#### **CHAPTER II**

# DIRECTED READING THINKING ACTIVITY (DRTA) STRATEGY IN THE TEACHING OF READING COMPREHENSION

#### A. Literature Review

#### 1. Reading Comprehension

## a. Definition of Reading

Reading is a multitasking skill to comprehend meaning from printed word.<sup>1</sup> According to Susser & Robb as cited by Hossein Tavakoli, reading is most emphasized in traditional foreign language teaching and learning, and even today is the mainstay of English as a foreign language (EFL) instruction in many countries.<sup>2</sup> In other definition states that reading refers to the

<sup>&</sup>lt;sup>1</sup> Caroline T. Linse, *Practical English Language Teaching: Young Learners*, (Singapore: Mc Graw Hill ESL/ELT, 2006), page 69

<sup>&</sup>lt;sup>2</sup> Hossein Tavakoli, The Effectiveness of Metacognitive Strategy Awareness in Reading Comprehension: The Case of Iranian University EFL Students: The Reading Matrix Volume 14, Number 2, September 2014, page 316

ability to comprehend or make meaning from written text.<sup>3</sup>

Other definition writes reading as an active process which consists of recognition and comprehension skill.<sup>4</sup> It is an activity to reinforce and enrich knowledge of language. There are some skills included in reading process. Hudson similarly observed that research has consistently identified four reading skill categories: (1) decoding (word attack) skills; (2) comprehension skills; (3) fluency skills; and (4) critical reading skills.<sup>5</sup>

Just like experts before, Andrew P. Johnson in his book describes the understanding of what reading is as follows:

Reading is the practice of using text to create meaning. The two key words here are

<sup>&</sup>lt;sup>3</sup> Danny Brassell, Ph.D. and Timothy Rasinski, Ph.D, *Comprehension that Works: Taking Students Beyond Ordinary Understanding to Deep Comprehension*, (Huntington Beach: Shell Education, 2008), page 15

<sup>&</sup>lt;sup>4</sup> Dr. M.F. Patel & Praveen M. Jain, *English Language Teaching* (*Methods, Tools & Techniques*), (Jaipur: Sunrise Publishers & Distributors, 2008), page 113

<sup>&</sup>lt;sup>5</sup> John S. Hedgock and Dana R. Ferris, *Teaching Reader of English*: *Students, Texts, and* Context, (New York: Routledge, 2009), page 36

creating and meaning. If there is no meaning being created, there is no reading taking place.<sup>6</sup>

*Reading is a constantly developing skill.* Like any skill, we get better at reading by practicing. And conversely, if we do not practice, we will not get better and our skills may deteriorate. From age three to one hundred and three, reading practice is what helps us become better readers.<sup>7</sup>

*Reading integrates visual and nonvisual information.* During the act of reading, the visual information found on the page combines with the nonvisual information contained in your head to create meaning. In that way, what's in your head is just as important as what is on the page in the process of creating meaning (reading).<sup>8</sup>

Reading is the act of linking one idea to another. Putting ideas together to create a sensible

<sup>&</sup>lt;sup>6</sup> Andrew P. Johnson, *Teaching Reading And Writing: A Guide Book* for Tutoring and Remediating Students, (USA: Rowman & Littlefield Education, 2008), page 3-5

<sup>&</sup>lt;sup>7</sup> Andrew P. Johnson, *Teaching Reading And Writing: A Guide Book* for *Tutoring and Remediating Students*, (USA: Rowman & Littlefield Education, 2008), page 3-5

<sup>&</sup>lt;sup>8</sup> Andrew P. Johnson, *Teaching Reading And Writing: A Guide Book* for Tutoring and Remediating Students, (USA: Rowman & Littlefield Education, 2008), page 3-5

whole is the essential part of reading. It is not necessary to know every word in order to read.<sup>9</sup>

Whereas there are four natures of reading:

- (a) Reading is visual. An activity through sight, including some limitations but many advantages. It needs exercise of the eye to process the information.
- (b) Reading is organized and systematic. In which printed language is fully equipped, consist of beginnings and endings. A reader must know where the text begins or ends and recognize internal characteristics from the text to get purpose of the text.
- (c) Reading is arbitrary and abstract, but meaningful. A shape of the symbol in printed language tends to unrelated to grammatical form. Because writing represents speech, not vice versa.
- (d) Related to a particular language and society.<sup>10</sup> As a printed information, written

<sup>&</sup>lt;sup>9</sup> Andrew P. Johnson, *Teaching Reading And Writing: A Guide Book for Tutoring and Remediating Students*, (USA: Rowman & Littlefield Education, 2008), page 3-5

<sup>&</sup>lt;sup>10</sup> Peter Strevens, *New Orientation in the Teaching of English*, (Oxford: Oxford University Press, 1977), page 109-110

language is not mechanical process only, but it also expresses social and cultural importance. Many aspects are included related with people life. It establishes and reconstructs society's opinion.

The process of reading may be broadly classified into three stages:<sup>11</sup>

- (a) The first stage is 'the recognition stage'. At this stage the learner simply recognizes the graphic counterparts of the phonological items. For instance he recognizes the spoken words in its written form. Difficulty at this stage depends upon the difference between the script of the learner's mother tongue and English and between the spelling conventions of two languages.
- (b) The second stage is the 'structuring stage.' The learner sees the syntactic relationship of the items and understands the structural meaning of the syntactical units.

<sup>&</sup>lt;sup>11</sup> M.F. Patel & Praveen M. Jain, *English Language Teaching* (*Methods, Tools & Techniques*), (Jaipur: Sunrise Publishers & Distributors, 2008), page 115-116

(c) The third stage is the 'interpretation stage'. This is the highest level in the process of reading. The learner comprehends the significance of a word, a phrase, or a sentence in the overall context of the discards. For instance, he comprehends the serious and jocular use of words, distinguishes between a statement of fact and a statement of opinion. It is this stage at which a person really reads for information or for pleasure.<sup>12</sup>

From explanation about definition of reading above can be underlined that reading is an active process, a multitasking activity to get the meaning from the printed language. There are three stages in reading process to get information from the text. Now the important issue appears, in which reading necessarily involves comprehension to 'answer' the particular question or information being asked from the written language.

<sup>&</sup>lt;sup>12</sup> M.F. Patel & Praveen M. Jain, *English Language Teaching* (*Methods, Tools & Techniques*), (Jaipur: Sunrise Publishers & Distributors, 2008), page 115-116

## b. Understanding about Comprehension

The recent issue that appears now is many student read the printed word but they do not get the meaning comprehensively. Students, as stated by Cris Tovani in his book entitle *I Read It but I don't Get It: Comprehension Strategies for Adolescent Readers*, tend to go through the motions of reading but assume all they have to do is pronounce words. When they don't understand or remember what they have read, they quit.<sup>13</sup>

Common mistake of readers occurs since they think enough to just reading like statement above. As consequence they do not get any information from the text. considering, an effective reading lies on the content or information which reader get after reading a text as the purpose of reading. In other word, there must be an effort to gain higher level than just reading the words that is comprehension level.

Comprehension is an active, constructive process in which the ultimate understanding of the text is determined by a combination of what is

<sup>&</sup>lt;sup>13</sup> Cris Tovani, *I Read It But I Don't Get It: Comprehension Strategies for Adolescent Readers*, (USA: Stenhouse Publishers, 2000), page 15

stated directly in the text and the reader's preexisting knowledge related to the topic of the text.<sup>14</sup> Then, in other book states comprehension is an active process, and the reader must interact and be engaged with the text for it to work well. Comprehension is the reason or purpose for reading. In order to get information from a text, remember it later and use it effectively, whether for work or for pleasure, reading comprehension is essential.<sup>15</sup>

Despitefully, comprehension is a *construction process* because, *first* of all, it involves all of the elements of the reading process working together. To comprehend, we must decode words and associate them with their meanings in memory. Phrases and sentences must be processed fluently enough so that their meanings are not lost before the next ones are processed.

<sup>&</sup>lt;sup>14</sup> Donna M. Scanlon, Kimberly L. Anderson Joan M. Sweeney, *Early Intervension for Reading Difficulties: The Interactive Strategy Approach*, (New York: The Guilford Press, 2010), page 276

<sup>&</sup>lt;sup>15</sup> John Kruidenier, Charles A. MacArthur, and Heide S. Wrigley, *Adult Eudcation Literacy Instruction: A Review of The Research*, (Washington DC: National Institute for Literacy, 2010), page 86

Second, the writer who composed the text being read put together a whole, hopefully coherent, network of thoughts for the reader. This more or less coherent whole is recreated as needed, piece by piece, in the reader's memory without the benefit of live conversation, relying only on what is derived from the text and the reader's own prior knowledge or past experiences, also stored in memory.

This complex network of ideas that represents a text in memory is constantly modified as the reading progresses. Problems in creating this representation, or understanding a specific text, may be encountered as the text is processed. Finally, the reader must constantly monitor the process of constructing meaning in order to recognize these problems and reason through and resolve them. <sup>16</sup>

Before going to reading comprehension, we need to concern about levels of comprehension first. It is useful to distinguish three separable

<sup>&</sup>lt;sup>16</sup> John Kruidenier, Charles A. MacArthur, and Heide S. Wrigley, *Adult Eudcation Literacy Instruction: A Review of The Research*, (Washington DC: National Institute for Literacy, 2010), page 86

(although interacting) levels of comprehension processes in reading: *First*, *Decoding processes* refers to the perceptual and conceptual processes involved in getting from the printed word on the page to word and sentence meanings in the mind of the reader. The mental representation resulting from decoding process consists of a sequence of idea units, usually referred to as propositions.<sup>17</sup>

Second, at the next level of analysis, propositions are interrelated in a complex network, called the *microstructure* of the text. In addition, the hierarchical relations among the various sections of a text are determined. This global structure of a text is called the *macrostructure*. *Microstructure* and *macrostructure* together form the *text base*. A student who is asked to recall a text will rely both on the *microstructure* and *macrostructure* of the text. On the other hand, a

<sup>&</sup>lt;sup>17</sup> Scott G. Paris Steven A. Stahl, *Children's Reading Comprehension* and Assessment, (New Jersey: Lawrence Erlbaum Associates, Inc, 2005), page 72-73

good summary would reflect primarily the *macrostructure*.<sup>18</sup>

*Third*, although inferences play a role in the construction of the text base, the text base (i.e., the mental representation that the reader constructs of the text) remains close to the text from which it was derived. Generally, however, the process of meaning construction proceeds beyond the text itself. To really understand a text, it is usually necessary that the reader integrate it with his or her prior knowledge and experience.<sup>19</sup>

seems clear to understand about It comprehension. As purpose of reading, it becomes an active process which provides reader to interact and be engaged with the text to get information comprehensively. Comprehension is a *construction* process that involves all of the elements of the reading process and network of thought that represent the text. There are levels of

<sup>&</sup>lt;sup>18</sup> Scott G. Paris Steven A. Stahl, *Children's Reading Comprehension and Assessment*, (New Jersey: Lawrence Erlbaum Associates, Inc, 2005), page 72-73

<sup>&</sup>lt;sup>19</sup> Scott G. Paris Steven A. Stahl, *Children's Reading Comprehension and Assessment*, (New Jersey: Lawrence Erlbaum Associates, Inc, 2005), page 72-73

comprehension processes in reading such as decoding processes, *microstructure* of the text, and integration the text with reader's prior knowledge and experience.

Now it is important to discuss about reading comprehension. In the book entitled *What Teacher Need to Know about Reading and Writing Difficulties*, Peter Westwood emphasizes reading comprehension as an active thinking process through which a reader intentionally constructs meaning to form a deeper understanding of concepts and information presented in a text.<sup>20</sup> To gain comprehension, readers must use information they already possess to filter, interpret, organize and reflect upon the incoming information from the page.

Reading comprehension is the process of constructing meaning from a text, or understanding what we read.<sup>21</sup> Reading comprehension is defined as the process of simultaneously extracting and

<sup>&</sup>lt;sup>20</sup> Peter Westwood, *What Teachers Need To Know About Reading And Writing Difficulties*, (Australia: ACER Press, 2008), page 31

<sup>&</sup>lt;sup>21</sup> John Kruidenier, Charles A. MacArthur, and Heide S. Wrigley, *Adult Eudcation Literacy Instruction: A Review of The Research*, (Washington DC: National Institute for Literacy, 2010), page 86

constructing meaning through interaction and involvement with written language. <sup>22</sup> *Extracting* and *constructing* are used as stressing points refer to the importance and unrepresentative text as a factor of reading comprehension.

Other opinion comes from Caroline T. Linse that states reading comprehension refers to reading for meaning, understanding, and entertainment.<sup>23</sup> Then, Samuels according his book *"The Method of Repeated Readings"* defines reading comprehension as a process in which the reader constructs meaning using as the building materials the information on the printed page and the knowledge stored in the reader's head.<sup>24</sup> Reading comprehension consists of the processes of constructing conceptual knowledge from a text

<sup>&</sup>lt;sup>22</sup> Catherine Snow, *Reading for understanding : toward a research and development program in reading comprehension*, (Santa Monica: RAND, 2002) page 10

<sup>&</sup>lt;sup>23</sup> Caroline T. Linse, *Practical English Language Teaching: Young Learners*, (Singapore: Mc Graw Hill ESL/ELT, 2006), page 71

<sup>&</sup>lt;sup>24</sup> *Reading Comprehension: Strategies That Work*, (Duke and Pearson) page 423

through cognitive interaction and motivational involvement with the text.<sup>25</sup>

Other expert who defines reading comprehension is Al-Sa'oud as cited by Oqlah Smadi and Malek Alshra'ah in their journal, in which states that reading comprehension is the final goal of any reading task.<sup>26</sup>

Whereas according to Anderson, Hiebert, Scott, & Wilkinson state reading comprehension as the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency.<sup>27</sup>

To comprehend text, according to Cunningham & Stanovich the reader must be able to decode words or recognize words and access text integration processes to construct meaning and

<sup>&</sup>lt;sup>25</sup> John T. Guthrie, Allan Wigfield, Kathleen C. Perencevich, *Motivation Reading Comprehension: Concept Oriented Reading Instruction*, (USA: by Lawrence Erlbaum Associates, Inc, 2004), page 227

<sup>&</sup>lt;sup>26</sup> Oqlah Smadi & Malek Alshra'ah, *The Effect of an Instructional Reading Program Based on the Successful Readers' Strategies on Jordanian EFL Eleventh Grade Students' Reading Comprehension*, Journal of Education and Practice Vol.6, No.15, 2015, page 76

<sup>&</sup>lt;sup>27</sup> Janette K Klingner, Sharon Vaughn, Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties*, (New York: The Guilford Press, 2007), page 2

retain the content of the words long enough for it to stimulate their stores of related information in their long term memories.<sup>28</sup>

From these descriptions, reading needs comprehension to 'answer' the question or information hidden in the text. Then, reading comprehension defined as a process of constructing meaning from the text that involves elements of reading process. In other word, it involves a whole activity of reading which cannot be separated one to another to get information from the text.

# 2. *Directed Reading Thinking Activity (DRTA)* Strategy a. Theoretical Description

Teachers now are seeking the most productive way of teaching to support reading comprehension in teaching learning process. An effort to challenge students in not only memorizing but also questioning, examining, creating, solving, interpreting, and evaluating the material in their teaching learning process. In other word, it intends

<sup>&</sup>lt;sup>28</sup> Judy Willis, *Teaching The Brain To Read: Strategies for improving fluency, Vocabulary, and Comprehension,* (USA: Association for Supervision and Curriculum Development, 2008), page 128

to explore student's critical thinking in reading comprehension.

Critical thinking is the ability to think about your own thinking in such a way that you recognize its strengths and weaknesses and, as a result, reconsider your viewpoint and reconstruct your thinking in an improved form.<sup>29</sup> It is an ability to ask yourself and open the mind about idea and viewpoint. Also recognize or find out the hidden information from printed text because information does not always exist in written language.

Critical thinking is essentially a questioning, challenging approach to knowledge and perceived wisdom. It involves examining ideas and information from an objective position and then questioning this information in the light of our own values, attitudes and personal philosophy.

Critical thinking is the ability to think about your own thinking in such a way as to:  $^{30}$ 

<sup>&</sup>lt;sup>29</sup> Brenda Judge, Patrick Jones and Elaine McCreery, *Critical Thinking Skill for Education Students*, (British: Learning Matters Ltd, 2009), page 4

<sup>&</sup>lt;sup>30</sup> Brenda Judge, Patrick Jones and Elaine McCreery, *Critical Thinking Skill for Education Students*, (British: Learning Matters Ltd, 2009), page 1-2

- (a) Recognize its strengths and weaknesses and, as a result,
- (b) Re-present the thinking in an improved form.To do so you need the ability to be:
- (c) Willing to question your views;
- (d) Open-minded to the ideas and views of others
   just because something is in print, it does not mean it is true;
- (e) Able to give your (positive and negative) judgments
- (f) Able to explore the implications of the evidence/literature;
- (g) self-confident enough to explore the evidence presented;
- (h) honest in facing one's own biases/prejudices;
- (i) flexible in considering alternatives and opinions;
- (j) Willing to reconsider and revise views where honest reflection suggests that change is warranted.<sup>31</sup>

<sup>&</sup>lt;sup>31</sup> Brenda Judge, Patrick Jones and Elaine McCreery, *Critical Thinking Skill for Education Students*, (British: Learning Matters Ltd, 2009), page 1-2

Critical thinking is reasonable, reflective thinking that is focused on deciding what to believe or do.<sup>32</sup> Critical thinking is a capacity to work with complex ideas whereby a person can make effective provision of evidence to justify a reasonable judgment. The evidence, and therefore the judgment, will pay appropriate attention to the context of the judgment.<sup>33</sup>

Critical thinking can be seen as a form of learning, in that new knowledge, in the form of the judgment, is formed in the process. The meaning of a 'judgment' may relate to a judgment of one thing against another or others (like a decision) or the judgment of the merit of one thing (sometimes in relation to a purpose or set of criteria that have been agreed).<sup>34</sup>

The idea of effective judgment implies effectiveness in the thinking, reasoning or argumentation and in the quality of the

<sup>&</sup>lt;sup>32</sup> Jennifer Moon, *Critical Thinking, An Exploration of theory and practice,* (New York: Routledge, 2008), Page 1

<sup>&</sup>lt;sup>33</sup> Jennifer Moon, *Critical Thinking, An Exploration of theory and practice,* (New York: Routledge, 2008), Page 126

<sup>&</sup>lt;sup>34</sup> Jennifer Moon, *Critical Thinking, An Exploration of theory and practice,* (New York: Routledge, 2008), Page 126

representation of the thinking in writing, speech etc. It is an important characteristic of deep critical thinking that the thinker takes a critical (Meta cognitive) stance towards her actual process of critical thinking and its representation.<sup>35</sup>

Critical thinking involves three parts: *First*, critical thinking involves asking question. <sup>36</sup> Rationally, we think a problem to solve come from asking question. Then, critical thinking runs with question about the problem and about the way to address it.

*Second*, critical thinking involves trying to answer these questions by reasoning them. In this step, think critically do not stop in asking question only. On the other hand, they need to be answered by thinking and analyze them through.

*Third*, critical thinking involves believing the result of our reasoning. This is a completing step of thinking critically. Here, believing result not only meant result in belief, but also in action. After

<sup>&</sup>lt;sup>35</sup> Jennifer Moon, *Critical Thinking, An Exploration of theory and practice,* (New York: Routledge, 2008), Page 126

<sup>&</sup>lt;sup>36</sup> Gerald M Nosich, *Learning to Think Things Trough, A Guide to Critical Thinking Across The Curriculum*, (Boston: Pearson Education Inc, 2012), page 5

asking and solve the question, reader believes the results of his or her reasoning.

An enormous advantage of reading over thinking in other circumstances is the *control* that it offers over events. <sup>37</sup> It means that reader have power trough reading process. In which reader can manage and examine reading experience from many points of view. Also, reader can even eliminate uninteresting and disadvantages experiences. By reading over thinking reader have power trough reading process.

As you see on the explanation above, critical thinking provides students to explore their skill over thinking. It is an ability to think about your own thinking. There are three parts involve on critical thinking: *First*, critical thinking involves asking question, *Second*, critical thinking involves trying to answer these question by reasoning them, and *Third*, critical thinking involves believing the result of our reasoning.

<sup>&</sup>lt;sup>37</sup> Frank Smith, Understanding Reading Sixth Edition, A Psycholinguistic Analysis of Reading and Learning to Read, (New Jersey: Lawrence Erlbaum Associates, Inc., Publishers, 2004), page 192

Teaching learning process through critical thinking can be one of a good way, although it does not mean that traditional way is not good. However, by thinking critically, the way of teaching can be more productive than traditional way. As we know before that traditional way emphasizes mainly on the learning of grammar rule and vocabulary and as such do not pay much attention to the four skills mainly LSRW.<sup>38</sup>

While writing, students are mainly dependent on grammar rules and translating them from their native tongue and while reading, "Grammar translation method produced habits indicative of deciphering and not of reading" (Tyler 2008). Besides, in the traditional methods, there is lack of attention being paid towards speaking and learning of pronunciation, "there is no oral or pronunciation work, since it is the written language which is taught, and 'mental

<sup>&</sup>lt;sup>38</sup> Divya Nimit Walia, *Traditional Method Vs CLT: A Study*, Frontiers of Language and Teaching volume 3 (2012), page 127

discipline' is stressed rather than any ability actually to use the language" (White 1988).<sup>39</sup>

Jack C. Richards states that "techniques that were often employed included memorization of dialogs, question and answer practice, substitution drills and various forms of guided speaking and writing practice". Most importantly, traditional methods regarded language learning as transfer of knowledge with the help of board and rules rather than considering it as a skill, where learning of rules and vocabulary items in isolation could not yield the desired learning output. <sup>40</sup>

Then, to make reading over thinking or critical thinking on teaching learning process, teachers need a strategy that can facilitate it. One kind of appropriate strategy to teach reading comprehension is *Directed Reading Thinking Activity (DRTA)* strategy.

This procedure focuses on reading as a thinking process. Its intent is to teach children to make predictions throughout reading. Before

<sup>&</sup>lt;sup>39</sup> Divya Nimit Walia,*Traditional Method Vs CLT: A Study*, Frontiers of Language and Teaching volume 3 (2012), page 127

<sup>&</sup>lt;sup>40</sup> Divya Nimit Walia, *Traditional Method Vs CLT: A Study*, Frontiers of Language and Teaching volume 3 (2012), page 127

reading, the teacher asks students to form a purpose for reading and to make predictions about the content of the story to be read. During reading, the teacher stops students at strategic points in the story to ask students to make additional predictions and to verify, reject, or modify their purposes and predictions. After reading, the teacher asks students to find and read aloud any part of the text that supports their predictions.<sup>41</sup>

Students must use the text to explain their reasoning and to prove the accuracy—or inaccuracy—of their predictions. Often teachers have students use charts such as the following to record their predictions and information from the text that proves the prediction's accuracy.<sup>42</sup>

According to Peregoy and Boyle, *Directed Reading Thinking Activity* (*DRTA*) is a strategy that boosts reading comprehension by making transparent how proficient readers make and confirm predictions while they read. Stauffer reported that *DRTA* was an effective method for

<sup>&</sup>lt;sup>41</sup> Texas Reading Initiative, *Comprehension Instruction 2002 revised edition*, (Texas: Texas Education Agency), page 20

<sup>&</sup>lt;sup>42</sup> Texas Reading Initiative, *Comprehension Instruction 2002 revised edition*, (Texas: Texas Education Agency), page 20

using prior knowledge to improve reading comprehension, schema, and thinking skills. The *DRTA* is facilitated by teacher support before, during, and after reading to provide a model of active questioning that students will eventually be able to carry out independently without teacher scaffolding.<sup>43</sup> The underlined point of this strategy lies on the design that assist students in setting a purpose for reading, making, justifying, and verifying predictions, and coming to conclusions.<sup>44</sup>

Other experts such as Tierney, Readance & Dishner also give statement about this strategy. They state that the *Directed Reading Thinking Activity (DRTA)* is associated with the *DRA (Directed Reading Activity)* developed by Stauffer (1969). *The Directed Reading Thinking Activity (DRTA)* is a lesson plan which involves (a) preparation/ readiness/ motivation for reading a lesson; (b) silent reading; (c) vocabulary and skills development; (d) silent and/or oral reading; and (e) follow-up or culminating activities. While this is a

<sup>&</sup>lt;sup>43</sup> Michael F. Opitz and Lindsey M Guccione, *Comprehension and English Language* Learners, (USA: Heinemann, 2009), page 148

<sup>&</sup>lt;sup>44</sup> Jeanne Shay Schumm, *Reading Assessment and Instruction For All Learners*, (New York: The Guilford Press, 2006), page 241

useful plan for some reading lessons and is essentially synonymous with the basic reading lessons of the elementary grades.<sup>45</sup>

This activity is widely used in a variety of ways both for listening (where it is called *DLTA*) and reading. <sup>46</sup> The *Directed Reading Thinking Activity (DRTA)* is still very helpful for processing text of all types at high levels. The approach can be used in all content areas, from science to language arts to math.<sup>47</sup> It is clear that this strategy can be applied in any level (basic, intermediate or even advance).

This strategy supports to gain comprehension in a whole on reading activity. It can be seen from Tierney and Cunningham's resume on studies that showed that providing students with objectives before they read also helps

<sup>&</sup>lt;sup>45</sup> Talal Abd Al- Hameed Al Odwan, *The Effect of the Directed Reading Thinking Activity through Cooperative Learning on English Secondary Stage Students' Reading Comprehension in Jordan, International Journal of Humanities and Social Science Vol. 2 No. 16 August 2012*, page 141

<sup>&</sup>lt;sup>46</sup> Camille Blachowicz & Donna Ogle, *Reading Comprehension Strategies For Independent Learners*, (USA: Guilford Publications, Inc, 2008) Page 138-139

<sup>&</sup>lt;sup>47</sup> Karen Tankersley, *Literacy Strategies For Grades 4-12: Reinforcing The Threads of Reading*, (USA: the Association for Supervision and Curriculum Development (ASCD), 2005), page 158-159

them comprehend texts better. Their review included studies of the routine *Directed Reading Thinking Activity (DRTA)*, in which students declare their purposes for reading, predict answers to their own questions, and then read to test their purposes and predictions.<sup>48</sup>

Still according to Stauffer, *Directed Reading Thinking Activity (DRTA)* is a strategy in which students are guided through reading, making prediction, re-reading, and confirming or readjusting prediction. This strategy aids in developing comprehension and critical thinking.

Other statement explains about *DRTA* as a pre-and post-reading strategy. It engages students in predicting what they think the story will be about. *DRTA* is predicting, reading, and proving cycle. Because reading is thinking activity, it involves having the reader use his or her own experiences to reconstruct the author's idea. This can be used for any level of readers in group or

<sup>&</sup>lt;sup>48</sup> Ellen McIntyre, Nancy Hulan, Vicky Layne, *Reading Instruction for Diverse Classrooms Research-Based, Culturally Responsive Practice,* (New York: The Guilford Press, 2011), page 155-156

individual settings, as well as with narrative and expository texts.

*DRTA* requires students to be active participants in their reading. *DRTA* is useful for introducing new material. It can also be used with basal text. *DRTA* works for both good and poor readers to increase their knowledge based processing. This strategy is appropriate from third or fourth grade through high school. <sup>49</sup>

This strategy prepares students to comprehend by using predictions about the text they are to read. The teacher guides (assists) the students through the selection by asking questions about pictures, titles, subtitles and the like. After the students predict what these elements mean in relation to the text, they are ready to read the text. They already have ideas about what they will read. Once the students have read, the teacher asks them to use the text (reflect) to prove the accuracy of their predictions.<sup>50</sup>

<sup>&</sup>lt;sup>49</sup> Katherine D. Wiesendanger, *Strategy For Literacy Education*, (New Jersey: Merrill Preentice Hall), page 86-88

<sup>&</sup>lt;sup>50</sup> Southern Regional Education Board Instructional Strategies: How Teachers teach Matters, (Atlanta), page 18

From statement above can be conclude that *Directed Reading Thinking Activity (DRTA)* strategy focuses on student involvement in predicting and proving predictions as they read text. In which teachers try to encourage student in formulating question and hypothesis, processing information, and evaluating it by themselves. This strategy commonly used to teach listening, known as *DLTA* and reading known as *DRTA*. It also can be applied in all level.

# b. The Purpose of *Directed Reading Thinking* Activity (DRTA) Strategy

The purpose of the *Directed Reading Thinking Activity (DRTA)* strategy from Stauffer is to help students read critically and reflect upon what they read. This strategy helps students determine a purpose for reading, carefully examine the text, and remain engaged throughout the lesson. Although this strategy can be modified for nonfiction (Content Directed Thinking Activity), it is easily implemented with fiction.<sup>51</sup>

The basic *DRTA* involves the teacher working with a small group of students (6-12) as they read a short story or selection, pausing at teacher-selected stopping points to think and predict. The purpose of this teacher-guided reading of the text is to help students think actively and become personally engaged in the reading.<sup>52</sup>

From the statement above it is clear that *Directed Reading Thinking Activity (DRTA)* intents on supporting student to think critically and examine reading experience. This strategy also can be implemented in both fiction and nonfiction material. *DRTA* works in small group consist of 6-12 students.

# c. Advantages and disadvantages Of Directed Reading Thinking Activity (DRTA) Strategy

<sup>&</sup>lt;sup>51</sup> Judy Tilton Brunner, *I Read It But I Don't Get It: Helping Students Understand What They Read*, (United Kingdom: Rowman & Littlefield Education, 2011), page 56

<sup>&</sup>lt;sup>52</sup> Camille Blachowicz & Donna Ogle, *Reading Comprehension Strategies For Independent Learners*, (USA: Guilford Publications, Inc, 2008) Page 138-139

(1) Advantages<sup>53</sup>

- a) Easily implemented
- b) Requires active participation from the reader
- c) Requires only moderate advance preparation from the teacher
- d) Good activity for substitute teachers
- e) Encourages a positive student attitude toward strategy
- f) Encourages silent reading
- g) Helpful in classroom when students have a wide range of academic ability
- h) Teachers "think aloud" with students as predictions and answers are formulated
- i) Works one on one, with small groups, and with the whole class
- j) Breaks the passage into manageable parts for students and teacher
- k) Can easily be implemented with nonfiction text

<sup>&</sup>lt;sup>53</sup> Judy Tilton Brunner, *I Read It But I Don't Get It: Helping Students Understand What They Read*, (United Kingdom: Rowman & Littlefield Education, 2011), page 57

- (2) Disadvantages
  - a) This strategy may slow the reading of advanced readers<sup>54</sup>
  - b) It needs long time (can be completed in 30 to 40 minutes)
  - c) opportunities for participation are diminished
  - d) It requires a sufficient number of texts for all students to read. They also need paper and pencils.<sup>55</sup>

# d. Steps of *Directed Reading Thinking Activity* (*DRTA*) Strategy

The guidelines for helping students apply DRTA in each of the three stages of reading: <sup>56</sup>

### (1) Pre-Reading

 a) Survey the text with the students, looking for clues about the content – clues such as

<sup>&</sup>lt;sup>54</sup> Judy Tilton Brunner, *I Read It But I Don't Get It: Helping Students Understand What They Read*, (United Kingdom: Rowman & Littlefield Education, 2011), page 57

<sup>&</sup>lt;sup>55</sup> Wendy Saul Crawford, Samuel R. Mathews, *Teaching And Learning Strategies For The Thinking Classroom*, (New York: The International Debate Education Association, 2005), page 50

<sup>&</sup>lt;sup>56</sup> Mary Jo Clark, M. Ed. and Leonore Ganschow, *Six Reading Strategies for Adult Educators*, (Ohio Dept. of Education, 1995)

titles, section headings, key words, illustrations.

- b) Help the students make predictions about the text's content.
- c) Have students write their predictions down on a Prediction Verification Checklist, as you write them on the board or overhead transparency.
- d) Make sure the students understand how to use the checklist to classify their predictions as: proved, disproved, partially right/wrong, requires revision, not mentioned, not enough information.
- e) Help the students establish a purpose for reading by directing them to read the text to determine whether it proves or disproves their predictions.
- (2) During Reading<sup>57</sup>
  - a) Have the students read the text, silently or aloud, individually or in groups, to verify their predictions.

<sup>&</sup>lt;sup>57</sup> Mary Jo Clark, M. Ed. and Leonore Ganschow, *Six Reading Strategies for Adult Educators*, (Ohio Dept. of Education, 1995)

- b) Instruct the students to place a check mark under the appropriate category on the Prediction Verification Checklist as they read the text.
- (3) Post-Reading
  - a) Have the students compare their predictions with the actual content of the text.
  - b) Ask the students to analyze their checklist and determine how well they predicted the content of the text.
  - c) Verify that the students have learned the DRTA strategy by having them answer the following metacognitive questions:<sup>58</sup>
    What is the name of the strategy you learned?
    How does the strategy help you understand what you read?
    What should you do before you read?

While you read? After you read?

<sup>&</sup>lt;sup>58</sup> Mary Jo Clark, M. Ed. and Leonore Ganschow, *Six Reading Strategies for Adult Educators*, (Ohio Dept. of Education, 1995)

Whereas according to her book, Judy Tilton presents steps of applying *Directed Reading Thinking Activity (DRTA)* strategy as follows:

- 1. Read the selection to select predetermined stopping points.
- 2. Tell students they will need a cover sheet. Ask students to cover everything but the title of the selection.
- 3. Tell students to read the title and make predictions about the story contents.
- As students make predictions, ask for "evidence" supporting their belief that their predictions are correct.
- 5. Ask students to read a portion of the text up to a predetermined stopping point.
- 6. Tell them that they will review their initial predictions, as well as make new predictions based upon the reading. Students should use paper to cover text that has not yet been read.
- 7. After students have finished reading the designated text, ask questions.<sup>59</sup>

<sup>&</sup>lt;sup>59</sup> Judy Tilton Brunner, *I Read It But I Don't Get It: Helping Students Understand What They Read*, (United Kingdom: Rowman & Littlefield Education, 2011), page 56

e. Teaching Procedure

Therefore, tenth grade of MA NU 03 Sunan Katong will be divided into two groups: experimental and control classes. There were treatments and post-test. Class XB as experiment class will be taught by researcher by using *Directed Reading Thinking Activity (DRTA)* Strategy whereas class XC as control class will be taught by original teacher using traditional way of teaching.

## 3. News Item

## a. Definition of News Item

According to Smith and Snowball much of the reading we do is for information—sometimes for school purposes and other times for our own. In fact, recent reports of current reading practices by students and adults indicate that the majority of reading done by middle and high school students as well as by adults is informational in nature.<sup>60</sup> Furthermore, one of informational text which is commonly close to society is news item.

<sup>&</sup>lt;sup>60</sup> Camille Blachowicz & Donna Ogle, *Reading Comprehension Strategies For Independent Learners*, (USA: Guilford Publications, Inc, 2008), page 91

News Item is text taught in high school grade ten. News item or News story defined as a factual text which informs the reader of daily newspaper about events of the day which are regarded as newsworthy or important.<sup>61</sup> Similarly, According to Gerot and Wignel state news item as a kind of informational literary text has function to inform the reader, listeners, or viewers about events of the day which are considered newsworthy or important.<sup>62</sup>

Literary texts lend themselves extremely well to critical analysis and to the development of reading–writing skills useful across a range of text and task types in academic settings. Unlike purely informational texts (e.g., textbook chapters) or news reports, literature tends to be organized around central themes, conflicts, character development, or some combination thereof.<sup>63</sup>

## b. Language Features of News Item

<sup>&</sup>lt;sup>61</sup> Entika Fani Prastikawati & Siti Musarokah, *Writing 3 (Handout And Assignment)*, (Semarang: IKIP PGRI Semarang, 2010), page 25

<sup>&</sup>lt;sup>62</sup> Linda Gerot &Peter Wignell, *Making Sense of Functional Grammar*, (Sydney: Antipodeon Educational Enterprises, 1995), page 200

<sup>&</sup>lt;sup>63</sup> John S. Hedgock and Dana R. Ferris, *Teaching Reader of English*: *Students, Texts, and* Context, (New York: Routledge, 2009), page 253

A good news item (news story) includes some schematic or generic structure as follows:

- (a) Newsworthy events which recounts the event in summary form
- (b) Background events which elaborate what happened, to whom, in what circumstance, and
- (c) Sources which includes comments by participants in, witnesses to and authority's expert on the event.<sup>64</sup>

Then, this kind of informational text also has language features such as:

- (a) Short telegraphic information about stories summarized in one sentence headline
- (b) Use of material or action processes to retell story
- (c) Use of 'saying verb' in form of past tense
- (d) Focus on circumstantial meaning
- (e) Explain the situation and chronological structure explicitly<sup>65</sup>

<sup>&</sup>lt;sup>64</sup> Linda Gerot &Peter Wignell, *Making Sense of Functional Grammar*, (Sydney: Antipodeon Educational Enterprises, 1995), page 200

<sup>&</sup>lt;sup>65</sup> Alexander Mongot Jaya, *English Revolution Fifth Edition*), (Jepara: Mawas Press, 2012), page 30

### **B.** Previous Research

Researcher found some previous researches apply the same method to teach reading comprehension either experiment or action research. Nungky Wijayanti (K2207038), an Undergraduate student of Sebelas Maret University did an Action research entitled "Improving Reading Comprehension Using Directed Reading Thinking Activity (DRTA) (An Action Research at the Eighth Grade of SMP Negeri 17 Purworejo in the Academic year of 2010/2011)". Her research concerns on implementing Directed Reading Thinking Activity (DRTA) strategy to improve reading comprehension in secondary school.

The result of the research shows the *DRTA* reading strategy is succeed for secondary school students with pretest 63.10, post-test 1 75.23 post and test 2 78.87. There are significant improvement between post-test 1 and 2 such as in finding specific information (70) becomes (72), showing reference (80) becomes (81), finding meaning of word (83) becomes (84), and mention the purpose of the text (85) becomes (86).

Then questionnaire indicated 83% student agree that *DRTA* can find main idea easily, whereas 87% agree in mentioning specific information, and 89% think it helps in

finding reference. This research proves that *DRTA* is effective to teach reading comprehension.

Other research about *DRTA* comes from Ana Sugiati. This undergraduate student from Language and Art Faculty of Semarang State University was interested in analyzing Student critical thinking through her research entitled "Improving Students' Ability In Reading Hortatory Exposition Texts through Directed Reading Thinking Activity (DRTA) Method (An Experimental Study Of The Eleventh Grade Students Of SMA N 1 Gubug In The Academic Year 2010/2011)".

It is different with previous research mentioned above, in which concerning to improve reading comprehension. Experimental research from Ana discovers the effectiveness of using DRTA strategy, in which the obtained t-value was higher than the critical value of t. The obtained t-value was 5.76 while the t- critical value for 39 degrees of freedom at 0.05 alpha levels was 2.68. It shows this strategy was good to be applied in reading comprehension.

On the other side, Galuh Eka Yunita was conducted experimental research entitled "The Effect of Using Directed Reading Thinking Activity (DRTA) Strategy on Reading Comprehension Achievement of the Tenth Grade Students at SMAN Arjasa Jember in the 2012/2013 Academic Year". Student of English Education Program of Language and Arts Education department Teacher Training and Education Faculty, Jember University wanted to investigate reading comprehension achievement using Directed Reading Thinking Activity (DRTA) strategy.

Research result indicated the effectiveness of *Directed Reading Thinking Activity (DRTA) strategy*, in which the value of t-statistic was 2.86, while the t-table with the significant level of 5% and the degree of freedom (Df) of 74 was 1.67. It was higher than 1.67 (2.86>1.67) with the value of t-test was 2.86.

## C. Hypothesis

From the form of the research, the hypothesis of this research is that *Directed Reading Thinking Activity* (*DRTA*) strategy in teaching and learning process will be effective in teaching reading comprehension on News Item. It means that using critical thinking strategy has a positive influence on reading comprehension and can be a productive strategy to teach students in reading comprehension.