CHAPTER II

LITERATURE REVIEW

A. Reading Comprehension

1. The Definition of Reading

Reading is 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 students can comprehend what someone wants to talk something. According to Nunan (1991: 70), reading is a dynamic process in which the text elements interact with other factors outside the text, in this case most particularly with the reader's knowledge of content of the text.

Leu and Kinzer (1987: 9) says that reading is a developmental, interactive, and global process involving learned skills. The process specifically incorporates an individual's linguistic knowledge. It can be both positively and negatively influenced by non linguistic internal and external variables of factors. It means that reading is regarded as complex activity that involves various activities, such as knowing each symbol and analyzing the words into a meaning. Reading

comprehension needs an active thinking process in mind to comprehend and understand what has been read.

Based on the definitions above, reading is a process when the students get information from the writer. From the reading activity, the students can identify and recognize the message through each word that builds the content of the text.

2. **Reading Comprehension**

Reading comprehension is the process of understanding and constructing meaning from a piece of text. Simanjuntak (1988: 4), states that reading comprehension is most likely to occur when students' are reading what they want to read or at least what they want to see some good reasons to read. Harris and Sipay (1980: 179), who say that reading comprehension ability is taught to be a set of generalized knowledge acquisition that permits people to acquire and exhibit information gained as a consequence of reading printed language.

From the definitions above, it can be concluded that reading comprehension is only a term referring to reading skill through the important thing is not on the pronouncing or load reading, but it is the understanding taken into consideration. Comprehension includes recognizing and understanding a main idea and related details. A good recognized that many ideas are implied and he must read between the lines to get the full meaning.

3. The Major Components of Reading Comprehension

The components of Reading Comprehension will support the success in comprehending reading material and contributing in important way to read. Leu (1987: 30-38), states that there are six major components of reading comprehension:

a. Decoding knowledge

Knowledge is used to determine the oral equivalent of a written word. Decoding knowledge is important for comprehension when determining the oral equivalent of a word to help a reader identify meaning. This is frequently true for beginning reader who know the meaning of many words in spoken form but are relatively unfamiliar with printed word.

b. Vocabulary knowledge

The knowledge one has about word meaning used to determine the appropriate meaning for a word in a particular context. Vocabulary knowledge is important at all grade levels, but is particularly important aspect of reading instruction as children develop and explore less familiar subject offers with some what specialized vocabularies.

c.   Syntactical knowledge

Syntactical knowledge includes word order rules that exist within sentences and permit you to determine the grammatical function and often the meaning and pronunciation of words.

d.   Discourse knowledge

Discourse knowledge is the knowledge of language organizations at units beyond the single sentence level. It includes knowledge of the structural organization of different type of writing.

e.   Readiness Aspect

Referring to the different concept, traditionally reading readiness is the ability of the students to benefit from initial reading instruction. Recently, reading readiness has also included being ready to read and understand a particular selection. Reading readiness, therefore, may describe instruction designed to assist both pre readers and children who have already know how to read.

f.   Affective aspect

In reading, the affective aspect of comprehension includes both a reader's attitude and interest. This is will increase motivation and facilitate readers to read.

The major components of reading very influence someone in comprehending the text well. Every student has different interpretation based on their understanding the text. If they can comprehend the text perfectly, they will know what the writer meant in the text. Thus, students have to master the major component of reading.

4. The Aims of Reading

The aims of Reading is looking for and getting information from books, references, texts or others. In Reading, the students have to understand the idea, the context, and the meaning of the texts in the passage. Anderson in Ismah (2011: 10), states the following aims of reading:

a. Reading for Details of Facts

The students read the text to get or know the inversion that have been done by the writer or solve the problems of the writer.

b. Reading for the main Idea

The students read the text (books) to know "why is the topic is good or interesting, then the problems on the passage, and make summaries of the passage.

c. Reading for the Sequence or Organization.

The students read the text to know "what is happening in each part of the passage in every episode and solving the problems of the text".

d. Reading to Classify

Students read the text to classify some information or actions of the writer in the text or paragraph.

e. Reading to Inference

The students read the text in order to find out the solutions from the actions or idea in the text.

f. Reading to Compare

The students read to compare the plot of the text or content whether having similarity with the readers or even contrast.

Based on explanation above, it can be assumed that the aims of reading are to get detail information of text, to classify some information or actions of the writer in the text of paragraph, to compare the plot of the text or content whether having similarity with him or even contrast etc.

5.   The Instructional Frameworks

An instructional framework is a set of beliefs about reading that guides instructional decisions. An instructional consists of the materials, methods, and beliefs about reading that guide their instructional decisions. Teachers use instructional frameworks to guide them in planning and teaching reading lesson in much the same way that drivers use road maps to guide them on trips, shoppers use lists to guide a trip to the grocery store, or readers use chapter outlines to guide them through understanding a complex subject.

Teachers often use three types of frameworks to meet the challenges of reading instruction: frameworks based on a set of instructional materials; frameworks based on instructional method; and frameworks based on an understanding of reading comprehension (Leu, 1987:15-19). Below are the three types of frameworks:

a.   Materials framework

Materials framework is a set of beliefs emphasizing materials and lesson plans provided by published reading programs. Materials framework consists of the materials and lesson planning information available in a published set of materials, whether a kit of graded activity cards, computer software, or a complete reading program. A materials framework uses the detailed description of

how a teacher is to teach reading using a particular set of instructional method.

b.   Method framework

Method framework is a set of beliefs based on a particular instructional method. A framework based on an instructional method, or a method framework, consists of the knowledge of the procedural steps for one or more instructional methods and the options that may be selected at each step in a procedure. Here is an example of one type of method framework, **a directed reading thinking activity.**

c.   Comprehension framework

Comprehension framework is a set of beliefs based on understanding what we do when we read and how reading ability develops. It influences the many instructional decisions that are made in the classroom and necessitates an understanding of a wide range of materials and methods.

Based on explanation above, it can be assumed that the instructional frameworks has three type those are; frameworks based on a set of instructional materials; frameworks based on instructional method; and frameworks based on an understanding of reading comprehension.

B. **The Directed Reading Thinking Activity (DRTA) Method**

1. **The Definition of DRTA Method**

The Directed Reading Thinking Activity (DRTA) is a method developed by Rusell Stauffer in 1976. DRTA is an instructional method which includes three procedural steps repeated throughout a reading passage: predicting, reading and proving (Leu, 1987: 17). DRTA is used to guide the students as they read the text. DRTA process encourages students to be active and thoughtful readers. It is able to enhance their comprehension about the content of the text.

DRTA may be used with an individual, a small group, or a whole class. This activity can be easily adapted for a variety of subjects and reading levels.

2. **The Procedural Steps of DRTA Method**

The procedural steps of DRTA will give the systematic process of teaching reading. Leu (1987: 222), states that the first phase of a DRTA consists of three procedural steps, repeated as students read and discuss a selection, those are

a. **Predicting**

During this first step, students are asked to predict outcomes and model their inferential reasoning for others. At the beginning of a story, questions like the following might be used.

1) What will a story with this title about? Why?

2) Who do you think will be in a story with this title? Why?

3) Where do you think this story will take place? Why?

Each student is expected to form a prediction and support it with a reasonable explanation. Teaches should encourage different prediction as long as a student can justify them logically.

b. Reading

Students are asked to read silently up to a predetermined point in the story and check their predictions. Directions like the following might be given.

Now that you have all told me what you think this story is going to be about, who will be in it, and where it will take place, I want you to read and see if you were correct. Read up to the end page 2, please.

c. Proving

During this third step, students are asked to draw conclusions and to model their reasoning process for others. In a discussion, students evaluate the available evidence in relation to their predictions. Questions like the following can be used to begin the discussion at this step.

1) Was your guess correct? Why or why not?

2) What do you think now? Why?

3) What do you think that X happened?

4) What did A (a character) do X (an event)?

5) Why do you think will happen next?

(Leu, 1987: 222)

DRTA is an instructional method which includes three procedural steps repeated throughout a reading passage: predicting, reading and proving.

3. **The Advantages and Disadvantages of DRTA Method for Reading Comprehension**

a. **The Advantages of DRTA Method**

Adlit (2008) available in http://www.adlit.org.strategies/23356/, there are some reasons why using Directed Reading Thinking Activity (DRTA) method in reading class:

1) It encourages students to be active and thoughtful readers.

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

2)   It activates students' prior knowledge.

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

3)   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 began from activating prior knowledge, then
predicting what they will learn about the topic and the last is
proving. From that step, the students will practice how to
understand the text accurately.

4)   It helps students strengthen reading and critical thinking
skills.

Reading skill is not passive skill. The readers must think
about the topic accurately.

b. The Disadvantages of DRTA method

1) Only useful if students have read or heard the text being used.

2) Classroom management may become a problem.

C. Teaching Reading Using DRTA Method

Here is the example of using DRTA Method in teaching descriptive texts. The teacher has followed the standard predicting, reading and proving format of a DRTA method and guided students' reading of the text.

1. Predicting

The teacher guides the students to see the picture of Irene Kharisma Sukandar and then read the title of the text. The title is "Irene Kharisma Sukandar" as brainstorming.

a. The teacher gave some example questions to the students to make predictions:

1) What did you think about the picture?

2) Who was Irene Kharisma Sukandar?

3) What were Iren's hobbies?

4) Where was Iren's school?

b. The students gave their predictions.

2. Reading

a. The teacher gave the instruction to the students to read the text.

b. Every student read the text silently.

Irene Kharisma Sukandar

Irene Kharisma Sukandar is to be the most successful woman chess player in our country. Just in her age of 17 she has become champions in many tournaments. She has got many trophies and medals from both national and international titles. She is the first Indonesia's Woman Grand Master (WGM).

First she was drawn to play chess by her elder brother, Kaisar Genius Hakiki. Although she begins to play chess at relatively senior of 7, her talent becomes evident early on.

For Irene, playing chess is something good to do. She disagrees with many Indonesian people who associate chess with a lack of productivity, foe example as a game for the unemployment. She proves that she earns many things from that game. By playing she received Rp 500 million in bonus prize money for her contribution to her province at the national games.

Irena, who is still noted as a student at Nusantara Senior High School Jakarta, enjoys reading, swimming, and learning Mandarin language. She does those activities when she is not notching up international chess titles.

3. **Proving**

a. The teacher gave some questions to the students, such as:

1) What was the text about?

2) What were Iren's hobbies?

3) Where was Iren's school?

4) Was your answer correct? Why or why not?

5) What did you think now?

6) What were the arguments that support your answers?

The following steps in using DRTA method for teaching reading.

1. Pre teaching activity

   a. Teacher greets the students and checks their attendance list.

   b. Teacher shows a picture of Irene Kharisma Sukandar in the class as a brainstorming and asks them to respond the picture, then gives the text of Irene Kharisma Sukandar (in appendix C).

2. Main Activity

   a. Teacher explains the general information about descriptive text.

   b. Teacher explains about DRTA and how to use this method to understand the content of the text

   c. Teacher to read a passage by scanning the title of text 1 (in appendix C).

   d. Teacher gives questions to direct students as they make prediction of text 1 (in appendix C).

   e. Teacher gives these following questions:

      (1)   Do you know Steven Spielberg?

      (2)   Who is Steven Spielberg?

      (3)   How old are he?

   f. Teacher asks students to read up the text silently (text 1 in appendix C).

   g. Teacher asks students to make prediction. Directing to reading is possible to be used all together.

   h. Teacher asks students to evaluate their prediction and refine their prediction if necessary.

i. Teacher asks students to go back through the text and think about their prediction by finding supporting statement in the text.

j. Teacher asks students to do the exercise individually (task 1/appendix C).

k. Teacher gives chance to the students to ask the questions related to the material and answer it.

l. Teacher gives review for the student's performance.

3. Post teaching activity

a. Teacher sum up all the material given.

b. Teacher gives homework to the students.

c. Teacher closes the meeting.

They are taught in four meetings. In each meeting the students are given a different text that must be discussed by individually. Then, each meeting the students will be tested individually by doing reading exercise given by the teacher.

D.   Basic Assumption

DRTA is one method that can stimulate students' ability in reading activity in the class. By applying DRTA method in reading activities, they predict the text by scanning the title so they will be easier to understand the content of a text. It can stimulate their motivation and interest to read. DRTA method creates comprehension of students because the students involve directly in teaching and learning process, especially in reading class, so writer thinks that DRTA can improve students' reading comprehension.