students must connect information from the text with information that they already know. In doing so, they must be able to predict, visualize, and make connections and more complex inferences. When answering “On My Own” questions, students are not required to refer to the text. Therefore, text-based strategies are not necessary. However, this type of question does require the activation of prior knowledge and text-self connections. As displayed in Table 1, Raphael et

al. (2006) suggested that QAR instruction can help facilitate the instruction of many core comprehension strategies.

II.6.2. How to apply QARs in English classroom

- a. Explain to students there are four types of question they will encounter define each types of question and give an example

IN THE BOOK	IN MY HEAD
<p style="text-align: center;">RIGHT THERE</p> <p>The answer is easily found in the text. The exact words for the question and answer are located in the same sentence</p>	<p style="text-align: center;">AUTHOR AND YOU</p> <p>The answer is not in the text. The reader combines previous knowledge with text information to create a response</p>
<p style="text-align: center;">THINK AND SEARCH</p> <p>The answer is in the text, but requires gathering information from different places in the selection</p>	<p style="text-align: center;">ON MY OWN</p> <p>The answer is not in the text. The reader uses previous experience to response</p>

- b. Read a short passage aloud to your students
- c. Teacher has pre determined question you will ask after you stop reading.
When you have finished reading, read the question aloud to students and model how you decide which type of question you have been asked to answer.
- d. Teacher shows students how to find information to answer the question

- e. Invite students to read another passage on their own. You seem a partner to determine the type of question how to find the answer.
- f. After students have practiced this process for several types of question and over several lessons, teacher might invite students to read passage and try to create different type of question for the reading.
- g. Students may work by themselves, in pairs or small groups. Remind students that they should be prepared to discuss and debate their reaction to the question how they figured out their answer.

II.6.3. The advantages of QARs

Here are some benefits of using QAR

- It can improve students reading comprehension
- It teaches students how to ask question about their reading and where to find the answer to them
- It helps students to think about the text, they are reading and beyond it, too
- It inspire them to think creatively and work cooperatively with challenging them to higher/ level thinking skill.

II.7. Related Studies

Many researches have been conducted about DRTA and QAR to investigate the effectiveness in teaching reading comprehension.

- a. YulianaFriskain 2015 had conducted a research entittled the Effect of Direct Reading Thinking Activity and Reading interest on Students' Reading

Reading Comprehension. Her research was conducted in MTs Jamiyyah Islamiyyah Pondok Aren. The participants were two classes of eight grade, each class consisted 40 students. It was quasi experimental research. She found that there was no significant difference of reading comprehension between students who were taught by conventional method. There were interactional effects on teaching method and reading interest toward students reading comprehension. There was a significant effect of students reading comprehension who were taught by DRTA was higher than those who were taught by conventional method for students who had high reading interest. There was no significant difference of students reading comprehension who were taught by DRTA method and those who were taught without DRTA for students who had low reading interest.

Friska's research used a quasi experimental research, and this research did it, too. She had two classes as participant and the present study also used two classes on the research. But, Friska treated one class by using conventional method and oby using conventional method and one other class treated by using DRTA. Friska had two dependent variables, they were reading comprehension and reading interest. Further, she had one independent variable, it was DRTA.

- b. In addition, Drs. Bactiar,M.pd and Ricky DrimarchaBams in 2012 also conducted an action research entitled" Improving Students Reading Comprehension by Using DRTA". Itwas aimed to improve students'

reading comprehension and to find out whether students' reading comprehension achievement improved if they are taught by using DRTA. They used one class as sample of research of second years that consist of 40 students. They stated that based on observation sheet and questionnaire sheet showed that the students reading comprehension achievement is improved.

On their research, they used DRTA as independent variable, and reading comprehension as a dependent variable. In this research also would use it. Their research used action research but this research applied quasi experimental research. The aim of their research was to improve students' reading comprehension by using DRTA and this research was aimed to compare between DRTA and QAR strategies in students' reading comprehension.

- c. The next related study, TalalAbd Al-Hameed Al Odwan (2012) conducted an experimental research entitled "The Effect of Direct Reading Thinking Activity through Cooperative Learning on English Secondary Stage Students' Reading Comprehension". It purposed to investigate the effect of DRTA. There were 42 students as participants. He found that there was statistically significant difference in reading comprehension.

Al odwan's research is similar to this research, we used an experimental research. In the current research, it used two independent variables but he only used one independent variable namely, DRTA. He wanted to investigate the effect of DRTA on reading comprehension, but this research compared two strategies (DRTA and QAR) on students' reading comprehension.

the effect of DRTA on reading comprehension, but this research compared two strategies (DRTA and QAR) on students' reading comprehension.

- d. The research also had been conducted by Ismiatul Faizah in 2014 entitled "A Comparative Study InTeaching Reading By Using DRTA (Direct Reading Thinking Activity) and KWL (Know-Want-Learn) Method". It was a comparative research with quantitative approach. It was aimed to compare DRTA and KWL strategies in teaching reading comprehension. The participant was students at second year of Junior high school level in Kanigoro. She found that there was significant different score in teaching reading by using DRTA (Direct Reading Thinking Activity) and KWL (Know – Want – Learn) method. In other words, DRTA (Direct Reading Thinking Activity) is more effective method than KWL (Know – Want – Learn) method in teaching reading at Junior High School level.

Ismiatul research had similarity to this research, where Ismiatul research used experimental design and so did this research. Both researches used DRTA in comparing two strategies in teaching reading comprehension. However, there was a difference between Ismiatul research and this research, where ismiatul research used KWL as second independent variable, while this research used QAR strategy as second independent variable. Based on the sample, Ismiatul involved Junior high school students of the second grade while this research involved university students as participants.

- e. The study was conducted by Connie Eilar Renn from Grand Valley State University in 1999. The study entitled " The Effects of the Directed Reading Thinking Activity on Second Grade Reading Comprehension"

The study was aimed to investigate the relationship reading comprehension score in second grade classroom where reading instruction used Direct Reading Approach (DRA) and reading comprehension score in second grade where reading instruction used Direct Reading Thinking Activity (DRTA). The sample consisted 2 classes. Each classes consisted 20 students. The findings of his study indicated that the implementation of the DRTA strategy dramatically improved the reading comprehension of the students. Students who were taught by DRTA method obtained higher result compared to the students who were taught by direct instruction method.

The Conie's research only consisted one independent variable and one dependet variable. DRTA was as independent variable and reading comprehension was as dependent variable. While this research had 2 independent variables and one dependent variable, where DRTA and QAR were independent variables and reading comprehension was dependent variable. However, both Coni's research and this research used experimental design.

- f. Other research was also conducted by Wilis in 2014 Entitled "Improving Reading Comprehension Of The Grade VIII Students At SMP N 9 Magelang Through Directed Reading Thinking Activity (DRTA)". It was an action research of the eight grade students of SMP N 9 Magelang as participants. It was a mixed research of qualitative and quantitative research. The result showed that the students' reading comprehension that taught by DRTA strategy was significantly improved through DRTA. The actions made significant

improvements of the students' reading comprehension in the aspects of vocabulary interpretation, generating main idea, identifying the detail information of the text, and also students' participation during the reading lesson

Wilis used an action research design to conduct the research, however this research used quasi experimental design. Wilis combined quantitative research and qualitative research but this research only used quantitative research. Both Wilis' research and this research used Direct Reading Thinking Activity as an independent variable and reading comprehension as dependent variable.

- g. In the other hand, Mehrnaz Hosseini Fard in 2012 had conducted a quasi experimental research with the title "The Effect of Question Answer Relationship Strategy on First Grade High School EFL Students' Reading Comprehension. It was aimed to identify the efficiency and the effects of QAR on reading comprehension ability of EFL students of the first grade high school. There were 56 female as participants. Its result showed that there was statistically significant difference on the reading comprehension between the experimental group and control group on their post test score.

Fard's research and this research had similar research design. Both used an experimental research. Fard's research consisted one independent variable and one dependent variable. It was aimed to identify the efficiency and the effect of QAR on students' reading comprehension. This research compared between QAR and DRTA on students' reading comprehension.

- h. Safoora Bemani in 2013 also had conducted a research about Question Answer Relationship entitled “Comparing Effect of 'Summarizing', 'Question-Answer Relationship', and 'Syntactic Structure Identification' on the Reading Comprehension of Iranian EFL students”. It was an experimental design. The study aimed at comparing the effects of 'question-answer relationship strategy', 'summarizing', and 'syntactic structure identification training' on the reading comprehension of Iranian EFL learners. The participants were sixty (34 women and 26 men) intermediate students who answered an English reading comprehension test consisting of three reading passages as the pretest. The results suggested that there is statistically significant difference between the reading comprehension abilities of the three classes.

Both Bemani’s research and this research used experimental design. Both this research and Bemani’s research used English Foreign Language students as participants. In the other hand, this research consisted 2 classes as sample, first was experimental group 1 and experimental group 2. But Bemani’s research consisted 3 groups as sample.

- i. Next, Tammy Stafford in 2012 conducted an experimental research entitled “The Effect of Question Answer Relationship strategy teaching reading at the Ninth Grade students’ ability to accurately answer Comprehension Question”. It was aimed to examine the effects of QAR taxonomy on the ninth grade students’ ability to answer comprehension questions. Participants consisted of 32 students in the classroom . The result, he found that the strategy had a

negative effect on students' question – answering ability and raised questions regarding comprehension instruction, length of interventions, and the role of scaffold support for a target population of adolescent reader.

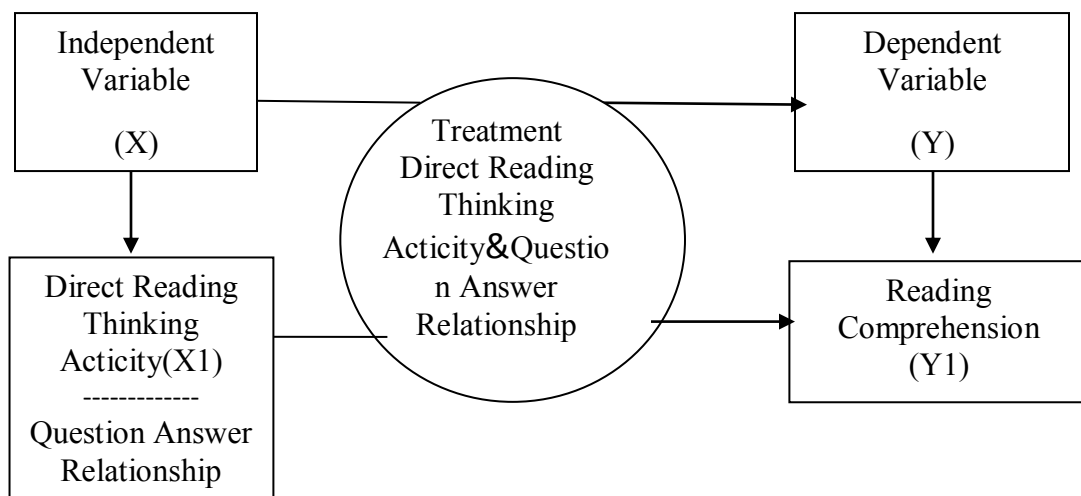
Stafford conducted a research by using QAR strategy on reading comprehension. He used two variables, QAR was as independent variable and reading comprehension was as dependent variable. This research also used QAR as independent variable. Both of this research and Stafford's research used experimental design.

- j. Furthermore, Miss Apaporn Rothong in 2013 also conducted a research entitled "Effects of Reading Instruction Using Question-Answer Relationships (QAR) and Reading Strategies on Reading Comprehension Ability of Eleventh Grade Students". The objectives of this study were to study the effects of the reading instruction using Question-Answer Relationships (QAR) and reading strategies on reading comprehension ability of the eleventh grade students and to explore the reading strategies that the students from high and low reading ability groups use in reading cycles. The sample included 44 eleventh grade students studying at Nawamin Trachutit Matchim School in Nakhonsawan. The findings revealed that the mean score of the reading comprehension posttest was higher than the mean score of the pretest at the significant level of 0.05 and the students had positive attitude towards English reading and the interest in answering reading questions had increased considerably.

Rothong's research and this research had some differences. In collecting data, Rohtong's research used multiple choice questions, true/ false questions and fill-in the blank questions to use in the pre-test and post-test in order to measure the students' reading comprehension ability. This research used multiple choice as technique to collect data. The participant consisted 60 students but Rohtong's research consisted 44 students. In the other hand, both this research and Rohtong's research used quantitative approach in the experimental design.

II.8. Operational Concepts and Indicators.

An operational concept is a main element to avoid misunderstanding and misinterpreting in a specific study. As a concept, it is still operated in an abstract from the research planning which should be interpreted into particularly words in order to be easy to measure. The operational concept in this research can be seen on the table below:



Indicators of DRTA (X1)

1. The teacher chooses a text Teacher activates students' prior know ledge.
2. The teacher records predictions on the board a transparency or a chat.
3. The teacher has read certain of the text.
4. The teacher asks students to make prediction
5. The teacher asks question that promotes thinking and discuss

Indicators of QAR (X2)

1. The teacher explains to students there are four types of question.
2. The teacher asks to read a short passage aloud
3. The teacher has pre determined question that will be asked after students stop reading.
4. The teacher shows students how to find information to answer the question
5. The teacher invites students to read another passage on their own
6. The teacher asks student to create different type of question for the reading.
7. The teacher asks student to work by themselves, in pairs or small groups

Indicators of Reading Comprehension (Y)

The students have ability:

1. Identifying the main idea
2. Identifying detail information
3. Identifying meaning of vocabulary
4. Identifying Inference
5. Identifying Reference

6. Identifying the moral value in narrative text

(King and Stenly: 2004)

II.4.6. The Assumptions and Hypotheses

a. The Assumption

In teaching learning process, there are numerous strategies that can be used by the teacher in the class. It is assumed that using Direct Reading Thinking activity (DRTA) and Question answer relationship (QAR) strategy to teach reading comprehension can increase students' capability in Reading comprehension.

b. Hypotheses

- Ho1 : There is a significant difference on students' reading comprehension pre test mean score between an experimental group 1 and an experimental group 2 by using DR-TA and QAR strategies?
- Ha2 : There is a significant difference on students' reading comprehension between pre test and post test mean score experimental group 1 by using DRTA strategy?
- Ha3 : There is a significant difference on students' reading comprehension between pre test and post test mean score experimental group 2 by using QAR strategy?
- Ha4 : There is a significant difference of reading comprehension post test mean score between an experimental group 1 and an experimental group 2 by using DRTA and QAR strategies?