

II. LITERATURE REVIEW

This chapter contains some crucial elements of reading skill related to the topics under discussion. In this part, the writer gives explanations on the variables used in this research, the procedures in this research and the hypothesis.

2.1. Concept of Reading Comprehension

There are two kinds of reading activity, namely reading aloud and silent reading. What the readers are doing in silent reading is to use our eyes and our ability to understand the meaning of the written sign, thus comprehending the text will be given more emphasize in silent reading.

Clark and Silberstein (1987) state *reading as an active cognitive process of interacting with print and monitoring comprehension to establish meaning*. While Mackay (1979) in Simanjuntak (1988: 15) defines *reading is an active process*.

The readers from preliminary expectation about the material then select the fewest, most productive cues necessary to confirm or reject the expectation. This is a sampling process in which the reader takes advantage of his knowledge of vocabulary, syntax, discourse, and the real world. Therefore, reading involves an

interaction between thought and language. Moreover, Nuttal (1982:12) defines *reading as the meaningful interpretation of printed or written verbal symbols.*

These concepts basically state that reading always deals with printed materials, which stresses on the grasping meaning from the printed language. It means that reading activity is the interaction between the perception of the graphic symbols that represent the language and the readers' language skill, cognitive skills and the knowledge of the world. In this process, the reader tries to create meaning intended by the writer.

Someone has a purpose when he is reading. Usually the purpose of reading a passage is to find ideas from the reading passage. As Suparman (2005:1) states that there are two major reasons for reading (1) reading for pleasure; (2) reading for information (in order to find out something or in order to do something with the information readers get).

At the same time, Richard (1986) defines *comprehension as the process by which the person understands the meaning of the written or spoken language.* Moreover, Williams (1981) says that *comprehension is mind's act or power of understanding what has been written.* From these statements, the writer concludes that comprehending is the process of mind's act understanding the meaning of written or spoken language.

According to these views, it is clear that reading and comprehension are regarded as one activity which cannot be separated, and each program is depending on the

progress of activity of mind. In other words, reading comprehension is an activity to grasp the meaning of written materials with fully understanding.

Finocchiaro and Bonomo (1973:132) suggest that *reading comprehension is ability which depends on the accuracy and speed of grapheme perception, that is, perception of written symbol, control of language relationship and structure, knowledge of vocabulary items and lexical combination, awareness of redundancy, the ability to use contextual clues and recognition of cultural allusion.*

2.1.1 Level of Comprehension

Comprehension is the result of reading. Moreover, they categorize reading comprehension into three levels of comprehension:

1. Literal comprehension

Literal comprehension is the process of understanding the ideas and information explicitly stated in the passage such as: knowing the meaning of the words, recall of details directly stated or paraphrases in own words, understanding of grammatical clues, subject, verb, pronouns, and conjunction, so forth. Recall of main idea explicitly stated and knowledge of sequence of information presented in passage.

2. Interpretative comprehension

Interpretative comprehension means understanding of ideas and information not explicitly stated in the passage. For example: to understand the author's tone, purpose and attitude, inferential information, main ideas, comparisons, cause-effect relationship and also summarize the story content.

3. Critical comprehension

Critical comprehension is analyzing, evaluating and personally reacting to information presented in a passage. For example: personally reacting to information in a passage, indicating meaning to the reader, analyzing the quality of written symbol or information in the terms of standard.

From the explanation above, it is quite clear that comprehension is important in reading. Comprehension is the result of reading. By comprehension meaning that we use our previous knowledge to respond with the written text. In comprehension, we process deeply information, so that we can make a meaningful interpretation of it. In this research, the writer focused on the interpretative comprehension.

Here the writer sees that in reading comprehension, it is important that the reader should be able to interpret what they read and associate with their experience, not only see and identify the symbol in front of them. This is necessary because when a reader reads a text, the communication process between the reader and the writer has happened. The reader tries to interact with print, his/her prior knowledge

combined with the visual (written) information result in his comprehending the text. In short, we can say that reading comprehension is a combination of recognition intellect and emotion interrelated with prior knowledge to understand the message communicated.

2.2 Concept of Narrative Text

A narrative is a story that is created in a constructive format (as a work of writing, speech, poetry, prose, pictures, song, motion pictures, video games, theatre or dance) that describes a sequence of fictional or non-fictional events.

Narrative text is a sequence of events, which is based on life experience and is person-oriented using dialogue and familiar language. The purpose of narrative text is to amuse or entertain the readers with actual or imaginary experiences in difference ways. Narrative is always deals with some problems which lead to the climax and then turn into a solution to the problem.

The examples of genres that fit the narrative text structure:

1. Folktale is very old traditional story from a particular place that was originally passed on to people in a spoken form, e.g., *The Mighty*
2. Fairy tale is an old story about magic things happened intended for amusing and giving lessons, meanings, and moral values, e.g., *Cinderella*.
3. Fables is traditional short stories that teach moral lesson, especially one with the animals as characters; these stories are considered as one group of animal stories, e.g., *The Lion and the Mouse*

4. Myth is a story from ancient times, especially one that was told to explain about natural events or to describe the early history of place or people, e.g., *Tower of Babel*

Text organization of narrative text:

1. Orientation

(Refers to the characters, problem, place and time, such as: who is the character in the text, what is the problem in the text and where does it happen in the text)

2. Complication

(Denotes a crisis arises. It comprises initiating event, subsequent event and climax aspects when the characters face the problems)

3. Resolution

(Shows that the crisis is resolved. In this part, the character does the act of solving or settling the problem for better or for worse one)

4. Re-orientation

(Indicates the optional point. This mean that a story not always uses this, and usually, it states the conclusions of the event based on the writer point of view)

Language Features of narrative text:

1. Focus on the specific and individualized participants.

2. The use of noun phrases

(A beautiful princess, a huge temple)

3. The use of connectives
(First, before that, then, finally)
4. The use of adverbial phrases of time and place
(In the garden, two days ago)
5. The use of simple past tense
(He walked away from the village)
6. The use of action verbs
(Walk, sleep, wake up)
7. The use of saying verbs
(Say, tell, ask)
8. The use of thinking verbs, feeling verbs, verbs of senses
(She felt hungry; she thought she was clever, she smelt something burning)

Example of narrative text:

Beauty and the Beast

| | |
|--------------|---|
| Orientation | Once upon a time there was a beautiful girl named Beauty. She lived with her father and her two sisters. She was a hard worker; she always helped her father on the farm. |
| Complication | <p>One day, her father set out for the city. He saw an old castle and went in. There was no one in but there was food on the table. Then he walked around the castle. He picked a rose from the garden for Beauty. Suddenly, an angry beast appeared. He wanted to kill Beauty's father unless Beauty was brought to him.</p> <p>Beauty's father told his daughter what had happened, Beauty's sister ordered her to see the beast.</p> <p>Beauty went to see the beast and had to stay at the castle. She left scared, lonely, and sad. She tried to run away but was stopped by the beast.</p> <p>The beast treated the beast's magic mirror. Beauty saw that her father was sick.</p> <p>The beast allowed her to go home. Her father was happy to see Beauty.</p> |

Resolution

One night, Beauty had a dream; a fairy told her that the beast was sick. Beauty hurried saw the beast dying, she began to cry. Tears fell onto the beast, suddenly the beast change into a handsome prince. Beauty and the beast got married and lived happily ever after.

2.3 Concept of DRTA (Directed Reading Thinking Activity)

The recent researches and speculation about the comprehension process that is associated with DRTA theory seems to have had the most unique impact.

Because of its influence, it is important to define and review it.

DRTA is a reading comprehension strategy that is used in each of the three stages of reading (pre-reading, during reading, and post-reading). It emphasizes prediction (thinking ahead), verification (confirmation), and reading with a purpose.

1. Pre-reading

- Survey the text with the students, looking for clues about the content – clues such as titles, section headings, key words, illustrations.
- Help the students make predictions about the text's content.
- Have students write their predictions down on their paper, as you write them on the board or overhead transparency.
- Help the students establish a purpose for reading by directing them to read the text to determine whether it proves or disproves their predictions.

2. During Reading

- Have the students read the text, silently or aloud, individually or in groups, to verify their predictions.

3. Post-Reading

- Have the students compare their predictions with the actual content of the text.
- Ask the students to analyze their prediction and determine how well they predicted the content of the text.

The DRTA strategy is one of reading strategies which has been proved, through many studies, to have been able to improve students' reading comprehension. The DRTA strategy is developed by Russell Stauffer in 1969 to help the students in comprehending a text. The DRTA strategy has many advantages in the reading teaching and learning. First, the DRTA strategy can help to develop critical reading skills, for example after pre-reading; students re-read the text to identify elements like language usage, assumptions, and information. Second, the strategy can encourage the students to be active readers for example teachers use pictures displays as advanced organizers, as note taking devices, and as means for summarizing the content of the reading. Third, it can activate the students' prior knowledge for example students read the title of the text, or tell them the topic of the text then ask students to brainstorm a list of ideas that come to mind when they think about the title or topic at least write those ideas on the board. Students will be making predictions about what they will read about in the text. Then, the strategy can monitor students' reading comprehension as they are reading for example students learn to draw on their prior knowledge about the topic of their reading to aid in their understanding of the text, determine their own purposes for reading, and summarize what they have learned from reading, and helps students

realize that through reading they can confirm prior knowledge and also gain new knowledge. Finally, the strategy can enhance students' curiosity about particular texts or text types for example when students making a prediction about what they have read before. From the statements above, it is obvious that the DRTA strategy is effective to improve the students' reading comprehension, so it is appropriate to be used by English teachers in teaching reading.

The DRTA is a strategy that guides students in asking questions about a text, making predictions, and then reading to confirm or refute their predictions. The DRTA process encourages students to be active and thoughtful readers, enhancing their comprehension. Then benefit of a DRTA strategy may be used with an individual, a small group, or a whole class. This activity can be easily adapted for a variety of subjects and reading levels. This strategy helps strengthen reading and critical thinking skills. As the teacher guides the process, the DRTA teaches students to determine the purpose for reading and make adjustments to what they think will come next based on the text.

The DRTA (Stauffer, 1969) engages students in a step-by-step process in which the teacher gives examples of how to make predictions. Students preview the passage, make and record predictions. As students read, they stop periodically to discuss and amend predictions.

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predictions. The DRTA process encourages students to be active and thoughtful readers, enhancing their comprehension.

The DRTA is often associated with the DRA (Directed Reading Activity) developed by Stauffer (1969). As defined in the International Reading Association *Dictionary of Reading and Related Terms*, the DRA is "a lesson plan which involves a) preparation/readiness/motivation for reading a lesson; b) silent reading; c) vocabulary and skills development; d) silent and/or oral reading; and e) follow-up or culminating activities." While this is a useful plan for some reading lessons and is essentially synonymous with the basal reading lessons of the elementary grades (Tierney, 23, 1990), the DRTA is a much stronger model for building independent readers and learners.

The hyphen in **Directed Reading-Thinking Activity** is intended to symbolize the interdependence of the two terms, "Reading" and "Thinking," because in order to be a good reader, one must also think. Unfortunately, the link between the two has been lost for some students as evidenced in their replies to teachers' questions about what they have "read."

The DRTA (Stauffer, 1969) engages students in a step-by-step process that guides them through informational text. It is designed to move students through the process of reading text. Questions are asked and answered, and predictions are made and tested throughout the reading. Additionally, new questions and predictions are formulated as the student progresses through the text.

While the teacher guides the process, the student determines the purpose for reading. To introduce the strategy, the teacher gives examples of how to make predictions. A preview of the section to be read is given by having the students read the title and make predictions. Independent thinking is encouraged as knowledge from previous lessons is incorporated into the predictions. All student predictions should be recorded by the teacher, even those that will later prove to be inaccurate. Misconceptions are clarified by the reader through interaction with the text and in post-reading discussions. After reading small selections, the teacher prompts the students with questions about specific information. It is important for the teacher not to interrupt too often. The amount of reading is adjusted depending on the purpose and the difficulty of the text. The reading is broken into small sections, giving the students time to think about and process information. The teacher makes sure students can identify and understand important vocabulary. Words are explained in context.

This literacy strategy allows students to ask questions or make predictions using their own words in a non-threatening environment. Everyone is on the “same page” and has the information right in front of them. New concepts and ideas are connected to those learned in previous lessons.

As the reading continues, questions are answered and predictions are confirmed, revised, or rejected. The predicting-reading-proving cycle continues throughout the lesson. The format can be varied with different activities and by integrating technology. Predictions made at the beginning of the lesson should be revisited at

the end of the lesson as a closing activity. This review offers a comprehension check. Questions such as, “Were you correct?” and, “What do you think now?” help students examine the proof of their predictions.

Cloudy With a Chance of Meatballs

Across an ocean, over lots of huge bumpy mountains, across three hot deserts, and one smaller ocean there lay the tiny town of Chewandswallow. In most ways, it was very much like any other tiny town. It had a Main Street lined with stores, houses with trees and gardens around them. A schoolhouse, about three hundred people, and some assorted cats and dogs. But there were no food stores in the town of Chewandswallow. They didn't need any. The sky supplied all the food they could possibly want. The only thing that was really different about Chewandswallow was its weather. It came three times a day, at breakfast, lunch, and dinner. Everything that everyone ate came from the sky. Whatever the weather served, that was what they ate. But it never rained rain. It never snowed snow. And it never blew just wind. It rained things like soup and juice. It snowed mashed potatoes and green peas. And sometimes the wind blew in storms of hamburgers.

The people could watch the weather report on television in the morning and they would even hear a prediction for the next day's food. When the towns-people went outside, they carried their plates, cups, glasses, forks, spoons, knives and napkins with them. That way they would always be prepared for any kind of weather. If there were left-overs, and there usually were, the people took them home and put them in their refrigerators in case they got hungry between meals. The menu varied. By the time they woke up in the morning, breakfast was coming down.

After a brief shower of orange juice, low clouds of sunny-side up eggs moved in followed by pieces of toast. And most of the time it rained milk afterwards. For lunch one day, frankfurters, already in their rolls, blew in from the northwest at about five miles an hour. There were mustard clouds nearby. Then the wind shifted to the east and brought in baked beans. A drizzle of soda finished off the meal. Dinner one night consisted of lamb chops, becoming heavy at times, with occasional ketchup. Periods of peas and baked potatoes were followed by gradual clearing, with a wonderful Jell-O setting in the west.

The Sanitation Department of Chewandswallow had a rather unusual job for sanitation department. It had to remove the food that fell on the houses and sidewalks and lawns. The workers cleaned things up after every meal and fed all the dogs and cats. Then they emptied some of it into the surrounding oceans for the fish and turtles and whales to eat. The rest of the food was put back into the earth so that the soil would be richer for the people's flower gardens.

Life for the townspeople was delicious until the weather took a turn for the worse. One day there was nothing but Gorgonzola cheese all day long. The next day there was only broccoli, all overcooked. And the next day there were brussel sprouts and peanut butter with mayonnaise. Another day there was a pea soup fog. No one could see where they were going and they could barely find the rest of the meal that got stuck in the fog. The food was getting larger and larger, and so were the positions. The people were getting frightened. Violent storms blew up frequently. Awful things were happening.

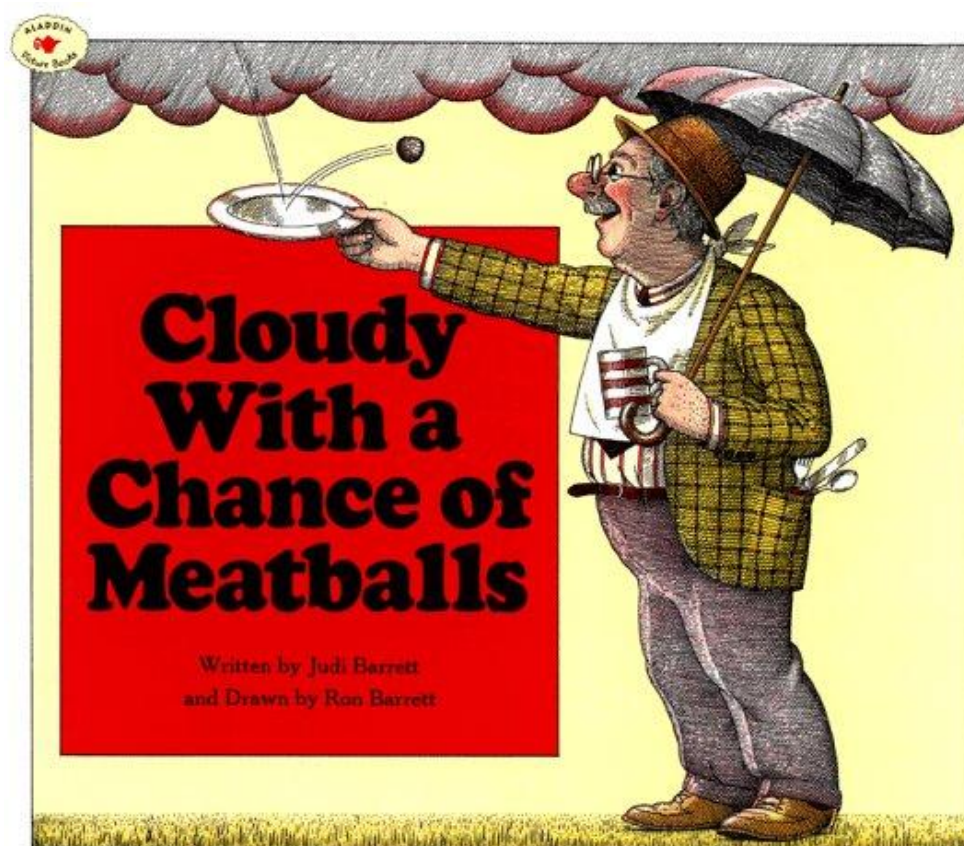
One Tuesday there was a hurricane of bread and rolls all day long and into the night. There were soft rolls and hard rolls, some with seeds and some without. There was white bread and rye and whole wheat toast. Most of it was larger than they had ever seen bread and rolls before. It was terrible day. Everyone had to stay indoors. Roofs were damaged, and the Sanitation Department was beside itself. The mess took the workers four days to clean up, and the sea was full of floating rolls. To help out, the people piled up as much bread as they could in their backyards. The birds picked at it a bit, but it just stayed there and got staler and staler.

There was a storm of pancakes one morning and a downpour of maple syrup that nearly flooded the town. A huge pancake covered the school. No one could get it off because of its weight, so they had to close the school. Lunch one day brought fifteen-inch drifts of cream cheese and jelly sandwiches. Everyone ate themselves sick and the day ended with a stomachache. There was an awful salt and pepper wind accompanied by an even worse tomato tornado. People were sneezing themselves silly and running to avoid the tomatoes.

The town was a mess. There were seeds and pulp everywhere. The Sanitation Department gave up. The job was too big. Everyone feared for their lives. They couldn't go outside most of the time. Many houses had been badly damaged by giant meatballs, stores were boarded up and there was no more school for the children. So a decision was made to abandon the town of Chewandswallow. It was a matter of survival. The people glued together the giant pieces of stale bread sandwich-style with peanut butter took the absolute necessities with them, and set sail on their rafts for a new land. After being afloat for a week, they finally reached a small coastal town, which welcomed them. The bread had held up surprisingly well, well enough for them to build temporary houses for themselves out of it.

The teacher begins the lesson by showing the book and saying:

The title of the book we're going to read today is *Cloudy with a Chance of Meatballs*. What do this title and the picture make you think the story is about?



The teacher now reads until the story describes a tomato tornado and then stops and asks questions again.

Teacher : So, what happens in the town of Chewandswallow?

Kayla : All kinds of food starts coming down. Some of it is yucky like peanut butter, mayonnaise, and Brussels sprouts. And sometimes just too much of it comes down, like when they had a tomato tornado. Everything was a mess because the food was going crazy.

Teacher : What do you think the town will do about it? Why do you think so?

Frank : I think that they will hire a magician to put a spell on the clouds so that the weather will get straightened out because sometimes in the stories they can do that.

Harold : I think that they have to leave if they can, before they all die.
That's what I would do.

Nancy : I think they need to find out who is in charge of making it rain so that they can ask them to stop it and make things go back to normal.

Teacher : Those are good answers. Now I want you all to decide which of those you think is the most likely to happen and let's continue reading.

The teacher reads the rest of the book.

Teacher : Did the people do what you thought they would do? Did you like how they solved their problem?

Harold : Yes, that's what I thought they should do.

Frank : No, I still think they should've called on somebody to help them so that they wouldn't have to leave Chewandswallow and have to buy groceries in the store.

John : It might be about an old man that makes a magic spell on the sky so that meatballs come down when he wants to eat them.

Lisa : I think it might be about a place where any kind of food you want rains down from the sky.

Teacher : Let's read and see how close your predictions are.

Teacher then reads until the town of Chewandswallow is described.

Teacher : Now, do you still agree with your predictions?

Children : It sounds like it's going to be about a place like Lisa described.

Teacher : What makes you think so?

Jessica : Because they haven't talked at all about an old man, the author only described the town and how food rained down for breakfast, lunch, and dinner.

Teacher : Would you like to live in a town like Chewandswallow?

Susan : I think it would be fun because then you wouldn't have to wait for your mom to cook dinner. You could just catch some extra food and eat when you were hungry.

Tyler : I wouldn't like it because what would happen if it rained something heavy like barbecued ribs and you got hit on the head and got knocked out or died.

Teacher : Tyler brought up a good point. Could there be some problems with living in this town?

Jeff : It could rain heavy things and hurt you.

Maria : If there were a storm of ice cream or something mushy it would get really messy.

Teacher : Good, now that you're thinking about what a place like Chewandswallow would be like, let's read on to see what happens in the town.

She reads until the weather takes a turn for the worse.

Teacher : Now what do you think is going to happen in the story?

James : It's about a town that rains food for breakfast, lunch, and dinner and then one day the food starts coming down funny.

Teacher : What do you mean by funny?

James : I think that maybe too much food started coming down.

Teacher : What makes you think that maybe too much food started coming down?

James : Well, in the picture there is too much spaghetti in the road and the cars can't move.

Teacher : Good, now let's continue reading to see if you are right.

To use the DRTA, teachers give students a text selection and ask them to read the title, a few sampled lines of text, and examine the pictures to develop hypotheses about the text. Children generate hypotheses as they read from the text and from their own experiential backgrounds. Teachers may adapt the DRTA in such a way as to sample the most important elements of a narrative or exposition based on the text structure employed. If the children are assigned a narrative or story to read, the DRTA could be based on the important elements of a story grammar or map, as suggested by Beck and McKeown (1981). These elements include setting, characters, initiating events, problems, and attempts to solve problems, outcomes or resolutions. For example, consider the sample DRTA lesson constructed using the story *Cloudy with a Chance of Meatballs* by Judi Barrett (1978).

The DRTA engages students in a step-by-step process that guides students through understanding and thinking about text. DRTA also promotes active comprehension. This metacognitive strategy teaches students to acquire and activate their own purposes for reading and develops their reading and thinking processes. During DRTA, readers are encouraged to review what they know about a topic, make predictions about what they will learn, and follow through with an evaluation of what they actually learned as well as how their assertions pertained to what they read. DRTA extends learning to high-order thought processes and is useful for processing all types of text (Tankersley, 2005). Some of the higher order thinking skills that DRTA requires students to use include: making connections between interrelated elements of text, justifying their thought process and logical conclusions, and conclude meaning from the text. The skills can be

practiced and refined to set the pathway toward independent reading and foster learner responsibility (Richardson and Morgan, 1997).

In addition to building comprehension strategies, DRTA is a useful tool for teachers to model accurate and appropriate reading skills (Richardson and Morgan, 1997). The prediction component especially encourages active reading and serves as a way for the reader to get involved and interested in the text. Making predictions about the text can help improve understanding (Richardson and Morgan) as well as help clear up any misconceptions about the topic (Billmeyer and Barton, 1998). Almasi (2003), in her book *Teaching Strategic Processes in Reading*, asserts that the DRTA, especially making predictions, helps students focus their attention on the text and encourages active reading

2.3.1 Purpose of DRTA

1. To encourage readers to be more aware of the strategies they use to interpret text.
2. To develop prediction skills.
3. To stimulate thinking and develop hypotheses about text which aid interpretation and comprehension.
4. To increase understanding of the purposes and effects of the structures and features of particular text.
5. To increase curiosity about particular texts and text-types.

6. To encourage students to listen to the opinions of others and modify their own in light of additional information.

If used effectively, DRTA has the potential to equip students with the abilities to determine purposes for reading; extract, comprehend, and assimilate information; examine reading materials based on purposes for reading; and make decisions based upon information gleaned from reading. The DRTA can help students read, think, understand, and remember what they have read.

2.3.2 Advantages of DRTA

1. DRTA can help students become critical readers. In this case, DRTA can give a freedom to the readers to examine their own thinking to raise questions and seek answers diligently and boldly.
2. DRTA helps the student who has difficulty in justifying his answers with information from the text since this strategy requires the reader to do so :
 - a. This helps develop critical reading skills.
 - b. Also helps students develop reading comprehension.
3. It encourages students to be active and thoughtful readers.
4. It activates students' prior knowledge.
5. It teaches students to monitor their understanding of the text as they're reading.
6. It helps strengthen reading and critical thinking skills.

DRTA helps students realize that prediction and verification of predictions are essential parts of the reading process. Students learn that by reading with a purpose, they can more easily focus their predictions. Good readers automatically predict and confirm what will or will not happen in the text and merge their knowledge and ideas with the author's. Poor readers do not make predictions or verifications as they read. DRTA helps readers learn to make predictions before they read and verify those predictions as they read. Use DRTA with students who have difficulty comprehending text or who need help understanding that reading is an interactive process between the author and the reader. Teach DRTA in-group or one-on-one situations. After working through the strategy with the students (guided practice), encourage them to use it independently. Below are the guidelines for helping students apply DRTA in each of the three stages of reading.

2.3.3 Disadvantages of DRTA

1. Only useful if students have not read or heard the text being used.
2. Classroom management may become a problem.

According to writer opinion, DRTA is an active strategy coding strategy necessary for facilitating the recall of knowledge. As new knowledge is perceived, it is coded into either pre-existing schema or organized into a new script. In essence schemata are organized mental structures that aid the learner's ability to understand and associate with what is being presented to them. DRTA is a reading comprehension strategy that is used in each of the three stages of reading (pre-

reading, during reading, and post-reading). It emphasizes prediction (thinking ahead), verification (confirmation), and reading with a purpose.

2.4 Teaching Reading Comprehension through DRTA Strategy in Narrative Text

Based on Russell Stauffer (1969) DR-TA encourages students to make predictions while they are reading. After reading segments of a text, students stop, confirm or revise previous predictions, and make new predictions about what they will read next.

Procedure:

1. Choose a text. This strategy works well with both fiction and expository texts.
2. Activate students' prior knowledge. Have students read the title of the text, or tell them the topic of the text. Teacher asked students to build brainstorm a list of ideas that come to mind when they think about the title or topic. Teacher writes the ideas on the board. Students will be making predictions about what they will read about in the text, so it is important for teacher to activate students' prior knowledge on a topic that will allow them to make predictions about what might be included in the text.
3. Have students make predictions about what they will read about in the text. Use all available clues, including the index, table of contents pictures, charts, and tables in the text. Ask students to explain how they came up with their predictions. At the end of every section, ask both predictive

questions (“Were your predictions correct?” “What has changed since your last prediction”, “what do you think will happen next?”) And comprehension questions (“Who is...?” “Why do you think the character did that?”. “What would you do if you were in that situation?”) the last do not accept “I don’t know” answers.

4. Have students read a section of the text. Either have student volunteers read aloud, or have students read silently to themselves. If students are reading to themselves, be sure to indicate where students should stop reading. The teacher should predetermine stopping points. They should be points in the text that lend themselves to making predictions. In expository texts, good stopping points are often right after students have read a new heading or subheading in the text.
5. Ask students to confirm or revise prior predictions, and make new predictions. Students should be encouraged to explain what in the text is causing them to confirm and/or revise prior predictions, and what is causing them to make the new predictions they are making.
6. Continue steps 4 and 5 until students have finished reading.
7. When students have finished reading, ask questions that promote thinking and discussion. Sample questions:
 - a. What is the main point the author is making in this story/article? What supports your answer?
 - b. Do you agree with the author’s ideas or the character’s actions? Explain why or why not.
 - c. What is the mood of this piece and how does the author develop it?

- d. What would you tell someone about this article/story if the person did not have time to read it?
- e. Is this like something else you have read? Explain.

Teachers should follow the steps when creating a DRTA:

1. Determine the text to be used and pre-select points for students to pause during the reading process.
2. Introduce the text, the purpose of the DRTA, and provide examples of how to make predictions.
3. Use the following outline to guide the procedure:

D = Direct. Teachers direct and activate students' thinking prior to reading a passage by scanning the title, chapter headings, illustrations, and other materials. Teachers should use open-ended questions to direct students as they make predictions about the content or perspective of the text (e.g., "Given this title, what do you think the passage will be about?").

R = Reading. Students read up to the first pre-selected stopping point. The teacher then prompts the students with questions about specific information and asks them to evaluate their predictions and refine them if necessary. This process should be continued until students have read each section of the passage.

T = Thinking. At the end of each section, students go back through the text and think about their predictions. Students should verify or modify their predictions by finding supporting statements in the text. The teacher asks questions such as:

1. What do you think about your predictions now?
2. What did you find in the text to prove your predictions?
3. What did you we read in the text that made you change your predictions?

In the first lesson plan, narrative reading texts entitled “Brer Rabbit and the Tar Baby” were distributed to the students. The first teaching – learning Activity started with Pre-activity, the teachers started class with greeting. The teacher giving the brainstorming the material based on their background knowledge. It is used to build the students’ thought before they learn further about narrative text. The teacher informed the material they are going to learn, the goals of learning to achieve and reading strategy the students use. The second is Whilst-Activity, teacher is displayed a poster showing pictures of the following important events of the story, “Brer Rabbit and the Tar Baby”. The teacher explained to the students that today they will be reading the story “Brer and the Tar Baby”, students are asked to look at the background picture on the poster and teacher giving some question based on the poster. The teacher explained to the students about the important events based on the poster. Teacher asked one of the following questions which will have them relate their own personal experience. For example “Have you ever make someone angry?”. Next teacher asked students to answer questions about each event that will predict what will happen in the story. For example Event 1: Would Brer Rabbit angry to Brer Fox? Then students brainstorming among their peers for the answer to these questions and write them on paper. The last is Post-activity, teacher using the poster, review the main

events to verify comprehension. Teacher has a question and answer session with students having them review the main events in the story. Teacher closing the meeting with review and asked students what they have learned and making some summary based on the story.

In the second lesson plan, narrative reading texts entitled “The Monkey and The Crocodile” were distributed to the students. The first teaching – learning Activity started with Pre-activity, the teachers started class with greeting. The teacher giving the brainstorming the material based on their background knowledge. It is used to build the students’ thought before they learn further about narrative text. The teacher informed the material they are going to learn, the goals of learning to achieve and reading strategy the students use. The second is Whilst-Activity, teacher is displayed a poster showing pictures of the following important events of the story, “The Monkey and The Crocodile”. The teacher explained to the students that today they will be reading the story “The Monkey and The Crocodile”, students are asked to look at the background picture on the poster and teacher giving some question based on the poster. The teacher explained to the students about the important events based on the poster. Teacher asked one of the following questions which will have them relate their own personal experience. For example “Did u ever lie?”. Next teacher asked students to answer questions about each event that will predict what will happen in the story. For example Event 1: What did the monkey do in order to save his life? Then students brainstorming among their peers for the answer to these questions and write them on paper. The last is Post-activity, teacher using the poster, review the main

events to verify comprehension. Teacher has a question and answer session with students having them review the main events in the story. Teacher closing the meeting with review and asked students what they have learned and making some summary based on the story.

In the third lesson plan, narrative reading texts entitled “The Little Mailman of Bayberry Lane” were distributed to the students. The first teaching – learning Activity started with Pre-activity, the teachers started class with greeting. The teacher giving the brainstorming the material based on their background knowledge. It is used to build the students’ thought before they learn further about narrative text. The teacher informed the material they are going to learn, the goals of learning to achieve and reading strategy the students use. The second is Whilst-Activity, teacher is displayed a poster showing pictures of the following important events of the story, “The Little Mailman of Bayberry Lane”. The teacher explained to the students that today they will be reading the story “The Little Mailman of Bayberry Lane”, students are asked to look at the background picture on the poster and teacher giving some question based on the poster. The teacher explained to the students about the important events based on the poster. Teacher asked one of the following questions which will have them relate their own personal experience. For example “Have you ever got a letter?”. Next teacher asked students to answer questions about each event that will predict what will happen in the story. For example Event 1: What do you think in the second pictures? Then students brainstorming among their peers for the answer to these questions and write them on paper. The last is Post-activity, teacher using the

poster, review the main events to verify comprehension. Teacher has a question and answer session with students having them review the main events in the story. Teacher closing the meeting with review and asked students what they have learned and making some summary based on the story.

2.5 Theoretical Assumption

Based on the literature review, it is assumed that *DRTA* is an effective technique to be used in teaching reading in order to improve the students' achievement in reading comprehension of narrative text. As has already stated that in reading activity the students make contacts and communication with ideas that relate to their own thinking. It is important that students are able to interpret what they read and associate with their experience, but also see and identify the symbol in front of them. *DRTA* strategy requires the learners to be actively involved in teaching learning process based on the previous knowledge that the students have to construct their own understanding.

Therefore, the writer assumes that after doing a process on the information contains in the text, automatically the students will get better understanding on the text, and as the result, it assumes that *DRTA* can be an effective strategy in teaching reading.

2.6 Hypothesis

Based on the theories and the assumptions above, the writer formulates the hypothesis as follows:

Teaching through DRTA strategy can give a positive effect on students' reading comprehension achievement at SMP PGRI 2 Katibung Lampung Selatan.