

II. LITERATURE REVIEW

This chapter deals with the theories from the expert as the basic how the research was conducted. It covers the theory about reading comprehension, teaching reading, concepts of narrative text and concepts of DRTA technique, advantages and disadvantages of DRTA, theoretical assumption, and hypothesis.

2.1 Review of the Previous Research

Previous studies were dealing with the implementation of DRTA technique to increase students' reading comprehension achievement. First research has been conducted by Inggit Kusumawardani (2012). The aim of the research was to describe the implementation of DRTA technique to improve students' reading comprehension achievement at SMA N 1 Klirong academic year 2012/2013. The subject of this research was the 11th grade of sciences 3 of SMA N 1 Klirong which consisted of 30 students.

In collecting data, the researcher used some steps, namely: preliminary observation, preparing the materials and creating a lesson plan using DRTA technique and media. The researcher observed the class and took a note during the teaching learning process using DRTA technique, gave the questionnaire to the students, and analyzed the result. That was improvement of the students' reading comprehension. The students were braver to show their ability in the class. Some students were braver to ask the teacher when they had difficulties. The students

answered the questions, and gave their opinion during teaching learning process in the class. It can be seen from the assessment result. Based on the result of questionnaire most of the students gave positive response, and the result of questionnaire is 60.06% of students chose “strongly agree”, 33.5% of students chose “agree” in teaching learning process using DRTA technique, 4.48% of the students chose “doubtful”, and 1.56% of students chose “disagree” in teaching learning using DRTA technique.

Second, Samsu Somadayo (2013) who conducted his study at the Junior High School Ternate found that first, there was a difference between the reading comprehension skills of students who took learning model DRTA, PQRST, and model DRA. Model DRTA yield better result compared to the DRA model and PQRST model. Secondly, there were differences in reading comprehension skills of students who have high and low reading interest. Students who had high reading interest show better understanding than students who had moderate and low reading interest. Third, there was an interaction of learning models and reading interest toward reading comprehension skills.

After doing a statistical analysis by implementing Anova two-way analysis of variance, it can be concluded that there was a difference or effect of the learning model for reading comprehension skills among students taught by DRA, PQRST, and DRTA learning models. Based on the research, it can be concluded that; (a) the average score of 53.5652, PQRST models on a subset of 2 (b) the average score of 65.5862, and model DRTA on subset 3 (c) with the average score of 77.1852. Since the largest average score of reading comprehension ability is in

DRTA it can be concluded that the DRTA learning model has advantages over the other two models, namely DRA and PQRST.

This research is different from Sumadyo's research, because in this research the technique which was used is only one technique, that was DRTA technique. It was used to see whether there was students' reading achievement after being taught through DRTA technique. While in Sumadyo's research there were three techniques that were used. All the techniques were applied and compared to see, which of the three techniques that could most increase students' reading achievement . This research was similar with Inggit Kusumawardani's, because the aim of the research was to see the improvement of students' reading achievement after being taught through DRTA technique.

It might be believed that DRTA technique can motivate students in reading because it might be an interesting activity in which the students have to read the text, after that, they should predict what happened to the story at the next paragraph. The students had to use their critical thinking and develop the story by their own predictions. It was assumed that if the students have been already motivated in reading activity, they liked and enjoyed the reading activity. Therefore, the research used this technique to make the students felt enjoyable and fun in following reading activity.

2.2 Concept of Reading Comprehension

Reading comprehension is one of the skills that must be developed at school. It has become something important and indispensable for students because students'

success largely depends on their ability to read. If students' reading comprehension is lacking, it is possible to fail in learning or at least students have difficulty in making progress. In line with Nuttal (1982: 17) who stated that the purpose of reading comprehension is a part of the process of reading comprehension. That is characterized by the process when the readers get the messages and meaning of the text they have read. Furthermore, the message or the meaning conveyed can be in the forms of information, knowledge, and even happy or sad expression messages.

Similarly, Syafi' ie (1999) stated that reading comprehension is the essentially process of building understanding of a written discourse. This process occurs in a way to match or connect schemata of knowledge and experience that have been previously owned with the content of information of the discourse in order to build a good understanding of the discourse that has been read. Smith (1982: 295) suggests that reading comprehension is an activity or activities undertaken by the reader to connect new information with old information in order to gain new knowledge. In addition, it is also done to link information and gain new knowledge. The activities carried out by the reader in understanding the literature can be classified into literal comprehension, interpretive comprehension, critical comprehension and creative comprehension.

Turner (1988: 160) reveals that a reader can be said to have good understanding on the reading material being read if the reader can (1) recognize the words or sentences in reading and know its meaning, (2) connect the meaning of the experience that has gotten before with the meaning in the reading, (3) understand

the whole meaning contextually, and (4) make a judgment on the content of reading material based on his reading experience. Furthermore, Brown (1984: 312) states that the main principle of good readers are readers who actively participate in the reading process. They have clear goals and monitor their reading goal of reading texts that they read. Good readers use comprehension strategy to put them in ease when constructing meaning. This strategy involves the activity to make reviews, create their own questions, make connections, visualize, know how words shape meaning, monitor, summarize, and evaluate.

According to Sung-Hyun (2003: 14) reading is a complex thought process that involves understanding words, sentences written by the author, interpreting the author's concepts, and summing it up in a good way. Reading comprehension is measured by three types of recall scores: recall scores for common ideas, main ideas, and non-main ideas of a text. Reading comprehension usually refers to the amount of understanding readers have when they read the text. It represents how well readers understand the implicit and explicit meaning of the contents of the text they read.

The more effortlessly students can recognize words, the more attention they can devote to comprehension. The more time students spend in reading, the better their reading rate is (O'Connor et al., 2007: 33). Becoming a good reader requires practice in reading and constant exposure to text (Pressley & Block, 2002: 38).

Text comprehension is improved when teachers use a combination of reading comprehension techniques such as question answering, question generation, and

summarization. When students are able to use them successfully, they perform better in recall, answering questions, generating questions, and summarizing texts (Farstrup & Samuels, 2002: 292).

Smith (1982: 15) defines comprehension in reading as a matter of “making sense” of text, of relating to what someone does not know or new information of what he or she already knows through printed message being read. It may be regarded as relating aspect of the world around human being including what is being read to the knowledge, intensions and expectations are already have in readers’ head.

Referring to the definition above, it can be said that reading comprehension is the readers’ ability in gaining meaning from the content of the text. Reading and comprehension are one activity to extract the meaning of written and spoken text. There is no reading without comprehension and background knowledge is involved in the process of building up the comprehension.

Reading comprehension is important because it is a matter of identifying letters in order to recognize words to get the meaning from what is read, involving making connection among words and ideas presented in the text and the readers’ own background knowledge about the text they read will have difficulties in comprehending the text (Smith, 1983). Reading the words of a composition is one thing, but comprehension is the vital point for the reader. Reading the words has no benefit if the reader does not comprehend what is being read. If the reader can read the words but they do not understand what they read, they are not really reading. Thus, comprehension is fundamentally relating the new to the already

known. Reading involves more than recognition, which is without comprehension, no reading take place. Readers use a variety of reading strategies to assist with decoding to translate symbol into sounds or visual representations of speech and comprehension. Reders integrate the words they have read into they existing framework of knowlwdge or schema on their brain. Reading comprehension is a function of the nature of the text itself and of the extent to which the reader possesses, uses, and integrates pertinent background knowledge or schemata. Schemata can be loosely defined as patterns which represent the way experience and knowledge are organized in the mind. Rumelhart (1980) put forward the concept of schema theory basically as a theory of how knowledge is mentally represented in the mind and used. Schema plays an important role in reading comprehension.

Furthermore, McNeil (1992: 19) explains in more detail that schemata are the readers' concepts, beliefs, expectations, and processes – virtually everything from past experiences that are used in making sense if things and actions. In addition to schemata theory, it is necessary to identify the characteristic of schemata. Rumelhart and Ortony (1977) in Sutarsyah (2014) mention six characteristic of schemata in which the first four become the major characteristics. (1) Schemata have variables. The analogy of this characteristic is that like plays have roles, theories have parameter, and procedures have arguments. (2) Schemata can be embedded, one within another. The analogy can be illustrated between schemata and procedure. Schemata consist of sub-schemata as procedures consist of sub-procedures. (3) Schemata represent knowledge at all levels of abstraction. Just

like theory can be grand and small. (4) Schemata represent knowledge rather than definition. This implies that our schemata are our knowledge. All of our generic knowledge is embedded in schemata. (5) Schemata are active processes. This is so because they are capable of evaluating the quality of their own fit to the available data. They also select and interpret environmental information as it constructs our knowledge. This process is called assimilation. (6) Schemata are recognition devices, whose processing is aimed at the evaluations of their goodness of fit to the data being processed.

Psychologists have generally distinguished three kinds of processing: bottom-up model, top-down model and interactive model.

a. Bottom-up model of reading process holds the view that reading is a process of building symbols into words, words into sentences and sentences into the overall meaning, which reflects traditional attitudes toward reading. The point of view of bottom-up model is the accuracy in understanding linguistic units. This model is very significant and the lower-level processing skills in reading. And it is important.

b. Top-down model emphasizes the use of readers' real world knowledge in memory. Goodman (1967) in Sutarsyah (2014) said that "The goal of reading is constructing meaning in response to text; it requires interactive use of graphitic, syntactic, and semantic cues to construct meaning." Readers do not read every word, but see through the text in order to be able to guess the meaning of the words or phrases. Top-down processing

occurs as the system makes general predictions based on higher level and general schemata.

c. Interactive reading processing, both bottom-up and top-down processing should be occurring at all levels simultaneously (Rumelhart, 1980) in Sutarsyah (2014). Readers may employ bottom-up process as a base for comprehending a text and then turn to top-down process to execute high-level interpretation of the content of the text. Prediction of the content will be confirmed, revised or rejected through further data analysis. Interactive model of reading process is the combination of bottom-up and top-down models, and thus absorbs their merits and avoids the limitations to a great extent.

From the statements above, it can be concluded that in reading it is not enough for readers to understand a set of words in a sentence only. The reader also must be able to comprehend the reading text in order to get the message and information from what they have read.

2.3 Concept of Reading Aspect

According to Nuttal (1985: 2) in reading there are five aspects which help the students to comprehend the text deeply, they are:

1. Identifying main idea

In line with Mc Whorter (1986: 36) the sentence which states a main idea is called topic sentence. The main idea is not explicitly stated by anyone of the sentences. Instead, it is left to the reader to infer, or reason out. In other words, the main idea is the most important idea that author develops throughout the paragraph.

2. Specific Information

Supporting sentence or specific information develops the topic sentence by giving definition, example, facts, comparison, analogy, cause, and effect statistics and quotation (Mc. Whorther, 1986:36).

3. References

According to Latulippe (1986: 20) references are words or phrase which are used before or after the reference in the reading material. They are used to avoid unnecessary repetition of words or phrases. It means that, such words are used, they are signal to the reader find the meaning elsewhere in the text. Besides, references can be used to make the text coherent.

4. Inference

In relation to inferences, Kathleen (1983: 31) stated that an inference is an educational guess or prediction about something which is unknown based on available facts and information. It is the logical connection that the reader draws between the observation and something which is unknown.

5. Vocabulary

According to Machado (2012:56), a child's vocabulary is strongly related to his comprehension. It makes the learner ease to read. Reading comprehension involves applying letter sound correspondence to a pretend word and matching it to a known word in the readers' oral vocabulary.

2.4 Teaching Reading Comprehension

Teaching reading is important in the language learning because reading is one of key factors of mastering language. The goal of teaching reading is helping the students to be able to make sense of ideas conveyed in the text. Hedge (2003: 159)

states that any reading component of an English language teaching may include a set of learning goals for:

1. The ability to read a wide range of texts in English. This is the long-range goal most teachers seek to develop through independent readers outside EFL/ESL classroom.
2. Building knowledge of language that will facilitate reading ability.
3. Building schematic knowledge.
4. The ability to adapt the reading technique according to reading purpose (i.e. jigsaw, STAD, DRTA, etc.).
5. Developing an awareness of the structure of written texts in English.
6. Taking a critical thinking to the contents of the texts.

It is important to build up students' ability to adapt the reading technique according to reading purpose as goal in teaching reading.

According to Alyousef (2005: 143) in teaching reading, contemporary reading tasks, unlike the traditional materials, involve three-phase procedures: pre-while-, and last-reading stages. The pre-reading stage helps in activating the background knowledge. For example, the teacher can encourage students to predict about what the students think what come next in the text. The aim of while-reading stage (or interactive process) is to develop students' ability in tackling text by developing their linguistic and schematic knowledge. For example, the teacher can encourage the students to generate appropriate questions for the passage and to identify what makes a text difficult and seek an understanding of difficult new vocabulary. The last-reading includes activities, which enhance learning comprehension using exercises, close exercises, cut-up sentences, comprehension questions or the

teacher can ask students to identify and integrate the most important information by using summarizing.

The aim of teaching reading is to develop students' skill that they can read English text effectively and efficiently. The readers should have particular purpose in their mind before they interact with the texts. Effective and efficient reading is always purposeful of reading is implemented into the development of different reading techniques: scanning, skimming, teaching, etc. These can be real when students read and interact with various types of texts, i.e. functional and monologues text.

In teaching reading, the teacher should provide technique to the students with purpose for reading to anticipate students' boredom in reading activity. Reading techniques should be matched to reading purpose to read efficiently and effectively. 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 (Grellet, 1996: 4).

One of the teacher's main functions when training students to read is not only to persuade them of the advantages of skimming and scanning, but also to make them see that the way they read is vitally important. The teacher has to consider the principles of reading itself. There are six principles of reading (Harmer 1998: 70-71), namely:

1. Reading is not a passive skill

Reading is an incredibly active occupation. To do it successfully, we have to understand what the words mean, see the picture words are painting,

understand the arguments. If students do not do these things then we only scratch the surface of the text and we quickly forget it.

2. Students need to be engaged with what they are reading

As with everything else in lessons, students who are not engaged with the reading text are less likely to benefit from it. When they are really fired up by the topic or the task, they get much more from what is in front of them.

3. Students should be encouraged to respond to the content of a reading text, not just to the language.

Of course it is important to study reading text from the way they use language, the number of paragraphs they contain and how many times they use relative clause, but the meaning, the message of the text is just as important and we must give students some way. It is especially important that they should be allowed to express their feeling about the topic-thus provoking personal engagement with it and the language.

4. Prediction is a major factor in reading.

When students read text in their language, they frequently had a good idea of the content before they actually read. Book covers give the students a hint of what in the book is. Photographs and headlines hints at what articles are about. The moment they get this hints, our brain starts predicting what we are going to read. Expectations are set up and the active process of reading is ready to begin. Teachers should give the students 'hints' so that they can predict what is coming too. It will make them better and more engaged readers.

5. Match the task to the topic we need to choose good reading task.

The right kind of questions, engaging and useful puzzle etc. the most interesting text can be undermined by asking boring and inappropriate questions. The most common passage can be made really exiting with imaginative and challenging task.

6. Good teachers exploit reading texts completely.

Good teachers integrate the reading text into interesting class sequences, using the topic for discussions and further tasks.

In line with explanation above, the researcher knew that reading was not a passive skill. It was about receiving the information of the text. It was about link the information of the text to the students' prior knowledge.

Williams (1989: 20) explained four ultimate objectives in teaching reading. The first is to read texts as general nature with comprehension. This means that readers read the text with the ability to comprehend the text and to fill out the area of comprehension itself. The second is to read according to propose. It can be inferred that the readers are able to find out what they look for when they read certain text. The third is to learn language and content from reading. Reading is not only getting the inference of the text or understanding the text.

Based on the theory above the researcher assumed that in teaching reading, there were many aspects of comprehension that can be considered by teacher as a goal, such as determining the main idea, finding detail information, referencing, differencing, and mastery vocabulary. Teaching reading finally did not end in

having the inference only, but it could go wider to the area of understanding the language, critical awareness toward the content and many more. Thus, appropriate technique in teaching reading was really needed to ensure that the students to get whole aim of the text while they were reading.

2.5 Concept of Narrative Text

Parera (1993: 5) had opinion that a narrative was one of the forms of developing writing, for example characters told the history of something based on the development of writing from time to time.

Meanwhile, Keraf (1989: 136) had an opinion that the narrative was a form of composition, which had the main objectives. In the form of activities that were tied together to become an event that happened in a certain time. According to Charles et al (1985:129) most narratives have the following characteristics. It tells story of an event or events. The events are usually arranged in a chronological order, in the order in which they occurred in time.

According to Gerot and Wignell (1994:204) in Abdul Ghofur, explained that the social function of narrative text is to amuse, entertain and to deal with actual or vicarious experience in different ways; Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

A narrative is a construct created in a suitable medium (speech, writing, images) that describes a sequence of real or unreal events. It derives from the Latin verb

narrare, which means “to recount” and is related to the adjective gnarrs, meaning “knowing” or “skilled”. Narrative text has function to amuse, entertain and to deal with actual or various experience in different ways. It is important to know that the social function of the narrative text is to inform and entertain. Narrative text will tell the story with amusing way.

According to the expert such as Bushel (2011: 10) a narrative paragraph describes an event, feeling or experience in story form or in the order the details of the event happened”. Reading a narrative is really just putting what happened to the story on your mind. While, according to Hudak (2008: 4) “a narrative paragraph is a group of sentence that tell what happens, how the action happens, and in what order the events occur”. Although narration usually refers to the telling of a story, the term is used here to describe the relating of an experience.

According to Djuharie (2007: 41), narrative text generally has generic structure which consists of orientation: sets of the scene, where, when or introduce who is the participant. It means to introduce the participants or the characters of the story with the time and place set. Orientation actually exists in every text type though it has different term. It is the final series of the events which happen in the story and give the resolution to solve the problem that was happened. The resolution can be good or bad. The point is that it has been accomplished by the characters. From the general structure above, the narrative should have the three components such as orientation, complication, and resolution. The three components support the story that is organized as narrative text.

According to Crystal (2008: 481) “a narrative text is a story that is told conveyed to recipient and his telling requires a medium, it is converted into sign. Refers to Bal (2009: 9) “a text that not consists solely of narration, in the specific sense. In every narrative text, one point can to passage that concern something other than event such as an opinion about something, for example a disclosure on the part of the narrator which is directly connected with the event, a description of face, or of a location”.

Narrative is a story created in a constructive format (as a work of writing, speech, poetry, prose, pictures, song, motion picture, video games, theatre, or dance) that describes a sequence of fictional or non-fictional events. Narrative text was a sequence of events, which is based on life experiences and person-oriented using dialogue and familiar language.

Here are the example of genre that fit the narrative text structure is given below:

1. *Folktale* is very old traditional story from particular place that is originally passed on people spoken form, e.g. *Malin Kundang*, *Batu Menangis*.
2. *Fairytale* is an old story about magic things happened intended for amusing and giving lessons, meanings, and moral values, e.g. *Cinderella*, *Pinocchio*.
3. *Fable* is traditional short story that teaches moral lesson, especially one with the animals as characters; these stories considered as one group of animal stories, e.g. *The Lion and the Mouse*, *The Smart Parrot*.
4. *Myth* is a story from ancient times, especially one that is told to explain about natural events or to describe the early history of place or people, e.g. *Tower of Babel*, *The Legend of Thor*.

On the other hand, the story has text organization. The following is organization of narrative text.

1. Orientation is a set of the scene: where and when the story happened and introduces the participants of the story: who and what is involved in the story.
2. Complication tells the beginning of the problems which leads to the crisis (Climax) of the main participants.
3. Resolution is the problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending
4. Re-orientation/Coda. This is a closing remark to the story and it is optional. It consists of a moral value, advice or teaching from the writer.

Similarly a text has also language feature that can be described as follow

- a. Focus on specific usually individualized participants, e.g. Ali Baba, Cinderella
- b. The Use of Simple Past (killed, drunk, etc)
- c. The use of temporal conjunction (when, then, suddenly, etc)
- d. The use of noun phrases 40 cruel thieves, His evil brother
- e. Adverb of time (Once upon a time, one day, etc)
- f. Action verbs. A verb that shows an action. (killed, dug, walked, etc)
- g. Direct speech. It is to make the story lively. (Snow White said, "My name is Snow White). The direct speech uses present tense.

Example of Narrative text:

Ali Baba and Forty Thieves

STORY	GENERIC STRUCTURE
Once upon a time there were 40 cruel thieves who put their stolen money and treasures in a cave. They went in the cave by saying “Open Sesame” to the cave entrance. A poor person, named Ali Baba saw them while they were doing that, so he heard the opening word. After they left, he went toward the cave and opened it. Suddenly he found a very large quantity of money and golden treasures. He took some of it and went back home. After that he became a rich man and his brother wanted to know how he became rich.	ORIENTATION
Ali Baba turned into the richest man in his village. His evil brother was really jealous of him, and wanted to know how he could get such a lot of money. Therefore, when Ali Baba went to the cave again to take some more money, his brother followed him. He saw everything, and decided to go back the next day to take some money for himself. The next morning he found a lot of money in the cave, and he wanted to take all of them. Unfortunately, when he was busy carrying the money to his house, the thieves came. The boss of the thieves asked him how he knew about the cave. He told everything, but unluckily they killed him and went to Ali Baba’s house.	COMPLICATION
After finding Ali Baba’s house, they made a plan to kill him the following night. Some of the thieves hid in big jars, and the boss pretended that he was a merchant who wanted to sell the jars to Ali Baba. Ali Baba who was a kind man invited the boss of the thief to have lunch together.	COMPLICATION
After lunch they took a rest. Luckily, the house maid went out of the house, and found that there were thieves inside the jars. She finally boiled hot oil and poured it into the jars to kill all of them. The boss of the thieves was caught, and put into prison.	RESOLUTION
Ali Baba was saved from the danger, and he finally lived happily ever after with his maid who became his wife shortly after.	REORIENTATION

▪ Identification of The Main Ideas

First Paragraph

Once upon a time there were 40 cruel thieves who put their stolen money and treasures in a cave. They went in the cave by saying “Open Sesame” to the cave entrance. A poor person, named Ali Baba saw them while they were doing that, so he heard the opening word. After they left, he went toward the cave and opened it. Suddenly he found a very large quantity of money and golden treasures.

He took some of it and went back home. After that he became a rich man and his brother wanted to know how he became rich.

The main idea of the first paragraph is *Alibaba saw 40 cruel thieves who put their stolen money and treasures in a cave.*

The main idea is found in the first sentences of the paragraph. That is called as deductive paragraph.

Second Paragraph

Ali Baba turned into the richest man in his village. His evil brother was really jealous of him, and wanted to know how he could get such a lot of money. Therefore, when Ali Baba went to the cave again to take some more money, his brother followed him. He saw everything, and decided to go back the next day to take some money for himself. The next morning he found a lot of money in the cave, and he wanted to take all of them. Unfortunately, when he was busy carrying the money to his house, the thieves came. The boss of the thieves asked him how he knew about the cave. He told everything, but unluckily they killed him and went to Ali Baba's house.

The main idea of the second paragraph is *Alibaba's brother was killed because he wanted to steal the thieves' treasures.*

The main idea is found in the last sentences of the paragraph. That is called as inductive paragraph.

Third Paragraph

After finding Ali Baba's house, they made a plan to kill him the following night. Some of the thieves hid in big jars, and the boss pretended that he was a merchant who wanted to sell the jars to Ali Baba. Ali Baba who was a kind man invited the boss of the thief to have lunch together.

The main idea of the third paragraph is *the thieves made a plan to kill Ali baba by pretending as a merchant who wanted to sell the jars.*

The main idea is found in the first sentences of the paragraph. That is called as deductive paragraph.

Fourth paragraph

After lunch they took a rest. Luckily, the house maid went out of the house, and found that there were thieves inside the jars. She finally boiled hot oil and poured it into the jars to kill all of them. The boss of the thieves was caught, and put into prison. Ali Baba was saved from the danger, and he finally lived happily ever after with his maid who became his wife shortly after.

The main idea of the second paragraph is *Ali Baba was saved from the danger, and he finally lived with his maid who became his wife.*

The main idea is found in the last sentences of the paragraph. That is called as inductive paragraph.

Besides the main idea there are some references of the text from the paragraph below:

▪ References

In line with the text, the readers can find many references, it noticed as follow;

*Ali Baba turned into the richest man in his village. **His** evil brother was really jealous of **him**, and wanted to know how **he** could get such a lot of money. Therefore, when Ali Baba went to the cave again to take some more money, **his** brother followed him. **He** saw everything, and decided to go back the next day to take some money for himself. The next morning **he** found a lot of money in the cave, and **he** wanted to take all of **them**. Unfortunately, when **he** was busy carrying the money to **his** house, the thieves came. The boss of the thieves asked **him** how he knew about the cave. **He** told everything, but unluckily they killed **him** and went to Ali Baba's house.*

The bold words are the pronoun that is used for decreasing the repetition of the characters' name or nouns.

- *His evil brother was really jealous* [...] The word his on the sentence refers to Ali Baba.
- [...] *wanted to know how he could get such a lot of money.* The word his on the sentence refers to Ali Baba.
- *He saw everything, and decided to go back* [...] the word his on the sentence refers to Ali Baba's brother.
- [...] *He wanted to take all of them.* The word his on the sentence refers to the money.

▪ Vocabulary

There are many words that can be found in this text. It can be easy to guess the meaning by finding the synonym and antonym of the words.

A. Synonym

- 1) Cruel : mean (kejam)
- 2) Entrance : doorway (pintu masuk)
- 3) Poor : deprived (miskin)
- 4) Rich : wealthy (kaya)
- 5) Found : established (menemukan)
- 6) Turned : changed (berubah)
- 7) Saw : looked (melihat)
- 8) Decided : determined (memutuskan)
- 9) Busy : hectic (sibuk)

- 10) Unluckily : unfortunately (malangnya)
- 11) Plan : preparation (rencana)
- 12) Pretended : invented (berpura-pura)
- 13) Merchant : seller (penjual)
- 14) Prison : jail (penjara)
- 15) Danger : risk (bahaya)

B. Antonym

- 1) Opened (buka) >< close (tutup)
- 2) Rich (kaya) >< poor (miskin)
- 3) Quantity (kuantitas) >< quality (kualitas)
- 4) Village (desa) >< town (kota)
- 5) Sell (mejual) >< buy (membeli)
- 6) Kind (baik) >< bad (buruk)
- 7) Inside (masuk) >< outside (keluar)
- 8) Hot (panas) >< Cold (dingin)
- 9) Happily (gembira) >< sadly (sedih)
- 10) Evil (jahat) >< Good (baik)

▪ Inferences

There are some inferences of the text and it can be got by the reader after reading the text.

We are able to know the character of the text. How is their behaviour without explaining clearly from the text. Take some example:

- 1) Aladdin's brother was so curious. We can see it because he wanted to know how Ali Baba could become rich man.
- 2) The thief was cruel, because he wanted to kill Ali Baba
- 3) The maid was brave, because she boiled hot oil and poured it into the jars to kill the thieves.

We also can predict what will happen to the next paragraph after we read the text: Ali Baba married his maid.

Besides that we also able to get the moral value of the text, even it was not noticed in the text.

- 1) Don't believe with a person that you have not met before.
- 2) We may not be a greedy person, and take something that was not ours because it will endanger our selves.

Specific information

- 1) The Ali Baba could enter the cave because he heard some thieves said “Open sesame” then he did the same to open the entrance.
- 2) Ali Baba’s brother was very jealous because he got Aladdin had become a rich man.
- 3) Ali Baba did not realize his brother followed him to the cave. His brother was killed by the thieves.
- 4) The boss pretended that he was a merchant who wanted to sell the jars to Ali Baba
- 5) She finally boiled hot oil and poured it into the jars to kill all of them.

2.6 Directed Reading-Thinking Activity

DRTA is an instructional framework that views reading as a problem-solving process best accomplished in a social context (Stauffer, 1976: 166). The teacher’s role is to select an instructional level text, divide the text into meaningful sections, and facilitate discussion of each section of text. Students are responsible for establishing their own purposes for reading, generating predictions, justifying those predictions, independently reading the text, and verifying or revising predictions based on evaluations of information in the text during the teacher-led discussion of each section. Stauffer recommended using DRTA with narrative or non narrative text at all grade levels. More research has been conducted on the effectiveness of DRTA than the other two instructional techniques.

A longitudinal study by Stauffer, Hammond, Oehlkers, and Houseman (1976: 168) found that DRTA participants made statistically significant higher achievement gains in reading comprehension and word study on the Stanford Achievement Test in first and second grade when compared to the control group. Two studies which were primarily interested in newer techniques, found

secondarily, that DRTA was effective in promoting students' reading comprehension. Reutzel and Hollingsworth (1991: 328) found that there was no significant difference between first graders in the DL/RTA (Directed Listening/Reading- Thinking Activity) group and those in a literature webbing group (the object of the study) with regard to answering comprehension questions about the story.

There was a large effect size favouring both intervention groups over the control group. Baumann, Seifert-Kessell, and Jones (1992: 24) reported that an experimental group of fourth graders engaging in DRTA outperformed a think-aloud group and the control group on general comprehension measures and an error detection measure.

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: 914). 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).

DRTA is associated with the DRA (Directed Reading Activity) developed by Stauffer (1969). DRTA 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 basic reading lessons of the elementary grades (Tierney, Readance & Dishner, 1990: 16). DRTA is a much stronger model for building independent readers and learners. Almasi (2003: 141) stated that the goal for using the directed reading thinking activity is to foster students' independence when reading. It engages students in an active process where they must use their reasoning abilities and their own ideas.

The value of DRTA is to make predictions before reading each section. Requiring students to make predictions encourage use of context clues and establishes a purpose for reading. This cycle requires students to use their background knowledge to set purposes for reading and develop their questioning ability. Verifying predictions while reading extend thoughts and promotes interactive learning. The power of the directed reading thinking activity strategy increases when the teacher guides students to check their predictions after reading (Allen, 2004: 56)

2.7 Procedures of Teaching Reading through DRTA (Directed Reading Thinking Activity)

The procedures of teaching reading through DRTA technique are as follows:

1. Pre-Teaching Activity
 - a. Teacher greets to student, "*Good Morning class*".
 - b. Teacher checks the attendance list, "Before we start the lesson, "*I will check your attendant list.*"
 - c. The teacher opens the class, by asking the students about their understanding about narrative text. "*Have you ever studied about narrative text?*"

- d. The teacher gives chances to the students to share their idea related to the narrative text.
- e. The teacher presents the material to the students

2. Whilst Teaching Activity

- a. The teacher writes the title of the story. *“Well class we will study a story about a greedy Prince.”*
- b. The teacher gives a little time for each student to consider some questions and make predictions. *“Based on the title, can you guess about the story?”*
- c. The teacher asks the students to do brainstorming to the text by asking question. *“In your opinion, why the title is a greedy prince?”*
- d. The teacher lists their answer on the board.
- e. The teacher asks the students to read a few paragraph of the text silently. *“Well now, please read the paragraph, to know about the plot of the story”*
- f. After the students have read, the teacher leads discussion by asking such questions. *“You have read a few paragraph, what do you think about the next paragraph of the story?”*
- g. Teacher asks to students to share their answer and provide support from the text for their prediction by asking question. *“What happen with the prince?”*
- h. Students who have made incorrect prediction can be asked to share why they believe they were wrong. *“Why can you think that the prince change to be a stone?”*
- i. The teacher lets students revise their predictions and then asks them *“Now what do you think the story will tell about*

3. Post activity
 - a. The teacher lets the students read another portion of the text to check the accuracy of their predictions. “Now I will give you another text, and you have to do them same with before.”
 - b. Teacher asks them to read orally, selection of the text which helps justify the correct prediction.
 - c. The teacher lets the students revise or adjust their prediction based on the reading
 - d. The teacher closes the meeting, “That’s all for today, see you next week. Good bye Class”.

2.8 Advantages and Disadvantages of DRTA Technique

There are some advantages and disadvantages of DRTA technique, they are:

2.8.1. Advantages

The following are some of the advantages of DRTA

- a. DRTA increases comprehension through its strong emphasis on student-generated prediction, speculations, and conclusions, which are based on and grow from prior knowledge and experience.
- b. The DRTA can easily be adapted for any selection and any level of difficulty and may be used for both group and individual use. It helps the student who has difficulty in justifying his answers with information from the text since this strategy requires the reader to do so.
- c. The DRTA establishes a positive instructional environment: a general sharing of background information and experience is invited as students and teachers move toward the common goal of understanding.

- d. DRTA are active, engaged students, discussions with depth and texture, and students who assume responsibility for their own learning.
- e. Directed Reading/Thinking Activity actively teaches students the skill of comprehension. It allows the active reader who uses what has already known and the text to construct meaning with the guidance of the teacher.
- f. DRTA teaches students to monitor their understanding of the text as they're reading. This strategy relies on the teacher actively modelling the art of comprehension for her students. It allows the teacher to monitor the students' comprehension levels through basic discussion.
- g. DRTA is a motivating teaching strategy. By using this technique, students enjoy making predictions and then finding out whether or not their predictions were correct. DRTA is also a very flexible strategy in that it can be used individually, with a small group, or with an entire class. It can also be used in any subject and can meet the needs of any levelled reader.
- h. DRTA strengthen reading and critical thinking skills. It 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 seeks answer diligently and boldly.

2.8.2. Disadvantages

The following are some of the disadvantages of DRTA

- a. DRTA technique only useful if students have not read or heard the text being used. If the students have known about the story, this technique cannot work well.

- b. DRTA technique will make the classroom management may become a problem. The teacher will get the problem because the students will speak up and make a noise. The learning process becomes not conducive.

2.9 Theoretical Assumption

The frame of the theories assumed that the students' reading ability can be increased through DRTA. This technique can be effectively used, because this technique is used to develop learners' critical thinking. Besides that it helped students to realize that prediction and verification of predictions were essential parts of the reading process. Students learnt that by reading with a purpose, they can more easily focus their predictions. They predicted and confirm what happened in the text and merge their knowledge and ideas with the author's.

2.10 Hypothesis

Based on the theoretical assumption above, the researcher formulates the hypothesis as follow:

H_0 : There is no difference of students' reading achievement in narrative text before and after being taught through DRTA

H_1 : There is any difference of students' reading achievement in narrative text before and after being taught through DRTA.