IMPROVING STUDENTS' READING COMPREHENSION IN NARRATIVE TEXT THROUGH DIRECTED READING THINKING ACTIVITY (DRTA) TECHNIQUE AT THE SECOND GRADE OF SMPN 22 BANDAR LAMPUNG

(A Script)

By
Rika Monika

ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
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ABSTRACT

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Reading is considered difficult for all learners especially junior high school students. This is obvious since this activity involves the students not only to read the text but also skills used to comprehend it. Therefore, Directed Reading Thinking Activity (DRTA) technique in teaching reading comprehension was applied. The objectives of this study were: to find out whether there was an improvement of the students' reading comprehension, and to find out which aspect of macro reading skills improved the most after being taught by DRTA technique. This study employed a quantitative design. The population of this research was the second grade of SMPN 22 Bandar Lampung. The sample of this research was VIII J which consisted of 28 students. The data were analyzed using Paired Samples T-test. Evidently, the result showed that there was an improvement of the students' reading comprehension. It was proved by the increase of the students' mean score in the post-test which was higher than in the pre-test. In addition, main idea was the aspect of reading skills which improved the most after being taught by DRTA technique. This evidence proved that teaching reading using DRTA technique facilitates more in determining main idea. In conclusion, it can be said that DRTA technique can be used to improve students' reading comprehension.

Keywords: *directed reading thinking activity, reading comprehension, reading skills, teaching reading, students' improvement*

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A Script

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Teacher Training and Education

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DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
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Research Title	:	**IMPROVING STUDENTS' READING COMPREHENSION IN NARRATIVE TEXT THROUGH DIRECTED READING THINKING ACTIVITY (DRTA) TECHNIQUE AT THE SECOND GRADE OF SMPN 22 BANDAR LAMPUNG**
Student's Name	:	**Rika Monika**
Student's Number	:	**1513042064**
Department	:	**Language and Arts Education**
Study Program	:	**Teacher Training and Education**

APPROVED BY

Advisory Committee

Advisor   Co-Advisor

Drs. Basturi Hasan, M.Pd.   **Dr. Feni Munifatullah, M.Hum.**
NIP 19540705 198603 1 003   NIP 19740607200003 2001

The Chairperson of
The Department of Language and Arts Education

Dr. Nurlaksana Eko R., M.Pd.
NIP 19640106 198803 1 001

ADMITTED BY

1. Examination Committee

   Chairperson   : **Drs. Basturi Hasan, M.Pd.** ....

   Examiner   : **Drs. Deddy Supriyadi, M.Pd.** ....

   Secretary   : **Dr. Feni Munifatullah, M.Hum.** ....

2. The Dean of Teacher Training and Education Faculty

   Prof. Dr. Patuan Raja, M.Pd.
   NIP 19620804 198905 1 001

Graduated on: **May 28th, 2019**

LEMBAR PERNYATAAN

Yang bertanda tangan dibawah ini, saya:

Nama : Rika Monika

NPM : 1513042064

Program Studi : Pendidikan Bahasa Inggris

Jurusan : Pendidikan Bahasa dan Seni

Fakultas : Keguruan dan ilmu pendidikan

Judul Skripsi : Improving Students' Reading Comprehension in Narrative Text through Directed Reading Thinking Activity (DRTA) Technique at the Second Grade of SMPN 22 Bandar Lampung

Menyatakan bahwa skripsi ini adalah hasil karya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 25 Juni 2019

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ENAM RIBU RUPIAH

Rika Monika

CURRICULUM VITAE

The writer's name is Rika Monika. She was born in Bandar Lampung on February 18th, 1997. She is the one and only child from a lovely couple, Ahmad Rudi and Sri Wahyuni.

She graduated from TK 'Aisyiyah Bustanul Athfal in 2003. She continued her study at SD Negeri 4 Kota Karang in 2003 and graduated in 2009. In the same year, she continued studying at SMP Negeri 6 Bandar Lampung. Then, in 2012, she continued her study at SMA Negeri 4 Bandar Lampung and graduated in 2015.

She was registered as a student of English Education Study Program 2015 at University of Lampung. From July to August 2018, she did KKN program in Purbolinggo, Lampung Timur and a teaching practice program (PPL) at SMP Negeri 2 Purbolinggo. Finally, she did her research from November to January 2019 at SMP Negeri 22 Bandar Lampung.

DEDICATION

Alhamdulillahirobbil'alamin, this script would humbly be dedicated to:

The greatest inspiration of my life: my beloved parents,
Ahmad Rudi and Sri Wahyuni

My lecturers at English Department

My comrades of English Department 2015

My almamater, University of Lampung

MOTTO

In order to succeed, your desire for success should be greater than your fear of failure.

(Bill Cosby, 1977:136))

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Alhamdulillahirobbil'alamin, praise is only for Allah SWT, the almighty God, for blessing the writer with health to finish the script. Greeting is never forgotten, praise upon Prophet Muhammad SAW and his family, followers and all muslims. This script entitled "Improving Students' Reading Comprehension in Narrative Text through Directed Reading Thinking Activity (DRTA) Technique at the Second Grade of SMPN 22 Bandar Lampung" is submitted as one of requirements to get her Bachelor degree at the English Education Study Program, Faculty of Teacher Training and Education, University of Lampung.

In this case, the writer would like to express her deep gratitude and respect for those who have contribution in helping and supporting her to finish this script.

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Finally, the writer believes that her writing is still far from perfection. There are might be weakness in this research. Thus, comments, critiques, and suggestions are always opened 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 accomplish further research.

Bandar Lampung, 7 Juni 2019
The writer

Rika Monika

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I. INTRODUCTION

This chapter presents several points such as the background of the research, research questions, objectives of the research, uses of the research, scope and limitation of the research, and definition of terms.

1.1. Background of the Research

Reading, in particular, plays a crucial role as a starting point to understand and get the information of the text from every reading passage, especially in learning language skills of English. This is obvious since reading requires as understanding complex–written texts (Pang, 2003:6). Thus, the process of reading does need appropriate comprehension. In other words, comprehension is the process of making sense of words and sentences, connecting the meaning and the relationship between ideas conveyed in the text. When the students do not comprehend the information in the text, so the reading skill is totally meaningless. The comprehension does really occur when the students understand fully the information and idea in the text. It reveals now that reading is considered as one of difficult language skills to master.

For this reason, when the students learn to read, commonly, they face curious problems to be able to comprehend the reading text during the process of reading. In other words, to learn reading effectively the students were not only expected to read the text in terms of reading aloud but also to find the meaning of each word within

the text. Actually, 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 (Nuttal, 1982:17). Furthermore, the message or the meaning conveyed can be in the forms of information, knowledge, and even happy or sad expression messages. Obviously, reading needs comprehension to understand both context and the new information on the texts.

To be more specific, reading requires crucial elements such as: (1) determining the main idea i.e. how to determine main information of a paragraph, (2) analyzing specific information i.e. how to analyze particular piece of the information, such as characters, place, and events, (3) making inference i.e. how to predict or guess the certain idea from the information which we have read or known, (4) finding reference i.e. words are used either before or after the references in reading material, and (5) understanding vocabulary i.e. how to understand the meaning and classify vocabulary items.

Regarding Teaching Practice Program (PPL), it was found that there were many students at SMPN 2 Purbolinggo had difficulties in comprehending the text and answering the questions based on the text given when they practiced reading exercises in the classroom. In other words, there were only a few students could give responses related to the text. Most of the students thought that reading is boring. This phenomenon affected the students' creativity, for example, they become passive students in the class. Consequently, they were not able to achieve minimal standard scores achievement (KKM).

After conducting the pre-observation at SMPN 22 Bandar Lampung, several problems were objectively found. For examples, the students frequently find

difficulty to comprehend the text. As a result, they should open a dictionary to translate word by word into Indonesian to know the content of reading text. This unfortunate condition is sometimes found indicating that many students had difficulties in understanding and comprehending the text since they were not able to understand and obtain knowledge the content from that has been explained in the text. It is now clear that the students' reading comprehension was still low. During the interview with the teacher, she said that the mean score of the students' reading test was under 70 the minimal standard (KKM) because they were not able to understand required the elements of reading skills.

In relation to this, some specific problems during the preliminary research, conducted, were, among others: (1) the students' lack of vocabulary, (2) the students' lack of ability in identifying aspects of reading, and (3) the students' passiveness toward reading. These conditions required the study to seek for the most appropriate technique to use in order to have a successful teaching-learning process.

Furthermore, the first previous research is conducted by Kusumawardani (2012). Her study found that many factors that caused the students' difficulties in reading the text. The factors were as follows: first, the characteristic of reading. It caused by characteristics of reading which was very complex activity that involved both perceptions and thought. It is obvious that reading is not as easy as people thought. Second, the students had no sufficient vocabulary items. In this case, mastering English vocabulary will play a crucial role with regard to mastering reading skills. For example, sometimes when the students face the English reading materials, they do not understand anything about the context or the passage they read. They know nothing to do since they understand nothing about English vocabulary. This will become worse when they have to answer all the questions related to the passage.

Moreover, the second previous research is conducted by Somadayo (2013). He found that the students lack of vocabulary to comprehend the text and they were not interested to read English text or material. It leads the students reluctant to be an active reader and shows a negative attitude toward reading English. In addition, the teacher also tends to ignore the students to use reading technique and improve their reading speed. The teacher usually uses a monotonous technique in teaching reading. The students' problems can affect their interest in reading and make them bored.

In addition, the third previous research is conducted by Zakiyah (2015). She indicated that several problems were found, for examples, the students did not have sufficient vocabulary. It was difficult for them to comprehend the reading text. Another factor was the students' lack of ability in identifying five aspects of reading. The students must familiar with these terms, such as main idea, specific information, inference, reference, and vocabulary. Thus, all the problems basically occurred because the students did not receive an appropriate technique so that they are not interested in the reading activity.

The next previous research is conducted by Al Odwan (2012). This study revealed that practices in Jordanian schools showed that most students' reading comprehension were not good enough. All of the students obtained the information from materials they read and yet many of them did not read the materials. They were not interested to read English text or the materials. It caused by the students lack of vocabulary items. In this case, the students were not able to comprehend the reading text during the process of reading.

The last previous research is conducted by Yazdani (2015). He indicates that several problems were found, for examples, many readers did not know exactly whether they

were adequately comprehending the text. It was obvious that they had no sufficient vocabulary items. It made them difficult to understand the content of the reading text. Then, many readers had a misconception of comprehension. When they read a text, they settle for shallow levels of comprehension. These shallow readers believed that they had adequately comprehended a text if they can recognize the words and most of the sentences. Hence, it can be concluded that the readers do not comprehend the information in the text, so the reading skill is totally meaningless.

To overcome the problems mentioned above, this study, thereby, tried to find an alternative solution which is called Directed Reading Thinking Activity (DRTA) technique that can be applied to increase the students' reading comprehension. DRTA was developed in 1969 by Russell Stauffer. DRTA is intended to develop students' ability to read critically and reflectively. In addition, this technique teaches the students to open their mind and imaginations to create or continue the plot of the story. They need to think about the next event that happens in the next paragraph of the text. Thus, the students could guess the story of the blank paragraph, based on the previous paragraphs that are read by them. Besides that, the students could find out the clue by reading the next paragraph after the blank paragraph. This finding was in line with Stauffer's theory (1969) indicated DRTA is a technique involves (a) preparation/readiness/motivation for reading a lesson; (b) silent reading; (c) vocabulary and skills development; (d) oral reading; and (e) follow-up the activities.

More operationally, there are some activities students should do in implementing DRTA technique. First, *"direct"* which done through can be showing a title or a picture. Next, the students are asked to guess and predict what the story is about, and what happens to the story. In this regard, the teacher may ask the students questions like:*"What do you think?"* or *"Why do you think so?", "What is in your mind when*

you see this picture/read this title?". To be able to answer the questions, the students can, for example, be asked to read the text silently to verify the accuracy of their predictions. Possibly, some of their hypotheses are rejected and the others are confirmed by further reading. However, the teacher can mention this step as students *"reading"* activity. When this process is predictions, the students, then, need to re-read the text and state how they are able to verify their prediction. This completed activity is called *"thinking"* process. In this step, the students confirm or revise their predictions. Finally, the teacher needs to question the students to cite the text which causes them to confirm or change the prediction in accordance with intended message put forward in the reading text used.

Thus, in applying DRTA technique, it can give advantages to create an enjoyable and communicative environment for students, so they are motivated in learning. The teacher becomes a motivator for the student participation rate monitoring of students' activity, especially in the discussion. Therefore, DRTA technique can be more effective which can help the students to put high interest in learning reading. It could be said that DRTA technique is able to improve students' reading comprehension and their motivation.

In reference to the description above, the researcher was interested in applying DRTA technique to improve students' reading comprehension at the second grade of SMPN 22 Bandar Lampung because the students' reading comprehension was still insufficient. Presumably, this technique is suitable for teaching reading, especially in reading the narrative text. For this very reason, the title of this research is "Improving Students' Reading Comprehension in Narrative Text through Directed Reading Thinking Activity (DRTA) Technique at the Second Grade of SMPN 22 Bandar Lampung".

1.2. Research Questions

In line with the background above, this research primarily formulates two main research questions to be addressed. They are listed as follows:

a. Is there any improvement of the students' reading comprehension after being taught by DRTA technique in narrative text at SMPN 22 Bandar Lampung?

b. Which aspect of reading comprehension in terms of macro skills does improve the most after being taught by DRTA technique?

1.3. Objectives of the Research

With reference to the research questions above, the objectives of this research are:

a. To find out whether there is an improvement of the students' reading comprehension after being taught by DRTA technique in narrative text at SMPN 22 Bandar Lampung.

b. To find out which aspect of reading comprehension in terms of macro skills improve the most after being taught by DRTA technique.

1.4. Uses of the Research

Hopefully, this research can be useful for the finding results:

a. Theoretically, the results can be used as the reference for those who want to conduct a 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.

b. Practically, the results can be used to provide the English teachers with new insight that might be taken as a guideline in teaching reading so that the students are able to comprehend English texts better. Furthermore, the finding of this study is hoped to inspire and motivate students to learn reading. They

can improve their achievement of reading comprehension. Besides, they can enjoy the class, build the motivation and focus on their materials.

1.5. Scope and Limitation of the Research

This research was characterized by quantitative design conducted at the second grade of SMPN 22 Bandar Lampung. As can be noticed that reading is also crucial in the curriculum of junior high school for the second grade, there are many kinds of text that the students should achieve such as descriptive, recount, narrative, hortatory exposition, etc. However, this research was limited to narrative text based on the syllabus of the second grade of junior high school. This study mainly focused on macro skills five aspects of reading, such as main idea, specific information, inference, reference, and vocabulary. In teaching reading, there are several techniques such as Jigsaw, Think Pair Share (TPS), Read Ask Paraphrase (RAP), Listen Read Discuss (LRD), Directed Reading Thinking Activity (DRTA), etc. This research basically focused on investigating students' reading comprehension through Directed Reading Thinking Activity (DRTA) technique to improve their reading comprehension.

1.6. Definition of Terms

Some words that are used in this study become keywords. In order to have a better understanding and to avoid misinterpretation of the terms used in this study, this study presents some definition of terms, they are:

    a. Reading Comprehension. This typical reading activity is the ability to read the text, process it and understand its meaning. Reading comprehension is the process which is extracting and constructing the meaning of the text from interaction and involvement with the written language (Caldwell, 2008).

Naturally, reading involves certain elements: (1) main idea, (2) specific information, (3) inference, (4) reference, and (5) vocabulary.

a.1. Main idea. It refers to important information that tells more about the idea of a paragraph or main point of a passage.

a.2. Specific information. It develops the topic sentence by giving detail information such as cause and effect, facts, and incident in the story.

a.3. Inference. This is an educational guess or prediction about the idea based on available facts and information.

a.4. Reference. It is the words or phrases used either before or after the reference in reading material. It is used to avoid unnecessary repetition of words or phrases.

a.5. Vocabulary. Understanding vocabulary denotes comprehending parts of speech covering content words and function words;

(1). Content words are words that have meaning. They are words we view as nouns, verbs, adjectives, and adverbs.

(2). Function words are words that exist to explain or create grammatical or structural relationships into which the content words may fit. Words like "of," "the," "to," they have little meaning on their own.

b. Macro skills. These skills include some principles in mastering reading elements; such as main idea, specific information, inference, reference, and vocabulary.

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

d. Narrative. 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. The purpose of narrative text is to amuse or to entertain the reader with a story (Bushel, 2011:10).

II.   LITERATURE REVIEW

This chapter elaborates theories which support the script. They are classifying like the following: review of the previous studies, concept of reading, teaching of reading, concept of DRTA technique, advantages and disadvantages of DRTA technique, concept of narrative text, theoretical assumption, and hypothesis.

2.1. Review of the Previous Studies

There are several studies proved that the technique is effective in increasing the students' reading comprehension. The first study is conducted by Kusumawardani (2012). The subject of this research was the 11th grade of sciences 3 of SMAN 1 Klirong which consisted of 30 students. In collecting data, this study uses some steps, such as preliminary observation, preparing the materials and creating a lesson plan using DRTA technique and media. This research also provides the questionnaire to the students and analyzes the result. Some students are braver to show their ability and ask the teacher when they have difficulties in the class. The students answer questions and give their opinion during the teaching-learning process. It can be seen from the assessment result. The results gained from questionnaire showed that most of the students gave positive responses.

The second research is conducted by Somadayo (2013). At the Senior High School Ternate found that first, there is a difference between the reading comprehension

skills of students who took learning model DRA, PQRST, and model DRTA. Second, there are differences in the reading comprehension skills of students who have high interest show better understanding than students who have moderate and low reading interest. Third, there is an interaction of learning models and reading interest toward reading comprehension skills. There is a difference or effect of the learning model for reading comprehension skills among students taught by DRA, PQRST, and DRTA learning models. Since the largest average score of reading comprehension ability is in DRTA, so it can be concluded that DRTA learning model has advantages over the other two models, namely DRA and PQRST.

Another previous research is conducted by Zakiyah (2015). Her study at the second grade of SMAN 9 Bandar Lampung. The aim of this research is to find out whether there is a difference of students' reading achievement of narrative text before and after being taught DRTA technique and to find out whether or not there is an increase of students' reading achievement of narrative text after being taught through DRTA technique. After analyzing the data, the results of the data analysis shows that there is a difference in students' reading achievement after being taught through DRTA. It can be proven from the increase in students' mean score from pre-test and post-test which is 65.32 up to 77.95, and the gain is 12.36. So, it can be concluded that there is an increase in students' reading achievement after being taught through DRTA technique in terms of reference aspect.

The next research is conducted by Al Odwan (2012). He investigates the effect of Directed Reading Thinking Activity (DRTA) on English secondary students in Jordan. The finding showed that the use of DRTA through using cooperative learning is successful and effective instructional strategy to improve students' reading comprehension. As a result, this study used a combination of two strategies together,

DRTA and cooperative learning, as one strategy to teach Jordanian secondary stage students reading, to enhance students' achievement in reading comprehension. Using DRTA through cooperative learning improve students' reading comprehension because these activities were rich with more communicative tasks and consequently provided students with new concepts, ideas, suggestions, styles of thinking as well as opinions.

The last research is conducted by Yazdani (2015). This study reveals that the impact of Directed Reading Thinking Activity (DRTA) and Guided Reading (GR) on reading comprehension for Sixty three Iranian students of grade one in Shahed high school in the city of Bojnourd. The results of the study shows that DRTA has a more significant positive effect than GR. DRTA improves students' reading comprehension because these activities emphasize the development of thinking skills and involve the students in processes to enhance learning.

Table 2.1. Summary of the Result of Relevant Studies

Researcher	Focus on the Study	Method	Result
Kusumawardani (2012)	Reading Comprehension Ability	DRTA	There is an improvement in students' reading comprehension.
Somadayo (2013)	Learning Model DRTA towards Students' Reading Comprehension Ability Seeing from Their Interest.	DRTA, PQRST, and model DRA	There is a difference between the reading comprehension skills of students who took learning model DRTA has advantages over the other two models, namely DRA and

			PQRST.
Zakiyah (2015)	Reading Achievement	DRTA	There is an increase in students' reading achievement.
Al Odwan (2012)	Reading Comprehension	DRTA through using cooperative learning	DRTA through using cooperative learning is successful and effective instructional strategy to improve students' reading comprehension.
Yazdani (2015)	Reading Comprehension	DRTA and GR	DRTA has a more significant positive effect than Guided Reading.

2.2. Concept of Reading

Reading is one of the most important language skills that need to be comprehended well. It plays an important role for the students to get and understand information from the text. Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning (Nunan, 2003). While reading process, the students try to understand the text and it makes reading become a process putting the readers in contact and communicate with ideas. In this process, the reader tries to create the meanings intended by the writer, the reader can get the message and the writer's meaning sense.

Commonly, the process of reading needs good comprehension in order to produce an understanding of the idea or information. The reading process is totally meaningless when there is no comprehension. So, 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 construct 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. Additionally, Caldwell (2008) states that reading comprehension is the process which is extracting and constructing the meaning of the text from interaction and involvement with the written language. So, 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.

In line with Nuttal (1982:17) who states 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 contrast, reading is not as easy as people thought. Being able to read and comprehend English texts easily readers need some micro and macro skills. This is reasonable since Brown (2004: 187-188) proposes into two skills: (1) micro skills, and (2) macro skills.

2.2.1. Micro skills

Basically, there are crucial elements of micro skills which should be implemented in reading class. To be more concrete, here is an example of a narrative paragraph that can be further analyzed by micro skills as follows.

The Monkeys and the Cap Seller

Once, a cap seller was passing through a jungle. He was very tired and needed to rest. Then, he stopped and spread a cloth under a tree. He placed his bag full of caps near him and lay down with his cap on his head. The cap seller had a

sound sleep for one hour. When he got up, the first thing he did was to look into his bag. He was startled when he found all his caps were not there.

> *When he looked up the sky, he was very surprised to see monkeys are sitting on the branches of a tree, each of the monkeys is wearing a cap of on its head. They had evidently done it to imitate him. He decided to get his caps back by making a humble request to the monkeys. In return, the monkeys only made faces of him. When he began to make gesture, the monkeys also imitated him.*

> *At last, he found a clever idea. "Monkeys are a great imitator," he thought. So, he took off his own cap and threw it down on the ground. And as he had expected, all the monkeys took off the caps and threw the caps down on the ground. Quickly, he stood up and collected the caps, put them back into his bag and went away.*

(Adapted from http://www.englishcafe.co.id/pengertian-narrative-text-dalam-bahasa-inggris.)

1. Discriminating among the distinctive graphemes and orthographic pattern of English. A grapheme is a letter or a number of letters pattern that represent a sound (phoneme) in a word. English has a complex code in which 1-4 letter graphemes can represent 1 sound. In my opinion, the example of 1 letter grapheme: **c** a p. The sounds /k/ is represented by the letter 'c'. 2 letter grapheme: s l **ee** p. The sound /i:/ is represented by the letters 'e e'. 3 letter grapheme: e**igh** t. The sound /ie/ is represented by the letters 'i g h'. 4 letter grapheme: th r **ough.** The sound /oo/ is represented by the letter 'o u g h'. Then, an orthographic is the set of symbols used and the rules about how to write these symbols. Here is the example of the word *cap /'*kap/ consists of three letters (c), (a), and (p), in which (c) represents the sound /k/, (a) the sound /a/, and (p) the sound /p/. This typical aspect of reading is crucial in reading especially at the beginning level.

2. Retaining chunks of the language of deference lengths in short-term memory. In studies of language acquisition, chunks of language are several words that are customarily used together in a fixed expression, based on my opinion, for example: "monkeys are a great imitator,*" he thought.*

3. Recognizing a core of word, and interpreting word order patterns and their significance. A core word is a set of words that a student is expected to be able to read and spell. Here is the example of a core word in the text above: *he, they, tree, bag, cap, and monkey.*

4. Recognizing grammatical word classes (e.g., noun, verb, adjective, adverb, pronoun, preposition, conjunction, determiner). For example, in the text above *"The Monkeys and the Cap Seller"*, *monkey* is a noun, *found* is a verb, *clever* is an adjective, *very* is an adverb of degree, *he* is a pronoun, *under* is a preposition, *and* is a conjunction, *the* is a determiner.

5. Recognizing that particular meaning may be expressed in different grammatical forms. For example, word forms *cap, caps* have the same lexical meaning and have different grammatical meanings. They constitute a lexeme (about this sound pronunciation). Word forms *cap and bag,* the same grammatical meaning and have different lexical meanings. They constitute a gramme (a categorical form, a form class).

6. Recognizing cohesive in written discourse and their rule in signaling the relationship between and among clauses. Here are the cohesive devices in a synonym, *When he <u>looked</u> up the sky, he was very surprised to <u>see</u> monkeys sitting on the branches of a tree, each of the monkeys is wearing a cap of on its head.* In pronouns, *he, she, it, they*, and *we* are useful pronouns for referring back to something previously mentioned, for example: *Once, a <u>cap seller</u> was passing through a jungle. <u>He</u> was very tired and needed to rest.* The words underlined are the cohesive devices in synonym and pronouns.

2.2.2. Macro skills

In contrast, there are crucial elements of macro skills which should be implemented in reading class. To be more concrete, here is an example of a narrative paragraph that can be further analyzed by macro skills as follows.

The Tortoise and the Hare

Once there was a speedy hare who bragged about how fast he could run. Tired of hearing him boast, the tortoise challenged him to a race. The entire animal in forest gathered to watch.

Hare run down the road for a while and then paused to rest. He looked back at the tortoise and cried out, "How do you expect to win this race when you are walking along at your slow, slow pace?" Hare stretched himself out alongside the road and fell asleep.

The animals who were watching cheered so loudly for tortoise, they woke up Hare. Hare began to run again, but it was too late. Tortoise was over the line. After that, Hare always reminded himself, "Don't brag about your lightning pace, for slow and steady won the race!"

(Adapted from https://www.storyarts.org/library/aesops/s/.html)

1. Recognizing the rhetorical forms of written discourse and their significance for interpretation. It is the ability to know narrative writing which is intended to seem important or influence finding specific information out of a text from an explanation of what something means.

Here is the first paragraph of *The Tortoise and the Hare* finding specific information out of a text.

Once there was a speedy hare who bragged about how fast he could run. Tired of hearing him boast, the tortoise challenged him to a race. The entire animal in forest gathered to watch. (Line 1 and 2).

Those sentences are an introductory paragraph which helps the readers to analyze the subject and to develop another paragraph.

2. Recognizing the communicative function of written text, according to form and purpose. The readers should have a purpose before they read the text. So, after they already finished in reading the text, they will obtain what they want.

The form of the text is monologue text, especially narrative text. Before the students read the text, they should have a purpose which is the purpose will allow the students to get the answer, for example: "*Who are the characters in the story?"*. From the example question, the purpose is to find out the characters in the story. Here is the third paragraph of The Tortoise and the Hare finding the characters in the story.

> *The animals who were watching cheered so loudly for tortoise, they woke up Hare. Hare began to run again, but it was too late. Tortoise was over the line. After that, Hare always reminded himself, "Don't brag about your lightning pace, for slow and steady won the race!"*

So, the readers should find out the characters in the story. *In the story, the characters of the story are the tortoise and the hare.*

3. Inferring context that is not explicit using background knowledge. Making inference is a good guess or prediction about the ideas which is unknown based on available facts and information. It means that it is needed a logical connection that bridges the thing that readers know and the thing they do not know. For example**s**:
   a. *The end of the story is the tortoise won the race.*
   b. *The character of the hare is arrogant.*

4. From described events, and ideas infer links and connections between events, deduce causes and effects, and detect such relations as determining main idea,

supporting idea, new information, given information, generalization, and exemplification.

Determining main idea is the crucial element because it is a skill to grasp and find the main point of passage by summarizing its passage and looking for repetition of ideas/words.

a. Here is the first paragraph of The Tortoise and the Hare determining the main idea.

   Once there was a speedy hare who bragged about how fast he could run. Tired of hearing him boast, the tortoise challenged him to a race. The entire animal in forest gathered to watch.

As a result, the main idea in the first paragraph is *the tortoise tired of hearing the hare boast, so he challenged him* because the paragraph is mostly about the hare always boast "how fast he could run", so the tortoise challenged him to a race.

b. Here is the second paragraph of The Tortoise and the Hare determining the main idea.

   Hare run down the road for a while and then paused to rest. He looked back at the tortoise and cried out, "How do you expect to win this race when you are walking along at your slow, slow pace?" Hare stretched himself out alongside the road and fell asleep.

Therefore, the main idea in the second paragraph is *the arrogance hare* because the main idea directs the reader to detect the main information of the paragraph. It is about the hare's attitude, for example: the hare cried out to the tortoise, "How do you expect to win this race when you are walking along at your slow, slow pace?". That statement reflects that the hare is very arrogant.

c. Here is the third paragraph of The Tortoise and the Hare determining the main idea.

> *The animals who were watching cheered so loudly for tortoise, they woke up Hare. Hare began to run again, but it was too late. Tortoise was over the line. After that, Hare always reminded himself, "Don't brag about your lightning pace, for slow and steady won the race!"*

Thus, the main idea in the third paragraph is *the hare realized his arrogance.* Because the hare reminded himself, "don't brag about your lightning pace, for slow and steady won the race!". From the statement, it seems like the hare think that the tortoise can be more successful by doing things slowly and steadily than by acting quickly and carelessly. So, the hare realized his arrogance in this paragraph.

5. Distinguishing between literal and implied meaning. Literal meaning is exactly what the words say. Where implied meaning is what is suggested. For examples:

a. Literal Meaning

The literal meaning of a sign is what it denotes. For example:

"How do you accept to win this race when you are walking along at your slow, slow pace?"

In this context, slow pace means the *tortoise* because the tortoise refers to the literal meaning.

b. Implied Meaning

While the implied meaning is what the sign connotes. For example:

"How do you accept to win this race when you are walking along at your slow, slow pace?"

In this context, slow pace can mean *snail* because the snail refers to the association that is connected to the tortoise. The connotative meaning of the snail exists together with the denotative meaning of the tortoise.

6. Detecting cultural specific references and interpreting them in the context of the appropriate cultural schemata. Reference is the intentional use of one thing to indicate something else in which one provides the information necessary to interpret the other. Reference means we interpret and determine one linguistic expression to another. For examples:

   a. **They** *woke up hare. The word "they" on the sentence refers to animals.*
   b. *How do* **you** *expect to win this race? The word "you" on the sentence refers to the tortoise.*
   c. **He** *looked back at the tortoise and cried out. The word "he" on the sentence refers to the hare.*

7. Develop and use a battery of reading strategies such as scanning means glancing rapidly through the text either to search for a specific piece of information (name, date, place, etc) whether the text is suitable for given purpose (Nuttal, 1982: 34) and skimming is the process of rapid coverage of reading matter to determine main idea (Brown, 2004: 213). Detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

   a. Guessing Meaning of Word

   Guessing the meaning of the word refers to comprehend what the unfamiliar words mean by seeing its synonym or antonym related to the context. For examples:

a) In terms of synonym

    a. Speedy is synonymous with fast, for example, *once there was a speedy hare who bragged about how fast he could run.*

b) In terms of antonym

    a. Fast is antonymous with slow, for example, *"how do you expect to win this race when you are walking along at your slow, slow pace?".*

b. To interpret the elements of macro skills in the context, DRTA technique as activating schemata used to find out the elements of macro skills in the text and to develop reading comprehension.

Nuttal (1985:2) states that there are naturally five aspects of reading skills, they are: (1) main idea, (2) specific information, (3) inference, (4) reference, (5) vocabulary. These aspects are very crucial to comprehend an English text. Each of them is clarified as follows.

1. Main Idea

Principally, the main idea in reading is a crucial element because it is a skill to grasp and find the main point of passage by summarizing its passage and looking for repetition of ideas/words. Determining main idea of a reading selection is what the passage is mostly about (Segretto, 2002:12). So, the author often states the determining main idea in the first or last sentence of the first paragraph, nevertheless the author may state the determining main idea anywhere in the part of text.

2. Specific Information or Supporting Detail

Specific information or supporting details provide the reader with more information about the determining main idea or subject of a passage (Segretto, 2002:16). They are

pieces of information that help the reader to understand the detail information such as cause and effect, facts, and an incident in the story. Detail in a fictional story also supports determining main ideas about the setting, characters, and events.

3. Inference

In relation to inferences, Kathleen (1983:31) states that inference is an education guess or prediction about the idea or information which is unknown based on available facts and information. It means that it is needed a logical connection that bridges the thing that readers know and the thing they do not know.

4. Reference

References are words or phrases used either before or after the reference in the reading material (Latulippe, 1986). Words are used to avoid the unnecessary repetition of words and phrases. It means that such words are used because they are signal the reader to find the meaning and connect one object to another object.in the text.

5. Vocabulary

Understanding vocabulary means to comprehend what the words mean. Vocabulary is essentially needed when the reading process is going because according to Machado (2012:56), a child's vocabulary is strongly related to his comprehension and ease of learning to read. It is the ability to determine the meaning of understanding vocabulary items from context is one of the most important aspects of a successful reading.

Regarding Chung and Pannebaker (2007:345), there are two types of vocabulary such as (1) content words, and (2) function words. Consider the analysis of parts of speech.

This study mainly focuses on content word analysis. As the explanation above, in general, the paragraph below consists of nouns, verbs, adjectives, and adverbs.

Here is an example of a narrative paragraph which can be further analyzed by finding certain parts of speech analyzed like the following.

The Legend of Rawa Pening

Once upon a time, there was a little poor boy came into a village. He was very hungry and weak. He knocked at every door and asked for some food, but nobody helped him.

Finally, a generous gave him a meal. When the boy wanted to leave, she gave him a "lesung", a big wooden mortar for pounding rice. She reminded him, "Please remember if there is a flood you must save yourself. Use this "lesung" as a boat". The poor boy was thanked to the old woman.

While the little boy was passing through the village, he saw many people gathering on the field. People challenged each other to pull out a stick that stuck on the ground, but nobody succeeded. "Can I try?" asked the little boy. The crowd laughed mockingly. He stepped forward and pulled out the stick easily. Everybody was surprised.

Suddenly from the hole left by stick, water spouted out. It did not stop until it flooded the village. And no one was saved from the water except the little boy and the generous old woman who gave him a meal. As she told him, he used the "lesung" as boat and picked up the old woman. The whole village became a huge lake. It is now known as Rawa Pening Lake in Salatiga, Central Java, Indonesia.

(Adapted from http://bel-ing.blogspot.com/2013/02/the-legend-of-rawa-pening.html)

1) Content words are usually nouns, verbs, adjectives, and adverbs. A noun tells about the objects, a verb tells about the action happening, an adjective gives detail about objects and people, and an adverb tells about how, when or where something is done. More specifically, each of the content words is further described as follows.

   a. Nouns. According to Loos (2003) in Khaula (2013:10), a noun is a word that refers to a person, a place, or a thing. Thus, the word is a noun. It can be divided into:

a) A collective noun is the name of a number (or collection) of persons or things taken together and spoken of as one whole. For example, *team, family, committee, etc.* In fact, there is no collective noun used in the text.

b) An abstract noun is usually the name of a quality, action, or state considered apart from the object to which it belongs. For example, "*He was very **hungry** and **weak**"* the bold words in this sentence are abstract nouns.

Another classification of nouns is whether they are countable or uncountable.

a) Countable noun refers to entities which can be counted, have singular and plural forms and have a clear distinction between definite and indefinite forms. For example, "*finally, a generous gave him a **meal**"* the bold word in this sentences is the countable noun.

b) Uncountable noun relates to entities which cannot be counted and usually do not vary in the number. They usually do not take the indefinite article but allow a contrast between an indefinite and a definite form. For example, *"..... if there is a **flood** you must save yourself"* the bold word in this sentence is an uncountable noun.

b. Verbs. Since this study uses narrative text which used past tense, the verbs are focused on the regular verbs and irregular verbs. According to Jacobson (1980:50-60), verbs can be divided into two parts below.

a) Regular verbs are those whose past tense and past participles are formed by adding a -d or an -ed to the end of the verb. For example, "*he **knocked** at every door and **asked** for some food......"* the words

knock become *knocked*, and *ask* become *asked* as in the sentence are regular verbs.

b) Irregular verbs as the changed forms of these verbs are often un unrecognizably different from the originals. For example, ".... *she **gave** him a "lesung"* the word *give* become *gave* as in the sentence is irregular verbs.

c. Adjectives. A word used with a noun to describe or point out, the person, animal, place or thing which the noun names, or to tell the number or quantity, is called an adjective (Pustet, 1989:11). Adjectives may be divided into the following parts.

a) Adjective of a numeral shows how many persons or things are meant which is referred by a number. For example, "*... he saw **many** people gathering on the field"* the word *many* as in the sentence is the adjective of the numeral.

b) Adjective of quality denotes the kind or quality of a person or thing. For example, "..... *there was a little **poor** boy came into a village"* the word *poor* as in the sentence is the adjectives of quality.

c) Adjective of quantity shows how much of a thing is meant as. For example, *".... and asked for **some** food"* the word *some* in the sentence is the adjectives of quantity.

d. Adverbs. Referring to Himmelmann & Schultze-Berndt (2005:8), an adverb is a word which modifies the meaning of a verb, an adjective or another adverb. Adverbs are often classified according to their lexical semantics such as (1) adverb of degree, (2) adverb of manner, (3) adverb

of place, (4) adverb of time. More specifically, each of the content words can be seen below.

a) Adverb of degree explains the level or intensity of a verb, adjective, or even another adverb. For example, "*he was **very** hungry and weak*" the word *very* as in the sentence is the adverb of degree.

b) Adverb of manner provides more information about how a verb is done. Adverb of manner is probably the most common of all adverbs. They're easy to spot too. Most of them will end in –ly. For example, "*he lived **happily** ever after…*" the word *happily* as in the sentence is the adverb of manner.

c) Adverb of place illustrates where the verb is happening. It is usually placed after the main verb or object or at the end of the sentence. For example, "*once upon a time, there was little poor boy came **into a village***" the words *into a village* as in the sentence is the adverb of place.

d) Adverb of time provides more information about when a verb takes place. Adverb of time is usually placed at the beginning or end of a sentence. When it is of particular importance to express the moment something happened we put it at the start of a sentence. For example, "***once upon a time***, *there was a little poor boy…*" the words *once upon a time* as in the sentence is the adverb of time.

2) Function words. Nordquist (2018:1-3) states that function words include pronouns, prepositions, articles, and conjunctions. More specifically, each of the content words is further described as follows.

a. Pronouns. These words that stand in for nouns. For example, "*once upon a time, there was a little poor boy came into a village. **He** was very hungry and weak"* the word *he* as in the sentence is a pronoun as *a little poor boy*.

b. Prepositions. These items contain nouns and other modifiers. Prepositions function to give more information about nouns. For example, *"once upon a time, there was a little poor boy came **into** a village"* the word *into* as in the sentence is the preposition.

c. Articles. These items are actually adjective the nouns are actually adjectives because they describe the nouns that they precede. There are only three articles such as the, a, and an. For example, "*finally, **a** generous gave him **a** meal"* the word *an* as in the sentence is the article.

d. Conjunctions. Regarding Nordquist (2018:2) define conjunctions as a connective part of a sentence, such as items in a list or two separate sentences. For example, *"he was very hungry **and** weak"* the word *and* as in this sentence is the conjunction.

This research, however, focused merely on content words consisting of: (1) nouns, (2) verbs, (3) adjectives, and (4) adverbs since they are very essential for the students to improve students' reading comprehension ability.

Here is an example of a narrative paragraph which can be further analyzed by applying the five aspects of reading skills. Each of them is illustrated as follows.

The Legend of Rawa Pening

Once upon a time, there was a little poor boy came into a village. He was very hungry and weak. He knocked at every door and asked for some food, but nobody helped him.

Finally, a generous gave him a meal. When the boy wanted to leave, she gave him a "lesung", a big wooden mortar for pounding rice. She reminded him, "Please

remember if there is a flood you must save yourself. Use this "lesung" as a boat". The poor boy was thanked to the old woman.

While the little boy was passing through the village, he saw many people gathering on the field. People challenged each other to pull out a stick that stuck on the ground, but nobody succeeded. "Can I try?" asked the little boy. The crowd laughed mockingly. He stepped forward and pulled out the stick easily. Everybody was surprised.

Suddenly from the hole left by stick, water spouted out. It did not stop until it flooded the village. And no one was saved from the water except the little boy and the generous old woman who gave him a meal. As she told him, he used the "lesung" as boat and picked up the old woman. The whole village became a huge lake. It is now known as Rawa Pening Lake in Salatiga, Central Java, Indonesia.

(Adapted from http://bel-ing.blogspot.com/2013/02/the-legend-of-rawa-pening.html)

1. Determining the Main Idea

Here is an example question about the main idea can be: "*what is the main idea of the second paragraph?*". Here is the second paragraph of The Legend of Rawa Pening in determining the main idea.

Finally, a generous gave him a meal. When the boy wanted to leave, she gave him a "lesung", a big wooden mortar for pounding rice. She reminded him, "Please remember if there is a flood you must save yourself. Use this "lesung" as a boat". The poor boy has thanked the old woman.

Thereby, the answer of the question is "*a generous woman helped him*" because the paragraph is mostly about the generous woman that give "lesung" to the poor boy. The determining main idea is found at the beginning of a paragraph or deductive paragraph. In brief, the main idea directs the reader to detect the main information of the passage or the paragraph.

2. Analyzing the Specific Information

Here is an example question about finding specific information can be: "*why was everybody in the village surprised*?". Here is the example paragraph for analyzing the specific information.

While the little boy was passing through the village, he saw many people gathering on the field. People challenged each other to pull out a stick that stuck on the ground, but nobody succeeded. "Can I try?" asked the little boy. The crowd laughed mockingly. He stepped forward and pulled out the stick easily. Everybody was surprised.

As a result, the answer of the question is "*the poor boy succeeded to pull out the stick*" because, in the third paragraph, the poor boy stepped forward and pull out the stick easily everybody was surprised. In this case, it gives the detail information about cause and effect.

3. Making Inference

Here is an example question about making inference can be: "*which statement is not true based on the text?*". Here is the example paragraph for making an inference.

While the little boy was passing through the village, he saw many people gathering on the field. People challenged each other to pull out a stick that stuck on the ground, but nobody succeeded. "Can I try?" asked the little boy. The crowd laughed mockingly. He stepped forward and pulled out the stick easily. Everybody was surprised.

Thus, the answer of the question is "*the boy could pull out the stick effortlessly*" because, based on the text, the true statement is "the boy pulled out the stick easily*".* That statement is in the third paragraph.

4. Finding Reference

Here is an example question about finding reference can be: "***he*** *was very hungry and weak." the word "he" refers to* ... Here is the example paragraph for finding the reference.

Once upon a time, there was a little poor boy came into a village. He was very hungry and weak. He knocked at every door and asked for some food, but nobody helped him.

Therefore, the answer of the question is *a little poor boy.* The word "he" is called reference because he is pronoun refers to "*a little poor boy*".

5. Understanding Vocabulary

Here is an example question about understanding vocabulary can be: *"...... the* <u>*generous*</u> *old woman who gave him a meal." The synonym of the underlined word "generous" is* ... Here is the example paragraph for understanding the vocabulary.

> *Suddenly from the hole left by stick, water spouted out. It did not stop until it flooded the village. And no one was saved from the water except the little boy and the generous old woman who gave him a meal. As she told him, he used the "lesung" as boat and picked up the old woman. The whole village became a huge lake. It is now known as Rawa Pening Lake in Salatiga, Central Java, Indonesia.*

As a result, the answer of the question is *"kind".* Because the word "generous" is synonymous with the word "kind".

2.3. Teaching of Reading

Teaching is a process of giving a lesson or transferring knowledge and causing to know or to understand. Teaching is one aspect of education consists of interaction between a teacher-a person who is inquiring about intelligent behavior-and the students. During the teaching process, the students are helped to learn something new. Therefore, in the teaching and learning process, the students can understand what has been given by the teachers.

In relation to the explanation above, teaching is viewed as driven by teachers; attempt to integrate theory and practice. It can be said that the teachers create their own new understandings of teaching based on their knowledge. In addition, Mulyasa (2005: 34–35) in his study suggests that teachers have to make their students understand,

know, and able to develop their knowledge that they have not known before. Not only that, but the teachers are also responsible for a large amount of what happened in the classroom, such as what is taught, the resources use, the type of activities, classroom management, assessment, feedback, etc.

In brief, teaching reading is important in learning language because reading is one of the 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.

2.4. Concept of Directed Reading Thinking Activity (DRTA) Technique

Directed Reading Thinking Activity (DRTA) is associated with the Directed Reading Activity (DRA) 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 DRTA is a much stronger model for building independent readers and learner**s.** In line with Almasi (2003:141), he states that the goal of using DRTA is to foster students' independence when reading. It means that it can engage the 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 the use of context clues and establish 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 extends thoughts and promotes interactive learning. The power of DRTA technique increases when the teacher guides students to check their predictions after reading (Allen, 2004:56). It supported by Gaither (2008), the

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, and to develop critical thinking. So, the activity can make the students comprehend the text more easily.

More operationally, there are some activities students should do in implementing DRTA technique. First, "*direct*" which done through can be showing a title or a picture. Next, the students are asked to guess and predict what the story is about, and what happens to the story. In this regard, the teacher may ask the students questions like:*"What do you think?"* or *"Why do you think so?", "What is in your mind when you see this picture/read this title?".* To be able to answer the questions, the students can, for example, be asked to read the text silently to verify the accuracy of their predictions. Possibly, some of their hypotheses are rejected and the others are confirmed by further reading. However, the teacher can mention this step as students *"reading"* activity. When this process is predictions, the students, then, need to re-read the text and state how they are able to verify their prediction. This completed activity is called *"thinking"* process. In this step, the students confirm or revise their predictions. Finally, the teacher needs to question the students to cite the text which causes them to confirm or change the prediction in accordance with intended message put forward in the reading text used.

Generally, there are several ways which can be applied in teaching reading text by using some techniques. The techniques are used to put high interest in learning reading so that it can help the students to comprehend the English text well. Commonly, almost all of the techniques have the same purpose that is to improve the students' reading comprehension. However, they are different from the various ways of implementation and in terms of benefit. After considering the strength and

weakness in each technique, this research decided to apply DRTA technique in conducting the study.

2.5. The Advantages and Disadvantages of DRTA Technique

There are some advantages and disadvantages of DRTA technique. DRTA as one of the techniques can bring some advantages when it is implemented. First, DRTA is a motivating teaching technique. By using this technique, the students enjoy making predictions and then finding out whether or not their predictions were correct. It is also a very flexible technique that it can be used individually, with a small group, or with an entire class. Furthermore, DRTA teaches students the skill of comprehension. It engages the students in an active process where they must use their reasoning abilities and their own ideas. It can help the students become critical readers. Moreover, DRTA increases comprehension through its strong emphasis on student-generated prediction and conclusions which are based on and grow from prior knowledge and experience. It teaches the students to monitor their understanding of the text as they are reading.

In addition to the advantages, DRTA technique has disadvantages that should be considered. First, 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. Second, 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. It causes the learning process becomes not conducive.

2.6. Concept of Narrative Text

There are many kinds of text that students have to be mastered. One of them is 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". It means that it refers to the telling of a story, the term is used here to describe the relating of an experience. It has a purpose to amuse and entertain the reader or listener.

There are several kinds of narrative form. These kinds are based on the story types. The types of narratives, are, among others: (1) fable is a traditional short story that teaches a moral lesson, especially one with the animals as characters; these stories considered as one group of animal stories, i.e. (*The Lion and the Mouse, The Smart Parrot, etc)*, (2) fairytale is an old story about magic things happened intended for amusing and giving lessons, meanings, and moral values, i.e. (*Cinderella, Pinocchio, etc),* (3) folktale is a very old traditional story from a particular place that is originally passed on people spoken form, i.e. (*Malin Kundang, Batu Menangis, etc),* and (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 a place or people, i.e. (*Tower of Babel, The Legend of Thor, etc).*

In addition**,** the language features that are usually found in a narrative according to Anderson (2003:8), are specific characters, time words that connect events to tell when they occur, verbs to show the actions that occur in the story, descriptive words to portray the characters and setting. In addition, Gerrot and Wignell (1994:204) states that the language features of a narrative text, are, among others: (1) specific and individualized participants i.e. (*Cinderella, Rapunzel, etc)*, (2) process to shows what happened and what someone do or what is done i.e. (*walked, killed, etc)*, temporal

conjunction i.e. (*when, then, suddenly, etc*), and (3) temporal circumstances that describe time i.e. (*once upon a time, one day, etc*), and place i.e. (*forest, river, etc*), also past tense i.e. (*go - went, open - opened, etc*).

Characteristically, the story has a text organization or generic structure. First, orientation is a set of the scene: where and when the story happened and introduces the participants of the story: who is involved in the story. It is the part to introduce the characters, place, and time of the story. For example, the orientation from the Smart Monkey and the Dull Crocodile is in the first paragraph, *One day there was a monkey. He wanted to cross a river. There he saw a crocodile so he asked the crocodile to take him across the other side of the river. The crocodile agree and told the monkey to jump on its back. Then the crocodile swam down the river with the monkey on his top.*

Second, complication tells the beginning of the problems which leads to the crisis (climax) of the main participants. For example, the complication from the Smart Monkey and the Dull Crocodile is, *Unluckily, the crocodile was very hungry, he stopped in the middle of the river and said to the monkey, "My father is very sick. He has to eat the heart of the monkey. So he will be healthy again." At the time, the monkey was in a dangerous situation and he had to think hard. Then he had a good idea. He told the crocodile to swim back to the river bank. "What's for?" asked the crocodile. "Because I don't bring my heart," said the monkey. "I left it under a tree, near some coconuts in the river bank."*

Third, resolution is the way of the characters to solve the problem that happened before. From the Smart Monkey and the Dull Crocodile, the solution of the story is, *The crocodile agreed and turned around. He swam back to the bank of the river. As*

soon as they reached the river bank, the monkey jumped off the crocodile's back. Then he climbed up to the top of a tree. "Where is your heart?" asked the crocodile. "You are foolish," said the monkey to the crocodile. "Now I am free and I have my heart." Referring to that explanation about narrative text, it can be concluded narrative text is a text which retells the story in the past.

2.7. Theoretical Assumption

The frame of the theories was assumed that the students' reading ability could be increased through DRTA technique. Through this technique, it could be effectively used because this technique was used to develop learners' critical thinking through activating their schemata. In short, this technique 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 predicted and confirmed what happened in the text and merge their knowledge and ideas with the authors. Therefore, DRTA technique can improve the students' reading comprehension.

2.8. Hypothesis

Based on the theoretical assumption above, this study formulated the hypothesis were as follows:

H_0 indicates that there is no improvement of students' reading comprehension after being taught by DRTA technique.

H_1 means that there is an improvement of students' reading comprehension after being taught by DRTA technique.

The criteria for accepting the hypothesis are as follows:

H_0 is accepted if the t-value is lower than t-table.

H_1 is accepted if the t-value is higher than t-table.

III.   RESEARCH METHODS

This chapter explains the design of the research, population and sample, variables of the research, data collection technique, normality test, data analysis, result of try-out test, teaching procedures, research procedures, and hypothesis testing.

3.1. Design of the Research

This research was a quantitative research. This research aimed to find out whether there was an improvement of students' reading comprehension after being taught by DRTA technique and to find out the aspect of reading in terms of macro skills improved the most by using DRTA technique. This study used a pre-experimental design in the form of one group pre-test post-test design because it offers little or even no control over extraneous variables (Ary et al., 2009). Moreover, the research design was used in this research since the researcher tended to find out the improvement on reading comprehension of the students by comparing the difference between pre-test and post-test scores.

The research design can be illustrated as follows:

T1 X T2
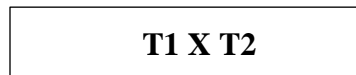
The design can further be described as follows.

T1 relates to pre-test of reading comprehension which is given before treatment.

X refers to treatment by means of teaching reading comprehension using DRTA technique.

T2 denotes post-test of reading comprehension which is given after treatment.

(Hatch and Farhady (as cited in Setiyadi 2006:132))

3.2. Population and Sample

The population of this research was the second grade students of SMPN 22 Bandar Lampung. The researcher chose the second grade students because the researcher assumed that it was appropriate with the Basic Competence that the researcher took. In selecting the sample in this research, the researcher used one kinds of nonprobability sampling. For this study, purposive sampling to choose the sample was applied. This purposive sampling referred to as judgment sampling-sample elements judged to be typical, or representative is chosen from the population (Ary et al, 2010:156). It focused on sampling technique where the sample that is investigated is based on the judgment of the researcher. By using purposive sampling, the expected criteria for sample obtained completely in accordance with the research to be conducted.

Choosing the sample is based on purposive sampling depends on what criteria are used. There are two criteria sample taken researcher took a sample of class VIII J. First is the students' low English achievement, and second is the lowest class in reading skills. For the sample of this research, the researcher took one class as the sample since this stands to reason that class VIII J was having lack of ability in identifying aspects of reading than the other classes based on an interview with the teacher.

3.3. Variables of the Research

There were two variables in this study; namely, (1) dependent variable, and (2) independent variable. This study employed two variables, are: (1) reading comprehension is a dependent variable (Y) because this variable is observed and measured to determine the effect of the independent variable, and (2) DRTA technique is an independent variable (X) because this variable can influence or have the effect to the dependent variable.

3.4. Data Collection Technique

This research clarified the data collection technique which was used in this study. Since the data was in the form of students' reading comprehension, the data was collected by using two reading tests; pre-test and post-test. The students have to answer reading tests of narrative text. The students' scores from pre-test and post-test were analyzed to find out the students' ability before and after having the treatments. The technique of collecting data was clarified as follows.

1. Pre-test

    This test was given in order to find out how far the students' reading comprehension before being given the treatment. The test was an objective test in the form of multiple choices. The number of items is 30 items and each item has four options of answer (a, b, c, and d). The time allocation was 60 minutes. The result of pre-test was compared with the post-test in order to find out their achievement.

2. Post-test

    After conducting the teaching through DRTA technique as the treatment, the researcher was administrated post-test to the students as the last steps. It was done in order to know the students' development in reading comprehension

after having the treatment. The questions were the same as the pre-test. However, the researcher changed the order of the questions from those in the pre-test in order that the students not only memorize the order of the answer of each question but they could really understand the questions. The post-test consisted of 30 items and each item has four options of answers (a, b, c, and d). The time allocation was 60 minutes.

3.4.1. Instruments of the Research

The instrument of this research was a reading comprehension test. The reading test was conducted to find out how far teaching reading comprehension through DRTA technique. The test which was used in pre-test was the same as the test which was used in try-out. But in the post-test, the test was arranged. The test consisted of five aspects of reading, which was related to the main idea, specific information, inference, reference, and vocabulary. The test was given in a form of multiple-choice (a, b, c, and d). Here was a part of the example of the research instrument.

Direction: Read the text and answer the following questions by giving a cross mark (X) on the correct option (a, b, c, or d)

A Lion and a Mouse

A lion was awakened from sleep by a mouse running over his face. Rising up angrily, he caught him and was about to kill him when the mouse piteously entered, saying, "If you would only spare my life, I would be sure to repay your kindness."

The lion laughed and let him go. It happened shortly after this that the lion was caught by hunters, who bound with him with strops to the ground. The mouse, recognizing his roar, came, gnawed the rope with his teeth, and set him free, exclaiming, "You ridiculed the idea of my ever being able to help you, expecting to receive from me any repayment of your favor; now you know that it is possible for even a mouse to confer on a big lion."

(Taken from http://freeenglishcourse.info/contoh-example-of-narrative-text)

1. What is the main idea of the story above?
a. The main idea of the story is the mouse who helped the lion from the trap
✕   The main idea of the story is the mouse was awakened from the sleep
c. The main idea of the story is the mouse who was angry with the lion
d. The main idea of the story is the mouse got a trap from the hunter

2. Who are the characters in the text above?
a. The characters are the lion and hunters
b. The characters are the mouse and hunters
✕   The characters are the lion, mouse, and hunters
d. The characters are the lion and mouse

3. "The mouse, recognizing his roar, came, gnawed the rope ..." (Paragraph 2).
 The underlined word is the closest meaning to ...
✕   The word "gnawed" is the closest meaning to bite
b. The word "gnawed" is the closest meaning to build
c. The word "gnawed" is the closest meaning to construct
d. The word "gnawed" is the closest meaning to wear

4. What can we infer from the second paragraph in the text above?
a. We can infer from the second paragraph that the lion hopes the mouse will help him
✕   We can infer from the second paragraph that the mouse helps the lion out of the rope even the lion ridicules him
c. We can infer from the second paragraph that the lion was caught by the mouse
d. We can infer from the second paragraph that the mouse was caught by the hunter

5. "A lion was awakened from sleep by a mouse running over his face."
 (Paragraph 1). The underlined word refers to ...
✕   The word "his" refers to the lion
b. The word "his" refers to the mouse
c. The word "his" refers to the lion and the mouse
d. The word "his" refers to the hunter

The purpose of the research instrument was to measure whether the test was good and applicable to be used during the research. A measurement of a good test considered several factors, such as validity (face validity, content validity, and construct validity), reliability, level of difficulty, and discrimination power.

3.4.1.1. Validity of the Test

A test can be said valid if it measured accurately what was intended to measure. There were some types of validity: face validity focused on the layout or appearance of the test, content validity was based on English curriculum and the syllabus of the material, and construct validity used to measure certain specific characteristics which were supposed to measure. The validity of the test in this research related to:

3.4.1.1.1. Face Validity

Face validity focused on the layout or appearance of the test. It can easily be called surface validity since it merely a subjective, superficial assessment of whether the measurement procedure that the researcher used in a study appears to be a valid measure of a given variable or construct.

3.4.1.1.2. Content Validity

Content validity was the extent to which a test measure was a representative sample of the subject matter content. The focus of content validity was adequacy of the sample and simply on the appearance of the test. In this research, try-out test, pre-test, and post-test were in form of multiple-choices (a, b, c, and d). To get the content validity of reading comprehension, the test was based on 2013 English Curriculum and the syllabus of the second grade of junior high school then represent of the material that had been taught by the teacher. It meant that the test was valid.

3.4.1.1.3. Construct Validity

Construct validity was used to measure certain specific characteristics which were supposed to measure. It meant that the test items should test the students or should measure the students' reading comprehension. The construct validity in this instrument represented by five sort reading macro skills: determining the main idea,

analyzing the specific information, making inference, finding reference, and understanding vocabulary.

In this research, the researcher formulated a table of specification. The construct validity of the reading test was presented in the table of the specification below:

Table 3.1. Table Specification of Reading Test

No	Reading Aspects	Percent	Number	Item Number
1	Main Idea	20%	10	1, 6, 13, 16, 21, 26, 31, 39, 41, 46
2	Specific Information	20%	10	2, 7, 15, 17, 22, 27, 32, 38, 43, 48
3	Reference	20%	10	4, 9, 14, 20, 24, 30, 35, 40, 42, 50
4	Inference	20%	10	5, 10, 11, 18, 25, 29, 34, 37, 45, 49
5	Vocabulary	20 %	10	3, 8, 12, 19, 23, 28, 33, 36, 44, 47
	Total	100%	50	

3.4.1.2. Reliability of the Test

Reliability referred to the consistency of the measure. A test can be said reliable if its scores remain relatively stable from one administration to another. It meant that a test was reliable if it had a stable score from one test to another test. To estimate the reliability of the test this research used the Split-Half technique. Split-Half technique was used to find the reliability of the half-test and to measure the coefficient of the reliability between odd and even group (reliability of half test) in the following formula:

$$r_{xy} = \frac{n(\Sigma xy) - (\Sigma x)(\Sigma y)}{\sqrt{[(n\Sigma x^2 - (\Sigma x)^2][(n\Sigma y^2 - (\Sigma y)^2]}}$$

The design can further be notified as follows:

rxy   relates to the coefficient of reliability between odd and even numbers item

Σxy   relates to the sum of the multiplication of the x and the y variables

Σx2   denotes the sum of x quadrate

Σy2   refers to the sum of y quadrate

$(\Sigma x)^2$ denotes the sum of x is quadrate

$(\Sigma y)^2$ relates to the sum of y is quadrate

Before calculating the reliability of the half-test, the table of reliability analysis of try-out test (see Appendix 6). In reference to the table, the results of computation by using Split-Half technique showed that the reliability of the half test *(rxy)* was 0.76. (see Appendix 7).

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

$$r_k = \frac{2rxy}{1 + rxy}$$

The design can further be stated as follows.

rk   refers to the reliability of the whole test.

rxy   designates the reliability of half tests

The criteria of reliability are as follows:

A high reliability ranges from 0.90 to 1.00.

An average reliability ranges from 0.50 to 0.89.

A low reliability ranges from 0.00 to 0.49.

(Hatch and Farhady, 1982: 127)

After acquiring the test, it was found that the results of the whole test *(rk)* was 0.86 (see Appendix 7). It can be stated that the test had average reliability is 0.50-0.89.

3.4.1.3. Level of Difficulty

The difficulty level of an item shows how easy or difficult that particular item was done by the participants. It can be calculated by the following formula:

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

The design can further be explained as follows.

LD   relates to level difficulty.

U   denotes with the proportion of upper group students who answer correctly

L   is concerned the proportion of lower group students who answer correctly

N   refers to the total number of students.

The criteria are:

Level difficulty is lowest from 0.30 refers to difficult.

Level difficulty is moderate from 0.31 to 0.70 refers to average.

Level difficulty is higher from 0.71 to 1.00 refers to easy.

For the results of the level of difficulty (see Appendix 5).

3.4.1.4. Discrimination Power

Discrimination power is the ability of the item to discriminate between the students who had high ability and those who had low ability. The discrimination power is calculated by this following formula:

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

The design can further be comprehended as follows.

DP   is concerned with discrimination power.

U   refers to a number of upper group students who answer correctly.

L   denotes a number of lower group students who answer correctly.

N   designates a total number of students.

The criteria are:

A low discrimination power from 0.00 to 0.19 refers to poor

An average discrimination power from 0.20 to 0.39 refers to satisfactory.

A high discrimination power from 0.40 to 0.69 refers to good.

A very high discrimination power from 0.70 to 1.00 refers to excellent.

A negative discrimination power refers to bad item, should be omitted.

For the results of discrimination power (see Appendix 5).

3.4.2. Scoring System

The scoring system that was used in this research was dividing the right answer by total items timed 100. The ideal highest score was 100. To calculate the score of pre-

test and post-test, the researcher used the formula by Arikunto (1997) which was employed:

$$S = \frac{R}{N} \; x \; 100$$

The design can further be noticed as follows.

S   refers to the score of the test.

R   denotes the total of right answers.

N   relates to the total number of items on the test.

For the results of pre-test and post-test scores (see Appendix 13 and 14).

3.5. Normality Test

Normality test was used to know whether the data were normally distributed or not. The researcher used (SPSS 16.0 for Windows) to calculate it. In this case, the researcher used One Sample Kolmogorov-Smirnov Test. The criteria for normality test can be based on probability (Asymptotic Significance) as follows:

1. Asymp. Sig. (2-tailed) > 0.05, the data is distributed normally.

2. Asymp. Sig. (significance) < 0.05, the data is not distributed normally.

In this research, the researcher used the level of significant 0,05. For the results of normality test (see Appendix 20).

(Santoso, 2012)

3.6. Data Analysis

In order to find out the students' progress in reading comprehension, the researcher analyzed the data using some steps as follows:

1. Scoring the pre-test and post-test

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

$$M = \frac{\Sigma x}{N}$$

The design can further be noted as follows.

M   refers to the mean (average score).

Σx denotes the total students' score.

N   designates the total number of students.

3. Drawing a conclusion by comparing the means of the pre-test and post-test scores.

(Hatch and Farhady, 1982)

3.7. Results of The Try-out Test

Try-out test was conducted on November 29th, 2018 in VIII I class. The class consisted of 30 students. Class VIII I was chosen randomly to analyze the reliability, level of difficulty, and discrimination power to achieve a good test instrument criteria. The students were given 50 items of multiple-choices questions. Multiple-choices contained four options (a, b, c, and d). The multiple-choices format may make *wh*-questions easier to answer than no-choice *wh*-questions because they gave

the students some possible answers. The students might be able to check the text to see if any of the choices were specifically discussed then made a choice. In this research, there were 50 items in the try-out test. The results of the try-out test can be seen in the table below.

Table 3.2. Results of Try-out Test

Criteria	Items	Decision
Bad	**37, 46**	**Dropped**
Poor	**3, 5, 7, 8, 12, 14, 19, 20, 21, 30, 34, 38, 39, 41, 42, 43, 48, 49**	**Dropped**
Satisfactory	**1, 2, 4, 6, 9, 10, 11, 13, 15, 16, 17, 18, 22, 23, 24, 26, 27, 28, 31, 32, 33, 35, 40, 45, 47, 50**	**Administered**
Good	**25, 29, 36, 44**	**Administered**

Table 3.2. showed that there were 2 items which were negative discrimination power (bad) and there were 18 items which were poor and should be dropped. There were 26 items which were satisfactory and there were 4 items which were good and should be administered (see Appendix 5). In reference to the table above, Split-Half technique was used to find the reliability of the half-test and to measure the coefficient of the reliability between odd and even group. The results of computation by using Split-Half technique showed that the reliability of the half test *(rxy)* was 0.76.

After acquiring the test, the researcher used Spearman Brown's Prophecy formula to determine the reliability of the whole test. It was found that the results of the whole

test *(rk)* was 0.86 (see Appendix 7). It can be stated that the test had average reliability is 0.50-0.89 (Hatch and Farhady, 1982:127).

3.8. Teaching Procedures

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

D = DIRECT. In the first step, the teacher shows a title or a picture. The title or the picture which is given to help them to think about what they want to read. The students are asked to guess what the story is about, and what happened to the story. During this step of the technique, the teacher's role is to direct, activate and guide by asking students to defend their hypotheses. The teacher asks 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?"*

R = READING. The next step is reading. The students are asked to read the text silently to verify the accuracy of their predictions. Some of their hypotheses are rejected and the others are confirmed by further reading. There are no right or wrong predictions, some responses are judged to be less accurate than others.

T = THINKING. At the end of each step, the students go back through the text and think about their predictions. They should verify their predictions by finding statements in the text. The teacher asks the students to cite the text which caused them to confirm or change the prediction. The teacher asks questions such as:

    a.   What did you think about your predictions now?

    b.   What did you find in the text to prove your predictions?

    c. What did you find in the text that made you to change your predictions?

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 for 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 direct (predicting), reading and thinking (proving). Based on the theory above, the teacher modifies the procedures of teaching reading through DRTA technique are as follows:

Pre Activities:
   a. Teacher greets to the students.
   b. Checking attendance list.
   c. The teacher asks the students about the previous material and connects it with the material that will be given to the students.
   d. Teacher mentions the tittle of the story and then the students are asked to guess about the story.

Whilst Activities:
   a. The students are divided into 5 groups.
   b. The students see some pictures that are showed by the teacher.
   c. The students get the pictures and pieces of paragraph from teacher and ask to match them.
   d. The students listen to the teacher explanation about the instruction related to the pictures.

e. The students share their analysis of the next event that will happen in the narrative text.

f. The students are asked to give comment on their friends' idea.

g. The students who have made an incorrect prediction can be asked to share why they believe they are wrong.

h. The teacher lets students to revise their predictions.

i. Teacher asks the students to continue the activity by giving new text for their assignments.

j. They will make a line and play a game.

Post Activities:

a. Teacher does a reflection by summing up the day's activity and evaluating the part the needs to be improved.

b. Teacher gives feedback to the students.

3.8.1. The Applicability of the Procedures

To be clear, here is the practical of the learning procedures with a lesson material of narrative text.

Pre-Activities:

T: Good morning students. How are you?

S: I am fine Miss. And how are you?

T: I am fine too, thank you. Are you ready for study this morning?

S: Yes, we are Miss.

T: Can you tell me who are not present today?

S: *There is no anyone absent today, Miss.*

T: Alright students, do you still remember about our previous lesson last week?

S: Yes, we do Miss. Last week we learned about past tense.

T: That is very good! And today, we are going to learn about narrative text.

T: Alright students, have you ever heard the story about "The monkey and the crocodile?"

S: Of course we have, Miss!

T: Do you know about the story?

S: We don't think we do Miss because we never hear about the story.

T: So what do you think about the story?

S: We think the story is about the friendship.

Whilst-Activities:

T: Well students, I will divide you into 5 groups, for example Group A, B, C, D, and E. The groups consist of 5 to 6 students.

S: Alright, Miss.

T: Then, I will give you the blank paper with pictures which is still related to the story about the monkey and the crocodile that has been discussed before.

S: It is alright, Miss.

T: So here you will get the pieces of paragraph and then match them with the pictures. You have to arrange the pictures and the paragraph into a good story. I will give you 15 minutes to do the activity.

S: That's right, Miss.

T: Students, time to match and arrange are over. Please, stop the activity!

S: It is alright, Miss.

T: Then, you have to read the whole text and analyze the blank paragraph. After that, you have to create the draft that contains the discussion result in analyzing the blank paragraph. Do you understand what I mean?

S: Of course, we do, Miss.

T: After that, I will ask you to share your answer and provide support from the text for your prediction. And you can revise your friends' wrong prediction.

S: It is alright, Miss.

T: That is very good! Now, you will make a line and play a game to get a champion.

S: It is alright, Miss. So what are the rules?

T: First, you will be given a paper for each group. Then, you have to answer the questions of the teacher regarding five aspects of reading such as the main idea, specific information, inference, reference, and vocabulary.

S; And then Miss?

T: Then, you have to raise your hands and answer it as fast as possible. If you get the correct answer, you can move one step ahead. But, if you get the wrong answer, you should move one step backward. And if you answer nothing, you should stay in your positions. You will do it until one of the group can reach the finish line and win the game. Do you understand?

S: It is alright, Miss!

Post Activities:

T: Alright my students. To conclude, what did we learn today?

S: We learned how to make predictions before reading each section, Miss.

T: Alright, this is the end of our lesson today. So far, is there any question?

S: There is no more question, thank you, Miss.

T: If there is no more question, I think it has been clear for you. Thank you for your attention today and don't forget to study at home. Goodbye.

S: Goodbye, Miss, thank you.

3.9. Research Procedures

The procedures of the research are as seen below.

1) **Determining research instruments.** The test was made for pre-test and post-test. The multiple choices were a form of the test. The questions which were presented in the test consist of five aspects of reading, which was related to the main idea, specific information, inference, reference, and vocabulary.

2) **Try-out the instrument.** This activity was conducted in order to investigate the quality of the test items, whether the test was appropriate for the students or not. The test was in the form of multiple choices. There were 50 items that should be answered by the students with the four options (a, b, c, and d). It required 90 minutes for the try-out.

3) **Administering the pre-test.** A pre-test was conducted to find out the students' basic reading comprehension, how far the students' proficiency in mastering reading comprehension was. The test was given before conducting the treatments. The multiple choice test was prepared which was consisted of 30 items with the four options (a, b, c, and d). It required 60 minutes for the test.

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

5) **Administering the post-test.** After the treatments were given, the post-test was administered to find out whether there was an improvement between their scores in the pre-test and the post-test. The questions were in the form of multiple choice in which the students were asked to choose one correct

answer from the four options (a, b, c, and d). In this test, the students were given 30 items of reading. It required 60 minutes for the test.

6) **Analyzing data.** After conducting the pre-test and post-test, the data of students' answer were analyzed by using Paired Sample T-Test. It was used in order to know whether or not DRTA technique can improve the students' reading comprehension in narrative text. If there was an increase in the score of the post-test, it simply meant that the research gave a good progress for the students to master reading comprehension.

3.10. Hypothesis Testing

After analyzing and collecting the data, the researcher analyzed them to find out whether there was an improvement of the students' reading comprehension after being taught by DRTA technique. The researcher used Paired Samples T-Test to know the level of significance of the treatment effect.

In this case, the researcher used the significant level of 0.05 in which that the probability of error in the hypothesis was only about 5%. The hypotheses of this research were as follows:

H_0 indicates that there is no improvement of students' reading comprehension after being taught by DRTA technique.

H_1 means that there is an improvement of students' reading comprehension after being taught by DRTA technique.

The criteria for accepting the hypothesis are as follows:

H_0 is accepted if the t-value is lower than t-table.

H_1 is accepted if the t-value is higher than t-table.

V.   CONCLUSION AND SUGGESTIONS

This final chapter presents the conclusion of the research findings and suggestions for English teachers who want to use DRTA technique in teaching reading and for those who want to conduct similar research.

5.1. Conclusion

On the whole, the first result shows that there is an improvement of the students' reading comprehension after being taught by DRTA technique in narrative text at SMPN 22 Bandar Lampung. It is proved by the increase of the students' mean score in the post-test which is higher than in the pre-test. Students' mean scores in the pre-test is 62.49 and post-test is 69.75 in which the gain amounts 7.26. In addition, the second result indicates that all the aspects of reading skills that improved the most in terms of macro skills ranging from the highest to the lowest aspects can be illustrated as follows.

The highest aspect, as can be noted, is on main idea aspect. It improves from 14.88 points to 16.66. The increase is 1.78 with the percentage is 24.52%. This happened because the students could determine the main point of a passage by summarizing its passage and look for the repetition of ideas or words about (1) animals, and (2) person. For example, the question available in number 8 in pre-test (see Appendix 9).

Referring to vocabulary aspect, the students could increase their mean score from 14.29 to 15.84. The increase is 1.55 with the percentage is 21.34%. It was

because the students could determine the meaning of understanding vocabulary items, such as (1) collective nouns, (2) countable nouns, (3) adjective of quality, (4) regular verb, and (5) adverb of manner. It is one of the most important aspects of a successful reading. For example, the question available in number 29 in pre-test (see Appendix 9).

In terms of specific information aspect, the students were able to improve their mean score from 12.85 to 14.28. The increase of this aspect is 1.43 with the percentage is 19.70%. This occurred since the students could analyze the specific information in the text, such as, (1) setting, (2) characters, and (3) events in the story dealing with fable. For example, the question available in number 9 in pre-test (see Appendix 9).

Concerning to reference aspect, the students were able to improve their mean score from 10.71 to 12.14. The increase is 1.43 with the percentage is 19.70%. This was because the students found that the relation between object designates as a means by which to connect to or link to another object, such as (1) animals, and (2) person. For example, the question available in number 24 in pre-test (see Appendix 9).

In the case of inference aspect, the mean score is 9.76 to 10.83. This also means that the increase of this aspect is 1.07 with the percentage is 14.74%. This happened because the students could guess or predict about the idea and information which is not directly stated in the text, such as, (1) moral value, and (2) inference. For example, the question available in number 16 in pre-test (see Appendix 9).

In sum, it can be inferred that the highest improve was on the aspect of the main idea (Table 4.12).

5.2. Suggestions

Regarding the conclusion above, some suggestions can be propose as follows. Firstly, for the English teachers, who is on the teaching and learning process since there were aspects of reading which were not sufficiently achieved, namely; (1) inference, and (2) reference. So, the teacher should pay more attention in those aspects when teaching reading especially in the cases mentioned above, are: (1) in order to improve students' skill in inference, they can be given the clue, picture or title from the text to make them infer the text more precisely, and (2) it is necessary for the teacher to increase students' understanding of finding reference by giving the students a lesson about pronoun, especially in terms of animals and person.

Secondly, for further researchers, there are a few studies of DRTA technique and its implementation in reading monologue text. Thus, the further researchers can apply DRTA technique in other monologue text based on the syllabus. For example, recount text dealing with the text which tells events or experiences in the past. Specifically, this research was conducted by using DRTA technique in junior high school. Hence, it is recommended for the further researchers conduct this strategy of learning reading skills in different levels of education such as senior high school students, or even university level.

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