

## CHAPTER II

### REVIEW OF LITERATURE AND HYPOTHESIS

#### 2.1. Previous Research

In conducting this research, the writer takes some references from the previous research. The first previous research is entitled “The Directed Reading-Thinking Activity (DR-TA) and the Traditional Approach Using Tales of Virtue based on His Majesty the King’s Teaching Concepts in Seventh Grade Students’ Reading Comprehension” written by Chaemsai & Rattanavich, (2016). The data were analyzed using one-way MANOVA. The result shows the experimental and control groups were significantly different after being taught through the DR-TA using tales of virtue based on the King’s teaching concepts ( $X = 119.44(\text{Pretest}), 134.54(\text{Posttest}), S.D = 14.58(\text{Pretest}), 7.13(\text{Posttest}), t = 9.39^{**}$ ).

The second previous research is entitled “The Effect of Direct Reading Thinking Activity (DRTA) On Students’ Reading Comprehension: An Experimental Study at SMA Negeri 4 Bogor” from Lusyani, (2017). The instrument tools are students’ reading score such as pre-test and post-test such as summarizing and responding test, and reading assessment rubric. The result showed that *t-calculated* is 14.136 with the value of d.f is 58 while the result of *t-table* in the level significant  $t_{0.05} = 1.684$  and  $t_{0.01} = 2.423$ . Since the *t-calculated* is higher than *t-table* ( $4.624 > 1.624 < 2.423$ ), it can be concluded that the alternative

hypothesis (*Ha*) is accepted and null hypothesis (*Ho*) is rejected. It can be concluded that Directed Reading Thinking Activity (DRTA) affects on student's reading comprehension.

The next previous research is entitled "The Effect of Using Directed Reading Thinking Activity (DRTA) Strategy on the Tenth Grade Students' Reading Comprehension Achievement at MA Unggulan Nuris Jember" from Novendiana, Tasnim, & Wijaputra, (2016). The data collected were analyzed by using independent sample T-test. The mean score of the experimental group was 78.80 and the mean score of the control group was 73.73. In the output of the t-test column, it was shown that the significant value was 0.03. It was lower than 0.05. It means that there was a difference between the experimental class and the control class. The conclusion from the research is the use of Directed Reading Thinking Activity (DRTA) strategy was significant interaction effect on the tenth grade students' reading comprehension achievement at MA Unggulan Nuris Jember.

The next previous research is entitled "The Effects of DRTA And Lc Strategies on Students' Reading Comprehension Achievement of Narrative Texts Based on English Score Levels" written by Agustiani, (2016). The results of this research indicated that both LC and DRTA strategies made difference on students' reading comprehension significantly ( $p < 0.000$ ), there was significant difference in students' reading comprehension achievement between students in DRTA and LC

groups ( $p < 0.03$ ). However, there was no significant interaction effect of strategies used and English score levels on students' reading comprehension achievement ( $p < 0.87$ ).

The last previous research from article with entitled "The Correlation between Reading Habit and Reading Comprehension Achievement of 12th Grade Students of MA. PP. Qodratullah Langkan" which is written by Wahyudi, (2016). The result test of this research were analyzed by using Pearson Product Moment in SPSS 16.0. From the analysis, it was showed that the t-obtained was 0.309. It could be concluded that there was no significance correlation between the two variables since the t-obtained was higher than 0.05.

From the previous above, it can be concluded that Directed Thinking Reading Activity is effective to improve students' reading comprehension and reading habit of descriptive text. It considered that the strategy was used to improve reading activity, the differences with the previous studies and the present research is the focus on general improvement of reading comprehension, the object of the research, and research material. In this research the writer focus on improvement in reading comprehension and reading habit, the object of this research is the first academic year of MTs Mambaul Ulum Pakis Aji, and the researcher focuses on material improvement using Descriptive text.

## 2.2. Theoretical Framework

### 2.2.1 Reading

Maharani, Ghazali, & Maulani, (2019:81) state that reading is acquiring meaning activity by understanding it from the text. Reading is the transactive process because by reading activity, the reader can create its meaning. Reading is also needed all education contexts. Not only in English subject, reading as an essential skill education context. In reading activity, the readers try to get new knowledge and information. In understand the meaning, the readers need to know the step in reading activity to get the information easily. Reading activity is also as a process to build the understanding words and the content. Reading also as activity where the readers try to connect with new information and the last information to get new knowledge. Brown, (2004:185) states that reading is likewise a skill that teachers simply expect learners to acquire.

People can read the basic form like read advertisements, read newspaper, and use the basic reading skills in their work in their daily lives that their need. There is important thing to realize when people around the world read in more than one language. As a reader, especially for students. They will find many different types of text. Students need to expect to read as part of learning or engage in learning process. This is a great deal of learning setting

occur. part of the learning requires that we read and interpret informational text in line with the task that the students engage in or set the goals (Grabe, 2009:5).

Grabe, (2009:10) also states that reading to evaluate, critique, and use information often also represents an increased level of demand or more complex interaction of reading process. In academic setting, readers are at times asked to evaluate and critique information from multiple text, or from one long text, requiring them to make decisions about which aspects of the text are most important, most persuasive, or most controversial.

Reading is remarkable. For some children, learning to read seems effortless and rapid, whereas for others, it can be an arduous and frustrating chore. Reading may not be rocket science, as some pundits note, but understanding how children learn to read, how to teach reading, and how to help struggling readers have been remarkably stubborn puzzles (Paris & Stahl, 2005:9).

Nesya, Azhar, and Erni, (2013:2) state that reading is enjoyable when it can be carried out effectively and students should acquire this competence and read a lot to increase their knowledge and cover their information. Reading sometimes becomes complicated because reading also often requires certain skill for restoring an input from written text. Reading academic text needs students focus on concrete aspects of the text, facts, and

what is visible on the pages. Those make reading as a complex process because students certainly need to comprehend the text on each language on the different structure, meaning, in spite of vocabularies. There are two types of reading as follows:

#### 1. Intensive reading

Hedgcock & Ferris (2009:161) state that intensive reading is a purpose to take a text, study line by line, referring at every moment to dictionary and grammar, comparing, analyzing, translating, and retaining every expression that it contains. Celik (2018:74) states that intensive reading procures detailed meaning and it deals with different aspects to reader use various reading abilities such as identifying the main idea, main idea, extracting the minor ideas, scanning to specific information, paying close attention to specified vocabulary and grammar. (Clara, Anggraini, & Murwaningsih, 2018:121)..

#### 2. Extensive reading

Hedgcock & Ferris, (2009:204) state that extensive reading does not always have the same thing in practice, but it is important in beginning the discussion with a range. Mikulecky & Jeffries, (2007:3) state that extensive reading is an efficient way to help students change their old habits so that they become confident second language readers. Students to fairly understand by giving them material of extensive reading

to provide their opportunity without any assistance from an outer source (Celik, 2018:74). Pushpanathan, (2017:38) states that extensive reading is the only way that students can get to way to the language, read something they want in which they feel comfortable with enough time in picking up a sense of how language fits together and consolidating what they know.

Brown, (2004:189) states that in the case of reading, variety of performance is derived more from the multiplicity of types of texts. Several types of reading performance are typically identified as follows:

- 1) Perceptive. Perceptive reading tasks involve attending to the components of larger stretches of discourse such as letters, words, punctuation, and other graphemic symbols.
- 2) Selectives. This is largely an artifact of assessment formats to ascertain one's reading recognition of lexical, grammatical, or discourse features of language in a very short stretch of language, certain typical tasks are used picture-cued tasks, matching, true or false, multiple-choice, etc.
- 3) Interactive. This reading types are stretches of language of several paragraph to one pages or more in which the reader must, in a psycholinguistic senses, interact with text.

- 4) Extensive reading. It applies to texts of more than a page, up to and including professional articles, essays, technical report, short story, and books.

### **2.2.2 Reading Comprehension**

Reading comprehension is the constructing meaning process by coordinating a number of complex process. It can be included word reading, word and word knowledge, and fluency. According to Pressley in Talal, (2012:140) a developmental process is a long term in the comprehension skills development which depends on language and experiences text from the stage of life.

In improving comprehension instruction, there are several theories that have been proposed to suggest the ways of influence of understanding of reading comprehension in teaching: schema theory, reader-response theory, and direct instruction. To know how the readers good at understanding and learn from the text suggest and well-developed skills and strategies before reading, during reading, and after reading and the readers can understand and remember what they read.

Strategy that used in reading comprehension is to solve the problem in comprehension of reading text. According to Zimmermann and Hutchins in Moreillon, (2007:11) there are seven strategies in reading comprehension as follows:

### 1) Activating background knowledge

The reader needs to understand the knowledge before they learn something new. Before they integrate and organize the new information, they develop the skill by meeting experiences as their prior knowledge. Introducing the lesson with brainstorming and questioning to students about prior ideas of the topic in learning are able help them to build the necessary schemas.

### 2) Using sensory images

Sensory images are part of the background knowledge. They have potential to increase readers' enjoyment and memory of their literacy experiences. When students learn to utilize background knowledge to create sensory images as they read, the literary lives and the background knowledge can be enriched significantly.

### 3) Questioning

Questioning is the essential component of reading comprehension. Questioning is a key of learning. Students can focus on asking and answering questions which are germane to the purposes.

### 4) Making predictions and inferences

Predicting and inferring before, during, and after reading are comprehension strategies that can appeal readers' sense of adventure and challenge. Predictions and inferences need

working together in the learning process to support students have active interaction with text.

5) Determining main ideas

Main ideas are always dependent on the purpose of reading and the judgments of the reader. Students have opportunity to engage the same text for different purposes. Students can develop their ability in judging the importance.

6) Using fix-up options

Fix-up options are the effective as readers' ability to monitor their own understanding a text. Students can develop the ability to recognize and remedy a loss of comprehension in a supportive learning environment.

7) Synthesizing

Synthesizing requires that readers determine main ideas from multiple sources, summarize information, and add their own interpretations. Readers use the strategies to read, to evaluate, and to use ideas and information.

According to Burnes in Nesya et al., (2013:2), reading is comprehend written discourse because readers need to engage in exchanging the ideas of the text in an interactive process. In making comprehend the text easier, Kind and Stanly in Nesya et al., (2013:2) state that there are five components of reading

comprehension in making easier and may help students read carefully as the follows:

1) Finding information

Students need to scan specific details. The factual information questions are prepared for students which appear with WH questions. There are many types of questions, they are reason, purpose, result time, comparison, and etc which is the answer can be found in the text.

2) Finding main idea

Students need to recognize the main idea to understand the paragraph on the first reading, it also helps to remember the later content. The main idea usually indicates the author's reason or purpose for writing the message to share with the readers.

3) Guessing vocabulary in context

Students could develop their guessing ability to the word which is not familiar with them related to the meaning of the unfamiliar word to do the content in the text.

4) Identifying references

Students need to understand the reading passage by recognizing the reference word and being able to identify the word.

Reference words such as: it, she, he, we, they, this, etc.

5) Identifying inferences

Students need to be able to read between the lines. There are logical inferences and make accurate prediction.

Based on the definition above, students require understanding in a reading to comprehend the reading text well. There are some principal strategies that is used for reading comprehension as follow:

- 1) Identify the purpose in reading a text.
- 2) Apply spelling rules and conventions for bottom-up decoding.
- 3) Use lexical analysis (prefixes, roots, suffixes, etc) in determining the meaning.
- 4) Guess the meaning of words, idiom, etc when the readers are not certain.
- 5) Skim the text for the gist and for main ideas.
- 6) Scan the text for specific information such as names, dates, and key words.
- 7) Use silent reading techniques for rapid processing.
- 8) Use marginal notes outlines, charts, or semantic maps to understand and retain the information.
- 9) Distinguish between literal and implied meaning.
- 10) Capitalized on discourse markers to process relationships.

(Brown, 2004:188)

### 2.2.3 Reading Habit

According to Sangkaeo in Chettri & Rout, (2013:13) that reading habit refers to behavior and it expresses reading likeness of individual types and tastes of reading. Reading habit is as how often, how much, and what the readers read. It means people need to read a lot to get good understanding. Patel and Jain, (2008:114) state that reading habit not only help in getting knowledge and wisdom from heritage cultural but also help in passing for leisure period. In the habit of daily reading, Wahyudi, (2016:119) states that for instance, overwhelmingly correlates of reading in academic achievement especially in understanding a text, reading habit needs a long process to build because it is not an easy thing to come. Suhana & Haryudin, (2017:58) state that there are three factors influence habit such as interest, motivation, and environment.

According to Palani in Suhana & Haryudin, (2017:58) that reading is effective and it is important avenue of effective learning. It is interrelated with the total educational process, reading habit. The purpose of reading habit is as someone's behavior which does not need thinking process that is done regularly, but students will realize that reading is highly enjoyable. To build reading habit, students can start reading by choosing interesting knowledge and resources such as book, article, newspaper or magazine to spend their time to read. According to Almog in Davidovitch, Ph, Yavich,

Ph, & Druckman, (2016:130) there are 8 students' reading habit as follows:

a. Time

Students need to pass the courses with success, they don't have enough time to read because reading is slow.

b. Students lack text organization skills

In comprehending a text and analyzing texts students have difficulties and find the difficult to articulate students' thoughts, and write the requirements.

c. Lack of time management skills

Students spend their time and read academic assignments more than reading non-academic materials. Students read to pass their exams.

d. Technological change

The text book became the main study tool in the past. Nowadays students have access the multiple study tools. The materials are available on the website, including articles, presentations, video clips, and sample exams. Book is replaced by computer.

e. Lack of reading experiences

Students show that they do not like to read for their own enjoyment. Students prefer other pursuits, from watching TV or surfing the internet.

f. Lack of reading culture

A child's home has a culture of reading, they will not abandon reading when they grow up. The home becomes role model of child's reading. Therefore, when parents read and children are encouraged to read from young age, reading becomes an integral part of children's life.

According to Andrew in Wahyudi, (2016:118) that habit from psychology standpoint is more and less fixed way of thinking, willing, or feeling acquired through previous repetition of experience mental, those means habit as a menas thinking of mental process. Reading habit refers a process which is automatic that involved in text constructing meaning. Zwiers, (2010:4) states that comprehension habits support the process of adding and subtracting information and evolving the main idea.

#### **2.2.4 Descriptive text**

Hartanto and Purwanto, (2017:4) state that text is a unit of meaning which is coherent and appropriate for its context. There are some of kinds of text that should be learned. One of the texts is Descriptive text as the first text material in junior high school, it is a text in which a person or a thing is said and explained. The purpose of descriptive text is to describe and reveal the particular person, place, or thing. It is a kind of text which describes about animal, person, place, thing, or others particularly.

Hartono & Purwanto, (2017:65) also state that the social function of descriptive text as follows:

- 1) To describe a particular person, place, or thing
- 2) The specific function of descriptive text is to give description about an object (human or non-human)

The Generic structures in descriptive text are the special characteristic of language in the text as follow:

a. Identification

Identification is part of paragraph which introduces and identifies the character that is described. It can be called the general of the subject. It usually contains the object's name, kind of the object, etc.

b. Description

Description is part of paragraph which describes parts and characteristics of the person or something that will be described in detail and the readers can get the description of the object clearly.

Lexicogrammatical Features in descriptive text as follows:

- 1) Focus on the specific rather than the generic participants.
- 2) Use of simple present tense.
- 3) Use verbs of being/linking and having.
- 4) Use of descriptive adjectives to build up long noun phrases.

(Hartono & Purwanto, 2017:65)

### 2.2.5 Directed Thinking Reading Activity

Al Hameed and Talal, (2012:139) state that Directed Reading Thinking Activity is strategy to develop students' ability to read critically and reflectively .In this strategy equips to determine the reading purpose, the ability of extract, comprehend, and assimilate the information, the prediction ability to examine reading material based on the reading purposes. The Directed Reading Thinking Activity focuses on practicing thinking process, guessing, checking information in reading to get connecting the background of knowledge with new knowledge. This strategy through readers' guessing of overall reading content before reading. The readers are allowed using their own judgment and practice thinking skills before, during, and after reading.

The DRTA can be applied to all levels of texts to improve students' reading ability. In this strategy, the students are the center of learning and the teacher as facilitator, assisting students to connect the background knowledge and the information of the reading content. The directed thinking reading activity is designed for students' in improving their ability in comprehending a text by guiding them in key points in text. It is also provide in discussing meaning with their classmates (Hasan, 2017:141).

According to El-Koumy in Lusyani's, (2017:2), the Directed Thinking Reading engages the students to think about what they

read in three phases. The first phase, the students generate the prediction about the text or story that they are going to read based on the title of the text. The second phase, the students read to confirm their prediction or reject their prediction. In the third phase, the students evaluate their prediction from the information of the text to support their opinions. This strategy helps students to have deep thinking and build their opinions as much as they read in steps to other steps. This strategy is effective to set the students' reading purpose by making prediction and they can remember more information from what they read. It means the Directed Thinking Reading Activity lets students have critical thinking and help students in understanding the text what they read and improve their reading activity.

According to Stauffer in Erliana, (2018:50), the DRTA is a group-inquiry reading approach for guiding readers through a text during the first time students read in the classroom.

#### **2.2.6 The Procedure of DR-TA**

From Hasan, (2017:142-143), Alan, et.al state that the procedure of Directed Thinking Reading Activity is as follows:

- a. The teacher prepares the text by marking four or five good stopping points in text.

- b. The teacher prepares DR-TA chart and reminds the students not to read beyond the stopping points. They will be making predictions and reading the text to confirm those predictions.
- c. The teacher asks the students the little of story of the text, talks about the genre author, shows the cover illustration, and reads the tittle. Then the teacher asks the prediction about what will happen in the story. Writes those predictions in the space labeled. The teacher asks the students why they think so.
- d. The teacher asks the student to go to the first stopping points and consider the prediction they made before and say what actually happen.
- e. The teacher reviews the prediction and asks which ones are coming true so far. Then the teacher asks them to read aloud to confirm or disconfirm their predictions.
- f. The teacher asks the students in predicting the next block of the text. The students write and read, then check their prediction against what did happen. They will make new prediction and dictate the evidence for those predictions.
- g. Finally the teacher asks the students to check the last predictions against what actually happened in the story, and dictate their findings about what happened, to be recorded in the space on the form.

### 2.2.7 Teaching Reading Use Directed Reading Thinking Activity

In developing reading comprehension on students, they are guided by teacher through the text by asking them to make and support the predictions before reading and examine their predictions, conclusions in reading progress. Directed thinking reading activity focuses on students' predictions and continuance the reading of text. From Seftika's, (2016:122) journal taken from McKenna's that "the directed reading thinking activity is a reading strategy use to introduce a reading selection and to encourage students to form predictions as a means of making their reading more purposeful.". In learning process in reading lesson, students make the prediction that is emphasized in Directed Thinking Reading Activity strategy. Students also use the background knowledge and teacher shows objects or pictures related to the text in order to help them in making prediction.

In teaching reading using DRTA, teacher must accept all of students' predictions as their own mind and the predictions will be different. Then teacher gives the students reading material. During reading and comprehend the reading text, students can prove their prediction. This strategy is used to assist students in reading. In descriptive text reading, students can make their prediction from the tittle. It can be a physical appearance, describe place, animal, or a thing.

When students read the title they will make predictions based on the title. Then teacher helps students by showing the object or asking them based on the descriptive reading text the teacher shows. This strategy builds their critical thinking and focus on the object of the lesson. This strategy can help students understand the generic structure of the text and also get the vocabulary during they make prediction. In learning process, DR-TA connects teacher and students, because this strategy needs both of their interactions. During the next phase of this strategy, students will get new information from the text when teacher confirms their prediction and get their finding from the text they read.

### **2.3. Conceptual Framework**

Based on the interview with the teacher, the researcher knows that the seventh grade students have lack in reading comprehension of descriptive text. Students have difficulties is understand the text because of difficulties in getting the meaning of text. Students' problems are low ability in reading, lack in getting the ideas of text, and low considered of the important reading as a habit. Teacher helps students understand word by word to get the point. The researcher applies the Directed Reading Thinking Activity to help students in getting information and understand the text through descriptive text. In this strategy also helps students to have critical thinking to understand the text by teacher directed the point

and teacher's stimulus so students can improve their reading comprehension in descriptive text and considered reading comprehension and reading habit to get information especially in text of descriptive.

## **2.4. Hypothesis of the Study**

### **2.4.1 The Null Hypothesis (Ho)**

The researcher formulates the null hypothesis in this research as follow:

Ho : There is no effect of using directed thinking reading activity strategy in improving students' reading comprehension and reading habit of descriptive text at seventh grade

### **2.4.2 The Alternative Hypothesis (Ha)**

The researcher formulates the alternative hypothesis in this research as follow:

Ha : There is effect of using directed thinking reading activity strategy in improving students' reading comprehension and reading habit of descriptive text at seventh grade.