CHAPTER II

REVIEW OF RELATED LITERATURE

II. 1. Nature of the Study

The aim of conducting this research was to find out the effect of using one of strategies in teaching and learning process (DRTA) toward students' reading comprehension and reading motivation. Besides, another reason was because the students' reading comprehension and reading motivation was still low. So, the writer tried to make it higher by giving DRTA strategy in teaching and learning process as an effort.

The basic methodology of this research is an experimental research. Its design is quasi-experimental research which is focused on non-equivalent control group design. Before going further to the discussion, the writer needed to clarify the nature of reading, reading comprehension, narrative text, DRTA strategy and reading motivation as in the following explanation.

II. 2. Conceptual or Theoretical Underpinning of the Research

A literature review is basically a synthesis of relevant and significant literature on a research problem in the specific area. Wiersma in Singh (2006: 61) points out that the review of the literature provides the background and context for the research problem. The explanation below discusses all about literature review related to the research.

1. Reading

There are many reasons why getting students to read text is an important part in learning process. First, many of them want to be able to read text (especially in English) for their future, for study purpose or for pleasure. Anything the teacher can do to make reading easier for them must be a good idea. For more complete explanation about reading, the writer discussed some parts of reading in the explanation below.

a. Definition of Reading

Reading is not only the process in which the reader reads the words, sentences or the text but also by reading the reader intends to get something from the reading materials. By having a good skill in reading, we can enlarge our knowledge and get lot of advantages from it. Reading is the active process of understanding print and graphics text and also a thinking process (Edu:2011). Moreover Barton in Bell and Lee (2005:1) stated that reading is a dynamic process in which the reader works actively to construct meaning from the material. In other words, reading is a complex process where the readers' final purpose or intention is acquiring the meaning of the reading material.

In addition, Andrew (2008:3-4) defined the reading into some definitions: *(a) Reading is the practice of using text to create meaning. The two key words are creating and meaning. If there is no meaning being created, there is no reading taking place. (b) Reading is a constantly*

developing skill. Like any skill, we get better at reading by practicing. And conversely, if we do not practice, we will not get better and our skills may deteriorate. (c) *Reading integrates visual and nonvisual information.* During the act of reading, the visual information found on the page combines with the nonvisual information contained in your head to create meaning. In that way, what's in your head is just as important as what is on the page process of creating meaning (reading). (d) *Reading is the act of linking one idea to another.* Putting ideas together to create a sensible whole is the essential part of reading. It is not necessary to know every word in order to read. One idea was being linked to another, and thus, there was no need to stop.

To sum up, reading is a process of developing thinking skill from printed text or image. The readers should use their mind to create the meaning or idea of the text either by using visual images or their background knowledge.

b. **Purpose of Reading**

Hasibuan and Ansyari (2007: 114) states that reading is an activity with purpose. A person may read in order to gain information, to get enjoyment, and to enhance the knowledge of the language being read. Grabe (2009:8) also indicated several purposes of reading namely reading to search information, reading for quick understanding, reading to learn, reading to integrate information, reading to evaluate, critique and use information, and reading for general comprehension (in many cases,

reading for interest or reading to entertain). Furthermore Grellet (1981:4) also stated about the reasons why a reader wanted to read a reading material. The reasons are reading for pleasure and reading for information. The example of reading for pleasure is people read comic or novel to refresh their mind, and the example of reading for pleasure is people read a road sign to know where to go or read the manual because they need to know how to operate it. In addition, Rivers and Temperley in Nunan (1989:33-34) said that the learners read for several purposes, such as: (1) To obtain information for some purpose or because we are curious about some topic, (2) To obtain instructions on how to perform some task for our work or dialy life (e.g. knowing how an appliance works), (3) To act in a play, play a game, do a puzzle, (4) To keep in touch with friends by correspondence or to understand business letters, (5) To know when or where something will take place or what is available, (6) To know what is happening or has happened (as reported in newspapers, magazines, reports). (7) For enjoyment or excitement.

In short, when a reader is engaged in reading activity for several purposes; those purposes also lead the readers to gain the important purpose of reading; comprehension.

2. Reading Comprehension

Reading comprehension is one of the skills that must be developed at school. This is because the reading comprehension has become something

important for students because students' success depends on their ability to read. If students' reading comprehension is lacking, it is possible to fail in learning or at least students will have difficulty in making progress. On the other hand, if the student has the ability to read with a good understanding, they would have a better chance to succeed in learning. The explanation below discussed several components of reading comprehension.

a. Definition of Reading Comprehension

Reading comprehension is the main purpose of reading activity. All readers certainly intend to have connection to the material that they read. Presley in Al-Odwan (2012:140) has stated that the development of comprehension skills is a long term developmental process which depends on language and text experiences from early stage of life. Learning how to decode and learning how to abstract the meanings of vocabulary words are commonly encountered in texts.

However, the process of reading comprehension is also complex and it needs time for a reader to acquire the meaning of a reading material. According to Israel (2008:21-22), reading comprehension is a complex cognitive process. It is a complex process that is difficult to define, much less teach and assess. Tankersley (2005:108) also argues that comprehension is a process not product. Reader filters understanding through the lens of their motivation, their knowledge, cognitive abilities and experience. In conclusion, reading comprehension is the main goal of reading and it is an active complex process to which each reader brings his

or her individual attitudes, interest, expectation, skills and prior knowledge to get the gist of written language.

Sung-Hyung in Al-Odwan (2012:140) states that reading comprehension is measured by three types of recall scores: recall scores for common ideas, main ideas, and non-main ideas of a text. Reading comprehension usually refers to the amount of understanding readers have when they read the text. That is, it represents how well readers understand the implicit and explicit meaning of the contents of the text they read.

In reading comprehension, the readers are encouranged in understanding the written materials so their lexical knowledge is a crucial aspect. Durkin in Tankersley (2005:108) indicated that comprehension is drawing meaning from words; it is the "essence of reading". Besides, Rand Corperation in Tankersley states that reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language (2005:108). In brief, the interaction between the readers and written materials depends on how they can illustrate the meaning of words in reading.

Having many vocabularies, prior knowledge about the reading text and students' thinking hold a big influence to students comprehenion. They need to master it to maximize their ability in comprehending the written information. Dorn and Soffos (2005:14) said that comprehending involves interpreting and syntetizing ideas in ways that influence the reader's mind. A good reader will integrate four types of knowledge to

expand their reading comprehension. They are (2005:15): *Generic knowledge* - this is the reader's background information. It is cognitive information that the reader activates to construct meaning from the text. *Text knowledge* - Text knowledge relates to the precise message of the text including the content knowledge, vocabulary meanings and text structures. *Strategic knowledge* - Strategic knowledge is the readers' knowledge of specific strategies for problem solving, including cognitive strategy for sustaining and expanding the meaning of a text. *Reflective knowledge* - Reflective knowledge is the mind's ability to think abstractly. It involves thingking beyond the text.

Based on the explanation above, it can be concluded that when the reading comprehension appears, there is a connection between the reader and the reading material, because the reader will connect their background knowledge and the new information from the text. Reading comprehension can also be called as a complex cognitive process for every reader.

b. **Influencing Factors of Reading Comprehension**

Because reading comprehension is a complex process, developing this skill is influenced by several factors. Simply stated, reading comprehension is influenced by readers' motivation, knowledge, cognitive abilities, and experience. According to Tankersley (2005:108-109), reading comprehension is influenced by four main factors; (1) Command on the linguistic structure of the text, (2) Adequate vocabulary in content

area, (3) Degree of metacognitive control of the text, and (4) Adequate domain knowledge.

Comprehension problems can be caused by a variety of different factors, including those intrinsic to the individual and others related to insufficient instruction or to innappropriate materials (Westwood: 2008: 33). He mentioned that there are eight factors that may influence the comprehension, such as; (1) Limited of vocabulary knowledge, (2) Lack of fluency, (3) Lack of familiarity with the subject matter, (4) Difficulty level of the text (readability), (5) Inadequate use of ef fective reading strategies, (6) Weak verbal reasoning, (7) Problems with processing information, and (8) Problems in recalling information after reading.

In conclusion, reading comprehension is generally influenced by the readers' linguistic structure, vocabulary, metacognitive, and knowledge. By improving these factors, the readers can diminish the problems through their individual factors in reading such as, lack of vocabulary, fluency and familiarity of subject, and weaknesses in verbal reasoning, processing information and recalling information.

c. **Ways of Improving Reading Comprehension**

Reading is a way for someone to connect the words, thoughts and ideas on a page to what the reader already knows. If the reader does not know anything about the subject, then reading itself becomes more challenging and often the reader does not get as much of the text.

As it has been mentioned above, the main purpose of reading is the comprehension itself. Without reaching the comprehension, the reading activity becomes useless. Reading comprehension requires motivation, mental frameworks for holding ideas, concentration and good study technique (Martin: 1991: 70). Consequently, the reader needs to determine the way how they read the text to maximize their comprehension. According to Grellet (1981:4), there are four main ways of reading. They are as follows:

Skimming : Quick running one's eyes over a text to get the gist of it

Scanning : Quickly going through a text t find a particular piece of information.

Extensive Reading : Reading longer text, usually for one's own pleasure. This is a fluency activity, mainly involving global understanding.

Intensive reading : Reading shorter text, to extract specific information. This is more an accuracy activity involving reading for details.

In conclusion, skimming, scanning, extensive reading and intensive reading can be used to read a text to get comprehension. the readers can choose one of them which depend on how deep the comprehension that the readers need.

Besides, Martin (1991:70) states that readers need to know how to improve their reading comprehension. To improve reading comprehension, the reader should; *Develop a broad background, Know the structure of paragraph, Identify the type of reasoning, Anticipate and predict, Look for the method for organization, Create motivation and interest, Pay attention to supporting cues, Highlight, summarize and review, Build a good vocabulary, and Use a systematic reading technique.*

In other words, a reader needs to focus on many things such kind developing their prior knowledge and prediction, having much of vocabularies and use certain reading technique to comprehend the text.

For students to achieve success in reading, they need to develop strategic comprehension behavior. For this reason, Buehl (2009:5) explains seven characteristics of thinking (comprehension process) that should students do in engaging understanding:

a. *Making connection to prior knowledge* - Reading comprehension results when readers can match what they already know (their schema) with new information and ideas in a text.

b. *Generating question* - Readers pose questions to themselves as they read. Asking question is the art of carrying on an inner conversation with an author, as well as an internal dialogue within one's self.

c. *Creating mental images* - Comprehension involves breathing life experiences into the abstract language of written texts. Readers use

visual, auditory, and other sensory connections to create mental images of an author's message.

d. *Making inferences* - Much of what is to be understood in a text must be inferred. Authors rely on readers to contribute to a text's meaning by linking their background knowledge to information in a text.

e. *Determining importance* - Our memories quickly overload unless we can pare down a text to its essential ideas. Readers strive to differentiate key ideas, themes, and information from detail so that they are not overwhelmed by facts.

f. *Synthesizing* - Proficient reads glean the essence of a text (determine importance) and organize these ideas into coherent summaries of meaning. They make evaluation, construct generalizations, and draw conclusions from a text.

g. *Monitoring reading and applying fix-up strategy* - Readers "watch" themselves as they read and expect to make adjustments in their strategies to ensure that they are able to achieve a satisfactory understanding of a text.

In addition, in encouraging students' comprehension in reading text, teacher needs to give some relevant questions related to the text to make students understand about the context of it. Therefore, the reading manuals are usually very helpful to the teacher in constructing questions.

The Barrett Taxonomy (2013) designed originally to assist classroom teachers in developing comprehension questions and / or test

questions for reading, is especially useful for classroom questioning in other content areas as well. Barrett taxonomy consists of five parts: *Literal comprehension, reorganization, inferensial comprehension, evaluation, and appreciation*.

Literal Comprehension

It focuses on ideas and information which are explicitly stated in reading selection. Literal comprehension is divided into 2 parts:

a. Recognition : it requires students to locate or identify ideas or information explicitly stated in reading selection.

b. Recall : it requires students to produce from memory ideas and information explicitly stated in reading selection.

Reorganization

It requires the students to analyze, synthesize, and / or organize ideas or information explicitly stated in the reading selection.

Inferensial comprehension

It is demonstrated by the student when he/she uses the ideas and information explicitly stated in the reading selection, his/her intuition, and his/her personal experiences as a basis for conjectures and hypothesis.

Evaluation

It requires responses by the students which indicate that an evaluative judgment has been made. Students may compare idea presented in the reading selection with external criteria provided by the

teacher, other authorities, or written source with internal criteria provided by students' experiences, knowledge or value.

Appreciation

Involving the previously cited cognitive dimensions of reading, for it deal with the psychological and aesthetic impact of selection on the reader. In conclusion, Barrett taxonomy is important to be used by teacher as guidance to make relevant questions to develop students' reading comprehension.

3. **Reading Motivation**

Motivation is one of the keys of success in learning because motivation is a factor that encourages the learners taking action and being active in learning process. Johnstone in Mahadi (2012) considered motivation as a stimulant for achieving a specific target. Similarly, according to Ryan & Deci, to be motivated means to progress or to be in motion to do something. Crump in Mahadi (2012:231) believed that excitement, interest, keenness, and enthusiasm towards learning are the main constituents of motivation. Douglas as cited in Harmer (Mahadi:2012:231) states that a cognitive view of motivation includes factors such as the need of exploration, activity, stimulation, new knowledge, and ego enhancement.

Meaning that motivation function as the pioneer or encourager for someone to do some actions in achieving the goal that he/she desired; thus,

if the students want to achieve their goal in learning, they must have the motivation.

The motivation is understood as *integrative* and *instrumental* motivation, as stated by Gardner and Lambert in Murray (2011:62). Integrative motivation can be defined as a willingness to become a member of another ethnolinguistic group. In other words, the language is learned with intention of participating in the culture of its people (Mahadi:232). Meanwhile, instrumental motivation is desire to gain social recognition or economic advantage through knowledge of a foreign language; for instance, language is learned as the support of purpose relating to occupation or further useful motive (Mahadi:232).

In brief, motivation to learn a language can be established according to the orientations, orientation to be the member of the speaker's language culture and orientation for economic advantages.

In addition, motivation is also mechanized as two notions; they are intrinsic motivation and extrinsic motivation. According to Harmer (2002), *intrinsic motivation* comes from the individual. An intrinsic motivation motivates student to study because she/ he wants to study; the material is interesting, challenging, and rewarding and the student receives some kind of satisfaction from learning (Lile:2002). Thus, the students must be motivated by the enjoyment of learning process itself or by the desire to make themselves feel better in learning.

In contrast, *extrinsic motivation* comes from any numbers of outside factors. An extrinsically motivated student studies and learns for other reasons (Lile:2002); for example the needs to pass the exam, the hope for financial reward, or the possibility of future travel (Harmer:2002). Both of the motivations work together in learning process as the psychological mechanism that gives the students courage, energy, and attention in learning.

In short, learners are motivated by how themselves feel, believe, and behave toward the situation that they face in the learning process. Also, how the learners interpret, value, and face the information about this world can motivate them the learning process.

Reading motivation is one's own purpose, idea and desire related to the title, action and the results of the reading (Guthrie & Wigfield, in Ahmadi: 2013). Students must have difficulties to read in a foreign language if they have low motivation because motivation is a significant factor in language learning. Based on the previous study of Dornyei in Qashoa (2006:2), motivation is the main determinant of second/ foreign language learning. He also stated that going up and down, affecting language achievement and being affected by it. Because reading is one of the main skills in language learning, exactly reading needs motivation.

Motivated reader is not only only about students who are having fun while reading. what is meant by motivation are values, beliefs and behaviour while reading for every individual. When talking about

motivation in reading, it refers to 3 aspecs: (1) *Interest*, (2) *Dedication* and (3) *Confidence* (Cambria and Guthrie: 2010). An interested student reads because he enjoys it; a dedicated student reads because he believes it is important; an confident student reads because he can do it.

In conclusion, reading motivation is a very important aspect in learning reading achievement. Thus, every reader should has and know every aspect of reading motivation in order to develop his reading skill and get better achievement in learning.

4. **The Nature of Narrative Text**

The genre of narrating or narrative is one of the most commonly reading text. Because narrative has been and continues to be a popular genre, there is a belief that it is a genre that students pick up and write naturally. Narrative text or narration can be defined as a story writing. According to Savage and Mayer (2005:58), narrative text is a story; it has introduction that engages the reader's interest, a body that gives details about the main event or action in the story, and a conclusion that describes the outcome. In their study, Oshima and Hogue (2007:24) have stated that narrative text is a story writing; when you write a narrative paragraph, you write about events in the order that they happen. In other words, you use time order to organize the sentence. In addition, Sudarwati and Grace (2006:154) stated that narrative text is a type of the text functioning to entertain with a story that deals with complications or problematic events

which lead to a crisis and in turn finds a resolution. In other words, narrative text is a story writing which the function is to amuse or to entertain the readers with the events organized in the way the story happen and in time order.

Narratives are an important part of our daily lives. They take the form of stories, and they are to be found in newspaper articles, historical reports, advertisements, soap operas, gossip and conversation. Smith (2005:84) explains that narrative is a genre, but it is also an important aspect of our social consciousness and interactions. In addition, Langan (2001:195) states that narration is story telling whether we relate a single story or several related ones. Through narration, we make a statement clear by relating in detail something that has happened to us. While Richards (2001:349) points out that narrative is the written or the oral account of a real or fiction story. Moreover Barwick (1999:4) also states that narrative relates a realistic, imagined or fictitious story. It can be concluded that narrative is a kind of written or oral account that happened in our daily life that talk about the past and it may be real or just a fiction.

Every genre of text has its own purpose, including narrative. Barwick (1999:4) explains that the purpose of narrative is to entertain, amuse, and interest the reader but simultaneously teaches, explain or inform. In other words, Hasibuan and Anshari (2007:130) has also stated that the purpose of narrative is to entertain, create, stimulate emotions, motivate, guide and teach. In addition, the basic purpose of narrative is to

entertain, to gain and hold a readers' interest. However according to English online of Ministry of Education (2013) narratives can also be written to teach or inform, to change attitudes / social opinions. In brief, narrative text has specific purpose to tell or give information about a story to make readers entertained while reading.

Narrative text has several types which are commonly discussed in Senior High School Level; they are legend, fairy tales, science fiction, myths, and adventure stories (Hasibuan and Fauzan: 2007: 130). Barwick (1999:4) also stated that narrative can be divided into two categories namely traditional fiction including folktales, fairy tales, parables, moral tales, fable, myths, and legends; and modern fiction including modern fantasy and contemporary realistic fiction. In addition, narrative can be imaginary, factual, or a combination of both. They may include fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myths, legends, historical narratives, ballads, personal experience, slice of life.

In curriculum of the second year of Senior High School, the narrative text is organized as follows (Sudarwati:2006:154):

Orientation - Sets the scene: where and when the story happened, introduces the participants of the story: who and what is involved in the story.

Complication - Tells the beginning of the problem which leads to the crisis (climax) of the main participants.

Resolution - The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending.

Re-orientation - this is closing remark to the story and it is optional. It consists of moral lesson, advice or teaching from the writer.

In addition, Sudarwati (2006:154) indicated the language features usually used in narrative text are Noun: *travellers, bundle, tree, etc;* Pronouns: *they, their, you, etc;* Time connective and conjunction: *later, then, a long, long time ago, when, etc;* Adverbs and adverbial phrases: *angrily, in horror, etc;* Material processes (action verbs): *arrival ate, etc;* Verbal process (saying verb): *asked, etc.*

Example of narrative text:

Once, a hare was roaming near a lake in a forest. Suddenly, he saw a tortoise and mocked

Nouns

at him saying - "Hurry up, you slow coach! Don't you find life very dull taking so long to cover a few yards? I could have run to the other side of the lake by now."

The tortoise felt teased and dared the hare to a race. The race was to be through the wood to a fixed goal. The hare agreed laughingly. In a few minutes, he was away and out of sight

Time connectives

"What a funny race it is!" he said to himself, "I am already half -way through. But it is too-too

Saying Verb

cold; why not have a nap in the warm sunshine?"

The tortoise walked steadily on and on. In a short time, he passed by the sleeping hare.

Time connectives

The hare slept far longer than he had intended. When he woke up at last, he looked around in surprise

Pronouns

and said to himself," Not even a sigh of the poor tortoise anywhere so far; I had better trot along and finish the race."

The hare ran to the goal. He was amazed to see all the animals cheering the

Action Verbs

tortoise who had arrived just a minute earlier. How ashamed he felt indeed!

5. Teaching Reading

Reading is an important skill in learning process either at the first language or at the second/foreign language. The mastery of reading is important for learners to ensure their success in learning in which reading in English is required. Teachers should master about many teaching reading comprehension strategies in order to help motivating students to read.

a) The Concept of Teaching Reading

Reading can be easily integrated into any program for teaching English to the students. Teaching reading usually has at least two aspects. First, it can refer to teaching learners who are learning to read for the very first time. A second aspect of teaching reading refers to teaching learners who already have reading skills in their first language (Nunan:2003:68).

In teaching reading, the teacher should understand first about the background of teaching reading to choose the best way to teach. According to Nunan (2003:69), the backgrounds of teaching reading are as follows:

Silent reading - It is the primary activity in reading as the purpose of reading is comprehension. Thus the strategy used to teach reading comprehension should emphasis on the learners' silent nature instead of using oral reading.

Reading Processes - Understanding process is the main focus of reading. The models of how the printed words can be understood have emerged from this research. The models can be divided into three categories: bottom-up model, top-down model, and interactive model.

Bottom-up model, it consists of lower-level reading process in which the students start from the fundamental basic of letter and sound recognition until the longer text to achieve comprehension. Many teachers and researchers suggest that for readers want to be successful they must be able to break a word down into the smallest part, the individual sound.

Top-down model, the process begins from the readers' background knowledge to the individual words. In this case, the teacher should focus on meaning generating activities rather than on mastery of word recognition.

Interactive model, this is the combination of elements in bottom-up model and top-down model assuming that a pattern is synthesized based on information provided simultaneously from several knowledge sources. This approach should include intensive and extensive reading by providing learners with shorter passages to teach specific reading skills and strategies explicitly.

In conclusion, teaching reading can be interpreted as teaching a process that goes on between the reader and the text to result comprehension. Also, teaching reading requires the teacher to apply some

approaches or models of reading to create the meaningful activities so that the students can achieve comprehension in correct ways.

b) Principle of Teaching Reading

Teachers must have principles to follow in teaching reading. There are several principles that must be considered by the teacher. This teaching principle may guide the teacher in the process of teaching reading.

According to Harmer (2001:70), there are six principles of teaching reading. Firstly, *Reading is not a passive skill* - Reading is an incredibly occupation. The teacher should have the knowledge about the words, pictures and arguments. Secondly, *Students need to be engaged with what they are reading* - The students who do not engage with the text will not have any interest to the text. So, they need to be engaged with the material they read. Thirdly, *Students should be encouraged respond to the content of a reading text, not just the language* - It is important to let the students to respond the meaning of the message of the reading text. Fourthly, *prediction is the major factor in reading* - The prediction may help the students to comprehend the text about. Fifthly, *Match the task to the topic* - The teacher should choose the reading task which is suitable with the reading topic. Lastly, *Good teacher exploit reading text to the full* - Good teacher integrate the reading text into interesting class sequences.

Besides, Nunan (2003:74-48) mentioned some principles of teaching reading. they are as follows:

Exploit the reader's background knowledge - Background knowledge includes all of the experiences that a reader brings to a text: life experiences, educational experiences, knowledge of how texts can be organized rhetorically, knowledge of how one's first language works, knowledge of how the second language works, and cultural background and knowledge. So, before reading, readers should know how far their reading skill and their background knowledge about text.

Build a strong vocabulary base - The basic vocabulary should be explicitly taught and L2 readers should be taught to use context to effectively guess the meaning of less frequent vocabulary.

Teach for comprehension - In teaching reading comprehension, teaching readers how to comprehend is the point of teaching instead of testing reading comprehension as monitoring comprehension is essential to successful reading.

Work on increasing reading rate - One great difficulty in second language reading classroom is that even when language learners can read, much of their reading is not fluent. Often, in our efforts to assist students in increasing their reading rates, teachers over emphasize accuracy which impedes fluency. The teacher must work toward finding a balance between assisting students to improve their reading rate and developing reading comprehension. So, in teaching reading, teacher can balance the text with students reading skill, its purpose is to increase students' rate in reading.

Teach reading strategies - Strategies are the tools for active, self-directed involvement that is necessary for developing communicative ability. In teaching process, teacher must use some strategies for developing students' reading ability.

Encourage readers to transform strategies into skills - An important distinction can be made between strategies and skills. Strategies can be defined as conscious actions that learners take to achieve desired goals or objectives.

Build assessment and evaluation into your teaching - Reading classroom should include the assessment and evaluation including quantitative and qualitative assessment.

Strive for continuous improvement as reading teacher - The quality of every teacher is integral to success of second/foreign language readers so the reading teachers should be passionate about their work.

In conclusion, before practicing the teaching reading, the teacher should first comprehend these principles with the concept of teaching reading. Making students comprehend about reading material is not something that can be done just by citing a teaching method and applying it in classroom without consideration of effectiveness, meaningfulness, and result of teaching reading. It is a complicated process that should be the fundamental attention of every teacher of reading to achieve the goal that is learners' comprehension. so, teacher needs to prepare all preparation to teach reading as well to obtain the goal of students' learning reading.

6. Teaching Reading Strategy

As mentioned above, the reading comprehension needs the strategies to gain the level of reading comprehension itself. Brown (2000:113) states that strategy is a specific method of approaching a problem or task, modes of operation for achieving a particular ends, and planed designs or controlling and manipulating certain information. Garner in Heisat (2009:311) states that reading strategy is an action or series of actions employed in order to construct meaning. Furthermore strategy is one of the factors that may contribute to the development of reading comprehension beside the listening comprehension, fluency and decoding (Kirby:2013:8). So, based on the explanation above, a reader needs to use strategies in order to ease them to construct the meaning from the text. If the readers know about lot of reading strategies, it will be easy for them to comprehend the reading material and become the effective reader.

7. Directed Reading Thinking Activity Strategy

a. The Concept of Directed Reading Thinking Activity

The directed reading thinking activity is associated with the DRA (Directed Reading Activity) developed by Stauffer. Crawford (2005:42) explains that DRTA is similar to DRA strategy that is a strategy for directing the students' silent reading with comprehension-level questions. The students read with stops, pausing to discuss every few paragraphs. According to Al-Odwan (2012:139), DRTA is a strategy that is intended to

develop students' ability to read critically and reflectively. The directed reading thinking activity 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 upon information gleaned from reading.

In addition, explained on journal of commonwealth of Virginia Department of Education (2004:121), the DRTA (Directed Reading Thinking Activity) is a versatile strategy that promotes active reading and greater comprehension. It involves three processes: predicting, reading, and proving. Similarly, Blachowicz and Ogle (2008:138) explained that the basic DRTA involves the teacher working with students as they read a short story or selection, pausing at teacher-selected stopping points to think and predict. The purpose of this teacher-guided reading of the text is to help students think actively and become personally engaged in the reading. To strengthen this explanation, Mason in Almanza (1997:3) stated that Directed Thinking Reading Activity is a strategy which helps comprehension. It has found that teachers spend less time in using practices that teach reading comprehension. Rather they spend most of their reading instruction time assessing children, assigning skills base worksheets concerned with decoding and reading skills at the word and sentence levels.

In short, directed reading thinking activity is an instructional strategy that can be used by teacher to engage the students' reading comprehension by encouraging them to make prediction, read and prove what they read.

Crawford (2005:44) explained about the steps in applying DRTA in the classroom. They are as follows:

1) Prepare the text by marking four or five good stopping points. Plan stopping points to fall at moments of suspense in the story.

2) On the chalk board or on chart paper, prepare a chart. Explain to the students that they will be reading the story, one bit at a time. Remind them that it is important not to read beyond the stopping points. They will be making predictions and reading to confirm those predictions.

3) Ask the students to read the title of the story. Talk about the genre. Name the author. Show the cover illustration, and read the title. Then ask for their prediction about what will happen in the story. Write those predictions in the space labeled "What do you think will happen?" after the title. Ask the students why they think so. Then enter their reasons under "Why?"

4) Now, ask the students to read to the first stopping point, and when they have reached it, they should go back and consider the prediction they made before, and say what actually happened. You should record their ideas in the space called "What did happen?"

5) The teacher reviews the predictions and asks which ones are coming true so far. The teacher asks them to read aloud parts of the text that confirm or disconfirm their predictions.

6) Then, the students should predict what they think will happen in the next block of text, and offer new predictions, with the evidence that led to their making those predictions to be entered in the spaces provided. Then they should read on, check their prediction against what happen, make new predictions, dictate evidence for those predictions, and read the last section.

7) Finally, they should check their last predictions against what actually happened in the story, and dictate their findings about what happened, to be recorded in the space on the form.

Moreover, on journal of commonwealth of Virginia Department of Education (2004:121), the procedures of applying DRTA are as follows:

1) Have students preview the story by looking at graphics and reading the title and the introductory paragraph.

2) Ask students to predict what they think the section will be about.

3) After the students have made their predictions, ask them to read to a predetermined place in the story where there is a logical break in the action.

4) Lead the students in a discussion on the accuracy of their predictions. Ask students to find passages that prove or disprove their predictions. Point out that active readers engage in a mental dialogue with the

author, making predictions, revising them, making new predictions, and so on.

5) Repeat this process until the entire story is read.

In addition, Brunner (2011:56) explained about the steps in the process of applying directed reading thinking activity as follows :

1) Read the selection to select predetermined stopping points.

2) Tell students they will need a cover sheet.

3) Ask students to cover everything but the title of the selection.

4) Tell students to read the title and make predictions about the story contents.

5) As students make predictions, ask for "evidence" supporting their belief that their predictions are correct.

6) Ask students to read a portion of the text up to a predetermined stopping point. Tell them that they will review their initial predictions, as well as make new predictions based upon the reading. Students should use paper to cover text that has not yet been read.

7) After students have finished reading the designated text, ask questions.

From three kinds of procedure of DRTA, the writer used the procedure from Alan Crawford, because it could be understood easily and the implementation of DRTA on its procedure was not difficult to be implemented by teacher and students.

The teacher has an important role for the guided Directed Reading Thinking Activity. Therefore teacher needs preparation to lead Directed Reading thinking activity. Before the students begin reading, the teacher has already previewed the story and determined the length of the sections that will be read before each stop. The initial predictions may be stimulated by the use of the title, author, and pictures, or by reading the first paragraph of the text. Sometimes students need a combination of all of these pieces of information in order to get grounded in the ideas likely to be presented. Students should not be asked to predict if there are not sufficient clues to some plausible meaning to make the predictions a good lead-in to the actual story. However, reading the title and the first paragraph of the story may provide a much clearer idea of what is to come.

In determining how much text should be read between each stopping point, the teacher wants to be sure that there is enough information for the students to check likely predictions, and also enough new information for further predictions to be made. Another aspect of preparation is deciding if you have a story where the stopping points fall at page breaks or in sections so students aren't too tempted to read ahead. It may be useful to clip the card over the section not to be read. By following the preparation, the implementation of directed reading thinking activity strategy in the process of teaching and learning reading will run well.

b. The Advantages of Using Directed Reading Thinking Activity.

DRTA is one of the good strategies for engaging students in reading narrative texts for understanding (Crawford, 2005:44). Tierney et.al in Al-Odwan (20012:141) explained that the directed reading thinking activity is a much stronger model for building independent readers and learners. In addition, Almasi in Al-Odwan states that the goal for using the directed reading thinking activity is to foster students' independence when reading. It engages students in an active process where they must use their reasoning abilities and their own ideas.

Furthermore, Allen in Odwan states that 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. The power of the directed reading thinking activity strategy increases when the teacher guides students to check their predictions after reading (Al Odwan, 2012:141).

To complete the adventages of DRTA, Brunner (2011:57) added some benefits of directed reading thinking activity: (1) Easily implemented, (2) Requires active participation from the reader, (3) Requires only moderate advance preparation from the teacher, (4) Good activity for substitute teachers, (5) Encourages a positive student attitude toward strategy, (6) Encourages silent reading, (7) Helpful in classroom when students have a wide range of academic ability, (8) Teachers "think aloud" with students as predictions and answers are formulated, (9) Works

one on one, with small groups, and with the whole class, (10) Breaks the passage into manageable parts for students and teacher, and (11) Can easily be implemented with nonfiction text.

Similarly, Richardson and Morgan in El Koumy (2006:7) state that the Directed Reading Thinking Activity engages students in higher order thinking skills and that these skills include making connections between interrelated elements of the text, justifying thought processes and drawing logical conclusions. They maintain that these skills can set the pathway toward independent reading, foster learner responsibility and improve reading comprehension.

Likewise, Jennings and Shepherd in El-Koumy (2006:7) state that the DRTA helps students become aware of the reading strategies, understand the reading process, and develop prediction skills. They add that this strategy stimulates students' thinking and makes them listen to the opinions of others and modify their own in light of additional information.

Additionally, Valmont (2009) another advantage of DRTA is that students who might not be intrinsically motivated to read or think about a given topic *become* motivated to do so once they make their own predictions. They also become motivated when they adopt someone else's prediction, or disagree with an idea a student has told about possible content, a character's actions or motives, possible plot lines, or the story's setting. The same thing happens when students must call upon their

previous knowledge base to predict what the content of a non-fiction selection will be when they are told only the topic of the reading.

In brief, the advantages of using DRTA in teaching reading comprehension is that it is not only good in engaging students to comprehend the narrative text, but also effective in encouraging the students to read independently as they must use their background knowledge to set the purpose of reading and develop their questioning ability in prediction cycle and motivate students to be more active in the session of reading activity.

II. 3. Related Studies

In order to avoiding the plagiarism, the writer states some researches dealing with directed reading thinking activity, reading comprehension and reading motivaton. As a matter of fact, there are some of research reports that have relevancy toward this research.

1. The research was conducted by Talal Abd Al-Hameed Al Odwan entitled *"The Effect of the Directing Thinking Activity through Cooperative Learning on English Secondary Stage Students' Reading Comprehension in Jordan"*. Al Odwan combined Directed Reading Thinking Activity with Cooperative Learning in teaching English to students in Jordan. The aim of this research was investigating the effect of the directed reading thinking activity through using cooperative learning on English secondary stage students' reading comprehension in Jordan. This study was experimental

research. Mean score, standard deviations and analysis of Covariance (ANCOVA) were used to reveal the findings of the study. It revealed statistically significant difference at (α= 0.05) in reading comprehension in favor of the experimental group among English secondary stage students in Jordan due to the instructional strategy (directed reading thinking activity through cooperative learning) compared with the conventional strategy. The reading comprehension scores across the experimental and the control groups were significantly different from each other, $F(1, 41) = 5.179$, $p = 0.028$. The means of post-test scores revealed that students taught by using directed reading thinking activity through cooperative learning tend to get higher scores on reading comprehension.

The difference of his research with the writer's lies on the reading comprehension strategy used. In his research he applied the directed reading thinking activity through cooperative learning in experimental class and conventional strategy in control group, meanwhile the writer applied directed reading thinking activity in order to assist students' reading comprehension.

2. The research conducted by Margueritte Corbitt DeFoe with the title "*Using DRTA to Teach Students' Reading Comprehension Skills in Middle Grade Language Art*". This research was designed to use directed reading thinking activity strategies to teach reading comprehension skills to middle grades language arts students who frequently failed to make passing scores in reading comprehension exercises.

The program included three specific strategies. The first strategy was to teach the students a higher order thinking and metacognitive skills by using SRA activities, Directed Reading/Thinking Activities, and Question and Answer Relationship strategies. The second strategy was to teach the students decoding by analogy. The third strategy was touse cooperative learning while working on reading comprehension assignments. The goal and expectations were for all the students to improve reading comprehension so that students would make better grades. An analysis of the data revealed that students did improve their reading comprehension skills, but not significantly.

3. The research was conducted by Samsu Sumadayo et al which entitled "The Effect of Learning Model DRTA (Directed Reading Thinking Activity Strategy) toward Students' Reading Comprehension Ability seeing from Their Reading Interest". This study aims at discovering whether or not there is any differences of students' reading comprehension skills for: (1) those who take learning model DRTA, PQRST, and DRA models, (2) those who have high, moderate, and low interest in reading, and whether (3) there is any interaction of learning models and reading interest toward reading comprehension skills. This study was conducted at the Junior High School Ternate. The results of this study found that: First, there is a difference between the reading comprehension skills of students who take learning model DRTA, PQRST, and model DRA. Model DRTA yield better result compared with the DRA model and PQRST model. Secondly, there are

differences in reading comprehension skills of students who have high, moderate, and low reading interest. Students who have high reading interest show better understanding than students who have moderate and low reading interest. Third, there is an interaction of learning models and reading interest toward reading comprehension skills.

4. The research entitled "*The Implementation of DRTA Method to Improve Students' Reading Comprehension Ability of the 11 Grade Science 3 at SMAN 1 Klirong in academic year of 2012/2013*" conducted by Inggit Kusumawardani. The study is called observation study. The aim of the research is to describe the implementation of DRTA method to improve students' reading comprehension achievement. The result of the study was improvement of the students' comprehension. The students had more bravely to show their ability in their class. Some students were more bravely to ask the teacher when they had difficulties, answer the questions, and giving their opinion during teaching learning activity in the class. And there is an improvement in students' reading comprehension ability in teaching-learning activity using DRTA method. There is an improvement in the average score between the first meeting and second meeting after teaching learning activity used DRTA method. It can be seen from the assessment result. Based on the result of questionnaire most of the students gave positive response, and the result of questionnaire is 60.06% of students were strongly agree, 33.5% of students were agree teaching process using DRTA

method, 4.48% of the students were doubtful, and 1.56% of students were disagree with using DRTA method.

5. The research which is entitled *the correlation between reading comprehension and reading motivation* is conducted by M. Reza Ahmadi is a correlational research. The purpose of this study is to investigate the relationship between reading motivation and reading comprehension. The result of the study indicated that reading motivation had a significantly positive effect on the English reading comprehension.

II. 4. Operational Concept and Indicators

Operational concept is used to clarify the variables used in this research in order to avoid misunderstanding and misinterpreting. As mentioned by Syafi'i (2007:12) that all related theoretical frameworks can be operated in the operational concept. This is an experimental research in which focuses on students' reading comprehension and reading motivation between those who are taught by using directed reading thinking activity and who are not taught by using directed reading thinking activity strategy at the second year of senior high school Al-Huda pekanbaru. In this research, there are three variables used (one variable X and two variables Y). Variable X (directed reading thinking activity) is independent. In the other hand, variable Y (reading comprehension and reading motivation) are dependent. Because this research is experimental research, the writer divided the class into two classes, experimental class (taught by using directed reading thinking activity) and control class (taught

without using directed reading thinking activity). Therefore, the operational concept for each variable can be seen in the following indicators.

a. The Procedures of using Directed Reading Thinking Activity Strategy (Variable X):

1. The teacher prepares the text by marking four or five good stopping points.

2. The teacher prepares a chart. The teacher explains to the students that they will be reading the story and they will be making predictions and reading to confirm those predictions in every stopping point.

3. The teacher asks the students to read the title of the story. Then the teacher asks for their prediction about what will happen in the story.

4. The teacher then asks the students to read to the first stopping point, and when they have reached it, they should go back and consider the prediction they made before, and say what actually happened.

5. The teacher reviews the predictions and asks which ones are coming true so far.

6. Then, the teacher asks the students to predict what they think will happen in the next block of text, and to offer new predictions.

7. Finally, the teacher asks the students to check their last predictions against what actually happened in the story, and the teacher dictates their findings about what happened, to be recorded in the space on the form.

b. According to Barrett's Taxonomy, the indicators of reading comprehension (Variable Y_1) of narrative text are as follows:

1. The students ability to identify the main ideas in narrative text.

2. The students ability to find out factual information of narrative text.

3. The students ability to locate the meaning of vocabulary in context of narrative text.

4. The students ability to identify reference from the narrative text.

5. The students ability to make inference from the narrative text.

c. Dealt with the DRTA used to treat the students, the indicators of students' motivation in reading (Variable Y_2) are as follows (Gardner:2005):

a. Integrative Motivation

1. The students intend to read English in order to be able to communicate with other language groups

2. The students are interested in English reading

3. The students have favourable attitude toward English language group

b. Instrumental Motivation

4. The students intend to read in English for practical or utilitarian purposes.

II. 5. The Assumption and Hypotheses

a. Assumption

In this research, the writer assumes that students' reading comprehension are various and it is influenced by many factors. Besides, students' reading comprehension in narrative text which is taught by using directed reading thinking activity strategy is higher than which taught without using directed reading thinking activity strategy.

b. Hypothesis

Ho_1: There is no significant difference of students' reading comprehension pre-test mean score between experimental class and control class.

Ha_1: There is significant difference of students' reading comprehension pre-test mean score between experimental class and control class.

Ho_2: There is no significant difference of students' reading comprehension post-test mean score between experimental class and control class.

Ha_2: There is significant difference of students' reading comprehension post-test mean score between experimental class and control class.

Ho_3: There is no significant difference of students' reading comprehension between pre-test and post-test of experimental class.

Ha_3: There is significant difference of students' reading comprehension between pre-test and post-test of experimental class.

Ho_4: There is no significant effect of using Directed Reading Thinking Activity Strategy toward students' reading comprehension in narrative text.

Ha_4: There is significant effect of using Directed Reading Thinking Activity Strategy toward students' reading comprehension in narrative text.

Ho_5: There is no significant difference of students' reading motivation pre-test mean score between experimental class and control class.

Ha_5: There is significant difference of students' reading motivation pre-test mean score between experimental class and control class.

Ho_6: There is no significant difference of students' reading motivation post-test mean score between experimental class and control class.

Ha_6: There is significant difference of students' reading motivation post-test mean score between experimental class and control class.

Ho_7: There is no significant difference of students' reading motivation between pre-test and post-test of experimental class.

Ha_7: There is significant difference of students' reading motivation between pre-test and post-test of experimental class.

Ho_8: There is no significant effect of using Directed Reading Thinking Activity Strategy toward students' reading motivation in narrative text.

Ha_8: There is significant effect of using Directed Reading Thinking Activity Strategy toward students' reading motivation in narrative text.