

CHAPTER II

A DRTA STRATEGY IN READING COMPREHENSION

A. Nature of Reading Comprehension

1. Definition of Reading Comprehension

Reading is a process to get the point of text. According to Pang (2003:6), reading is about understanding written texts. It is a complex activity that involves both perception and thought. Then, according to Pang (2003: 14), comprehension is the process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning. The reader actively engages with the text to construct meaning. According to Woolley (2011: 15), reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences.

Based on the explanation above, the researcher concludes that reading comprehension is a process of constructing information and knowledge from a text the readers. When the students are able to comprehend what the students read the student can get new information that will be useful for student academic life.

2. Aspects of Reading Comprehension

According to King and Stanly in Darlis (2004: 8), there are some aspects of reading comprehension:

a. Finding factual information

Factual information requires readers to scan specific details. The factual information questions are generally prepared for students and those which appear with WH questions word. There are many types of questions; reason, purpose, result, time, comparison, etc in which of the answer can be found in the text.

b. Finding main idea

Recognition of the main idea of a paragraph is very important because it helps the readers not only understand the paragraph on the first reading, but also helps to remember the content later. The main idea of a paragraph is what the paragraph develops. An efficient reader understands not only the ideas but also the relative significance as expressed writer.

c. Finding the meaning of vocabulary in context

It means that the reader can develop his or her guessing ability to the word which is not familiar with him or her, by relating the close meaning of unfamiliar words to the text and the topic of the text that is read. The words have nearly equivalent meaning what it has it or nearly the same meaning as another word.

d. Identifying references

In English, as in another language, it will be clumsy and boring to have and repeat the same word or phrase every time you used it. Instead of repeating the same word or phrase several times, after it has been used we can usually refer to it than repeat it. For this purpose, we use reference words. Recognizing reference words and being able to identify the word to which they refer to will help the reader understand the reading passage. References words are usually short and very frequently pronoun, such as; it, she, he, they, this, etc.

e. Making inferences

Inference is a skill where the reader has to able to read between lines. King and Stanley divide into main attentions, draw logical inferences and make accurate prediction.

In addition, according to Turlington (2013: 147) some aspects of reading comprehension were:

a. Understanding the factual information

This aspect governs how readers find specific information located within the text. Usually the information that the readers would find

are reason, purpose, result, comparison, identity, time and location.

b. Acknowledging the main idea

The second aspect governs how readers identify the topic or theme that being discussed in the text or in a paragraph. Usually the main idea is located at the beginning of a text however it also could be located in the middle or in the last paragraph of the text. By enabling readers to find the main idea of text it could ease them to understand the text that they read.

c. Identifying Vocabulary

The third aspect governs how readers identify the vocabulary that they found within the text. It also developed readers vocabulary knowledge and their skills to understand an everyday used vocabulary to advance vocabulary.

d. Developing Inference

The fourth aspect governs how readers able to create a conclusion based on the information that they have received from reading the text. These enable readers to think critically, predicting, and enabling them to fully understand the text not only from the already stated information within then text.

e. Identifying References

The last aspect governs how readers identify who and what within the reading text. Usually readers would find a pronoun of I, You, They, We, He, She, and It. By enabling readers to understand to whom those pronouns refer; would make readers to easily identify the character and those involve within the text.

Based on the statements, the researcher focused on all components of reading comprehension. They are, identifying main idea, identifying factual information, meaning of vocabulary, inference and reference. These five aspects that are commonly used in reading questions are the one that the researcher going to use in testing the students' reading comprehension toward reading materials. Main idea, vocabulary,

references, factual information and inferences are the aspect of reading that was assessed.

3. Teaching Reading Comprehension

In reading, a comprehension is very important to student's need. Sometimes, the students only read and do not get understand what they read. In fact, they were still confused to answer the question from the text. According to Pardo (2004:272), once teachers understand what it is involved in comprehending and how the factors of reader, test, and context interact to create meaning, they can more easily teach their students to be effective comprehend.

In reading comprehension the students also try to get knowledge, information or something important in the context of the text. Butcher Kintsch *et al* cited in Pardo (2004), the more background knowledge a reader has that connects with the text being read, the more likely the reader will be able to make sense of what is being read.

To comprehend the text, the students get difficult and confused because they are not knows about the meaning of vocabularies itself, that is why the students cannot conclude what the meaning of the text.

4. Purposes of Reading

People can get information from reading. Reading also can improve knowledge, because by reading people can know something they want to learn. According to Grabe and Stoller (2011: 7), the purposes of reading are:

a. Reading for Searching the Information

Reading for searching information is a common reading ability. The reader only only read the surface to look for the simple information without have to think the material deeply. In reading to search, the reader typically scans the text for a specific piece of information or specific word.

b. Reading to Learn from the Text

Reading to learn typically occurs in academic and professional context in which a person need to learn a considerable amount of information from a text. It requires abilities to:

1. Remember main idea as well as a number of detail that elaborate the main and supporting ideas in the text.
2. Recognize and built rethorical frames that organize the information in the text.
3. Link the text to the readers' knowledge base

Reading to learn is usually carried out at a reading rate somewhat slower that the general reading comprehension to connect text information with background knowledge.

c. Reading to Integrate Information, Write and Critique Text

Reading to integrate the information requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information from multiple resources. These skills require critical evaluation of the information being read so that the reader can decide what information to integrate and how to integrate it for reader's goal.

d. Reading for General Understanding

Reading for general understanding is the most basic purpose for reading. Reading for general understanding is also found as the most complex than it commonly assumed. Reading for general understanding when it is accomplished by a skilled fluent reader, requires very raid and automatic processing of words, strong skills, and efficient coordination of many process under very limited time because of its demands for processing efficiency, reading for general understanding is more difficult to master than reading to learn.

B. The Directed Reading Thinking Activity Strategy and Its Development

1. The History of Directed Reading Thinking Activity Strategy

DRTA or Directed Reading Thinking Activity Strategy is one of classic teaching strategy that emphasizes in reading comprehension. According to Richardson, Morgan and Fleener (2009: 108) state that “The Directed Reading–Thinking Activity (DR–TA) is an activity that helps students understand that each segment of text can help them figure out the next segment.” In other words, the student role in reading class is to predict what will happen in the next segment, paragraph or part within the text itself. They also add that predicting means to urge students to be able to make an assumption based on a quick reading of a text and their prior knowledge over the text itself with an addition to see how much information that they can get from the text. The idea of DRTA is also supported by Duke and Pearson (2002: 205) suggested that good readers are those who like to predict from the text that they read. In other words, the effect of DRTA is not only positively affecting students reading comprehension but it is also helping students to be a good reader as well.

Furthermore, the role of teacher in this strategy is to encourage the student to make a prediction and also give the students feedback regarding with the prediction that they have made. DRTA also is a dependent strategy whereas teacher plays a major role to make sure that the strategy is working accordingly. In addition, Richardson, Morgan and Fleener (2009: 108) believe that “Predicting prepares the reader for comprehension. It is a very important DR–TA step, but it cannot stand alone. Because students can be encouraged to predict aloud and to justify their predictions...” It means that teacher role in DRTA is acting as a guide for the students because if the teacher did not guide the student then the student might justify their prediction and it could create a bit of riot and chaos within the classroom itself.

Based on the explanation above, DRTA is a strategy that mainly focus on developing student's reading comprehension through rigorous predict, read, and revise steps. DRTA is also considered to be a strategy that mainly focus on helping student's to understand mainly story based text where they can predict the possible outcome of the event before reading the passage entirely. This strategy helps the student to think more critically, push their creativity and imagination by reading the text itself. Also, by letting the student to predict it will create a basic foundation in learning itself which is their desire of being curious; and if the student is being curious then it will uplift their interest to read the text entirely until the end.

2. The Potential of DRTA Strategy

Directed Reading Thinking Activity strategy aims to create a systematic reading class and to ensure student's critical thinking ability to be pushed to the limit. This statement is confirmed by Haggard in Kamsiah (1994: 103) in Haggard's study he reports that DRTA is indeed promoting critical thinking, as it shows some elements associated to be a core component of critical thinking process. It means that DRTA has been proven to stimulate student's critical thinking ability when reading a text.

Furthermore, as this strategy allowing students to work in group it allows the student to learn together and to develop their cooperation to each other. Richardson, Morgan and Fleener (2009: 114) argue that "When the teacher teach the DR-TA and ask students to predict, the teacher is teaching higher-level thinking specifically convergent inference." Also Kamsiah (1994: 103) mention that in DRTA the student are working in group while this activity is occurred in the classroom. It means that each student will share their prediction to their friends and guided by the teacher their prediction will eventually converge; and enabling them to find the right prediction by listening and working

together with their classmate. Also, by working together it could help the student to learn more rather than learning individually.

In addition, DRTA also build reader's reason and motivation to read, this is clearly stated in Richardson, Morgan and Fleener in the same page whereas they believed that DRTA build student's self concept in reading the text. It means that DRTA will build student's comfort, confidence and their understanding in reading itself. Also, by allowing the student's to predict it can develop their imagination and urge them to be an active learner in class.

Lastly, can create a good reader personality to the students, this is because DRTA focuses on developing the student's prior knowledge with also their ability to infer and guessing text. Brassel and Rasinski (2008: 115) argues that to be a good reader a student should consult to their prior knowledge to help them comprehend the text and by doing that the student will try to anticipate each paragraph within the text and also enabling them to create an inference based on what they read at hand.

3. The Procedures of DRTA Strategy

DRTA is known to have systematic stages in teaching reading comprehension table 2.1 below shows the stages in implementing DRTA along with the details of the stages itself. This stage is adapted from Stauffer in Mather and Jaffe (2002: 2).

Table 2.1
Stages in DRTA

STAGES	DETAILS
1. PREPARATION	Choose a high-interest reading selection and divide it into parts. The first part includes just the title and possibly an introductory picture. The last part includes the final portion of the reading selection. The remainder of the selection may be

	<p>divided into two or three segments. The segments are selected on the basis of events in the story rather than number of pages.</p>
2. PREDICTING	<p>Direct the students to the title of the selection and introductory picture (if there is one) and ask the following questions:</p> <p>Based on the title (and picture), what do you think this story will be about?</p> <p>What do you think might happen in this story?</p> <p>Why?</p> <p>Lead a discussion where in students state and give reasons for their predictions. Each student's prediction forms the basis for further reading.</p>
3. READING	<p>Direct the students to read a predetermined point for the purpose of verifying or disproving their predictions.</p>
4. REVISING	<p>Have the students close their books and ask questions to help them evaluate their predictions:</p> <p>Were you correct? (Partially correct? Incorrect?)</p> <p>What will happen now?</p> <p>a) Require students to provide support from the text (e.g., state events from the text, read relevant sentences) in discussing the accuracy of their previous predictions.</p> <p>b) Encourage the students to use evidence given by other students to make or refine their subsequent predictions. As students repeat the cycle (predict, read, evaluate) their diverse hypotheses should converge.</p>

Adapted from Stauffer in Mather and Jaffe (2002: 2)

Based on the table above the researcher concludes that the first step in implementing DRTA is to introduce to the students about the text that will be discussed in class and also explain briefly about DRTA to the students. After that the teacher will guide the students through three steps of predicting, reading revising through the whole class until the text is fully read until the very last paragraph. Also, teacher will have to spread the worksheet to ease the students in writing their prediction of the text.

4. Previous Related Study

There are some previous study that act as scientific evidences that DRTA is exist and also have fundamental theories that support this learning Strategy. Below the researcher will mention two previous studies on DRTA in Reading Comprehension:

- a. Yazdani and Mohammadi conducted a research in 2015 entitled “The Explicit Instruction of Reading Strategies: Directed Reading Thinking Activity vs. Guided Reading Strategies” Their research aimed to investigate the impact between DRTA and Guided Reading Strategies on reading comprehension. The sample of this research is first grade students of Shahed high school in the city of Bojnourd, Iran. The result of their research claims that DRTA had a better significant effect rather that Guided Reading Strategies.
- b. Another research is from Ryan in 2015 with the title of “The Effectiveness of DRTA Strategy toward Student’s Recount Text Comprehension to the Eleventh Grade Students of SMK Muhammadiyah 1 Pontianak” The purpose of this research is to find whether DRTA give any effect to the eleventh grade student’s on their recount text comprehension. The result of this research showed that DRTA is an effective strategy to teach recount text comprehension.

C. Explanation Text

In learning reading, the students need a text to be read. The text that will be used is explanation text. The Explanation text is written explains how something works or occurs. According to Mark Anderson and Kathy Anderson (1997: 81–82), explanation is a text which tells processes relating to forming of natural, social, scientific, and cultural phenomena. The explanation text is often used to tell how and why thing (phenomena) occur in nature. For example: how something occurs, why something happened, why thing are a like or different, how to solve a problem, etc.

The purpose of an explanation is to tell each step of the process (the how) and to give reasons (the why). Hartono (2005: 21) states that the structure of an explanation text includes:

1. General statement

It is introducing the topic or process being explained.

2. Sequenced explanation

It is written in order how and why something works or occurs.

3. The last is conclusion

The conclusion provides a final explanation.

Hartono (2005: 22) explains that there are six language features in explanation text, namely:

1. General Noun

The general noun includes noun that is known generally. People commonly use those nouns for communication, e.g. bee, food, honey, etc.

2. Action Verb

Action verb is a verb that can be seen when we do it, e.g. drink, make, fall, cover, etc.

3. Simple Present Tense

The simple present tense is used for events or situations that exist always, usually, or habitually in the past, present, and the future.

4. Passive Voice

Passive voice concerns more on the events (what happen).The object of an active sentence becomes the subject of a passive sentence. The subject of an active sentence is the object of by in the “by-phrase” in a passive sentence.

5. Technical Terms

Using technical term is to make the sentences sound more scientific.
Example: Inside the stomach, special enzyme changes nectar into sugar.
They are called fructose and glucose.

6. Conjunction of Time and Cause-Effect Relationship

- a. Conjunction of time is used to show chronological order. It may include: first, then, after, next, finally, etc.
- b. Cause and effect relationship is used to explain the reason and the result of events. The expressions is that usually used are because, since, as, because of, due to, so, etc.