

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discussed about the several related topics that stressed on the implementation of this research. The purpose of this discussion is to set the theories, research report, and review concerning with reading comprehension and DRTA (Direct Reading Thinking Activity) Strategy. Therefore the discussion mostly focuses on Reading, Reading Comprehension, Recount Text, DRTA (Direct Reading Thinking Activity), and Review of Previous Research. The explanation is delivered as follows:

A. Reading

1. The Definition of Reading

According to Elizabeth et, al. (2003: 6) reading is about understanding written texts It is a complex activity that involves both perceptions and thought. Reading consisted of two related processes: word recognition and comprehension. Word recognition referred to the process of perceiving how written symbols correspond to one's spoken language. The comprehension was a process of making sense of word, sentence and connected text. This process, unconsciously made the readers develop how they were acquisition of the new word and new information. To get more understanding about the text about. The reader must achieve comprehension for perfect understanding. This statement was explained by Patel and Jain (2008: 113) who stated that reading means to understand the meaning of printed words (written symbols). So, reading skill is the one important

skill that a people achievement goals in their life. Bacon (cited in Patel, 2008: 113) said that reading means to understand the meaning of print. That means reading was process to acquire knowledge from the written text on the book or each other.

Nunan (200:8) stated that reading is a process of readers combining information from the text and their own background information to build meaning. If the reader wants to achieve comprehension. The reader must used their prior knowledge as supporting skill to understanding the text. Reading usually took much time for understanding and to know what the author talking about. So the readers must set their time to efficient their reading. Effective readers know how to apply decoding skills to recognize words quickly and efficiently. Effective readers understand and remember what they read. They can summarize and discuss material, and demonstrate comprehension of the text (Tankersley & Karen, 2003).

According to Roe et al (2006: 377), reading is perceived as a complex act of communication in which a number of textual, contextual, and reader-based variables to produce comprehension. The similar perception stated that reading is a fluent process of readers combining information from a text and their background knowledge to build meaning which the goal of reading is comprehension. Prior knowledge connecting their information to the author means. It supports the understanding reader to the text. A set of the symbol makes the reader must expand their prior knowledge to get communication between the reader and the author. In any case, the author often uses the symbol to get variety

in their written text. The symbol uses for likening something with the author means.

In addition, reading activities include basic skills, namely recording, decoding, and meaning. Recording refers to words and sentences. Distributed with sound-sound in accordance with the system paper used. Decoding process refers to the process of translation graphic sequence into words. While the meaning is a process to understand the meaning that goes from the level of understanding, comprehension, interpretive, creative, and evaluative. The process of recording and decoding takes place at the beginning of class students, while the meaning is emphasized in high grade.

From some of the definitions above it can be concluded that reading was the process of understanding writing to get it or the meaning of a writing.

2. Types of Reading

According to Patel and Jain (2008: 117), there were four types of reading, there were Intensive Reading, Extensive Reading, Silent Reading, and Aloud Reading.

a. Intensive Reading

Intensive reading is related to further progress in language learning under the teachers' guidance. Intensive reading provides a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. It also provides material for developing greater control of the language in speech and writing. The material selected should parallel and the type of material the advance students would enjoy.

Intensive reading is text reading or passage reading. In this reading, the learners read the text to get knowledge or analysis. The goal of this reading is to read the shorter text. This reading is done to carry out to get specific information. Learners need a book to acquire knowledge is the kind of intensive reading. There were a few characteristics of intensive reading:

1. This reading helps the learner to develop an active vocabulary.
2. Teacher plays the main role in this reading.
3. Linguistic items were developed.
4. This reading aims at active use of language.
5. Intensive reading is reading aloud.
6. In Intensive reading speech habit emphasized and accent, stress, intonation, and rhythm can correct.

From the explanation above it can be concluded that one of the goals of intensive reading was for extending knowledge of vocabulary and idioms. This reading wanted the learners read the text to get knowledge or analysis. This reading is done to carry out to get specific information. Learners need a book to acquire knowledge is the kind of intensive reading.

b. Extensive Reading

The purpose of extensive reading is to train the students to read directly and fluently in the target language for enjoyment, without the aid of the teacher. Extensive reading can be made the basis for the oral report, to the rest of the class, or full class discussions. It may be the source for written compositions in which students deal with a specific issue arising from the material in the book. On

occasions, the class maybe divided into groups to read interrelated materials. Each group may prepare some part of the project on some present a group reports to the rest of the class. This type of class project gives a point and purpose to extensive reading by building reading practice into a matrix of purposeful activity.

Extensive reading is the reading for pleasure. The reader wants to know about something. The reader does not care about specific or important information after reading. Usually, people read to keep them update.

Few characteristics of extensive reading:

1. It helps learners to develop active vocabulary.
2. Extensive reading is silent reading.
3. In extensive reading, the subject matter is emphasized.
4. In the extensive reading, the learners play the main role because they ask for measures.
5. In extensive reading, the idea can be developed.
6. The aim of extensive reading is to enrich the learners' knowledge.
7. Through extensive reading, good reading habit can be developed.

As explanation above it means that extensive reading was advance level than intensive reading. Extensive reading wanted to the readers read directly and fluently in the language target without the aid of the teacher. Beside that, the aim of extensive reading was building reading practice into a matrix of purposeful activity.

c. Reading Aloud

Reading aloud also play an important role in the teaching of English. The teacher should know that the training of reading aloud must be given at primary level because it is the base of word pronunciation. What the teacher can do for better and effective teaching of reading as under:

1. The material, which, the teacher presents before students, should be according to previous knowledge of the students or related to their own experience.
2. The teacher should emphasize on the stress of learners.
3. The teacher should be very careful while process of reading is going on. If any mistake is committed by learners, he should correct it. Correction should be friendly and productive.
4. The teacher should care about all readers. Moreover, draw his attention toward weak readers.
5. While teacher present model reading, this model reading should be according to the level of readers, so that readers could understand it very well and pronounce very well.

It can be concluded that reading aloud was a basic level in types of reading. Reading aloud had a function to recognize the base word pronunciation. The weakness of this reading aloud was less attention to the students because the teacher gave attention to the whole of the students in the class.

d. Silent Reading

Silent reading is a very important skill in teaching English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. The teacher has to make them read silently as and when they were able to read without any difficulties. It is a kind of habit in which learners were enabled to read without any audible whisper.

Teaching reading was very important skill because this is the stage where the knowledge of learners starts to flight. How a teacher can make the teaching reading by silent reading effective:

1. The teacher should tell about the topic first to the learners, should motivate the learners. The teacher should not read first but should allow the students to read the text.
2. The subject matter should be interesting and effective and selected from the reading material developed for it.
3. The eclectic approach can be used by the teacher for better comprehension and understanding.

From the explanation above it could be interpreted that silent reading was done to acquire a lot of information. The teacher made the students read silently and they didn't have any difficulties in reading process. From silent reading, the students started to get much information by own self but the teacher must give the topic that made motivation for the students.

3. Reading Comprehension

a. The Definitions of Reading Comprehension

According to Snow (2002: 11) reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. The reader must be more effort to find the meaning while the reader must understanding what the text about. If the reader can't understand what the author wants. The interaction between the reader and the written aren't achieved. Reading comprehension was the ability to process the text, understand its meaning, and to integrate it with what the reader already knows. Reading comprehension was an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing as what Woolley (2011:15) stated that reading comprehension is the process of making meaning from text. Mikulecky and Jeffries (2007: 74) stated that comprehension is making sense of what someone reads and connecting the ideas in the text to what he already knows. The author wants to aspire their idea on some text. Its goals were they want to the reader know about the author wanted. Reading for comprehension was the primary purpose for reading (though this was sometimes overlooked when students was asked to read the overly difficult text) raising students awareness of main ideas in a text and exploring the organization of a text was essential for good comprehension (Richards and Renandya, 2002: 277).

From some definitions above it can be concluded that reading comprehension understanding and thinking process to get the information by predicting questioning and summarizing the written text.

b. Factors that Influence Students Reading Comprehension

Reading comprehension has many factors which influences on the students' understanding the text, according to Pearson and Gallagher (1983: 324) “the factors were influencing reading comprehension into two categories, inside factors and outside factors.”

Inside factors were divided into four components. The first is a linguistic component, what the readers know about the language. When the students learn the language, they learn three systems they were:

- a) *Phonological Knowledge*; it includes different phonemes (individual sounds) in language. Phonological knowledge enquires into the conceptual and empirical foundation of phonological theory, locating them in a large linguistic and philosophical context. It considered the nature, status, and acquisition of phonological knowledge and the relation of phonology to the theory of language and other capacities of mind.
- b) *Syntactic Knowledge*; it refers to an orderly arrangement among words in sentences. Syntactic knowledge was the knowledge of how words can be combined in meaningful sentences, phrases, or utterances. It involves the way that words are assembled and sentences are constructed in a particular language. Characteristics of normal development relating to this aspect include, telegraphic speech (use of two or three content words in an utterance with no function words),

difficulty in pronounce use, speaking in short utterances, and an increase in the number of adverbs used to expand verb phrases (kindergarten).

- c) *Semantic Knowledge*; it refers to our knowledge of word meaning. It also includes our knowledge of the relationship between words. Semantic knowledge is a type of long-term memory, commonly referred to as semantic memory, consisting of concepts, facts, ideas, and beliefs (e.g., Tulving 1983). Semantic memory is thus distinct from *episodic* or *autobiographical* memories, which are unique to an individual and tied to a specific time and place.

The second component of inside factors influencing reading comprehension is interest. It was an important thing in reading comprehension. If the students interested in the topic presented in their class, they understand more about the topic. As a facilitator, the teacher has to give an explanation about the material in many ways. Therefore, the teachers have to use various resources related to the topic. The teachers gives the opportunity to their students to read everything from any resources such as magazine, books, journal, etc. their interest can influence their comprehension.

The third component was motivation. Most reader usually read what they want to read. Therefore, motivation can influence the students' comprehension because the different reasons the readers have a different power to make the reader try to understand more what they read. There were two kinds of motivation, intrinsic and extrinsic motivation. Intrinsic motivation was in the reader. It came

from the learner itself. The teacher tried to give the extrinsic motivation so that they be more motivated. The teacher offer incentives, feedbacks, and other stimuli as try to alter students' level motivation. In line with the explanation of motivation and interest above, in this study the author interested to use questioning to build up the students' motivation and interest, and also wanted to see the effect of using questioning strategy in relationship with the students' reading comprehension achievements. Because it was impossible for the students to understand the text if they have no interest and motivation to read. Therefore, it can be concluded that good interest and motivation result in the good achievement of the students.

The last component was reading ability. It explained how well the reader can read. It was almost to say that the more reading ability one possesses, the better one comprehends. The readers had to read everything and try to understand what they read.

The outside factors were influenced reading comprehension was divided into two categories. The first was a written a message such as books, magazines, newspaper, etc. There were some factors in the written message which could affect comprehension such as word frequency, story structure, the math information, and visual displays can all be manipulated to increase or decrease comprehension.

The second outside factors were the environment, which could affect comprehension. Pearson (1985: 748) explained, "There were two factors in reading environments; home environment and school environment." In the home

environment, the parents have a significant role to improve the reading skill of their children.

The school environment was another factor to develop students reading ability. Reading environment could be constructed if the teacher motivated their students to read and made students want to read more. Besides that school environment especially teachers, peers, and classroom ecology, all influence the reading object. It means that it was an action to get reading comprehension. The author concludes that reading comprehension was a process to understand contains the text, which was done by the readers to get information. It was given through written language and aimed to comprehend the meaning of the text.

c. Reading Comprehension in Recount Text

Knapp and Watkins (2005:223) said that a recount was a sequential text that does little more than sequencing a series of events. It was the simplest type of narrative genre. A recount was different from a narrative text in term of the problems in the sequence of events. Another view came from recount text can be in the form of letters, newspaper reports, conversations, speeches and television interviews. According to Anderson (cited in Dwi, 2010: 16), a recount is speaking or writing about past events or a piece of text that retells past events, usually in the order which they happened. The aim of the text retells the past event or to tell someone's experience in chronological order

Recount Text is retelling past event intends to entertain or inform others what happened and when it happened (Gerot & Wignell 1995:194). From the

statement, it can be said that an author explores their attractive experience in a recount that the goals to inform the reader about their experience. Fauziati et al (2013: 231) stated that a recount tells past events, which occurred in a sequence. Narrative and recount texts were similar that is both tell the past events, so they commonly use Past Tense, either Simple Past Tense or Past Perfect Tense. Besides, they use sequences of time in telling the past events. The narrative text often found in storybooks about fable, myths, folklore, etc, while Recount text usually found within the biography. The difference lies in their structures. Narrative texts raise conflicts within the events, which were natural, social, or psychological. Recount texts do not include conflicts but only retell a sequence of events, which occurred in the past.

B. Recount Text

1. Generic Structure of Recount Text

Anderson (1998: 24) recommended the steps for constructing recount texts; they have three main parts were as follows:

- a. A first paragraph, that gives background information about who, what, where, and when (an orientation). This part consisted of an introduction from the story.
- b. A series of the paragraph that retells the events in the order in which they happened.
- c. A concluding paragraph that may include a personal comment (not always necessary).

As a statement above it was appropriate structure to understanding using DRTA as a media to get reading comprehension for the students. Recount text had a several part that related some event to other event. This case gave the effect for students that they felt curiosity and make their prediction in the story of recount text. Anderson and Anderson (1998: 25) also proposed a scaffold as a guide for constructing a piece of text. Some recounts do not have a conclusion. It's described in the following chart.

The three parts recount scaffold were as follows:

1. An introductory paragraph that tells who, what, where, and when.
2. A sequence of events in the order in which they occurred
3. A Conclusion

From the explanation above it can be related with the DRTA strategy that recount text made some plot in his text. Recount text told the text with the fact event occurred. This material was easy for students which analyze using DRTA strategy because DRTA had a part that made the readers had reading comprehension. This part was the last step on DRTA Strategy. The last step was proving the event in the text with predicting in previous time.

2. Language Features of Recount Text

The language features in Recount Texts include the following indicators:

- 1) Nouns and pronouns instead of a person, animals, or things involved, such as Angela, the donkey, we, etc.

- 2) Action verbs such as run, sleep, ride, etc.
- 3) Past tense such as she went to the hospital, he was happy, etc.
- 4) Conjunctions and time connectives, which order events, happenings, or actions, such as; after that, then, but, etc.
- 5) Adverbs and adverb phrases to show location, time, and manner, such as right here, in my house, yesterday afternoon, slowly, often, etc.
- 6) Adjectives to modify nouns such as beautiful, funny, childish, tiny, small, etc.

As a part of the text, Recount text had several language features. The purpose was to indicate that it was characteristic of recount text. This characteristic can be discussed on the DRTA Strategy such as the reader must understand who was a subject in the text. DRTA Strategy helped the readers more understanding to each event that occurred in the story.

C. DRTA (*Direct Reading Thinking Activity*)

1. DRTA (Direct Reading Thinking Activity)

a. The Definitions of DRTA (Direct Reading Thinking Activity)

Many ways of developing students interesting in reading. Especially for their motivation to do something. According to Nurhayati (2015: 218) said that the three very important sources of interest for children in the classroom were a picture, stories, and games. The first being obviously mainly visual stimulus; the second both visual and aural; and the third using both visual and aural channels as well as activating language production and sometimes physical movement. And

the supporting statement is from Nurhayati (2008: 126) indicates that the frequency of conducting various games (role play) could make the students more enjoyable to study English especially reducing their burden to join activities. That statement showed that every students has various characteristic of learning. To developing their reading ability. The teacher or facilitator must recognize the students characteristic in learning reading. According to Fisher and Frey (cited in Richardson et al; 2009:108-109), DRTA 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.

It's also advocated by Stauffer (as cited in Richardson et al; 2009:108-109), the DRTA has three basic steps: predicting, reading, and proving. Predicting involves asking readers to use not only what they already know but also whatever they can learn from a quick preview of the material to predict what the material is going to be about. This step trade on the students' prior knowledge to predict the clue that available on the text. They must utilize something that has correlated with the clue and making a statement based on the clue. Then they read the story in the form of recount text. After they were finished. Then they prove their first prediction which is appropriates or not with the fact won the text. It helps the students more understanding of the text. Readers must bring meaning to text; they must have a developing and constantly modifiable set of expectation about what they find (Smith, 1994: 170). Therefore, making a prediction is important as Nutall (1996:118) stated

that the ability to predict is an aid to understanding and a sign of comprehension. It activates schemata and helps them to make sense of the sentence. It calls into mind any experiences and associated knowledge that a reader already has about the topic of the text (Nuttall: 1996:13).

Predicting prepares the reader for comprehension. Although an overall prediction may be made, teachers encourage readers to make predictions about specific portions of text and then to read the appropriate portions to confirm or alter the predictions. Students reflect aloud on those predictions before going on to read another segment. To anticipate the students' reticence of the DRTA process, the teacher can use a prediction guide. This research uses some questions as the guide that led the students to make a prediction about the text. In this activity, the teacher guides the DRTA process, make sure that each students is actively involved in understanding each segment before continuing to the next one.

The value of Directed Reading Thinking Activity is making predictions before reading each section (Odwan, 2012:141). This value is linear with the process of acquiring comprehension that is activating students' background knowledge and experiences. The students were encouraged to use context clues and set up the purpose of reading. In addition, DRTA is also beneficial to improve the students' reading comprehension skills, especially in recognizing the relationship between and among the segments or paragraphs that related to the cohesive aspect of reading.

2. Teaching Reading Comprehension by 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 the text, verify and revise predictions and prove set reading purposes. Therefore, the teacher assists the students by selecting the texts, dividing the text into the 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, the students observed and identified the selection by looking at the title, picture (if it is available), video (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 the next selection of the text and the whole part of it. The goals of this part were to give some clues for the readers about something related with the text. It depended on the prior knowledge reader to generalize the clue to make the same statement on predicting the text about. Sometimes the clue took from their habitually to make easy to help them understand the text. The readers can expect anything that they want to be predicted. This predicted can result in some statements whatever it's true or not.

In this stage, the teacher assists the students in observing and identifying the selection of text and notices the keywords that help them to guess the global understanding of the text. The teacher also facilitated students to formulate questions, discuss and share their predictions of each selection of the text. The teacher guided the predicting students at the instruction available. This process can make a long time because many statements appears on the predicting step.

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, the students were encouraged to explain what causes them to confirm or revise prior predictions. It is carried out by discussing the material after reading. 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 were compatible or not. The teacher facilitates the students to discuss related concepts and to consider the content of the selection of their own experiences. To help the students in proving the true information. In other word, the last part of DRTA strategy was prove the previous prediction which the statement from student was corrected own self by reading.

D. Review of Previous Research

In order to avoid the plagiarism, the researcher stated some research findings dealing with the use of DRTA strategy or reading comprehension. As a matter of fact, there were some research reports that had relevancy toward this research proposal paper.

The first previous study related to the design and approach was conducted by Vitasmoro (2015). The research was a CAR (Class Action Research) research. This research was conducted in the Seventh Semester Students of D-IV Midwifery Program of Health Sciences Faculty of Kadiri University 2015/2016. The method of research was classroom action research and conducted in three cycles. The research findings show that DRTA technique is an appropriate technique which can improve students reading competence. First, DRTA can activate the students' background knowledge related to the topic. Second, various activities in DRTA technique can enhance students' confidence and motivation to have reading competence. Third, DRTA technique can guide the students to comprehend an overall description about the text. The second previous study related to the design was conducted by Ningtyas (2015). This research was class action research that aims to improve the grade VIII students' reading comprehension at SMP N 9 Magelang by implementing Directed Reading Thinking Activity. This study was carried out in two cycles. Each cycle consisted of two meetings which included reconnaissance, planning, actions, observation and reflection. Based on the research, the result was the students be more motivated and interested to read by using DRTA. The third research was conducted by Azizah (2017). This study was

conducted at SMP N 3 Kersana which is located on Jl. Desa Limbangan Kec. Kersana, Brebes, Central Java, Indonesia. This study used quasi experimental design. The result of this research was effective toward reading comprehension. The fourth research conducted by faiziah (2014). This was comparative design with quantitative approach. This research was conducted in MTsN Kanigoro Kras Kediri in Academic 2013/2014. The researcher compared the KWL strategy with DTRA Strategy. Based on the research finding, it can be concluded that DRTA (Direct Reading Thinking Activity) strategy more effective in teaching reading text than KWL (Know-Want-Learn) strategy in the second grade of Junior high school at MTsN Kanigoro Kras Kediri in Academic 2013/2014.

And the next previous study related to the text was the research conducted by Jaya (2016). The researcher used Narrative text as the text tested. The researcher found that the students felt bored with the traditional method and not interested with classroom activity. This research was quasi design with quantitative approach. The result was DRTA strategy was effective to teach narrative text. The next research was conducted by Pratama (2014). This research took a narrative text as a text tested. The researcher conducted the research at SMPN 1 Kalimanah. The result of the data analysis of t-test showed that the t-value was higher than that on t-table ($4.18 > 1.67$). It revealed that there was a positive effect of DRTA strategy in teaching reading narrative text. Thus, it was concluded that teaching reading using DRTA strategy was effective.

Another previous study related to level of subject that conducted by Ahyak and Aulia (2013). This research was conducted at the first semester of STAIN

Tulungagung. The researcher found that one of many problems that the first semester got was about reading. The result from this research was DRTA effective to teach reading in first semester of STAIN Tulungagung. Another research was conducted by Hasan (2017). The researcher conducted the research at state Islamic senior high school. The researcher used quasi-experimental as a design of the research. The sample was taken from MAN 1 Pekanbaru. From the research can be inferred that DRTA method was suitable to apply in teaching reading comprehension at State Islamic Senior High School (MAN) 1 Pekanbaru.

From the previous research above it can be concluded that in three part. The first part discussed about the previous research related to the design and approach which consisted of CAR (Class Action Research) by Vitasgoro. The following previous research used CAR (Class Action Research) by Ningtyas and the last was comparative design by Faizah. Meanwhile the researcher used pre-experimental design with quantitative approach in this research. The second part discussed about the text as the text tested. The research was conducted by Jaya which used narrative text as the text tested. The next research also used narrative text as the text tested who was conducted by Pratama. Therefore the researcher took a recount text as the text tested. The third part of previous research related to the level of subject. The researcher who conducted the research in first semester of STAIN Tulungagung by Ahyak and Aulia. Then the previous research conducted the research at state Islamic senior high school. Based on the previous research in level of subject, the research decided to take junior high school as a

level of subject. From all the previous research it was expected to be able to distinguish with this research.