

**THE APPLICATION OF DRTA TECHNIQUE IN INCREASING
STUDENTS' READING COMPREHENSION IN NARRATIVE
TEXT OF THE EIGHTH GRADE STUDENTS AT MTSN 2
BANDAR LAMPUNG**

(A Script)

Gia Arya Azzahara



**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
BANDAR LAMPUNG
2018**

ABSTRACT

THE APPLICATION OF DRTA TECHNIQUE IN INCREASING STUDENTS' READING COMPREHENSION IN NARRATIVE TEXT OF THE EIGHTH GRADE STUDENTS AT MTSN 2 BANDAR LAMPUNG

By

Gia Arya Azzahara

The objectives of this research were to find out the improvement of the students' reading comprehension achievement after being taught through DRTA technique and to find out the students' responses toward the application of DRTA technique in reading comprehension.

The population of this research was the second grade students of MTSN 2 Bandar Lampung in the academic year 2017/2018. The sample of this research was VIII A which was consisted of 30 students. The research design was one group pretest posttest. The students were taught by using DRTA technique in four meetings. The data were taken from the tests, and then they were analyzed by using Paired Sample t- test. Moreover, the questionnaire was used to find out the students' responses toward the application of the technique.

The result of the implementation of DRTA technique in teaching narrative reading text shows that there was a significant improvement on students' reading comprehension ($p < 0.05$, $p = 0.00$). The mean score of the pretest was 58.96, and the posttest was 71.53. In addition, the students' responses toward the application of DRTA technique were positive. The majority of the students strongly agree that they were well-motivated and indicated high interest in reading the whole texts due to the strategy of the text prediction.

In brief, it can be concluded that DRTA technique enables to improve the students' reading achievement. The result showed a positive impact in the students' reading achievement.

Keywords: *reading, reading comprehension, DRTA technique, students' response*

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**By:
Gia Arya Azzahara**

A Script

**Submitted in a Partial Fulfillment of
The Requirements for S-1 Degree**

In

**The Language and Arts Education Department of
The Faculty of Teacher and Education**



**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
BANDAR LAMPUNG
2017**

Research Title : **THE APPLICATION OF DRTA TECHNIQUE IN
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IN NARRATIVE TEXT OF THE EIGHTH GRADE
STUDENTS AT MTSN 2 BANDAR LAMPUNG**

Student's Name : **Gia Arya Azzahara**

Student's Number : **1413042025**

Department : **Language and Arts Education**

Study Program : **English Education**

Faculty : **Teacher Training and Education**



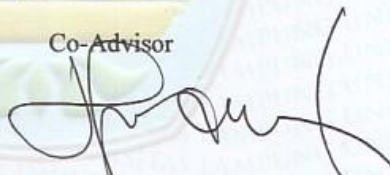
APPROVED BY
Advisory Committee

Advisor



Drs. Sudirman, M.Pd.
NIP 19550712 198603 1 003

Co-Advisor



Gede Eka Putrawan, S.S., M.Hum.
NIP 19850924 201404 1 001

The Chairperson of
The Department of Language and Arts Education

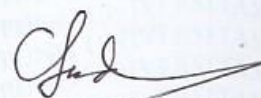


Dr. Mulyanto Widodo, M.Pd.
NIP 19620203 198811 1 001

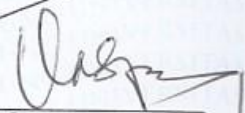
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1. Examination Committee

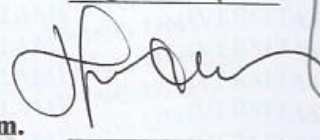
Chairperson : **Drs. Sudirman, M.Pd.**



Examiner : **Mahpul, M.A., Ph.D.**

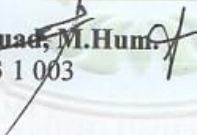


Secretary : **Gede Eka Putrawan, S.S., M.Hum.**



Dean of Teacher Training and Education Faculty

Dr. H. Muhammad Fuad, M.Hum.
NIP. 19590722 198603 1 003



Graduated on : **April 05th, 2018**

SURAT PERNYATAAN

Sebagai civitas akademik Universitas Lampung, saya yang bertanda tangan dibawah ini:

Nama : Gia Arya Azzahara
NPM : 1413042025
Judul skripsi : The Application of DRTA Technique in Increasing Students' Reading Comprehension in Narrative Text of The Eighth Grade Students at MTSN 2 Bandar Lampung
Program studi : Pendidikan Bahasa Inggris
Jurusan : Pendidikan Bahasa dan Seni
Fakultas : Keguruan dan Ilmu Pendidikan

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Gia Arya Azzahara
NPM 1413042025

CURRICULUM VITAE

Gia Arya Azzahara was born in Bandar Lampung on September 11th, 1996 as the first daughter in a lovely family of Arlansah, SP. and Eliya Lustya Padmaningrum, SE. and she has two younger sisters, Arel Mutiara Sukma and Elsyah Auren Azizi.

TK Tunas Muda was her place for seeking pleasure in her early-stage-learning. She continued to SDN 1 Sukarame in 2002. She completed the study 6 years later in 2008. Then, she enrolled in MTSN 2 Bandar Lampung and she finished her junior high school in 2011. She continued her study to SMAN 9 Bandar Lampung. During her study, she joined ANSAMBEL Music 9 in the senior high school. She graduated in 2014. In the same year, she successfully passed SNMPTN program and was accepted as a student of English Education Study Program of the University of Lampung.

During her time in the University of Lampung, she was actively involved in UKM-U Eso (English Society). From August to September 2017, she did KKN in Kalipapan, Way Kanan and she conducted PPL at SMP Negeri 3 Kalipapan. To complete her study, she undertook a research related to students reading comprehension through DRTA technique at MTSN 2 Bandar Lampung in November 28th 2017.

DEDICATION

*This writing-work is fully dedicated to My Beloved Mother,
Father, and my younger sisters who always keep on praying for my life
and always support me in accomplishing this script.*

MOTTO

-“Not everything that counts can be counted,
and Not everything that’s counted truly counts.”-

- Einstein-

ACKNOWLEDGEMENT

Praise is only for Allah SWT, The Almighty God, for blessing the writer with health and determination to finish this script. This script, entitled “The Application of DRTA (Directed Reading Thinking Activity) Technique in Increasing Students’ Reading Comprehension in Narrative Text of The Eighth Grade Students at MTSN 2 Bandar Lampung”, is presented to the Language and Arts Education Department of Teacher Training and Education Faculty of Lampung University as partial fulfillment of the requirements for S-1 degree. Among many individuals who gave generous suggestions for improving this script, first of all the writer would like to express my sincere gratitude and respect to:

1. Drs. Sudirman, M.Pd., as my first advisor, for his patience, encouragement, and who has been willing to spend his time to assist me in accomplishing this script.
2. Gede Eka Putrawan, S.S. M.Hum., as my second advisor, who has contributed and given his evaluations, comments, suggestion during the completion of this script.
3. Mahpul, M.A. Ph.D., as examiner, for his encouragement and contribution during the seminar until this script is finished.
4. My lectures and administration staffs of Language and Arts Department.
5. My beloved parents, Arlansyah, S.P. And Eliya Lustya Padmaningrum S.E. Thank you so much for their loves, supports, prayers, spirit, and everything that they give to me till this time.
6. My younger sisters, Arel Mutiara Sukma and Elsyah Auren Azizi. Thank you for the kindness, support, prayers and loves.
7. My seniors in English Department 2013, thank you for your greatest motivation, kindness, and helps.

8. My best friends and all friends of English Department 14. Thank you for the beautiful moments which had been experienced together. Anyone who cannot be mentioned directly who has contributed in finishing this script.

Finally, the writer believes that her writing is still far from perfection. There might be weaknesses in this research. Thus, comments, critics, and suggestions are always open for better research. Somehow, the writer hopes this research would give a positive contribution to the educational development, the readers and to those who want to conduct further research.

Bandar Lampung, April 2018

The writer,

Gia Arya Azzahara

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I. INTRODUCTION

This chapter discusses introduction of this research which deals several points i.e., background of the problem, research questions, objectives of the research, uses of the research, scope of the research and definition of terms that are used in this research.

1.1. Background of the Problem

Broadly, English has many interrelationships with various aspects of life owned by human being. As it can be seen now, the more modern technology world has, the more use of international language is needed. The use of English keeps increasing. Therefore, it is important for us to master English to be more competitive. English can be learned through productions (speaking and writing) as well as through receptions (listening and reading). Reading is one of the most important skills that needs to be comprehended well. Reading is a process of looking at series of written symbols and getting meaning from them. Through reading, students will enlarge their vocabulary directly. In addition, they are able to understand the development of knowledge, science, and technology. It is supported by Afflerbach (2007:12) who says that reading is a dynamic and complex process that involves skills, strategies, and prior knowledge.

The process of reading does need a comprehension. When the reader does not comprehend the information in the text, the reading skill is totally meaningless. The readers need to understand the idea and information that they can get from the text. The comprehension does really occur when the reader understands fully information and idea written in the text. There will be no reading when there is no comprehension. Nuttal (1982:17) 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.

In line with the one of the purposes of teaching English in Curriculum 2013, the teachers have to grow awareness of the importance of English as a foreign language to become a major tool of learning. In reading aspect, the competence that should be mastered by the students is in understanding the various meanings (interpersonal, ideational, textual) in a variety of written texts interactional and monologue especially in the forms of descriptive, narrative, spoof/recount, procedures.

Contrastly, according to the writers' experience during a field practice program in SMP N 3 Negeri Agung, several factors which make many students have difficulties in understanding texts have been found out. The first factor is the students' lack of vocabulary mastery. The students do not have enough vocabulary, of course, it is difficult for them to comprehend the reading text. The next factor is the students' lack of ability in identifying aspects of reading. In

terms of how to find the main idea, specific information, references, inference, and vocabulary. The students must be familiar with those terms. Then, it is about students' passiveness toward reading. It can be identified from their attitude toward the text they read, such as they are not curious to read and explore more specific information from the text.

After conducting the pre-observation at MTSN 2 Bandar Lampung, several problems were found too. One of them was the students' difficulty in comprehending a text. According to the teacher, in teaching learning process especially when they were studying about reading texts, the teacher usually used DRA (Direct Reading Activity). This technique was commonly used by most of teachers. They asked the students to read the whole paragraph of the text then answer the questions. So, there were no special techniques to make the students read. The students had some reasons about it, such as they were not able to read a very long paragraph, the students did not know about most words meaning in the text, and it wasted their time to read whole texts. All the problems came because the students did not get an effective technique, so that they were not interested in reading activity.

In addition, based on the writers' experiences during the three years of middle school, the problem is related to the teachers' technique of teaching reading. Most of English teachers asked the students to read the entire page by reading loudly. As a result, students did not understand the text optimally. In conclusion, those problems above appeared because the teacher did not apply an effective reading technique yet in order to motivate students become active and creative in learning reading. In line with the problems above, one of the effective techniques that can

be applied to increase the students' reading comprehension achievement is DRTA (Directed Reading Thinking Activity).

DRTA was developed in 1969 by Russell Stauffer. DRTA is intended to develop students' ability to read critically, reflectively and fundamentally different from the DRA used in basis. DRTA attempts to equip readers with the ability to determine purposes for reading; the ability to extract, comprehend, and assimilate information; the ability to examine reading materials based upon purposes for reading; the ability to suspend judgements. A longitudinal study by Stauffer, et al., (1976:168) found that DRTA participants made statistically significant higher achievement gains in reading comprehension and word study on the Stanford Achievement Test in the first and second grades when compared to the control group.

Several previous studies were dealing with the implementation of DRTA technique to increase students' reading comprehension achievement. The first research was conducted by 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. She stated that there was an 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. Another research by Zakiyah (2015) who conducted her study at the Senior High School 9 Bandar Lampung. The aim of this research

was to see the improvement of students' reading achievement after being taught through DRTA technique. She found that DRTA technique can improve their reading comprehension and it can motivate students in reading because it is an interesting activity in which the students have to read the text. In addition, they should predict what happens to the story at the next paragraph. The students had to use their critical thinking and develop the story by their own predictions.

In short, it could be said that DRTA technique is able to improve student's reading comprehension achievement and their motivation. I concerned with Junior High School as my subject because all of the subjects from the previous researchers are Senior High School. Because of that, the researcher would like to observe the Junior High School students to see whether DRTA technique will give improvement toward their reading comprehension or not.

1.2. Research Questions

Based on the background above, the research questions are formulated as follows:

1. Is there statistically significant improvement students' reading comprehension achievement after the students were taught through DRTA technique?
2. What are the students' responses of the application of DRTA technique in reading comprehension?

1.3. Objectives

Based on the Research Questions, the objectives of this research are formulated as follows:

1. To find out whether there is any significant improvement toward students' reading comprehension achievement after being taught by using DRTA technique.
2. To find out students' responses toward the application of DRTA technique in reading comprehension.

1.4. Uses

The uses of this research are:

1. Theoretically, the result of this research can be used as a reference for those who want to conduct research in English teaching process by using DRTA technique. This research might be useful and relevant for supporting the theory of DRTA technique in helping the readers to comprehend a reading text better.
2. Practically, the result of this research is expected to provide English teachers with a new insight that might be taken as a guideline in teaching reading so that the students are able to comprehend English texts better.

1.5. Scope

This research are quantitative and qualitative. It was conducted in the second year students of MTSN 2 Bandar Lampung. This research was focused on two objectives. The first was focussed on using DRTA technique to find the effect of

treatments (with DRTA technique and without DRTA technique) toward reading comprehension achievement at the eight grade of Junior High School. The second was focused on the students' responses toward the application of DRTA technique in reading comprehension. Narrative text was used as the material of the learning process. The topics of the reading was fairytale and fable which were taken from the Internet. The students were concerned with five aspects of reading, such as finding the main idea, inferences, determining the reference specific information and understanding vocabulary.

1.6. Definition of Terms

In this research, there are several definitions of terms that should be taken into account as follows:

1. Reading

According to Afflerbach (2007), reading is a dynamic and complex process that involves skills, strategies, and prior knowledge. It refers to a process of conveying a meaning from a written text in both literal or non literal from which in the other side reading also deals with understanding of a text.

2. Reading Comprehension

Reading comprehension is a set of reading activities done by people which need high level process that involve eyes and brain to get the gist or messages from certain printed materials. Syafi'ie (1999) stated that reading comprehension is the essentially process of building understanding of a written discourse.

3. DRTA (Direct Reading-Thinking Activity)

DRTA is a comprehension technique that guides students in asking questions about a text, making predictions, and reading to confirm or refute their predictions. The DRTA process encourages students to be active, thoughtful readers and to enhance their comprehension (Stauffer:1969).

4. Narrative text

According to 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. Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration. The purpose of Narrative Text is to amuse or to entertain the reader with a story.

As the researcher has elaborated the points above; in brief this study already has the strong background in conducting the research. Still, this study will need the review of theories concerning the research topics and conceptual framework underlying the study as the next chapter will present.

II. LITERATURE REVIEW

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

2.1. Reading

Reading is one of language skills that plays an important role for a learner to get the input from a written text. The process of reading needs a good comprehension in order to produce the understanding about the idea or information. The reading process is totally meaningless when there is no comprehension. Reading is the process of looking at a series of written symbols and getting meaning from them. When we read, we use our eyes to receive written symbols (letters, punctuation marks and spaces) and we use our brain to convert them into words, sentences and paragraphs that communicate something to us.

According to Afflerbach (2007:12) who says that reading is a dynamic and complex process that involves skills, strategies, and prior knowledge. 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).

Moreover, 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 in readers’ head.

Referring to the definitions above, it can be said that reading comprehension is the readers’ ability in gaining meaning from the content of the text. Reading and comprehension is 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.

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 is 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.

2.2. Aspects of Reading

Reading is an astoundingly complex cognitive process. According to Nuttal (1985), there are five aspects of reading which help the students to comprehend an English text: main idea, specific information, reference, and vocabulary. These aspects are explained below:

1. Determining Main idea

In line with Mc Whorter (1986:36) the sentence which states a main idea is called topic sentence. Finding the main idea of a paragraph is one of the most important reading comprehension skills. In some paragraphs, the main idea is not explicitly stated in one sentence. Instead, it is left to the reader to infer or reason out. It can be said that main idea has the most important information developed from author throughout the paragraph. The example question about main idea can be: *what is the main idea of the text?*

2. Finding the Specific Information or Part of Text

There is some information that covers as the specific information that develops the topic sentence. They are definition, examples, facts, comparison, analogy, because, and effect statistics and

quotation (Mc. Whorther, 1986:36). The question of finding supporting detail is as follows: *what are the characteristic of the rabbit?*

3. Finding Reference

According to Latulippe (1986:20) references are words or phrases 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 signals to the reader find the meaning elsewhere in the text. Besides, references can be used to make the text coherent. The following question is the example: “...and **they** have...” (*paragraph 4*). *The bold word refers to...*

4. Finding 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 needed a logical connection that bridges the thing that readers know and the thing they do not know. Example question of making inference can be: *what is the first paragraph talking about?*

5. Vocabulary

According to Machado (2012:56), a child’s vocabulary is strongly related to his comprehension and ease of learning 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. Vocabulary is essentially needed when the reading

process is going. It consists of the stock of word used for anyone in speaking or even producing the utterance for reading.

The question consisting vocabulary aspects can be drawn as follow:

“she is **smart.**” (paragraph 1). The bold word is the synonym of...

In summary, reading comprehension is basically about determining main ideas, finding the specific information, finding references, finding inference and vocabulary.

2.3. Teaching of Reading Comprehension

Teaching reading is important in learning language 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.

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.

2.4. Narrative Text

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.

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. 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. *Fairy tale* 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*.

Moreover, the story has a text organization or generic structure. The following is the 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.

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.	COMPLICATION

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.	
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

Sources: <https://americanliterature.com/author/arabian-nights/shortstory/ali-baba-and-the-forty-thieves>

2.5. DRTA (Directed Reading Thinking Activity) Technique

DRTA is an instructional framework that views reading as a problem-solving process best accomplished in a social context (Stauffer, 1975:166). 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 Cookers (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). It supported by Gaither (2008) teachers ask questions for a variety of purposes, including: to actively involve students in the lesson, to increase motivation or interest, to evaluate students' preparation, to check on completion of work, to develop critical thinking skills, to review previous lessons, to nurture insight, to assess achievement or mastery of goals and objectives, and to stimulate independent learning.

Several previous studies were dealing with the application of DRTA technique in increasing students' reading comprehension achievement in narrative text. First research was conducted by 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. The improvement of the students' reading comprehension shew that 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, 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 proved the 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 of PQRST models on a subset 2 (b) the average score of 65.5862 of model DRA 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.

Third, Zakiyah (2015) who conducted her study at the Senior High School 9 Bandar Lampung. The aim of this research was to see the improvement of students' reading achievement after being taught through DRTA technique. She found that DRTA technique can improve their reading comprehension and it can motivate students in reading because it is 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.

This research is different from Somadayo'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 increase students' reading achievement the most. This research was almost similar to Kusumawardani and Zakiyah's, because the aim of the research was to see the improvement of students' reading achievement after being taught through DRTA technique but the subject of this research was at second grade of Junior High School.

2.6. Advantages and Disadvantages

2.6.1. Advantages

The following are some of the advantages of DRTA

- a. The directed reading thinking activity engages students in an active process where they must use their reasoning abilities and their own ideas (Almasi, 2003:141).
- b. 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.
- c. 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.
- d. 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 (Allen, 2004:56).
- e. 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.

- f. DRTA is a 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.

2.6.2. Disadvantages

The following are some of the disadvantages of DRTA

- a. DRTA technique is 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.

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

According to Allen (2004: 56), teachers should follow the steps below when creating a DRTA:

- a. Predicting

In the first step the researcher showed a title or a picture. The students were asked to guess what the story was about, and what happened to the

story. The students tried to predict what they wanted to read basically on available clues that in the text, picture, italic and bold-face terms and underlined word provided in the passage or by skimming. The title or the picture which was given to help them to think about what they wanted to read. The students learnt to pose the question about what they were going to read and to set up the hypothesis before starting to read. During this step of the technique, the teacher's role was to activate and guide by asking students to defend their hypotheses. The teacher asked the students, *“What do you think?”* or *“Why do you think so? “What is in your mind when you see this picture/ read this title?”*

b. Reading

The next step was reading. The students were asked to read the text silently to verify the accuracy of their predictions. Some of their hypotheses were rejected and the others were confirmed by further reading. There were no right or wrong predictions, some response were judged to be less accurate than others. Once predictions were made, the researcher gave a brief idea to answer the questions.

c. Proving

During this step, students re-read the text and told how they were able to verify their prediction. Students verified the accuracy of their predictions by finding statement in the text and read them orally to the teacher. The teacher acted as the mentor, refined and deepened the reading or the thinking process. This step was built in previous stages, in which the students made prediction and read to find evidence. In this step the

students confirmed or revised their predictions. The researcher asked the students to cite the text which caused them to confirm or change the prediction.

The procedures of the implementation of DRTA above were supported by Allen (2004: 56). She stated that the objective of DRTA was to make predictions before reading each section. It was required to the students to make predictions by using the clue which was given from the previous paragraph. There are three main points of DRTA, they are predicting, reading and proving. Based on the theory above, the researcher modify the procedures of teaching reading through DRTA technique are as follows:

1. Pre-Teaching Activity

- a. Teacher greets to the student.
- b. Teacher checks the attendance list.
- c. The teacher asks some ice breaking's questions relate into the materials that will be discussed. Example:

Teacher: *Have you ever heard the story about "The little red ridinghood"?*

Students: *Yes, Ms.*

Teacher: *What is the story about?*

Some of the students answers the questions. And then, the teacher asks some questions related with that story which is focussed on five aspects of reading. Example:

Teacher: *Why did the wolf catch the little girl?*

Students: *because he wanted to eat the little girl.*

Teacher: *Who is he?*

Students: *The wolf is.*

And so on...

2. Whilst Teaching Activity

- a. The teacher mentions the title of the story and asks the students to predict about the story.

Teacher: *I have another story. The title of the story is the wolf and the bear. Can you guess what is the story about? Well, now write your answer in the paper.*

- b. Then, the teacher writes the true answer.

The teacher asked “*who get the correct answer?*”

Some of the students raise their hands.

The teacher: *Okay good job, if you get the correct answer, please put the paper in the air!*

- c. Then, the teacher gives the blank paper with the picture which is still related with the story about the wolf and the bear that has been discussed before.
- d. Teacher asks to students to share their answer and provide support from the text for their prediction.
- e. The students who have made incorrect prediction can be asked to share why they believe they were wrong.
- f. The teacher lets students revise their predictions.
- g. And then, the students are divided into 3 groups. They will make a line and play a game. Group A, Group B, and Group C will compete to get a champion. First, the students have to answer the questions of the teacher regarding five aspects of reading. They will be given a paper of each groups. Then, they have to raise their hands and answer it as fast as possible. If they get the correct answer, they can move one step ahead. But, if they get the wrong

answer, they should move one step backward. And if they answer nothing, they should stay on their positions. They will do it until one of the group can reach the finish line and win the game.

3. Post activity

- a. The teacher lets the students read another portion of the text to check the accuracy of their predictions.
- 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 gives feedback to the student.

2.8. Students' Responses Toward The Application of DRTA technique

Finding out the students' responses toward the application of DRTA technique is useful for teacher. In psychometrics, item response theory (IRT) is a paradigm for the design, analysis, and scoring of tests, questionnaires, and similar instruments measuring abilities, attitudes, or other variables (Embretson, et.al.2000). It is a theory of testing based on the relationship between individuals' performances on a test item and the test takers' levels of performance on an overall measure of the ability that item was designed to measure. Several different statistical models are used to represent both item and test taker characteristics. Unlike simpler alternatives for creating scales and evaluating questionnaire responses, it does not assume that each item is equally difficult. This distinguishes IRT from, for instance, the assumption in Likert scaling that "All items are

assumed to be replications of each other or in other words items are considered to be parallel instruments.

The name item response theory is due to the focus of the theory on the item, as opposed to the test-level focus of classical test theory. Thus IRT models the response of each examinee of a given ability to each item in the test. The term item is generic: covering all kinds of informative item. They might be multiple choice questions that have incorrect and correct responses, but are also commonly statements on questionnaires that allow respondents to indicate level of agreement (a rating or Likert scale), or patient symptoms scored as present/absent, or diagnostic information in complex systems. IRT is based on the idea that the probability of a correct/keyed response to an item is a mathematical function of person and item parameters.

2.9. Theoretical Assumption

The theoretical framework was assumed that the students' reading ability could be increased through DRTA. This technique could be effectively used because this technique was used to develop learners' critical thinking through activating their schemata. Besides that it helped the students to realize that prediction and verification of predictions were essential parts of the reading process. Students learned that by reading with a purpose, they could more easily focus their predictions. They predict 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 significant improvement toward students' reading achievement in narrative text after being taught through DRTA

H_1 : There is significant improvement toward students' reading achievement in narrative text after being taught through DRTA.

III. METHODS

In this chapter, the researcher discusses several points such as: the design, population and sample, variables, data collecting technique, research procedures, instrument, try-out of the instrument, scoring system, data analysis, and hypothesis testing. The content of this chapter is presented as follows.

3.1. Design

In this research, the researcher used a mixed method since the purposes of the research were: (1) to find out whether there was an improvement of DRTA technique on students' reading achievement of the second grade students of MTSN 2 Bandar Lampung; and (2) to find out the students' responses toward the application of using Directed Reading Thinking Activity Technique in reading comprehension.

To answer the first research question, the researcher used a quantitative method. The design of this research was one group pre-test post-test design. The design of this research could be illustrated as follows:

T₁ X T₂

T₁ : Pre test

T₂ : Post test

X : Treatment

(Hatch and Farhady, 1982:20)

The pre-test was conducted to measure the initial capability of the students. After giving the pre-test, the treatments were conducted in four times, 2 x 45 minutes per meeting. To know the result of the treatment, the researcher also gave a post-test to the students. It aimed to find out whether or not the students improved their capability after they had got the treatment.

Then, to answer the second question, a qualitative method was implemented in this research. Suparman (2009) states that qualitative researchers report the result obtained from qualitative analysis through detailed descriptions of the processes needed in arriving at the categories and patterns of the research. The result of the second question is in form of questionnaire. The questionnaire was conducted because it was interesting to analyze the students' responses toward the application of DRTA technique. The students were given 10 statements through questionnaire.

3.2. Population and Sample

A population is defined as the whole subjects of the research. Setiyadi (2006:38) states research population is all individuals which are being target in research while research sample is individual who give the data. The population of the research is the eighth grade students of MTSN 2 Bandar Lampung in the academic year 2017/2018. There are 12 classes of the second grades. Based on the population above, the researcher takes two classes as the sample. The first class was VIII B as the control class that was given the tryout and the second class was VIII A as the experimental

class where the students were given a pre-test before treatments and post-test after treatment and also the questionnaire form. Purposive sampling was used in this research because one of the teachers of the school lead me to that class.

3.3. Variables

This research consisted of the following variables:

1. The students' achievement in reading as dependent variable (Y),

It is categorized as dependent variable because students' achievement is based on the activity output. The achievements of students can be measured to determine whether or not there is an effect of the independent variable.

2. DRTA (Directed Reading Thinking Activity) as independent variable (X)

It is categorized as dependent variable because DRTA is the variable that can influence the dependent variable to determine the effect between phenomenon and the object which is observed.

3.4. Data Collecting Techniques

To collect the data, the following tests (pre-test and post-test) and questionnaire were used.

- a. Pre-test

The pre-test was administered to the students before giving the treatment in order to know the basic of students' reading comprehension and to see the students mean score in reading comprehension before treatment. Multiple choice questions were given in which the students were asked to

choose one correct answer from the options a, b, c, or d. In this test the students were given 40 items of reading test and it was conducted within 90 minutes for the test.

b. Post-Test

The test was administered after conducting the treatments for the students. The post-test was given in order to know the result of teaching learning process whether they had progress or not after being taught through DRTA technique. The aimed of the test was to find out the students' reading comprehension achievement after giving the treatments. Multiple choice questions were given in which the students were asked to choose one correct answer from the options a, b, c, or d. In this test the students was given 40 items of reading and it was conducted within 90 minutes for the test.

c. Questionnaire

The instrument of the qualitative research used questionnaire in order to make the data valid. The questionnaire was given after conducting the treatments. The questionnaire was conducted in order to analyse the students' responses in reading comprehension of narrative text through DRTA technique. The questionnaire consists of 10 statements including increasing motivation or interest, developing critical thinking, and improving students' comprehension. In the questionnaire, there were two aspects from Gaither's theory and one aspect was as additional data to

support the first research question which was about the improvement of students' reading comprehension.

3.5. Research Procedures

In order to ensure that the result deals with its best procedures to maintain a good process, there were several steps as follows:

1) Determining research instruments

The test was made for pre-test and post-test. The multiple choices were form of the test. The texts of the test were various such as fable and fairytale of narrative text. The questions which were presented in the test consisted of five aspects of reading, which is related to main idea, inferences, specific information, references, and vocabulary. In addition, the questionnaire was carried out in order to know the students' responses toward the application of DRTA technique. The questionnaire consisted of 10 statements.

2) Try out of the instrument

The try-out of the instrument was conducted before the pre-test and the post-test to investigate the quality of the test items, whether the test was appropriate for the students or not. The test was in form of multiple choices. There were 50 items that should be answered by the students with the options a, b, c, or d. It required 90 minutes for the try-out.

3) Administering a pre-test

Pre-test was conducted to find out the students' basic reading comprehension, how far the students' proficiency toward mastering reading comprehension

was. The test was given before conducting the treatment. The multiple choice test was prepared which consisted of 40 items with the options a, b, c, or d. The text of the test was narrative text. It required 90 minutes for the test.

4) Conducting treatments

After giving the pre-test, the treatment was conducted in four meetings. It took 90 minutes for each meeting of the treatment. The researcher taught narrative text by applying DRTA technique.

5) Administering a post- test

After the treatments were given, the post- test was administered to find out whether there was an increase between their scores in the pre-test and the post-test. The questions were in form of multiple choice in which the students were asked to choose one correct answer from the options a, b, c, or d. In this test the students were given 40 items of reading. The material was narrative text. It was conducted within 90 minutes for the test.

6) Administering the questionnaire

The questionnaire was given for the students in order to investigate the students' response in learning reading comprehension of narrative text in applying DRTA (Directed Reading Thinking Activity) technique. The questionnaire consisted of 10 statements.

7) Analyzing data

After conducting the pre-test and post-test, the data of students' answer were analyzed by using t-test. It was used in order to know whether or not DRTA

technique able to increase the students' ability in reading comprehension.

Moreover, the questionnaire was analyzed by using descriptive analysis .

3.6. Instrument

Two reading tests were provided to check the comprehension of students in reading. In addition, questionnaire was provided to know the students' responses toward the application of DRTA (Directed Reading Thinking Activity). There were pre-test and post-test. The pre-test was given in the first meeting before the treatments, while the post-test was conducted after the students received the treatments. The questions were in the form of multiple choices in which the students were asked to choose one correct answer from the options a, b, c, or d. In this test the students were given 40 items of reading and it was conducted within 90 minutes for the test. The purpose of the pre-test was to see the understanding of reading comprehension at the first step before the treatments were given. Moreover, the purpose of the post-test was to find out whether or not there was an increase of students' achievement after the students received the treatments. The material of pre-test and post-test was taken from the internet. Furthermore, the researcher also used questionnaire as this instrument. The questionnaire was prepared to find out the changing behavior when the students learn reading comprehension through DRTA technique. The questionnaire was administrated after the post test.

3.7. Try-out of the Instrument

The purpose of try out test was to measure whether the test was good and applicable to be used during the research. A measurement of a good test was considered several

factors, such as validity (content validity, face validity and construct validity), reliability, level of difficulty and discrimination power.

3.7.1. Validity of The Test

Validity refers to the extent to which the test measures what is intended to measure. It means that it relates directly to the purpose of the test. A test can be considered valid if it can precisely measure the quality of the test. There are several types of validity according to the different purpose of the test. In this research, content validity, face validity, and construct validity were used.

3.7.1.1. Face Validity

Face Validity focuses on the layout or appearance of the test. The instrument is in form of multiple choices question, and it contains of five aspects that became the aspects that were concerned in applying DRTA technique. It aimed to measure the students' mastery of five aspects, such as determining main idea, references, finding specific information and inferences also understanding vocabulary.

3.7.1.2. Content Validity

Content validity means that the test is good reflection of what has been taught and the knowledge which the teacher wants the students to know (Shohamy, 1985: 74). To get the content validity of reading comprehension, the materials should be found based on the standard competence in syllabus for second grade of junior high school

students in first semester that are students were able to construct meaning of functional text and simple monolog of narrative text and the objectives of teaching those are the students are able to find out the main ideas, identify the specific details or information, infer the information, reveal the meaning of the words and determine the reference of words stated in the text. Therefore to know the construct validity of test, then the researcher used table of specification to judge the validity of the test in order to know whether the test represented the materials that were discussed.

Table 3.1. Specification of the Validity test

No	Skills of Reading	Items Numbers	Total	Percentage of Items
1	Determining main idea	2, 11, 12, 26, 26, 30, 36, 40, 48, 49	9	18%
2	Finding specific Information	3, 4, 16, 19, 33, 34, 38, 41, 46, 50 20	11	22%
3	Inference	8, 9, 13, 17, 23, 31, 35, 45	8	16%
4	Reference	6, 7, 10, 15, 22, 25, 28, 29, 37, 42, 44, 47	12	24%
5	Vocabulary	1, 5, 14, 18, 21, 27, 32, 39, 42	10	20%
Total			50	100%

3.7.1.3. Construct Validity

Construct validity is concerned with whether the test is actually in the line with the theory of what it means to know the language (Shohamy, 1985: 74). It means that the test items should really test the students or the test items should really test the students or the test items should really measure the students' ability in reading comprehension. Regarding the construct validity, it measures whether the construction has already referred to the theories, meaning that the test construction has already in line with the objectives of learning (Hatch and Farhady, 1982: 251).

Basically, the construct and content validity are overlap. It is a representation of the material from the subject. In line with Nuttal (1985) the relation validity of the instrument refers to construct validity in which question represent of specification in reading skill.

Criterion validity is not used in this research. It is used to predict the performance of another instrument. This validity is not used because it seems difficult to find the similar valid test to be used in this research as comparison to find criterion validity.

3.7.2. Validity of The Questionnaire

Face validity of the questionnaire was achieved by arranging the questionnaire into the form of multiple choice-like arrangements. It makes it easier to the students to understand when they answer the questionnaire. Then, the content validity of the instrument that was used by the writer is the content of the questionnaire itself. It was already achieved by simply looking at the table of specification. The last, construct validity of the questionnaire was achieved by looking at the relationship among indicators. The questionnaire consists of 10 statements including increasing motivation or interest, developing critical thinking, and improving students' comprehension. In the questionnaire, there were two aspects from Gaither's theory and one aspect was as additional data to support the first research question which was about the improvement of students' reading comprehension. It can be seen in this following specification table:

Table 3.2. Table of Specification of Questionnaire

No	Aspects	Items Numbers	Total	Percentage of Items
1	Increasing motivation or interest	3, 9, 10	3	30%
2	Developing critical thinking	5, 6, 7	3	30%
3	Improving students' comprehension	1, 2, 4, 8	4	40%
Total			10	100%

3.7.3. Reliability of the Test

Reliability refers to the extent to which the test is consistent in its score and gives us an indication of how accurate the test score are (Hatch and Farhady, 1982: 224). In other words, how far it can measure the subject at separated time, but it shows the same result relatively (Setiyadi, 2006: 113). Reliability can be defined as the extent to which a test produce consistent results when administered under similar condition (Hatch and Farhady, 1982: 244). The test was determined by using Pearson Product Moment which measures the correlation coefficient of the reliability between odd and even number (reliability of half test) in the following formula:

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

Where:

r_{xy} : coefficient of reliability between odd and even numbers item

x : odd number

y : even number

x^2 : total score of odd number items

y^2 : total score of even number items

xy : total score of odd and even number

After getting the reliability of half test, the researcher used Spearman Bowns Prophecy formula (Hatch and Farhady, 1982: 247) to determine the reliability of the whole tests, as follows:

$$r_k = \frac{2 r_{xy}}{1+r_{xy}}$$

Where :

r_k : the reliability of the whole tests

r_{xy} : the reliability of half tests

The criteria of reliability as follows:

0.90 – 1.00 = high

0.50 – 0.89 = moderate

0.00– 0.49 = low

(Hatch and Farhady, 1982: 127)

3.7.4. Reliability of The Questionnaire

First, the result of the questionnaire was scored based on Likert scale with range of score is 1 to 4. The questionnaire consisted of 10 items. Then, in order to measure the consistency of items in the questionnaire, the researcher used Cronbach Alpha Coefficient since it is the most commonly used one. The alpha ranges between 0 and 1. The higher the alpha, the more reliable the questionnaire is. According to Nunally (1978), the score minimum of Cronbach's Alpha for reliable items was 0.7.

3.7.5. Level of Difficulty

Level of difficulty relates to how easy or difficult the item taken from the point of view of the students who take the test. It is important since test items which are too easy (that all students get right) can tell us nothing about differences within the test

population (Shohamy, 1985: 79). Moreover, the difficulty level of an item shows how easy or difficult that particular item done by the participants (Heaton, 1975: 182).

It is calculated by the following formula:

$$\mathbf{LD} = \frac{U+L}{N}$$

Where:

LD : level of difficulty

U : the number of upper group who answer correctly

L : the number of lower group who answer correctly

N : the total number of students in upper and lower groups

The criteria are as follows:

<0.03 : difficult

0.03 – 0.07 : average

> 0.07 : easy

(Shohamy, 1985: 79)

3.7.6. Discrimination Power

Discrimination Power refers to the extent to which the items are able to differentiate between high and low level students on that test. Discrimination power used to differentiate between the students who have high ability and those who have low ability. The discrimination power is calculated by this following formula:

$$\mathbf{DP} = \frac{U-L}{\frac{1}{2}N}$$

Where :

DP : discrimination power

U : the number of students from the upper who answer correctly

L : the number of students from the lower who answer correctly

N : the number of the students

The criteria are:

DP: 0.00 - 0.19	= Poor items
DP: 0.20 - 0.39	= Satisfactory items
DP: 0.40 - 0.69	= Good items
DP: 0.70 - 1.00	= Excellent items
DP: - (Negative)	= Bad items, should be omitted

(Heaton, 1975: 180)

3.8. Scoring System

The scoring system that will be used in this research is dividing the right answer by total items timed 100. In scoring the students result of the pre-test and post-test, the formula by Arikunto (1997: 212) is employed:

$$S = \frac{R}{N} \times 100$$

Are :

S	: score of the test
R	: number of right answer
N	: total number of items on test

3.9. Data Analysis

After collecting the data, the result from instruments of the research was analyzed by a number of procedures. The data analysis was analyzed based on each kind of instruments below.

3.9.1. Data Analysis of the test

In order to know the students' progress in comprehending the text, the students' score were computed by doing three activities:

1. Scoring the pre-test and post-test.

2. Tabulating the result of the test and calculating the mean of pre-test and the post-test. The mean is calculated by applying the following formula:

$$M = \frac{\sum X}{N}$$

Notes:

M = mean (average score)

$\sum x$ = the total students' score

N = total number of students

(Hatch and Farhady: 1982)

3. Drawing conclusion from the tabulated results of the test given, that is by statistically analyzing the data using statistical computerization i.e paired T-Test of Statistical Package for Social Science (SPSS) to test whether the increase of students gain is obvious or not, in which the significance is determined by $p < 0,05$. It was used as the data from one sample (Hatch and Farhady, 1982:117). In order to know whether the students get any progress, the formula was as follows:

$$I = X2 - X1$$

Notes

I = the increase of students reading comprehension achievement

X2 = the average score of post-test

X1 = the average score of pr-test

3.9.2. Data Analysis of the Questionnaire

In order to know the students' responses after being taught by using DRTA technique, the researcher examined the data by using the following steps:

1. Tabulating the students' answer from questionnaire by using Likert scale,
2. Determining the coefficient of reproducibility and scalability
3. Describing the students' responses after being taught through DRTA technique

Table 3.3. The Analysis of the score of questionnaire

Jawaban	Keterangan
0% - 20%	Very Low
21% - 40%	Low
41% - 60%	Average
61% - 80%	High
81% - 100%	Very High

(Riduwan, 2007:95)

3.10. Hypothesis Testing

After analyzing and collecting the data, the writer will determine whether the hypothesis is accepted or refused.

The researcher analyzed them to find out whether there was an improvement of DRTA technique on students' reading comprehension. the researcher used dependant t-test is calculated by using SPSS 23.0 for windows. This hypothesis was analyzed at significant level of 0.05 in which the hypothesis is approved if $\text{sig} < .$ it means that the probability of error in the hypothesis is only about 5%. The hypothesis was described as follows:

H_0 = There is no significant improvement toward students' reading achievement in narrative text before and after being taught through DRTA. The criteria is H_0 is accepted if alpha level is higher than 0.05 (>0.50).

H_{i1} = There is significant improvement toward students' reading achievement in narrative text before and after being taught through DRTA. The criteria H_1 is accepted if alpha level is lower than 0.05 (< 0.05).

This chapter had elaborated the method was used in the research later. It also revealed how the data analysed after the treatment. The data was taken from the result pre-test, post-test and questionnaire.

V. CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions of the results in the research and also several suggestions which are elaborated in the following section

5.1. Conclusions

In line with the results of the data analyses and discussions which have been elaborated to answer the two research questions presented in the first chapter, the researcher draws the conclusions as follows.

1. The use of DRTA Technique in teaching reading gives significant improvement to students' reading comprehension achievement as a whole on aspects of reading comprehension. The highest improvement is reference. According to the research, the more DRTA technique is applied in the classroom, the more students improve their ability in finding reference of reading comprehension. This is because of the fact that DRTA Technique leads the students to practice referring the subject in their reading activity. Conversely, if the teacher wants to increase the students' ability of finding detail information, DRTA Technique is not suitable for it since detail information is in the lowest improvement among the other aspects.
2. The students' responses toward the application of DRTA technique were very positive. Almost the students strongly agree that they had more

motivation and interest to read the whole text because they had to predict the text first.

5.2. Suggestions

Referring to the conclusions above, the researcher would like to propose some suggestions as follows:

Suggestions for English Teachers

1. English teachers are suggested to implement DRTA technique as an alternative technique in teaching narrative text reading since it can help students in comprehending the text more easily.
2. In teaching reading through DRTA technique, the teachers should be able to guide and give the clear instructional when the students tend to guess the detail information of the story based on the picture.

Suggestions for Further Researchers

1. Further researchers can apply this technique for different levels of students; i.e. for university level.
2. In this research, the researcher administered questionnaires in order to know the responses of students on the application of DRTA technique. Thus, for further research it is suggested to add another method of data collection, for example, observation sheet in order to find out students' constraints during the application of DRTA technique.

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