

CHAPTER II

THEORETICAL REVIEW

A. The Students' Participation

1. Definition of Participation

Many people know about the word “participate”, but they do not understand yet about the meaning of participation itself. Participation is formed from the words “participate”. This word means “take the body to something part or take part in something”. Based on that meaning, participation is an activity to add emotional and behavior altogether in taking part to some condition. Concerning the students' participation in learning process, Trianto in Kusumah (2010) says that students have “space” and opportunity to control their activity in learning process freely. It means that participation as an activity or situation takes part in an activity to get the benefit optimally. It means that students learn well when they take an active part in the learning process.

The students' participation would appear because their self-confidence was good enough, a feeling that they want to know something more, a feeling that they want to take a role as a student in teaching and learning process. According to Wenger (1996: 1), it was said that participation is both personal and social behavior which involves our whole person, including our bodies, minds, emotions, and social relations. UNESCO (2001: 2) in Suwartono states that people learn better when they involved in all aspects of their learning directly. Besides that, Dryden and Vos in Suwartono also argue that a complex

knowledge will be accepted and remembered if there is an involvement and participation from the learner. The students' participation and involvement would make a class more alive and enjoyable. The students and the teacher's cooperation will create a good atmosphere for themselves in class. To create a feedback between the students and the teacher, the teacher should implement the innovative and creative teaching and learning process, including preparing an interesting media or strategy.

Goodwin in Meiana (2010: 7) points out that participation focused on the structure of speech activities to form of social organization made possible through talk. A teacher should organize some certain activities that would make their students able to produce speech in a classroom without being shy and doubtful to participate actively in the process of teaching and learning in a classroom.

There are two kinds of participation in teaching and learning process; contributive and initiative participation.

a. **Contributive Participation**

Contributive participation is included participation that supports participation to follow learning well, do the structured task both in the class and at home well.

Goodwin in Meiana (2010: 7) states that contributive participation is actions demonstrating forms of involvement performed by parties within evolving structures of talk, the focus on the interactive work that hearers as well as speakers engage in.

b. Initiative Participation

Initiative participation aims to create some autonomous activities without arranging structured the task. This participation requires students to do the exercise which has been taught. more to the autonomous activity without structured in doing the task to have initiative to do the material has been taught by making brief notes. Goodwin in Meiana (2010: 8) mentions the kinds of initiative participation as follows:

Table 2.1
The Kinds of Participation

Participation	
Contributive	Initiative
1) Giving reflection	1) Doing unstructured assignment autonomously or spontaneously.
2) Giving opinion	2) Asking for formative and sub summative test orally.
3) Giving suggestion	3) Learning material before it given in the classroom.
4) Giving contradiction	4) Making summary.
5) Joining the lesson attentively	
6) Doing structural assignment	

Thus, both contributive and initiative participations will form the students always be active and creative, so they will realize how important the meaning of learning is.

The writer observed these indicators below. The writer determined these indicators based on the theory that was explained before. The indicators were:

- a. The students were brave to give prediction.

- b. The students were brave to answer the question.
- c. The students were brave to ask question.
- d. The students were brave to interact with other students.
- e. The students felt happy to join the lesson attentively
- f. The students felt happy to do the task from the teacher.

Participatory learning strategies will bring conducive due to students has more roles and more motivation. In this condition, new ideas are easily received and creativity will be expanded by the students willing to join and to work hard. The students are able to be autonomous learners than during pre-observation and being happy to work in pair, in group, or even individually. Consequently, through their learning, the students will be more responsible towards the implementation of learning because they have motivation to learn. The teacher should motivate the students in the process of teaching and learning, he or she should be better to apply a media to invite his or her student to participate in the classroom.

From the explanation above, the teacher is not only as a facilitator but also as a motivator who has important roles. By DRTA, the teacher will be able to engage students in an active reading and formulation of prediction based on the text. It also enhances students' participation in reading class because the students will be given a chart that can be used by them to thinking about the topic.

2. Factors of Students' Low Participation

Karp in Yoels (1976) states that there several negative factors influencing students' participation in classroom activities. They are:

- a. Students realize that a small proportion of the class will do the majority of the talking.
- b. Instructions do not call on specific students to respond to questions.
- c. Students take test infrequently, and the teacher always notifies to the students that there will be a test.

These negative factors are not burdened to students but the teacher must have responsibility to solve those problems. Sometimes a teacher realizes that the teacher has implemented an authoritative class. It can be seen from the teacher's activity, such as, the teacher avoids questions from students; the teacher delivers the material object using one-way communication, and the teacher also considers the students only receive and memorize the material.

3. Increasing Students' Participation in Classroom.

Lorcher (2010) says that there are tactics to increase students' participation; they are:

- a. The teacher has to show some enthusiasm in teaching and learning process. It will be better that the teacher should get out from the desk and try to interact with the students. In the fact that, the students are going to know that the teacher does not show how fun the teaching learning process is. The teacher is expected to show students that learning is fun.
- b. Asking a lot of question to the students. Some questions will hook the mind of students. A hooked mind will be engaged.

- c. Saying “thank you” to the students who participate during the teaching and learning process. Every single student’s response, whether that is right or wrong, it should be followed by “thank you”. The students who feel participated are students who participate.
- d. Mixing some techniques to engage students’ participation. It may be a game, interactive-communicative strategy, or interesting method.
- e. Using visual and auditory cues. Visual cues can be as simple as an exaggerated hand motion or as risky as a cartwheel, diagram on the board, an elaborate drawing, or the next slide on powerpoint presentation.
- f. Creating the teaching and learning process with love. The teacher should know to make them know that the teacher think they are better than that.
- g. Sharing good news. The teacher may start the lesson with good news.

Based on the explanation above, the writer concludes that there are some factors that can improve students’ participation, i.e:

- a. Classroom Environment

Teacher should provide competitive environment to motivate students in the classroom.

- b. The Motivation from the Teacher

Teacher should provide a safety, encouragement, and mutually appreciate environment in the classroom.

- c. The Opportunities that Provided by the Teacher

Stopping point that has already been made by the teacher can give the students opportunities to take out their opinion.

d. Classroom Management

Teacher could control the classroom by knowing what the students need and what they want. The teacher required some flexibility activities in the constitution of groups and organization of the classroom.

B. The Reading

1. The Nature of Reading

Reading is a receptive skill in understanding the words in written form. It is believed that understanding the purpose of someone is not only in spoken form but also in reading. Reading is the next step in writing because through it we can comprehend what someone wants to talk something.

Nunan (1991: 70) defines that reading is constant and dynamic process of guessing the text elements with the other factors outside the text and what one brings to the text is often more important than one finds it; in this case, the most important thing is the reader's knowledge about the content of the text.

Furthermore, Dechant in Leu (1987: 9) states that reading is more complex, reading can not occur unless the pupil can identify and recognize the printed symbol and generally the pupil must also give the visual configuration one aspects of reading process.

Based on the definition above, reading is a process when the reader gets information from the writer. From the reading activity, the reader can

identify and recognize the message through each word that builds the content of the text.

2. The Aims of Reading to Young Learner

Generally, the aim of the reading is to catch the idea or information in paragraph text that has been stated before. Gray (1956: 120) says that there are three aspects that must be concerned in determining the aim of reading to young children. First, discussion of the development needs of young children and the role of reading in order to creating students' interest in reading; second, reports of the reading demands made on children as they assume their role in community life is real; and third, primary school reading programs recently develop in different parts of the world .

The first and the second aspect are concerned the values which have to be secured through reading. All the aims should contribute to students' development through emphasis on one or more the following aims:

- a. Providing a pleasure and an enjoyable activity through reading.
- b. Developing of improved ways of thinking and expressing idea.
- c. Stimulating the development of an inquiring attitude or a demand for meaning in reading.
- d. Developing accuracy in word recognition.
- e. Increasing the speed of the silent reading.

Besides Gray, Harmer (1998: 68) states that reading is useful for other purposes, especially for students. They are:

- a. Reading as any exposure to English (provided students understand it more or less) is a good thing for language students. It means that reading is known as the process of language acquisition because through reading the students will get and know a new thing that has not been known before.
- b. A Reading provides good models for English writing. When the teacher teaches the skill of writing, the teacher will need to show students models of what the teachers are encouraging them to do.
- c. Reading provides opportunities to study language: vocabulary, grammar, punctuation, and the way construct sentences, paragraphs and text.
- d. A good reading text can introduce interesting topics, stimulate discussion, and excite imaginative responses

3. The Importance of Reading

According to Clark (1987: 56) and Ramelan (1990: 1), reading will be of much use for student. By reading lots of literary works on various kinds of subjects, their mind will be more developed in maturity. Reading is also the one key to achieve the success of education. Incapacitating to read make something around us to be strange.

Reading is the main skill to reach a successful study. Students who continue in what their teacher gives in the class without having an effort to

read many references will not pass in time and success. There are four points in the importance of reading as ways the successful study, as follows:

- a. Reading is more the most full learning source.
- b. Reading is the cheapest learning source.
- c. Reading is the easiest learning source.
- d. Reading is an up to date source.

4. The Principles of Teaching Reading

Harmer (1998: 70) also states the principle of teaching reading. First, he says that reading is not passive skill. He assumes that the students are expected to understand and comprehend the means of the words in every sentence. Second, students need to be engaged with what they are reading. Then, students should be encouraged to respond to the content of a reading text, not just to the language. Fourth, prediction is a major factor in reading. He also says that a good teacher exploit reading texts to the full in matching the task and the topic.

William (1956) gives five principles in teaching reading. They are:

- a. An interesting text should be provided although it was just very little. It was an obvious principle, but this principle was often forgotten. Interest is vital, for it increases motivation, which in turn is a significant factor in the development of reading speed and fluency. Interesting to whom? First and foremost to the learner, but preferably interesting also to the teacher.

C. The Directed Reading Thinking Activity (DRTA) Strategy

1. The Definition of DRTA

The Directed Reading Thinking Activity (DRTA) is a comprehensive strategy that guides students in asking questions about a text, making predictions, and the reading to confirm or refute their prediction. In other source, DRTA is defined as a teaching strategies used to guide the students as they read text.

Based on those definitions, we can conclude that DRTA engages students in active reading and thinking and places the teacher in the role of facilitator. Stauffer (1969) and Widomski (1983) in Guzzetti stated that DRTA is an instructional approach which designed to help students in predicting the text, establishing purpose for reading and also seeking evidence actively. It also requires students to generalize, to analyze, to assimilate, to integrate information and to read critically in supporting their prediction towards the text. DRTA process encourages students to be active and thoughtful readers. It is able to enhance their participation and their comprehension about the content of the text. This strategy makes the students think critically and make the students use their cognitive skills to think accurately.

2. The Purposes of DRTA

There are some purposes to use DRTA strategy:

- a. To develop students' prediction skills.

- b. To stimulate thinking and develop hypothesis about text which aid interpretation and comprehension.
- c. To increase understanding of the purposes and effects of the structures and features of particular text.
- d. To encourage readers to be more aware of strategies they use to interpret text.
- e. To encourage students to listen to the opinion from the others and modify their own light of additional information.

3. Steps of DRTA

DRTA is a two-part teaching strategy for reading activity. In the first phase, the teacher guides and directs the students' thinking as they read the text. During the second phase, the teacher provides instruction in identified areas of need, enrichment, and extension. Those phases will be explained and divided in the following explanation:

- a. Determining the text to be used and pre- selecting points for students to pause during the reading process.

Teacher prepares to select a text that will be interested in reading.

Based on the teacher familiarity with the text, four to six stopping points are selected for prediction and discussion. Stopping points are usually after the title, after the first few paragraphs, at points of high interest, action, or possible confusion, and just before the end.

- b. Introducing the text, the purpose of the DRTA, and provide examples of how to make predictions.

The teacher formulates “open–end” questions to accompany each stopping point. The question encourages students to predict what the upcoming reading will be about, what will happen, or what will be learned. Besides that, the teacher also gives students the example how to make prediction. For example, the teacher ask question: “What do you think about the marsupial?”. This question may make the students think critically about the topic because all not the students know about the topic.

At each stopping point, students predict what will happen and what will be learned based on information from the text.

- c. Using the following outline to guide the procedure:

D = DIRECT. The teacher directs and activates students’ thinking prior to reading a passage by scanning the title, illustration, or other materials. The teacher should give “open–end” question to direct students as they make predictions about the content or prespective of the text. For example, “what do you think the passage will be about?”

R = READING. The students read up to the first pre – selected stopping point. The teacher then prompts the students with questions about the specific information and asks them to evaluate

their prediction and refine them if necessary. This process should be continued until students have read each section of the passage.

T = THINKING. At the end of each section, students go back through the text and think about their prediction by finding supporting statements in the text. The teacher asks question such as:

“What do you think about your predictions now?”

“What did you find in the text to prove your predictions?”

“What did you we read in the text that made you change your predictions

DRTA also involved instruction based on the students’ needs that was identified. For example, the teacher may offer vocabulary instruction if students had difficulty understanding specific terms. Variety enrichment and extension activities may be presented at this point.

4. The Benefit of DRTA for Reading Class

There are some reasons why using Directed Reading Thinking Activity (DRTA) in reading class:

- a. It encourages students to be active and thoughtful readers.

The process of predicting, confirming, and refuting make the students are not passive in reading class. They use their mind to be more aware about the topic because the topic given may be known yet by the students.

- b. It activates students’ prior knowledge.

It will appear prior knowledge by predicting about the topic.
New information will add the students' knowledge.

- c. It teaches students to monitor their understanding of the text as they are reading.

The students understand the content of the text step by step. It was began from activating prior knowledge, then predicting what they will learn about the topic and the last is refuting. From that step, the students will practice how to understand the text accurately.

- d. It helps students strengthen reading and critical thinking skills.

Although reading is receptive skill, reading activity is not passive skill. The reader should always think about the topic accurately.

D. Teaching Reading through DRTA Strategy

Here is the example of using DRTA in teaching narrative. The teacher uses the step of DRTA which are direct, reading, and thinking. The example of conducting DRTA strategy in teaching learning process is:

1. Directing to Predict the Text will be about.

The teacher guides students to read the first two paragraphs in "Beauty and The Beast":

First Paragraph:

Once upon time there was a prince. He was good looking and very rich. He lived in a beautiful castle together with his staffs and servants.

Second Paragraph:

One rainy dark, a woman came to his castle. She was old and ugly. The prince didn't like her and sent her away. After he sent the woman away, she turned into a beautiful fairy.

The teacher is now directing students' attention to the problem in that story.

Teacher : Ok students, have you finished to read those paragraphs?. We know that every story has some kinds of problem. What do you think the passage will be about students?

Student : I think the woman will get a problem because she comes to Prince's castle silently.

Teacher : Ok, is there anything else?

Student : I think the woman wants to steal something in that castle.

Student : I don't think so, she turns into a fairy. It is impossible she wants to steal something in that castle.

Teacher : Well done, but The Prince sends her away. What do you think about that?

Student : Because The Prince doesn't like her.

Teacher : Ok, why does The Prince not like her?

Student : I think the woman has a problem with The Prince.

Teacher : I appreciate all your prediction. Now, let's read the next paragraph and see what will happen in the next paragraph.

Continuing paragraph 2:

.....she curse a spell over the prince and his castle. The prince became a beast. He was no longer good looking. He looked very ugly instead and all his servants turned into furniture.

Third and Fourth paragraph:

One day, an old man named Maurice was travelling past the castle. It was raining so hard that decided to enter the castle. When the Beast saw him, he captured him.

After some time, Maurice's daughter, Belle, began to worry about him.

Teacher : You have finished, haven't you? There are other characters. They are Maurice and Belle. What do you think about them? What are they doing there?

Student : It is very clear that Maurice and Belle are there because it is raining so hard.

Teacher : It is absolutely right, but The Beast captures Maurice. Why does he capture Maurice?

Student : Maurice is afraid about The Beast because he is very ugly.

Teacher : Ok, your answer is good. Now, let's go to the next paragraphs.

2. Reading to Prove the Prediction.

Teacher : Ok students, read the text silently!

(The students read the text silently)

Fifth Paragraph:

She started to look for him. Finally, she arrived in the castle and she found her father there. She asked the Beast to let her father go but he refused. Belle, then, agreed to stay in the castle so that her father could go home.

Last Paragraph:

While Belle was staying at the castle, the Beast slowly changed. He was not mean anymore. Belle began to like him and finally they fell in love with each other. Right after she declared her love for him the spell was broken. The Beast and his servants became human again. Then, the Beast and Belle got married. They lived happily ever after.

3. Thinking to Prove and Revise Their Prediction Based on the Content of the Text.

Teacher : Well, after finishing the text, what do you think about you

prediction now?

Student : I thought the woman want to steal something but actually

she just wants to know about the Prince's behavior.

Teacher : Ok, so, what do you think about the fairy?

Student : My prediction is almost correct. The fairy pretends to be an

ugly woman and she wants to know about the Prince.

Teacher : Ok, let me see, who guessed that Belle will sacrifice his life

to the Beast so that her father may go out from that castle?

Student : I didn't. I thought Belle will fight with the Beast because she worried about him.

Student : I did. Because Belle worried about the Beast, Belle will make a decision to help her father in order to her father can get away from the Beast.

Teacher : That's very good. What did you find in the text to prove your prediction?

Student : In the text, it is mentioned "Belle, then, agreed to stay in the

castle and she so that her father could go home"

Teacher : Great, who guessed Belle will hate the Beast?

Student : I did. I thought that Belle will escape from the Beast because his performance is really ugly.

Teacher : Then, what did you read in the text that made you change your prediction?

Student : It is also mentioned “Belle began to like him and finally they fell in love each other”. So, based on that, I am really sure that Belle starting to have a feeling to the Beast.

Teacher : Brilliant!. So, from that story, what is the content of the text? Anybody knows?

Student : The text tells us about the story of Beauty and The Beast and how they fall in love. Is it true?

Teacher : Yes, it is true. I appreciate all of your opinion students.

4. Making Conclusion

Teacher : Ok Students, after reading that text. Is there somebody can make the conclusion?

(a girl rise her hand)

Student : I'll try for it. There was a fairy which was disguised as an old and ugly woman. She entered to the Prince's castle. Because the Prince did not like her, he sent her

away. The fairy cursed the Prince into ugly and his servants turned into furniture. One day, there was a man named Maurice passed that castle. Because that time was raining, that Man took a rest in that castle. An ugly prince captured him. A girl named Belle looked for her father because she was worry about her father. Finally, she found her father. The ugly prince said that he would let Belle's father go if Belle was willing to stay with him. Belle agreed with the ugly prince's condition. After living with Belle, the ugly prince liked her and so did Belle. Finally, the ugly Prince turned into a handsome man and his servants turned into human again.

E. Basic Assumption

Directed Reading Thinking Activity (DRTA) technique gives something pleasure for the students in reading material. When the teacher asks students to predict the material will be learned and also to prove their prediction about the content of the text, this strategy gives a pleasure for students and they are curious whether the students' prediction is correct or not. Besides that, the students involve themselves to the material and create an interaction among them easily. DRTA creates participation of students because the students involve directly in teaching and learning process, especially in reading class.

DRTA is not only can be used in the class but also in every time when the students read books because they enjoy predicting the story.

