IMPROVING STUDENTS’ READING COMPREHENSION
USING DIRECTED READING-THINKING ACTIVITY
(A Classroom Action Research at the Eighth Grade Students of
SMP Negeri 1 Ngadirojo in the Academic Year 2011/2012)

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SURAKARTA
2012

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Thesis

Submitted to Fulfill One of the Requirements for Obtaining the Undergraduate Degree in English Education

TEACHER TRAINING AND EDUCATION FACULTY
SEBELAS MARET UNIVERSITY
SURAKARTA
2012
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This research aims at: (1) identifying whether Directed Reading-Thinking Activity (DR-TA) improves the students’ reading comprehension, and (2) describing the students’ motivation when DR-TA is implemented in the English class of the eighth grade students of SMP Negeri 1 Ngadirojo.

The method used in this research was a Classroom Action Research (CAR). The research was conducted in two cycles at the eighth grade of SMP Negeri 1 Ngadirojo from 14th April to 10th May 2012. The research data were collected by using techniques of observation, interview, questionnaires, and tests (pre-test and post-test). The qualitative data were analyzed through assembling the data, coding the data, comparing the data, building interpretations, and reporting the outcomes. Meanwhile, the qualitative data were analyzed through descriptive statistic.

The research findings show that the use of DR-TA could improve students’ reading comprehension and students’ motivation of English class. The improvement of students’ reading comprehension includes: (1) students could determine the main idea of the paragraph; (2) the students could find the purpose of the text, including moral value in narrative text; (3) the students were be able to determine the detail information; (4) the students could infer and grasp meaning of words; and (5) students could determine references. The improvement of students’ motivation includes: (1) students became active during the lesson; (2) students were brave to take risk; (3) students enjoyed the challenge in doing the tasks; (4) almost all of students participated in doing the tasks; and (5) students paid attention to the teaching and learning process.

Keywords: reading comprehension, directed reading-thinking activity
MOTTO

“Surely there is ease after hardship.”
(Al Insyirah (94): 6)

“The sooner you make your first five thousand mistakes, the sooner you will be able to correct them.”
(Kimon Nicolaides)

“Study while others are sleeping; work while others are loafing; prepare while others are playing; and dream while others are wishing.”
(William Arthur Ward)

“Achievement is not always success, while reputed failure often is. It is honest endeavour, persistent effort to do the best possible under any and all circumstances.”
(Orison Swett Marden)
DEDICATION

To my beloved parents, my brother, and my sister.
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The writer realizes this thesis is still far from being perfect. She invites every constructive comment and suggestion. Hopefully, this thesis will be useful for the readers.

Wonogiri, Desember 2012
Yuanita Candra D. S.
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CHAPTER I
INTRODUCTION

This chapter presents about the background, problem statements, objectives and benefits of the action research conducted in the eight grade students of SMP Negeri 1 Ngadirojo in academic year of 2011/2012.

A. Background of the Study

English has now grown up magnificently as subject of educational course. It is studied widely throughout the world. Some countries, in fact, place English as one of the compulsory subjects in their educational curriculum. But in other countries, especially English as Foreign Language countries, English is sometimes a required secondary school subject and almost always one of the several foreign language options. It is also works in Indonesia.

In Indonesia, English is taught in elementary to senior high school and vocational high school in formal education, even in university. English is given to the elementary students as local content. Students of junior high school to senior high school and vocational high school learn English as a compulsory subject in order to pass national exam.

There are four main skills of English. They are listening, speaking, reading, and writing. Listening and reading are called receptive skills, in which people need the ability to receive written and spoken language when they do it. Meanwhile, speaking and writing are called productive skills because when people do it, they need the ability to produce written or spoken language (Harmer, 2001: 199, 246).

In junior high school curriculum, reading is one of the competence standards conducted to the students. As stated in Standar Isi untuk Satuan Pendidikan Dasar dan Menengah by BSNP, one of reading competences which should be learnt by students of grade VIII is; to comprehend the meaning of short functional texts and essay in the form of recount, and narrative to interact with the environment (2006: 132). From this theory, it can be derived the ideal condition in this grade is that the students are able to determine main idea of the paragraph in
narrative text, to determine the purpose of the narrative text, to find detail information in narrative text, to infer and grasp meaning of words, and to determine references.

Teaching reading in junior high school is not easy. Vocabulary level development by junior high school students is still in the low level. Besides, they still looks like children which tend to make noisy and get bored when the classroom situation was not support what they want. Therefore, English teacher in junior high school will encounter these problems and should find solutions for these.

There are many problems encountered by students of SMP Negeri 1 Ngadirojo related to reading comprehension. Before conducting the research, the researcher has done the pre-research that consists of interviewing English teacher, interviewing the students, and observing the teaching and learning process in the classroom. The researcher found some problems on students' problems in reading comprehension. The problems are: (1) the students had difficulty in determining main idea of the paragraph. In determining main idea of the paragraph, they used to choose the first sentence or the last sentence of the paragraph without read the paragraph deeply. It is also supported by the result of questionnaire that 15.625% students strongly disagreed and 56.25% students agreed that they had difficulty in determining main idea. When the teacher asked why you choose this sentence as main idea, they surprisingly said because that was the first sentence of the paragraph. The mean of pre-test score in main idea questions is 36.6071; (2) the students also had difficulty in finding the purpose of the text, including moral value in narrative texts. The result of questionnaire shows that 40.625% students agreed that they had difficulty in finding the purpose of the text. In pre-test, there were some students which were still confused in determining the purpose of the text and the moral value. It is shown from the mean of pre-test score in purpose and/or moral value questions that is 35.4167; (3) the students got difficulty to determine the detail information. The result of questionnaire shows that 65.62% students agreed that they had difficulty in determining detail information. They were still doubtful in determining the setting, the characteristics, and the plots of
the story. In classroom teaching and learning process, when the students were asked to find the setting of place, most of students answered ‘kerajaan’ instead of ‘there’. When the teacher asked them why they chose it, they said that because of the picture that showed “palace”; (4) the students had difficulty to infer and grasp meaning of words, such as jungle, happily, and unconscious. The result of questionnaire shows that 37.5% students agreed that they had difficulty in this indicator; and (5) students had difficulty to determine references. The result of questionnaire shows that 56.25% students strongly agreed that they had difficulty in determining references. It is shown from the mean of pre-test score in references questions that is 57.143.

Moreover, the students’ low reading comprehension is also indicated through low students’ motivation in teaching and learning process. Based on the observation during reading class and interviewing the students, the problems found are: (1) most students became passive when the English teacher taught reading; (2) students were determined to stay silent rather than risk committing; (3) when they couldn’t answer the teacher’s question, they just copied the answer of another students; (4) some students dominated classroom interaction, while the rest did not give any aspirations; and (5) some students did chit-chat with their friends when the teacher explained material.

The problems above are caused by many factors related to the teaching and learning process. In the beginning of the reading lesson, the teacher did not show something to attract the students attention to the text. She did not use teaching media to get the students attention. She just asked the students to open the LKS on a certain page where the text written. She also said that the purpose of the narrative text is to amuse the reader. Some students did not paid their attention to the teacher explanation. Then, the teacher asked them to read the text. The text used is Snow White. At that time, the students did not feel the enjoyment and the challenge in reading the text because the students were familiar with the text. they also felt bored because the text is not interesting. The teacher also said that when there is some words that they were unfamiliar, the students were allowed to open the dictionary. After that, the teacher asked the students to do the task below the
text. Then, the teacher conducted discussion to check whether the students’ answer correct or not. There are just few students who raised their hand to answer the questions. In answering the question to find the main idea, the teacher translated all the words in a certain paragraph in order to make the students understood the idea and could derive the main idea. She showed the detail information and the reference directly when the all of the students did not answer the questions about it. Some students, who were frustrated when they did not understand what the teacher tells about, copied their friends’ answer.

From the teaching and learning process, it is seen that the teacher did not teach the students the strategies to read and comprehend the text although there is a principle of teaching reading which says that teaching reading means teach the students the strategies to read and comprehend the text. It means that the teacher did not apply the appropriate teaching technique. In this case, she used Three Phase Techniques but she did not implemented it well. They were also familiar with translating the text to get the meaning of the words to comprehend the text. In addition, the students is heterogeneous in reading comprehension and in motivation. Besides, the text and the tasks were monotonous and not interesting, taken from LKS, so that the students were not challenged to do the tasks and did not have perseverance in doing the tasks. The students were frustrated when they did not understand of what the teacher tells about and then they were hopeless and avoid to do the tasks. As a result, they tend to copy their friend’s work.

The teacher did not implement Three Phase Technique well and did not teach the students the strategies to read and comprehend the text. The teacher’s teaching technique that makes students difficult in comprehending the text are: (1) teacher translated almost all of what she said and what is on the screen; (2) in determining the main idea, the teacher makes the students believed that main idea of the paragraph is on the first sentence or the last sentence of the paragraph; (3) in determining the purpose of the text, she told the students in the beginning of the lesson; (4) the teacher guided the students to find detail information of the text first, but if the students could not respond this, she explained the detail information; (5) the teacher asked the students translated almost all of the text
using question-answer and dictionary; and (6) the teacher directly told the students the reference stated on the text.

The students in Class VIIID is heterogeneous in reading comprehension and in motivation. It is shown by the result of interview session, that the teacher said that the students’ competence in reading comprehension was various. Most of them still had problems in comprehending the text and just a few of them which was proficient. The students were also familiar with translating the text to get the meaning of the words and to comprehend the text. They did this because there is regulation given by the teacher that the students should bring their dictionary in English class and use it to know the meaning of the words in comprehending the text. It caused them to have limited vocabulary. They also had low reading habit because they said that they were rare to do their homework, especially for the boys.

The material used in reading class, especially for narrative text, is mostly taken from LKS and students’ English Book. It means that the material used is not various because the text is mostly translation of Indonesian folklore, for example Malin Kundang and Jaka Tarub, and English famous folktales, for example Snow White and Cinderella. That makes the text predictable and not interesting. As a result, it makes the students bored and not challenged to read the text.

The students were frustrated when they did not understand of what the teacher tells about and then they were hopeless and avoid to do the tasks. As a result, they tend to copy their friend’s work. In interview with the students, two of three students said that they would copy their friend’s answer when they could not answer the questions and when there was not enough time to think about the answer. Meanwhile, one of the three students said that she would answer the questions by herself.

These problems should be overcome in order that the students can learn English well because one problem can be complicated if it is not solved soon. There are many teaching strategy that can be used in teaching learning process. The strategy used should be able to solve the problem and also explore students’
reading comprehension. One kind of teaching strategy is Directed Reading-Thinking Activity (DR-TA).

Generally, effective comprehension strategies are those that encourage student or teacher questioning, connect the text to the reader's background knowledge, set a purpose for reading, and activate higher-level thinking skills (Polloway, Patton, & Serna in Ambe, 2007: 636). It means that teaching reading means teaching the students the strategies to read and comprehend the text. One of the effective comprehension strategies is Directed Reading-Thinking Activity (DR-TA). Stauffer in Barrera, Liu, Thurlow and Chamberlain (2006: 3) states that DR-TA is a group problem solving approach to reading that teaches children comprehension skills through making predictions about the text and finding evidence to support or refute those predictions. Burns, Roe, and Ross in Camp (2000: 404) states clearer definition of DR-TA by defining the DR-TA as a general plan for directing the reading of content area reading selections or basal reader stories and for encouraging children to think as they read, to predict, and to check their predictions. In sum up, Directed Reading-Thinking Activity is an instructional strategy that consists of predict-read-confirm cycle used to encourage the students critical awareness, to set their purpose of reading, and to encourage their self-monitoring in order to engage them in active reading. It also shows that when the teacher uses this strategy in teaching reading, the teacher also teaches the students the strategy to read and comprehend the text by predicting, reading in detail, and confirming. By doing this strategy, the students reading comprehension is improved automatically.

Using DR-TA as a strategy to teach reading comprehension of narrative will make the students enjoy in the classroom because the teaching learning process is more interesting and challenging. It means that DR-TA can improves the students motivation. This strategy can be used to narrative and non-narrative text for students in all levels. Furthermore, it is also a very flexible strategy to use in individual, group, and whole class. DR-TA which consists of predict-read-confirm cycle demands the students become actively involved in the reading process. Indirectly, it helps the students to focus their attention. It also develops

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critical awareness to determine the specific information of the text. In addition, the questions in prediction can help the students in setting the purpose in reading. Predicting about the text can help improve understanding. This strategy also engages the students to infer the meaning of unfamiliar words based on context. Moreover, the chunked text and the discussion for it in each section can help the students do self-monitoring.

Based on the fact found in teaching English at junior high school above, the DR-TA is chosen as a strategy in teaching reading because it has many advantages to apply in teaching reading for the eighth grade students. The DR-TA has clear step to follow, so that the students will not be confused. In addition, by using DR-TA in teaching reading, students’ comprehension in reading narrative text will be improved.

B. Problem Statements

Based on the background of the study, the problems that come up in this study are formulated as follows:
1. Does Directed Reading-Thinking Activity improve reading comprehension of the eighth year students of SMP Negeri 1 Ngadirojo?
2. What is the students’ motivation when DR-TA is implemented in teaching of reading comprehension to the eighth year students of SMP Negeri 1 Ngadirojo?

C. Objectives

The objectives of the study are
1. To describe the improvement of the students’ reading comprehension through DR-TA at eighth year students of SMP Negeri 1 Ngadirojo in the academic year 2011/2012.
2. To identify what happen with the students’ motivation when DR-TA is implemented in the reading comprehension at eighth year students of SMP Negeri 1 Ngadirojo in the academic year 2011/2012.
D. Benefits of the Study

The result of the study is expected to be able to give contributions for the students, the teachers, and the school. The following are the contribution of this study.

1. For the students
   It is expected that the research can improve students’ reading comprehension and also give the students an effective strategy in learning reading.

2. For the teacher
   Through this study, the teacher will get more information about reading and its problems during teaching. Moreover, this study can give an alternative strategy in teaching reading.

3. For the school
   The result of this study is expected as a parameter in the efforts of learning innovation development for the other teachers and also can motivate them to develop another innovation in different teaching and learning strategy.
CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter involves four sections. The first is about review on reading comprehension. It comprises discussion of the nature of reading, the nature of reading comprehension, the purposes of reading, the process of reading, models of reading, levels of reading comprehension, causes of comprehension difficulty and reading skill. Then, the second section presents the theories about Directed Reading-Thinking Activity (DR-TA). It possesses three sub-sections; they are the definition of Directed Reading-Thinking Activity, the procedure of DR-TA, and the advantages of employing DR-TA. The next section discusses teaching reading comprehension using DR-TA. Then, the last section discuss about rationale of using DR-TA in teaching reading comprehension.

A. Review on Reading Comprehension

1. The Nature of Reading

Reading is one of the most important activities in language class, not only as a source of information and pleasurable activity, but also as a means of consolidating and extending knowledge of the language (Rivers, 1981: 147). Carrel et al. (1988: 12) state as follows:

“Reading is a receptive language process. It is a psycholinguistic process in that it starts with a linguistic surface representation encoded by a writer and ends with meaning which the reader constructs. There is thus an essential interaction between language and thought in reading. The writer encodes thought as language and the reader decodes language to thought.”

Urquhart and Weir (1998: 14) say that reading deals with the language message in written or printed form. It means that reading is a receptive process that decodes language to thought the written and printed language message. Furthermore, the background knowledge and past experience are very important in reading. It is needed to recall the concept and relate them to the written materials and get new meaning.
Harris and Sipay (1980: 447) state that reading is “the meaningful interpretation of written or printed verbal symbols”. It means that reading is an active process to decode what is stated in a text. Reader interprets what is contained in the text, either intrinsically or extrinsically stated. It also means that different text has different purpose in reading. It implies the reader to use different strategy in reading.

According to Nunan (1998: 33), reading is “an interactive process between what reader already knows about a given topic or subject and what the writer writes”. It means that reader can use their background knowledge of a topic in reading. It implies that gaining background knowledge in reading is an important thing.

From some theories above, it can be concluded that reading is the meaningful interpretation of written or printed symbols, such as a text, that encourage the reader to construct the meaning of the text which requires active reading. In addition, reader is allowed to use background knowledge in reading. The reader has to recognize the text type first to comprehend the content of the text.

2. The Nature of Reading Comprehension

Before understand the nature of reading comprehension, it is better to understand more deeply to what is meant by comprehension. Heilman (1981: 241) states that comprehension is “a multifaceted process affected by variety of skills”. Davis in Heilman (1981: 241) mentions five comprehension skills includes: “(a) Recalling word meanings (vocabulary knowledge); (b) Drawing inferences from context; (c) Following the structure of a passage; (d) Recognizing a writer’s purpose, attitude, tone, mood; and (e) Finding answers to question answered explicitly or in paraphrase.”

Quite similar with Davis and Heilman, Barrett also states recalling, general inferential, and identification. In addition, he also states interpretation, prediction, and judgement. Barrett’s Taxonomy of Cognitive
and Affective Dimensions of Reading Comprehension in Heilman (1981: 243) is as follows:

a. Literal comprehension, including explicit information and recalling;
b. Reorganization, including analyzing, synthesizing, and summarizing;
c. Inferential comprehension, including interpretation, general inferential, and prediction; and
d. Evaluation comprehension, including judgment; and
e. Appreciation, including giving reaction to the language that the author used.

Hornby (1995: 174) considers the word “comprehension” as the “mind’s act of power of understanding”. Reading comprehension is concerning an ability to understand what one reads by involving his experience and knowledge. According to Grellet (1998: 182), reading comprehension is “understanding a written text to extract the required information from it as efficiently as possible.” Kennedy (1981: 192) defines reading comprehension as “a thought process through which reader become aware of an idea, understand it in terms of their experiential background, and interpret it in relation to their own needs and purposes.” These theories can be summarized that reading comprehension is the process of understanding the content of the text in their background information and interpreting it in the text to extract the information that the reader needs.

In addition, Duke and Pearson (2002: 205) affirm that the process of reading comprehension can be derived from what good readers do in reading. They also lists what good readers do when reading is as follows:

a. Good readers are active readers.
b. From the outset they have clear goals in mind for their reading. They constantly evaluate whether the text, and their reading of it, is meeting their goal.
c. Good reader typically look over the text before they read, noting such things as the structure of the text and text sections that might be most relevant to their reading goal.
d. As they read, good readers frequently make predictions about their reading, what to read carefully, what to read quickly, what not to read, what to reread, and so on.

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e. Good readers construct, revise, and question the meanings they make as they read.

f. Good readers try to determine the meaning of unfamiliar words and concepts in the text, and they deal with inconsistencies or gaps as needed.

g. They draw from, compare, and integrate their prior knowledge with material in the text.

h. They think about the authors of the text, their style, beliefs, intentions, historical milieu, and so on.

i. They monitor their understanding of the text, making adjustment in their reading as necessary.

j. They evaluate the text's quality and value, and react to the text in a range of ways. Both intellectually and emotionally.

k. Good readers read different kinds of text differently.

l. When reading narrative, good readers attend closely to the setting and characters.

m. When reading expository text, these readers frequently construct and revise summaries of what they have read.

n. For good readers, text processing occurs, not only during “reading” as we have traditionally define it, but also short breaks taken during reading, even after the “reading” has ceased.

o. Comprehension is a consuming, continuous, and complex activity, but one that, for good readers, is both satisfying and productive. (Duke & Pearson, 2002: 205-206)

From the theories above, it can be concluded that reading comprehension is a process to understand what students read by involving their experience and knowledge through meaningful interpretation involving the determining of main ideas, the writer's purpose, specific details, word meaning (vocabulary knowledge), and word reference.

3. The Purposes of Reading

Reading is an activity preceded by purpose. A reader reads in order to find information or verify existing knowledge, or in order to criticize the author's ideas or writing style. The reader also reads for enjoyment, or to enhance knowledge of the language being read. The purpose of reading is also to determine the appropriate strategy or skills to reading comprehension. Therefore, defining the purpose in reading is very important before the reader read any kind of texts.
The purpose of reading and the text type determine the specific knowledge, skills, and strategies that readers need to use to achieve comprehension. Reading comprehension is more than knowing the meaning of the words. The reader comprehends the reading text when the reader knows which skills and strategies are appropriate for the type of the text, and understand how to apply them to achieve the reading purpose.

Abbott and Wingard (1985: 83) state that “reading depends on having a purpose for reading”. The purpose for reading can be a very common one, like reading novel for pleasure or escape; on the other hand, it can be very specific, like searching a telephone directory for somebody’s number or address. The reading purpose will usually determine the appropriate type of reading and the relevant reading skills to be read.

The useful strategy in reading is that the learners should know the purpose for their reading before they actually read. In fact, the learners are actually used to read the passage first and then read the questions and answer it. These strategy should be changed. The learners should read the question first and then read to find the answer. The learners should know the purpose before they read to make their reading effective.

In sum, it can be concluded that the purposes of reading comprehension. The reading purpose will usually determine the appropriate type of reading and the relevant reading skills to be read. The key point is that learners should know the purpose for their reading before they actually read.

4. The Process of Reading

Nuttall (1996:4) states that reading is the process of “getting out of the text as nearly as possible the message the writer put into it.” The reader is demanded to think actively the message by analyzing the words in context and to use background knowledge to analyze the relationship of the message. As a result, the reader can get the implicit and explicit information.

Reading is cognitive process which means that the brain has required skills in understanding the message. Goodman in Carrell, Devine
and Eskey (1988: 20) says that there are five processes employed in reading. They are

a. Recognition-initiation
   The brain must recognize a graphic display in the visual field as written language and it is possible for reading to be interrupted by other activities, examining pictures, for example, and then to be reinitiated.

b. Prediction
   The brain is always anticipating and predicting as it seeks order and significance in sensory inputs.

c. Confirmation
   If the brain predicts, it must also verify its prediction. So, it always monitors subsequent input to confirm or disconfirm it.

d. Correction
   The brain reprocesses when it finds inconsistencies or its predictions are disconfirmed.

e. Termination
   The brain terminates reading when the reading task is completed, but termination may occur for other reasons: little meaning is being constructed, or the meaning is already known, or the story is uninteresting or the reader finds it inappropriate for the particular purpose. At any rate, termination in reading is usually an open option at any point.

Aebersold and Field (1997: 15) give their opinion in defining reading as follows:

In a general sense, reading is what happens when people look at a text and assign meaning to the written symbols in that text. The text and the reader are the two physical entities necessary for the reading process to begin. It is however, the interaction between the text and the reader that constitutes actual reading. Granted, the meaning the reader gets from the text may not be exactly the same as the meaning the writer of the text wished to convey.

Aebersold and Field believe that reading is not only involving the text and the reader as the physical entities required in the reading process but also the interaction between them. The interaction amongst the text and the reader
happens when the reader tries to look for meaning of the text. In reading process, it cannot be denied that the meaning which the reader had from the text could be not the same as the meaning of what the writer intended through the text.

The process of reading, then, is no longer a simple process. It, however, involves a complex process, especially when it is connected to the term ‘interaction between the text and the reader’. Quoted from Dallman, Rouch, Char and DeBoer (1982: 24), reading as a process of activity is noted as follows:

“Reading is a complex process. ... It is necessary to inquire how well the child is able to grasp the general meaning of passage; how well he can differentiate between fact and opinion; how well he can follow directions; how well he can interpret maps, graphs, and tables; how well he can organize what he reads and classify ideas; how well he can visualize what he reads; and how well he can locate information.”

Synthesizing from definitions of reading by Aebershold and Field and Dallman et al., it can be inferred that the main factor in the interaction between text and reader is mental process including recalling, reasoning, evaluating, imagining, organizing, applying, and problem solving. These mental activities will affect the ability of reader in conveying the meaning of the text. If those mental activities are high, it will be easy to understand the writer’s message through his or her printed material. Hence, the process of reading becomes effective.

In conclusion, the process of reading is classified into three process. They are an active process, interactive process, and cognitive process. Reading as an active process means reader tries to guess the message of the text. In schema theory, reading as an interactive process means the reader uses knowledge, skills, and strategies to determine what the meaning is.
5. **The Models of Reading**

According to Nunan (1999: 63-65), there are three models of reading process, they are:

a. **Bottom-up Model**

It refers to decoding individual units on the printed page from smaller to large units to get the meaning and to modify one’s prior knowledge. This model assumes that a reader proceeds by moving his eyes from left to the right across the page, first taking letters, combining them to form words, then combining the words to form phrases, clauses, and sentences of the text.

b. **Top-down Model**

It brings with the reader hypothesis and prediction about the text and his or her attempts to confirm them by working down to the smallest units of the printed text. Readers who are weak in one reading strategy might rely on other processes to compensate this weakness. From the explanation above, it is clear that in the top-down model, the process of comprehension deals with the background knowledge to predict the meaning of the text. It means that a reader will read a text by reading the sentences. Then, the reader tries to find the information by guessing the meaning.

c. **Interactive Model**

It deals with a particular type of cognitive behavior, which is based on certain kinds of knowledge which form a part of the reader’s cognitive structure. Comprehending reading text is not only determined by text to be decoded, but also by prior knowledge of the reader. The interactive model stresses both what is on the written page and the reader’s prior knowledge. It views that reading is the interaction between reader and text.

Through those processes, it can be highlighted that reading is not only extracting meaning from a text but also a process of connecting information in the text with the knowledge the reader brings to the act of **commit to user**
reading. Reading, in this sense, is a dialogue between the reader and the text. It is seen as an active cognitive process in which the reader’s background knowledge plays a key role in the creation of meaning. Reading, therefore, is not passive activity but purposeful and rational, depending on the prior knowledge and expectation of the readers or learners. The knowledge that has to be used by reader in reading text includes the knowledge of text type structure.

6. Levels of Reading Comprehension

Burn, Roe, and Rose (1996) in Al Badawi (2005: 7) propose four levels of reading comprehension: literal comprehension, interpretive comprehension, critical reading and creative reading. The definition of these strategies are stated as follows:

a. Literal comprehension

Heilman (1981: 246) believes that literal comprehension is “understanding the ideas and information explicitly stated in the passage.” It means that literal comprehension deals with what actually stated in the passage or explicit information. It implies that implicit is not included in this area. He also states the abilities dealing with literal comprehension is as follows:

1) Knowledge of word meanings.
2) Recall of details directly stated or paraphrased in own words.
3) Understanding of grammatical clues – subject, verb, pronouns, conjunctions, and so forth.
4) Recall of main idea explicitly stated.
5) Knowledge of sequence of information presented in passage.

(Heilman, 1981: 246)

Related with reading comprehension indicators in narrative text, the indicators included in literal comprehension are the students are expected to be able to find details information and word meanings.

b. Interpretive comprehension

Heilman (1981: 246) points out that interpretive comprehension is defined as “understanding of ideas and information not explicitly stated
in the passage.” It means that interpretive comprehension deals with information beyond what is printed in the passage or implicit information. He also states the abilities that the readers’ could achieve in interpretive comprehension are “(1) Reason with information presented to understand the author’s tone, purpose, and attitude; (b) Inter factual information, main ideas, comparisons, cause-effect relationships not explicitly stated in the passage; and (c) Summarization of story content” (Heilman, 1981: 246). Related with reading comprehension indicators in narrative text, the indicators included in interpretive comprehension are the students are expected to be able to identify main idea of the text, to identify reference, and to identify the author’s purpose of the text.

c. Critical reading
According to Heilman (1981: 246), critical comprehension is defined as “analyzing, evaluating, and personally reacting to information presented in a passage.” Critical reading is the higher level of comprehension than literal comprehension and interpretive comprehension. The abilities dealing with critical comprehension are “(1) Personally reacting to information in a passage indicating its meaning to the reader; and (2) Analyzing and evaluating the quality of written information in terms of some standards” (Heilman, 1981: 246).

d. Creative reading
Creative reading “allows the reader to relate and apply ideas expressed or implied in a passage to the world beyond that described in the reading” (in http://american-education.org/1675-reading-comprehension.html). It means that the readers should actively thinking when they read. It is the highest level of reading comprehension.

From the theories above, it can be concluded that level of reading comprehension is classified as: (1) literal comprehension, which includes recognizing main ideas (explicitly stated), words meaning and details information; (2) interpretative comprehension, which includes inferring main ideas of passages in which the main idea is implicitly stated, the author’s
purpose and inferring references of pronouns; (3) critical reading; and creative reading.

7. Causes of Comprehension Difficulties

The teacher must understand the causes of comprehension difficulties to help students overcome their shortcomings in comprehending what they read. Knowledge of the causes may help the teacher prevent the occurrence of serious difficulties.

DeBoer and Dallman (1996: 132-134) say that teacher must understand the causes of difficulties in comprehension. Those are as follow:

a. Limited intelligence.
b. Undesirable physical factors.
c. Overemphasis on word recognition.
d. Overemphasis on oral reading.
e. Insufficient background knowledge for reading a selection.
f. Failure to adjust reading techniques to reading purpose and type of reading material.
g. Lack of appropriate teacher guidance.

These causes are used to appear in English classroom. Therefore, the teacher should aware on it and should find and be selective in deciding the appropriate solution for the problems.

From the theories above, it can be concluded that causes of comprehension difficulties is various. Most of them are inadequate instruction, lack of students’ interest, unsuitable materials, and vocabulary difficulties. In addition, comprehension difficulties are also caused by insufficient background knowledge, failure to adjust reading techniques to reading purpose and type of reading material, and lack of appropriate teacher guidance.

8. Reading Skill

In order to eliminate the difference in conveying a meaning of a text, a reader has to develop her or his reading comprehension skill. Through practicing reading in class, reading skill may develop well. The reading
comprehension skill, once developed, is the one which can be most easily maintained at high level by the students themselves without further help from a teacher.

Harmer (1998 : 69) proposes four reading skills that the students should acquire. The skills are

a. **Scanning**
   The students need to be able to scan the text to find a specific information. Scanning means the students do not read word by word in an order, but he or she just read certain word or word related to what they are looking for.

b. **Skimming**
   The students need to be able to skim the text to find the general idea of the text by reading the text slightly.

c. **Reading for pleasure**
   In reading literature, for example novel, the students need to be able to read for pleasure, in which they read the text slowly and deeply.

d. **Reading for detailed comprehension**
   In reading the text, the students also need to be able to read the detailed information. The students are expected to focus their attention second by second on what they read.

The points of what Harmer said is that what the teacher should tells the students the reading skills and makes them aware on how they read a text. The students should aware on how they read based on different texts and different purpose in reading.

Other opinion is stated by Brown (2004: 187-188). He states that there are seven microskills and seven macroskills as follows:

a. **Microskills**
   1) Discriminate among the distinctive graphemes and orthographic patterns of English.
   2) Retain chunks of language of different lengths in short-term memory.
   3) Process writing at an efficient rate of speed to suit the purpose.
4) Recognize a core of words, and interpret word order patterns and their significance.
5) Recognize grammatical word classes (nouns, verbs, etc.), system (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms.
6) Recognize that a particular meaning may be expressed in different grammatical forms.
7) Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

b. Macroskills
8) Recognize the rhetorical forms of written discourse and their significance for interpretation.
9) Recognize the communicative functions of written texts, according to form and purpose.
10) Infer context that is not explicit by using background knowledge.
11) From described events, ideas, etc., infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
12) Distinguish between literal and implied meanings.
13) Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
14) Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

Based on Standar Isi untuk Satuan Pendidikan Dasar dan Menengah by BSNP (2006: p. 32), basic competence of junior high school students for eighth year students in second semester are as follows:

a. Membaca nyaring bermakna teks tulis fungsional dan esei sedrehana berbentuk recount dan narrative dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

b. Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar.

c. Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk recount dan narrative.
From the theories presented above, it can be inferred that reading comprehension is a process to understand what students read by involving their experience and knowledge through meaningful interpretation involving the determining of main ideas, explicitly and implicitly stated information, the purpose of the text, meaning of certain words, and word reference. The text type chosen to be researched is narrative text. Therefore, the objective of reading comprehension is that the students are expected to determine the indicators stated before. The reading process used to reach the objective consists of setting reading purposes, using prediction frequently, reading, confirming and monitoring the students’ understanding of the text by positioning him/herself to be active reader. Then, the comprehension process itself can be referred to what good readers do when read the text.

B. Review on Directed Reading-Thinking Activity

1. The Definition of Directed Reading-Thinking Activity

Directed Reading-Thinking Activity (DR-TA) is developed by Stauffer in 1969. This is an old strategy in teaching reading comprehension. Although there are many new strategies in teaching reading comprehension in 21st century, the DRTA can still be used as a useful reading comprehension strategy because of its special characteristics and advantages.

Diaz-Rico (2008) state that Directed Reading-Thinking Activity (DR-TA) is “a strategy that boosts reading comprehension by making transparent how proficient readers make and confirm predictions while they read” (Opitz and Guccione, 2009: 148). Stauffer reported that “DR-TA is an effective method for using prior knowledge to improve reading comprehension, schema, and thinking skills” (in Opitz and Guccione, 2009:148). These definitions highlight the DR-TA as an effective strategy to improve reading comprehension.

DeVries (2004) defines DR-TA strategy as “a problem-solving discussion strategy designed to support comprehension” (Cho, Xu & Rhodes, 2010: 206). DR-TA also means “an instructional framework that views commit to user
reading as a problem-solving process best accomplished in a social context” (Stauffer in Stahl, 2008: 364). As quoted in Barrera, Liu, Thurlow, and Chamberlain (2006: 3), Stauffer states clearer definition by defining DR-TA as “a group problem solving approach to reading that teaches children comprehension skills through making predictions about the text and finding evidence to support or refute those predictions”. These three definitions of DR-TA emphasize DR-TA as a problem solving process to support reading comprehension.

As mentioned above, DR-TA is a problem solving process to improve reading comprehension. The process includes predicting, reading, and confirming. It is stated in Clark and Ganschow (1995: 72) who define DR-TA as “Directed Reading-Thinking Activity as a reading comprehension strategy that is used in each of the three stages of reading (pre-reading, during reading, and post-reading). It emphasizes prediction (thinking ahead), verification (confirmation), and reading with a purpose.” The activities of think and predict in DR-TA is also stated in Camp who defines the DR-TA as “an activity where readers are encouraged to think and predict about the reading selection” (2000: 4). The complete definition of DR-TA is stated by Burns, Roe and Ross. Burns et al. (in Camp, 2004: 4) define the DR-TA as “a general plan for directing the reading of content area reading selections or basal reader stories and for encouraging children to think as they read, to predict, and to check their predictions.”

In addition, DR-TA also demands learners to use their background knowledge to predict and to find new information in each section to evaluate and revise their predictions. Nunavut Literacy Council states the definition supported this as follows:

DR-TA is a reading strategy that encourages learners to use their background knowledge to predict what might happen next in a story or in content-area knowledge. As learners read, they evaluate and revise their predictions based on the new information they are taking in. DR-TA encourages learners to be actively involved in their reading. (2004: 3-23.1)
Stauffer in Extended Response Handbook (2012: 7) also adds this definition by stating that “DR-TA is a widely used activity designed to help students learn what it means to be actively engaged when reading literature”.

From the theories above, it can be concluded that Directed Reading-Thinking Activity (DR-TA) is a strategy to improve reading comprehension for directing the learners to predict based on their background knowledge, to think as they read, and to confirm their prediction based on the new information they are taking in. The process of predicting, reading, and confirming encourages learners to actively involved in their reading.

2. The Procedures of Directed Reading-Thinking Activity

Directed Reading-Thinking Activity (DR-TA) is widely used as a reading comprehension strategy. It is proved by many sources tell about DR-TA when the keyword “DR-TA” is searched in website. The theories of DR-TA have been adapted from 1969, when Stauffer introduced this strategy first, to nowadays as a useful reading comprehension strategy.

Camp (2000: 404) states that “leading questions are asked to help focus reader’s attention on selection titles or illustrations”. It means that learners’ background knowledge is called using leading questions by reading the title of the text or seeing the illustrations.

Stauffer in Stahl (2004: 602) states in DR-TA lesson the teacher facilitates the students to make a prediction, to justify the prediction, to read a section of text, to verify and discuss the text, and to make a new prediction, then the students continue the procedure throughout the text.

To make DR-TA effective through these process, Stauffer in Helm (2005: 17) believes the teacher must fully mediate the process for beginning to end with the use of three questions: “(a) What do you think? (b) Why do you think so? and (c) Can you prove it?” Combining what Stauffer states in both theories, the first question “What do you think?” is used to make prediction. To justify the prediction, the students use the second question. The second and third question are used to verify and discuss the text.
In other words, the procedure of DR-TA is to predict, to read, and to verify the prediction of a section of the text with the use of leading questions and do these until the last section.

The general steps for implementing DR-TA in classroom is also stated by Burns, Roe, and Ross and Vacca and Vacca in Camp (2004: 404). The steps are as follows:

a. In the first step of DR-TA, teacher begin with a discussion of the book or story title, or a preview of chapter headings and illustrations within the selection. The questions asked are started with “What do you think the story/chapter will be about?” and followed up with “Why do you think so?” These predictions can be recorded on chart paper or on the chalkboard. The teacher should be accepting of all predictions.

b. In the second step, after some initial discussion, students read silently to a predetermined point within the story/chapter to find out if their predictions are correct.

c. In the next step, more discussion occurs with other predictions suggested by students based on their reading at that point.

d. Finally, these steps are repeated until the story or chapter is completed.

Similar with previous theory stated by Stauffer, Burns et al. also asks the students “to predict what the story is about and the reason of their answer by using leading questions, to read silently to a predetermined point within the story to find out if their predictions are correct, and to discuss the predictions on that predetermined story”.

Barrera, Liu, Thurlow, and Chamberlain (2006: 3) also say the procedure of DR-TA. They say that in DR-TA, the steps are as follow:

- the teacher chooses a text at the students’ instructional level and divides it into chunks of varying lengths to maintain reader interest. The students then set the purpose for reading by making predictions about the individual chunks of text. Knowing the purpose for reading helps skilled readers determine how fast they should read a text of a particular difficulty. Students read a chunk at a time to determine whether their predictions about each chunk are correct. Finally, students use evidence from the text to prove or disprove their predictions in a group of discussion. Other students respond and the teacher can guide student thinking by asking questions such as “Why do you think so?” or “Can you prove it?” Readers then have an
opportunity to revise their predictions if necessary, set new predictions for the next chunk of text, and continue the process.

Fisher and Frey in Helm (2005: 17) report that to promote reading comprehension in the classroom through the use of DR-TA, there are four main steps to follow. The steps are as follows.

a. Teacher introduce background knowledge.

b. Students should make predictions.

c. Students should be directed to read a section of text and stop at predetermined places in the text so teachers can ask students to check and revise their predictions.

d. After the reading is completed, students’ predictions should be used as a discussion tool.

Glass and Zygouris-Coe (2006: 2) explain how to use DR-TA in four steps, the first three steps are prediction, read, and confirmation and the last step is continuing the first three steps until the end of the text. The complete explanation of how to use DR-TA is as follows:

a. Prediction

Students reflect on what they think will be covered in the text. This step helps students set a purpose for reading. Begin by scanning the title, chapter headings, illustrations, and other explanatory materials. Have students make predictions on what they think the reading will be about.

All students’ predictions should be recorded by the teacher, even those that will later prove to be inaccurate.

b. Read

The teacher should divide the reading up into sections. This is usually a few paragraph or pages. Students read the first section of text.

c. Confirmation

During this step, students engage in a discussion about what they have read. Initially, the teacher will lead this discussion by asking thought provoking or reflective types of questions. It is at this stage that students will either confirm, reject, or refine their predictions and their ideas with reference to the text. Students then make new predictions.

After reading small selections, the teacher prompts the students with questions about specific information. The teacher checks the students’ understanding of important vocabulary which are explained in context.

d. The cycle of step 1-3 continues until the end of the text.

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Misconceptions of students’ predictions are clarified by the reader through interaction with the text and in post-reading discussions. Predictions made at the beginning of the lesson should be revisited at the end of the lesson. This review offers a comprehension check.

The procedure of DR-TA is also stated in an article entitled Directed Reading-Thinking Activity (DR-TA) in http://www.adlit.org/strategies/23356/ (2011). The procedure are as follows:

a. **D – Direct**
   Teachers direct and stimulate students’ thinking prior to reading a passage by scanning the title, chapter headings, illustrations, and other explanatory materials. Then teachers should use open-ended questions to direct students as they make predictions about the content or perspective of the text (e.g., “Given this title, what do you think the passage will be about?”). Students should be encouraged to justify their responses and activate prior knowledge.

b. **R – Reading**
   Teachers should have students read up to the first pre-selected stopping point in the text. The teacher then prompts the students with questions about specific information and asks them to evaluate their predictions and refine them if necessary. This process should be continued until students have read each section of the passage.

c. **T – Thinking**
   At the end of the reading, teachers should have students go back through the text and think about their predictions. Students should verify or modify the accuracy of their predictions by finding supporting statements in the text. the teacher deepens the thinking process by asking questions such as:
   1) What do you think about your predictions now?
   2) What did you find in the text to prove your predictions?
   3) What did you find in the text that caused you to modify your predictions?

There are two key phases to the DR-TA approach. The key phases are “The first is directing students’ thinking processes throughout the story. The second is promoting skills development based on students’ needs (as revealed in the first phase) as well as follow-up or extension activities” (Ruddell in *Reading: Principles, Approaches, Comprehension, and Fluency*, 2008: 9).
Vacca and Vacca (in *Extended Response Handbook: Third Edition*, 2012: 8) provide the procedure of DR-TA for two types of text, that are narrative text and informational text. The procedure of DR-TA for the narrative text is as follows.

a. Prepare students for what they will be required to do during reading of a text.
   1) Have students survey the material by reading the title and looking at pictures. Begin with the title of the narrative, or with a quick survey of the title, subheadings, illustrations and other expository materials. Ask students to predict events in the first portion of the story; ask “What do you think this story (or section) will be about?”
   2) To encourage prediction, pose questions such as, “Why do you think so?” or “What do you think will happen?” or “After reading the title and looking at these two pictures, what do you think this section is going to be about?” Set a purpose for reading by telling students to check their predictions: “Read to find out if you’re right” or “Read to find out who’s right.”

b. Have students read a beginning portion of the story silently. Ask students to read silently to predetermine logical stopping point in the text.
   Have students use a 5-by-8 inch index card or a blank sheet of paper placed on the page to mark the place to which they are reading. This will also slow down those who want to read on before answering the questions.

c. Stop to verify (or reject) through discussion the predictions made before reading. Repeat questions as suggested in Step 1.
   1) Some predictions will be refined; new ones will be formulated. Ask, “How do you know?” to encourage clarification or verification. Redirect questions.
   2) Prediction questions are particularly effective when students compare their guesses with what actually takes place in the text (Fielding, Anderson, and Pearson in *Extended Response Handbook: Third Edition*)

d. Ask for new predictions before reading the next section.
   In many cases, these predictions will now be based on what has been previously read in the passage.

e. Continue silent reading to another suitable point. Ask similar questions.

f. Continue with a cycle of predicting, reading and confirming or rejecting through discussion until the material is completed.
The facilitator could make up a chart such as this one to help move learners towards independent use of DR-TA (Nunavut Literacy Council “Learning to Learn”, 2004: 3-23.1).

Guzzetti (in GoogleBook) states that DR-TA is a two-part teaching strategy. Guzetti states the phase of DR-TA as follows:

In the first phase, the teacher guides and directs students’ thinking as they read the text. During the second phase, the teacher provides instruction in identified areas of need, enrichment, and extension. Teachers prepare to use DR-TA by selecting a text that students will be interested in reading. Based on the teacher’s familiarity with the text, four to six stopping points are selected for prediction and discussion. The teacher formulates open-ended questions to accompany each stopping point. The questions should encourage students to predict what the upcoming reading will be about, what will happen, or what will be learned. Teachers encourage students to provide reasoning for prediction by asking “Why do you think that?” Stopping point are usually after the title, after the first few paragraphs, at points of high interest, action, or possible confusion, and just before the end. At each stopping point, students predict what will happen or what will be learned based on information from the text and prior knowledge, confirm or adjust predictions based on new information learned from reading, and provide proof or support of predictions using the text or prior knowledge. The process of predicting, confirming, and refuting predictions helps students connect prior knowledge with information from the text.

The second phase of DR-TA involves instruction based on student needs that were identified in phase one. For example, the teacher may offer vocabulary instruction if students had difficulty understanding specific terms. A variety of enrichment and extension activities may be presented at this point, but activity selection should be based on the teacher’s observation of students’ needs.

DR-TA is completed by the use of Prediction Log to help the students write the prediction and evidence. There are many types of DR-TA Prediction Log. Guzetti believes that DR-TA uses DR-TA Prediction Chart as stated in Table 2.1. Meanwhile, as stated in Reading Strategies for Content Areas (in http://msbinstructionalcoach.files.wordpress.com/2012/02/before-part1.pdf, 2012: 18), DR-TA is completed by the use of DR-TA Prediction Log as stated in Table 2.2. Different log is stated in Instructional Strategies that Facilitate Learning across Content Areas (in

Prediction Log consists of two columns as stated in Table 2.3.

### Table 2.1. DR-TA Prediction Chart

<table>
<thead>
<tr>
<th>Section</th>
<th>I predict</th>
<th>What happened ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>My prediction:</td>
<td>Was my prediction correct?</td>
</tr>
<tr>
<td></td>
<td>Why?</td>
<td>Proof?</td>
</tr>
<tr>
<td>2</td>
<td>My prediction:</td>
<td>Was my prediction correct?</td>
</tr>
<tr>
<td></td>
<td>Why?</td>
<td>Proof?</td>
</tr>
<tr>
<td>3</td>
<td>etc.</td>
<td>etc.</td>
</tr>
</tbody>
</table>

### Table 2.2. DR-TA Prediction Log

<table>
<thead>
<tr>
<th>Hypothesis/Prediction</th>
<th>Confirmed?</th>
<th>Rejected?</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
</tr>
<tr>
<td>...</td>
<td>...</td>
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<td>...</td>
</tr>
<tr>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
</tr>
</tbody>
</table>

### Table 2.3. DR-TA Prediction Log

<table>
<thead>
<tr>
<th>My predictions</th>
<th>What the text actually stated</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
In conclusion, the DR-TA Prediction Log used in this research is the combination of these three theories. Therefore, DR-TA Prediction Log is as follows.

Table 2.4. DR-TA Prediction Log

<table>
<thead>
<tr>
<th>No.</th>
<th>Prediction</th>
<th>My Reason</th>
<th>Proved?</th>
<th>Unproved?</th>
<th>Evidence</th>
<th>Where did I find it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In conclusion, DR-TA is a two-part teaching strategy. In the first phase, the teacher guides and directs students’ thinking as they read the text and during the second phase, the teacher provides instruction in identified areas of need, enrichment, and extension. In the first phase, the procedure of DR-TA is predict, read, and confirm in each section of the text. In the beginning of the text, the students can find the purpose of the text. Next, in reading step, the students read a section of the text carefully to find the whether their predictions proved or not by finding the evidence why their prediction proved or inaccurate. In finding the evidence of the text, the students should comprehend the section of the text. They can find main idea of the text and specific information of the text. They can find the meaning of important words in context. To link the prediction and the evidence, the students also can find the reference of the character in the text. The last cycle step, confirming step, the teacher directs the students to think again what evidence that support or not support their predictions and discuss it together with the teacher. In addition, students revised the predictions, if necessary.
and make new predictions for the next section of the text. In this step, the students also can find the topic of the text so that they can complete the purpose of the text. After reading the text completely, in the second phase, the students do follow up activities to check their comprehension.

3. **The Benefit of Directed Reading-Thinking Activity**

Every strategy has its own characteristics that make the strategy suitable to be implemented in a certain situation and condition. Directed Reading-Thinking Activity (DR-TA) has its own characteristics. These characteristics make the DR-TA had some advantages to applied in classroom teaching and learning process.

To build comprehension strategies, “DR-TA is a useful tool for teachers to model accurate and appropriate reading skills” (Richardson & Morgan in Glass and Zygouris-Coe, 2006: 1). Glass and Zygouris-Coe state that “DR-TA engages students in a step-by-step process that guides students through understanding and thinking about text”. In other words, the DR-TA which uses the cycle of predict, read, confirm cycle is an accurate and appropriate model of reading skills.

Similar with Glass and Zygouris-Coe, Lenski, Davis, Wham and Johns in Middle School Edition: *Content Area Reading* (14) derive two benefits of the DR-TA that also emphasize the use of predict, read, confirm cycle to improve reading comprehension. The benefits are as follows.

a. DR-TA allows readers to self-assess their level of understanding prior to continuing or, should he results prove unsatisfactory, returning to the confusing parts for further clarification.

b. DR-TA facilitates the students to use prediction strategies to improve reading comprehension, either for narrative text or informational text, by using chunk text. In fiction, logical stopping points come at key junctures in a causal chain of events in the story line because the reader should have enough information from at least one preceding event to predict a future happening or event.
Helm (2005: 17-18) also tells about many benefits that the teacher and the learners can be gained from the DR-TA. The benefits are as follows:

a. **DR-TA helps reader to concentrate better to find supporting details by using chunk text**

   According to Fisher and Frey in Helm (2005: 17-18), dividing the text into smaller portions allows the students to focus on the process of responding to higher-order questions. Chunking the text in this manner allows the reader to concentrate on concepts as well as supporting details.

b. **DR-TA is an equipment to help reader to improve reading comprehension**

   Like Glass and Zygouris-Coé and Lenski et al., Helm also emphasizes the use of DR-TA, especially predict, read, and confirm cycle, to improve reading comprehension. In addition, in Helm, Tierney, Readence, and Dishner (2005: 18) believe that “DR-TA has the potential to equip readers with the abilities to determine purposes for reading, extract, comprehend, and assimilate information, examine reading material based upon purposes for reading, suspend judgements, and make decision based upon information gleaned from reading”.

c. **DR-TA helps the students to make sense of the text, either fiction or non-fiction**

   Stauffer in Helm (2005: 17) say that he created the DR-TA that requires students to use their prior knowledge and experiences, decoding skills, and context clues to make sense of the text, either fiction or non-fiction. Haggard (in Helm, 2005: 19) supports it by saying that DR-TA also provides opportunities for students to share personal background information and experiences.

d. **DR-TA provides risk free environment**

   Haggard (in Helm, 2005: 19) states that “DR-TA encourage student responses and attempt to provide a risk-free environment where students are not afraid to answer.”

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Similar with Helm, “the facilitator chooses a reading passage that can be broken into short sections at natural breaks or pauses in the reading” (Nunavut Literacy Council Learning to Learn, 2004: 3-23.1).

Almost similar with Helm, Barrera, Liu, Thurlow and Chamberlain (2006: 3) believe some benefits of DR-TA as follows.

a. DR-TA helps the students to set the purpose for reading
   Stauffer in Barrera et al. (2006: 3) states that the students then set the purpose for reading by making predictions about the individual chunks of text in DR-TA. He adds that knowing the purpose for reading helps skilled readers determine how fast they should read a text of a particular difficulty.

b. DR-TA helps to maintain reader interest
   Stauffer in Barrera et al. also states that a text used in DR-TA should be based on instructional level and then the text is divided into chunks of varying lengths to maintain reader interest.

   Clark and Ganschow (1995: 72) state the benefit of DR-TA is that “DR-TA helps students realize that predictions and verification of predictions are essential parts of the reading process”. Students learn that by reading with a purpose, so that they can more easily focus their predictions.

   Stauffer in Using Annual Editions in the Classroom (2007: 13) states that “the DR-TA provide the reader an opportunity to find the meaning of unfamiliar words and terms by discussing the words in the context of the article”. He also states that “motivation increases and comprehension improves when students understand why they are reading a particular selection”. It is gained when the students read the text with the purpose for reading by using prediction. Similar with him, Vacca and Vacca in Ambe (2007: 635) states that “to find the meaning of unfamiliar words, some context clues can be used to teach word meanings are synonyms, antonyms, comparison, contrast, description, and example”.

   Mather and Jaffe (2002: 1) state that “students’ active involvement in the reading process improves comprehension and retention of...
information”. They also states that the teacher also chooses a high-interest reading selection and divides it into parts. It means that DR-TA can catch the students’ interest because the DR-TA provides high-interesting text and chunk text.

In Directed Reading-Thinking Activity, it is stated that DR-TA is “a flexible strategy because it may be used with an individual, a small group, or a whole class” (in All About Adult Literacy, 2011: 2). Besides, this activity can be easily adapted for a variety of subjects and reading levels. It also stated that DR-TA “encourage the students not to be intimidated by taking risk with predictions and not to feel pressure to state only correct predictions”. It means that DR-TA serves the students an appropriate atmosphere to get them involved in teaching and learning process.

Tompkins in http://arapaho.nsuok.edu/~ORA/CD%20Contents%2011-14-6/PDF%20Versions/Directed%20Reading%20Thinking%20Activity%20Strategy.pdf states that it is important to remember that “DR-TA is useful only when students are reading to an unfamiliar story so that they can be actively involved in the prediction-confirmation cycle”. When students are already familiar with the story, there is no need to ask them to make predictions.

Stauffer and Baumann in Organizing for Effective Content Area Reading Instruction (40) state that “throughout the activity, teacher never refute any predictions”. In addition, teacher allows the proper amount of think time for predicting.

Blacklock and Hill, Copple, Duvall and Gilmore, Gregory and Steiner, Hawks and Young, Helfrich, Nelson and Tower (2010: 9) summaries that “DR-TA establishes a clear purpose for reading”. It also involves students in active comprehension by calling on their personal background knowledge and text knowledge. The strategy develops higher-level thinking using predictions and speculations, reading to verify, revising predictions or forming new ones, and drawing conclusions. Besides, it uses the social dynamic of group interaction to purpose and discuss options and outcomes. In
addition, it also helps students arrive at decisions and conclusions based on text and personal knowledge.

In conclusion, the benefits of DR-TA are as follows:

a. DR-TA is an accurate and appropriate model of reading skills.
b. DR-TA facilitates the readers to self assess their level of understanding.
c. DR-TA improves reading comprehension through predict, read, and confirm cycle.
d. DR-TA helps reader to concentrate better to find supporting details by using chunk text.
e. DR-TA helps the students to make sense of the text, either fiction or non-fiction, by using their prior knowledge and experiences, decoding skills, and context clues.
f. DR-TA provides risk free environment.
g. DR-TA set the purpose for reading.
h. DR-TA helps to maintain reader interest.
i. DR-TA helps the students to find the meaning of unfamiliar words using context clues.
j. DR-TA uses high-interest and unfamiliar text to improve the students’ interest and challenge.
k. DR-TA can be used with an individual, a small group, or a whole class.

The disadvantages of DR-TA stated in http://emu1967.tripod.com /DRTA.htm are as follow:

a. Only useful if students have not read or heard the text being used.
b. Classroom management may become a problem

C. Teaching Reading Comprehension Using Directed Reading-Thinking Activity

1. Teaching Reading

Comprehending a text is a process of interaction between reader’s background knowledge and the text. Teachers should help the students
improve their ability to comprehend the text. Abbott and Wingard (1985: 92-103) states that there are three suggested activities related to reading:

a. Before-reading Activities

   The overriding aim in doing any class works with the learners before they begin to read a text is to create a positive attitude in their mind towards the text to be read. The following activities can be applied in the class before reading activities:

   1) Anticipating the content

      If the text has section with headings, the learners can be asked to read only these headings and say or write down what they expect the text is about.

   2) Anticipating both the content and the form

      It is merely indication of what would actually occur. The point is that it is not only anticipating the content of what the learners will shortly read on the reverse side but it is also rehearsing the vocabulary, most of which is already known to this group of learners. The aim is to recall known language and activate language the readers may expect to come across.

   3) Vocabulary work

      Even if your learners are interested in the subject matter of the reading text, they will soon lose interest if they find the difficult vocabulary. If the majority of words are unknown to the learners, it would be wise to discard the text and choose another one which is more appropriate to their linguistic level.

b. While-reading Activities

   1) Identifying the main idea

      The type of reading used for such practice will be skimming, since the aim is to avoid close and slow reading of the text for all details. The recommended activities are: (a) read the passage in order to give a title; (b) read the passage in order to select the most appropriate title from those given; and (c) identify the topic
A paragraph will often have a topic sentence or key sentence. It helps a reader to understand a text if he can identify topic sentence because obviously these will indicate the main idea, thus acting as markers to the organization of the text.

2) Finding details in a text

The type of reading practiced here is scanning. One useful technique to use for this work is the information-gap technique, whereby the reader has to fill in the missing information on a worksheet by scanning a text, which has the required information. The teacher can often use texts from the class course-book, which must not be ignored or totally replaced by supplementary material; and can manage without sophisticated aid.

3) Following sequence

The learner who realizes that what he is reading involves some form of sequencing is able to understand a lot of text, even there are some unknown words. At advanced level, an example would be a text describing some kinds of process, where sequence is also important.

4) Inferring from the text

Together with identifying the main idea, the ability to infer (reading between the lines) is sometimes called a manipulative thinking skill. Unlike reading for literal meaning which focuses on what is explicitly stated, we often go beyond what is explicitly stated. In short, we think when we read. Inferring presuppose literal understanding of the text. It is not an alternative, but the higher level of comprehension.

5) Recognizing the writer's purpose and attitude

This can be difficult even for the native reader, since a good writer will often prefer being subtle and indirect in his intention and attitudes. Therefore, we are here concerned with reading by the advanced learners. The concepts of this point are as follows:
a) The writer’s purpose: it could be any of the following or a mixture of them to ridicule, to amuse, to protest, to accuse, etc.
b) The writer’s attitude: it would be determined by his purpose. It could be serious, superficial, sympathetic, angry, etc.

6) Recognizing discourse features
A text will consist of discourse, a combination of interrelated sentences. The combination is formed in various ways. For instance, the words will belong together as members of the same lexical field. We can identify discourse feature as: (1) this, that, she, he, I, you, we, they, and it as substitutes referring back to previous statements; (2) first, secondly, thirdly, and so forth signaling a list of some sort; (3) but indicating a change or contrast relative to some previous statement; and (4) so introducing a consequence or result of previous event.

7) The teacher’s role
While the learners are busy with their silent reading, the teacher will be very active. Not only has the teacher provided the texts and suggested ways of treating them, but also be there in the class, ready to help both individual learner with particular difficulties and the whole group if general difficulties arise. The teacher will very likely be asked the meaning of an unknown word in the text and he may be tempted to give an instant translation.

c. After-reading Activities
While the learners are reading purposively, the teacher can gain a good idea of how they are coping with their reading because the teacher will be able to circulate round the classroom, seeing how well the reading tasks are being done. However, some kind of follow-up should be valuable. While the learners are still interested in their reading, the teacher can check the result of the reading tasks. Checking on the reading activity is only the first step. The teacher can exploit the learners’ experience in reading by means of further activities. The

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teacher must not forget that reading is often a preliminary to some other language work, like writing. What the learners have been reading can sometimes be used as a model for their own writing. So, this stage is valuable for teacher and students, in that it can be the starting point to work on writing activity.

2. The Procedure of Directed Reading-Thinking Activity in Teaching Reading

The procedure of DR-TA in teaching reading is arranged based on the indicators of the problems. The problems are classified into two terms, which are reading comprehension and students’ motivation in the classroom. Therefore, the list of solved problems is important to know first.

a. Checklist of Solved Problem

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The students had difficulty in determining main idea of the paragraph.</td>
<td>3, 5, 6, 11, 13, 18, 20, 21, 22, 23</td>
</tr>
<tr>
<td>2. The students also had difficulty in finding the purpose of the text, included moral value in narrative texts.</td>
<td>5, 7, 11, 13, 18, 20, 21, 22, 23</td>
</tr>
<tr>
<td>3. The students got difficulty to determine the detail information.</td>
<td>3, 4, 5, 6, 7, 12, 14, 15, 16, 17</td>
</tr>
<tr>
<td>4. The students had difficulty to infer and grasp meaning of words.</td>
<td>5, 6, 7, 11, 12, 13, 15, 16, 17, 18, 19, 20, 21, 22, 23,</td>
</tr>
<tr>
<td>5. The students had difficulty to determine references.</td>
<td>5, 6, 7, 11, 12, 13, 15, 16, 17, 18, 19, 20, 21, 22, 23,</td>
</tr>
</tbody>
</table>
1. Mostly class became silent and passive when the English teacher taught reading.

2. Students determined to stay silent rather than risk committing.

3. Some students dominated classroom interaction, while the rest did not give any aspirations.

4. Some students did chit-chat with their friends when the teacher explained material.

5. When they couldn’t answer the teacher’s question, they just copied the answer of another student.

b. List of Activities

Based on the indicators stated above, it can be arranged list of activities through DR-TA. To make it clear, in the left column, there are indicators of the problems solved by the activities.

<table>
<thead>
<tr>
<th>No.</th>
<th>Activities</th>
<th>Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teacher tells the students that today they will comprehend the text using DR-TA strategy. The teacher explain the students about what is DR-TA and its benefits.</td>
<td>B3, B4</td>
</tr>
<tr>
<td>2</td>
<td>Teacher tells the students that no one knows what is going to happen in a story before reading.</td>
<td>B3, B4, B5</td>
</tr>
</tbody>
</table>
| 3   | Teacher builds background knowledge about the topic by asking questions like:  

  ■ What do you know about? | A1, A3, A4, B1, B3 |
| 4   | Teacher shows the title, picture, and introduction of the text. | A3, B1, B3, B4  |
5 Teacher asks the students to predict and answer the questions listed on the board. A1, A2, A3, A5, B1, B2, B4, B5
6 Teacher asks the students to list their prediction in first column of their DR-TA Prediction Log. A1, A3, A5, B1, B5
7 Teacher set a purpose for reading by telling students to check their prediction. A2, A3, A5, B2, B3, B4, B5
8 Teacher asks the students to read-aloud the chunked-text. B1, B2, B4
9 Teacher monitors the reading. B5
10 Teacher asks students to wait quietly for others to finish. B4
11 Teacher tells students that while they are waiting, they should think back to their predictions and what evidence was presented to either support or disprove their predictions. A1, A2, A5, B2, B3, B4, B6
12 Teacher asks students to fill in the second and third columns of DR-TA Prediction Log. A3, A5, B4
13 Teacher asks the students to tell what they have found, whether they prediction correct or not. A1, A2, A5, B1, B3, B4, B5, B6
14 Teacher leads class discussion where the students share their result. A3, B6
15 Teacher asks the students whether they find unfamiliar words or not. A4, A5, B1
16 Teacher asks the students to read the sentence where the words appeared and asks them to predict the meaning. A4, A5, B1, B3, B4
17 If it does not works, the teacher asks the students to pronounce the word and relate it with the context. A4, A5, B3, B5
18 Teacher asks the students to predict what might happen in the next chunked text and asks them to do the same activity of predict-read-confirm cycle to the end of the text. A1, A2, A5, B1, B2, B3, B4, B5, B6
19 Teacher explain to the students that what they have done is predict the chunked text based on its generic structure and discuss with them about it. A2, A5, B1, B3, B6
20 Teacher asks them to reread the whole text silently. A1, A2, A5, B1, B3, B4, B5
21 Teacher asks them to answer the comprehension question. A1, A2, A5, B1, B2, B5
22 Teacher and students discuss the answer and asks the students to tell the reason why they choose it. A1, A2, A5, B3, B4, B6

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Teacher close the lesson and tells that the next lesson she will show them another interesting text.

23

D. Motivation

1. Definition of Motivation

Motivation has been considered one of the most powerful factors in ESL/EFL students’ acquisition of English. It gives a reason for knowing the effect of motivation in teaching-learning process. Therefore, there are many theories related to motivation. It implies many definitions of motivation.

Gardner states that “motivation is a term which is often used with respect to second language learning as a simple explanation of achievement, as in statement, ‘If the students are motivated to learn the language, they will’” (1985: 10). He also adds that “related to the characteristics and the language learning process, motivation is defined as the combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes toward learning the language”. In other words, motivation to learn a second language refers to the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity.

Deci and Ryan (1985) in Chang state that “motivation was related to all aspects of “activation” and “intention”, including energy, direction, persistence and equifinality” (2005: 2). Maehr and Meyer (1997) also believe that “motivation is a kind of personal investment which is reflected in the direction, intensity, persistence, and quality of what is done and expressed” (Xiaoying, 2006: 80). Therefore, in these two theories motivation is defined as all the things that is a reflection of activation and intention in direction, persistence, and the quality of their behavior.

purdue.edu/resources/acknowledgingMotivation.asp, 2006) states that motivation refers to “the process whereby goal-directed behavior is instigated and sustained”. The similar idea stated by Woodbridge and Manamela (1992) who define motivation in the learning context as “the willingness to engage in meaningful tasks” (in Carreira, 2006: 136). In addition, Gardner, Tremblay and Masgoret (1997) in Lucas et al. state that “motivation is the individual’s attitudes, desires, and effort” (2009: 3). This definition supported by Dornyei (1998) in Chang (2005: 2) who defines motivation “as the process whereby a certain amount of instigation force arises, initiate action, and persists”. In other words, motivation can be seen as a force that made a person to initiate action and to keep on until the goals were achieved. Broussard and Garrison (2004) in Lai (2011: 4) also agree with this by defining motivation as “the attribute that moves us to do or not to do something”. Harmer (2006) also states that “motivation is some kind of internal drive which pushes someone to do things in order to achieve something” (Kubová, 2009: 28).

According to Dornyei (1994: 279), a general framework of L2 motivation consists of three levels: the Language Level, the Learner Level, and the Learning Situation Level. The three levels coincide with the three basic constituents of the L2 learning process (the L2, the L2 learner, and the L2 learning environment) and also reflect the three different aspects of language mentioned earlier (the social dimension, the personal dimension, and the educational subject matter dimension).

a. Language Level

The most general level of the construct is the Language Level where the focus is on orientations and motives related to various aspects of the L2, such as the culture it conveys, the community in which it is spoken, and the potential usefulness of proficiency in it. These general motives determine the basic learning goals and explain language choice. In accordance with the Gardnerian approach, this general motivational dimension can be described by two broad motivational subsystems, an integrative and an instrumental motivational subsystem, which, as has
been argued before, consist of loosely related, context-dependent motives.

1) Integrative motivational subsystem

The integrative motivational subsystem is centred around the individual’s L2-related affective predispositions, including social, cultural, and ethnolinguistic components, as well as a general interest in foreignness and foreign languages.

2) Instrumental motivational subsystem

The instrumental motivational subsystem consists of well-internalised extrinsic motives (identified and integrated regulation) centred around the individual’s future career endeavours.

b. Learner Level

The second level of the L2 motivation construct is the Learner Level, involving a complex of affects and cognitions that form fairly stable personality traits. We can identify two motivational components underlying the motivational processes at this level, need for achievement and self-confidence, the latter encompassing various aspects of language anxiety, perceived L2 competence, attributions about past experiences, and self-efficacy.

c. Learning Situation Level

The third level of L2 motivation is the Learning Situation Level, made up of intrinsic and extrinsic motives and motivational conditions concerning three areas.

1) Course-specific motivational components are related to the syllabus, the teaching materials, the teaching method, and the learning tasks. There are best described by the framework of four motivational conditions proposed by Crookes and Schmidt: interest, relevance, expectancy, and satisfaction.

2) Teacher-specific motivational components include the affiliative drive to please the teacher, authority type, and direct socialization of student motivation (modelling, task presentation, and feedback).
3) Group-specific motivational components are made up of four main components: goal-orientedness, norm and reward system, group cohesion, and classroom goal structure.

From the previous theories, it could be concluded that motivation is internal drive which pushes someone to do things to achieve something using the activation and intention. It is reflected on willingness to engage in meaningful tasks and self-confidence, need for achievement, goal-orientedness, persistent and consistent effort, and high interest.

2. Type of Motivation

Gardner and Lambert (1972) in Carreira (2006: 136) suggest that motivation can be divided into two types: integrative motivation, referring to positive attitudes and feelings toward the target language group, and instrumental motivation, referring to the potential utilitarian gains of second language (L2) proficiency, such as getting better job or higher salary. Pintrich and Schunk (2002) in Carreira (2006: 136) state that “there are two types of motivation, intrinsic motivation, referring to motivation to engage in an activity for its own sake, and extrinsic motivation, referring to motivation to engage in an activity as a means to an end”.

Deci and Ryan (1985) in Komiyama (2009: 33) state that two basic forms of motivation are extrinsic and intrinsic motivation. Extrinsic motivation is typically driven by factors outside of the learner; extrinsically motivated students read to receive good grades, please the teacher, and outperform their classmates, but not because they find reading interesting or enjoyable. Intrinsic motivation, on the other hand, is free from the influence of external factors such as reward or punishment. Intrinsically motivated students read because they find it interesting or enjoyable; therefore, motivation comes from inside and is self-determined.

Dornyei (1994: 275) states that “one of the most general and well-known distinctions in motivation theories is that between intrinsic and extrinsic motivation”. Extrinsic motivated behaviors are the ones that the...
individual performs to receive some extrinsic rewards (e.g., good grades) or to avoid punishment. With intrinsically motivated behaviors the rewards are internal (e.g., the joy of doing a particular activity or satisfying one’s curiosity). Ur also believes in the same thing by stating extrinsic and intrinsic motivation as the kinds of motivation (1996: 276). She defines intrinsic motivation as “the urge to engage in the learning activity for its own sake and extrinsic motivation as the motivation that is derived from external incentives”.

In conclusion, there are two types of motivation that is relevant to teaching and learning process at this time. They are extrinsic and intrinsic motivation. Extrinsic motivation refers to the motivation that is caused by external incentives. On the other hand, intrinsic motivation is the motivation that is caused by internal rewards.

3. Characteristics of Motivated Learners

Motivation is one of the main determinants of second/foreign language (L2) learning achievement. In ideal classroom, students pay attention, ask questions and want to learn. They do their assignments without complaint and study without coaxed and cajoled. But, teachers often have students who don’t seem motivated to work on the classroom tasks set out for them. Therefore, it is important to know what characteristics of motivated learners is.

Motivation in teaching and learning process is represented by what the motivated learners do during the lesson. It make them become successful learners. Naiman et al. in Ur (1996: 275) states that “the most succesful learners are not necessarily those to whom a language comes very easily; they are those who display certain typical characteristics, most of them clearly associated with motivation”. The characteristics of motivated learners are as follow:
a. Positive task orientation
   The learner is willing to tackle tasks and challenges, and has confidence in his or her success.

b. Ego-involvement
   The learner finds it important to succeed in learning in order to maintain and promote his or her own (positive) self-image.

c. Need for achievement
   The learner has a need to achieve, to overcome difficulties and succeed in what he or she sets out to do.

d. High aspirations
   The learner is ambitious, goes for demanding challenges, high proficiency, top grades.

e. Goal orientation
   The learner is very aware of the goals of learning, or of specific learning activities, and directs his or her efforts towards achieving them.

f. Perseverance
   The learner consistently invests a high level of effort in learning, and is not discouraged by setbacks or apparent lack of progress.

g. Tolerance of ambiguity
   The learner is not disturbed or frustrated by situations involving a temporary lack of understanding or confusion; he or she can live with these patiently, in the confidence that understanding will come later.

Based on Gardner (2001) in Ghanai, Pisheh, and Ghanai (2011: 459), motivation to learn the second language is, in the socio-educational model, viewed as requiring three elements. The elements are

a. The motivated individual expends effort to learn the language.
   That is, there is a persistent and consistent attempt to learn the material by doing homework, by seeking out opportunities to learn more, by doing extra work, etc.

b. The motivated individual wants to achieve the goal.
   Such an individual will express the desire to succeed, and will strive to achieve success.

c. The motivated individual will enjoy the task of learning the language.
   Such an individual will say that it is fun, a challenge, and enjoyable, even though at times enthusiasm may be less than at other times.

In conclusion, the characteristics of motivated learners are the learners who have (1) willingness to tackle tasks and challenges and confidence; (2) needs to achieve and to overcome difficulties; (3) interest and
desire to reach challenges and high proficiency; (4) goal orientation; and (5) persistent and consistent effort in learning. The five of seven characteristics of motivated learners used in the research because the other two, that is, ego-involvement and tolerance of ambiguity were not suitable with the students’ level. The teacher is expected to conduct teaching learning process that promote the students to have these characteristics in order to get high achievement.

From the theories above, it could be summed up that motivation is important in teaching learning process and is what the students should have to get high achievement. Motivation is defined as the internal drive which pushes someone to do things to achieve something using the activation and intention. The indicators of students’ motivation are willingness to engage in meaningful tasks and self-confidence, need for achievement, goal-orientedness, persistent and consistent effort, and high interest.

E. Review of Related Research

In this research, Directed Reading-Thinking Activity is used as the strategy of teaching learning process to improve students’ reading comprehension in narrative text. The reason why DR-TA chosen is that DR-TA had been proved by many research as a useful strategy to improve the students’ reading comprehension, either in first language or EFL in every type text.

First, Ambe (2007: 632) did a study for Jamie (pseudonym), a sixth grader in a Mississippi public school. She conducted Classroom Action Research. However, she did not teach Jamie, but she observed him and her friends and gave suggestion to their teacher and observed the results. She found that he labelled as unsuccessful, passive, disengaged, disenchanted, helpless, resistant, alienated, or low achieving student. It means that he and other students like him had problem with their struggle in reading texts. After identifying the cause of his problem, she suggested the teacher to use Directed Reading-Thinking Activity (DR-TA). To motivate reluctant readers, she believed a statement stated by Gardner and Lambert that teachers must help students choose interesting reading materials and

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provide favorable instructional contexts. DR-TA provides interesting reading materials. In addition, DR-TA also provides predicting step that facilitate the students to brainstorm their background knowledge and using questions to do it. Effective ways of activating prior knowledge include demonstrations, brainstorming, asking questions, or preteaching some vocabulary words (Reutzel & Morgan). Furthermore, in developing knowledge of specialized vocabulary, she suggested tutors to use context clues as one effective strategy, for teaching vocabulary. In improving comprehension, she asked teacher to use DR-TA because it is the strategy that many of the tutors used with success. The DR-TA uses prediction, questioning, and purpose setting for reading, in which these strategies are believed as parts of some effective strategies. As a result, in the end of tutorials, Jamie became a good reader. It is proved by his way to becoming a bona fide member of the “literacy club.” The students’ reading comprehension was also improved, so do their motivation to read.

A classroom action research on teaching reading had been conducted by Wijayanti (2011) for eighth grade students of SMP Negeri 17 Purworejo in academic year of 2010/2011. The aim of the research are identifying whether or not DR-TA improves the students’ reading comprehension of them and describing what happens when DR-TA is applied in teaching reading. The result of the research is that she found that there were improvement in reading skill and classroom situations. Nungki states that the improvement of students’ reading skill includes: (1) Students are able to identify the main idea of the text; (2) Students are able to find specific information of the text; (3) Students are able to find the purpose of the text; (4) Students are able to infer meaning (vocabulary); (5) Students are able to determine references (2011: 95). Meanwhile, the improvement of students’ reading skill can be seen from the improvement of the mean score of pre-test, first post-test, and second post-test that is 63.10, 75.23, and 78.87. The improvement of classroom situation includes: (1) The students are more active and enthusiastic in teaching learning process; (2) The students pay full attention; and (3) The students feel excited with the text used in teaching learning process.
A classroom action research on teaching reading had been conducted by Suharti (an abstract in http://pasca.uns.ac.id/?p=1560) for the science twelfth grade of SMA Negeri 1 Kwadungan Ngawi in academic year of 2009/2010. The research findings show that DR-TA technique is an appropriate technique which can improve students’ reading competence, that are: (1) DR-TA technique can activate students’ background knowledge related to the topic presented in a reading text; (2) various activities in DR-TA technique can enhance students’ confidence and motivation to have reading competence; (3) DR-TA technique can guide the students comprehend an overall description about the text. The improvement of reading competence can be seen from the result of mean score of pre-test, post-test 1, post-test 2 and post-test 3 that is 56.17, 67.11, 72.62, and 76.15.

Another classroom action research conducted by Humaida (an abstract in http://library.um.ac.id/free-contents/downloadpubpdf.php/implementing-the-drta-strategy-to-improve-the-reading-comprehension-ability-of-the-eleventh-year-students-at-man-kandangan-kediri-ani-mutadayyinah-39381.pdf) also emphasized in improving reading comprehension through Directed Reading-Thinking Activity (DR-TA) for Class IV SDN Gondangtapen, Blitar. The result of the research shows that DR-TA can improve students’ reading comprehension. It can be seen from the study completeness rate orderly in pre-test, first meeting cycle I, second meeting cycle I, first meeting cycle II, and second meeting cycle II, that are 18.75%, 25%, 43.75%, 81.25%, and 93.75%.

DR-TA is also effective to improve students’ reading comprehension ability for Class III SDN Sumberbendo I, Kediri conducted by Wijayanti (an abstract in http://library.um.ac.id/free-contents/index.php/publication/direct.html). After implementing the DR-TA, the students became easier in remembering and comprehending the content of the text. In addition, students’ reading comprehension ability improved. It is shown by the improvement of study completeness rate from pre-test to post-test that is 44%. So, the study completeness rate of students’ reading comprehension ability after Cycle II is 92%.
From some researches above, it can be concluded that DR-TA was chosen as one of effective strategies for improving students’ reading comprehension. Therefore, English teachers are suggested to implement Directed Reading-Thinking Activity in reading class and it also possible to teach students in any level of education and any text type.

F. Rationale

Reading is the meaningful interpretation of written or printed symbols, such as a text, that encourage the reader to construct the meaning of the text which is required active reading. The reader has to recognize the text type first to comprehend the content of the text. In addition, reading comprehension is an active process to understand what students read by involving their experience and knowledge through meaningful interpretation involving the understanding of main ideas, explicitly and implicitly stated information, generic structure of the text, meaning of certain words, and word reference.

The pre-research shows that there are some problems that hinder students’ reading comprehension. The problems are: (1) the students got difficulty to determine main idea of the text; (2) the students got difficulty to determine the specific information; (3) the students had difficulty to determine the purpose of the text; (4) students got difficulty to infer and grasp meaning of words; and (5) students had difficulty to determine references.

Therefore, the Directed Reading-Thinking Activity (DR-TA) is proposed as a strategy to improve students’ reading comprehension in this research. Directed Reading-Thinking Activity is defined as a strategy of reading comprehension that consists of predict-read-confirm cycle used to encourage the students critical awareness, to set their purpose of reading, and to encourage their self-monitoring in order to engage them in active reading. This strategy also helps the students to learn the text structure clearly and to find the meaning of unfamiliar words by using context. By using DR-TA in language teaching, the teacher and students can actively engaged in reading lesson by using predict-read-confirm cycle. By implementing this strategy, the teacher can develop the
students’ reading comprehension. Predicting and confirming their own prediction gives motivation and fun atmosphere. It means that it will be beneficial if the teacher using DR-TA to enhance students’ reading comprehension, so that teaching learning process will be more various and interesting. Furthermore, characteristics of DR-TA which is an interesting and challenging strategy will also improve the students’ motivation in teaching and learning process.

In conclusion, it can be assumed that DR-TA can improve students reading comprehension and students’ motivation in teaching and learning process.
CHAPTER III
RESEARCH METHODOLOGY

This chapter discusses the research methodology that includes setting and subjects of research, method of the research, and the steps of conducting the research. Each of them is discussed in the following section.

A. Context of the Research

1. Research Setting
   a. The Place of the Research

      This classroom action research was carried out in SMP Negeri 1 Ngadirojo. This senior high school is located at Jl. Ngadirojo – Pacitan km 3, Pondok, Ngadirojo, Wonogiri. The location of the school is in the edge of the subdistrict so it is conducive enough to study.

      SMP Negeri 1 Ngadirojo has three grades of class. They are the seventh grade, eight grade, and ninth grade. Each grade is distributed into six classes. They are class A to class F for all grades. There is no grading of naming the class. So, class A has the same level with class B, C, etc.

      There are many rooms in SMP Negeri 1 Ngadirojo. The facilities are considered good. There are teacher office, headmaster room, administration office, library, computer rooms, language rooms, laboratories, hall, cafeterias, toilet and mosque. All the rooms are maintained well.

      SMP Negeri 1 Ngadirojo uses KTSP (Kurikulum Tingkat Satuan Pendidikan) curriculum as the basis of teaching and learning processes. Instructional processes are done in six days from Monday up to Saturday. The students start to learn from 07.00 a.m. and they finish the lesson at 01.00 p.m.

   b. The Time of the Research

      The research was conducted for 5 months from February 2012 to June 2012 by exploiting the use of Directed Reading-Thinking Activity as

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a teaching strategy. This research includes the pre-research, action, and activities after the action. It can be arranged as presented in Table 3.1.

Table 3.1. The Schedule of the Research

<table>
<thead>
<tr>
<th>No.</th>
<th>Activity</th>
<th>Time of Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Pre-research (interview, observation)</td>
<td>January - February 2012</td>
</tr>
<tr>
<td>3.</td>
<td>Preparation of try out</td>
<td>March 2012</td>
</tr>
<tr>
<td>4.</td>
<td>Try out and preparation of pre-test</td>
<td>March 2012</td>
</tr>
<tr>
<td>5.</td>
<td>Pre-test</td>
<td>March 2012</td>
</tr>
<tr>
<td>6.</td>
<td>Action Cycle 1</td>
<td>April 2012</td>
</tr>
<tr>
<td>7.</td>
<td>Post-test 1</td>
<td>April 2012</td>
</tr>
<tr>
<td>8.</td>
<td>Action Cycle 2</td>
<td>May 2012</td>
</tr>
<tr>
<td>9.</td>
<td>Post-test 2</td>
<td>May 2012</td>
</tr>
<tr>
<td>10.</td>
<td>Analyzing the result</td>
<td>May - July 2012</td>
</tr>
</tbody>
</table>

2. Subject of the Research

The subject of the research is the students in the eight grade students of SMP Negeri 1 Ngadirojo Class VIII-D. This class consists of 32 students. The average number of the students is effective for language class. Teacher is easier to evaluate her students’ improvement in learning English than students in big number. Teacher can get closer to the students so that she is easy in measuring the improvement of the students’ motivation. In this research, the researcher was as the teacher and as the observers.

B. Method of the Research

The method used in this research is action research. Mills (2000: 5) proposes action research as systematic inquiry done by teacher or other individual in teaching or learning environment to gather information about and subsequently
improve the ways their particular school operates, how they teach, and how well the students’ learn.

According to the statement above, it can be concluded that action research is an attempt to improve something in which participants examine their own social or educational practices systematically and carefully using the technique done by the teachers or in collaboration of teachers and researcher by means of their own reflection upon the effect of those action. The main objective of action research is to improve practice rather than to produce knowledge. It is carried out to feed practical judgment in concentrate situation.

1. The Definition of Action Research

The research method used in this study is classroom action research. There are several definitions proposed by some experts. Mills (2000: 6) states that “action research is any systematic inquiry conducted by teacher, researcher, principals, school counselor, or other stakeholders in the teaching/learning environment, to gather information about the ways that their particular school operate, how they teach, and how well their students learn”. The data is collected with the goals of gaining insight, developing reflective practice, effecting positive changes in the social environment (and educational practices in general), and improving student outcomes and the lives of those involved.

According to Burns (1999: 30), “Action research is the application of fact finding to practical problem solving in social situation with view to improve the quality of action within involving the collaboration and cooperation of researchers, practitioners and laymen”. Bodgan and Biklen (in Burns, 1999: 30) propose action research as “the systematic collection of information that is designed to bring about social change”.

According to Penny Ur (1996: 328), action research is primarily to improve the teacher-researcher’s own teaching. It is based on a cycle investigation, action, and re-investigation, and is usually done by two or more collaborating teachers. While Wallace (1998: 1), defines action research as
“systematic collection and analysis of data relating to the improvement of some aspect of professional practice”.

From the definitions above, it can be concluded that action research is systematic collection and analysis of data conducted by teacher researcher, principals, or school counselor in the teaching/learning environment, to gather information about the ways that their particular schools operate, how they teach, and how well their students learn. The goal of actions research is improving and evaluating the teacher-researcher’s own teaching.

2. The Model of Action Research

The model of action research that is used in this study is Kemmis and McTaggart action research model. Kemmis and McTaggart in Hopkins (1993: 48) state that “Action Research occurs through a dynamic and complementary process, which consists of four fundamental steps in a spiraling process”. The steps are planning, action, observing, and reflections.

a. Planning

First of all, the researcher made general plan. She developed a plan of critically informed action to improve what is already happening. The researcher also prepared equipments such as students’ list and scoring, sheets for class observation needed in doing the action. Besides, she made lesson plan.

b. Action

In this step, the researcher did the planning which had been made. The researcher carried out the lesson plans she had made. In this research, Directed Reading-Thinking Activity is used to improve students’ reading comprehension.

c. Observation

The activities observed were the process of teaching and learning in the classroom and learning progress that students achieved. The field notes and the result of recording were the main resources for this observation.
d. **Reflection**

The researcher analyzed what happened during the teaching and learning process and the result of the reading test. Through this activity, researcher found the strengths and the weaknesses during teaching and learning process. Researcher tried to look for the solution of the problem found during the observation for the benefit of betterment of students’ reading comprehension.

The model of action research is represented clearly in Picture 3.1.

![Picture 3.1. Action Research Spiral (Kemmis and McTaggart in Burns, 1999: 33)](image)

Burns (1999: 30) suggests a number of common features which can be considered to characterize action research:

a. Action research is contextual, small scale and localized. It identifies and investigates problems within a specific situation.

b. It is evaluative and reflective as it aims to bring about change and improvement in practice.

c. It is participatory as it provides for collaborative investigation by teams of colleagues, practitioners and researchers.

d. Changes in practice are based on the collection of information or data which provides the impetus for change.

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3. Procedure of Action Research

Kemmis and McTaggart in Burns (1999: 32) state that there are six steps in the procedure of action research. The four steps at the model can be expanded into six steps which included in the procedure of action research. The procedures are: 1) identifying the problem; 2) planning the action; 3) implementing the action; 4) observing the action; 5) reflecting the action; and 6) revising the plan. In more detail, the process done in this research runs with the following procedures:

a. Identifying the problems

Before starting classroom action research, the researcher needed to identify a problem. The problems were identified by using three techniques as follows:

1) Pre-observation
   The researcher observed the teaching and learning process twice. The observation aimed to know the condition of class which is included model and management of the class. Moreover, observation was used to know students’ behavior during the teaching and learning process especially in English class.

2) Interview
   The researcher interviewed the teacher and the students to identify what problems faced by the teacher and the students.

3) Questionnaire
   The researcher gave questionnaire to the students to know the aspects of students’ reading comprehension difficulties and students’ motivation.

4) Pre-test
   The researcher conducted pre-test to know the students’ competence in reading comprehension before the research is conducted.

The problems refer to the factors making the low of reading comprehension and students’ low motivation during the teaching learning...
process. In this research, the problem is identified after the researcher conducted pre-observation, interview, questionnaire and pre-test.

b. Planning the Action

The researcher needed to make general plan before implementing the action. The researcher prepared everything needed in doing the action in order to improve the students’ reading comprehension. In this research, the researcher prepared the planning of the research as follows:

1) Deciding the topic or the material

The researcher analyzed the syllabus to know what text types that should be learnt in second semester of SMP N 1 Ngadirojo. There are two text types, recount and narrative text. Recount text had been learnt so that the researcher chose narrative text to use in the research. The topic used in narrative text is varied, for example fable and folktale. In determining narrative text that can be a model of authentic material, the researcher chose to use foreign fable and folktale, for example Aesop’s fable. The important thing is that the students never had read the text before. Therefore, the researcher searched the material from internet.

2) Making lesson plan and designing the steps in doing the action

The researcher made the lesson plan based on standard competence in syllabus. The strategy used by the researcher to teach reading comprehension is Directed Reading-Thinking Activity (DR-TA). Therefore, researcher made lesson plan and designing the steps of DR-TA and some additional activities that supported this strategy.

3) Preparing sheets for classroom observation

These sheets were used to know the situation of teaching-learning process when the technique is applied.

4) Preparing media related to the topic

The media used in teaching learning process was printed or unprinted text using PowerPoint. The media consisted of interesting text, some illustrations that represent the story in sequence, DR-TA Prediction
Log evaluation’s questions, main idea graphic organizer, character weave and exercises on worksheet. The researcher used different type of exercise on worksheet in each meeting to make students more interested.

5) Preparing teaching aid

The researcher prepared teaching aid like LCD, some pictures used in teaching learning process, and made PowerPoint presentation for each meeting before teaching the students.

6) Preparing camera

It is used to take pictures of the teaching and learning process.

7) Preparing post-test

It is used to know the improvement of the students’ reading comprehension. There were two kinds of post-test, that are post-test 1 implemented in cycle 1 and post-test 2 implemented in cycle 2. Post-test 1 and Post-test 2 had similar indicators of reading comprehension and numbers but had different text and questions. It used to know the students’ competence in using strategy to comprehend the text although the test using different text.

c. Implementing the Action

The researcher conducted the action based on the lesson plans the researcher had made. The researcher used Directed Reading-Thinking Activity in teaching and learning process in order to enhance students’ reading comprehension. The real implementation was presented as follows.

1) Opening

Teacher opened the lesson by greeting and checking students’ attendance. She did apperception by checking students’ background knowledge by asking questions and then explained the objectives of the lesson and competency has to be achieved.
2) Main stage

a) The teacher asked the students to predict what will happen in section 1 by ask them to answer some guided questions.

b) The teacher asked them to read the text deeply to find whether their prediction proved or unproved and also determine the evidence.

c) The teacher asked them whether their prediction proved or unproved and asked them to tell the reason or evidence. In this part, the teacher facilitates students to have discussion in finding main idea, detail information, meaning of words, and references.

d) The cycle of predict-read-prove in DR-TA was repeated until they finished to the last section.

The teacher asked them to do evaluation worksheet about their opinion about the text and discussed the purpose and moral value of the text. In addition, the teacher also asked the students to do evaluation worksheet to check their reading comprehension about the text.

3) Closing

Teacher asked the students’ difficulties, reviewed the lesson, asked what students’ opinion about the lesson, and closed the lesson.

In implementing the action, the researcher does the planning has been made. The researcher carries out the lesson plans the researcher has made. The researcher applies Directed Reading-Thinking Activity in teaching and learning process in order to enhance students’ reading comprehension.

d. Observing and Monitoring the Action

The classroom action research was carried out by the researcher, as the teacher of English class and the observer, and the real English teacher as the observer. The observation was done during the teaching and learning process using DR-TA strategy. She observed all activities in the classroom and took notes related to the process of teaching and learning.
The aspects of teaching and learning process which were observed were class situation, students’ behavior, teacher technique in delivering the materials and students’ response when they were given the materials. The result of the observation was written in field notes as the data. The English teacher as the observer gave some input and suggestion to the practitioner.

e. Reflecting the Result of the Observation

The researcher made an evaluation towards the teaching activity that had been carried out. The evaluation was written down as field note. The researcher reflected the field note in order to identify the strengths and weaknesses of the teaching activity that had been conducted. Reflection was the basic consideration to conduct the next teaching.

f. Revising the Plan

Based on the weaknesses of the teaching activities that have been conducted using unprinted text in teaching reading comprehension, the researcher revised the plan for the next cycle. By doing the reflection, the researcher would arrange a new plan to teach the student better. The researcher added main idea graphic organizer because the students’ ability in finding main idea was still low. She also added character weave because the students still had difficulties in finding characterization. In addition, she also gave the students reward in the end of post-test 2 to improve and stimulate the students’ participation.

Table 3.2 shows the procedures of action research.

<table>
<thead>
<tr>
<th>Steps of the Research</th>
<th>Objectives</th>
<th>Participants</th>
<th>Techniques</th>
<th>Data</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identifying the problem</td>
<td>To know the students’ problem and the reason</td>
<td>Researcher, Students</td>
<td>Observation, Interview, Questionnaire, Pre-test</td>
<td>The result of observation, interview, questionnaire</td>
<td>a. Burns' Method to analyze qualitative data (the result of Observation)</td>
</tr>
</tbody>
</table>
C. Techniques of Collecting Data

In this research, the data were collected by using quantitative and qualitative method. The quantitative data was collected from the students’ reading score, while qualitative data from observations, field note, interview, and document analysis. They are elaborated as follows:

1. Quantitative Data

   In collecting quantitative data, researcher used to test techniques which were conducted by giving pre-test before implementing the action and post-test in the end of each cycle after implementing the action. A test is a systematic procedure for observing one’s behavior and describing it with the aid of

| Step | Description | Responsible | Activity | Result/
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<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>Planning the action</td>
<td>To prepare everything needed</td>
<td>Researcher</td>
<td>Preparing anything needed</td>
</tr>
<tr>
<td>3.</td>
<td>Implementing the action</td>
<td>To prove the hypotheses</td>
<td>Researcher / Student</td>
<td>Implementing the action using DR-TA strategy, Field note</td>
</tr>
<tr>
<td>4.</td>
<td>Observing the action</td>
<td>To know what have been done in the class</td>
<td>Researcher / Teacher</td>
<td>Observing the teaching and learning process, Record of the teaching and learning activity</td>
</tr>
<tr>
<td>5.</td>
<td>Reflecting the action</td>
<td>To know that the strategy works or not, and to know the strength and the weaknesses of the strategy that has been conducted</td>
<td>Researcher / Teacher</td>
<td>Evaluating the action that has been done, All data above</td>
</tr>
<tr>
<td>6.</td>
<td>Revising the plan</td>
<td>To prepare the next cycle</td>
<td>Researcher</td>
<td>Analyzing the result of reflection, The result of reflecting of action</td>
</tr>
</tbody>
</table>
numerical device or category system. Written test of reading comprehension (pre-test and post-test) was used to know the students' ability to understand and comprehend a reading text. In this research, the researcher used multiple choice tests. The instrument used for collecting data must be valid, reliable, and practical.

a. The validity of the instrument

Test validity is the degree to which a test measures what it claims to be measuring (Mason & Bramble, 1997: 266). A test is considered valid if the items are able to measure what we are going to measure. To measure the validity of the test, the researcher uses internal validity. The formula of Internal Validity is as follows:

$$S_i = \sqrt{\frac{\sum x^2}{n}}$$

- $S_i$ = standard deviation of the square root of the total of the square of each deviation score divided by the number of respondents
- $\sum x^2$ = the total of the square of each deviation score
- $n$ = the number of respondents

$$\tau_n = \frac{X_n - X_t}{S_t} \sqrt{\frac{p_i}{q_i}}$$

- $\tau_n$ = the validity of each item
- $X_n$ = sum of correct answers within the row divided by sum of correct answers within column
- $X_t$ = the average of the total correct answers
- $S_t$ = standard deviation of the square root of the total of the square of each deviation score divided by the number of respondents
- $p_i$ = the total of the correct answers divided by the number of respondents
- $q_i$ = the total of the incorrect answers divided by the number of respondents
In try out, there were 60 items to check the students’ comprehension before conducting the action. Try out test was done by 31 students of class VIIIC. Based on the result of validity test, there were 35 valid items because \( r_o > r_t (0.355) \).

b. The reliability of the instrument

A test will be reliable if it is administrated many times approximately the same result will be obtained (Mason & Bramble, 1997: 266). Reliability is concerned with consistency of the test score. The formula is as follows:

\[
\hat{r}_{kk} = k - \frac{1}{k} \left( \frac{\sum pq}{s_z^2} \right)
\]

- \( \hat{r}_{kk} \) = internal reliability
- \( k \) = the total valid item
- \( \sum pq \) = the sum of the multiplication of the proportion of the correct answers and the incorrect answers
- \( s_z \) = standard deviation of the square root of the total of the squared of each deviation score divided by the number of respondents

After checking the instrument that was valid, it is also important to check the instrument’s reliability. Therefore, the formula above was used to check the reliability of 35 valid items. Based on the result of reliability test, the instrument was reliable because \( r_o (0.884284) > r_t (0.355) \). This instrument was ready to use in pre-test for students of class VIIID.

2. Qualitative Data

The qualitative data in this research are collected by using some techniques including:

a. Interview

Interviews are basic fact-finding interactions where one individual asks questions while another responds. By conducting interviews, researchers obtain a clearer understanding of an individual’s background and experience. Knowledge of this
experience helps the researcher better understand the context for an individual’s behavior and decision-making rationale.

The researcher held interviews with the teacher and the students. Interview to the teacher was done twice, in pre-research and after research. Meanwhile, the researcher interviewed the students three times: in pre-research, in the process of teaching and learning process, and at the end of the research. The students were interviewed from high, middle, and low level students.

The topic of interview was quite similar from pre-research to after research. In the pre-research, the researcher interviewed the teacher and the students in order to know what problems faced and the causes especially in reading comprehension. In the process of teaching and learning process, the researcher interviewed the students in order to know what problems still faced and the causes especially in reading comprehension after implementing DR-TA strategy in teaching and learning process. After implementing the action, the researcher interviewed the teacher and the students in order to know their opinion about the students’ reading comprehension and motivation.

The interview with the teacher was done three times, before and after observing the teaching and learning process done by the teacher in pre-research and after implementing the DR-TA strategy in cycle 2. The interview with the students was done after the students completed questionnaire in pre-research and after implementing the research.

b. Observation

Observation was used to collect the data. It is a technique of collecting the data closely watching and noticing classroom events or happenings, or interaction, either as a participant in the classroom or as an observer of another teacher’s observation. In this research, the researcher observed the process of teaching and learning.
The researcher conducted general observations by observing the teaching and learning process in class VIIID to know the students’ attitude in English lesson when implementing the action. Teacher as collaborator has important role in this step. Before teaching, the researcher gave the teacher, as collaborator, a bundle of lesson plan, all materials used, the exercises, and observation sheet. She observed the teaching and learning process, as follow: evaluated teacher’s way of teaching, the materials, exercises, lesson plan used in teaching and learning process, and observed the students’ participation and attitude in class and all that happened there.

c. Field Notes

The result of the observation was written in the form of field notes. Field notes are descriptions and accounts of events in the research context that are written in relatively factual and objectives style. They are used to record activities happening in the class. The researcher made note to all activities during the lesson and noted the students’ reaction and response to the learning.

d. Documents

Documents are important source of data in Action Research. Document analysis can help researcher to complement other observations by building a richer profile of the classroom for the research. Documents can also give insight into the theoretical and practical values (Burns, 1999: 140). There is a wide range of documents that could be related to the research focus, including forms of reflection, photograph, students’ worksheet, lesson plans, classroom materials, and the result of students’ pre-test and post-test. The result of English tests here are pre-test and post-test which are used to collect the data of the improvement in reading comprehension.
e. Questionnaire

Action research may employ the use of questionnaires when it is impossible to interview every respondent. Researcher used close-ended questions because they force a response, score quickly, and are easy to evaluate. There were two questionnaires given to students. The first one was given in the beginning of the research before implementing the action and the second questionnaire was given in the end of the research after implementing the action.

The first questionnaire was used to know the students’ reading problems and motivation before implementing the action. The questionnaire consists of 20 statements, which are 6 statements for students’ reading comprehension and 14 statements for students’ motivation. It also used Likert scales range from one to four levels, such as 4 (strongly agree), 3 (agree), 2 (disagree), and 1 (strongly disagree). Students were given fifteen to twenty minutes to complete the questionnaires and to clarify questions if necessary.

The second questionnaire was conducted after implementing the action and was used to know the students’ opinion about the teaching reading comprehension using DR-TA and how it helped them in improving their reading comprehension. Actually, the questionnaire was quite similar with the previous questionnaire but this questionnaire emphasized the use of DR-TA. It consisted of 20 numbers of statements. Students were given 20 to 25 minutes to complete the questionnaires and to clarify questions if necessary.

The implementation of the data collection used in this study is summarized in the Table 3.3.
Table 3.3. Data Collecting

<table>
<thead>
<tr>
<th>Steps of the study</th>
<th>The Participants</th>
<th>The Data Collecting</th>
<th>The Data Analyzing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-research</td>
<td>Teacher</td>
<td>Observation</td>
<td>Observation report</td>
</tr>
<tr>
<td></td>
<td>Researcher</td>
<td>Interview</td>
<td>Transcript of the interview result</td>
</tr>
<tr>
<td>Implementation</td>
<td>Researcher</td>
<td>Observation</td>
<td>Field notes</td>
</tr>
<tr>
<td></td>
<td>Teacher</td>
<td>Interview</td>
<td>Photographs of teaching-learning process</td>
</tr>
<tr>
<td>Result Discussion</td>
<td>Teacher</td>
<td>Interview</td>
<td>Lesson plan</td>
</tr>
<tr>
<td></td>
<td>Researcher</td>
<td>Post-test</td>
<td>Result of English test score</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Transcript of the interview result</td>
</tr>
</tbody>
</table>

D. Techniques of Analyzing Data

The data were analyzed to get conclusion of each cycle. The data analyzed in this research were divided into two kinds of data, qualitative and quantitative data. The qualitative data consists of the result of observation, field notes, interview, and documents. The qualitative data were analyzed by using Burn’s method. Meanwhile, the quantitative data were analyzed by using non-independent t-test.

1. Qualitative techniques

In analyzing qualitative data, the writer uses Burns’ method. Burns (1999: 156) gives several steps of constant comparative method that can be used to analyze the qualitative data.

a. Assembling the data
The first step is to assemble the data that have been collected over the period of the research: field notes, interview, questionnaire and so on. At this stage, broad pattern should begin to show up which can be compared and contrasted to see what fits together. By scanning the data, it begins to process of more detailed
analysis by bringing up possible patterns which can be adapted and added to as it is processed.

b. Coding the data
Coding is a process of attempting to reduce the large amount of data that may be collected to more manageable categories of concepts, themes, or types. Data analysis becomes much messier and coding becomes less clear cut when it is dealing with diary entries, classroom recordings, or open-ended survey questions.

c. Comparing the data
Once the data have been categorized in some way, comparison can be made to see whether themes or patterns are repeated or developed across different data gathering techniques.

d. Building interpretations
This is the point where the researcher moves beyond describing, categorizing, coding, and comparing to make some sense of meaning of the data. This stage demands creative thinking as it is concerned with articulating underlying concepts and developing the theories about why particular patterns of behaviors, interactions or attitudes have emerged.

e. Reporting the outcomes
The final stage involves presenting an account of the research for others. A major consideration is to ensure that the report sets out the major processes of the research, and that the findings and outcomes are well supported with examples from the data.

2. Quantitative techniques
To analyze the quantitative data, the researcher uses quantitative technique of analysis. The quantitative data gained from the tests support the qualitative data. The results of the tests (pre-test and post-test) are analyzed.

Then, the students’ pre-test and post-test scores are presented in the form of mean scores. The mean of pre-test and post-test scores are used to analyze the teaching learning process. It is done to compare the students’ reading comprehension before and after the implementation of the research.

The mean of students’ score in pre-test and post-test can be calculated with the formula as follows:

\[
\bar{X} = \frac{\sum X}{N} \quad \text{and} \quad \bar{Y} = \frac{\sum Y}{N}
\]
In which:

\[ \sum X \] = The sum of students’ score before the action

\[ \sum Y \] = The sum of students’ score after the action

\[ \bar{X} \] = Means of students’ score before the action

\[ \bar{Y} \] = Means of students’ score after the action

\[ N \] = number of student

From the calculation result using the formula above, it can be seen whether there is improvement of the result of pre-test and the post-test. Finally, by analyzing the data, the conclusion and suggestion were drawn.
CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

This chapter discusses the result of the research. The objectives of the research are to identify the improvement of the students' reading comprehension and the students' motivation through Directed Reading-Thinking Activity (DR-TA). This chapter covers research implementation and discussion. Each cycle of the research implementation which consists of planning, acting, observing and reflecting activities is described in this chapter.

A. Introduction

Based on the pre-observation and interview done in the pre-research, the researcher found the fact that the eighth grade students of SMP N 1 Ngadirojo had a problem in reading, that is the students' reading comprehension was still low. It could be seen from the students' reading achievement score.

In this study the researcher had two categories of indicators related to the students' reading comprehension of narrative texts. The first category was related to the students' problems in reading competence including: (1) students had difficulty in determining main idea of the paragraph; (2) students also had difficulty in finding the purpose of the text, including moral value of the text; (3) students got difficulty to determine the detail information; (4) students had difficulty to infer and grasp meaning of words; and (5) students had difficulty to determine reference.

The second category came from the students' motivation in teaching learning process as follows: (1) most students became passive when the English teacher taught reading; (2) students were determined to stay silent rather than risk committing; (3) when they couldn't answer the teacher's question, they just copied the answer of another students; (4) some students dominated classroom interaction, while the rest did not give any aspirations; and (5) some students did chit-chat with their friends when the teacher explained material.

The problems above are caused by many factors related to the teaching and learning process. The heterogeneous students in reading comprehension and
motivation was one of the factors causing the problem. They were also familiar with translating the text to get the meaning of the words to comprehend the text. Besides, the text and the tasks were monotonous and not interesting, taken from LKS, so that the students were not challenged to do the tasks and did not have perseverance in doing the tasks. The students had low confidence in their success. There were no competition in teaching and learning activities, so that the students had low ego-involvement and low aspirations. The teacher did not tell the goal of her lesson clearly, so that the students have low goal orientation. The students were frustrated when they did not understand what the teacher tells about and then they were hopeless and avoid to do the tasks. As a result, they tend to copy their friend’s work.

The research was conducted on January 2012 until May 2012. The time schedule of the research is described in Table 4.1.

Table 4.1 Research Schedule

<table>
<thead>
<tr>
<th>No.</th>
<th>Date</th>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>January 28th, 2012</td>
<td>Pre-Observation</td>
<td>09.55 – 11.15 a.m.</td>
</tr>
<tr>
<td>2</td>
<td>February 15th, 2012</td>
<td>Pre-Observation</td>
<td>07.00 – 08.20 a.m.</td>
</tr>
<tr>
<td>3</td>
<td>March 17th, 2012</td>
<td>Try-Out Test</td>
<td>11.15 a.m. – 01.00 p.m.</td>
</tr>
<tr>
<td>4</td>
<td>March 21th, 2012</td>
<td>Pre-Test</td>
<td>07.00 – 08.20 a.m.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>April 14th, 2012</td>
<td>Meeting 1</td>
<td>09.55 – 11.15 a.m.</td>
</tr>
<tr>
<td>6</td>
<td>April 18th, 2012</td>
<td>Meeting 2</td>
<td>07.00 – 08.20 a.m.</td>
</tr>
<tr>
<td>7</td>
<td>April 19th, 2012</td>
<td>Meeting 3</td>
<td>09.55 – 11.15 a.m.</td>
</tr>
<tr>
<td>8</td>
<td>April 21th, 2012</td>
<td>Post-test 1</td>
<td>09.55 – 11.15 a.m.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>May 3rd, 2012</td>
<td>Meeting 1</td>
<td>09.55 – 11.15 a.m.</td>
</tr>
<tr>
<td>10</td>
<td>May 5th, 2012</td>
<td>Meeting 2</td>
<td>09.55 – 11.15 a.m.</td>
</tr>
</tbody>
</table>
B. Process of the Research

In this classroom action research, the researcher was an active participant as teacher and observer. Before conducting the research, the researcher told Mrs. SL as the English teacher in Class VIIID that the researcher would conduct an action research as her thesis. She permitted to conduct the research. She wanted to know her students’ improvement through the research. Mrs. SL and the researcher worked together in implementing the study. Teacher, Mrs. SL, was the observer while the researcher was the practitioner and the observer too.

The researcher conducted the action research in two steps. First, she did the pre-research observation and then she conducted the action research. In this research, the implementation was held in two cycles, in which each cycle consists of three meetings. During the process of the research, the researcher noticed that cycle one was through stages of planning, implementation, observation, reflection, and revising plan. Cycle two was through stages of planning, implementation, observation, reflection of observation result and final reflection. The whole process of this study can be seen in Table 4.2.

<table>
<thead>
<tr>
<th>Table 4.2 The Whole Process of Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Pre-research</td>
</tr>
<tr>
<td>1. Observation</td>
</tr>
<tr>
<td>Identifying and focusing the problems during teaching learning process.</td>
</tr>
<tr>
<td>2. Questionnaire</td>
</tr>
<tr>
<td>Identifying students’ motivation for reading</td>
</tr>
<tr>
<td>3. Interview</td>
</tr>
<tr>
<td>Identifying and confirming teacher’s and the students’ difficulties in teaching and learning narrative text.</td>
</tr>
</tbody>
</table>

commit to user
4. Pre-test

Identifying the students’ comprehension on narrative text.

C. Research Implementation

Cycle 1

1. Planning

Preparing the materials, lesson plan, teaching aids, camera, texts, worksheet, and everything related to the implementation of the research.

2. Action

a. Meeting 1

The teacher explained about Directed Reading-Thinking Activity (DR-TA) and used it to solve the problems of reading comprehension in group of 5-6 students.

b. Meeting 2

Teacher asked students to use DR-TA strategy for comprehending the narrative text in pairs.

c. Meeting 3

Teacher facilitated students to use DR-TA strategy for comprehending the narrative text individually.

d. Post-Test 1

Preparing the test for identifying the students’ comprehension on narrative text after conducting cycle 1.

3. Observation

a. Meeting 1

1) Some students were still confused in using DR-TA strategy because it was new strategy for them.
2) The DR-TA Prediction Log was not filled completely. Therefore, Student Worksheet had not been done yet.
3) Students in every group asked the researcher frequently.
4) On the other hand, it could be seen that the other students were really active in knowing what DR-TA is and they were eager to use it to comprehending the text.
5) Researcher, as a teacher, did not know the students name and number so that she was difficult in listing the students who did not give attention in teaching learning process.

From the fact above, it can be concluded that the students’ challenge, interest and confidence improved slightly.
b. Meeting 2
1) Just a few students were still confused with the DR-TA strategy.
2) The DR-TA Prediction Log was filled completely.
3) Students had enough time to do evaluation worksheet and discuss their answer.
4) The students were engaged in doing predict-read-prove cycle in DR-TA to comprehend the narrative text.
From the fact above, it can be concluded that the students’ reading comprehension and motivation were improved slightly.
c. Meeting 3
1) The students still needed guidance in using DR-TA individually to comprehend the text.
2) The students did students evaluation worksheet and discussed it well, but there were some students that avoided to answer some questions. They said that there were no enough time to answer all questions. The questions that they avoided were about main idea and moral value of the text.
3) Almost all of boys in reading class was active in DR-TA and discussion activity. Different with them, most of the girls were still ashamed in discussion activity although their DR-TA Prediction Log result were better than the boys.
4) The students reading comprehension and motivation were improved although there were some aspects that were still low.
d. Post-Test 1
1) The mean of students’ score in post-test 1 is better than the mean of students’ score in pre-test. It means that their reading comprehension were improved, slightly and significantly.
2) The mean score of reading comprehension that improved slightly is in finding main idea (from 36.61 to...
4. Reflection

a. Strengths
   1) There was improvement in students’ reading comprehension, either slightly or significantly.
   2) There was improvement in students’ motivation.

b. Weaknesses
   There were some objectives which had not been achieved yet. The students’ competence in determining main idea was not good enough. It was shown from the mean score of main idea in post-test was 50. It was caused by the students who had not understood yet about the skill.

Some students were very active in discussion session so that the rest of students did not have any opportunities to answer the questions in discussion session. It made the rest of students did not confidence in reporting their answer.

5. Revising Plan

a. Researcher, as teacher, will use main idea graphic organizer to help the students in finding main idea.

b. Teacher will insert character scheme about verb and adjective words that represent the character so that students can derived the moral value in the end of the last section easily.

c. Giving the students much times to have discussion so that the number of students involved in discussion were increased. The students who had involved in discussion will be given additional score and a reward.
Cycle 2

<table>
<thead>
<tr>
<th>1. Planning</th>
<th>Preparing lesson plan, text and everything related to action research.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Action</td>
<td>a. Meeting 1</td>
</tr>
<tr>
<td></td>
<td>1) The teacher explained about main idea graphic organizer and character scheme and how to do it to help them in comprehending narrative text using DR-TA in group of 5-6 students.</td>
</tr>
<tr>
<td></td>
<td>2) Teacher told the students that she would give the students to have more time to have discussion so that the number of students involved in discussion were increased. She also said that the students who had involved in discussion will be given additional score and in the end of Cycle 2 will be given a reward to some of them.</td>
</tr>
<tr>
<td>b. Meeting 2</td>
<td>Teacher did the same activities in meeting 1 but used different text and the students worked in pairs.</td>
</tr>
<tr>
<td>c. Meeting 3</td>
<td>Teacher did the same activities in meeting 1 but used different text and the students worked in groups of 5-6 students.</td>
</tr>
<tr>
<td>d. Post-test 2</td>
<td>Preparing the test for identifying the students’ comprehension on narrative text after conducting Cycle 2.</td>
</tr>
</tbody>
</table>

3. Observation

| a. Meeting 1         | 1) Some students were still confused in using DR-TA combined with main idea graphic organizer but they could work well in character scheme. |
|                      | 2) The students were still asked the teacher frequently. |
|                      | 3) Many students believed that they were good in reading. |
|                      | 4) Many students felt the challenge in reading. |
|                      | 5) Many students were interested and active in teaching and learning process. |
|                      | 6) Many students were confidence in |
sharing their answer and prediction in class discussion.

7) There were some students who did not joined the discussion in group.

b. Meeting 2
   1) Most of the students could comprehend the narrative text well using DR-TA combined with main idea graphic organizer and character scheme.
   2) Most of students were interested in the text, felt the challenge, and active and confidence in sharing their predictions and answer in discussion activity.

c. Meeting 3
   1) Students worked well in pairs.
   2) The students were more motivated in teaching and learning process.
   3) Almost all of the students could comprehend the narrative text well using DR-TA combined with main idea graphic organizer and character scheme.
   4) Most of students were interested in the text, felt the challenge, and active and confidence in sharing their predictions and answer in discussion activity.

d. Post-Test 2
   1) Most of students participated well in group discussion.
   2) The mean of students’ score in post-test 2 is better than the mean score in post-test 1. It means that their reading comprehension were improved, slightly and significantly.
   3) The mean score of reading comprehension that improved slightly is in finding the purpose of the text and moral value (from 69.27 to 70.31).
   4) The mean score of reading comprehension that improved significantly is in determining detail information (from 33.20 to 74.61).
   5) The mean score of reading comprehension that also improved is in identifying and determining main idea (from 50 to 54.91), determining the
meaning of words on the text (from 54.02 to 74.55), and determining references (from 64.29 to 75)

4. Reflection

a. Strengths
1) The students' reading comprehension was improved.
2) The students were able to find main idea of the narrative text by using DR-TA combined with main idea graphic organizer.
3) The students paid full attention in participating in teaching and learning process.
4) The students were interested and motivated in making prediction and more active and confidence in sharing their predictions and answers of the students worksheet.

b. Weaknesses
Some students were annoyed when their answer was wrong frequently.

5. Final Reflection

a. Positive result: the improvement of students' comprehension on narrative text and students' motivation in teaching of reading comprehension.

b. The students' score from pre-test 37.77; post-test 1 53.13; and post-test 2 72.59.

c. Weaknesses:
the students get bored without various text and interesting narrative text.

More detailed explanation of the procedures of the study is described in the following sections:

1. Pre-research

Pre-research was conducted before the implementation of the study. The aim of conducting pre-research is to identify the problems happen during the teaching learning process. The techniques used to identify the problems are observing the teaching learning process, interviewing teacher and students, giving questionnaire to the students, and giving pre-test to them.
The objects identified in pre-research are students’ reading comprehension, students’ motivation, and the teacher’s teaching technique.

The result of the observation and the interview in pre-research shows that the teacher did not implement three-phase technique well. The observation was conducted twice, in writing skills, integrated with reading comprehension, and in reading comprehension. In the first observation, she taught the students’ writing skill using exercises in LKS. In this lesson, the teacher integrated writing and reading skills, so that it was good chance to identify the students’ reading, the students’ motivation in teaching learning process, and the teacher’s teaching technique. She asked the students to read the questions, answer it, and then discuss the answer. When students answered the questions, some students looked sleepy and tended to copy their friends’ answer. Some students did chit-chat with their friends nearby. There were just a few students who did the task seriously. In answering the questions, the students opened the dictionary frequently. It shows that they still had low level of vocabulary. Next, in discussion activity, most of them were bored because the teacher’s teaching technique was not interesting. One of students asked to read the question and translate it into Indonesian and then read the answer. One student answered one question. If his/her answer was wrong, the teacher directly said the correct answer without asking other students’ answer. It made another students did not feel the challenge in discussion activity and in reading. From first observation, it could be concluded that students were not active in teaching learning process and had low level of vocabulary because they had low motivation in reading and teaching learning process and because the teacher’s teaching technique was not interesting and challenging.

In second observation, the teacher taught reading comprehension in narrative text. It was her first meeting in teaching them a narrative text. Actually, she had taught them a narrative text slightly in the end of previous meeting. Different with previous meeting, the teacher used multimedia room because it is completed with LCD. The teacher used powerpoint presentation
in teaching reading comprehension. After opening the lesson, the teacher asked students to tell the purpose of narrative texts. The teacher asked the students voluntarily but none of them raise their hand. Therefore, the teacher pointed one of the students. Then, the students opened his LKS to find the answer. It was seen that the students were not active in teaching learning process. Next, the teacher explained what narrative text is in bilingual, English and Indonesians. Some students did not pay attention to the teacher. Then, the teacher showed the text in powerpoint presentation. The text was shown in full text and inserted by some small pictures so that the text did not clear enough to the students. At that time, the students started to be bored because they could not see the text clearly. Some of the pictures did not relevant with the content of the text. It was seen that although the teacher used powerpoint presentation, she should consider the size of the font and the pictures so that it was interesting and helpful to the students.

The narrative text used in this meeting is Snow White and the Seven Dwarfs. The students looked familiar with this text. Therefore, the students knew the main plot of the text in Indonesian but they could not decode and comprehend the text deeply in English. The fact supported this findings is that when the teacher asked the students to tell where the story takes place, they answered “kerajaan.” Whereas, there was no word “palace.” When, the teacher then asked the students what word which means “kerajaan”, most of them said “dari gambarnya, Bu.” The teacher then asked them to read the text again. It is continued to the end of the text.

Based on the teaching and learning process conducted by the teacher, it can be seen that the students have low reading comprehension and motivation. in addition, there were many factors that caused it. Based on the observation during reading class and interviewing the students, the problems found are: (1) most students became passive when the English teacher taught reading; (2) students determined to stay silent rather than risk committing; (3) when they couldn’t answer the teacher’s question, they just copied the answer of another students; (4) some students dominated classroom interaction, while
the rest did not give any aspirations; and (5) some students did chit-chat with their friends when the teacher explained material.

The problems above are caused by many factors related to the teaching and learning process. The heterogeneous students in reading comprehension and motivation was one of the factors causing the problem. They were also familiar with translating the text to get the meaning of the words to comprehend the text. Besides, the text and the tasks were monotonous and not interesting, taken from LKS, so that the students were not challenged to do the tasks and did not have perseverance in doing the tasks. The students were frustrated when they did not understand of what the teacher tells about and then they were hopeless and avoid to do the tasks. As a result, they tend to copy their friend’s work.

The students in Class VIIID is heterogeneous in reading comprehension and in motivation. It is shown by the result of interview session, that the teacher said that the students’ competence in reading comprehension was various. Most of them still had problems in comprehending the text and just a few of them which was proficient. The students were also familiar with translating the text to get the meaning of the words and to comprehend the text. They did this because there is regulation given by the teacher that the students should bring their dictionary in English class and use it to know the meaning of the words in comprehending the text. It caused them to have limited vocabulary. They also had low reading habit because they said that they were rare to do their homework, especially for the boys.

The teacher’s teaching technique that makes students difficult in comprehending the text are: (1) teacher translated almost all of what she said and what is on the screen; (2) in determining main idea, the teacher makes the students believed that main idea of the paragraph is on the first sentence or the last sentence of the paragraph; (3) in determining the purpose of the text, she tended to tell the students in the beginning of the lesson; (4) the teacher guided the students to find detail information of the text first, but if the
students could not respond this, she explain the detail information; (5) the teacher asked the students translated almost all of the text using question-answer and dictionary; (6) the teacher directly tell the students the reference stated on the text; and (7) the teacher showed a full text to the students.

The material used in reading class, especially for narrative text, is mostly taken from LKS and students’ English Book. It means that the material used is not various because the text is mostly translation of Indonesian folklore, for example Malin Kundang and Jaka Tarub, and English famous folktale, for example Snow White and Cinderella. That makes the text predictable and not interesting. As a result, it makes the students bored and not challenged to read the text.

The students were frustrated when they did not understand of what the teacher tells about and then they were hopeless and avoid to do the tasks. As a result, they tend to copy their friend’s work. In interview with the students, two of three students said that they would copy their friend’s answer when they could not answer the questions and when there is not enough time to think about the answer. Meanwhile, one of the three students said that she would answer the questions by herself.

The students’ comprehension of texts was evaluated by reading comprehension test. The test was conducted in class D of the eighth grade, which consists of 32 students. From the test, it could be concluded that the students’ reading comprehension was low. It was shown from the mean score of pre-test that is 37.77.

2. Research Implementation

After conducting the pre-research, the researcher continued to the research implementation. The implementation of the teaching reading using Directed Reading-Thinking Activity in classroom action research covered two cycles. The researcher divided the first cycle into three meetings and every meeting spent 80 minutes. It was conducted on April 14th, 2012; April 18th, 2012; and April 19th, 2012. In this cycle, the researcher used
narrative texts. The kinds of narrative texts come from interesting western story that never ever had read by them because DR-TA would be useful to interesting text that never ever had read by the students. The second cycle was conducted on May 3rd, 2012; May 5th, 2012; and May 9th, 2012. In this second cycle, the researcher also used narrative texts. Each cycle in this action research consists of six steps: identifying the problems, planning the action, implementing the action, observing the action, reflecting the action and revising the plan.

3. Cycle 1
   a. Identifying the Problems

Before the researcher implemented the research, she had done pre-research consisting of observation, interviews, questionnaire and pre-test. She found some problems dealing with the students’ reading comprehension and students’ motivation in teaching of reading comprehension. She found that the students got difficulties to find main idea, purpose of the text, detail information, meaning of words, and references.

Moreover, the students’ low reading comprehension is also indicated through low students’ motivation in teaching and learning process. Based on the observation during reading class and interviewing the students, the problems found are: (1) most students became passive when the English teacher taught reading; (2) students were determined to stay silent rather than risk committing; (3) when they couldn’t answer the teacher’s question, they just copied the answer of another students; (4) some students dominated classroom interaction, while the rest did not give any aspirations; and (5) some students did chit-chat with their friends when the teacher explained material.

The test was conducted in class VIIID which consists of 32 students. From the test, it could be concluded that the students’ comprehension of narrative text was low. It was shown from the mean
score of pre-test, that is 37.77. To solve the problems, the researcher decided to conduct an action research by using Directed Reading-Thinking Activity (DR-TA) to improve the students’ reading comprehension on narrative text. The researcher believed that teaching reading using DR-TA would improve the students’ reading comprehension and changed their assumption toward English lesson especially in reading comprehension.

b. Planning the Action

Finding the facts that the students’ reading comprehension was low and the class was less conducive, the researcher planned to teach them by using Directed Reading-Thinking Activity (DR-TA) and different kinds of materials’ resources to solve the problem. The technique is an effective way to encourage the students to not only think, ask questions, and make some notes, but also they can predict, read in detail, and confirm their prediction either in groups or in class. The researcher believes that DR-TA can improve the students’ reading comprehension and can change their assumptions toward teaching and learning process in English class. In this research, the researcher teaches the students of narrative text.

The researcher prepared the research instrument based on the syllabus. Before implementing the action, the researcher planned everything related to the action in the first cycle. They were as follows:

1) Constructing a lesson plan and designing the steps in doing action. Each lesson plan consisted of three terms, they are opening, main activity, and closing. The steps took 80 minutes in one meeting. Opening consists of greeting and checking of students’ attendance. Main activities consist of building knowledge of fields, modelling, and implementing DR-TA to improve the students’ reading comprehension. Closing consists of reflecting the lesson, making summary, giving homework, and saying good bye. In the first cycle, the researcher planned to have three meetings.
2) Preparing the material from some exercises books and internet.
3) Preparing a book to note the activities happening in the teaching learning process and a camera to take photos of the teaching learning process in class.

c. Implementing the Action Research

1) The First Meeting (April 14th, 2012)
   a) Opening
   The first meeting was conducted on Saturday April 14th, 2012. In the beginning of the lesson, the researcher as the teacher, greeted the students and checked the students' attendance. Beginning the lesson, the students looked fresh because the lesson was conducted after break. The class was not noisy, but surrounding was very noisy.
   b) Main activity
   The researcher tried to make a good condition in class by telling to the students that the day’s activities would be reading lesson by using Directed Reading-Thinking Activity (DR-TA). Firstly, the teacher told the students that they would read a section of text that they have never read before. The teacher asked the students to see pictures (Picture 1 and Picture 2) and the title of the text “How the Swan Got a Long Neck”. Then, the teacher divided students into six groups and passed out an envelope to each group that consists of 4 sections of the text entitled “How the Swan Got a Long Neck” and 1 sheet of DR-TA Prediction Log. The teacher told students that at that day, they would comprehend narrative text in a new strategy called DR-TA. The teacher also told them about DR-TA slightly.

   The teacher guided the students to predict about what will happen next and the reason to prove their prediction by asking questions like “What do you know about the pictures?”

   commit to user
and “What do you think this story will be about? Why do you think so?” after seeing the two pictures and the title. The teacher asked the students to write their prediction in the first column of DR-TA Prediction Log.

The teacher asked the students to read SECTION 1 carefully to get detail information to check their prediction whether it is proved or not. After reading, the teacher asked the students to confirm whether their prediction was proved or not and what is/are the evidence(s) and to fill in the second and third columns of DR-TA Prediction Log. Based on the evidence, the students made new prediction and wrote it on the first column of the second row of the DR-TA Prediction Log. Based on the evidence, the students could revise the previous prediction and wrote it in the column. It was continued until the students have read all sections.

After students got the whole text, the teacher (T) asks each group to make evaluation and summarize the story. The teacher gave follow-up activities after reading the text. The teacher explained about narrative text.

c) Closing

Having finished conducting the first meeting, the researcher asked the students whether they had difficulty or not, and then she summed up the topic of today’s lesson together narrative texts. When the researcher found that the students had understood the lesson, she gave the students homework and she said goodbye.

2) The Second Meeting (April 18th, 2012)

a) Opening

The first meeting was conducted on Wednesday April 18th, 2012. In the beginning of the lesson, the researcher as the teacher, greeted the students and checked the students’
attendance. Beginning the lesson, the students looked fresh because it was the first lesson of that day. The class was not noisy, but surrounding was very noisy.

b) Main activity

The researcher tried to make a good condition in class by telling to the students that the day’s activities would be reading lesson by using Directed Reading-Thinking Activity (DR-TA). Firstly, the teacher told the students that they would read a section of text that they have never read before. The teacher asked the students to see pictures (Picture 1 and Picture 2) and the title of the text “The Shepherd Boy and the Wolf”. Then, the teacher divided students into pairs and passed out a map to each group that consists of 1 sheet of DR-TA Prediction Log and students worksheet.

The teacher guided the students to predict about what will happen next and the reason to prove their prediction by asking questions like “What do you know about the pictures?” and “What do you think this story will be about? Why do you think so?” after seeing the two pictures and the title. The teacher asked the students to write their prediction in the first column of DR-TA Prediction Log.

The teacher asked the students to read SECTION 1 carefully to get detail information to check their prediction whether it is proved or not. After reading, the teacher asked the students to confirm whether their prediction was proved or not and what is/are the evidence(s) and to fill in the second and third columns of DR-TA Prediction Log. Based on the evidence, the students could revise the previous prediction and wrote it in the column. Then, the students made new prediction and wrote it on the first column of the second row of the DR-TA Prediction Log. It was continued until the students have read all sections.
After students got the whole text, T asks each group to make evaluation and summarize the story. The teacher gave follow-up activities after reading the text. The teacher explained about narrative text.

c) Closing

Having finished conducting the second meeting, the researcher asked the students whether they had difficulty or not, and then she summed up the topic of today’s lesson together narrative texts. When the researcher found that the students had understood the lesson, she gave the students homework and she said goodbye.

3) The Third Meeting (April 19th, 2012)

a) Opening

The second meeting was conducted on Thursday April 19th, 2012. In the beginning of the lesson, the researcher as the teacher, greeted the students and checked the students’ attendance. Beginning the lesson, the students looked fresh because the lesson was conducted after break. The class was not noisy, but surrounding was very noisy.

b) Main Activity

The researcher tried to make a good condition in class by telling to the students that the day’s activities would be reading lesson by using Directed Reading-Thinking Activity (DR-TA). Firstly, the teacher told the students that they would read a section of text that they had never read before. The teacher asked the students to see pictures (Picture 1 and Picture 2) and the title of the text “All for a Piece of Bread”. Then, the teacher passed out a map that consists of 1 sheet of DR-TA Prediction Log and students worksheet.

The teacher guided the students to predict about what will happen next and the reason to prove their prediction by commit to user
asked questions like “What do you know about the pictures?” and “What do you think this story will be about? Why do you think so?” after seeing the two pictures and the title. The teacher asked the students to write their prediction in the first column of DR-TA Prediction Log.

The teacher asked the students to read SECTION 1 carefully to get detail information to check their prediction whether it is proved or not. After reading, the teacher asked the students to confirm whether their prediction was proved or not and what is/are the evidence(s) and to fill in the second and third columns of DR-TA Prediction Log. Based on the evidence, the students made new prediction and wrote it on the first column of the second row of the DR-TA Prediction Log. Based on the evidence, the students could revise the previous prediction and wrote it in the column. It was continued until the students have read all sections.

After students got the whole text, T asked each group to make evaluation and summarize the story. The teacher gave follow up activities after reading the text. The teacher explained about narrative text.

4. The Fourth Meeting (April 21st, 2012)

Post-test 1

In the fourth meeting, there was a post-test 1. The post-test was aimed to know the improvement of students’ comprehension on
narrative genre. The result of the post-test showed that the students’ mean score increased from 37.77 in the pre-test to 53.13 in the post-test 1.

d. Observing and Monitoring the Action

Observing or monitoring is an important aspect in classroom action research, because it can help the researcher gain a better understanding of her own research, while at the same time define the students’ ability to observe, analyze and interpret the material which also can be used to improve their comprehension. To observe the result of the action done in Cycle 1, the researcher used two techniques, that are test and observation. The researcher conducted the post-test 1 on April 21st, 2012 at the end of cycle 1 in order to measure how far the improvement the students made was. The improvement of the students’ achievement could be seen from the mean score of the test. The next technique was observation. It was carried out during the teaching and learning process and the data was poured in the field notes.

From observing the teaching and learning process in the first cycle, the researcher found that DR-TA can motivate the students to get more active in learning English, especially in comprehending reading text. It could be seen from their activeness during the lesson when they found difficult words or unfamiliar terms. The students were not reluctant to open dictionary. The teacher asked the students to find the meaning of the words based on the context. It means that they had to predict and find meaning from the unfamiliar words based on word or some words placed before or after where the word appear that was defining the word were more challenged when they found something new and interesting. They could discuss with their friends in finding the main idea of the text and the important information of the text. The class should be controlled although sometimes they were noisy in discussing the text, the improvement of the comprehension could be seen from the score of pre-test and post-test 1 in Table 4.3.
Table 4.3 The Mean Score of the Pre-Test and Post-Test 1

<table>
<thead>
<tr>
<th>Kind of Test</th>
<th>Mean Score (from range 100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Test</td>
<td>37.77</td>
</tr>
<tr>
<td>Post-Test 1</td>
<td>53.13</td>
</tr>
</tbody>
</table>

In the first cycle, the researcher conducted three meetings. The result of observation can be explained as follows:

1) First meeting

The researcher and Mrs. SL came on time to the class. In the first meeting all of the students was present. The researcher was giving explanation about the material and some students were noisy and did not pay attention to the researcher’s explanation. When the researcher told the step of DR-TA, some students looked confused. In predicting, students were noisy because they frequently asked the teacher some words that they did not know in English. In reading, they were more quite. The students were noisy again in confirming their predictions. Some of the students were enthusiastic in trying to share telling predictions and the evidence. Some students tended to be passive in discussion. From the facts above, it can be summed up that students were still confused in using DR-TA and some students were slightly motivated in teaching and learning process.

2) Second meeting

All of the students were present in teaching and learning activity. The researcher gave more explanation about how to use DR-TA in comprehending the narrative text. She found the students paid more attention to her explanation. The students gave the positive response and they more interested in teaching and learning process. Different from the previous meeting, the students worked in pairs. It made them to have discussion easily because they worked with their
friends who sit beside them. The students were more active, interested, and challenged to the activities in DR-TA. Moreover, the use of interesting text that was unfamiliar for them made them more challenged and interested in predicting, reading and confirming the section of the text. Sometimes, the students whose had unproved prediction felt sad, but they felt challenged to predict the next section.

3) Third meeting
All of the students were present in this class. In this meeting, the students’ responses were better than before. The researcher could control the class. A half of students were active in doing step by step of DR-TA. Some students were still ashamed in sharing their predictions or answers in students worksheet. The students filled in the DR-TA Prediction Log completely.

4) Fourth meeting
In the fourth meeting, the students did the post-test 1. The aimed of post-test 1 to measure how far the students improvement of comprehending a text using DR-TA. The students scores increased, the result of post-test showed that the students’ mean score increased from pre-test 37.77 to 53.13 in post-test 1.

e. Reflecting and Evaluating the Result of Observation

From the observation above, the researcher got the result from first cycle. The researcher found several positive results and some weaknesses from the first cycle. They were as follows:

1) Positive results
   a) There was improvement in students’ reading comprehension. It was shown from the result of the first post-test 1 that was 53.13. it was higher than the mean score of pre-test that was 37.77.

   There is improvement in all of reading comprehension indicators score, but there is just one indicator that achieved
KKM, that is, determining the purpose and/or moral value of the text (69.27).

b) There was improvement in students’ motivation toward teaching and learning process. It could be seen from the students’ need for achievement and goal orientation.

2) Weaknesses

There were some problems which had not been overcome yet after the implementation of DR-TA in Cycle 1. In reading comprehension, the students still have difficulties in determining the main idea (50.00), detail information (33.20), meaning of the words (54.02) and reference (64.29). The reading comprehension indicator score shows that the score did not achieve KKM although there is improvement in each indicator. In students’ motivation, the students had low task orientation and low aspiration and also had little perseverance. These problems were caused by something related to teaching and learning process in the case of reading comprehension and motivation. Therefore, solution of the problem were needed to overcome these problems. The table below shows the problems which had not been overcome yet, causes of the problems related to teaching and learning process, solution, and rationale.

Table 4.4 The Weaknesses Reflection and Evaluation of Cycle 1

<table>
<thead>
<tr>
<th>Problems which had not overcome yet</th>
<th>Causes Related to TL Process</th>
<th>Solution Recommended</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading Comprehension (RC)</strong></td>
<td></td>
<td>1. The teacher will use main idea graphic organizer in finding main idea.</td>
</tr>
<tr>
<td>The students still had difficulties in</td>
<td></td>
<td><strong>Solution for:</strong></td>
</tr>
</tbody>
</table>
finding:

<table>
<thead>
<tr>
<th>Finding</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Main idea of the paragraph of the story (RC1)</td>
<td>RC1, M1</td>
</tr>
<tr>
<td>2. Characterization (detail information) (RC2)</td>
<td>2. The teacher will insert character scheme about the verb and adjective words that represent the character.</td>
</tr>
<tr>
<td>3. Meaning of the words (RC3)</td>
<td>Solution for: RC2, M1</td>
</tr>
<tr>
<td>4. Reference (RC4)</td>
<td>3. The teacher allocated extra time in discussion session. Solution for: RC3, RC4</td>
</tr>
</tbody>
</table>
comprehending narrative text.

Rationale:

1. Main idea graphic organizer is one of the useful strategies to find the main idea of the text. The characteristics of main idea graphic organizer are quite the same as DR-TA strategy. Main idea graphic organizer focuses more on the main idea. This strategy will be used after the students complete each section and compare the main idea with the evidence of their predictions.

2. Character scheme is one of the strategies to help the students find the characteristic of the character. It can be combined with DR-TA strategy.

3. By giving extra time, the students were expected to have deeper discussion to find the meaning of the words and references.

<table>
<thead>
<tr>
<th>Motivation (M)</th>
<th>Solution for:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. A few of students did not have willingness to tackle tasks and enjoy the reading task. (negative task orientation)</td>
<td>3. Making task content attractive by adapting it to the students’ natural interests or by including interesting and humorous content.</td>
</tr>
<tr>
<td>M1</td>
<td>RC1, M1, M2</td>
</tr>
<tr>
<td>5. The students were not eager in sharing their answer and prediction in class discussion because the</td>
<td>4. Using rewards</td>
</tr>
<tr>
<td></td>
<td>- Material rewards (book)</td>
</tr>
<tr>
<td></td>
<td>- The teacher rewards (special attention and additional score)</td>
</tr>
</tbody>
</table>

Solution for:

M1, M2
<table>
<thead>
<tr>
<th>Class were dominated by some students.</th>
<th>Besides, the discussion was dominated by some students. (low aspirations)</th>
<th>M2</th>
</tr>
</thead>
<tbody>
<tr>
<td>It made the rest students to not participate in the discussion.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Rationale:**

1. Varying the tasks is important but not even the richest variety will motivate if the content of the tasks is not attractive to the students. The strategy to make the tasks more interesting is by increasing the attractiveness of the tasks, especially by making the task content attractive by adapting it to the students’ natural interests or by including humorous elements (Dornyei, 2001: 75-76).

2. Rewards can constitute powerful motivational tools which would be a real luxury to ignore. In certain circumstances rewards seem to work fine. The way a reward can support or hinder motivation does not lie in the reward itself but rather in the way it is dispensed. Some tips to make rewards motivational are as follows:

   a. Do not overuse rewards.
   b. Make sure that the reward has some kind of lasting visual representation as well so that students have something in hand to take home and to show people.
   c. Make rewards meaningful to the students.
   d. Offer rewards as unexpected gifts to show your appreciation after students have completed the task. (Dornyei, 2001: 129-130; Ur, 1996: 278)

In this research, the use of rewards that would be used in Cycle 2 is explained below.

a. The teacher gave rewards consisting of special attention and giving additional score for the students who actively involved in TL process. In this case, the teacher tried not to overuse rewards by giving special
attention to the students in the beginning of Cycle 2 and giving material rewards, in the form of book, in the end of the Cycle 2. The teacher would gave special attention to the students who got the 6 highest score in Post-Test 1 to be the leader of the group.

b. The teacher gave the students a book as material rewards. The book has some kind of lasting visual representation.

c. These rewards were expected to be meaningful to the students because the rewards were interesting and suitable for reading class.

d. In the end of Cycle the teacher would gave rewards to the students who were the highest score in Post-Test 2, the most active students in TL process, and the highest score improvement from Pre-Test, Post-Test 1, and Post-Test 2.

From the table above, the weaknesses that had been overcome yet are

a) There were some objectives which had not been achieved yet. The students’ competence in determining main idea was not good enough. It was shown from the mean score of main idea in post-test was 50.00. It was caused by the students who had not understood yet about the skill. They were also confused in determining characterization of the character in a story.

b) Some students were very active in discussion session so that the rest of students did not have any opportunities to answer the questions in discussion session. It made the rest of students were not confidence in reporting their answer.

From the result of the reflection above, it can be concluded that the action in cycle 1 resulted in the positive result and weaknesses. The result of the learning was not optimal. Consideration of the result,
the researcher thought that it was important to make the next planning in order to overcome those weaknesses.

4. Cycle 2
   a. Revising the plan

   Before doing the second cycle, the researcher prepared a lesson plan and a text related to the theme, so that the action could be done well and her objectives could be achieved. In this cycle, the researcher taught the same topic of narrative text as the one in the first cycle. Based on the fact in the first cycle, it was found students were still passive and some of them still got confuse about how to get main idea of the text and characterization. To solve the problems in the first cycle, the researcher gave more explanation to the students that the important idea was not always in the form of sentence, but it can be in the form of phrase containing information of place, person, or thing. She also gave the students main idea graphic organizer that can be combined with DR-TA, to help them determine main idea. The researcher also told the students that characterization could be found based on what the character liked to do and the adjective that usually appeared. She also gave them character scheme to help them find the characterization. The teacher also gave extra time to do deep discussion in finding the meaning of the words and reference.

   To solve the problem dealing with the students participation in discussion activity, the researcher gave the students more time to have discussion, so that the number of students involved in discussion were increased. Beside that, she also would give additional score and reward for the students who had involved in discussion actively.

   b. Implementing the action

   1) The first meeting (May 3\textsuperscript{th}, 2012)
   a) Opening

   The first meeting was conducted on Thursday May 3\textsuperscript{th}, 2012. In the beginning of the lesson, the researcher as the teacher,
greeted the students and checked the students’ attendance. Beginning the lesson, the students looked fresh because the lesson was conducted after break. The class was not noisy, but surrounding was very noisy.

b) Main activity

The researcher tried to make a good condition in class by telling to the students that the day’s activities would be reading lesson by using Directed Reading-Thinking Activity (DR-TA). Firstly, the teacher told the students that they would read a section of text that they had never read before. The teacher asked the students to see pictures (Picture 1 and Picture 2) and the title of the text “The Ant and the Grasshopper”. Then, the teacher divided students into six groups and passed out a map to each group that consists of 1 sheet of DR-TA Prediction Log, students worksheet, main idea graphic organizer, and character scheme. The teacher told students that at that day, they would comprehend narrative text using DR-TA combined with main idea graphic organizer and character scheme. The teacher also said that there was reward in the end of the meeting for the students who were active participating in class.

The teacher guided the students to predict about what will happen next and the reason to prove their prediction by asking questions like “What do you know about the pictures?” and “What do you think this story will be about? Why do you think so?” after seeing the two pictures and the title. The teacher asked the students to write their prediction in the first column of DR-TA Prediction Log.

The teacher asked the students to read SECTION 1 carefully to get detail information to check their prediction whether it is proved or not. After reading, the teacher asked the students to confirm whether their prediction was proved or not.
and what is/are the evidence(s) and to fill in the second and third columns of DR-TA Prediction Log. Based on the evidence, the students made new prediction and wrote it on the first column of the second row of the DR-TA Prediction Log. It was continued until the students have read all sections.

The teacher also asked the students to discuss and filled in the main idea graphic organizer and character scheme.

After students got the whole text, T asks each group to make evaluation and summarize the story. The teacher gave follow-up activities after reading the text. The teacher explained about narrative text.

c) Closing

Having finished conducting the first meeting, the researcher asked the students whether they had difficulty or not, and then she summed up the topic of today’s lesson together narrative texts. When the researcher found that the students had understood the lesson, she gave the students homework and she said goodbye.

2) The second meeting (May 5th, 2012)

a) Opening

The second meeting was conducted on Saturday May 5th, 2012. In the beginning of the lesson, the researcher as the teacher, greeted the students and checked the students’ attendance. Beginning the lesson, the students looked fresh because the lesson was conducted after break. The class was not noisy, but surrounding was very noisy.

b) Main activity

The researcher tried to make a good condition in class by telling to the students that the day’s activities would be reading lesson by using Directed Reading-Thinking Activity (DR-TA). Firstly, the teacher told the students that they would commit to user
read a section of text that they have never read before. The teacher asked the students to see pictures (Picture 1 and Picture 2) and the title of the text “The Two Travellers and the Bear”. Then, the teacher divided students into pairs and passed out a map to each group that consisted of 1 sheet of DR-TA Prediction Log, students worksheet, main idea graphic organizer, and character scheme.

The teacher guided the students to predict about what will happen next and the reason to prove their prediction by asking questions like “What do you know about the pictures?” and “What do you think this story will be about? Why do you think so?” after seeing the two pictures and the title. The teacher asked the students to write their prediction in the first column of DR-TA Prediction Log.

The teacher asked the students to read SECTION 1 carefully to get detail information to check their prediction whether it is proved or not. After reading, the teacher asked the students to confirm whether their prediction was proved or not and what is/are the evidence(s) and to fill in the second and third columns of DR-TA Prediction Log. Based on the evidence, the students made new prediction and wrote it on the first column of the second row of the DR-TA Prediction Log. It was continued until the students have read all sections.

The teacher also asked the students to discuss and filled in the main idea graphic organizer and character scheme.

After students got the whole text, T asks each group to make evaluation and summarize the story. The teacher gave follow-up activities after reading the text. The teacher explained about narrative text.
c) Closing

Having finished conducting the second meeting, the researcher asked the students whether they had difficulty or not, and then she summed up the topic of today’s lesson together narrative texts. When the researcher found that the students had understood the lesson, she gave the students homework and she said goodbye.

3) The third meeting (May 9th, 2012)

a) Opening

The third meeting was conducted on Wednesday May 9th, 2012. In the beginning of the lesson, the researcher as the teacher, greeted the students and checked the students’ attendance. Beginning the lesson, the students looked fresh because the lesson was conducted after break. The class was not noisy, but surrounding was very noisy.

b) Main activity

The researcher tried to make a good condition in class by telling to the students that the day’s activities would be reading lesson by using Directed Reading-Thinking Activity (DR-TA). Firstly, the teacher told the students that they would read a section of text that they have never read before. The teacher asked the students to see pictures (Picture 1 and Picture 2) and the title of the text “The Man, the Boy, and the Donkey”. Then, the teacher divided students into six groups and passed out a map to each group that consisted of 1 sheet of DR-TA Prediction Log, students worksheet, main idea graphic organizer, and character scheme.

The teacher guided the students to predict about what will happen next and the reason to prove their prediction by asking questions like “What do you know about the pictures?” and “What do you think this story will be about? Why do you
think so?” after seeing the two pictures and the title. The teacher asked the students to write their prediction in the first column of DR-TA Prediction Log.

The teacher asked the students to read SECTION 1 carefully to get detail information to check their prediction whether it is proved or not. After reading, the teacher asked the students to confirm whether their prediction was proved or not and what is/are the evidence(s) and to fill in the second and third columns of DR-TA Prediction Log. Based on the evidence, the students made new prediction and wrote it on the first column of the second row of the DR-TA Prediction Log. It was continued until the students have read all sections.

After students got the whole text, T asks each group to make evaluation and summarize the story. The teacher gave follow-up activities after reading the text. The teacher explained about narrative text.

The teacher also asked the students to discuss and filled in the main idea graphic organizer and character scheme.

c) Closing

Having finished conducting the third meeting, the researcher asked the students whether they had difficulty or not, and then she summed up the topic of today’s lesson together narrative texts. When the researcher found that the students had understood the lesson, she gave the students homework and she said goodbye.

4) The fourth meeting (May 10th, 2012)

Post-test 2

In the fourth meeting of cycle 2 there was a post-test 2. The post-test 2 was aimed to know the improvement of the students’ comprehension of narrative genre. The result of the post-test 2 showed that the students’ mean score increased from 53.13 to 72.59.
c. Observing and monitoring the action

Having done the second cycle, the researcher used some techniques to observe the result of the action. The techniques which were the same as the technique used in cycle 1, they were test, interview and observation. The researcher conducted the final post-test on May 10th, 2012 at the end of cycle 2 in order to know the students’ improvement. The improvement of the students’ achievement could be seen from the mean score of test. The next technique, interview was given in order to know how far the action influenced the students toward the lesson. The observation was carried out during the teaching and learning process. The data were written in the form of field notes.

From observing in cycle 2, the teaching and learning process was under control. The researcher found that the use of DR-TA motivated the students in teaching and learning process and the students know well the step of DR-TA. Some students were active in predicting, reading, and confirming their predictions. Moreover, the students also felt interested, interested, and challenged in comprehending the text using DR-TA.

After implementing the technique, it seemed the class run well. The students enthusiastically showing their predictions, confirming their predictions, and answering students worksheet. They enjoyed it and were happy working with their friends when comprehending the text.

In the cycle 2, the researcher conducted three meetings for teaching and learning activities and one meeting for post-test 2. The result of observation can be explained as follows:

1) First meeting

In the first meeting, all of students were involved in teaching and learning process. The researcher told the students that she still taught about narrative text and use DR-TA. The researcher also told them that at that day, they would also use main idea graphic organizer and character scheme to help them comprehend the text. The researcher also told them that she would give additional score and
reward for them who were active in class. The students enjoyed the activities. They felt motivated. Some student also felt interested and challenged because of the interesting narrative text.

2) Second meeting

In this meeting, the students’ response was very good. The students knew well the step of DR-TA and the use of main idea graphic organizer and character scheme. They work well in pairs. In discussion session, more students were active.

3) Third meeting

In the third meeting, the teaching and learning process were under control. The students showed the improvement of reading comprehension. In addition, they were also more motivated in teaching and learning process.

4) Fourth meeting

In the fourth meeting of cycle 2, there was a post-test 2. The post-test 2 was aimed to know the improvement of the students’ comprehension of narrative text. The result of the post-test 2 showed that the students’ mean score increased from 53.13 to 72.59.

d. Reflecting and evaluating the result of the observation

By observing the result of action done in cycle 2, the researcher concluded that teaching reading by using DR-TA made it easier for the students to comprehend the narrative text. They become more active and interested in learning reading and enjoyed work in group. As the proof, the post-test showed a good result as the mean score of the test was 72.59.

From the reflection, it could be concluded that DR-TA is an appropriate technique to improve the students’ reading comprehension. It is important for the researcher to know about the weaknesses of the students in learning English, so they can design appropriate techniques in teaching and learning process for better result.

After analyzing the observation result in cycle 2, the researcher found some differences between the result of the action in cycle 2 and
cycle 1. In cycle 2, there were some positive results and weaknesses that can be explained as follows:

1) Positive result
   a) The students’ reading comprehension was improved.
   b) The students were able to find main idea of the narrative text by using DR-TA combined with main idea graphic organizer.
   c) The students paid full attention in participating in teaching and learning process.
   d) The students were interested and motivated in making prediction and more active and confidence in sharing their predictions and answers of the students worksheet.

2) Weaknesses:
   Some students were annoyed when their answer was wrong frequently.

C. Research Findings and Discussion

1. Research Findings

After observing and analyzing the research result from cycle one and cycle two, which were gathered from several sources of data such as pre-research observation report, interview report, the score of pre-test and post-test, field notes, photograph and lesson plan, the researcher concluded several findings which answered the research question as stated in chapter 1. The research finding shows that there is improvement in students’ reading comprehension and students’ motivation. It could be seen in increasing of students’ attention and participation in learning English and the mean score obtained from the tests that showed a good achievement. The findings are presented in Table 4.5.
<table>
<thead>
<tr>
<th>NO</th>
<th>Point</th>
<th>Before AR</th>
<th>After AR</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Students’ comprehension improvement</td>
<td>Students’ comprehension was low</td>
<td>Students’ comprehension improved</td>
</tr>
<tr>
<td></td>
<td>a. The students’ test score</td>
<td>a. The achievement of the students’ test score was low.</td>
<td>a. The achievement of the students’ test score improved.</td>
</tr>
<tr>
<td></td>
<td>b. The mean score in pre-test was 37.77.</td>
<td>b. The mean score in the post-test 1 was 53.13 and post-test 2 was 72.59.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. The students got difficulties to determine main idea of the text.</td>
<td>c. The students could identify and determine main idea of the text.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. The students got difficulties in finding the purpose of the text, included moral value in narrative text.</td>
<td>d. The students could find the purpose of the text, included moral value in narrative text.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>e. The students got difficulties to determine detail information.</td>
<td>e. The students could determine detail information.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>f. The students had difficulty to infer and grasp meaning of words.</td>
<td>f. The students could grasp meaning of words.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>g. The students had difficulty to determine references.</td>
<td>g. The students could determine references.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>The students’ motivation</td>
<td>Most students became passive when the English the teacher taught reading.</td>
<td>Most of students became active when the English the teacher taught reading.</td>
</tr>
<tr>
<td></td>
<td>a. Most students became passive when the English the teacher taught reading.</td>
<td>b. Almost all of students were brave to take risk.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Students determined to stay silent rather than risk committing.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
c. Some students chit-chat with their friends when the teacher explained material.
d. Some students dominated classroom interaction, while the rest did not give any aspirations.
e. When they couldn’t answer the teacher’s question, they just copied the answer of another student.

c. Most of students paid their attention to the teaching and learning process.
d. Almost all of students participated in teaching and learning process.
e. When they couldn’t answer the teacher’s question, they believed that they would reach it later and they could ask the teacher and another students.

Based on Table 4.5 above, there are two findings related to the research questions. The first finding is the improvement of the students’ reading comprehension. The improvement of the result of the action can also be identified from the comparison between the mean score of pre-test and post-test. The mean result for pre-test was 37.77 while the post-test was 53.13 and 72.59. It can be seen from the students’ test and it indicated they could answer the questions related to the text, they could identify and determine main idea of the text, they could find the purpose of the text, they could determine detail information of the text, they could grasp meaning of the word, and they could determine references. Related to the improvement of the students’ comprehension from cycle 1 to cycle 2, it can be summarized in the Table 4.6 and Table 4.7.
Table 4.6 The Improvement of the Students’ Score

<table>
<thead>
<tr>
<th>Sub Cycle</th>
<th>Observation</th>
<th>Cycle 1</th>
<th>Cycle 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kind of Test</td>
<td>Pre-Test</td>
<td>Post-Test 1</td>
<td>Post-Test 2</td>
</tr>
<tr>
<td>Mean of the Students’ Score</td>
<td>37.77</td>
<td>53.13</td>
<td>72.59</td>
</tr>
</tbody>
</table>

Table 4.7. The Improvement of Reading Comprehension Indicators Score

<table>
<thead>
<tr>
<th>No.</th>
<th>Reading Comprehension Indicators</th>
<th>Pre-Test</th>
<th>Post-Test 1</th>
<th>Post-Test 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Main idea</td>
<td>36.61</td>
<td>50</td>
<td>54.91</td>
</tr>
<tr>
<td>2</td>
<td>Purpose and/or moral value</td>
<td>35.42</td>
<td>69.27</td>
<td>70.31</td>
</tr>
<tr>
<td>3</td>
<td>Detail information</td>
<td>31.64</td>
<td>33.20</td>
<td>74.61</td>
</tr>
<tr>
<td>4</td>
<td>Meaning of the words</td>
<td>28.57</td>
<td>54.02</td>
<td>74.56</td>
</tr>
<tr>
<td>5</td>
<td>Reference</td>
<td>57.14</td>
<td>64.29</td>
<td>75</td>
</tr>
</tbody>
</table>

Based on the result of the observation, the researcher concluded that teaching reading using Directed Reading-Thinking Activity encouraged and made the students more active during the teaching and learning process. As a result, the students showed that they made improvement on reading comprehension and they also more motivated in participating in teaching and learning activities.

2. Research Discussion

The last step of action research was discussing the result of the research. The researcher decided to stop the cycle since the result of the second cycle had shown an improvement of the students’ reading comprehension. It can be seen from the research findings above. The teacher SL and the researcher concluded that Directed Reading-Thinking Activity in teaching narrative texts was an effective way to improve the students’ reading comprehension.
comprehension. This part presents the discussion of the research implementation.

a. Directed Reading-thinking Activities (DR-TA) improves the students’ reading comprehension

The research finding shows that there were improvements of both the students’ competence and class. The students’ competence in comprehending text increased after using DR-TA to teach narrative texts and the indicators of problems significantly decreased. In teaching and learning process, the researcher taught reading consisting of how to get the main idea of text, how to find the purpose of the text, how to determine the detail information, how to infer and grasp meaning of words, and how to determine references. After DR-TA was implemented in teaching and learning process, there were improvements of students’ competence and the problem on language skills solved, such as the students could identify and determine main idea of the text, they could find the purpose of the text, they could determine detail information, they could grasp meaning of words, and they could determine references.

1) DR-TA helps students in determining the main idea

The students’ mean score in finding main idea increases. All of the students in post-interview section agree that the interesting main idea graphic organizer also helps them in finding the main idea of each paragraph on the text. The result of questionnaire shows that 50% students strongly agreed that they could determine the main idea.

In implementing DR-TA, the teacher divides the text into some parts. Each part consists of one, two or more paragraphs. It depends on the stop point that is decided by the teacher before the meeting. The teacher decides the stop point with the consideration that the stop point will make the students anxious with the next part of the text. Students must make prediction about the following part of the text. Then, they must confirm their predictions. These processes are repeated until students get the whole text. Tierney, Readence, and
Dishner in Helm (2005: 18) say that “DR-TA has potential to equip readers with the ability to extract, comprehend, and assimilate information”. Lenski, Davis, Wham and Johns in Middle School Edition Content Area Reading (in http://www.tn.gov/education/ci/reading/grades_6-8.pdf, 14) states that “when DR-TA implemented in fiction text, logical stopping points come at key junctures in a causal chain of events in the story line because the reader should have enough information from at least one preceding event to predict a future happening or event”. It also makes the students easy to get the main idea in each paragraph. The use of main idea graphic organizer as fun and simple log to find the main idea also helps DR-TA technique. There was improvement in reading comprehension indicator (54.91) but it did not achieve KKM.

2) DR-TA helps students in finding the purpose of the text

The students’ mean score in finding the purpose of the text increases. In post-interview section, the students also stated that DR-TA eases them in mentioning the purpose of the text. The result of questionnaire shows that 56.26% students agreed that they could find the purpose of the text.

According to Clark and Ganschow (1995: 2), DR-TA “helps students realize that prediction and verification of predictions are essential parts of the reading process”. Students learn that by reading with a purpose, they can more easily focus their predictions.

3) DR-TA helps students in finding detail information

The students’ mean score in finding specific information on the text increases. In post-interview, the students tells that the process of DR-TA cycle helps them in comprehending the text better, included the detail information. The result of questionnaire shows that 71.875% students agreed that they could find the detail information of the text.

As it is said before, in implementing DR-TA, the teacher divides the text into some parts that contain one, two or more
paragraphs. Then, the teacher gives the first part of the text. Students have to make prediction about the following part of the text. Then, students must confirm this prediction. These processes are repeated until students get the whole text. Fisher and Frey in Helm (2005: 17-18) say that “because the text is divided into smaller portions, students can focus on the process of responding to higher order questions”. Chunking the text in this manner allows the students to focus on the process of responding to higher-order questions. As stated in Extended Response Handbook: Third Edition (7, accessed on April 25, 2012), “the process of prediction, read, and confirm provides opportunities to guide students in their thinking about how they determine important information to use when reading”. It means that the students are able to concern with the more specific questions by reading the detail of the text in small portions. The predicting, discussing, and revising process in DR-TA also helps students in finding the specific information on the text because these processes will engage students to comprehend the deeper information of the text.

4) DR-TA can help students to find the meaning of words on the text.

The students’ mean score in finding the meaning of words on the text increases. The students in post-interview said that reading text in detail, discussion process, and the vocabulary exercise enrich their vocabulary and ability in finding the meaning of words on the text. The result of questionnaire shows that 84.375% students agreed that they could find the purpose of the text.

Stauffer in Helm (2005: 17) states that “he created the Directed Reading-Thinking Activity that requires students to use their background knowledge and experiences, decoding skills, and context clues to make sense of the text, either fiction or non-fiction”. Vacca and Vacca in Ambe (2007: 635) adds “some context clues that can be used to teach word meanings are synonyms, antonyms, comparison, contrast, description, and example”. It means that in DR-TA the
students find the meaning of unfamiliar words by using context clues. By using context clues, the students find the meaning of the words by inferring from those coming before and after it. In follow up activities, the teacher gives vocabulary exercise to improve students’ ability in finding the meaning of words on the text.

5) DR-TA helps students in determining the references

The students’ mean score in finding the references on the text increases. Then, in post-interview, the students tells that the process of DR-TA cycle also helps them to find references of the text. They say that one of the reasons why they can find the proof of their prediction and predict the next section of the text is they ability to determine the references. The result of questionnaire shows that 56.25% students strongly agreed that they could determine the references of the text.

Mather and Jaffe (2002: 1) state that “students’ active involvement in the reading process improves comprehension and retention of information”. It means that in the process of prediction, for example, the students could predict the next section if they could comprehend the previous section, involved the references stated in the previous section. The predicting, reading, and revising process can help students to find the references that exist in the text. When students make the prediction, they read the text carefully and try to find the information in the text to prove their prediction. Reading the text in detail in DR-TA also eases the students to understand each sentence that exists on the text, grab the information, then answer any questions about the text. Then, through predicting, reading the text in detail, and stimulated by discussion section in DR-TA, students are able to show the references that exist on the text easily.

Based on these theories, it can be concluded that reading comprehension is a process to understand and select the information. The information can be the character, setting time and place. Related to the
comprehension on narrative texts, the students could identify the main idea, the purpose of the text, detail information, and moral value.

There are more advantages than disadvantages when DR-TA is applied in teaching and learning process. The advantages of DR-TA are the entire students predicting, reading, and confirming the predictions in a clear step. This made the students felt the challenged, interested, and more active in participating in teaching and learning process.

b. The students were more motivated in teaching and learning process when Directed Reading-Thinking Activities is implemented in reading classroom

1) DR-TA as a teaching strategy improves and maintains the students’ willingness to tackle tasks and challenges and confidence

From the students’ interview, the students told that they had willingness to participate in the lesson. They also said that using DR-TA in comprehending the text was also challenging. The rule that there is no wrong or right prediction in the beginning of each section made them brave to raise their hand to share their predictions. The result of questionnaire shows that 65.625% students were challenged in doing the tasks.

2) DR-TA as a teaching strategy improves and maintains the students’ needs to achieve and to overcome difficulties

From the students’ interview, they told that they were realize the needs to achieve the goal and overcome difficulties. Therefore, they were eager to take the risk in presenting the result of their discussion about predictions and evidence. The result of questionnaire shows that 65.625% students agreed that they realized this.

3) DR-TA as a teaching strategy improves and maintains the students interest and desire to reach the challenges and high proficiency

From the students’ post interview, the students told that they are interested in teaching and learning process in reading class. It can also be seen in the field notes from first meeting of cycle 1 until the

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end of the meeting of cycle 2. There is improvement in students’ interest and motivation towards reading. The teacher also said that DR-TA is one of the useful strategy to improve the students’ interest. The result of questionnaire shows that 56.25% students strongly agreed that they were interested in teaching learning process using DR-TA. Therefore, there is no student that dominated the lesson.

Stauffer in Barrera, Liu, Thurlow and Chamberlain (2006: 3) states that “a text used in DR-TA is based on instructional level and is divided into chunks of varying lengths to maintain reader interest”. In other words, the chunk text can improve the students’ interest. It also has relation with the process of prediction.

4) DR-TA uses high-interest and unfamiliar text to learning stimulating and enjoyable to improve the students’ persistent and consistent effort in learning.

From post-interview, the student and the teacher state that the students were more stimulated in teaching and learning process by the use of DR-TA in reading class. The students paid attention on the teacher’ explanation. In addition, they did not copied another students’ answer because they worked in groups, pairs, and individual. The result of questionnaire shows that 71.875% students agreed this.

Dornyei (2001: 73) states that “to make students more stimulated in teaching and learning process, the teacher should make the task more interesting”. Stauffer in Using Annual Editions in the Classroom (2007: 13) states that “motivation increases and comprehension improves when students understand why they are reading a particular selection”. Mather and Jaffe (2002: 1) also states that “the teacher chooses a high-interest reading selection to improve students’ active involvement in the reading process”. Tompkins in http://arapaho.nsuok.edu/~ORA/CD%20Contents%2011-14-6/PDF%20Versions/Directed%20Reading%20Thinking%20Activity%20Strategy.pdf states that “it is important to remember that DR-TA is useful
only when students are reading to an unfamiliar story so that they can be actively involved in the prediction-confirmation cycle*. It means that the students more stimulated in doing the activities in teaching learning process by the characteristics of DR-TA.
CHAPTER V
CONCLUSION, IMPLICATION, AND SUGGESTION

After collecting data by observing teaching-learning process, interviewing teachers and students, giving questionnaire to the students and from the researcher’s reflections of applying Directed Reading-Thinking Activity (DR-TA) in the class VIIID, the researcher has come to some findings that will be helpful for teaching and learning reading comprehension. The results will be presented in three subsections, which are conclusion, implication, and suggestion for the English teacher, students, schools, and other researchers.

A. Conclusion

Based on the finding of the research and discussion in the previous chapter, the researcher concludes that the Directed Reading-Thinking Activity can be used to improve the students’ reading comprehension. The findings research are in line with the problem statements in the previous chapter. The problem statements are; ‘Does Directed Reading-Thinking Activity improve reading comprehension of the eighth year students of SMP Negeri 1 Ngadirojo?’ and ‘What is the students’ motivation when DR-TA is implemented in teaching of reading comprehension to the eighth year students of SMP Negeri 1 Ngadirojo?’.

The findings of the research can answer the problem statements above. The first is about the DR-TA improves reading comprehension of the eighth year students of SMP Negeri 1 Ngadirojo in the academic year of 2011/2012. The improvement of the students’ reading comprehension covers reading to find the main idea, reading to determine the purpose of the text, reading to find the detail information, reading to determine meaning of words, and reading to determine reference.

The improvement of the students’ reading comprehension can be seen from the result of mean scores in pre-test and post-test. The mean score of pre-test was 37.77 and it improved to 53.13 in the post-test 1 and it also improved to 72.59
in the post-test 2. It proved that the use of DR-TA can improve the students’ reading comprehension.

The second is about the improvement of students’ motivation when DR-TA is implemented in teaching of reading comprehension to the eighth year students of SMP Negeri 1 Ngadirojo in the academic year of 2011/2012. During the teaching and learning process using DR-TA, the improvement of students’ motivation deals with willingness to engage in meaningful tasks and self-confidence, need for achievement, goal orientedness, persistent and consistent effort and high interest. It could be seen from the result of observation and interview with the students. The students were active to tackle tasks and challenges, and had confidence in his or her success. The learner realized and had the needs to achieve, to overcome difficulties and succeed in what he or she sets out to do. They did not copy another student’s answer when they had difficulty. There is no student dominated the lesson, meanwhile, the students participated in teaching learning process. In addition, they also paid their attention to the lesson. Moreover, DR-TA makes the students more motivated in the reading class. They can discuss the text with their friends; therefore, the students can build their communication and interaction with other and they can practice to speak English as much as possible.

From the conclusions above, it can be formulated the theories dealing with DR-TA in teaching reading comprehension. The theories can be written as follows:

1. Directed Reading-Thinking Activity (DR-TA) improves the students’ reading comprehension.
2. The students’ motivation increased when DR-TA is implemented in reading classroom.

B. Implication

Based on the conclusions above, DR-TA can be applied in teaching and learning process to improve the students’ reading comprehension. DR-TA is an effective strategy to teach reading comprehension. In DR-TA, the students had
three sessions in cycle form to comprehend the reading text, that are predicting, reading, and confirming. In predicting, the students predict what will happen in a section of the text based on the clue from the title, picture, or the previous section of the text. This make the students think actively since the beginning of the lesson. In reading and confirming session, the students also think actively to find the prove of the prediction and share their finding in a fun way. Then, they read the section carefully to find the proof of their prediction. It makes them actively reading from the beginning to the end of the section. Finally, they confirm their prediction whether it was proved or not. The students do this cycle until they reach the last section of the text. Hopefully, by applying DR-TA, the students can comprehend the reading text in a motivated way, especially in narrative text.

C. Suggestion

After conducting an action research and based on the research findings, the researcher would like to propose some suggestions for the English teacher, students, school, and other researcher. The researcher hopes at least it can become an input in determining the appropriate teaching technique, which can improve students' reading comprehension as follows:

1. For the teacher

   In teaching reading, the teacher should be aware that teaching reading means teach the students the strategies to read and to comprehend the text. It implies that the teacher should be selective in choosing the teaching strategies that give the students chance to develop their reading comprehension by their effort and should apply the strategies well to achieve the goal of the lesson. The teacher should consider some things to make Directed Reading-Thinking Activity works in teaching learning process, especially in teaching reading comprehension. The things are as follow:

   a. The atmosphere created during a DR-TA is paramount in the strategy’s success. The teacher should create the situation that motivated the students in joining the lesson. It is useful to increase the students’ motivation.

   "commit to user"
b. Each class has its own characteristics of students. For some students, the teacher can ask the students to say their predictions immediately after asking the questions. For other students, the teacher considers having them write their predictions in a journal rather than posting them on the chalkboard and then asks them to read their predictions.

c. The teacher can vary the lesson by implementing the DR-TA in with an individual, a small group, or whole class because the DR-TA is a flexible strategy. In small groups, the students can discuss their predictions and share their thinking processes. The teacher also can use heterogeneous or homogeneous groupings. In addition, the teacher can poll the class to determine the accuracy of their predictions.

d. The most important thing that should be highlighted is the text used in DR-TA. The text should be unfamiliar and high-interest reading selection, and based on students’ instructional level. In addition, the text should be able to chunk. It is explained as follow:

1) High-interest Reading Selection and Unfamiliar story

   The teacher should choose a high-interest reading selection to maintain reading interest and to optimize the use of DR-TA. The reading selection or the text should include illustrations and pictures to support the development of predictions and students’ comprehension.

   The teacher should use unfamiliar story so that the students can be actively involved in the prediction-confirmation cycle, whereas the prediction-confirmation cycle is the heart of DR-TA. When students are already familiar with the story, there is no need to ask them to make predictions. In other words, the DR-TA can not be implemented.

2) Based on students’ instructional level

   The teacher should choose a text at the students’ instructional level. The amount of reading should be adjusted to fit the purpose and the difficulty of the text. Students may get impatient
if they are only able to read a sentence at a time or they may get bored or tired if they are required to read paragraphs at a time.

3) Could be chunked

The teacher should find out the text or the story that could be chunked into several different sections to maintain reader interest to facilitate predicting-confirming cycle as the heart of DR-TA. The beginning and end points of these chunks will vary, depending on the text. The first part includes just the title and possibly an introductory picture. The last part includes the final portion of the reading selection. The remainder of the selection may be divided into two or three sections. A perfect time to end a section is where the text allows for predictions to be made at points of high interest, action, or possible confusion. The teacher should use no more than five or six stopping points in any story.

e. A useful trick during DR-TA is the teacher should have the students cover up the sections they are not reading to prevent reading ahead or skimming and scanning for upcoming information. The teacher can use PowerPoint to show each section of the text. It helps the teacher to control the students and to make sure that they are not reading ahead, so that the prediction-reading-confirming cycle can be implemented maximally.

2. For students

The students should be motivated in joining classroom teaching and learning process. Moreover, the students should be active learners, and not afraid of making mistakes during teaching and learning process. They should improve their ability in learning English, they should practice speak up, helps each other, and enjoy during reading class. DR-TA is one of alternative ways that can be chosen in teaching reading.

3. For the school

DR-TA requires some facilities such as LCD projector and laptop. School can provide those facilities so that DR-TA can be done successfully in teaching-
learning process. In addition, can give some training of the implementation of DR-TA to English teachers.

4. For other researcher
   a. Other researchers are expected to use their research as a foothold to conduct the next research on similar problems of reading comprehension through other teaching techniques.
   b. The result of the research is expected to be able to encourage other researchers to conduct research dealing with the DR-TA techniques in other skills, such as listening, speaking, or writing.
   c. This thesis can be a reference for other researcher to conduct the next research if there are some weaknesses.