CHAPTER I

INTRODUCTION

1.1 The Background of Study

When life exists, language exists. Language has very important role in human life. Everybody uses a language to convey his or her ideas, feelings, and thoughts to the listeners or other people in spoken or written way.

Today, we live in a globalization era. That is why a universal language connecting all people around the world is needed. English is one of the most common languages used by people to communicate with other people whose native languages are different. English is not only used as a communication tool but also used as a language of science, technology and information and finally there is a great demand in the workforce that requires the jobseekers in a certain position to be able to speak and write English fluently and correctly. As an international language that has a very big influence, English is very important at present to be learn especially for the students as the Indonesian coming generation so that they will be able to face this globalization era well.

In teaching English, the students are intended to master four language skills. They are listening, speaking, reading and writing. As one of the four language skills, reading holds an important role in learning. By reading, people can get a lot of information from print materials and texts. Reading to search for simple information is a common reading ability, though some researchers see it as a relatively independent cognitive process (Guthrie & Kirsch, 1987: 78)

In this study, the alternative strategy that is teaching reading comprehension is Directed Reading Thinking Activity (DRTA) strategy which is developed by Russel Stauffer (1969: 39). This strategy is a plan for directing students' and encouraging them to think as they read and make predictions then check their accuracy. DRTA is an effective strategy for teaching reading

comprehension because it helps students set reading purpose by making predictions, read more actively and enthusiastically and remember more information from what they have read.

Directed Reading Thinking Activity: A strategy that is intended to develop students' ability to read critically and reflectively. The directed reading thinking activity attempts to equip readers with the ability to determine the purposes of reading, the ability to extract, comprehend, and assimilate information, the ability to make predictions to examine reading materials based on the purposes of reading, the ability to pass judgments, and finally the ability to make decisions based upon information gleaned from reading. Furthermore, Al Odwan (2012:8) has proved that using directed reading thinking activity can improve students' reading comprehension because these activities is rich with more communicative tasks and consequently provided students with new concepts, ideas, suggestions, styles of thinking as well as opinions.

Based on the research experience when did observation at SMP NEGERI 10 MEDAN. The students said low interest in reading students. Beside that model, method, and strategies in doing learning process not appropriate. Many students feel bored, lazy when lecturer doing lecturer method, thus affecting students understanding of a reading, for that the researcher uses model, method, and strategies interested in support teaching learning activities, and Directed Reading Thinking Activity (DRTA) strategy very appropriate because Directed Reading Thinking Activity (DRTA) strategy aims to train students to concentrate and think hard to understand of reading. Through this strategy the students give prediction, concentration and think hard from a reading and also understand role from a reading and lecturer given motivation and meaning of the reading text.

Pasaribu (2013:6) also conducted a research about Improving Students' Reading Comprehension through Directed Reading Thinking Activity (DRTA). She concluded that

DRTA was an effective method to improve students' reading comprehension in narrative text, and made the students became more active and more enthusiastic in learning reading comprehension

There are some kinds of genre namely recount, report, hortatory exposition, analytical exposition, spoof, news item, anecdote, narrative, procedure, discussion, review and explanation. In this study, the writer focused on reading report text subject on learning material.

Therefore, this study design to identify the effect of applying Directed Reading Thinking Activity (DRTA) strategy on students' achievement in reading comprehension in report text.

1.2 The Problem of Study

Based on the background of the study, the research problem was formulated as follows: "Does (DRTA) Directed Reading Thinking Activity affect in applying teaching reading strategy on students' reading comprehension achievement in report text?

1.3 The Objective of Study

The objective of the research was to find out the effect of Directed Reading Thinking Activity (DRTA) strategy on the students' reading comprehension in report text.

1.4 The Scope of Study

Gerot and Wignell (1994:192), text is divided into several types that known as genre; they are spoof, recount, report, analytical exposition, news item, anecdote, narrative procedure, descriptive, hortatory exposition, explanation, discussion, reviews. This study was focused on reading report text by applying Directed Reading Thinking Activity (DRTA) strategy. The

researcher used report text and focus on four levels of reading comprehension, such as literal comprehension, interpretative comprehension, critical comprehension, and creative comprehension.

1.5 The Significance of Study

The result of the research could become:

1.5.1 Theoretically:

1. A new perspective in teaching reading comprehension achievement in report text

2. A new model in the research of teaching reading comprehension achievement in report text

1.5.2 Practically:

1. For the writer, understand more about theory directive reading thinking activity strategy in teaching reading report text.

2. For the student, they know the kinds and generic structure narrative text, and can apply directive reading thinking activity strategy in reading report text

3. For English teachers, to enrich her/his knowledge to be more creative in applying directive reading thinking activity strategy thus, the student become interested and enjoyable in reading report text.

1.6 The Hypothesis

Based on the theoretical and conceptual framework above, the two hypotheses, null hypothesis (Ho) and alternative hypothesis (Ha) was formulated as follows:

1. Null Hypothesis (HO): Directed Reading Thinking Activity strategy cannot affect applying on students reading comprehension achievement in report text.

2. Alternative Hypothesis (Ha): Directed Reading Thinking Activity strategy can affect applying on students reading comprehension achievement in report text.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

In doing a research, the terms used must be clarified in order to have a clear perspective of the implementation in the field. The terms may function to give a limited concept which is specifically in particular context, so that, the researcher will be free from unnecessary interpretation of the readers. In this case, it is important to list the following terms for purpose of the research.

2.2 Skills

2.2.1 Speaking Skill

English is divided into four skills which are as follows: speaking, listening, reading, and writing; therefore, speaking is express ideas orally and has an important role in communication. By expressing what is in mind, a speaker can make somebody comprehend things inside in their mind. In order to make the others capture and understand what they express using orally, a student should need to pay attention on the signs that should be fulfilled. There are some experts have purposed about definition of speaking. Brown (1994:1) speaking is processed to collect the data of information and in accepting, produce and processes the data to be valid information and ready to deliver as good communication. Speaking skill is positioned in the first rank of education sector Thornbury (2005:1).

2.2.2   Listening Skill

Listening is an activity where one uses their ears to get information or entertainment. It is an interactive, and active process of receiving, organizing meaning form, and responding to spoken or nonverbal messages where listeners use both before and linguistic knowledge in understanding messages (Vandergrift 2004:75). Listening is the basis for development of all other skills and the main channel of the students which make initial contact with the target language and the culture. It is language modality and the key to receiving messages effectively.

2.2.3   Writing Skill

Writing is one way to communicate with others by delivering the information and massage through written form. Richard and Renandya (2002: 303) the difficulty in writing is not only in generating the ideas, but also in translating the ideas into readable text. Nunan (2003) stated that writing is a process of thinking to invent ideas, thinking about how to express ideas into good

writing and arranging the ideas into statement and paragraph clearly. Troyka (1996) stated that writing is a process of a series of activities that start when a writer begins thinking about the object and when the writer completes a final draft. This process shows a requirement to explore ideas and write them into a good paragraph. All those written paragraphs should be clear, so that the reader can understand all of ideas, desires, hope and the author's experience. According to explanation above, it can be concluded that writing is process of thinking to create ideas into a good paragraph. It is a communication tool through written form which has some rules to be followed and applied in order to make the reader understand the ideas of the writer.

2.3 Definition of Reading

Reading is an action of a communicative process starting from the thought of the writer which is expressed using symbol on printed page. Grabe and Stoller (2002:4) state that reading can be defined to draw information from the text and to form an interpretation of the information. Reading is also the instantaneous recognition of various written symbols, simultaneous association of these symbols with existing knowledge, and comprehension of the information of the information and ideas communicated. It means that when a reader interacts with words, his prior knowledge combined with the visual (written) information result in his comprehending the message. Therefore, reading is a conversation between the writer and reader.

Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentence and connected text. Readers typically make used of background knowledge, vocabulary, grammatical knowledge, experience with the text and other strategies to help them understand the written text.

2.4 The Purposes of Reading

Grabe and Stoller (2002:13-15) state that there are four purposes of reading:

2.4.1 Reading to search for simple information

  Reading to search for information is a common reading ability, though some researchers see it as a relatively independent cognitive process. It is used so often in reading tasks that is probably best seen as a type of reading ability. Similarly, reading to skim is a common part of many reading tasks and useful skill. It involves a combination of strategies for guessing where important information might be in the text, and then using basic reading comprehension skills on those segments of the text until a general idea is formed.

2.4.2 Reading to learn from the text

  Reading to learn typically occurs in academic and professional context in which a person needs to learn a considerable amount of information of a text. It is usually carried out at a reading rate somewhat slower than general reading comprehension (primarily due to reading and reflection) strategies to help remember information. Reading to learn requires abilities to remember main ideas as well as a number of details that elaborate the main and supporting ideas in the text; recognize and build rhetorical frames that organize the information in the text; and link the text to the reader's knowledge base.

2.4.3 Reading to integrate information, write and critique text

  Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting, or conflicting information and likely restricting of a theoretical frame to accommodate information from multi-level sources. Both reading to write and reading to critique text require abilities to compose, select, and critique information from a text.

2.4.4 Reading for General Comprehension

Reading for general comprehension is the most basic purpose for reading, underlying and supporting the most other purposes for reading. A reader read a text generally for pleasure, information, and general understanding. This purpose may be the most dominant reasons why people read regularly in their daily life.

2.5 Reading Comprehension

Reading comprehension is a complex skill that requires an active interaction between text elements and reader. The reader is an active participant with a text and the reader makes sense of how ideas based on the text related to one another by interpretive interactions between what the reader gleans from the text and what the reader already knows, from the statement, it is clearly understood that comprehension is the most important in reading. Since comprehension of the text is the ultimate goal in reading. Understanding comprehension processes is crucial to the study of reading.

Grabe and stroller (2002:7) state that reading comprehension needs the ability to understand or to gain the information from a text. Reading comprehension can be also defined as the understanding of the text that is read, or the process of constructing meaning from a text. Reading comprehension involves taking meaning to a text in order to obtain meaning from a text. It means that a reader must be able to interpret what the meaning of text well.

Nuttal (1982:4) reading comprehension is the ability of students to interpret the idea of passage without knowing the individual meaning but memorize the passage and recite it by using their own words. Therefore, comprehension is the capacity for understanding those thoughts and ideas applying what you have read and understood become the successful conclusion.

Based on the explanation above, it can be concluded that reading comprehension is an active cognitive process of interacting between reader and text in order to establish meaning and construct the ideas based on own words from a text.

2.5.1. Levels of Reading Comprehension

Burns et.al (1984:101) comprehension divided into four levels, namely literal comprehension, interpretive comprehension, and critical comprehension, and creative comprehension.

1. Literal Comprehension

Literal comprehension refers to the ability to understand what is stated by the writer by taking the idea which is explicitly stated in the passage. Burns (1984:117) literal comprehension is the understanding of the ideas and information explicitly stated in the passage. The literal level is the easiest level of reading comprehension because a reader is not required to go beyond what they said. In this level, the readers know the words

For example:

How many birds will gather in a group to form curved arc?

1. A million birds
2. Two dozen birds
3. A couple of birds
4. Three birds

2. Inferential Comprehension

Inferential comprehension requires the reader to go beyond what is stated explicitly. Otto (1979:152) interpretation is a higher level of comprehension which involves the thinking skill and requires reader to identify ideas and meaning that are not explicitly stated on written text.

Interpretive comprehension involves more logical thinking than literal comprehension and it is elicited by the teacher's questions which demand thinking and imagination. In interpretive comprehension, there are four inferences that can be known by the reader: inferring supporting details, inferring the main idea, inferring consequence, inferring cause and effect relationship, inferring characters traits, inferring figurative language.

In this level the reader be able to inform the fact information, main idea, comparisons, cause-effect relationship which is not explicitly stated in the passage. For example: What does "they're" in second paragraph refer to?

a. Birds   c. Shore

b. Fishes   d. Water

3. Critical Comprehension

In critical comprehension, the reader evaluates what is being read critically about the writer's thought. Otto (1979:152) states critical comprehension refers to the ability to make analysis, evaluation, judgment and personal reacting about the ideas of information that writer offers in the passage. It requires a higher degree of skill development and perception. In critical reading, readers evaluate written material; compare the ideas found in the material with his/her previous knowledge and draw conclusion appropriately. In other words, the reader compares his previous experience to the element of the new material of the passage.

For example:

Which statement is true about white pelican bird?

a. White pelican is the kind of silly birds

b. White pelican is very sharp to hunt the fish

c. White pelican is the newest group of birds

      d.   White pelican works individually

4. Creative Comprehension

     Creative comprehension refers to the ability of reader to use his/her imagination when reading the passage. Skills for creative reading comprehension includes the understanding cause-effect relationship on a story solving problem and producing the creations. Creative reading encourages students to think and comprehend the text creatively.

For example:

     What kind of the textbook would this passage most likely be found?

     1.   National Geographic

     2.   Biography

     3.   Sociology

     4.   Psychology

2.6 Genre

Genre refers to kind of text, which describes the general of the text. Great and Wignell (1994:192-219) texts are divided into several types, they are narrative, recount, report, explanation, procedure, anecdote, and spoof.

1. Narrative text is A narrative text is an imaginative story to entertain people.

2. Recount is a text which retells events or experiences in the past. Its purpose either to inform or to entertain the audience.

3. Report text is a text that describes something in general. Every text has communicative purpose.

4. Explanation text is to explain the processes that occur in the formation of something related to natural phenomena, social, scientific, cultural, and others that explain how to explain how it happened.

5. Procedure text is a piece of text that give us instructions for doing something

6. Anecdote is a text which retells funny and unusual incidents in fact or imagination. Its purpose is to entertain the readers.

7. Spoof is a type of story which have has twist (funny part in the end of the story). It contains an unpredictable event which makes the story funny. In this study the writer focusses to report text.

2.7 Report Text

Pardiyono (2007: 278) states that report text is a type of document written by someone or group of people to announce the result of an investigation or announce something to the proper authorities. The information given in a report text is very general information.

2.8 Social Function of Report Text

The purpose of a report text is to present information about something generally. It generally describes the way things are with reference to arrange of natural, manmade and social phenomenon in our environment, such as: mammals, the planets, rocks, plants, countries of region, cultures.

2.9 Generic Structures of Report Text

The generic structure of report text includes three main parts, they are: Title, General Classification, Description.

1. Title

A title is different with a topic. A topic is general, and a title is more specific. For example, a topic could be natural phenomenon, while a title would be tsunami. The title refers to the main character or a major event; it is usually in the form of noun phrase; it is intended primarily to catch the interest of potential readers.

In report text, a topic is mainly about things in the world, about living things like plants and animals, nonliving things of natural phenomenon like volcanoes, tidal waves, galaxy, satellite and social phenomenon like economy, trade union, and different kinds of technology.

2. General Statement

It is a statement to introduce the topic of report. Wahidi (2008) says that general classification stating classification of general aspects of thing, such as animal, public place, plant, etc. Which will be discussed in general.

3. Description

It provides details of topic describing the thing which will be discussed in detail, part by part, customs or deed for living creature. Knapp and Watkins (2005:105) state that description stage is divided into paragraphs which focus on specific aspects of the phenomenon that being described, such as: appearance, parts, functions, behaviors, and habitat. Clearly, the generic structure of report text can be seen from the following example:

The Title:	**THE WHITE PELICAN REPORT**
General classification:	The white pelican is one of the most successful fish-eating birds.
Description:	The success is largely due to its command hunting behavior. A group, perhaps two dozen birds, will gather in a curved arc some distance offshore. The birds then begin to move forward towards the shore, beating the water furiously with their wings, driving the fish before them.

2.4.3 Linguistic features of report text

a. Focus on generic participant

1. A. report text always introduces group or general aspect and focus on

   general nouns, such as: platypus, bee

2. A report text uses relating verb and action verb, for example: Relating verb: Reptiles are

   scaly animal etc. Action verb: Birds fly in the sky, etc.

3. A report text uses of simple present tense, for example: Platypus lives in streams, male

   platypus does not need any burrow, etc.

4. The language used in a report text is a scientific language, for example: water contains

   oxygen and hydrogen, etc.

5. A report text uses Conditionals and logical connectives, such as: but, in other hand, etc.

2.10   The   Differences   between   Report   Text   and   Descriptive   Text

Some text types are quite difficult to differ. Such a report and a descriptive text have the

similarities in the social function and generic structure. However, if they are analyzed

carefully,   the   slight   differences   between   the   two   types   will   reveal.

The purposes of the two texts are to give the live description of the object/ participant.

Both a report and a descriptive text try to show rather than tell the reader about the factual

condition of the object. Readers by themselves will catch the impressive point of the object through that showing writing style. What makes different, between report and descriptive text is the scope of the written object. If we talk about, e.g.: bicycle, it belongs to a report text. It will talk about bicycle in general in terms of its parts, physical strength, and function for certain people or other general characters of bike. In the other hand, descriptive text will convey more focus, for example "my bicycle" with its specific characters, such as: color, length, wheel style, etc. In short, a report text describes the way of certain things and frequently refer to phenomenon of nature, animal, and scientific object. Mostly, a report is written after getting careful observation. This scientific and technical sense makes clearer differences from descriptive text. The way of descriptive text in showing thing is based on the objective fact of the thing. It describes the specific thing simply as the thing.

2.11 Strategy of DRTA

Generally, strategy is a technique, which is used to attain a certain purpose. In teaching context, Wina in Istarani (2012: 1) states that strategy is learning activity that teacher and students do in order to achieve a good result of learning process efficiently and effectively. It also can be defined as a plan of action designed to achieve an overall aim or a plan for achieving goal.

2.11.1 Directed Reading Thinking Activity (DRTA) Strategy

Directed Reading Thinking Activity (DRTA) is a way of teaching reading as a process that gives the students opportunity to read the text closely and purposely which the text is revealed to the students in installment. In the introduction, the students are asked to make

prediction, reach conclusion and consider the structures and features as supporting evidence from the text.

Otto (1979:165) states that Directed Reading Thinking Activity is developed through teacher-pupil and pupil-pupil interaction. We can also state that their good interaction in teaching learning process among components involved. Furthermore, Stauffer (1970) in Otto (1979) defines that Directed Reading Thinking Activity as a group comprehension activity that makes prediction of the story events prior to reading, reading to prove or modify the prediction, and the use of divergent thinking. Before reading the text, the students must predict what they are going to read whether it is a text or a paragraph.

2.11.2 The Purpose of Directed Reading Thinking Activity (DRTA)

Otto (1979:165) states that Directed Reading Thinking Activity has three main purposes in the learning process:

1. To develop purpose for reading

The teacher helps the students set their purpose for reading and helps them to think about what they are going to read, perhaps by skimming or by reading the titles, headings, and picture captions. They learn to pose questions about what they are going to read and set hypothesis. Through questioning, the group not just the teacher helps each student to set goals and from reasonable hypothesis before reading begin. The group determines which hypotheses are reasonable, asking a student to give evidence.

2. To develop habits of reasoning while reading. As the students read, they are asked to use both their own experiences and the information given by the author to refine their preconceived ideas. While they are reading, the students will reject or confirm some hypotheses by further

reading. The students are not just passively moving their eyes across the page, but they are engaged in search for evidence.

3. To develop the habit of testing or proving prediction

This step has purpose to develop the first two steps, in which the students make prediction and read to find evidence. In the last steps the students offer evidence. The students will learn to offer valid proof for their conjectures. Directed Reading Thinking Activity should help students to see reading as a process of combining their own ideas of an author in order to solve a problem or to find the answer of questions. The DRTA can provide a bridge between the teacher as a guide to understand written material and the students as an independent critical reader.

2.11.3 The application of Directed Reading Thinking Activity in Teaching Reading Report Text in the Classroom

1. Write the title of the passage on the whiteboard, have students predict what story be about from the title or illustrations. Then, write down the predictions occur.

2. Asked the students who predicted, "Why do you think so?" probe for background knowledge and experiences.

3. Have students read to a logical stopping point that you have chosen. They should mark the remaining text with a piece of paper.

4. Ask, "What do you think will happen now? Why?" Have they verified their reason with information from the text? Write down new predictions and ask students to eliminate the previous predictions which are no longer applicable.

5. Repeat this process until you get to the last stopping point. Then ask, "How do you think the story will end? "Why?

6. Have students read to the end then ask, "Why did the story end this way? How would you have ended the story?"

7. Asking the students to make summary statement or about their statement about how their prediction compared to the passage.

2.11.4 Steps to Read Using the DRTA Strategy

According to Farida (2007: 50) the steps in using DRTA strategies in learning to read comprehension are:

1). Make predictions based on title instructions

At this time the teacher reads the title of the reading text that will be read by students on the board. After that the teacher asks students to predict the contents of the reading text that will be read based on the title.

2). Make predictions from picture instructions

The steps taken by the teacher in this step display pictures of reading text that will be read by students. After that, ask students to publish what is approximately the contents of the reading text that they will read later.

3). Reading material or text

Instruct students to read the reading text that the teacher shares over their choice of the picture selected by the student.

4). Determine predictions and adjust predictions

After reading this text the teacher makes an estimate of the student's prediction results, by asking questions who you predicted earlier is the same as the text you just read.

5). Repeat all procedures (1-4) until all parts of the lesson above have been covered.

6). Make balanced according to each version.

2.11.5 The Advantages and Disadvantages of Directed Reading Thinking Activity (DRTA) strategy

Anggi Anggara (2018: 22) There are some advantages of Directed Reading Thinking Activity:

1. This DRTA strategy contains many types of reading strategies to become educators can use and can attend differences that exist in the participant students.

2. The DRTA strategy can attract learners' interest in learning, because it is deep DRTA strategies use a variety of methods that not only serve participants audio-visual education, but also kinesthetic

   Disadvantages of Directed Reading Thinking Activity (DRTA) strategy

1. The DRTA strategy takes a lot of time if you don't manage the class efficient.

2.12 Previous Research

There have been many studies confirming the effectiveness of DRTA in teaching reading comprehension. The studies are summarized as follows.

The first, was written by Odwan examined the effect of Directed Reading Thinking Activity (DRTA) through cooperative learning on English secondary stage students' reading comprehension in Jordan. Although Odwan is combined the DRTA with cooperative learning, there are some points about the Directed Reading Thinking Activity (DRTA) itself which are related to reading comprehension. He states, as the result of his study, that students' improvement in reading comprehension may be attributed to students' skills developing ability to read the material using DRTA. It is because during the activity students set purposes, make predictions, read silently and verify predictions.

The second, was written by David (2014). He investigated The Effect of Question Answer Relationship (QAR) and Cooperative Learning (Cl) on First Grade High School EFL Students' Reading Comprehension. The result showed that QAR strategy had a positive effect and increased EFL students' reading comprehension. Then, it was also found CL strategy on EFL students' reading comprehension had also a positive effect, and students in the second experimental group outperformed in their post-test reading comprehension. The finding was that implementing combination of the two strategies (QAR+CL) had a positive effect on EFL students' reading, even more than using those strategies separately.

The third was written by Almanza (1997) examined a study which compared the effectiveness of cooperative learning and the DRTA during reading stories. Fifty-three students from sixth grade were taught stories during the 8-week instruction. Findings, based on a reading comprehension test, indicated that most children scored higher in the cooperative reading groups than their counterparts from the DRTA activity groups. The study suggested the use of cooperative learning as an instructional strategy.

The fourth was written by Erliana (2011), the study was to describe how the Directed Reading Thinking Activity (henceforth DRTA) strategy can improve reading comprehension. The data were taken from observation, field notes, questionnaire, and achievement test. The result reveals that the DRTA not only improves students' comprehension but also increases their motivation in learning. Meanwhile, the weakness of this study is the action research requires an increased time, the long period of time in conducted a study effect the mood on cognitive process.
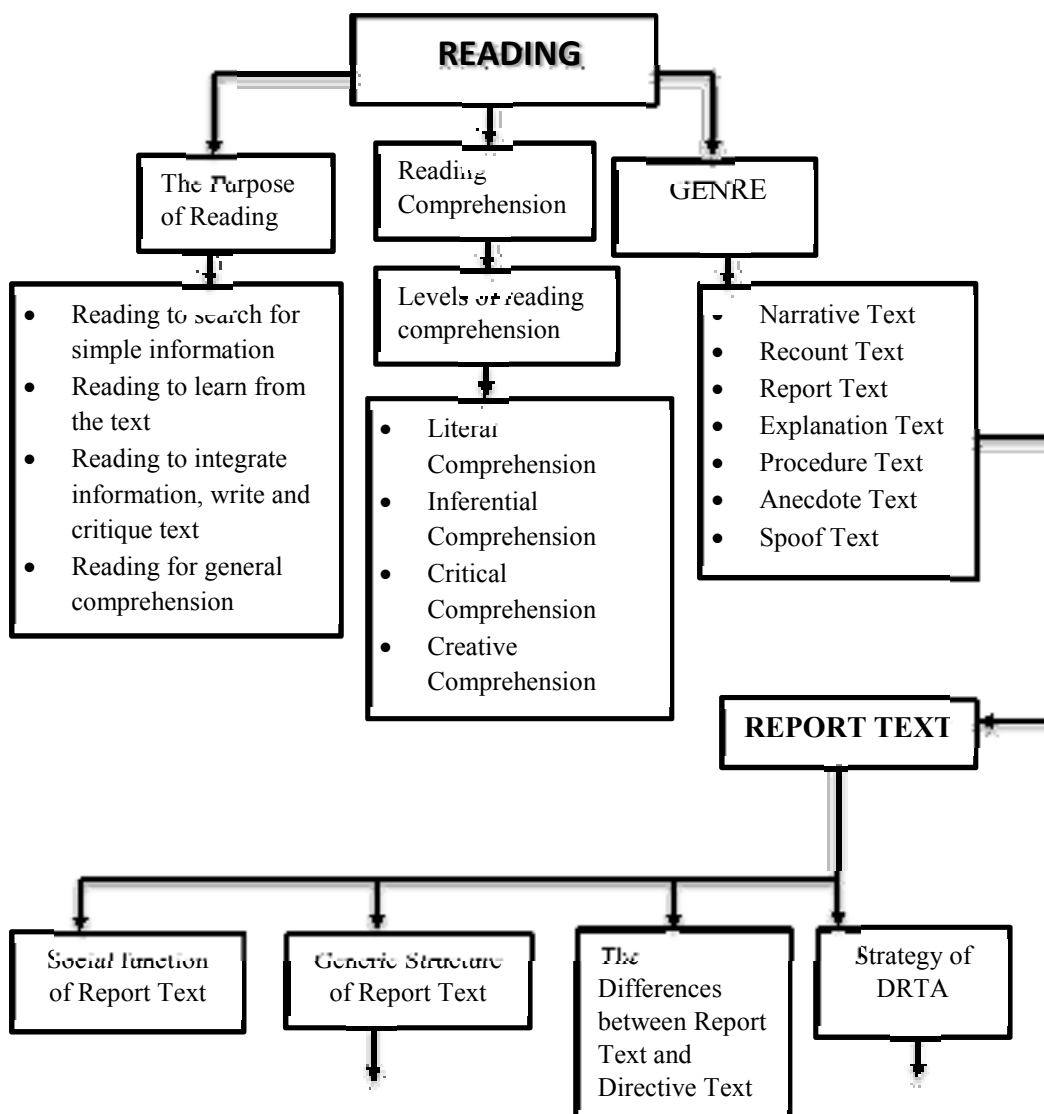
2.13 Conceptual Framework

It has been explained previously that reading is a communicative process between the reader and writer which is expressed by using symbol on printed page. In reading, the students make a communication with the author means in his writing and connecting it into his prior knowledge.

In reading comprehension, the reader does not only try to understand what the author wants to give, but also the students should compare what he reads and what he has known, which is called as prior knowledge. Here the students practice more in developing his thinking while reading a text. By doing this, the students will be a critical reader in comprehending what the author writes and find out the information given.

Therefore, it was concluded that reading is an important aspect to improve someone's ability in every aspect of life because we cannot know many things as the more, we read, the more we know. As reading is an important aspect, it should be planned and taught carefully. To improve students' reading ability, the teacher can use several ways. There are numerous of strategies that have been applied. DRTA is one of those strategies, which is suitable to help the students in reading. DRTA was very helpful to create a comfortable condition in learning since the students have more opportunity to interact with others by having discussion and improving their critical reading comprehension. By applying Directed Reading Thinking Activity, the students could set their prediction about the text, develop their thinking as they are reading a text, understand the text by comparing what they know, and the author writes. It could be proved from the result of the previous research which was conducted by Limbong (2010) : DRTA significantly affected students' reading comprehension in narrative text, the students' achievement taught by using DRTA was higher than students' achievement taught without using DRTA in which the total score obtained from experimental group was 3006,70 points after treatment given while control

group was only 2495,30 points. It means that Ha is accepted. Furthermore, DRTA helped students to increase their interest in reading because this strategy involved the students' prior knowledge before reading a text and gave a significant effect on students' reading comprehension achievement in report text. Thus, it was concluded that there would be a significant effect of using DRTA on students' reading comprehension.

The writer considered that although the previous researchers have conducted the DRTA in teaching reading narrative and descriptive text and achieving a good result, but in this study the writer tried to use DRTA in teaching reading report text, because the generic structure and communicative purpose of each genre.

READING

The Purpose of Reading

Reading Comprehension

GENRE

- Reading to search for simple information
- Reading to learn from the text
- Reading to integrate information, write and critique text
- Reading for general comprehension

Levels of reading comprehension

- Literal Comprehension
- Inferential Comprehension
- Critical Comprehension
- Creative Comprehension

- Narrative Text
- Recount Text
- Report Text
- Explanation Text
- Procedure Text
- Anecdote Text
- Spoof Text

REPORT TEXT

Social Function of Report Text

Generic Structure of Report Text

The Differences between Report Text and Directive Text

Strategy of DRTA

• Title • General statement Description		• DRTA strategy • The purpose of DRTA • The application of DRTA in teaching Reading Report Text in the classroom • Advantages and Disadvantages of DRTA		

CHAPTER III

RESEARCH METHOD

3.1 Research Design

This study was conducted by using experimental research which consisted of pre-test, treatment, and post-test in order to know the effect of applying DRTA on students' achievement in reading comprehension in report text. Arikunto (2003:3) states that experimental research is the way to look for the relation cause and effect between two variables. There were two variables in this study; they were independent and dependent variable. Independent variable was Directed Reading Thinking Activity while dependent variable was the students' reading comprehension. In this experimental research design, there were two classes which were given different treatment. The two random groups were experimental group and control group. The design was applied in order to compare the data which was gained from both of groups. The experimental group was given a treatment by using Directed Reading Thinking Activity strategy; while the control group was taught by using lecturing method. The pre-test was given to both of groups before treatment then post-test was given after treatment.

3.2 Population and Sample

The population of this research is the ten grade students of SMA SWASTA KESATUAN MERANTI. There were two parallel classes, and each class consisted of 15 students. Therefore, the total number of populations was 30 students. The writer used cluster sampling technique. The number of samples of this research was 30 students, which was taken from X1 and X2. The students of X1 was chosen as experimental group which was taught by using DRTA strategy while the students of X2 was chosen as control group which was taught without by using DRTA strategy while the students of X2 was chosen as control group which was taught without using DRTA strategy.

3.3 The Instrument for Collecting Data

The data of this study was collected reading text by applying multiple-choice test. According to Brown multiple-choices format are practical, reliable and they give the possibility of an easy and consistent process of scoring and grading. The test was used in pre-test and post-test instrument.

The test was aimed to measure students' reading comprehension in report text. Each item of test included 4 options namely, a, b, c and d. Students were asked to choose the correct answer of report texts by crossing the right answer. The test consisted of 25 items. The test items were design based on three texts which are taken from the internet. The writer adopted five items of the tests which have been available in the internet, such as number 15, 16, 17, 18, 19, and the rest of test items were modified by the writer, herself. The writer gave a try out by giving the test to the students before administering pre-test and post-test. When embarking on the construction of a test, the writer made a table of specification.

3.4 The Procedures of Research

1. Pre-Test

Pre- test was administered to both of groups before giving the treatment. The same test was given to both of groups.

2. Treatment

The experimental group and control group were treated by using different teaching method. The experimental group was treated by DRTA in order to know the effect in achieving reading comprehension, while the control group was treated by lecturing method. The treatment was conducted after giving pre-test. The process of giving treatment to both of groups was conducted in three meetings.

1. Teaching Presentation for Experimental Group

The treatment was administered to the experimental group after conducting pre-test. The process of teaching DRTA was designed as follows:

Teaching Procedure of the Experimental Group (DRTA strategy)

No	Teacher	Students
1	Open the class by greeting the students and give the explanation what the class going to do	Respond to the greeting and then listen to the teachers' explanation.
2	Explaining the definition, social function, generic structure, and language features of report text	Listen to the teacher's explanation
3	The teacher divides the students into groups	Students join with their own group
4	The teacher writes the title of the passage on the overhead transparency or whiteboard, have students predict what the story will be about	The students try to predict what the story will be about
5	Ask the students who predicted, "Why do you think so?" probe for background knowledge and experiences	The students, who have predicted, give the reason of their prediction
6	Have students read the text paragraph by paragraph	The students read the text paragraph by paragraph
7	Ask the students, "What do you think will happen now? Why?" Have they verified their reasons with information from the text Write down new predictions and ask the students to eliminate the previous predictions which are no longer applicable	The students answer the questions from the teacher and try to verify the reason of their own prediction
8	Ask the students to read the information gotten from the text after	The students read the conclusion of

	concluding the last predictions	their predictions

2. Teaching Presentation for Control Group

The teaching process in control group was conducted in three meetings after the administration of pre-test. The students were taught by using lecturing method in teaching reading comprehension. The procedure of teaching was designed as follows:

Teaching Procedure of the Control Group (Lecturing method)

No	Teacher	Students
1	Open the class by greeting the students and give the explanation what the class going to do in this meeting.	Respond to the greeting and then listen to the teacher's explanation.
2	Give the copies reading material and ask the students to read the text.	Read the text from the reading material.
3	Ask the students to find out the difficult words and get the meaning.	Find out the difficult words in the reading text and get the meaning by using dictionary.
4	Ask the students to rewrite the text bit their own words and ask several students to share their own text.	Write the text by their own word and prepare to present to the class.
5	Ask the students to answer the questions from the text.	Answer the questions from the text.
6	Ask the students to collect their answer.	Collect their answer to the teacher

3. Post-test

After giving the treatment, the post-test was given to each group. The post-test was exactly same with pre-test either in terms of contents. It was intended to find out the effect of teaching presentation in both classes.

3.5. Scoring the Test

In scoring the test the writer used score ranging from 0-100 by counting the correct answer and applying this formula:

$$S = \frac{R}{N} X\ 100$$

Where:

S = score of tests

R= number of correct answers

N= number of the test items

3.6 Validity of The Test

Ary (2002:242) states that validity refers to the extent to which an instrument measured what it claimed to measure. In making a good test as the instrument for measurement, the validity of test is considered. A test must be able to measure what is intended to measure. This study applied content validity. Content validity deals with curriculum and behavioral objectives. Curriculum in English has some competence to be reached by the students. Therefore, the test used in this study was based on the curriculum and behavioral objective to be valid in content and used as the pre-test and the post-test for the students.