

**INTEGRATING DIRECTED READING THINKING ACTIVITY (DRTA)
WITH PEER ASSISTED LEARNING STRATEGY (PALS) TO IMPROVE
STUDENTS' READING COMPREHENSION USING NARRATIVE TEXT**

A Thesis

By:

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**MASTER OF ENGLISH LANGUAGE TEACHING STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
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UNIVERSITY OF LAMPUNG
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ABSTRAK

INTEGRATING DIRECTED READING THINKING ACTIVITY (DRTA) WITH PEER ASSISTED LEARNING STRATEGY (PALS) TO IMPROVE STUDENTS' READING COMPREHENSION USING NARRATIVE TEXT

Oleh

Elany Agnescia

Penelitian ini bertujuan untuk (1) mengetahui apakah pengintegrasian Directed Reading Thinking Activity (DRTA) dengan strategi Peer Assisted Learning Strategy (PALS) dapat meningkatkan kemampuan membaca pemahaman siswa, (2) mengetahui apakah pengintegrasian DRTA dengan PALS lebih efektif dalam meningkatkan kemampuan membaca pemahaman siswa dibandingkan dengan penggunaan DRTA murni, dan (3) mengetahui aspek membaca pemahaman mana yang mengalami peningkatan paling signifikan setelah siswa diajar menggunakan DRTA yang diintegrasikan dengan PALS dibandingkan dengan DRTA murni. Penelitian ini menggunakan metode kuantitatif. Subjek penelitian adalah siswa kelas X di SMA Negeri 4 Bandar Lampung. Dua kelas digunakan, yaitu kelas eksperimen yang diajar menggunakan DRTA terintegrasi dengan PALS dan kelas kontrol yang diajar menggunakan DRTA murni.

Hasil penelitian menunjukkan bahwa (1) nilai Sig. (2-tailed) adalah 0.001 (< 0.05), yang berarti terdapat peningkatan signifikan pada skor kemampuan membaca pemahaman siswa di kelas eksperimen, dari nilai rata-rata 67,31 pada pre-test menjadi 83,94 pada post-test. (2) Hasil post-test menunjukkan bahwa integrasi DRTA dengan PALS lebih efektif dibandingkan dengan DRTA murni dalam meningkatkan kemampuan membaca pemahaman siswa; kelas kontrol memperoleh nilai rata-rata 65,09, sedangkan kelas eksperimen memperoleh nilai rata-rata 80,51. Hasil uji t untuk post-test menunjukkan nilai Sig. (2-tailed) sebesar 0.049 (< 0.05), yang berarti terdapat perbedaan yang signifikan secara statistik antara kedua kelompok setelah perlakuan. (3) Aspek membaca yang mengalami peningkatan paling signifikan adalah menemukan informasi spesifik. Kelas eksperimen mengalami peningkatan rata-rata sebesar 2,229 pada aspek ini, lebih tinggi dibandingkan kelas kontrol yang mengalami peningkatan rata-rata sebesar 2,200. Temuan ini menunjukkan bahwa pengintegrasian DRTA dengan PALS efektif dalam meningkatkan kemampuan membaca pemahaman siswa.

***Keywords:* DRTA, PALS, Pemahaman Membaca**

ABSTRACT

INTEGRATING DIRECTED READING THINKING ACTIVITY (DRTA) WITH PEER ASSISTED LEARNING STRATEGY (PALS) TO IMPROVE STUDENTS' READING COMPREHENSION USING NARRATIVE TEXT

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This study aimed (1) to identify whether the integration of Directed Reading Thinking Activity (DRTA) with Peer Assisted Learning Strategy (PALS) improves students' reading comprehension, (2) to find out whether the integration of Directed Reading Thinking Activity (DRTA) with Peer Assisted Learning Strategy (PALS) improves students' reading comprehension better than the Original DRTA and (3) to investigate which aspect of reading comprehension improves the most after the students are being taught through the integration of Directed Reading Thinking Activity (DRTA) with Peer Assisted Learning Strategy (PALS) compared to the Original DRTA. This research employed a quantitative method. The study was conducted with the first-grade students at SMA Negeri 4 Bandar Lampung. Two classes were used: an experimental class, which was taught using the integrated DRTA and PALS, and a control class, which was taught using the original DRTA.

The results showed (1) the Sig. (2-tailed) value is 0.001, which is less than the conventional significance level of 0.05. Therefore, there is a significant improvement in students' reading comprehension scores in the experimental class; the mean score increased from 67.31 in the pre-test to 83.94 in the post-test. (2) The results of the post-test showed that the integrated DRTA with PALS was found to be significantly more effective than the original DRTA in improving students' reading comprehension, the control group had a mean score of 65,09, whereas the experimental group had a higher mean score of 80,51. The t-test results for the post-test indicated a Sig. (2-tailed) value was 0.049 (< 0.05), which means there is a statistically significant difference between the two groups after the treatment. The experimental group achieved better improvement in reading comprehension compared to the control group. (3) Finding specific information aspect showed the most significant improvement after the students were taught using the integrated DRTA with PALS and those who were taught using the original DRTA. The experimental class experienced a mean gain of 2.229 in finding details, much higher than the control class that experienced a mean gain of 2.200. These findings suggest that integrating the DRTA with PALS improves students' reading comprehension.

***Keywords:* DRTA, PALS, Reading Comprehension**

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By

Elany Agnescia

A Thesis

**Submitted in a Partial Fulfillment of
The Requirements for S-2 Degree**

in

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**MASTER OF ENGLISH LANGUAGE TEACHING STUDY PROGRAM
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LEMBAR PERNYATAAN

Dengan ini saya menyatakan dengan sebenarnya bahwa:

1. Tesis dengan judul “Integrating Directed Reading Thinking Activity (DRTA) with Peer Assisted Learning Strategy (PALS) to Improve Students’ Reading Comprehension Using Narrative Text” adalah hasil karya sendiri dan tidak melakukan penjiplakan atau pengutipan karya penulis lain dengan tidak sesuai dengan tata etika ilmiah yang berlaku dalam masyarakat akademik atau yang disebut dengan plagiarism.
2. Hak intelektual atas karya ilmiah ini diserahkan sepenuhnya kepada Universitas Lampung.

Atas pernyataan ini, apabila dikemudian hari ternyata ditemukan adanya ketidakbenaran, saya bersedia menanggung akibat dan sanksi yang diberikan kepada saya, saya bersedia dan sanggup dituntut sesuai hukum yang berlaku.

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CURRICULUM VITAE

The researcher's name is Elany Agnescia. She was born on January 14, 2001, in Bandar Lampung. She is the first daughter of Eko Setiawan and Nurmala Dewi. She has a younger brother, Reynol Herlambang.

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DEDICATION

All praise and gratitude are solely for Allah SWT, whose infinite mercy and countless blessings continue to guide and strengthen His servant. I proudly dedicate this thesis to the following:

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MOTTO

"So, surely with hardship comes ease. Surely with (that) hardship comes (more) ease."

—*Surah Ash-Sharh: 5-6*

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The writer,

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I. INTRODUCTION

This chapter highlights the problems and the judgements as to the appropriate empirical foundation in conducting the research. There are several points of introduction that deals with background, research questions, objectives, uses, scope, definition of terms as follows.

1.1. Background

Reading is a crucial English language skill that students need to develop. Out of the four core language skills, reading holds a particularly vital role because it is involved in almost all daily activities—such as interpreting road signs, understanding traffic rules, reading menus, identifying product labels, and engaging with media like advertisements, newspapers, magazines, and official documents (Burns et al., 1996). Nunan (1991) defined reading as the process of interpreting written symbols, beginning with the smallest units like letters and progressing to larger structures such as words, clauses, and sentences. This skill is also fundamental for students in gaining knowledge and accessing new information. Brown (2007) emphasized that reading plays a key role in educational settings, as it often serves as a means of evaluating a student's overall language proficiency.

Reading is the process of understanding the writer's language to grasp the intended meaning, allowing readers to interpret the message in line with the writer's purpose.

It involves comprehension, which is essential for making sense of a text. To effectively extract and interpret information from reading materials, students must possess strong comprehension skills. One key indicator of successful reading is the reader's level of understanding. Comprehension refers to the cognitive capacity to make sense of something and is considered an active mental activity, as it requires engaging with the content and forming internal dialogues. Rosenblatt (1978) views comprehension as a transactional process between the reader and the text, where meaning is developed through the interaction between the reader's prior experiences and the content being read. This process influences how the reader perceives and interprets the text. Smith (1982) also emphasizes that comprehension involves "making sense" of written language by connecting it with existing knowledge and personal learning goals. In this sense, comprehension reflects a state of clarity in the reader's mind, where no confusion or uncertainty remains regarding how the text should be understood or interpreted. To comprehend something means to be in a situation where the readers are not confused, whether they are reading a text, fixing a device, or navigating through traffic. Additionally, Pearson, Hansen, and Gordon (1979), comprehension requires connecting newly acquired information with the reader's pre-existing knowledge structures or schemata. When these schemata are not well-established, it becomes challenging for the reader to fully understand the text. It means that effective readers should actively engage with texts by predicting, questioning, clarifying, and summarizing information as they read, thus enhancing their overall understanding and retention of the material.

Reading comprehension is essential across all subjects, as reading is an integral part of every area of learning. For this reason, students must develop strong

comprehension skills. Woolley (2011) explained that reading comprehension refers to the process of constructing meaning from written texts. In other words, it is the ability to extract information from a text and apply it in a manner that reflects one's understanding or knowledge of the content. It is also stated by Duke and Pearson (2001), reading comprehension is a process where the reader creates meaning by combining the information on the page with their own existing knowledge. It involves deliberate thought, with meaning being built through the interaction between the text and the reader.

Reading comprehension involves more than just reading aloud; it also requires understanding the meaning of words, sentences, and the connections between ideas within paragraphs (Hornby, 1998). If students can read but fail to grasp the content of the text, they are not successfully comprehending it. Additionally, Smith and Johnson (1978) defined reading comprehension as the process of understanding, evaluating, and using information obtained through the interaction between the reader and the author. This definition suggests that reading comprehension is a form of communication between the author and the reader, where written language serves as the medium for this dialogue.

Considering the importance of reading skill. In fact, many students still face problems in reading. Ramadhianti and Somba (2023) identify several common reading challenges encountered by students, including difficulties in distinguishing main ideas from supporting details, identifying the main idea across multiple paragraphs, understanding topics from texts rooted in different cultures, connecting the topic with prior knowledge, interpreting vocabulary, and making inferences.

Recognizing these obstacles enables educators to design specific interventions aimed at helping students enhance their reading comprehension abilities.

According to the explanation above, these are the common problems that often occur in students' reading comprehension. Furthermore, there are several problems in real life context that often occur in students' reading comprehension. Based on an informal interview that the researcher did with the English teacher in one of the schools in Bandar Lampung, namely SMAN 10 Bandar Lampung, there are several problems in students' reading comprehension such as limited vocabulary; lack of prior knowledge; lack of reading strategies; comprehension difficulties in identifying the aspects of reading; and lack of critical thinking.

For that intention, to solve the problems in students' reading comprehension, there are a lot of ways that teachers can do, one of them is the right strategy in teaching to help the students to comprehend the text easily and make the students interested in reading English class. It is in line with the students' problem in reading comprehension which is lack of reading strategies. In teaching reading, one of the recommended strategies is Directed Reading Thinking Activity (DRTA).

DRTA is a strategy to teach reading that is developed by Stauffer (1969). He stated that The Directed Reading Thinking Activity (DRTA) is an instructional approach that prompts students to make predictions about the content of a text—such as anticipating the type of text or the storyline—and then read to verify or revise those predictions. This method promotes active reading, stimulates critical thinking, and encourages deeper engagement with the text, thereby improving students' reading comprehension.

In addition, Tankersley (2005) explains that the DRTA strategy promotes the development of higher-order thinking skills in reading and provides teachers with valuable insights into students' thoughts, cognitive strategies, prior knowledge, and reasoning abilities. It is also supported by Novendiana et al., (2016) that this strategy can be used by the teacher to build the students' prior knowledge by asking some questions related to the text read. Also, Stauffer (1969) adds that DRTA procedures introduce and contextualize new words. The procedure helps students with limited vocabulary.

Based on the explanation above, DRTA strategy helps readers develop the skills necessary to extract, understand, and integrate information from a text. It also trains them to make predictions, evaluate the content based on their reading purpose, form judgments, and make informed decisions using the information obtained. As a result, students naturally begin to generate their own questions, which in turn enhances their comprehension. In essence, this strategy encourages students to read more attentively and engage in critical thinking throughout the reading process.

Balajthy (2003) states that DRTA offers a more engaging alternative to the traditional course outline approach commonly used in basic guided reading instruction. This strategy is designed to promote active comprehension and encourage students to think critically in order to fully grasp the meaning of a text. Through the Directed Reading Thinking Activity, students are actively involved in the reading process, as they are required to participate and demonstrate their understanding during class. By applying this method, students are better able to

identify the main ideas and key concepts within a text through the development of their reading comprehension skills.

However, Directed Reading Thinking Activity (DRTA) strategy has several disadvantages in educational settings. The disadvantages of DRTA are that it often takes a lot of time (Nurazijah, 2019) and frequent stopping to predict and discuss can interrupt the natural flow of reading, which may be frustrating for some students and disrupt their immersion in the text, according to Almasi and Fullerton (2012). Corner (2006) added that one of the challenges in implementing this strategy is classroom management, particularly in large classes. Teachers may struggle to facilitate discussions or guide students in making predictions. To address this issue, teachers need to be well-prepared in managing classroom activities. One possible solution is to organize students into groups, especially those who may lack interest in the reading material, to ensure more focused and effective participation.

In short, DRTA is an effective strategy that promotes active engagement, critical thinking, and improved reading comprehension by guiding students through prediction, reading, and reflection. It equips students with higher-order thinking skills, enhances vocabulary, and fosters deeper textual understanding. However, it also has limitations, such as being time-consuming, potentially interrupting the flow of reading, and classroom management. By understanding these advantages and disadvantages, educators can make informed decisions about when and how to use DRTA effectively in their classrooms.

Peer-Assisted Learning Strategies (PALS) can effectively address several disadvantages associated with the Directed Reading Thinking Activity (DRTA)

strategy. PALS is developed by Fuchs et al (1998) who define PALS is an instructional approach where students work in pairs or small groups to help each other learn. The strategies are designed to enhance academic skills through peer tutoring, where students take turns being the "tutor" and the "tutee," following structured protocols. This method emphasizes reciprocal teaching and cooperative learning to improve students' academic performance and social skills. Rohrbeck (2003) added that PALS is an instructional method that promotes active student participation by involving them in teaching one another during the learning process. This approach has been shown to effectively engage students and lead to academic improvement across diverse student groups, subjects, and classroom settings. In PALS, students are paired to collaborate on reading tasks designed to enhance their reading accuracy, fluency, and comprehension. Within each pair, students take turns acting as the tutor and the learner. They read aloud, listen to their partner, and offer feedback through a series of structured reading activities.

PALS promotes active reading and engagement similarly to DRTA, but through structured peer interactions. By working with peers, students engage more deeply with texts, ask questions, and discuss the material, leading to improved comprehension and retention. This is supported by research from Fuchs and Fuchs (2005) who highlight the benefits of PALS is fostering active engagement. Additionally, PALS enhances critical thinking and problem-solving skills by involving students in explaining their thinking, justifying their answers, and considering their partner's perspective, as noted by McMaster, Fuchs, and Fuchs (2006).

Solving the DRTA disadvantages, PALS also addresses the time-consuming nature of DRTA. PALS sessions are structured to fit within typical class periods, allowing for more efficient progression through material due to peer-to-peer interactions. This can be more time-efficient than whole-class DRTA sessions, as demonstrated by Fuchs, Fuchs, and Karns (2001). By delegating roles and responsibilities among peers, students are able to engage with the text and discussions simultaneously, reducing the need for constant teacher intervention and maximizing instructional time.

Moreover, PALS maintains the flow of reading by integrating peer discussions seamlessly into the reading process, which reduces interruptions, a common issue with DRTA. Mathes, Torgesen, and Allor (2001) found that this approach helps maintain continuity in reading sessions by encouraging students to engage actively in discussions without frequent halts orchestrated solely by the teacher. Through structured pairing and specific roles, students stay on task and focus on progressing through the material collaboratively. The initial stage in applying the PALS strategy involves assessing students to identify their individual strengths and weaknesses (Spörer & Brunstein, 2009). Based on this assessment, students are ranked according to their reading abilities. Fuchs and Fuchs (2005) propose that teachers create pairs by dividing the class at the median and then matching the highest-achieving student from the top half with the highest-achieving student from the bottom half, and continuing the process accordingly. This structured pairing allows students with stronger skills to be partnered with those who have lower or average proficiency levels. The goal of this arrangement is to promote peer learning, where

students enhance their understanding through collaborative teaching and guided practice (Fuchs & Kazdan, 1999).

Furthermore, PALS also alleviates classroom management challenges, particularly in larger classes. By distributing instructional responsibilities to peers, the strategy reduces the teacher's role in micromanaging every interaction. With proper training and established routines, students can manage their learning more independently, creating a more structured and less chaotic environment. As Fuchs, Fuchs, and Kazdan (1999) highlight, the teacher transitions into a facilitator, monitoring overall progress and providing support when necessary. The systematic pairing process also helps to balance group dynamics, ensuring that each student has an active role, which minimizes the risk of disengagement or off-task behaviour, thereby streamlining both classroom management and reading continuity.

Finally, PALS encourages student autonomy by having peers take on instructional roles, promoting more independent learning. The teacher's role shifts to that of a facilitator, providing support as needed. Greenwood, Delquadri, and Hall (1989) emphasize that PALS helps students become more self-reliant learners. Overall, while PALS has its own set of challenges and requires careful implementation and monitoring, it addresses the disadvantages of DRTA, making it a complementary approach in diverse and interactive classroom settings.

In short, reading comprehension is a vital skill that supports students' academic success and daily functioning. However, many students still face challenges in this area due to limited vocabulary, lack of prior knowledge, and insufficient reading strategies. To address these issues, teachers need to apply effective teaching

strategies that promote active engagement and critical thinking. The Directed Reading Thinking Activity (DRTA) has proven to be a useful method for guiding students through prediction, reading, and reflection processes to enhance comprehension. Nevertheless, its implementation can be hindered by time constraints and classroom management challenges. Therefore, combining DRTA with Peer-Assisted Learning Strategies (PALS) offers a promising solution. PALS not only complements DRTA by promoting peer collaboration and structured learning but also addresses its limitations, making reading instruction more effective, interactive, and manageable.

Based on the findings of the problems mentioned above, the researcher offered a solution towards this problem. In this research, the researcher integrated Directed Reading Thinking Activity with Peer Assisted Learning Strategy. They were chosen despite the problems which the previous studies faced also there are no previous researchers integrate DRTA with PALS, however those match the purpose of this research, which is to improve the students' reading comprehension so it will accelerate the learning process. Therefore, the researcher was interested in doing the research about "Integrating Directed Reading Thinking Activity with Peer Assisted Learning Strategy to Improve Students' Reading Comprehension Using Narrative Text".

1.2. Research Questions

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

1. Is there a significant improvement in students' reading comprehension using the integration of Directed Reading Thinking Activity (DRTA) with Peer Assisted Learning Strategy (PALS)?
2. Is there a significant difference in students' reading comprehension between those taught using the integration of Directed Reading Thinking Activity (DRTA) with Peer-Assisted Learning Strategy (PALS) and those taught using the original DRTA?
3. Which aspect of reading comprehension improves the most after the students are taught through the integration of Directed Reading Thinking Activity (DRTA) with Peer Assisted Learning Strategy (PALS) compared to the Original DRTA?

1.3. Objectives

Based on the research questions, the writer would like to formulate the objectives of the research as follows:

1. To identify whether there is a significant improvement in students' reading comprehension using the integration of Directed Reading Thinking Activity (DRTA) with Peer Assisted Learning Strategy (PALS).
2. To find out whether there is a significant difference in students' reading comprehension between those taught using the integration of Directed Reading Thinking Activity (DRTA) with Peer-Assisted Learning Strategy (PALS) and those taught using the original DRTA.
3. To investigate which aspect of reading comprehension improves the most after the students are taught through the integration of Directed Reading Thinking

Activity (DRTA) with Peer Assisted Learning Strategy (PALS) compared to the Original DRTA.

1.4. Uses

This finding of this research might be useful both theoretically and practically.

1. Theoretically, this research makes contributions for supporting the previous studies about Directed Reading Thinking Activity and Peer Assisted Learning Strategy for improving students' reading comprehension.

2. Practically

For the teachers, the results of this study are expected providing the teachers with new insights that could serve as future guidelines in their teaching strategy for improving students' reading comprehension.

For the students, the results of this study are expected to assist in discovering effective and engaging reading strategies also can make them easier to comprehend the text in reading English class.

For further researchers, this research could be a reference to conduct similar research. After being conducted, it is essential that the research can give new knowledge or information for the people. Furthermore, it is better when this research can be a reference for other researchers, or even this research can trigger many researchers to conduct further researches with respect to this research.

1.5. Scope

In this case, this research was concerned with finding out the students' reading comprehension as the result of integrated Directed Reading Thinking Activity (DRTA) with Peer Assisted Learning Strategy (PALS).

This research was limited to the investigation of the use of Original Directed Reading Thinking Activity (DRTA) and Directed Reading Thinking Activity (DRTA) that integrated with Peer Assisted Learning Strategy (PALS). In this research, the researcher used Narrative Text as the reading material. The Original DRTA was applied by introducing the genre, author, cover picture, and title of the text, then the students predicted the plot of the story, read the specific sentences pointed out by the researcher, who reviews their predictions. After that, the students were asked to make additional and more specific predictions and the last the researcher reviewed the story and discussed what information led to the most accurate predictions. While the other one was applied by integrating DRTA with PALS by pairing the students in groups. Furthermore, the researcher evaluated students' reading comprehension in accordance with some aspects of reading, such as determining main idea, finding specific information, locating reference, making inference, and vocabulary.

1.6. Definition of Terms

There are some definitions of terms based on the theories used in this research as follows:

1. Reading is a process to grasping the language of writer to understand meaning from writer so, by reading someone can understand the meaning relevant the writer.
2. Reading Comprehension is the ability to read the text, process it and understand its meaning.
3. Directed Reading Thinking Activity (DRTA) is a teaching strategy that guides students in making predictions about a text and then reading to confirm or refute their predictions.
4. Peer Assisted Learning Strategy (PALS) is a strategy when the learning process more active with asking students to teach other students during the learning.
5. Aspects of reading refer to the various skills or components involved in understanding and interpreting written texts. These aspects are essential for developing reading comprehension and include determining main idea, finding specific information, locating reference, making inference, and vocabulary.

The components above including background, research question, objectives, uses, scope, and definition of terms are considered as essential framework of this study. Further discussion on the concept is discussed in the next chapter.

II. LITERATURE REVIEW

This study deals with theories that support the concept. In this case, literature review is aimed to give some clear concept apply in this research. It is intended to define the boundary of this study. There are many points in this study would be discussed as follows:

2.1. Reading

In mastering English, students must develop the four fundamental language skills: listening, speaking, reading, and writing. Among these, reading is often regarded as a crucial component, as it plays a key role in helping students acquire knowledge and gain new information. Developing strong reading skills requires consistent and extensive practice. Nunan (1991) described reading as a dynamic, interactive process in which readers actively engage with the text to derive meaning. This process not only involves decoding written language but also drawing on one's prior knowledge and personal experiences to fully interpret the text. Similarly, Lado (1964) viewed reading as the rapid recognition of language patterns in written form without breaking down the symbols into individual sounds. Smith (1982) further supported this view by emphasizing that reading is about understanding written language, not merely converting written symbols into sounds—an approach known as the psycholinguistic model.

Grabe and Stoller (2013) stated that reading involves the ability to derive meaning from written texts and interpret the information with accuracy. In other words, reading is the act of absorbing and understanding information from printed material, which requires appropriate interpretation of the content. Furthermore, Mikulecky (2008) explained that reading is both a conscious and unconscious cognitive process. During reading, individuals use various strategies to reconstruct the intended meaning of the author by connecting the information presented in the text with their existing knowledge and past experiences.

From some of information above, in short, reading is an activity aimed at gaining information from written texts through an interactive process between the reader and the author, as represented by the text. This interaction involves a connection between the reader's individual characteristics and the perspectives embedded by the author. It is through this interaction that readers are able to comprehend the author's intended ideas. Therefore, reading is not simply about decoding written language or following lines of text; rather, it is an effort to grasp the message, purpose, and meaning conveyed by the author in a comprehensive and thoughtful manner.

2.1.1. Aspects of Reading

Understanding the multifaceted nature of reading is crucial for enhancing students' reading comprehension skills. Reading is not merely a process of decoding text but involves a range of cognitive skills that contribute to comprehensive understanding. The aspects of reading are essential components that collectively enable a reader to

grasp the full meaning of a text. According to Nuttal (1982), there are five aspects of reading which should be understood by the students to comprehend text such as:

- 1) Determining main idea, students should be able to identify the main idea of a text, which is the most important point that the author is trying to convey.
- 2) Finding specific information, students should be able to locate specific information in a text, such as dates, names, places, etc.
- 3) Locating reference, students should be able to use materials, such as dictionaries and encyclopaedias, to help them understand unfamiliar words and concepts.
- 4) Making inference, students should be able to make inferences, which are logical guesses based on the information presented in the text.
- 5) Vocabulary, students should have a strong vocabulary to understand the meaning of words in the text.

Moreover, Davis (1968) conducted a widely recognized study that aimed to identify distinct components of reading comprehension. His research highlighted five essential comprehension skills:

- 1) Understanding the meanings of words (vocabulary knowledge),
- 2) Making logical inferences based on the content (inference),
- 3) Identifying the organizational structure of the passage (main idea),
- 4) Determining the author's intent or perspective (reference), and
- 5) Locating answers that are stated directly or can be found through paraphrasing (factual information).

Based on the explanation above, the researcher decided to apply the aspects of reading by Nuttal (1982) in finding out the students' reading comprehension

because the five aspects provide a structured and evidence-based approach to evaluating the students' reading comprehension. It encompasses a range of essential skills from determining main idea, finding specific information, locating references, making inferences, and vocabulary.

2.1.2. Purpose of Reading

The purposes of reading are fundamental to understand why individuals engage with texts and how they derive meaning from them. Reading serves various objectives, ranging from acquiring information and gaining knowledge to engaging with narratives and reflecting on personal experiences. Understanding these diverse purposes not only helps in developing effective reading strategies but also in tailoring educational approaches to meet the needs of different readers. By exploring the different purposes for which people read, educators can better support students in achieving their reading goals and improving their comprehension skills. According to Mahmood (1992), comprehensive reading serves at least five primary purposes, each of which demands specific skills to be achieved effectively. These purposes include:

1) Reading for specific information

Reading to locate specific information is a frequent reading activity aimed at identifying particular or limited details. This type of reading requires the reader to scan the text efficiently to find the needed information quickly. Examples of this include searching for a word in a dictionary or locating a phone number in a directory.

2) Reading for application

Reading for application refers to reading with the purpose of completing a specific task. This type of reading often involves following practical instructions, such as reading a recipe to bake a cake or using a manual to assemble or repair something.

3) Reading for pleasure and entertainment

Many individuals read for enjoyment, engaging with materials such as novels, newspapers, popular magazines, and other forms of leisure reading. This type of reading is typically done at a leisurely pace, allowing readers to immerse themselves in the narrative, visualize the setting, and appreciate the storyline and characters. It requires full emotional and mental involvement from the reader to truly experience the enjoyment the text offers.

4) Reading for Ideas

This form of reading focuses on identifying key concepts, main ideas, and the overall structure of the information presented. Readers typically scan headings, major topics, visuals, and concluding sections to gain a general understanding of the text's central message.

5) Reading for Understanding

This type of reading involves grasping how the information within the text connects to the broader knowledge of the subject. It demands the ability to comprehend how individual sentences and paragraphs relate to one another and contribute to the overall main ideas.

Based on Mahmood (1992), comprehensive reading has five main purposes including reading for specific information, which involves quickly finding details, like looking up a word in a dictionary; reading for application, where one follows instructions to complete tasks, such as using a recipe; reading for pleasure and entertainment, which involves enjoying slower reading of materials like magazines, novels, and newspapers; reading for ideas, which requires skimming major topics to grasp the main concepts; reading for understanding, which involves comprehending the relationships between pieces of information and integrating them into a broader context. These purposes highlight the different aspects and skills needed for effective reading comprehension.

2.1.3. Teaching Reading

The process of teaching reading involves a series of well-defined stages that are crucial for developing students' literacy skills. Each stage is designed to build upon the previous one, guiding learners from initial recognition of letters and sounds to more complex skills such as reading comprehension and critical thinking. By breaking down reading instruction into these stages, educators can more effectively target specific areas of need and support students in their journey to become skilled and confident readers. Understanding and implementing these stages help create a structured framework that enhances the overall effectiveness of reading education. According to Atkins, et al (1996), there are three main stages in teaching reading as follows.

1) Pre-reading activity

Pre-reading activity does not need more than a few minutes. For example, ask students to list some words they expect to meet in the passage. Write their words on the blackboard. If students do not suggest them, add other words. Pre-teach the words in context, or tell students to try to guess the difference between the words as they read the passage. The aims of the pre-reading phase are: to activate prior knowledge, get students interested in the topic, and theme for the reading. Pre-reading stage familiarizes a reader with the basic content and organization of the text and helps to activate prior knowledge. It is an important phase that prepares students for the reading text. Thus, it should be properly used for every reading lesson which is carried out in the classroom.

2) While-reading activity

In while-reading activity, there are some activities that the teacher can carry out such as; tell students to read the questions, and then read the passage silently to find the answer.; tell them they do not need to understand every word to answer the question. When they have worked out the answer, they should discuss in their group until they have agreed on one answer; finally, make students give their answers and evidences for their choice. Generally, the while-reading stage is significant for processing the text in depth. Students attempt to comprehend the text by using the strategies which are used during the while- reading stage. They also need to integrate their prior knowledge with what they are reading.

3) Post-reading activity

Post-reading activity has the following tasks: 1) to check overall comprehension of the text 2) questions to get students to relate the passage to their experience 3) relating speaking and writing activities. The aims of post-reading activity are: a) to consolidate or reflect upon what has been said, b) to relate the text to the learners' own knowledge, interest or views (Williams, 1984), and c) to integrate other skills (Atkins et al., 1996).

Furthermore, according to Abbott, et al (1981), there are kinds of activities in relation to reading classroom activities.

1) Pre-reading activity

When students began to read a text, it is to create positive attitude in their minds towards the text to be read. The goals of pre-reading stage are to activate (or build, if necessary) the students' knowledge of the subject, to provide any languages preparation that might be needed for copying with the passage, and finally, to motivate the learner to read. In this activity, Abbott (1981) described the activities including in pre-reading activities: a) finding out what the students already knew about the subject; b) asking the students to read only the text and then say or write down what they expect the text to be about; c) showing the pictures to recall the students' description about the text they are going to have; and d) giving some or all the unknown vocabulary as keyword whose meaning is crucial to understand the text.

2) While-reading activity

This activity requires the teacher's guidance to ensure that students assume an active questioning approach to the material. The types of reading activity depend on the students' reading comprehension skill and their experience with expository reading. The teacher might also maximize the students' participation by having the students read to their partners, and retelling the critical information to their partners.

Concerning with the explanation above, Abbott (1981) described the activities involve in the while reading activity, they are: a) identifying the main idea; b) finding details in a text; c) following a sequence; d) inferring from the text with their particular difficulties; e) recognizing the writer's purpose and attitude; f) recognizing the discourse features; and g) the teacher's role is helping both the individual learner with their particular difficulties and their whole group.

3) Post-reading activity

The goal of post-reading activity is to integrate, synthesis, and consolidate the information that has been read in the selection. There are some activities in post-reading such as; filling in the blank concept map, discussing content in the class notes, and developing a visual presentation of the information. In addition, there are two post-reading activities which have particular merits, the first is answering the writing questions and the second is writing summary of the content. In both cases, the students have an opportunity to study and practice the important information once again and formulate a written product that can be used in subsequent study.

In short, pre-reading activities aim to build a positive attitude, activate prior knowledge, prepare necessary language skills, and motivate students. These activities include discussing what students know, predicting content, showing pictures, and introducing key vocabulary. While-reading activities involve teacher guidance to ensure students engage with the text. Activities focus on identifying main ideas, finding details, following sequences, making inferences, recognizing the writer's purpose, and understanding text features. Teachers support both individual and group needs. Then, post-reading activities aim to integrate and consolidate information. These include filling in concept maps, discussing the content, and creating visual presentations. Important post-reading tasks are answering questions and writing summaries, which help students review, practice, and create useful materials for future study.

2.1.4. Reading Comprehension

Reading comprehension refers to the reader's ability to interpret written text, grasp its meaning, and connect it with their prior knowledge. It involves understanding the overall message conveyed in the text rather than focusing solely on individual words or sentences. Pearson and Johnson (1978), as cited in Nunan (1991), described reading comprehension as a process of linking new information to what is already known, emphasizing the importance of prior knowledge in understanding. Smith (1982) added that comprehension should not be viewed as the mere accumulation of facts or information, nor as the direct opposite of ignorance. Instead, it is better understood as a mental state in which the reader experiences

clarity rather than confusion, whether they are reading a passage, fixing something, or navigating through a city.

Reading comprehension involves constructing meaning from written messages through an interactive and comprehensive exchange of ideas between the reader and the text. This process assumes that meaning is shaped by the reader's active problem-solving and thinking skills, which are influenced by their prior knowledge and personal experiences (Haris & Hodges, 1995). Additionally, Smith (1982) emphasized that reading is a creative and constructive process characterized by four key features: it is purposeful, selective, anticipatory, and grounded in comprehension, all of which require the reader to take an active and conscious role in navigating the text.

In addition, Duke and Person (2001) described reading comprehension as a cognitive process where the reader builds meaning by combining the information presented in the text with their existing knowledge. This process requires deliberate and reflective thinking, as meaning is actively constructed through the interaction between the reader and the written material.

From the definition above, it can be inferred that reading comprehension is the ability to understand and integrate written text with what the reader already knows. It involves constructing meaning from the text through an interactive process between the reader and the material. Comprehension goes beyond simply recognizing words or sentences; it requires relating new information to existing knowledge and engaging in problem-solving. Overall, it is a dynamic process where understanding is built through intentional thinking and interaction with the text.

Reading encompasses more than just understanding the meanings of individual words within a text. It can be defined as a process of constructing logical interpretations to grasp the overall message of a text. This process is characterized by four essential elements: having a clear purpose, making selective choices, anticipating content, and achieving comprehension.

2.2. Narrative Text

Narrative text refers to a story that presents a sequence of events, either fictional or based on real occurrences, typically involving one or more characters who encounter specific situations. As stated by Larson (1984), a narrative is a recounting of events primarily intended to entertain the audience. In essence, a narrative text consists of a structured series of events arranged to convey a meaningful storyline.

Labov (1972) emphasized that all narratives recount specific past events and share certain common features. Stories that not only entertain but also offer lessons or insights are particularly appreciated. Narratives can be either fictional or based on real experiences. They often revolve around challenging situations that lead to a crisis or turning point, which is eventually resolved. The main purposes of narrative texts are to entertain, engage the reader's interest, and convey real or imagined experiences through various forms.

Chatman (1973) defined narrative as a structured composition formed through a series of narrative statements, each contributing to the development of the story. These statements are closely tied to storytelling, as they reflect experiences drawn from real life or imagination, involving either human or animal characters.

Furthermore, Grace and Sudarwati (2004) explained that narrative texts typically follow a structure that includes a problem, a climax, and a resolution, whether the events are real or fictional. Similarly, Saen and Fuchs (2002) described narrative texts as written stories designed to entertain the reader.

There are several kinds of narrative texts, one of them is fables. According to Grabe (2009), a fable is a short tale that conveys a moral lesson, often featuring animals or inanimate objects as characters. Fables are meant to teach a moral lesson or convey a message, and they can be used to entertain, educate, or persuade. In doing this research, the researcher decided to use fables in this research because it provides a valuable opportunity to explore the effectiveness of integrating Directed Reading Thinking Activity (DRTA) with Peer Assisted Learning Strategy (PALS) in improving students' reading comprehension. Fables, with their simple yet structured narratives and clear moral lessons, offer an accessible and engaging framework for applying these strategies. Their straightforward plots and familiar themes allow students to easily identify key story elements, make predictions, and reflect on the narrative, thereby facilitating a more focused and effective exploration of reading comprehension techniques.

2.2.1. Generic Structure

The generic structure of a narrative text is foundational to its effectiveness in storytelling. According to Anderson and Anderson (2003), the generic structure of a narrative text includes the following components:

1) Orientation

This part sets the scene by introducing the characters, setting, and time of the story. It provides the background information necessary to understand what is happening at the beginning of the story.

2) Complication

The complication involves the introduction of a problem or conflict that the characters must face. This section creates tension or suspense and is essential for driving the plot forward.

3) Resolution

The resolution is where the problem or conflict is resolved. This section brings the story to a satisfying conclusion by showing how the characters deal with the complication and what happens as a result.

In short, a narrative text is structured with an orientation that sets the scene, a complication that introduces conflict, and a resolution that solves the conflict, providing a clear framework for storytelling.

2.2.2. Language Features

The language features of a narrative text play a critical role in shaping its storytelling and clarity. According to Anderson and Anderson (2003), the language features of narrative texts are divided into two categories; vocabulary and grammatical features. The two categories are described as follow:

A. Vocabulary Features

1) Specific Descriptive Words

- Use of adjectives and adverbs to create vivid images and evoke emotions.
- Example: "The enormous, angry bear roared loudly."

2) Action Verbs

- Action verbs describe the actions of the characters, helping to move the story forward.
- Example: "He ran quickly to the house."

3) Dialogue

- Use of direct speech to show interactions between characters.
- Example: "'I will never give up,' she declared."

4) Nouns

- Use of specific nouns to identify people, animals, places, and things.
- Example: "The wizard, the castle, the dragon."

B. Linguistic Features

1) Past Tense

- Narrative texts are typically written in the past tense to recount events that have already happened.
- Example: "She **walked** to the market."

2) Connectives and Conjunctions

- Connectives and conjunctions link events in time and provide coherence to the narrative.
- Example: "**Then**, she opened the door."

3) Third-Person Point of View:

- Use of third-person pronouns (he, she, it, they) to tell the story.
- Example: "**He** went to the market."

4) Adverbial Phrases of Time and Place:

- Use of phrases to provide details about when and where events occur.
- Example: "In the morning, at the top of the hill"

5) Simple and Compound Sentences

- Use of a variety of sentence structures to maintain reader interest.
- Example: "The knight rode his horse. He was on a mission."

In short, by incorporating these vocabulary and grammatical features, narrative texts can effectively tell a story and engage readers through detailed descriptions, clear sequencing of events, and vivid imagery. These elements work together to create a compelling and immersive experience, allowing readers to visualize the story and connect with the characters and events on a deeper level.

2.2.3. Types of Narrative Text

Narrative Text Narrative text involves recounting a sequence of events or stories. As stated by Avraamidou and Osborne (2010), narratives can portray not only human experiences but also depict stories centered around animals or even plants. Various forms of narrative texts can be categorized based on their subject matter and structure. The types of narratives are described below.

- 1) Fables are brief narratives that usually portray animals as the main characters and are intended to communicate a moral or ethical message.

- 2) Fairy tales are stories that often involve magical elements, fantastical creatures, and a struggle between good and evil, usually ending with a happy resolution.
- 3) Myths are ancient narratives that seek to explain the origins of natural events, societal traditions, or cultural beliefs. These stories frequently include divine figures such as gods, goddesses, or other supernatural entities.
- 4) Romance is one of the most widely read forms of narrative text, centered on themes of love and emotional relationships. These stories often take place in historical or imaginative settings and highlight personal connections and emotional depth.
- 5) Legends are semi-true stories, often rooted in historical facts but embellished with fictional details. They highlight the heroic deeds or significant events associated with a person or place.
- 6) Personal experience narratives recount actual events from the author's life. They focus on personal insights, emotions, and lessons learned from these experiences.

In this research, fables were selected as the primary type of narrative text. This choice was based on the curriculum syllabus, pedagogical advantages that fables offer, particularly their concise structure, the use of anthropomorphized animal characters, and the inclusion of explicit moral lessons. These characteristics make fables highly effective for fostering students' reading comprehension, moral reasoning, and engagement with the text.

2.3. Directed Reading Thinking Activity (DRTA) Strategy

Directed Reading Thinking Activity strategy is significant instructional strategy that supports students in formulating questions, generating predictions about a text, and reading to verify or disprove those predictions. This approach promotes active and reflective reading, helping students deepen their comprehension before, during, and after engaging with the text.

Directed Reading Thinking Activity (DRTA) is a reading instruction strategy introduced by Stauffer (1969), which emphasizes guiding students to make predictions about a text and then read to verify or reject those predictions. Similarly, Sethna (2012) explains that DRTA involves leading students through a text by prompting them to ask questions, predict content, and read to assess the accuracy of their assumptions. This method fosters active engagement with the text, thereby improving students' comprehension.

Tankersley (2005) stated that the DRTA promotes the development of higher-order thinking skills in reading and provides educators with valuable insights into students' thought processes, prior knowledge, cognitive abilities, and individual perspectives.

According to Odwan (2012), the primary goal of the DRTA is to foster students' critical and reflective reading abilities. This strategy aims to help learners understand the purpose behind their reading, anticipate how to assess the content based on that purpose, and develop reasoned judgments grounded in the information they have gained from the text.

Based these nations upon the belief that reading is a cognitive process in which the reader actively engages personal experiences to interpret and rebuild the author's intended meaning. The process often starts with the formation of hypotheses, driven by the reader's questions, uncertainties, or interests.

Directed Reading Thinking Activity (DRTA) strategy involves guiding students through stages of engaging with a text by making predictions based on their background knowledge and textual clues, revisiting the text, and then validating or revising their initial predictions using newly acquired information. In recent years, this approach has gained recognition for its effectiveness in enhancing reading comprehension. It is often regarded as a model instructional method for fostering both understanding and critical thinking abilities.

Therefore, making prediction is important because the ability to predict is an aid to understanding and a sign of the comprehension. It activates schema and helps them to make sense of sentence. It calls into mind any experiences and associated knowledge that a reader already has about the topic of the text. Predicting prepares the reader for comprehension. Although an overall prediction may be made, teachers encourage readers to make prediction about specific portions of text and then to read the appropriate portions to confirm or alter the predictions. Students reflect aloud on those predictions before going on to read another segment.

In short, DRTA is designed to enhance students' reading comprehension by guiding them in making predictions about a text and then reading to confirm or refute those predictions. This method encourages active and thoughtful reading, engaging students before, during, and after reading. It promotes higher-order thinking, critical

and reflective reading skills, and provides teachers with insights into students' cognitive processes and prior knowledge. The strategy involves students sampling text, making predictions based on prior knowledge and textual information, and adjusting predictions with new information. This approach supports comprehension by activating students' schema and aiding in understanding through prediction.

2.3.1. The Purpose of DRTA

Directed Reading Thinking Activity (DRTA) is a teaching strategy designed to engage students in active reading through prediction, reading, and verification. One of the primary purposes of DRTA is to enhance students' comprehension skills by encouraging them to think critically about the text as they read. According to Stauffer (1969), who developed the DRTA strategy, the purposes include:

1) Promote Active Reading

DRTA encourages students to become active participants in the reading process. By making predictions and verifying them, students are constantly engaged and thinking about the text.

2) Enhance Critical Thinking Skills

The strategy develops critical thinking skills by requiring students to make predictions based on their prior knowledge and the information they gather from the text.

3) Improve Comprehension

DRTA helps improve reading comprehension by prompting students to monitor their understanding and adjust their thinking as they read. This ongoing process of predicting, reading, and verifying helps students to better understand the material.

4) Encourage Reflective Thinking

Students are encouraged to reflect on their predictions and the outcomes, which helps deepen their understanding of the text and the reading process.

5) Foster Independent Reading Skills

DRTA aims to develop independent reading skills. Students learn to use prediction and verification strategies on their own, which can improve their ability to comprehend various texts independently.

6) Build Background Knowledge

Through discussion and prediction, students activate and build their background knowledge, which aids in understanding and connecting with the text.

It can be stated that DRTA strategy engages students in active reading by making predictions, reading, and verifying their predictions. It aims to promote active participation, enhance critical thinking, improve comprehension, encourage reflective thinking, foster independent reading skills, and build background knowledge. This process of prediction and verification helps students think

critically about the text, monitor their understanding, and adjust their thinking to improve their comprehension and independent reading abilities.

2.4. Teaching Reading Comprehension through DRTA

Balajthy (2023) stated that the Directed Reading Thinking Activity (DRTA) serves as a more engaging alternative to the traditional course outline approach commonly found in basic guided reading programs. This strategy is designed to promote active engagement with texts and foster students' critical thinking in order to enhance their understanding. DRTA encourages students to be actively involved in the reading process by requiring them to participate, make predictions, and reflect while reading. Through this method, students are guided to identify the main ideas within a text. Similarly, Arief (2019) described DRTA as a reading approach that allows learners to draw upon their own experiences to better grasp the author's intended message. Overall, DRTA aims to cultivate effective reading comprehension and stimulate critical analysis of written material.

The application of the Directed Reading Thinking Activity (DRTA) strategy is effective in enhancing students' reading comprehension (Hasan, 2019; Chaemsai, 2016; Sunarti, 2022; Annida, 2018). This method contributes positively to students' development in understanding texts. Odwan (2012) supports this by stating that DRTA encourages students to become more engaged and active readers. For example, during the stage where students determine their reading goals, they often express specific intentions—such as expanding their English vocabulary—which aligns with Novita's (2014) assertion that frequent reading leads to greater vocabulary acquisition. Furthermore, Williams (2021) explains that DRTA helps

students develop the skills necessary to extract, interpret, and integrate information, make informed predictions, evaluate content based on their reading objectives, and form judgments. This process naturally encourages students to pose their own questions, leading to deeper comprehension and critical analysis of the text.

According to Farida (2007), there are five steps in using Directed Reading Thinking Activity (DRTA) strategies include; 1) making predictions based on title guides; 2) making predictions based on referrals; 3) reading material; 4) selecting prediction and customizing predictions; 5) Teacher repeating the first procedure to fourth, the above lesson section has been covered.

As this study employed directed reading-thinking activity, the teaching and learning process included the steps of the activity for both the teacher and students. The steps employed the students to set reading purposes and make predictions, reading text, verified and revised predictions and prove set reading purposes. Therefore, the teacher assists the students by selecting the texts, dividing the text into meaningful section, facilitating discussion, and giving feedback. The elaboration of the teaching of reading using Directed Reading Thinking Activity (DRTA) is designed based on the following steps:

1) Before reading: predicting

In this initial phase, students examine and analyze elements of the text by focusing on the title, any accompanying images (if available), vocabulary, grammar, and other linguistic features. Based on their observations, they develop questions that serve as a bridge to the upcoming parts of the text and its overall meaning. During

this stage, the teacher acts as a facilitator, guiding students in identifying significant parts of the text and highlighting key words that support global comprehension. The teacher also encourages students to formulate questions, engage in discussion, and share their predictions for each section of the reading.

2) While reading: silent reading

During this stage, students read the entire text silently to collect information that either supports or challenges their initial predictions. As they read, the teacher provides guidance by helping them recognize and understand important vocabulary within the context of the passage.

3) After reading: Confirming the Predictions

Once students have completed reading the text to gather relevant information, they are encouraged to reflect on and explain the reasons behind confirming or modifying their initial predictions. This reflection is facilitated through group discussions focused on interpreting the content. Students collaborate with their peers to compare their earlier predictions with the information presented in the text and determine whether they align. During this stage, the teacher supports students by guiding discussions on related concepts and helping them connect the text to their personal experiences.

According to Carter (2004), DRTA strategy has several steps. It is explained below:

- 1) The teacher begins by introducing the genre, mentioning the author's name, showing the cover illustration, and reading the title aloud. Students are then

encouraged to make predictions about the story's content. These predictions can be recorded on the board for reference.

- 2) Students are instructed to read up to a predetermined stopping point within the text.
- 3) At the stopping point, the teacher revisits the students' initial predictions and prompts them to evaluate which ones have been supported or challenged by the text. Students are asked to cite specific parts of the text that validate or contradict their assumptions.
- 4) The teacher then encourages students to refine or create new, more specific predictions before continuing. Students are guided to commit to a particular prediction before moving forward.
- 5) After completing the entire text, the teacher facilitates a discussion to review the story and invites students to reflect on the evidence that led to the most accurate predictions.

In short, Directed Reading Thinking Activity (DRTA) strategy engages students in making predictions, reading to confirm or refute those predictions, and discussing the results, which helps students develop the ability to extract and assimilate information, make judgments, think critically, guide students through a thorough understanding of the text while fostering independent reading skills.

2.5. Peer Assisted Learning Strategy (PALS)

Peer Assisted Learning Strategies can be briefly defined as the acquisition of knowledge and skill through active helping and supporting among equal status or matched companions. It is supported by Fuchs and Fuchs (2015) that PALS is a

program in that students will learn with their peers in reading which consists of one higher-performing student and one lower performing student. This cooperative learning strategy integrates students and gives them the roles of “coaches” and “players”. It involves people from similar social groupings who are not professional teachers helping each other to learn and learning themselves by so doing (Topping, et al., 2001).

Johnson et al., (1981) cited in Rohrbeck (2003) added that Peer Assisted Learning Strategies (PALS) is a strategy when the learning process more active with asking students to teach other students during the learning. Interventions effectively engage students in the learning process and produce academic gains across a variety of student populations, academic subjects, and classroom arrangements. One pair of students work together on reading activities intended to improve reading accuracy, fluency, and comprehension. Students in the pairs-who alternately take on the roles of tutor and student-read aloud, listen to their partner read, and provide feedback during various structured activities.

Peer Assisted Learning Strategies (PALS) is a scheme that fosters cross-year support between students on the same course. PALS encourage students to support each other and to learn co-operatively under the guidance of students from the year above. Students, who are not professional teachers, help and support the learning process of others, in an interactive, purposeful and systematic way (Topping, 2009).

As one of the strategies in teaching reading, Peer Assisted Learning Strategies (PALS) can give advantages and disadvantages in teaching, especially in teaching reading. PALS engages reader during each phase of the reading process and

interacts the reader with the text material. The advantages and disadvantages of PALS are as stated below:

The Advantages in Peer Assisted Learning Strategies (PALS)

- 1) The students can express their ideas and feeling as free as they can and the benefit of PALS is not only strengthening students' academic skills, it also gives many students the opportunity to practice their social skills with peers in a natural setting (Fuchs and Fuchs, 1999).
- 2) Topping (2014) stated that when students work together and learn in pairs their motivation attention are greater and their capacity to contribute question and receive feedback is greater and their own learning achievements are more visible to them.
- 3) Harmer (2001) gave points that work cooperatively gives the students chance to be more confident because they can work without the pressure of the whole class. Some students may have shyness. In pair, they can discuss and express with their thinking within the text given. Working in pair also enables students to strengthen each other when one of them still confused about the materials given.

The Disadvantages in Peer Assisted Learning Strategies (PALS) (Douglas Fuchs & Lynn, 2007)

- 1) It is not easy to make the appropriate questions;
- 2) The situation is not affective;
- 3) The teacher should handle and control the class when discussion is running.

Based on the concept above, Peer Assisted Learning Strategies (PALS) involve students working together to acquire knowledge and skills through mutual support. This method pairs higher-performing students with lower-performing peers to engage in reading activities, with each student taking on the roles of "coach" and "player." Students from similar social groups help each other learn in an interactive and systematic way. PALS makes the learning process more active by encouraging students to teach one another, resulting in academic improvements across various subjects and student populations. Additionally, PALS promotes cross-year support, with more experienced students guiding their peers and fostering cooperative learning.

2.5.1. Purpose of PALS

The purpose of Peer Assisted Learning Strategies (PALS) is to enhance students' learning experiences by facilitating collaborative interactions between peers. This approach leverages the strengths of higher-performing students to support their peers in developing essential reading skills, thus fostering a cooperative learning environment where both partners benefit from mutual teaching and learning. According to Fuchs & Fuchs (2006), the purpose of PALS is to provide a structured and systematic way for students to work together to improve their academic skills, particularly in reading, while also promoting social skills, motivation, and self-esteem.

- 1) PALS can improve academic achievement by providing students with opportunities to practice skills and receive feedback from their peers.

- 2) PALS can enhance instructional efficiency by providing additional instructional support to students without increasing the workload of teachers.
- 3) PALS can foster social skill by promoting teamwork, communication, and problem-solving among students.
- 4) PALS can increase student motivation by providing students with a sense of ownership and responsibility for their learning.
- 5) PALS can boost self-esteem by providing students with opportunities to experience success and build confidence in their abilities.

In short, Peer-Assisted Learning Strategies (PALS) in achieving its five primary purposes such as; improve academic achievement, enhance instructional efficiency, foster social skills, increase student motivation, and boost self-esteem.

2.5.2. Peer Assisted Learning Strategy addresses DRTA Limitation

As mentioned earlier, Peer-Assisted Learning Strategy (PALS) effectively addresses several limitations of the Directed Reading Thinking Activity (DRTA), offering a complementary approach that enhances the benefits while mitigating the challenges associated with DRTA.

Firstly, Directed Reading Thinking Activity (DRTA) is that it can be time-consuming, involving multiple steps that require thorough preparation and implementation by the teacher. This extensive preparation can be a challenge, especially in classrooms with tight schedules. However, Peer Assisted Learning Strategies (PALS) can address this issue by structuring sessions to fit within typical class periods. The peer-to-peer interactions in PALS allow for more efficient

progression through the material, making it a more time-effective alternative compared to the whole-class DRTA sessions.

Secondly, another drawback of DRTA is that frequent stopping to predict and discuss can interrupt the natural flow of reading, which may frustrate some students and disrupt their immersion in the text. PALS addresses this by integrating peer discussions seamlessly into the reading process. This approach maintains the continuity of reading sessions, reducing interruptions and helping students stay engaged with the text. The ongoing peer interaction in PALS allows for a more fluid reading experience, which can be less disruptive than the frequent pauses required by DRTA.

Lastly, effective implementation of DRTA requires strong classroom management skills to ensure that all students participate and stay on task, which can be challenging. PALS can alleviate this burden by distributing instructional responsibilities among peers. With proper training and established routines, students can manage their learning more independently. This shift allows teachers to facilitate rather than constantly direct instruction, making classroom management less demanding and promoting a more collaborative learning environment.

In summary, PALS effectively addresses the limitations of DRTA by making the reading process more efficient, maintaining the natural flow of reading, and easing classroom management. By integrating PALS, educators can enhance the effectiveness of reading instruction and better support students' development as independent and proficient readers.

2.5.3. Procedure Teaching Reading of Peer Assisted Learning Strategy (PALS)

Peer Assisted Learning Strategies (PALS) framework, as outlined by Fuchs & Fuchs (2005), offers a structured and collaborative approach to teaching reading comprehension through a series of engaging and interactive activities as follows:

1) Reading Aloud

Paired Reading: Using a text at the instructional reading level of the lower-performing reader, each partner reads the text aloud to the other for a period of 5 minutes. The higher-performing reader always reads first, serving as a model for the lower-performing reader. After 5 minutes, the lower-performing reader reads the same passage for the next 5 minutes. This stage is called tutor and student roleplay.

2) Retelling

Comprehension Check: After the 10-minute reading session, the lower-performing reader "retells" the passage to the higher-performing reader. The higher-performing reader prompts the lower-performing reader by asking, "What happened first?" and "What happened next?" This retelling in sequence continues for 2 minutes.

3) Paragraph Shrinking

Main Idea Identification: Partners continue reading the same passage they began in the tutor and student roleplay, but without rereading. Each reader reads one paragraph, stopping after the paragraph to tell the main idea. Readers take turns

reading the next consecutive paragraph and telling the main idea. Prompts for this activity include questions such as, “Who or what was the paragraph about?” and “Tell the most important thing about the who or what.” As in the previous stage, the higher-performing reader always begins reading first, serving as a model for the lower-performing reader.

4) Prediction Relay

Prediction and Summarization: This activity involves reading larger units of text with four steps: (1) making a reasonable prediction about what will happen next, (2) reading half a page accurately, (3) checking the prediction, and (4) summarizing the most important information. This activity continues for five minutes per reader, with the higher-performing reader going first.

From the procedures above, procedures of PALS ensure an interactive and supportive environment where students can enhance their reading skills. By incorporating activities such as paired reading, retelling, paragraph shrinking, and prediction relay, PALS fosters a collaborative learning experience that promotes comprehension, fluency, and critical thinking. This method not only aids in academic improvement but also encourages peer interaction and mutual support, making it a valuable strategy in diverse educational settings.

2.6. Procedure of Teaching Reading through Directed Reading Thinking Activity (DRTA)

Directed Reading Thinking Activity (DRTA), as outlined by Stauffer (1969), provides a structured approach to teaching reading that encourages active

engagement and critical thinking through a series of predictive, reading, and reflective activities:

1) Introduction and Prediction

- **Introduce the Text:** The teacher introduces the text to the students, discussing the title, author, and any relevant background information.
- **Make Predictions:** Students are encouraged to make predictions about the content of the text based on the title, cover, or initial paragraphs. They should explain their reasoning behind these predictions.

2) Guided Reading

- **Read in Segments:** The text is read in small sections. The teacher may choose to read aloud, have students read silently, or use a combination of both.
- **Confirm or Refute Predictions:** After each segment, students discuss whether their predictions were confirmed or refuted by the text. They should provide evidence from the text to support their conclusions.

3) Discussion and New Prediction

- **Discuss Findings:** Engage students in a discussion about the text, focusing on what they have learned and how it relates to their predictions.
- **Make New Predictions:** Based on the new information, students make further predictions about the upcoming segments of the text.

4) Continue Reading and Verifying

- **Read and Verify:** Continue reading the next segments of the text, stopping periodically to verify and discuss new predictions.

- Iterate the Process: This process of predicting, reading, verifying, and discussing continues until the entire text is read.

5) Post-Reading Discussion

- Final Discussion: After finishing the text, hold a comprehensive discussion about the entire reading. Review initial and subsequent predictions and analyze how they evolved throughout the reading process.
- Reflect on Strategies: Encourage students to reflect on the strategies they used for making predictions and understanding the text.

6) Follow-Up Activities

- Summarization: Students summarize the text, focusing on the main ideas and key details.
- Application: Engage students in activities that apply what they have learned from the text to new contexts, such as writing assignments, projects, or related reading.

DRTA method engages students in an iterative process of prediction, reading, and reflection, fostering a deeper understanding of the text and enhancing their critical thinking skills. Through structured procedures, DRTA not only improves comprehension but also helps students develop effective reading strategies that can be applied across various texts and contexts.

2.7. Procedure of Teaching Reading Comprehension through DRTA with PALS

Based on the explanation on the procedures of teaching reading comprehension through both DRTA and PALS. The researcher intends to explain the procedures of

teaching reading comprehension through DRTA with PALS. The researcher intends to explain clearer by using a table in order to see the differences between the two strategies and how they are integrated.

Table 2.1. Procedure of Teaching Reading through original DRTA and DRTA with PALS

Explanation of Procedures	Original DRTA (Stauffer, 1969)	Original PALS (Fuchs & Fuchs, 2005)	Integrated DRTA with PALS
a. Group Formation		The teacher divides students into groups, consisting of higher-level (tutors) and three lower-level (tutees) students.	The teacher divides students into groups of six, consisting of three higher-level (tutors) and three lower-level (tutees) students.
b. Introduction and Prediction	<p>Introduction and Prediction (DRTA)</p> <p>Introduce the Text: Teacher introduces the text, discussing title, author, and background.</p> <p>Make Predictions: Students predict the content based on the title or initial paragraphs and explain their reasoning.</p>	<p>Reading Aloud (PALS)</p> <p>Paired Reading: The higher-performing reader reads aloud to the lower-performing reader for 5 minutes, followed by the lower-performing reader reading the same passage for the next 5 minutes.</p>	<p>Introduction and Prediction with Peer Interaction</p> <p>Text Introduction: Teacher introduces the text with background information.</p> <p>Peer Predictions: Students make predictions in pairs about the content based on the title or initial paragraphs, discussing their reasoning together before reading begins.</p>
c. Guided Reading	<p>Guided Reading (DRTA)</p> <p>Read in Segments: Text is read in small sections.</p> <p>Confirm or Refute Predictions: After each segment, students discuss if their predictions were confirmed or refuted, providing evidence from the text.</p>	<p>Retelling (PALS)</p> <p>Comprehension Check: The lower-performing reader "retells" the passage to the higher-performing reader, who asks questions to confirm understanding and sequence.</p>	<p>Guided Reading with Peer Support</p> <p>Segment Reading: Text is read in small sections with peers.</p> <p>Confirm or Refute Predictions: After each segment, students discuss whether their predictions were confirmed or refuted, using peer feedback to support their conclusions.</p>

<p>d. Discussion and New Prediction</p>	<p>Discussion and New Prediction (DRTA)</p> <p>Discuss Findings: Students discuss what they learned and how it relates to their predictions.</p> <p>Make New Predictions: Based on new information, students make further predictions about upcoming segments.</p>	<p>Paragraph Shrinking (PALS)</p> <p>Main Idea Identification: Each reader reads a paragraph, stops to tell the main idea, and discusses it with their partner. Prompts include questions about the paragraph's main idea.</p>	<p>Discussion and New Prediction with Peer Feedback</p> <p>Discuss Findings: After each segment, students engage in a discussion with their partner about the text, refining predictions and understanding together.</p> <p>New Predictions: Based on discussion, students make further predictions with peer input.</p>
<p>e. Continue Reading and Verifying</p>	<p>Continue Reading and Verifying (DRTA)</p> <p>Read and Verify: Continue reading in segments, stopping periodically to verify and discuss new predictions.</p> <p>Iterate the Process: Continue predicting, reading, verifying, and discussing until the text is complete.</p>	<p>Prediction Relay (PALS)</p> <p>Prediction and Summarization: Students make predictions, read half a page, check their predictions, and summarize the most important information. This activity continues with peer support.</p>	<p>Continue Reading and Verifying with Peer Support</p> <p>Read and Verify: Continue reading in segments with partners.</p> <p>Prediction Relay:</p> <p>Integrate prediction checking and summarization into the process, with peers helping verify predictions and provide feedback.</p>
<p>f. Post-Reading Discussion</p>	<p>Post-Reading Discussion (DRTA)</p> <p>Final Discussion: Review the entire text, initial and subsequent predictions, and analyze how they evolved.</p> <p>Reflect on Strategies: Encourage students to reflect on the strategies they used.</p>	<p>Post-Reading Activities (PALS)</p> <p>Final Discussion: Students review and discuss the text, focusing on their predictions and comprehension.</p> <p>Summarization and Application: Engage in activities to apply learning to new contexts.</p>	<p>Post-Reading Discussion with Peer Interaction</p> <p>Comprehensive Discussion: After finishing the text, students hold a discussion with their peers about the reading, reviewing predictions and reflecting on strategies.</p> <p>Summarization and Application: Summarize the text and engage in related activities with peer collaboration.</p>

Based on the steps of the procedure mentioned about, the researcher intends to explain clearer the steps of the procedure of teaching reading through DRTA with PALS such as:

1) Group Formation

The teacher divides students into groups of six, consisting of three higher-level (tutors) and three lower-level (tutees) students. The tutors guide and check the predictions made by the tutees to ensure everyone is actively involved and to minimize misconceptions. This arrangement enhances time efficiency and ensures a more effective and conducive class management.

2) Introduction and Prediction with Peer Interaction

Text Introduction : The teacher introduces the text, providing background information about the title, author, and relevant context.

Peer Predictions : Students make predictions about the content based on the title or initial paragraphs in pairs. They discuss their predictions with their partners, explaining their reasoning before beginning to read.

3) Guided Reading with Peer Support

Segment Reading : The text is read in small sections. Partners alternate reading segments aloud, with each reader taking turns.

Confirm or Refute Predictions : After each segment, students discuss whether their predictions were confirmed or refuted, providing evidence from the text. Peers offer feedback and help each other clarify understanding.

4) Discussion and New Prediction with Peer Feedback

Discuss Findings : Students engage in a discussion with their partners about what they have learned from the text and how it relates to their predictions. This peer discussion helps refine their understanding.

New Predictions : Based on the discussion, students make new predictions about the upcoming segments of the text with input from their partners.

5) Continue Reading and Verifying with Peer Support

Read and Verify : Continue reading the text in segments with partners. Students check their predictions and discuss new insights.

Prediction Relay : Incorporate a prediction relay where students make predictions, read portions of the text, verify their predictions, and summarize key information, with peer feedback throughout the process.

6) Post-Reading Discussion with Peer Interaction

Comprehensive Discussion : After finishing the text, students hold a thorough discussion with their peers about the reading, reviewing initial and subsequent predictions and reflecting on how their understanding evolved.

Summarization and Application : Students summarize the main ideas and key details of the text and engage in follow-up activities that apply their learning to new contexts, such as projects or related reading, with collaborative peer input. A discussion on the moral of the story is held to explore lessons learned and their relevance to real-life applications.

In summary, integrating DRTA with PALS procedures offers a robust approach to teaching reading comprehension. By integrating PALS into each step of the reading process from making initial predictions and guiding reading segments to discussing findings and verifying predictions, this integrated strategy addresses the limitations of the original DRTA. It enhances efficiency and maintains reading flow. This combination leverages the strengths of both strategies, resulting in a more engaging and effective learning experience.

2.8. Advantages and Disadvantages in integrating DRTA with PALS

There are several advantages and disadvantages of implementing this integrated strategy in teaching reading comprehension. The advantages of teaching reading comprehension through DRTA with PALS are described as follows:

- 1) By structuring the reading sessions to fit within typical class periods and incorporating peer interactions, the integrated approach becomes more time-efficient. PALS allows for a smoother progression through the material, addressing the time-consuming nature of DRTA.

- 2) Integrating peer discussions seamlessly into the reading process helps reduce the frequent interruptions common with DRTA. This continuous interaction keeps students engaged with the text and minimizes disruptions.
- 3) Distributing instructional responsibilities among peers lessens the need for intense teacher management. With students taking on roles of "tutor" and "tutee," teachers can focus more on facilitating rather than constantly directing, leading to a more manageable classroom environment.
- 4) PALS fosters greater student independence by having students take on instructional roles, promoting self-reliant learning. This shift helps students develop their reading and comprehension skills without over-reliance on teacher guidance.

However, this integrated strategies also has several disadvantages. The disadvantages of teaching reading comprehension through integrated DRTA with PALS are described as follows:

- 1) While PALS aims to balance responsibilities, there may still be variability in how actively students engage. Some students might rely more on their peers, which can lead to imbalances in participation and learning outcomes.
- 2) Effective implementation of the integrated approach requires adequate training for both students and teachers. Preparing students to take on their roles and ensuring them follow the PALS procedures correctly may involve additional effort.

- 3) The effectiveness of the integrated approach heavily relies on the dynamics between peers. If not managed well, peer interactions could lead to off-task behaviour or reduced focus on the reading material.
- 4) Combining PALS with DRTA involves integrating two distinct strategies, which might be complex to implement seamlessly. Ensuring that all elements of both strategies work together effectively could require careful planning and monitoring.
- 5) The success of PALS can be influenced by the varying abilities of students. If there is a significant difference in the reading levels or skills of the paired students, it may impact the effectiveness of the integrated approach.

In summary, the integrated DRTA with PALS offers several notable advantages, including increased efficiency, maintained reading flow, reduced classroom management burden, and enhanced student autonomy. These benefits collectively contribute to a more effective and engaging approach to teaching reading comprehension. However, this strategy also presents some challenges, such as potential for unequal participation, the need for thorough training and preparation, possible overemphasis on peer dynamics, complexity of integration, and variation in student performance. Balancing these advantages and disadvantages will be crucial for successfully implementing this integrated approach in educational settings.

2.9. Theoretical Assumption

The theoretical assumption underpinning this research is that integrating Directed Reading Thinking Activity (DRTA) with Peer Assisted Learning Strategies (PALS) offers a multifaceted approach to enhancing reading comprehension. This combined strategy leverages key educational theories to address various aspects of the learning process engagement, support, critical thinking, differentiated learning, and collaboration. By applying these theories, the integrating of DRTA with PALS is hypothesized to provide a more comprehensive and effective framework for improving students' reading comprehension skills. This assumption sets the stage for investigating how the synergy between DRTA and PALS can yield better educational outcomes compared to using the original of DRTA.

Regarding the first hypothesis, the theoretical assumption states that integrated DRTA with PALS can significantly improve students' reading comprehension for some reasons such as; 1) the integration of DRTA within PALS promotes active engagement among students. Peer-assisted activities encourage students to participate actively in discussions, making predictions, and verifying those predictions. This active involvement helps deepen their understanding and retention of the material; 2) PALS provides a support system where peers can assist each other, offering explanations and clarifications. This scaffolding helps students who might struggle with reading comprehension on their own, allowing them to achieve a higher level of understanding; 3) Collaborative activities inherent in PALS facilitate the sharing of ideas and perspectives. This interaction can lead to a more

nuanced understanding of the text as students benefit from their peers' insights and interpretations.

Therefore, the second hypothesis is that the integration of Directed Reading Thinking Activity (DRTA) with Peer Assisted Learning Strategy (PALS) will be more effective in improving students' reading comprehension compared to the Original DRTA for some reasons such as; 1) PALS encourages students to think critically about the text, questioning and discussing with peers. This process enhances their analytical skills, making them better equipped to comprehend and interpret complex texts; 2) PALS strategy allows for differentiation, catering to the varied learning needs of students. Through peer interactions, students can receive personalized feedback and support, which is not always possible in traditional DRTA; 3) Learning with peers can be more motivating for students. The social aspect of PALS can make learning more enjoyable, thereby increasing students' motivation to engage with the text and improve their comprehension skills.

The last hypothesis is finding specific information is the most improved aspect of reading after the students are taught through Directed Reading Thinking Activity (DRTA) integrated with Peer Assisted Learning Strategy (PALS) for some reasons such as; 1) PALS often involves focused discussions on key aspects of the text, such as the finding specific information. This repeated emphasis helps students become more adept at finding specific information in the text; 2) Through peer interactions, students practice finding specific information repeatedly with guidance and feedback. This repeated practice is crucial for mastering this aspect of reading

comprehension; 3) In a PALS setting, students can share and learn different strategies for finding specific information from their peers.

In short, the theoretical assumption of this research is that the integration of DRTA with PALS offers a synergistic approach that enhances students' reading comprehension more effectively than the original DRTA, with a particular emphasis on improving the ability to finding specific information.

2.10. Hypotheses

The following hypotheses are proposed in order to answer the stated research questions.

- 1) There is a significant improvement of the students' reading comprehension using the integration of Directed Reading Thinking Activity (DRTA) with Peer Assisted Learning Strategy (PALS).
- 2) There is a significant difference in students' reading comprehension between those taught using the integration of Directed Reading Thinking Activity (DRTA) with Peer-Assisted Learning Strategy (PALS) and those taught using the original DRTA.
- 3) Finding specific information is the most improvement aspect of reading comprehension after the students are being taught through the integrated Directed Reading Thinking Activity (DRTA) with Peer Assisted Learning Strategy (PALS) compared to the Original DRTA.

The hypotheses presented by the researcher are substantiated by relevant theories and previous studies.

Briefly, those are the explanation about this chapter that are about reading, reading comprehension, Directed Reading Thinking Activity (DRTA), teaching reading through DRTA Strategy, Peer Assisted Learning Strategy (PALS), procedure of teaching reading through Original DRTA, procedure of teaching reading through DRTA with PALS, advantages and disadvantages in integrating DRTA with PALS, theoretical assumption, and hypotheses.

III. METHODS

This chapter discusses about the methods of the research and which are consist of research design, population and sample, research instruments, criteria of evaluating students' reading, validity and reliability, data collecting technique, research procedures, data analysis, and hypothesis testing.

3.1. Research Design

The researcher used quantitative research in order to determine improvement in students' reading comprehension between two classes such as; experimental group and control group. The researcher also applied quasi experimental design as a research design for the first and the second research question in which participants in this research were not randomly assigned to experimental or control group. Instead, the researcher used existing groups or conditions. For the third research question applied descriptive analysis. The experimental group was given treatments using Directed Reading Thinking Activity (DRTA) that integrated with Peer Assisted Learning Strategy (PALS) and the control group was given treatment with the original DRTA. The study applied Pre-test and Post-test design for the first research question. The research design is presented as follows:

G1: T1 X T2

G2: T1 O T2

(Setiyadi Ag, 2006)

G1 : Experimental Class

G2 : Control Class

X : Treatment (Integrated DRTA with PALS)

O : Treatment (Original DRTA)

T1 : Pre-test

T2 : Post-test

3.2. Data Variables

This research evaluated the impact of the treatments in this study which using dependent and independent variables. The independent variables (X) were Directed Reading Thinking Activity (DRTA) and Peer Assisted Learning Strategy (PALS), while the dependent variable (Y) was Reading Comprehension. The two variables were described below:

1) Independent Variable (X)

The independent variable is the factor that influences or causes changes in the dependent variable. In this research, the independent variable was the DRTA strategy integrated with PALS. DRTA strategy integrated with PALS was expected to have an effect on improving students' reading comprehension in the experimental class.

2) Dependent Variable (Y)

The dependent variable is the factor that is influenced by the independent variable. In other words, the dependent variable is affected by another variable. In this research, students' reading comprehension of narrative text were served as the dependent variable, which was influenced by the DRTA strategy integrated with PALS.

3.3. Data Source

The data source of this research was the tenth-grade students at SMA N 4 Bandar Lampung. This research took two classes as the sample using purposive sampling technique specifically in classes X.7 as the control group and X.9 as the experimental group. The English teacher chose the classes due to the students' reading comprehension challenges. This deliberate selection ensured that the findings was meaningful and applicable in addressing the identified reading comprehension issues, as noted by the English teacher. To conduct the study, the researcher used three classes: X.7 as the control group and X.9 as the experimental group, and X.5 as the try-out group. The control and experimental group consisted of 35 students and the try-out group consisted of 28 students.

3.4. Data Collection Instruments

In research, tools are primarily utilized to gather information pertinent to the research project, and numerous options are available (Creswell, 2014). In this study, a reading test was employed as the instrument for data collection.

The test was evaluated for validity and reliability. Validity referred to the accuracy with which an instrument measures its intended content. In this research, the validity of the test was assessed through content and construct validity. To measure the validity test, the researcher used expert judgement validation form before the try-out.

3.4.1. Validity

In other words, a test is considered valid if it accurately assesses what it is intended to measure. According to Hatch and Farhady (1982), a test is valid if it measures the intended subject matter and meets the relevant criteria. This research analyzed the test based on content, construct, and item validity to determine its validity. To measure the test validity, the researcher used an expert judgment validation form before conducting the try-out. There were several criteria for good validity as follows:

1) Content Validity

Content validity is particularly important for achievement tests, as Setiyadi (2018) states that content validity is the test which measures appropriate content, it means that the content of the test should be represent the material to be taught. In this research, the test referred to the Kurikulum Merdeka and it was mentioned that the tenth-grade of Senior High School was expected to comprehend the material of narrative text. This research used narrative text as the content of items in testing. It was suitable for the tenth-grade students at SMA Negeri 4 Bandar Lampung. In addition, the test was made based on phase E Kurikulum Merdeka in order to

provide a reading test to the sample based on the current school's module for senior high school.

2) Construct Validity

Construct validity, like a concept, involves abstraction and generalization that must be clearly defined for examination. This research assessment concept utilized five specified aspects of reading comprehension adapted from Nuttal's theories such as, determining main idea, finding specific information, locating reference, making inference, and vocabulary. Thus, construct validity concerned whether the test aligns with the theory of reading comprehension. To ensure the test accurately reflected the language theory being assessed, the items needed to effectively evaluate if students had truly mastered the reading text based on these reading comprehension aspects from the theory. Additionally, to assess the construct validity of the instrument, the researcher used expert judgment to determine if the reading instrument aligned with the theory of reading comprehension elements, as provided in Appendix 12.

Table 3.1. Specification Table of Reading Instrument

Reading Aspects	Item Number	Total
Determining Main Idea	2, 7, 11, 16, 21, 26, 31, 36, 41, 46, 52 56	12
Finding Specific Information	1, 6, 13, 18, 22, 27, 32, 37, 42, 47, 51, 57	12
Locating References	5, 9, 14, 20, 24, 29, 34, 39, 44, 49, 55, 59	12
Making Inferences	4, 10, 15, 19, 23, 28, 33, 38, 43, 48, 54, 60	12
Vocabulary	3, 8, 12, 17, 25, 30, 35, 40, 45. 50, 53, 58	12
Total		60

To validate the reading test instrument, two experts reviewed the research instrument to identify common patterns or tendencies in their assessments. This

process ensured a comprehensive and objective evaluation, enhancing the accuracy and consistency of results and producing a more valid and reliable instrument. Firstly, the experts reviewed the instrument items to ensure they aligned with the theoretical framework proposed by Nuttal (1982), which included determining main idea, finding specific information, vocabulary, locating reference, and making inference. They verified that each item accurately measured these components and fit the theoretical constructs of reading comprehension.

Secondly, the experts assessed the test structure, format, and instructions for consistency with the theory and appropriateness for the students' level. They evaluated the content validity by examining if the test represented both general and specific learning objectives, assessed basic competencies, language functions, learning topics, and genre-based texts.

The experts provided consistent feedback, confirming that the instrument effectively measured the components. The experts' assessments showed strong agreement, indicating that the instrument met validity criteria. The results of the validation, including expert feedback and revisions, are detailed in Appendix 12. For construct validity, the experts ensured that the test accurately measured students' overall reading comprehension abilities.

3.4.2. Reliability

Reliability test measures how consistently a test produces the same results under the same conditions. It checks if the test is dependable and fair, ensuring that the scores are stable and accurate each time the test is given. As supported by Hatch &

Farhady (1982) stated that a reliability test is defined as the extent to which a test produces consistent results. In other words, reliability measures the consistency, dependability, or fairness of scores resulting from the administration of a particular examination. In this research, the reliability was assessed after the instrument was tried out. The researcher analyzed the alpha value using the “Cronbach Alpha formula if item deleted” to determine whether each question was reliable. This study utilized the Statistical Package for Social Science (SPSS), which helped analyzing quickly, easily, and accurately.

After computing the results of the students’ reading test items, the researcher assessed the data against the reliability standard as follows:

Table 3.2. The Criteria of Reliability by Cronbach Alpha

0.800 - 1.000	Very High Reliability
0.600 - 0.800	High Reliability
0.400 - 0.600	Fair Reliability
0.200 - 0.400	Low Reliability
0.000 – 0.200	Very Low Reliability

The result of the reliability analysis is presented in Appendix 7. The Cronbach’s Alpha value obtained from the try-out test was 0.885, which fell within the range of acceptable to very high reliability (0.800–1.000). This indicated that the test items used in the try-out demonstrated excellent internal consistency and effectively measured the intended constructs with minimal random errors.

Furthermore, the reliability coefficient of the instrument when it was applied in the actual pre-test and post-test was found to be 0.893 as shown in Appendix 7, which reaffirmed the high internal consistency of the instrument under real testing conditions. This result further validated that the instrument consistently measured students' reading comprehension performance over time and across different samples.

In conclusion, both results confirmed that the reading comprehension test used in this study was statistically reliable at a very high level, ensuring accurate and dependable data collection. Consequently, the findings derived from this instrument could be considered valid and trustworthy for drawing meaningful conclusions in the research.

3.5. Item Analysis

Item analysis was conducted to evaluate the quality of the test items used in the try-out phase. It aimed to ensure that the items were appropriate for measuring students' reading comprehension accurately and effectively. This process focused on two essential components: the level of difficulty and the discrimination power. The level of difficulty refers to how easy or hard a particular test item is for students, while the discrimination power indicates the ability of an item to distinguish between high-performing and low-performing students. By analyzing these two aspects, the researcher could determine which items were suitable to be retained, revised, or removed. The results of both analyses are presented in the following subsections.

3.5.1. Level of Difficulty

The difficulty level was utilized to categorize the test items into two groups; difficult items and easy items. There are the classifications such as:

- a. An item with LD 0.00 – 0.30 = Difficult
- b. An item with LD 0.31 – 0.70 = Medium (good item)
- c. An item with LD 0.71 – 1.00 = Easy

(Shohamy and Reves, 1985)

Table 3.3 Difficulty Level of Try-Out Items

Easy	Medium	Difficult
5, 22, 24, 27, 29	1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 23, 25, 26, 28, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60	-

3.5.2. Discrimination Power

Discrimination power is an aspect of item analysis. It tells about which is the item discriminates between the upper group students and the lower group students. Shohamy (1985) stated that discrimination index tells about the extent to which the item differentiates between high and low students on that test. Along with difficulty level, was important for checking the quality of the questions. It helps identify students with strong and weak abilities.

The criteria for assessing discrimination power were applied accordingly.

- a. $DP = 0.00 - 0.20 = \text{Poor Items}$
- b. $DP = 0.21 - 0.40 = \text{Enough Items}$
- c. $DP = 0.41 - 0.70 = \text{Good Items}$
- d. $DP = 0.71 - 1.00 = \text{Excellent Items}$
- e. $DP = (\text{Negative}) = \text{Bad Items (should be omitted)}$

(Shohamy and Reves, 1985)

Table 3.4 Discrimination Power of Try-Out Items

Bad	Poor	Enough	Good	Excellent
21, 22	5, 7, 15, 24, 28, 41, 48, 49	2, 4, 8, 10, 11, 12, 13, 19, 20, 25, 26, 28, 30, 31, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60	1, 3, 6, 9, 16, 17, 23, 32	18

3.6. Final Instrument

After conducting validity, reliability, level of difficulty, and discrimination power analysis on 60 try-out items, 50 items were selected as the final reading comprehension test. These items were classified based on the five reading aspects adapted from Nuttal (1982). The table below presents the distribution of items across each reading aspect:

Table 3.5. The Specification Table of Reading Instrument

Reading Aspects	Item Number	Total
Determining Main Idea	2, 11, 16, 26, 31, 36, 46, 52, 56	11
Finding Specific Information	1, 6, 13, 18, 27, 32, 37, 42, 47, 51, 57	9
Locating References	14, 9, 20, 29, 34, 39, 44, 55, 59	12
Making Inferences	4, 10, 19, 23, 33, 38, 43, 54, 60	9
Vocabulary	3, 8, 12, 17, 25, 30, 35, 40, 45, 50, 53, 58	9
Total		50

3.7. Data Collection Procedures

Data collection is a crucial aspect of this research. To assess students' reading comprehension, the study utilized a test to measure their reading comprehension. The purpose of the test was for gaining the data of the students' reading comprehension improvement scores before and after the treatment. However, this research used the instrument of the test to collect the data. The instrument was collected from 2 classes; they were control group and experimental group. The procedures of the data collection are explained as follow:

1) Administering the Pre-Test

At the beginning of data collection, a baseline assessment, or pre-test was conducted to measure the students' reading comprehension abilities before the treatments. This served as a crucial starting point for evaluating any subsequent changes. The pre-test was given to both the experimental class and control class before the treatments. The reading test consisted of 50 multiple-choice questions about narrative text, each question was with five alternative options (A, B, C, D, E).

2) Implementing the Treatment

Following the pre-test, the researcher conducted the treatments. The treatments were carried out in three sessions for both the control class and experimental class in 90 (ninety) minutes for each meeting. The researcher conducted the original Directed Reading Thinking Activity (DRTA) for the control class and used the Directed Reading Thinking Activity (DRTA) integrated with Peer Assisted Learning Strategy (PALS) to teach the students in the experimental class.

3) Administering the Post-Test

After the treatment phase, the researcher gave the post-test to both the control class and experimental class. This assessment was designed to evaluate the students' reading comprehension performance following the treatments. The test, which included 50 multiple-choice questions on narrative texts with five answer choices (A, B, C, D, or E), was compared to the pre-test results to measure any improvements.

3.8. Data Analysis

This section presents a detailed analysis of the data collected in relation to the research questions, with a focus on the statistical and qualitative methods used to assess whether there is any improvement on the students' reading comprehension after being taught through the integration of DRTA with PALS.

3.8.1. Data Analysis of the First Research Question

In the first research question, the data analysis was conducted through several steps. First, the pre-test and post-test scores of both the experimental and control classes were collected and organized into score intervals. Second, a statistical description of students' reading comprehension scores in both the control and experimental classes was conducted to determine the minimum, maximum, mean score, and standard deviation of the pre-test and post-test results. Third, a normality test using the Shapiro-Wilk test was performed to check whether the data were normally distributed. Fourth, a homogeneity test using Levene's test was conducted to determine whether the data from both groups had equal variances. Fifth, the paired sample test was carried out to analyze whether there was a significant improvement in students' reading comprehension in the experimental class. Finally, the results were interpreted by comparing the improvement in scores between the pre-test and the post-test in the experimental class.

3.8.2. Data Analysis of the Second Research Question

In the second research question, an Independent Sample t-test was carried out to determine if there was a significant difference in the improvement of students' reading comprehension between the two groups. The findings were then analyzed by comparing the score improvements of the experimental and control groups to evaluate the effectiveness of the intervention. Specifically, the post-test mean scores of both groups were compared using SPSS. A p-value less than 0.05 was considered statistically significant. The results indicated whether there was a significant difference in the reading comprehension improvement was due to the integration of

Directed Reading Thinking Activity (DRTA) with Peer-Assisted Learning Strategy (PALS) or occurred by chance. This analysis helped confirm the impact of the integrated DRTA with PALS in improving students' reading comprehension compared to the use of the original DRTA.

3.8.3. Data Analysis of the Third Research Question

In the third research question, the data analysis was conducted through several steps. First, the students' reading comprehension scores in each aspect such as; determining main idea, finding specific information, locating references, making inferences, and vocabulary were collected from the pre-test and post-test results of the experimental and control classes. Second, a Paired Samples Test was performed to determine whether there were significant differences in students' reading comprehension achievement in each aspect after the implementation of the integrated DRTA with PALS. Third, the mean differences and p-values for each aspect were analyzed to assess the extent of improvement. Finally, the results were interpreted by identifying which aspect showed the most improvement in each class and by evaluating the overall effectiveness of the instructional approach in enhancing students' reading comprehension across the different aspects.

3.9. Data Treatment

There were some assumptions which needed to be fulfilled, they were normality test and homogeneity test.

3.9.1. Normality Test

A normality test was conducted to check if the research data followed a normal distribution, using parametric tests for analysis. The Shapiro-Wilk test in SPSS was utilized to determine the normality of the data. The hypotheses for this test were:

H1 : The distribution of the data is normal.

H0 : The distribution of the data is not normal.

While the criteria of acceptance or rejection of hypotheses for normality test were:

H1 is accepted if $\text{Sig.} > \alpha = 0.05$.

H0 is accepted if $\text{Sig.} < \alpha = 0.05$.

The researcher did the analysis using SPSS Statistics after gathering the pre-test and post-test data, the analysis was carried out using SPSS Statistic. The first step involved checking the data for normality to see if the scores from both the experimental and control groups followed a normal distribution. The researcher used the Shapiro-Wilk test to assess the normality of the pre-test and post-test results.

3.9.2. Homogeneity Test

A homogeneity test was conducted to assess whether the sample data were homogeneous or not. While homogeneity of data variance was not strictly necessary, the researcher utilized SPSS for this analysis. The gain scores were tested

for homogeneity using Levene's test in SPSS. Levene's statistic assessed whether the variances of the data were equal across different samples.

The hypotheses for the homogeneity test were:

H1 : The variance of the data is homogeneous.

H0 : The variance of the data is not homogeneous.

While the criteria of acceptance or rejection of hypotheses for homogeneity test were:

H1 is accepted if $\text{Sig.} > \alpha = 0.05$.

H0 is accepted if $\text{Sig.} < \alpha = 0.05$.

3.10. Hypotheses Testing

The researcher used Statistical Package for Social Sciences (SPSS) to test the research questions, different t-tests was applied. For the first research question, the researcher used Paired Sample T-Test and for the second research question, the researcher used Independent Sample T-Test. The hypotheses were investigated at significance level of 0.05 in which the hypotheses were accepted if $\text{Sig} < \alpha 0.05$.

The first research question regarding the significantly improvement in students' reading comprehension due to the integration of Directed Reading Thinking Activity (DRTA) with Peer Assisted Learning Strategy (PALS) was formulated into a hypothesis. The hypotheses were drawn as follows:

H1: There is a significant improvement in students' reading comprehension using the integration of Directed Reading Thinking Activity (DRTA) with Peer Assisted Learning Strategy (PALS).

H0: There is a significant improvement in students' reading comprehension using the integration of Directed Reading Thinking Activity (DRTA) with Peer Assisted Learning Strategy (PALS).

The second research question regarding the significant difference in students' reading comprehension between those taught with the integrated Directed Reading Thinking Activity (DRTA) with Peer Assisted Learning Strategy (PALS) and those taught with the original DRTA was formulated into a hypothesis. The hypotheses were drawn as follows:

H1: There is a significant difference in students' reading comprehension between those taught using the integration of Directed Reading Thinking Activity (DRTA) with Peer-Assisted Learning Strategy (PALS) and those taught using the original DRTA strategy.

H0: There is no significant difference in students' reading comprehension between those taught using the integration of Directed Reading Thinking Activity (DRTA) with Peer-Assisted Learning Strategy (PALS) and those taught using the original DRTA strategy.

The criteria for accepting or rejecting the hypotheses involves comparing the t-ratio obtained from the SPSS program with the t-table. If the t-ratio is greater than the t-table, H1 is accepted, indicating a significant difference in students' reading

comprehension before and after the treatments. Conversely, if the t-ratio is lower than the t-table value from the SPSS program, H_0 is accepted. In this case, it is asserted that there is no significant difference in students' reading comprehension before and after the treatments.

The third research question is investigating a specific aspect of reading comprehension that demonstrates improves the most after the students are being taught through the integration of DRTA with PALS compared to the Original DRTA. The hypothesis formulated was answered using a Paired Sample t-test for aspects such as determining main idea, finding specific information, locating reference, making inference, and vocabulary.

In summary, those were the explanations of this chapter which were research design, data variables, data source, data collection instruments, level of difficulty, discrimination power, data collection procedures, data analysis, data treatment, and hypotheses testing.

V. CONCLUSION AND SUGGESTION

This chapter focused on drawing conclusions and providing suggestions based on the results and discussion of the research. Suggestions were addressed to teachers, students, and other researchers.

5.1. Conclusion

Based on the finding and discussion presented in this study, there are several conclusions that could be drawn. They are:

1. There is a significant improvement in students' reading comprehension using the integration of DRTA with PALS. This conclusion was supported by the results of the paired sample t-test, which indicated a Sig. (2-tailed) value of less than 0.001, confirming a statistically significant improvement. The increase in the mean score from the pre-test to the post-test reflected that the integrated DRTA with PALS strategy effectively fostered students' active reading, critical thinking, and comprehension. The strategy encouraged students to make predictions, verify them, and engage in peer discussions, which helped strengthen their understanding of the text.
2. There is a significant difference in students' reading comprehension between those taught using the integration of DRTA with PALS and those taught using

the original DRTA strategy. The integration of Directed Reading Thinking Activity (DRTA) with Peer-Assisted Learning Strategy (PALS) was found to be significantly more effective than the original DRTA strategy in improving students' reading comprehension. The results of the Independent Sample t-test indicated a significant difference in post-test scores between the experimental and control groups. The experimental group showed a higher mean gain and overall improvement, suggesting that the peer-assisted component provided meaningful scaffolding during the reading process. This integration addressed some of the limitations of the original DRTA, such as time constraints and classroom management, by distributing learning responsibilities among students, fostering collaborative learning, and maintaining engagement throughout the reading activity.

3. In this study confirmed that both the original DRTA and the integrated DRTA with PALS were effective in improving students' reading comprehension across the five aspects defined by Nuttal (1982). In the control class, the highest mean gain was observed in the aspect of finding specific information ($M = 2.200$), followed by determining main idea ($M = 2.143$), vocabulary ($M = 1.714$), locating reference ($M = 1.143$), and making inference ($M = 1.000$). All aspects were statistically significant at $p < .001$, indicating that the conventional DRTA strategy had a positive effect on students' reading comprehension, particularly in retrieving finding specific information and determining main idea. In the experimental class, which was taught using the integrated Directed Reading Thinking Activity (DRTA) with Peer-Assisted Learning Strategy (PALS), the pattern of improvement was slightly different. The highest gain was found in

the aspect of finding specific information ($M = 2.229$), followed by determining main idea ($M = 2.000$), vocabulary ($M = 1.857$), making inference ($M = 1.457$), and locating reference ($M = 0.914$). Again, all results were statistically significant at $p < .001$, confirming the improvement of the integrated DRTA with PALS strategy in enhancing students' reading comprehension.

These findings highlighted the benefits of collaboration, context, and structured reading activities. While the control group benefitted from teacher-led support, the experimental group's collaborative engagement fostered deeper comprehension and critical thinking. Therefore, this study reinforced the value of combining DRTA with PALS as a powerful instructional strategy that not only improved comprehension outcomes but also cultivated interaction, reflection, and active learning in the reading classroom.

5.2. Suggestion

Based on the results and conclusions of this study, the researcher proposed the following suggestions for English teachers and future researchers:

5.2.1. Suggestion for Teacher

English teachers are encouraged to consider implementing the integrated Directed Reading Thinking Activity (DRTA) with Peer-Assisted Learning Strategy (PALS) in reading instruction, especially for teaching narrative texts. Based on the findings of this study, the following suggestions are offered:

- Ensure effective group composition

In implementing the integrated DRTA with PALS, the teacher is suggested to carefully arrange peer groups to mix high- and low-level students. In this study, one challenge occurred when a high-achieving student refused to be separated from their close friend, which slightly disrupted the intended peer-support mechanism. However, to maintain the overall efficiency of the teaching and learning process and ensure the student's engagement, the researcher allowed the student to stay with their preferred peer. This adjustment was made only for that specific student, while the other groupings followed the intended heterogeneous structure. Therefore, teachers are suggested to explain the collaborative purpose of grouping and scaffold interaction to ensure equitable learning experiences for all students.

- Incorporate Engaging Digital Media

Teachers are encouraged to integrate digital media such as PowerPoint presentations with visual animations, attractive graphics, or other interactive content into reading instruction. During the research, students responded positively to visual elements, showing greater attention and engagement compared to traditional textbook-based instruction. Using digital media can help sustain students' focus, enhance their motivation, and make reading activities more enjoyable and accessible.

- Apply DRTA with PALS to improve comprehension

Teachers are strongly suggested to apply the integrated DRTA with Peer-Assisted Learning Strategy (PALS), especially to improve students' comprehension in

aspects requiring higher-order thinking, helping students discuss, clarify, and verify understanding, especially in finding specific information, determining main idea and determining the vocabulary aspects since the three aspects were the highest improvement in this research.

- Apply original DRTA for improving locating references aspects and provide scaffolding

The locating reference aspect showed greater improvement in the control class, which used the original DRTA, compared to the experimental class with integrated DRTA and PALS. This suggests that the original DRTA, with its teacher-led structure, was more effective for helping students understand pronouns and cohesive devices. Therefore, teachers are suggested to provide explicit instruction, modelling, and guided practice when teaching this aspect especially when using the integrated DRTA with PALS to ensure students receive sufficient scaffolding to grasp referential expressions.

5.2.2. Suggestion for Further Researchers

To extend the contributions of this study and address areas for further investigation, the following suggestions are proposed for future researchers:

- Overcome time constraints

One of the challenges in this study was managing the limited classroom time due to the multiple stages involved in the DRTA+PALS implementation. Although peer support helped streamline the process, the DRTA procedure still required

considerable time. To address this, the stages were simplified during the study, which successfully saved time while maintaining instructional effectiveness. Future researchers are suggested to adjust or condense the DRTA stages to better fit classroom time constraints and ensure more efficient learning without compromising comprehension goals.

- Ensure full participation in peer collaboration

Monitor and manage social dynamics in group work. Like in this study, social preference (choosing best friends) may hinder the effectiveness of peer pairing. Researchers should anticipate this through clear guidelines and monitoring.

- Investigate the Role of Digital Media in Enhancing Engagement

Future researchers are advised to explore the impact of digital media on students' engagement and reading comprehension. Since the students in both classes were not previously exposed to digital tools in English lessons, the introduction of visually stimulating media like PowerPoint slides appeared to improve their attentiveness. Researchers can further examine how different types of media (e.g., videos, infographics, interactive apps) support the DRTA or DRTA with PALS implementation and influence learning outcomes.

- Extend to other texts or skills

Future research is encouraged to apply the DRTA with PALS strategy not only to narrative texts but also to other text genres such as expository, descriptive, or argumentative texts. In addition, researchers may explore its potential in enhancing

other language skills such as writing or speaking. This will help determine the strategy's adaptability and effectiveness across various instructional contexts and language learning areas.

Therefore, these suggestions aim to enhance teaching practices and provide direction for teachers and future research in improving students' reading comprehension. By addressing current challenges and exploring new possibilities, teachers and researchers can contribute to more effective and impactful learning strategies.

In conclusion, this study has demonstrated that integrating Directed Reading Thinking Activity (DRTA) with Peer-Assisted Learning Strategy (PALS) is a promising instructional approach to enhance students' reading comprehension. The findings highlight the importance of collaborative learning, active engagement, and strategic reading as essential components in fostering deeper understanding. By incorporating peer interaction and structured guidance, the integrated strategy not only improved students' comprehension outcomes but also cultivated meaningful classroom experiences. It is suggested that both educators and future researchers will continue to develop, refine, and adapt such innovative methods to meet the evolving needs of language learners and to ensure more effective and inclusive literacy instruction in diverse educational settings.

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