CHAPTER II
LITERATURE REVIEW

A. Reading Comprehension

1. Definition of Reading Comprehension

Reading comprehension is characterized in several ways by experts. According to Snow (2002: 9), the process of obtaining and developing meaning while engaging with written language is known as reading comprehension. As a result, readers must first comprehend what they already know before reading new material. Good readers can quickly grasp the main ideas from a stream of information without becoming bogged down in the specifics. According to Jennings et al. (2014: 7), comprehending a reading entails understanding the terminology, detecting the connections between words and concepts, organizing ideas, figuring out the authors' intentions, making judgments, and evaluating.

Richards & Rodgers (2014: 289) assert that readers read a text to comprehend its contents (comprehension). Moreover, Harmer (2010: 64) asserts that comprehension of a text's language at the word, phrase, and overall text levels is necessary for reading. Furthermore, according to Brown (2007: 89), in order to understand texts, readers need a set of conceptual frameworks, or their knowledge of the outside world. It can be assumed that readers make an effort to understand the material they are reading. They accomplish this by engaging with the text itself and drawing on past knowledge of the subject. After they are able to comprehend the individual words and sentences that make up the text, they will be able to comprehend the entire text.

2. Strategies in Reading Comprehension

When being assessed, reading comprehension may involve several strategies to achieve an understanding of a text. Brown & Abeywickrama

(2010: 127) propose taxonomy of strategies for reading comprehension as follows:

a. Identifying the purpose of reading;

b. Applying spelling rules and conventions for bottom-up decoding;

c. Using lexical analysis such as prefix, root, suffix, to determine the meaning;

d. Using picture, chart, marginal note to understand the information;

e. Guessing meaning from the context; and

f. Using discourse markers.

The majority of reading strategies are partial because they focus on particular elements (like perceptual or cognitive), phases (like beginning or skilled reading), or modalities (oral or silent reading). They do not even make an effort to take into account every aspect of reading. There has not been a single strategy that can be deemed the best. According to Richards & Rodgers (2014: 205), bottom-up and top-down methods are two that are frequently used in reading comprehension.

a. Bottom-up Strategy

This bottom-up approach takes into account perceptual acuity, sound, and the capacity to identify a progression of texts, words, spelling patterns, and other linguistic elements (Richards & Rodgers, 2014: 205). By connecting the meaning of the text's smallest to its biggest components, readers attempt to comprehend it. Bottom-up reading does not cover the entire reading process, which is required for the best understanding, according to Brown (2003: 132). Bottom-up reading, to put it simply, is a method of understanding letters, sounds, words, and structures until the entire text has been translated in order to decode the meaning of a reading text. It is frequently used in the elementary reading process.

Based on the experts above, bottom-up reading strategy involves analyzing the linguistics units. When using this strategy, readers attempt to comprehend the text by building textual meaning from the

smallest to the greatest units, then changing prior information and making predictions towards the text.

b. Top-down Strategy

A top-down reading strategy is defined as a reading technique or a guessing game in psycholinguistics (Bintang Nadea et al., 2021: 4). The role of schemata, or prior experiences and background knowledge, in understanding a literary work is emphasized in top-down reading strategies. Ngabut (2015: 2) explains the reader must have knowledge, understanding, and language abilities to interpret the meaning of the text in top-down reading strategies. Reading can be learned utilizing the top-down technique by processing larger pieces of language while focusing on the reader's knowledge. As a result, the reader incorporates his prior knowledge into the reading. This strategy differs from bottom-up in that it requires a reader to generate meaning from a text (Richards & Rodgers, 2014: 206).

In short, the strategy focuses on reading comprehension that is attained by utilizing only the minimal amount of information from the visual, syntactic, and semantic cue systems. Depending on the reader's proficiency in English, other clues may be used. As opposed to reading as a bottom-up translation approach, experts felt that advanced readers move directly from print to meaning without first reading to voice (Richards & Rodgers, 2014: 206).

1. **Aspects of Reading Comprehension**

There are four components of reading suggested by Jacobson (2007: 1), namely alphabetic, vocabulary, fluency, and comprehension. This author demonstrates how readers decode words (alphabetic) present in a book while they read and correlate the words with meanings stored in their memory to explain the relationship between these elements (vocabulary). The next step for readers is to absorb the phrases and sentences making up the text quickly enough (fluency) in order to

increase comprehension as they read. As a result, it is clear that one component affects the other components while trying to interpret a text.

As stated by Klingner et al. (2007: 3), teaching reading comprehension is a multi-step, extremely difficult process that involves communication between the teacher and the pupils. In order to assess the comprehension, Klingner et al. (2007: 14) state that reading comprehension evaluation serves four functions in order to gauge comprehension: Students' comprehension levels will be compared in order to (a) compare comprehension levels, (b) determine whether students have met the prerequisites for their grade level, (c) inform instruction by identifying when students comprehend what they read and how effectively they use comprehension strategies, and (d) identify possible reasons why students may be struggling. Brown & Abeywickrama (2010: 228) classifies four different types of reading assessments: perceptive reading, selective reading, interactive reading, and extensive reading. Perceptive reading involves paying attention to language components, while selective reading focuses on grammar, and extensive reading involves reading lengthy texts like journals, articles, essays, and other types of texts.

Based on the concepts above, the researcher uses multiple choice tests as a tool of data collection in order to determine students' reading comprehension ability. For this aim, the aspects of reading comprehension that would be assessed are based on a study conducted by Cain et al. (2004) categorized into 5 aspects.

a. Identifying Important Information in the Text

One aspect of reading comprehension appropriate for junior high school is locating factual information. The reader must be able to distinguish between factual and specific information when reading, including person, location, event, and time details.

b. Finding Out Main Idea of a Text

Finding the main idea is a crucial step in the reading process since it allows the reader to understand what the text is discussing. The first paragraph is not the only place where the primary concept may be found; the middle paragraph and the final paragraph as well. Therefore, it must be clear to see and pinpoint the location of the primary concept inside the text.

c. Deducing the Meaning of Unfamiliar Lexical Items

The students' capacity to compare the text with other types of text depends on their comprehension of the content. Additionally, it demands students to understand word and phrase meanings, the text's communicative goal, its general structure, and the grammatical devices that are employed.

d. Understanding References

The term is used to prevent using the same word or phrase repeatedly. It can refer back to a term after using it rather than repeating it. Understanding the reading material will be aided by the reader's ability to identify and recognize the reference. Typically, references include words like she, he, it, this, etc.

e. Making Inferences

Making inferences is a crucial part of reading comprehension. Reading between the lines is a necessary ability for inference. According to Klingner et al. (2007: 36), they segment into attentions, derive logical conclusions, and make precise predictions. Once the reader has finished reading the entire material, he or she should be able to draw conclusions from it using their own words and reasoning.

Based on the explanation above, the researcher has adopted these aspects into three different multiple-choice tests as a tool of data collection in order to determine students' reading comprehension ability. These three tests have given at the preliminary stage, cycle 1 and 2 to the

samples of this research. After the conduct of this research, the aspects of reading comprehension would be described in the result to also provide the effects of Directed Reading Thinking Activity (DRTA) on the aspects of reading comprehension ability.

B. Recount Text

Recount text is the most common type of text that we encounter in our daily lives. The major purpose of this text is to recount a historical occurrence. This is the basic style utilized in many narrative books or story-telling materials, as well as non-fiction, where it is typically employed to create factual representations of current or historical events (Habiburrohim, 2017: 12). Recount, according to Knapp & Watkins (2005: 224: 224), is a text that illustrates about events that occurred in the past in a chronological order. The text objective is to inform the readers about what occurred in the past and when it occurred.

Generic Structure of Recount Text

In making a recount text, there is an important point that should be crucially considered and it is the generic structure of recount text. According to Knapp & Watkins (2005: 225) , a recount text has three main parts as its generic structure.

a. Orientation

The orientation gives the audience all of the background information they need to understand the text. Use the words to ensure that the orientation is detailed and complete (who, what, when, where, and why). The text passage should explain what happened, who or what was involved, when and where the events occurred, and why they occurred. The author's ability to choose the quantity of detail required will be aided by an understanding of the audience and goal.

b. Sequence of Events

The writer describes the events in chronological order in a series of events. It starts with the first event and progresses through the second to the last. The totality of occurrences is determined by the author's imagination. Events should be carefully chosen to enhance the audience's grasp of the subject. readers should be prepared to discard events and details that are irrelevant or useless. In most circumstances, a recount is more than just a "shopping list" of every possible detail. Readers should be encouraged to choose only those events that are significant and may be developed upon by adding precise details.

c. Reorientation or Resolution

The final section of the recount sums up the story by summarizing outcomes or results, assessing the topic's importance, or providing personal commentary or opinion. It can also project into the future by making predictions about what will happen next. However, re-orientation does not act as the complete of a recount and it is optional for authors to provide it at the end of a recount passage.

Table 2.1. Example of Recount Text and its Generic Structure

Text	Generic Structure
Once there was an old man. His wife had died and he had married again. The man had one son and his stepmother had a daughter.	Orientation
One day the man and his son went collecting fire-wood. They saw a golden tree. They went slowly over to the tree. When they got closer to the tree, they heard a voice coming from the tree. This is what the tree said. Go north for one and a half miles. There you will find a	Sequence of Events

fairy wearing a gold ring. You must take the ring and make a wish.	
They dun just as the fairy had said and they lived happy every after.	Reorientation or Resolution

C. Directed Reading Thinking Activity in Classroom

The Directed Reading Thinking Activity (DRTA) is a reading comprehension approach that helps language learners enhance their reading comprehension. DRTA is used in each of the three stages of reading, i.e., pre-reading, during reading, and post-reading (Snow, 2002: 40). It can be implemented both in small groups and individually. In DRTA, predictions play an important role to provide students with reading purposes in mind. The objective of reading should be clear to the reader. It agrees with Celik (2019: 3), who claims that reading should have goals to direct the intelligence of readers. In order to inspire students to create an appropriate prediction, a teacher should ask them questions to activate their past knowledge and use clues such as the title and illustrations from the text (Januarty & Azizah Nima, 2018: 3).

DRTA serves a variety of functions. The DRTA, according to Androveda et al. (2015: 2), is a technique for developing independent readers since readers are equipped with the capacity to define reading goals, examine reading material based on these goals, and make decisions based on the information in the text. Furthermore, according to Jennings et al. (2014: 44), the DRTA aids students in being aware of reading methods, comprehending the reading process, and developing prediction skills. It agrees with Nerim (2020: 2), who claims that when students try to guess any word during reading exercises, they are unsure of its exact meaning.

Based on the foregoing explanation, it can be inferred that the goal of DRTA is to encourage students to use reading methods, elicit prior knowledge relevant to the text's topic, define a purpose for reading, and monitor their understanding while reading. These actions can help students

become independent readers in the future. In terms of the DRTA approach, Nerim (2020: 3) claims that during comprehension activities such as reading, students should be able to make predictions ahead of time and then prove or alter their predictions about story events.

Procedure of Directed Reading Thinking Activity

The application of Directed Reading Thinking Activity (DRTA) includes three essential processes, namely predicting, reading, and proving/disproving the predictions made by the students. According to Buehl (2020: 9), during the implementation of DRTA, both the teacher and the students have a role to play. Students are in charge of determining their reading objectives, making predictions, justifying those predictions, reading the text, and checking or changing their predictions depending on the text's information. Meanwhile, the role of a teacher is to choose a text, break it into sections that make sense, and stimulate discussion. The steps of DRTA are described in more detail in the table below.

Table 2.2. Procedure of Directed Reading Thinking Activity

No.	Procedure
	Before Reading: Predicting
1	The teacher surveys the text with the students to look for clues about the content of the text. The clues can be the title, key words, illustrations and other explanatory materials.
2	The teacher helps the students make a prediction about what they think the text will be about.
3	The teacher asks the students to write their predictions down. Students may write individual predictions, write with a partner or contribute to an oral discussion creating a list of the class's predictions.
4	The teacher helps the students establish a purpose for reading by directing them to read the text to determine whether it proves or disproves their predictions
	While Reading: Reading
1	The teacher has the students read the text, silently or aloud, individually or in

	groups, to verify their predictions.
2	The teacher asks the students to place a check mark under the appropriate category (ranging from accurate, less accurate, to inaccurate) on the Prediction Verification Checklist as they read the text.
	After Reading: Proving/Disproving the Predictions
1	The students have a discussion by comparing their predictions and the actual content of the text.
2	The teacher asks the students to analyze their checklist and determine how well they predicted the content of the text.
3	The teacher verifies that the students have learned the DR-TA strategy by having them answer the questions: *What is the name of the strategy you learned? How does the strategy help you understand what you read? What should you do before you read? While you read? After you read?*

D. Relevant Previous Studies

DRTA is one of the strategies that should be considered to help students improve their reading comprehension (Directed Reading Thinking Activities). This strategy motivates students to become better readers and improves their critical thinking skills, which can help them to realize the need of learning English in order to improve their reading comprehension (Lusyani, 2019). The DRTA strategy was created to encourage students to make sense of the text while they are reading. Students are prompted to read the text, then stop to argue or discuss the material, and then continue to generate a new one for further reading during the DRTA stage (El-Koumy, 2006). Furthermore, DRTA, particularly the generation of predictions, encourages students to focus their awareness on the passage and encourages them to read for comprehension. This section reviews a number of related studies from some researchers:

1. Renn (2012) conducted research about The Effect of the Directed Reading Thinking Activity on Second Grade Reading Comprehension. She compared Directed Reading Thinking Activity (DRTA) to Directed Reading Approach in this study (DRA). The result of her analysis

demonstrates that the Reading Thinking Activity (DRTA) group's mean score is much higher than the Directed Reading Approach (DRA) group's mean score. In terms of improving reading comprehension, it appears that Directed Reading Thinking Activity (DRTA) is more beneficial than Directed Reading Approach (DRA).

2. Al Odwan (2012) conducted a study about The Effect of Directed Reading Thinking Activity (DRTA) through Cooperative Learning on English Secondary School Students' Reading Comprehension in Jordan. Despite the fact that Odwan adjusted the DRTA with cooperative learning, there are some aspects of the Directed Reading Thinking Activity (DRTA) that are relevant to reading comprehension. As a result of his research, he claims that students' improved reading comprehension can be described to their growing capacity to comprehend the content utilizing DRTA. This is because students create goals, make predictions, read silently, then check their predictions during the exercise.

The effectiveness of DRTA strategy has been investigated in some studies on distinctive contexts and scopes (Faisal & Lova, 2018; Ginting, 2019; Kurniaman et al., 2021; Lubis, 2018). In more details, Ginting (2019) defined DRTA as the three steps of comprehension: questioning, predicting, and confirming or rejecting, with the goal of assisting students with reading. Furthermore, Lubis (2018) revealed that the goal of DRTA was to teach pupils to be thoughtful and critical readers. Meanwhile, Kurniaman et al. (2021) found out that the DRTA activity can help students understand the material by breaking it down into segments and predicting the next one. However, determining the efficiency of the DRTA strategy, particularly in terms of how it can improve the student's reading comprehension particularly in recount text, proved intriguing. For this reason, the efficiency of the DRTA technique in reading comprehension became the study's main focus.